Board of Trustees Committee Meetings - Monday, June 23, 2025 Minutes
Youngstown State University - Board of Trustees
6/23/2025 10:00 AMEDT
@ Board Meeting Room, 1st Floor, Tod Hall

MATERIALS ARE IN THE SUPPLEMENTAL SECTION OF THIS DOCUMENT

Attendance

Present: Sergul Erzurum, Richard Fryda, Charles T. George, Anita A. Hackstedde, M.D., Bill Johnson, Joseph J. Kerola, Jocelyne Linsalata, Laura Lyden, Zane Perrico, Michael A. Peterson, Allen L. Ryan, Jr., J.D., Sterling Williams, Eric Spiegel

Guests: Justin Bettura, Joy Polkabla Byers, John Colla, Chet Cooper, Michelle DiLullo, Rebecca Fink, Barbara Flinn, Sarah Gampo, David Graham, Timothy Harrington, John Hyden, Holly Jacobs, Sarah Keeler, Dana Lantz, Jennifer Lewis-Aey, Paul McFadden, Neal McNally, Ross Miltner, Jennifer Pintar, Bill Spencer, Ron Strollo, Jim Yukech

A. Meeting Schedule and Committee Listing

BOT Meeting Schedule June 2025 FINAL.pdf

Board Committee Listing 2025-26 DRAFT.pdf

B. INVESTMENT COMMITTEE

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

1. Disposition of the Minutes for the Previous Meeting

   Approved as presented.

2. Old Business
3. Committee Items
   a. Investment Committee Discussion Item
      i. June 23, 2025 Quarterly Portfolio Asset Allocation and Investment Performance Review (Presenters: John Colla, Clearstead)

         The Investment Committee received a comprehensive update on the financial markets, portfolio performance, and the University's investment strategy. The discussion highlighted how YSU's investment portfolio has performed

amid recent market volatility and reviewed ongoing work around long-term asset allocation.

Markets experienced meaningful volatility during the first half of the year. The S&P 500 reached an all-time high in February, declined nearly 20% by mid-April, and recovered to a +2% calendar year-to-date return by the end of May. This fluctuation was driven by concerns over Federal Reserve policy, inflation pressures, and increased geopolitical tensions, including U.S. involvement in the Israel–Iran conflict and the risk of disruptions to global energy supply. Despite the uncertain market backdrop, YSU's investment portfolios have delivered strong performance:

- As of March 31, 2025:
    - Total non-endowment assets: $93 million
    - Operating/Short-Term Pool: $20.3 million (return of +1.0% for the quarter)
    - Long-Term Pool: $73 million (return of –0.1% for the quarter)
    - FYTD return (through March): +4.6%
- As of May 31, 2025:
    - Operating Pool: $14.4 million (return of +0.3% for May)
    - Long-Term Pool: $75.1 million (return of +2.6% for May)
    - FYTD return (11 months): +7.9%

Key contributors to performance included the timing of recent equity adjustments (particularly the move to global managers), strong performance in alternative strategies (including hedge funds and private credit), and a disciplined, high-quality fixed income approach.

YSU's long-term investment portfolio remains more conservatively positioned compared to peers. The current target allocation includes approximately 40% equities, 15% alternatives, and 45% fixed income and cash. However, following the Board's endorsement last year, a 5% increase in equity allocation is underway, representing a shift toward a more growth-oriented profile to support long-term institutional goals.

The fixed income portfolio remains high quality and relatively short in duration (3.6 years vs. the benchmark's 6 years),

which has helped manage interest rate risk during a period of rate volatility. Including private credit strategies, the portfolio's yield is now above 5%, a favorable position given current market conditions.

Looking ahead, the Committee will continue its multi-phase review of asset allocation, with further discussion scheduled for the September meeting. That session will include updated peer benchmarking and scenario modeling to assess how modest increases in investment risk could enhance return potential while maintaining alignment with the University's financial metrics and risk tolerance.

Overall, YSU's investment strategy remains disciplined and aligned with institutional priorities, and the portfolio is well-positioned to continue supporting the University's long-term financial health.

Clearstead Performance Report - BOT June 23, 2025.pdf

4. New Business

   No New Business was entertained

5. Background Materials
6. Adjournment

C. AUDIT SUBCOMMITTEE

Richard C. Fryda, Chair
Sergul A. Erzurum, Vice Chair
Anita A. Hackstedde
Joseph J. Kerola
Sterling A. Williams

1. Disposition of the Minutes for the Previous Meeting
2. Old Business
3. Committee Items
   a. Audit Subcommittee Discussion Items
      i. Anonymous Reporting Hotline Stats Update (Presenters: Michelle DiLullo, Staff Auditor)

         For the third quarter, there were five submissions to the anonymous reporting hotline. All reports were submitted

through the website, and four out of five were submitted anonymously.
Of those five:

- Two reports were formally investigated by Internal Audit.
- Three reports were referred to the appropriate departments for follow-up.

All five reports have since been closed during the quarter.

Hotline Stats Report FY25Q3.pdf

ii. FY25 Third Quarter Internal Audit Plan Update (Presenters: Michelle DiLullo, Staff Auditor)

This update reflects how my time was allocated during the third quarter.

The majority of the quarter was dedicated to completing the audit of the International Programs Office, which is now finalized and will be issued in a formal report shortly.

Remaining hours were focused on continuous auditing efforts, specifically in the areas of accounts payable and payroll.

Quarterly Audit Plan Update FY25Q3.pdf

iii. Audit Matrix Open Audit Recommendations Update (Presenters: Michelle DiLullo, Staff Auditor)

This matrix tracks the progress of the implementation of recommendations for improvement or correction made by internal and external auditors.

During the third quarter, two audit recommendations were closed following confirmation that corrective actions had been completed.

The remaining open recommendations will be followed up as their respective implementation dates approach, in line with our standard audit follow-up procedures.

Audit Recommendations Status FY25Q3.pdf

iv. IT Application Risk Assessment of the Division of Institutional Effectiveness and Student Experience (Presenters: Sarah Gampo, Internal Auditor at Kent State University)

An IT application risk assessment was conducted for the Division of Institutional Effectiveness and the Division of Student Experience. This was a risk assessment, not a formal audit, so the format and content of the report—available in your meeting materials—reflect that difference.

The objective of this engagement was to identify and assess the IT applications (software tools) used across the division to support business operations. Working collaboratively with Web IT and the respective application owners, we identified 18 applications for consideration.

Each application was then risk-ranked based on criteria such as criticality, data sensitivity, and operational impact. From that assessment, we recommended seven applications for future IT general controls audits. This information was also shared with divisional leadership, and their input was incorporated into the final recommendations upon which actions will be taken.

IT Application Risk Assessment - Division of Inst. Effectiveness & Stud. Experience.pdf

b. Audit Subcommittee Action Item

   i. Resolution to Approve the FY26 Annual Internal Audit Plan (Presenters: Michelle DiLullo, Staff Auditor)

   The plan includes work that is continuing from the prior year, most notably the Athletics Ticket Office audit, which is currently in the planning phase. That project was carried over and is already underway. In addition to that, other audit areas scheduled for FY26 include a review of conflict of interest processes, an audit of faculty workload, and an IT general controls audit at Kent State University. The IT audit is part of our ongoing shared services agreement with Kent State University and will be the first engagement based on the results of the IT application risk assessment conducted last year. That assessment produced a prioritized list of IT systems, and we're beginning to audit those with the highest risk rankings.

   Also included in the FY26 plan are allocated hours for consulting and advisory services, continuous auditing work, anonymous hotline monitoring, and follow-up on previously issued audit recommendations. Approval of this plan allows

us to move forward with detailed scheduling and resource planning for the year.

Resolution to Approve Fiscal Year 2026 Internal Audit Plan.pdf

Internal Audit Plan FY26 Background - June 2025.pdf

FY26 Internal Audit Plan.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Joseph J. Kerola and motion seconded by Anita A. Hackstedde, M.D. Passed unanimously

4. New Business

   No New Business was entertained

5. Background Materials

   a. Sunshine Law Star Rating, FY 2024

      Auditor of State STARS Rating, FY2024.pdf

6. Adjournment

D. FINANCE AND FACILITIES COMMITTEE

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

1. Disposition of the Minutes for the Previous Meeting

   Approved as presented.

2. Old Business
3. Committee Items

   a. Finance and Facilities Consent Item

      i. Resolution to Modify Institutional Insurance Programs Policy, 3356-3-06

      Resolution to Modify - Institutional Insurance Programs policy.pdf

      REDLINE 3356-3-06 Institutional insurance programs.pdf

      Motion:

Motion to approve the Resolution.

Motion moved by Anita A. Hackstedde, M.D. and motion seconded by Joseph J. Kerola. Passed unanimously.

b. Finance and Facilities Action Items

i. Resolution to Approve Changes to Tuition and Fees for the 2025-26 Academic and Fiscal Year (Presenters: Neal McNally, Vice President for Finance and Business Operations)

McNally indicated that due to ongoing deliberations in the Ohio General Assembly regarding the state's biennial budget bill, the University does not yet have clarity on whether tuition increases for the incoming undergraduate cohort will be permitted. Historically, the state budget bill includes restrictions on tuition increases at public universities. As a result, the resolution includes language that would allow the University to adjust the Penguin Promise tuition rate for new undergraduate students once the state budget is finalized. Until that time, the actual rate for the new undergraduate cohort remains listed as "to be determined."

All existing undergraduate cohort rates will remain unchanged for FY26, in accordance with the Ohio Tuition Guarantee Program. Students already enrolled will see no increase in tuition for the coming year.

Graduate and online graduate tuition rates are proposed to increase by 3%, as they are not subject to state-imposed tuition caps.
Additional proposed fee changes include:

- A $10 per credit hour increase in the non-resident international surcharge
- A $75 increase in the international student program fee per semester
- An $11 per credit hour increase in the Cliffe College program fee, as approved by the Ohio Department of Higher Education.
- Newly approved program fees for nursing and the new graduate tech program.

These proposed adjustments are driven by the need to generate additional revenue to keep pace with inflation and support University operations.

While YSU's undergraduate tuition remains among the lowest in the state—providing a competitive advantage in affordability—it presents challenges in revenue generation.

Resolution to Approve Changes to Tuition and Fees for the 2025-26 Academic and Fiscal Year.pdf

Tuition_FY26.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Richard Fryda and motion seconded by Joseph J. Kerola. Passed unanimously.

ii. Resolution to Approve the Annual Operating Budget for FY 2026 (Presenters: Neal McNally, Vice President for Finance and Business Operations)

The proposed FY 2026 operating budget plan is illustrated in the board materials.

Due to delays in the finalization of the state budget, the University is moving forward with a budget based on the best available estimates. The FY26 budget reflects a 3.5% increase in both general fund revenues and expenses, and an overall increase of 3.0% when auxiliary operations are included.

Revenue projections include:

- A 4% increase in tuition and fees, reflecting the newly approved adjustments
- A 2.5% increase in state share of instruction (SSI), based on preliminary estimates from the Ohio Department of Higher Education

While updated SSI projections released just last week suggest a 3.5% ($1.8 million) increase in state operating support, the budget was built using earlier, more conservative assumptions due to continued uncertainty in the legislature.

Changes to the SSI formula under debate in Columbus could affect future allocations, including the state's intent to shift

funding incentives toward degrees that lead to gainful employment and align with workforce demand.

On the expense side:

- Personnel costs, which make up the largest share of the budget, are expected to increase modestly. Faculty salary costs reflect a 1% net increase, due to a mix of contractual raises and faculty attrition.
- Staffing costs are projected to increase by 5%, largely due to the addition of new positions in student services, academic advising, the Penguin Service Center, and the International Programs Office—driven by increasing compliance requirements and rising student support needs.
- Non-personnel operating expenses are expected to rise by $3 million, including a 17.5% increase in building maintenance and repairs, due in part to deferred maintenance not covered by state capital funds.

Auxiliary budgets reflect modest adjustments. Notably, the Athletics budget is increasing due to rising scholarship and staffing costs, including those related to Title IX compliance and NCAA NIL revenue shortfalls. The Student Center's operating budget is reduced for FY26 as the facility will be offline for renovation.

The Rich Center's self-funded budget was also presented as part of the University's annual budget review, in accordance with board policy, though it receives no University funds.
In conclusion, the proposed FY26 budget is a fiscally cautious plan based on current projections. The administration will monitor developments closely, especially as the state finalizes its budget. A reassessment—and potential amendment—of the University's operating budget may be presented in the fall if warranted by updated state funding levels or enrollment data.

Resolution to Approve Annual Operating Budget for FY26.pdf

Budget_FY26.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Joseph J. Kerola and motion seconded by Laura Lyden. Passes unanimously.

c. Finance and Facilities Discussion Items

i. Quarterly Update on the FY 2025 Operating Budget (Presenters: Neal McNally, Vice President for Finance and Business Operations)

This is our standard quarterly comparison of budgeted versus actual revenues and expenses for the current fiscal year, covering the period through March 31, 2025—the end of the third fiscal quarter.

While the data may seem a bit dated as we sit here in June, this report serves as a foundational reference point for the FY 2026 budget plan that was just adopted.

The indicators in this report are very positive. Revenues are meeting budgeted targets, and expenses are tracking closely with those revenues. Based on current projections, the University is expected to end the fiscal year in the black, which is encouraging—not only for overall financial health, but also from a state funding and performance perspective.

Budget to Actual Summary 3.31.25.pdf

ii. Planning and Construction Projects Update (Presenters: John Hyden, Associate Vice President for Facilities and Support Services, Bill Spencer, Associate Director of Planning and Construction)

Following the recent board meeting, Rich White, who previously oversaw capital projects, retired. He is expected to rejoin the University on a part-time basis in August to assist with the ongoing Kilcawley Center renovation, a project he has supported since its inception.

As part of succession planning, Bill Spencer has been appointed as his successor. While new to the role, Bill has been with YSU since 2009 and previously served as Associate Director for Planning and Construction. He is a trained architect and brings strong institutional knowledge to the position. The board welcomed Bill and congratulated him on his promotion.

Before delivering the project update, an unforeseen facilities issue was addressed by John Hyden. Over the weekend, the main transformer at Cushwa Hall failed, causing a complete power outage. While emergency systems (e.g., heating pumps and elevator) remained functional, the building is otherwise inoperable. The transformer—estimated to be 60–70 years old—was dismantled and shipped to Western Pennsylvania for rewinding and repair. The team is working toward restoring full power by the end of the week. In the meantime, classes and activities have been rescheduled or relocated, with coordination from the Provost's office.
Capital Project Status Highlights

- Kilcawley Center Renovation: Demolition began six weeks ago and is progressing well. Temporary summer dining is operating from a mobile unit. Additional temporary dining options will open in August in the former Chestnut Room and Chik-fil-A area to serve students and staff during the academic year. The new food court is expected to open in August 2026 as part of the next project phase.
- Visitor Tours: A board tour of Kilcawley Center may be scheduled ahead of the September or December meetings. As the site remains an active construction zone, hard hat access and safety coordination with the general contractor will be required. Individual tour requests are also welcome.
- Maintenance Projects: Summer remains the busiest time for construction. Work is underway on several projects, including repairs to the parking deck and pedestrian bridge, both of which are scheduled to be completed before the fall semester begins.
- Ward Beecher Hall: Repairs are ongoing to address storm damage on the south end of the building. Completion is expected within a month.
- Cushwa Hall Radiologic Technology Lab: Construction is nearing completion. New x-ray equipment will arrive next week and will be installed shortly after. Coordination with the transformer restoration is underway to ensure this project remains on track for an August opening.
- Beeghly Center Booster Lounge: A signed contract is in place, and the contractor is finalizing pre-construction documentation. On-site work is expected to begin

imminently, with completion targeted ahead of the fall basketball season.

Board members were informed that, despite earlier challenges in launching the Kilcawley renovation, the current group of contractors is performing exceptionally well. The general contractor and its subcontractors have worked closely with the University and remain committed to staying on schedule. The board expressed appreciation for the quality of work and partnership being demonstrated.

Projects Update - June 3, 2025.pdf

iii. Cyber Security Update (Presenters: Justin Bettura, Director and Chief Information Security Officer)

The top five cyber threats currently targeting higher education institutions were outlined, with ransomware identified as the most severe and disruptive. Additional threats include:

- Phishing & Social Engineering: These attacks often serve as entry points for ransomware. The MGM breach was cited as a recent example where one social engineering call led to massive disruption.
- Data Exfiltration: Attackers not only steal data but threaten to release it unless ransom demands are met—potentially affecting both the university and individual students.
- Disruptive Malware: Viruses that destroy or disable machines are making a comeback, despite not being financially motivated.
- DDoS Attacks: A recent Distributed Denial of Service attack on campus was detected and mitigated by IT staff with no major impact on operations.

Security Posture and Risk Management
The University's security rating score has increased significantly—from 630 to 690, with a goal of reaching 720–730 by year-end. The score, similar to a credit score, reflects several risk metrics including:

- Patch management
- Email and web security
- Account access control and de-provisioning

The presence of student BYOD (Bring Your Own Device) devices significantly impacts higher ed security scores. Steps

are being taken to segregate student devices from core systems to improve security posture.

Peer Benchmarking: YSU now surpasses many peer institutions in the IUC and is projected to be among the top three in the state for cybersecurity posture by year's end.
Program Enhancements

- Risk Visibility: New tools now offer greater visibility into the university's cyber risks.
- Process Maturity: A change control board will soon be implemented to reduce risk from unplanned IT changes.
- Identity Management Upgrade: A new platform will support more advanced access control and automation (replacing a 2014 system).
- Security Awareness Training: Participation grew from 27% to 40%. Plans are in place to enforce training completion, beginning with administrative staff.
- Deception Defenses: Honeypot accounts have been deployed to alert the team to breaches.
- Vendor Risk Management: A structured review process helps determine continued partnerships with third-party vendors.

Strategic Goals
Three-Month Goals:

- Clean up and disable thousands of inactive accounts (alumni, retirees).
- Conduct a red team/blue team penetration test exercise with a leading Ohio cybersecurity firm.
- Remove the current on-campus MFA exemption, aligning with compliance best practices.

Six-Month Goals:

- Strengthen phishing defenses with real-time feedback on training simulations.
- Further enhance email security protocols.

Twelve-Month Goals:

- Improve disaster recovery capabilities, ensuring business continuity even in severe events.

- Explore launching a student-run Security Operations Center (SOC) to support real-time monitoring and provide hands-on student experience.

The CIO emphasized the return on investment of cybersecurity awareness and training. With cyberattacks increasing in complexity and risk, the University is prioritizing proactive investment and student involvement to remain ahead of threats.

There were no additional questions, and the session concluded with appreciation for the IT team's work.

IT Security Update - June 2025.pdf

4. New Business

   No New Business was entertained

5. Background Materials

   a. Reportable Budget and Interfund Transfers for the Quarter Ending March 31, 2025

      Reportable Transfers report 3.31.25.pdf

   b. Update on Enterprise Risk Management

      FY 2025 Schedule of Insurance.pdf

6. Adjournment

E. INTERCOLLEGIATE ATHLETICS COMMITTEE

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

1. Disposition of the Minutes for the Previous Meeting

   Approved as presented.

2. Old Business
3. Committee Items

   a. Intercollegiate Athletics Consent Item

   b. Intercollegiate Athletics Discussion Items

      i. Overview of Athletics Personnel Actions (Presenters: Ron Strollo, Director of Athletics)

The first item presented was the standard overview of personnel action items, which will be formally approved during the University Affairs Committee meeting later in the day. The summary includes several routine staffing changes across athletics.

The first page outlined separations, with no significant items to report—these largely reflect typical coaching transitions. The next section covered appointments, including staffing updates within the soccer and football programs. A new head soccer coach was recently hired, and this report documents the addition of two assistant coaches to support the transition. Similarly, a few new hires were made to replace departing football staff.

The reclassifications and position adjustments page reflects updates related to ongoing reorganization within the athletics communications area. Trustees can expect at least two additional transactions related to this reorganization to appear in the December meeting.

All salary adjustments presented fall within existing contractual ranges or are tied to changes in role or staff turnover. Importantly, no new budget dollars were allocated for these changes.

A notable item in the report was a multi-year contract extension for Ethan Faulkner, the men's basketball head coach. His original contract included a three-year guarantee. The extension builds upon that while adding additional protections for the university in the event of his departure. Previously, if Coach Faulkner left for another Horizon League school, he would owe the balance of his contract. The updated agreement expands this repayment clause to also include Mid-American Conference, Missouri Valley Conference, and Power Four schools, providing stronger safeguards for the institution.

The committee noted Faulkner’s successful first season and expressed support for the proactive steps taken to retain talent while protecting the university’s interests.

Board Summary - Athletics 4-15-2025.pdf

Board Report - Athletics 4-15-2025.pdf

ii. Annual Compliance Monitoring & Enhancement Updates
(Presenters: Rebecca Fink, Senior Associate Athletics Director)

As part of the annual practice, an update was provided on the structure, staffing, and recent developments within the university's athletics compliance operations.

Currently, the compliance unit is staffed by four full-time employees. There has been some recent turnover and restructuring. Most notably, one position was realigned to create a dedicated Eligibility Certification Officer, reflecting best practices across Division I athletics. Cody Reese was hired into this role in mid-June and brings direct experience in eligibility management from other Division I institutions, including Pitt. His hiring represents a strategic investment in improving both the efficiency and effectiveness of the university's eligibility processes for incoming and continuing student-athletes.

In addition, Kirsten Klekner-Ault, the Associate Athletic Director for Compliance, departed the university last Friday to accept a new position at UNC Wilmington. While her departure is a loss, confidence in the current structure was expressed, including the unit's ability to continue operating effectively through this transition.

The update also acknowledged the continuing support from the Office of General Counsel, particularly the role played by Ross Miltner. Given the increasingly complex legal landscape surrounding college athletics, his expertise has been invaluable. The direct collaboration between compliance and the Office of the General Counsel is seen as a key differentiator for the university.

As part of its NCAA probation requirements, the university submitted its fourth annual compliance report to the NCAA in March 2025. This report highlighted both the steps taken to address the past violations and the continued strengthening of compliance systems and processes. This year's report included updates on academic integrity and eligibility monitoring, particularly in light of the addition of new programs under the Academic All America Program initiative, which presented new tracking challenges.

Despite these changes, the compliance team has maintained a strong focus on education, monitoring, and technology-driven solutions. Regular weekly meetings with coaches and an enhanced rules education program are central to the department's approach. As noted, some coaches may feel like they're "back in class," but given the rapidly evolving regulatory environment, ongoing education has become critical.

The university's period of NCAA probation is scheduled to conclude on April 19, 2026, following the submission of one final annual report. The compliance team will remain focused on refining procedures and maintaining rigorous oversight as that date approaches.

Annual Compliance Update - June 2025.pdf

iii. Update on NCAA Settlement and Legal Landscape (Presenters: Ross Miltner, Associate General Counsel)

A comprehensive update was provided regarding the NCAA's *House v. NCAA* antitrust lawsuit and its implications for Name, Image, and Likeness (NIL) policies. Following regular updates to the board over the past several meetings, it was indicated that a final court approval of the settlement was granted approximately two weeks ago. This marks a major shift in how NIL will function nationwide and specifically at YSU.

New NIL Model – Effective July 1
As of July 1, all NCAA member institutions that opted into the settlement — including YSU — may now compensate student-athletes directly for NIL activities, a practice that had previously been prohibited by NCAA rules. Over the past several years, YSU facilitated NIL deals through a third-party collective, Penguin Collective, and expressed appreciation for its contributions during that transitional period.
With this new framework, YSU has transitioned its NIL activity in-house, developing a standardized contract template for student-athletes. Agreements have already been signed with several incoming student-athletes, particularly in men's and women's basketball and football, both to retain key returners and attract top recruits.

Contract Safeguards and Compliance

These new NIL contracts include several protective clauses:

- Tied to academic progress and degree completion.
- Termination clauses for violations of university policies, including the student code of conduct, Title IX infractions, or legal issues that may harm the university's reputation.

Payments will begin at the end of July, following a cadence familiar to student-athletes from their previous arrangements with the Collective. YSU is working with Opendorse, a long-standing NIL partner, to manage disbursements and 1099 tax reporting. This ensures the university is not acting as an employer and funds do not pass through student accounts or trigger student financial aid complications.

Funding and Fiscal Responsibility

The internal NIL compensation model is being implemented with a focus on budget neutrality:

- No institutional funds from the athletics general budget or state tax-funded dollars will be used.
- Funding sources include external donations, booster contributions, and new athletic revenues (e.g., game guarantees above standard levels).
- This structure ensures compliance with Ohio law, which prohibits use of state funds for NIL purposes.

Transition of the Penguin Collective

The Penguin Collective, while no longer facilitating NIL payments, will remain involved in a limited capacity, including offering tax preparation support for student-athletes. The compliance team will now manage day-to-day operations and contract oversight, allowing for greater control and clarity over the process.

Roster Limits and Student-Athlete Impact

An additional provision in the *House* settlement addresses future roster limits, which had been a concern for potential student-athlete displacement. To resolve this:

- Student-athletes who were already on rosters or actively recruited as of spring 2025, but were told they would lose a spot due to impending limits, have been granted exempt status from those caps.

- This adjustment eases immediate concerns about roster cuts and allows for a phased implementation over several years, reducing short-term disruption.

Strategic Positioning and Recruiting Impact
YSU officials believe the internal NIL model positions the university as a leader among peer institutions, particularly within the Horizon League. The move allows:

- Coaches and staff to coordinate directly on NIL offers, removing previous restrictions that mimicked PAC-style separation between teams and collectives.
- Improved oversight and communication with student-athletes on their rights, responsibilities, and options.

Board Discussion and Questions
Board members inquired about:

- The overall impact of NIL on YSU — leadership characterized it as largely positive, citing improved competitiveness and student-athlete retention.
- Tax implications for donors — officials clarified that IRS guidance remains vague, especially for earmarked NIL donations, and advised consultation with tax professionals.
- Donor impact — contrary to early concerns, NIL giving has not cannibalized traditional athletic donations. In fact, NIL has attracted new donors and enhanced engagement between supporters and student-athletes.
- Long-term risks — leadership stressed the importance of maintaining fiscal responsibility and avoiding practices like debt-financed NIL pools that some institutions are exploring.

YSU's approach emphasizes sustainability, compliance, and relationship-building, aiming to balance competitiveness with stewardship.

Name, Image, Likeness (NIL) report - June 2025.pdf

Update on House Roster Limits - June 2025.pdf

c. Intercollegiate Athletics Action Items

i. Resolution Recognizing the Department of Intercollegiate Athletics Women's Bowling National Championship 2025 (Presenters: Ron Strollo, Director of Athletics)

The board recognized and celebrated the YSU Women's Bowling Team for winning the national championship — the first national title for a women's program at the university and the first overall since 1997. Trustees acknowledged the significance of the achievement, noting how meaningful it is not just athletically but for the institution as a whole.

They also emphasized that these are true student-athletes, who not only performed at the highest level in competition but also maintained strong academic performance throughout the season. The team's success reflects their dedication, discipline, and ability to represent YSU with distinction, both on and off the lanes.
The board expressed pride in the team's accomplishments.

Resolution Recognizing - Dept. of Intercollegiate Athletics Women's Bowling National Chamionship 2025.pdf

Press Release - Bowling 2025 National Championship Match.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Sterling Williams and motion seconded by Laura Lyden. Passed unanimously.

ii. Resolution Recognizing the Department of Intercollegiate Athletics Receipt of the Horizon League McCafferty Trophy (Presenters: Ron Strollo, Director of Athletics)

The board celebrated YSU's receipt of the Horizon League McCafferty Trophy, which is awarded annually to the top-performing athletics department across all conference-sponsored sports. The Horizon League includes 19 sports, and the trophy is based on a point system where schools earn points for their finish in each sport — similar to how scoring works in track and field or swimming.

YSU claimed the trophy for the third time in the past five years, having won it in every odd-numbered year (2019, 2021,

and 2023). There was a shared hope that the university might break that pattern and win again next year - on an even-numbered year.

The board recognized the honor as a testament to the consistent excellence and depth of YSU's athletic programs across the board.

President Johnson compared the Horizon League McCafferty Trophy to the prestigious Secretary's Trophy awarded among U.S. military service academies, emphasizing that winning it is a major accomplishment. He praised the significance of the achievement and commended the athletic program for its success under Ron Strollo's leadership, calling it a "big deal" for the university.

Resolution Recognizing - Dept. of Intercollegiate Athletics Receipt of the Horizon League McCafferty Trophy.pdf

Article - Horizon League McCafferty Trophy.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Laura Lyden and motion seconded by Anita A. Hackstedde, M.D. Passes unanimously.

iii. Resolution Recognizing the Department of Intercollegiate Athletics Achievement of Athletic Academic Excellence for the Spring 2025 Semester (Presenters: Ron Strollo, Director of Athletics)

Executive Director of Athletics expressed that perhaps the most important recognition presented was for the academic achievement of YSU's student-athletes, who finished the spring semester with the highest GPA among all public universities in Ohio—an impressive 3.504. This milestone reflects the dedication of the entire academic support system, led by Brian Walsh, along with Chuck Cooper, Barbara Flinn, and Rebecca Fink, working closely with coaches and advisors.

The accomplishment was described as a true team effort and a testament to the student-athletes' commitment in the classroom as well as in competition. Leadership emphasized

that while athletics can be demanding, this result clearly shows the academic side remains strong—affirming that "they are students as well as athletes."

Resolution Recognizing - Dept. of Intercollegiate Athletics Achievement of Athletic Academic Excellence - Spring 2025.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Sterling Williams and motion seconded by Laura Lyden. Passes unanimously.

4. New Business

   No New Business was entertained

5. Background Materials
6. Adjournment

F. ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE

Joseph J. Kerola, Chair
Laura A. Lyden, Vice Chair
All Trustees are Members

1. Disposition of the Minutes for the Previous Meeting

   Approved as presented.

2. Old Business
3. Committee Items
   a. Academic Excellence and Student Success Consent Item
   b. Academic Excellence and Student Success Action Items
      i. Resolution to Modify Export Control Policy, 3356-10-24 (Presenters: Dr. Jennifer A. Pintar, Provost and Vice President of Academic Affairs)

      The proposed updates include minor language changes to improve clarity and revisions to section numbering to align with recent updates to the Code of Federal Regulations. These changes are largely administrative in nature and are intended to ensure that the university remains compliant with current federal guidelines.

REDLINE 3356-10-24 Export Control Policy.docx

Resolution to Modify Export Control Policy, 3356-10-24.doc

Motion:
Motion to approve the Resolution.

Motion moved by Anita A. Hackstedde, M.D. Passed unanimously.

ii. Resolution to Modify Affiliated Scholars Policy, 3356-10-03 (Presenters: Dr. Jennifer A. Pintar, Provost and Vice President of Academic Affairs)

As part of strengthened cybersecurity efforts, effective July 1, retired faculty and staff no longer have access to YSU email accounts. This change is part of a broader effort to reduce institutional risk and protect sensitive systems.

Recognizing that some retired faculty continue to contribute meaningfully to the university through research, mentoring, or outreach, a modified policy was introduced. Through collaboration with IT, the existing Affiliated Scholar policy was updated to allow continued email access for a select group of retired faculty who remain actively engaged with the university.

Under this revised process:

- A current faculty member must sponsor the retired individual.
- The engagement must align with the university's academic or research mission.
- The sponsorship must be reviewed and approved by the department chair, dean, and ultimately the provost.
- Access will be granted for a limited period, not exceeding one year, with an annual review required for renewal.

Email access through this policy also ensures continued availability of other YSU resources such as remote library access.

Resolution to Modify Affiliated Scholars Policy, 3356-10-03.doc

REDLINE Affiliated scholars 3356-10-03.docx

Motion:
Motion to approve the Resolution.

Motion moved by Sergul Erzurum and motion seconded by Anita A. Hackstedde, M.D. Passes unanimously

c. Academic Excellence and Student Success Discussion Items

i. College Credit Plus: Growth Over the Years and Plan for the Future (Presenters: Dr. Jennifer A. Pintar, Provost and Vice President of Academic Affairs, Dr. David L. Graham, Associate Provost for Student Success, and Sharon Schroeder, Director, College Access and Transition)

Provost Pintar opened the CCP update by introducing Dr. David Graham, YSU's new Associate Provost for Student Success, who brings decades of experience from institutions like Ohio State and the University of Massachusetts. Dr. Graham expressed enthusiasm for supporting CCP as a key part of YSU's student success strategy and then turned the presentation over to Sharon Schroeder, Director of College Access and Transition.

Schroeder reported significant growth in YSU's CCP program, which allows Ohio students in grades 7–12 to earn both high school and college credit. Following the closure of Eastern Gateway Community College, YSU swiftly expanded partnerships and filled programming gaps for area high schools—either by transferring existing courses or providing online alternatives.

Between academic years 2024 and 2025, YSU grew from 50 to 65 school partnerships (a 30% increase), and added 16 new high school instructors in AY24, followed by 29 more in AY25—a 30% year-over-year growth. The number of student applications rose 28%, and enrollments grew by 20%, with a 48% jump in total credit hours registered.

For Fall 2025, data already shows a 41% increase in students and a 52% increase in credit hours compared to Fall 2024. Importantly, over the past two years, 1,289 students graduated high school with YSU college credit, and 33% (425 students) enrolled at YSU after graduation.

Dr. Graham highlighted several strategic efforts to increase that matriculation rate, including:

- Adding two new CCP coordinators to deepen community engagement
- Aligning CCP coursework with pathway models that connect to associate and bachelor's degrees
- Working on a direct admit process so CCP students are automatically transitioned to full-time YSU status
- Improving placement testing and advising to remove barriers for students and families

Board members emphasized how CCP provides a crucial access point for first-generation and underserved students, especially in Appalachian regions. While CCP is not a major revenue generator, it builds students' confidence and interest in college. Several trustees applauded Sharon and her team's hands-on, personalized approach—especially their efforts to be present in high schools and support faculty mentorship.

There was also discussion about CCP's integrity, especially in comparison to other institutions that may ease academic standards or under-prepare students. YSU was praised for maintaining high expectations while making strategic adjustments to improve access. The ultimate goal, Dr. Graham emphasized, is to move the needle beyond the current 33% matriculation rate and ensure more CCP participants choose YSU as their long-term academic home. Trustees closed the session with appreciation for the program's impact and a warm welcome to Dr. Graham.

College Credit Plus Program Summary - BOT June 23, 2025.pdf

College Credit Plus Program Update Presentation - BOT June 23, 2025.pdf

ii. Online Program Enrollment (Presenters: Dr. Jennifer A. Pintar, Provost and Vice President of Academic Affairs)

The Board received a comprehensive update on the growth and performance of YSU's online education programs, with a focus on enrollment trends, geographic reach, and persistence rates.

Heat maps showed a clear expansion in YSU's national footprint through its partnership with RisePoint (formerly Academic Partnerships), with leads, applications, and new enrollments increasingly concentrated not only in Ohio but also spreading across the U.S. This broader reach reflects the growing visibility and competitiveness of YSU's online offerings.

Since launching its partnership with RisePoint, YSU has seen steady growth in new and total enrollments across fully online programs. While summer typically brings a slight dip, overall enrollment continues to trend positively. RisePoint attributes this success to a strong value proposition: high-quality programs at a competitive price.

The update highlighted the launch of eight new online undergraduate programs in January 2025, including programs in fine arts, computer science, psychology, sociology, criminal justice, allied health, and respiratory care. This fall, nine additional programs will launch—including several in business, communication, public health, and cybersecurity—positioning YSU to meet growing demand in key workforce areas.

Most notably, the persistence rates for online learners are outstanding. Recent data shows:

- Business: 90.9%
- Education: 82.9%
- Healthcare: 88.5%
- All online bachelor's programs: significantly above national online averages

These rates far exceed the national online average of ~49% and even outperform YSU's own face-to-face average of ~76%. The data suggests that YSU is not only attracting online learners but is effectively supporting their success through strong admissions, onboarding, and instructional quality. With growing enrollment, high persistence, and expanded programming, YSU's online education initiative is positioned for continued success and strategic expansion.

Youngstown State Online Program Update - BOT June 23, 2025.pdf

iii. Academic Master Plan (Presenters: Dr. Jennifer A. Pintar, Provost and Vice President of Academic Affairs, will report.)

At the meeting, Provost Pintar provided an update on Section One of the university's Academic Master Plan, which continues to advance a shared vision of transparency, alignment, and accountability in academic planning.

While the full document spans over 400 pages, the current focus was on Section One, included in the board's background materials. This section lays out clear definitions for terms like "track," "concentration," and "area of focus"—which had previously caused confusion across campus—and outlines how program decisions are made using the APEI (Academic Program Evaluation and Improvement) framework. Importantly, it explains how programs enter and exit categories like "Focus Plus" or "Potential Sunset," clarifying a process that had previously felt opaque to some faculty.

A key element of the presentation was a visual pyramid showing alignment from faculty-driven program development at the base to institutional KPIs and board-level oversight at the top. The pyramid reinforces a "one team, one mission" approach, emphasizing collaboration across departments, deans, and faculty to ensure programs are both responsive to external workforce needs and supportive of the state's Student Success Initiative (SSI) funding goals.
The update also included a table mapping institutional KPIs to their definitions, their connection to the SSI formula, and how they're applied in the provost's office to evaluate programs under the APEI framework.

All academic programs have now submitted their goals, and Provost Pintar is meeting individually with deans to ensure alignment. The plan is being reviewed in stages, with initial feedback from a Provost Leadership Group, and broader sharing through focus groups in the months ahead.
Provost Pintar extended special thanks to Kevin Ball and Ross Morrone for their extensive contributions to the development of this plan.

Academic Master Plan Summary - BOT June 23, 2025.pdf

DRAFT Academic Master Plan - BOT June 23, 2025.docx

iv. CDL and Aviation Program Launches (Presenters: Dr. Jennifer A. Pintar, Provost and Vice President of Academic Affairs, will report.)

Two new workforce development programs were discussed—Commercial Driver's License (CDL) training and an Aviation Studies associate degree—representing a major step forward in expanding YSU's impact on regional economic growth and career readiness.

The CDL program, housed under the Workforce Education and Innovation unit within the College of STEM, has received full approval from the Ohio Department of Public Services and has been issued its enterprise license. The program will be based at the Youngstown-Warren Regional Airport and is now officially ready to launch. Director Brian Beckett shared the news and emphasized the momentum behind the program. A ribbon-cutting and open house is scheduled for Friday, June 27, from 5–7 p.m. at the airport. Appreciation was expressed for Trustee Lyden and Trustee Kerola, whose support was instrumental in advancing the program. Promising opportunities to expand the training fleet by potentially acquiring manual trucks from Eastern Gateway Community College were mentioned.

The Aviation program, which will also operate at the regional airport, will offer a credit-bearing associate degree in Aviation Studies, making it eligible for federal financial aid. The program will partner with the Youngstown-Warren Regional Airport development team, using their aircraft, simulators, certified instructors, and facilities. Final state approval has been received, and the program will launch this fall under the leadership of Brian Vuksanovich, a STEM faculty member, engineer, and licensed pilot, who will serve as program coordinator.

The board expressed appreciation for the collaborative effort that brought the Aviation program to fruition. Thanks were extended to campus leaders Greg Morgione, Tom Wakefield, and Bill Step for their key roles in curriculum development and coordination.

Together, these programs reflect YSU's deepening commitment to applied learning, industry-aligned training,

and meeting urgent regional workforce needs in high-demand sectors like transportation and aviation.

Aviation and CDL Program Launch Update - BOT June 23, 2025.docx

v. Academic Senate Update (Presenters: Dr. Chester R. Cooper, Jr., Chairperson, Academic Senate)

Provost Pintar introduced the Academic Senate update by highlighting progress on the general education (Gen Ed) program redesign, pointing trustees to the key takeaways summarized in the board materials. She emphasized two major developments:

1. Stackable microcredentials – Four new microcredentials are set to launch in Fall 2025, providing students with added opportunities to build relevant skills.
2. Built-in assessment loop – A critical component for ongoing accreditation with the Higher Learning Commission (HLC), this formalized feedback and assessment structure has required significant work and will be overseen by the university's newly hired Associate Provost, who starts in August.

Professor Chuck Cooper, Chair of the Academic Senate, followed with further insight into the Gen Ed overhaul, which he described as the result of two years of collaborative effort. The revised curriculum reduces total Gen Ed credit hours to 37 and cuts the number of Gen Ed-designated courses from approximately 250 to under 100. This streamlining is intended to improve course relevance, reduce redundancy, and support more efficient use of resources.

The revised curriculum also shifts Gen Ed offerings to mostly 1000- and 2000-level courses, ensuring they serve as true introductions to a range of disciplines. These changes aim to address long-standing student concerns about the purpose and workload of Gen Ed courses, making the curriculum more integrated and meaningful.

A key innovation is the introduction of thematic microcredentials. Students will select three courses from a set of six related to a specific theme—such as leadership—

with each course offering a different disciplinary perspective. This model allows more customization, interdisciplinary learning, and relevance to career preparation.

Professor Cooper also discussed upcoming priorities:

- Incorporating a civics course may soon become necessary due to anticipated state legislation.
- Artificial intelligence (AI) integration is underway, with the Senate and faculty developing guidance on the appropriate use of AI in coursework and teaching. A formal statement on AI use is expected by December.

He concluded by emphasizing the Senate's goal of preparing students for both academic success and evolving workforce expectations, ensuring that Gen Ed remains flexible, forward-looking, and impactful.

General Education Update - BOT June 23, 2025.docx

4. New Business

   No New Business was entertained

5. Background Materials

   a. Office of Research Services Quarterly Report

      The Quarterly Report from the Office of Research Services is presented for the Board of Trustees' information.

      Office of Research Services Report FY25Q3 - BOT June 23, 2025.pdf

   b. Current Accreditation Activity

      The report on accreditation activity shows recent accreditations and upcoming site visits and documents submitted.

      Current Accreditation Activity Update - BOT June 23, 2025.pdf

      Program Accreditation Dashboard Report - BOT June 23, 2025.pdf

   c. Academic Programs Update

      The report outlines new program development.

      Academic Programs Update - BOT June 23, 2025.pdf

6. Adjournment

G. Break for Lunch

H. GOVERNANCE COMMITTEE

Charles T. George, Chair
Joseph J. Kerola, Vice Chair
All Trustees Are Members

1. Disposition of the Minutes for the Previous Meeting

   Approved as presented.

2. Old Business

3. Committee Items

   a. Governance Committee Action Item

      i. Resolution to Approve the Advance Ohio Higher Education Act Statement of Commitment

         Trustees were presented with a resolution required by new state law mandating that each university publicly display a statement of commitment, which includes five specific items outlined by the legislation. This statement must now be included on the university's website, alongside its mission statement, and in all student admission materials, employment offers, and other relevant university communications. The Commitment to be posted on the institution's website with the mission statement as can be viewed at www.ysu.edu/mission.

         Statement of Commitment Resolution.pdf

         Motion:
         Motion to pass the Resolution

         Motion moved by Anita A. Hackstedde, M.D. and motion seconded by Joseph J. Kerola. Passed unanimously.

   b. Governance Discussion Items

      i. Bylaws of the Board of Trustees of Youngstown State University Amendment - 1st Reading - Term Limit (Presenters: Dr. Mike Sherman, Vice President for Institutional Effectiveness and Board Professional)

         The board reviewed a proposed change to its bylaws regarding the length of trustee terms. Previously, the bylaws specified nine-year terms, in alignment with the Ohio Revised Code (ORC) at that time. However, recent legislation has reduced trustee terms to six years.

To avoid the need for future bylaw amendments if term lengths change again, the proposal recommends revising the language to state that trustee terms will be “as appointed by the governor”, rather than specifying a set duration.

This served as the first reading of the proposed amendment, and while a motion to approve the first reading was made and passed, the change will not become effective until the next board meeting, when final approval is anticipated.

3356-1-01 REDLINE Bylaws.pdf

3356-1-01 CLEAN Bylaws.pdf

Motion:
Motion to approve the proposed changes to the Bylaws

Motion moved by Sergul Erzurum and motion seconded by Laura Lyden. Passed unanimously.

ii. The Meaning of Enrollment

Mike Sherman opened the session by explaining that in the current higher education climate—marked by demographic decline, increasing competition, and evolving student needs—it is essential for the Board to fully understand what “enrollment” means and how it functions as both a strategic goal and operational outcome. Sherman, working closely with Provost Kevin Ball and Associate Provost David Graham, is integrating the Academic Master Plan with a new strategic enrollment plan, both of which will be formally presented in September.

Sherman emphasized that enrollment is not simply a matter of bringing in new students—it is a dynamic equation of gains and losses. The institution must account for various sources of incoming students (first-time freshmen, transfers, re-admitted students, international students) and the outflow (graduates, dropouts, stopouts, transfers out). While the institution has succeeded in increasing graduation rates—rising from 34% to over 50%—this very success adds pressure to the “input” side of enrollment, as each graduate must be replaced just to maintain a flat enrollment figure. On the input side, Sherman detailed initiatives targeting transfer students, including a new online platform that allows potential transfers to upload their transcripts and

immediately view a credit equivalency evaluation. This tool, currently being implemented under the leadership of Jeannie Herman, is expected to significantly improve the transfer experience and attract more students by showing exactly how their past work translates into progress toward a YSU degree.

Sherman also noted the challenges with international enrollment, citing the impact of recent U.S. policy changes—such as visa appointment freezes and heightened scrutiny for expedited visa requests. Although YSU remains under the 15% international student threshold for prioritizing visa appointments, such developments underscore the vulnerability of relying on international enrollment streams. Sherman further discussed re-admit strategies that support former students in returning to complete degrees, including initiatives like debt relief programs. College Credit Plus (CCP) students also remain a key focus; data from 2016–2021 showed only 37% of CCP students enrolled at YSU, with 53% choosing other institutions. Trustees were reminded that capturing even half of that group could yield nearly 900 more students over a five-year period.

A nuanced conversation followed regarding how CCP grades, which are included on the YSU transcript, might deter high-achieving students who are concerned about GPA impacts for future law or medical school applications. Trustees discussed the potential benefit of offering a pass/fail option for CCP students. The administration confirmed that such policy alternatives are actively under consideration.

David Graham elaborated on the "loss" side of enrollment—highlighting issues like melt (students who accept admission but never attend), transfer-outs, and attrition. He praised the university's success in reducing summer melt, with 92–95% of students who attend orientation going on to matriculate. Graham stressed the need for robust infrastructure and data systems that allow for real-time insight into why students persist, stop out, or leave, and what can be done proactively to support them. The ultimate goal is to turn losses into future gains—such as creating clear pipelines from undergraduate to graduate programs.

Trustees engaged deeply with the topic. Trustee George raised questions about the extent to which improved graduation rates truly contribute to enrollment pressures, noting that some of the students who do not graduate might have left regardless. Sherman acknowledged the point and agreed that further analysis—especially using longitudinal fall-to-fall data—is essential. He reiterated that despite improved graduation rates, broader market factors, including the shrinking high school graduate population and a decline in college-going rates in Ohio, represent critical threats.

Several trustees asked about the use of advanced data analytics and AI to inform decision-making. Sherman confirmed that YSU has contracted with Ruffalo Noel Levitz (RNL) to develop a more sophisticated enrollment projection model. Although YSU's traditional model has been accurate in the past, recent disruptions—such as changes to the Common App and spikes in international enrollment—have rendered it less reliable. Sherman noted that while no off-the-shelf AI platform exists that fully suits YSU's needs, the university is building internal tools with external support to evolve its capabilities.

In conclusion, Sherman reiterated that enrollment is a complex continuum rather than a fixed metric. It spans recruitment, admissions, student support, persistence, completion, and post-graduation engagement. Success will depend on aligning institutional strategy, infrastructure, and innovation to address both the shrinking student market and the increasing need to deliver demonstrable value. Graham added that student success must be viewed as an institution-wide responsibility, requiring commitment and coordination across all units.

Trustees responded with appreciation for the depth of the presentation and encouraged continued innovation, data-informed planning, and student-focused decision-making in the university's enrollment strategy.

Complexities of Enrollment Input and Output June 2025.pdf

iii. 2025 Trustees Conference; Columbus, OH - Thursday, September 18, 2025

Trustees were informed of the upcoming ODHE Trustees Conference, scheduled for September, with materials included in the background documents for reference. YSU has had strong trustee participation in past years, and there's an indication that YSU may be invited to present again—continuing the story that Provost Pintar and Vice President Sherman began sharing last year, particularly on the academic master plan and board engagement in achieving academic outcomes.

Trustees expressed interest in whether this conference would fulfill the state-mandated trustee education requirement. While confirmation hasn't been received yet, given that ODHE organizes the training, it's expected that the conference will count toward the required orientation and ongoing education hours for board members. This will be confirmed with ODHE.

Trustees conference 9-18-25.pdf

iv. Board of Trustees 2026 Meeting Schedule

2026 BOT Schedule DRAFT r1.pdf

4. New Business

   No New Business was entertained

5. Background Materials

6. Adjournment

I. INSTITUTIONAL ENGAGEMENT COMMITTEE

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

1. Disposition of the Minutes for the Previous Meeting

   Approved as presented.

2. Old Business

3. Committee Items

   a. Institutional Engagement Committee Consent Items

      i. Resolution to Modify University Police Policy, 3356-4-08

      Resolution to Modify - University Police Policy.pdf

      REDLINE 3356-4-08 University Police.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Joseph J. Kerola and motion seconded by Richard Fryda. Passed unanimously.

ii. Resolution to Modify Display of the Flag of the United States of America Policy, 3356-5-01

Resolution to Modify - Display of the Flag of the United States of America Policy.pdf

REDLINE 3356-5-01 Display of the Flag of the United State of America.pdf

Motion:
Motion to approve the Resolution.

Passed unanimously.

b. Institutional Engagement Discussion Items

i. YSU Foundation Quarterly Gift and Requested Philanthropic Naming's (Presenters: Paul McFadden, President YSU Foundation)

Paul McFadden provided the quarterly report required by the Development Services Agreement, covering the period from July 1, 2024, to March 31, 2025. During this time, the Foundation raised $20,295,022. He noted that while this figure alone is strong, the fourth quarter has been especially robust, and a more positive update is expected in the September report.

McFadden expressed pride in the collective efforts behind the fundraising success, highlighting that YSU is poised to achieve a 25% increase over its highest previous fundraising year (2022). He credited the collaboration with President Johnson and ongoing support from Neil McNally and his team, noting their daily engagement has been instrumental. As part of the report, McFadden announced that beginning July 1, the minimum amount to establish an endowment at the YSU Foundation has increased from $10,000 to $20,000. He noted that $10,000 had long been the minimum—below standards even at some private high schools—and that other universities typically set their thresholds at $25,000 to

$50,000. While the new minimum is now $20,000, donors can still establish an endowment with a pledge over several years, and there remains flexibility to accommodate varying donor circumstances.

Trustees briefly discussed the endowment return benchmarks and McFadden confirmed that comparative data with NACUBO is included in the materials, showing YSU's performance in line with national peers.
The report concluded with words of appreciation from the trustees for the Foundation's performance and fundraising leadership.

January, 2025 - March, 2025 YSUF Quarterly Summary Gift Processsing.pdf

ii. YSU and YSU Foundation Briefing (Presenters: Neal McNally, Vice President of Finance and Business Operations, Paul McFadden, President YSU Foundation)

During the Board meeting, Paul McFadden (President of the YSU Foundation), along with Heather Chun (Vice President for Operations and Human Resources), and Neil McNally, provided a detailed overview of the YSU Foundation's relationship with the university, its historical context, operations, and the Development Services Agreement (DSA). McFadden opened with a reflection on how important it is for university stakeholders to fully understand the distinction between the university and the Foundation—why the Foundation holds significant funds and how they support institutional priorities. He emphasized that YSU is unique in Ohio, as it does not have an embedded fundraising unit; instead, all development operations are handled by the Foundation at no cost to the university.

The Foundation was established in 1966 under then-president Howard Jones. Early on, it faced a legal challenge from the Ohio Attorney General, who sought control of the endowment. The Foundation prevailed, setting a precedent for operational independence and long-term stability.

A major shift occurred in 2014, when the Foundation assumed full responsibility for fundraising and development operations—previously conducted by the university—without charging the university. Staff expanded from 4 to 18, and all

related expenses have since been absorbed by the Foundation. This arrangement was formalized through the DSA and revisited in 2018, though it remains largely unchanged.

Chun described the gift-processing workflow, emphasizing that donor intent always governs use of funds. Donations are categorized as either endowed or immediate use, and processed accordingly. Endowed funds remain with the Foundation and are invested; immediate-use funds are transferred monthly to the university, accompanied by detailed documentation for the Controller and academic units.

Endowments follow a 4% distribution rate based on a 12-quarter rolling average, ensuring stability in funding regardless of market volatility. For FY25, this results in $11.5 million in support, with $4.9 million designated by donors and $6.6 million in unrestricted support. Chun also noted that the Foundation communicates projected distributions in advance to aid university budgeting.

McNally highlighted that the university's development cost savings from this agreement are substantial—an estimated $10–$12 million saved over the past decade. He added that the Foundation's role has tangible financial benefits beyond direct funding: it boosts the university's credit profile with rating agencies, lowers borrowing costs, and facilitates real estate deals, such as the Williamson Innovation Park and other major capital projects.

McFadden emphasized that while the Foundation processes and distributes funds, it does not determine university priorities—those are set by the administration. He clarified that the Foundation does not fund labor contracts, and any such assumptions from faculty or departments are redirected appropriately.

Trustees and presenters noted the discipline of the Foundation's spending policy, which has contributed to the largest endowment of any public university in Northeast Ohio. Trustees Kerola, Fryda and other trustees raised questions about possibly increasing the payout percentage during high-return years, but presenters explained that

staying at 4% has preserved the corpus and enabled long-term growth. Any changes would require Foundation board approval.

The Foundation's efficiency was praised, with an administrative cost of just 0.87%, well below the 1.5% industry average. McFadden expressed confidence that continued disciplined governance will yield over $100 million in support to the university in the next eight to nine years, including scholarships, academic programs, and capital initiatives.

McNally concluded by highlighting several lesser-known but high-value contributions of the Foundation to YSU, such as the lease of the Foundation's headquarters in Melnick Hall, and its role in assembling parcels for campus development. Trustees and presenters credited the strong collaboration between both boards, and reflected positively on the history, vision, and future impact of the Foundation's role at YSU.

YSU Foundation Agenda Presention to YSU Board June 23 2025.pdf

YSU Foundation Presentation to YSU Board 6.18.25.pptx

YSU Portion of YSUF Presentation_6.23.2025.pdf

iii. Government Affairs (Presenters: Sarah Keeler, Vice President Government Affairs)

Vice President Keeler delivered a comprehensive update on government relations and external engagement efforts, highlighting notable legislative wins, grant activity, and expanding education partnerships.

YSU is closely monitoring developments as the Ohio House Conference Committee prepares to release the final operating budget, expected by the following afternoon. Three of four YSU-requested amendments remain in both the House and Senate versions:

1. Excellence Training Center (ETC) Funding – $625,000 annually for two years, representing a $250,000 increase in funding.
2. Support for the 7th PREP Regional Center, aligned with the new Mahoning Valley Jobs Network partnership.

3. Autism Grant Expansion – Language change extending homeschool support for students with autism to age 22 (up from 18), benefitting the Rich Center for Autism and other centers statewide.

Keeler noted these efforts are especially significant, given that many universities across the state had projects removed during this budget cycle. The final budget must be signed into law by June 30.

At the federal level, YSU re-submitted its $10 million funding request for ETC Phase III under the National Defense Authorization Act, in partnership with the University of Northern Iowa, after the prior year's request stalled under a continuing resolution.

YSU also secured a $41,000 state grant for public-event metal detectors and is applying for additional grants to support ETC summer camps and Polymer Center programs, with submissions due by week's end.

Keeler highlighted ongoing engagement with elected officials, including visits by President Johnson to Columbus and meetings with the local legislative delegation. She credited this regular contact as a key reason YSU retained several priority amendments in the budget.

YSU remains active in community initiatives:

- Confirmed education partner for the Innovation Hub
- Ongoing involvement in the Youngstown/Warren Regional Chamber, Valley Vision Committee, and Downtown Development Partnership

A newly formed internal committee is reviewing joint-use agreements to ensure the university receives full value from state capital pass-throughs to nonprofit partners.
Lori Factor, Director of P–12 & Business Partnerships, is strengthening relationships with superintendents, expanding College Credit Plus, and exploring new articulation agreements. She is prioritizing outreach to school districts with the highest potential for postsecondary enrollment in collaboration with the Office of Admissions.

YSU is also collaborating with Jackie Ruller on workforce planning, beginning with the ETC as a pilot. That model will be

replicated for YSU's five colleges once developed and refined.

Keeler also highlighted the university's launch of "Red & White" legislative receptions, in partnership with the Youngstown/Warren Regional Chamber. The inaugural April 2025 event at the Ohio Statehouse drew more than 150 attendees, including legislators and alumni. A follow-up event in Washington, DC is planned for this week, with strong interest from Ohio's congressional delegation.
President Johnson emphasized that these efforts reflect YSU's aspirations as an anchor and flagship university in Northeast Ohio. Trustees praised the team's success in retaining multiple budget amendments and elevating the university's presence at both the state and federal levels.

Government Affairs BOT Report June 2025.pdf

iv. University Relations & Strategic Communications (Presenters: Timothy Harrington, Vice President Strategic Communications and Chief of Staff)

Vice President Harrington provided a comprehensive update on the progress and impact of university communications since the last board meeting. He reported that overall media, marketing, and outreach efforts are strong, increasingly effective, and aligned with broader university strategies on enrollment and community engagement.

Harrington commended Becky Rose and the communications team for their nimble, yet aggressive outreach, particularly on social media. Since the last meeting, YSU has posted over 450 social media items, resulting in 9.5 million impressions and 57,000 reactions, averaging about five posts per day. The daily reach—how many people see YSU content in their feeds—topped 6.6 million, with all metrics trending up year-over-year.

Billboard campaigns have been refreshed and renegotiated for broader regional coverage, including Steubenville, New Castle, Western Reserve Road, and Route 224. These campaigns now feature not only YSU branding but also targeted messaging for academic programs and major institutional events.

One innovative outreach involved a Spotify ad campaign, coordinated with Enrollment and Marketing. Despite a modest budget, it yielded 1.6 million impressions and a 91% ad completion rate, signaling strong audience engagement. Harrington highlighted improvements in media relations, including the publication of 188 internally generated stories that have resulted in 343 earned media outputs, ranging from local features to national placements. The team has also been pushing faculty, staff, and student success stories, covering everything from athletic achievements to academic excellence.

On internal communication, the newly established Campus Communicators Network has grown to 126 members, with around 50 participants attending regular sessions. These meetings offer practical guidance on search engine optimization, webpage editing, and design tools—significantly improving content quality and consistency across university platforms.

Harrington praised the small but effective web team for the complete overhaul of the YSU website, which now reflects national best practices in usability and content design. Trustees were encouraged to visit the new site, which was launched with input across the university and has received positive feedback.

Among key upcoming initiatives:

- The Summer Festival of the Arts is returning to campus (July 12–13), with over 100 artists already registered. Collaboration with campus and community partners—including the Butler Institute, McDonough Museum, and Maag Library—will further enrich the event.
- The 2024–25 YSU Speaker Series will begin with author Amy Tan, scheduled for October 22.
- YSU will again participate in the Canfield Fair, this time in a more prominent location, with colleges rotating booth coverage to enhance visibility and engagement.

Harrington also referenced the President's Communications Initiative, including a series of 5-minute leadership reflections aired on WYSU, and highlighted recent speakers such as George Mumford and Lt. Col. Crum from the U.S. Air Force.

During discussion, trustees inquired about YSU's outreach in Western Pennsylvania, particularly amid closures of nearby Penn State campuses. Harrington confirmed that marketing efforts—including billboards and media coverage like a Pittsburgh Post-Gazette article—have been extended into the region. President Johnson added that Penn State Shenango's president acknowledged her expectation that many of their students will now consider YSU.

Chair George and other trustees offered praise for the dramatic progress made in both internal and external communications over the past year. Harrington's work, along with that of Becky Rose and the broader communications team, was recognized as significantly elevating YSU's visibility, community presence, and engagement with both prospective students and alumni.

University Relations & Strategic Communications BOT Report June 2025v2.pdf

v. Fall 2025 Enrollment Update (Presenters: Mike Sherman, Vice President Institutional Effectiveness and Board Professional)

Vice President Sherman presented an overview of the Fall 2025 enrollment trends. He noted that weekly enrollment reports are generated and shared across the university, with key graphics and comparative data based on same-point-in-time registrations from previous years.

Given the extraordinary enrollment spike in Fall 2024, Sherman emphasized that it's important to examine registration rates by student category and interpret these as indicators of likely final enrollment. The goal is to understand when and how various student groups reach about 70% of their eventual registration totals, which serves as a benchmark for projecting enrollment.

Highlights from the current data:

- Continuing students are 71% registered 130 days out—expected, since they register in the spring.
- First-time undergraduates reached 70% registration 65 days out, aligning with the pace of summer orientation sessions.

- First-time graduate students hit 70% registration 30 days out, reflecting their later decision-making and departmental timelines.
- College Credit Plus (CCP) students reach 70% only 20 days out, so final numbers for that group won't be clear until just before classes start.

Sherman explained that these patterns form the foundation of more advanced enrollment modeling. He referenced earlier trustee discussions about using AI and machine learning to improve projections, saying this analysis is a step toward building such a predictive framework.

President Johnson and Neil McNally reiterated that while Fall 2025 enrollment may appear flat compared to 2024's spike, it still reflects a significant increase over 2023 and indicates the university is sustaining its recent growth. Orientation registrations—a key proxy for student commitment in the absence of a deposit—are up 20% compared to this time last year, which could signal additional enrollment growth.
Sherman also addressed the YStar Program, noting a recently revised agreement with the Youngstown Community Foundation that expands student support. The agreement was restructured to better align with financial aid optimization and student success, with input from Jeannie Herman, Melissa McKinney, and Amy Cossentino. Additional orientation sessions and first-year support initiatives are being developed.

Trustees inquired about Ohio student orientation attendance, which is down, though out-of-state numbers are up. Sherman clarified that the overall 20% increase in orientation registrants is still promising. President Johnson added that 91% of students who register for orientation attend, and recent sessions have reached 100% attendance in some instances. Trustees praised Jeannie Herman's admissions team and David Graham's first-year experience group for their seamless and high-quality onboarding process.
A trustee asked whether the prior closure of the DEI office has impacted enrollment. Sherman responded that it did not seem like there was any adverse effect in the past year.
The enrollment update concluded with cautious optimism. While another dramatic enrollment increase may not be likely, leaders expressed confidence that continued

collaboration and innovation—especially around orientation, transfer tools, and predictive analytics—position the university for ongoing enrollment stability and potential growth.

Fall 2025 Enrollment Update BOT June 2025.pdf

4. New Business

   No New Business was entertained

5. Background Materials

6. Adjournment

J. UNIVERSITY AFFAIRS COMMITTEE

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

1. Disposition of the Minutes for the Previous Meeting

   Approved as presented.

2. Old Business

3. Committee Items

   a. University Affairs Committee Consent Items

      Motion:
      Motion to approve the Resolutions by consent

      Motion moved by Sterling Williams and motion seconded by Laura Lyden. Passed unanimously.

      i. Resolution to Modify Retiree Privileges and Emeritus Status Policy, 3356-7-17

      Resolution to Modify - Retiree Privileges and Emeritus Status policy.pdf

      REDLINE 3356-7-17 Retiree privileges and emeritus status.pdf

      ii. Resolution to Modify Employee Health Insurance Programs Policy, 3356-7-22

      Resolution to Modify - Employee Health Insurance Programs policy.pdf

REDLINE 3356-7-22 Employee health insurance programs.pdf

iii. Resolution to Modify Resignation of Employment Policy, 3356-7-38

Resolution to Modify - Resignation of Employment policy.pdf

REDLINE 3356-7-38 Resignation of employment.pdf

iv. Resolution to Approve Family and Medical Leave Act (FMLA) and Extended Serious Health Condition Leave, Excluded Professional/Administrative Staff Policy, 3356-7-05

- Resolution to Rescind Family and Medical Leave Act (FMLA) Policy, 3356-7-05
- Resolution to Rescind Leave without Pay for Extended Serious Health Condition or Disability, Excluded Professional/Administrative Staff Policy, 3356-7-08

Resolution to Approve - Family & Medical Leave Act & Extended Serious Health Condition Leave, Excluded PA Staff policy.pdf

NEW 3356-7-05 Family and Medical Leave Act and extended serious health condition or disability leave, excluded PA employees.pdf

Resolution to Rescind - Family and Medical Leave Act (FMLA) policy.pdf

RESCIND 3356-7-05 Family and Medical Leave Act (FMLA).pdf

Resolution to Rescind - Leave without Pay for Extended Serious Health Condition or Disability, Excluded PA Staff policy.pdf

RESCIND 3356-7-08 Leave without pay for extended serious health condition or disability, excluded PA staff.pdf

v. Resolution to Approve Maternity/Parental and Extended Childcare Leave, Excluded Professional/Administrative Staff Policy, 3356-7-14

- Resolution to Rescind Leave of Absence without Pay, Extended Childcare, Excluded Professional/Administrative Staff Policy, 3356-7-06

- Resolution to Rescind Maternity/Parental Leave, Excluded Professional/Administrative Employees Policy, 3356-7-14

Resolution to Approve - Maternity-Parental and Extended Childcare Leave, Excluded PA Staff policy.pdf

NEW 3356-7-14 Maternity-parental leave and extended childcare leave, excluded PA employees.pdf

Resolution to Rescind - Leave of Absence without Pay, Extended Childcare, Excluded Professional Administrative Staff policy.pdf

RESCIND 33567-06 Leave of absence without pay, extended childcare, excluded PA staff.pdf

Resolution to Rescind - Maternity Parental Leave, Excluded Professional Administrative Employees policy.pdf

RESCIND 3356-7-14 Maternity-parental leave, excluded professional administrative employees.pdf

vi. Resolution to Approve Leaves with Pay for Bereavement, Civic and Military (Uniformed Services) Policy, 3356-7-11

- Resolution to Rescind Civic Leave with Pay, Excluded Professional/Administrative and Excluded Classified Staff Policy, 3356-7-11
- Resolution to Rescind Military (Uniformed Service) Leave Policy, 3356-7-12
- Resolution to Rescind Bereavement Leave, Excluded Professional Administrative Employees Policy, 3356-7-15

Resolution to Approve - Leaves with Pay for Bereavement, Civic and Military (Uniformed Services) policy.pdf

NEW 3356-7-11 Leaves with pay - bereavement, civic, and military (uniformed services) leave, excluded PA staff.pdf

Resolution to Rescind - Civic Leave with Pay, Excluded PA and Excluded Classified Staff policy.pdf

RESCIND 3356-7-11 Civic leave with pay, excluded PA and excluded classified staff.pdf

Resolution to Rescind - Military (Uniformed Service) Leave policy.pdf

RESCIND 3356-7-12 Military (uniformed service) leave.pdf

Resolution to Rescind - Bereavement Leave, Excluded PA Employees policy.pdf

RESCIND 3356-7-15 Bereavement leave, excluded PA staff.pdf

vii. Resolution to Approve Awards Policy, 3356-7-27

- Resolution to Rescind Distinguished Service Awards, Full-time Excluded Professional Administrative Employees and Full-time Excluded Classified Employees Policy, 3356-7-27
- Resolution to Rescind President's Leadership Merit Awards Policy, 3356-7-28
- Resolution to Rescind Part-time Faculty Teaching Excellence Award Policy, 3356-7-52
- Resolution to Rescind Excellence Awards for Department Chairpersons Policy, 3356-7-53

Resolution to Approve - Awards policy.pdf

NEW 3356-7-27 Awards.pdf

Resolution to Rescind - Distinguished Service Awards, Full-time Excluded PA & Classified Employees policy.pdf

RESCIND 3356-7-27 Distinguished service awards, FT excluded PA employees & FT excluded classified employees.pdf

Resolution to Rescind - President's Leadership Merit Awards policy.pdf

RESCIND 3356-7-28 President's leadership merit awards.pdf

Resolution to Rescind - Part-time Faculty Teaching Excellence Award policy.pdf

RESCIND 3356-7-52 Part-time Faculty Teaching Excellence Award.pdf

Resolution to Rescind - Excellence Awards for Department Chairpersons policy.pdf

RESCIND 3356-7-53 Excellence Awards for Department Chairpersons.pdf

viii. Resolution to Approve Fringe Benefits and Fee Remission, Excluded Professional Administrative Employees Policy, 3356-7-30

- Resolution to Rescind Fringe Benefits, Excluded Professional Administrative Employees Policy, 3356-7-30
- Resolution to Rescind Fee Remission, Excluded Professional Administrative Employees Policy, 3356-7-31

Resolution to Approve - Fringe Benefits and Fee Remission, excluded PA employees policy.pdf

NEW 3356-7-30 Fringe benefits and fee remission excluded PA employees.pdf

Resolution to Rescind - Fringe Benefits, Excluded PA Employees policy.pdf

RESCIND 3356-7-30 Fringe benefits, excluded professional administrative employees.pdf

Resolution to Rescind - Fee Remission, Excluded Professional Administrative Employees policy.pdf

RESCIND 3356-7-31 Fee remission, excluded professional administrative employees.pdf

ix. Policies to be Rescinded and Transferred to HR Administrative Policies

- Resolution to Rescind Administrative Complaint Process, Excluded Professional Administrative Employees Policy, 3356-7-37
- Resolution to Rescind Personnel Files Policy, 3356-7-39
- Resolution to Rescind Background Checks for Employees and Volunteers Policy, 3356-7-44

Resolution to Rescind - Administrative Complaint Process, Excluded PA Employees policy.pdf

RESCIND 3356-7-37 Administrative complaint process, excluded PA employees.pdf

Resolution to Rescind - Personnel Files policy.pdf

RESCIND 3356-7-39 Personnel files.pdf

Resolution to Rescind - Background Checks for Employees and Volunteers policy.pdf

RESCIND 3356-7-44 Background checks for employees and volunteers.pdf

b. University Affairs Committee Action Items

i. Resolution to Approve Equality of Opportunity for All Faculty, Staff and Students Policy, 3356-2-04 (Presenters: Dana Lantz, Executive Director, Equal Opportunity and Human Resources)

A new policy titled "Equality of Opportunity for All Students, Faculty, and Staff" was presented in response to a new state law requiring public universities to formally affirm their commitment to equal opportunity.

The policy reaffirms YSU's dedication to providing equal opportunity for all members of the campus community. It also outlines restrictions, as required by law, on specific types of training or instruction for faculty, staff, administrators, and employees—detailed in items 3A through 3H under Section B of the policy.

Additionally, Section F establishes a reporting process that allows individuals to submit concerns regarding violations related to this policy, ensuring compliance with the law.

Explanation sheet - Equality of Opportunity for all Students, Faculty and Staff.pdf

Resolution to Approve - Equality of Opportunity for All Faculty, Staff and Students policy.pdf

NEW 3356-2-04 Equality of opportunity for all faculty staff and students.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Joseph J. Kerola and motion seconded by Sergul Erzurum. Passed unanimously.

ii. Resolution to Modify Public Records Policy, 3356-9-07 (Presenters: Holly Jacobs, Vice President and General Counsel)

The changes to this policy are in response to a recently passed statute allowing public universities to charge fees for

reviewing and preparing dash cam, body cam, and surveillance footage in response to public records requests. An internal cost analysis was conducted, and it was determined that a rate of $60 per hour accurately reflects the university's cost to process such video requests. The total charge is capped at $750 per request.

Explanation sheet - Public Records.pdf

Resolution to Modify - Public Records policy.pdf

REDLINE 3356-9-07 Public records.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Joseph J. Kerola and motion seconded by Sterling Williams. Passed unanimously

iii. Executive Session

Executive Session – Personnel Matters Presenters: Vice President for Legal Affairs Holly Jacobs; Trustee George
Chair George moved that the Board enter executive session for the purpose of "considering the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of one or more public employees or officials," in accordance with Ohio Revised Code 121.22(G)(1).
Trustee Hackstedde, acting as secretary, conducted a roll-call vote:

- Trustee Erzurum – Yes
- Trustee Fryda – Yes
- Trustee George – Yes
- Trustee Hackstedde – Yes (self-recorded)
- Trustee Kerola – Yes
- Trustee Lyden – Yes
- Trustee Ryan – Yes
- Trustee Williams – Yes

Trustee Peterson was recorded as absent.
The Board entered executive session at 3:04 p.m., and exited at 3:26 p.m. Appropriate procedures for executive session were followed as confirmed by Trustee George. No formal actions were taken during the session.

Motion:
Motion to enter Executive Session

Motion moved by Charles T. George. Passed Unanimously by roll-call vote.

iv. Resolution to Approve the Interim Appointment of the Vice President for Student Affairs (Presenters: Bill Johnson, President)

President Johnson reflected that the student experience plays a significant role in the attraction to YSU and persistence at YSU for those that have entrusted us to provide a high quality experience. He also indicated that creating such a position is an opportunity to gain effectiveness by converging the student affairs area with the dean of students responsibilities. He also reflected on the very positive engagement he has observed and believes appointing Joy Polkabla Byers is prudent at this point-in-time.

Resolution to Approve - the Interim Vice President for Student Affairs - J. Polkabla Byers.pdf

Job Description - Interim Vice President for Student Affairs and DOS.pdf

Resume - J. Polkabla Byers.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Laura Lyden and motion seconded by Joseph J. Kerola. Passed unanimously.

v. Resolution to Approve the Appointment of the Vice President for Intercollegiate Athletics/Athletic Director (Presenters: Bill Johnson, President)

President Johnson expressed that Mr. Ron Strollo demonstrates exemplary leadership for the athletics program, and given the importance and visibility, of athletics, and considering the titles of such positions at other institutions within our Leagues, making this position a vice president is an appropriate action.

Resolution to Approve - the Vice President for Intercollegiate Athletics-Athletic Director - R. Strollo.pdf

Job Description - Vice President for Intercollegiate Athletics-Athletic Director.pdf

Resume - R. Strollo.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Richard Fryda and motion seconded by Laura Lyden. Passed unanimously.

vi. Resolution to Approve the Appointment of the Associate Provost, Academic Administration in the Office of Academic Affairs with Faculty Rank and Tenure (Presenters: Jennifer Pintar, Provost and Vice President for Academic Affairs)

Provost Pintar expressed excitement regarding this position as it is vitally needed as it is the position that she previously held and that she has been performing. She also indicated that Dr. Still brings a wealth of academic affairs experience.

Resolution to Approve - the Associate Provost, Academic Administration - K. Still.pdf

Job Description - Associate Provost for Academic Administration.pdf

Curriculum Vitae - K. Still.pdf

Offer Letter - K. Still.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Joseph J. Kerola and motion seconded by Laura Lyden. Passed unanimously.

vii. Resolution to Authorize Conferral of Emeritus Status for Faculty and Administrators (Presenters: Dana Lantz, Executive Director, Equal Opportunity and Human Resources)

This resolution nominates three (3) recently-retired faculty members for Faculty Emeritus Status, and nominates two (2) recently-retired administrators for Administrator Emeritus Status in accordance with the University policy for Retiree Privileges and Emeritus Status, Policy Number 3356-7-17.

Five individuals were presented for emeritus status, recognizing their distinguished service to the university. The nominations included three faculty members and two administrators:

- Mr. Yermyer – 28 years of service; recently retired.
- Valerie Odell – 28 years in the Centofanti School of Nursing.
- Eric Wingler – 42 years as a professor in Mathematics.
- Sal Sanders – Dean and Assistant Professor in the College of Graduate Studies; 25 years of service.
- Elaine Ruse – Associate Vice President for Student Enrollment and Business Services; 44 years of service.

These nominations reflect nearly seventeen decades of dedication and impact across both academic and administrative leadership.

Resolution to Authorize Emeritus Status for Faculty & Administrators.pdf

3356-7-17 Retiree privileges and emeritus status.pdf

Emeritus report - Faculty and Administrators 2025.pdf

Motion:
Motion to approve the Resolution.

Motion moved by Joseph J. Kerola and motion seconded by Laura Lyden. Passed unanimously.

viii. Resolution to Ratify Personnel Actions (Presenters: Jennifer Lewis-Aey, Executive Director and Chief Human Resources Officer)

University policies require that the Chief Human Resources Officer provide a summary of appointments, promotions, and other personnel actions for faculty and professional/administrative staff, including intercollegiate athletics coaching positions for January 16, 2025, through April 15, 2025. Personnel actions for faculty and professional/administrative staff are contingent upon approval of the Board of Trustees.

No faculty personnel actions were reported for the period January 16 – April 15, 2025. This is the first time in recent

memory there have been no faculty actions during a reporting period, though it is not unexpected given the time of year.
Professional/Administrative (Excluding Athletics):

- Separations: 8 total – 3 resignations, 2 retirements, 2 non-renewals, 1 termination
- Appointments: 13 total – 7 replacements, 6 new positions
- Reclassifications: 9, plus 1 FTE adjustment (10 total)
- Promotions: 13 total – 10 via posted positions, 3 via search waivers
- Salary Adjustments: 7 total – 4 were in-grade adjustments for added duties
- Position Transfers: 1

Athletics Personnel: Already summarized earlier by Ron Strollo, including 2 separations, 7 appointments, 2 reclassifications, 5 salary adjustments, and 1 multi-year appointment.
Supplemental & Secondary Pay Assignments:

- General Fund Assignments (108 total):
    - Health & Human Services: 1
    - Williamson College of Business: 4
    - STEM: 4
    - Beeghly College of Liberal Arts, Social Sciences & Education: 9
    - Cliffe College: 11
    - Distance Education: 77
    - Finance & Business Operations: 1
    - Research: 1
- Grant-Funded Assignments (8 total):
    - Teacher Education (Beeghly): 5
    - Williamson College of Business: 1
    - Rayen School of Engineering: 1
    - Excellence Training Center (ETC): 1
- Faculty Secondary Appointments:
    - 1 in Graduate Studies and Health & Rehabilitation Sciences

Resolution to Ratify Personnel Actions - Faculty & PA Staff including Athletics.pdf

Board Summary - Faculty 4-15-2025.pdf

Board Summary - Professional Administrative 4-15-2025.pdf

Board Report - Professional Administrative 4-15-2025.pdf

Board Summary - Athletics 4-15-2025.pdf

Board Report - Athletics 4-15-2025.pdf

Board Summary - Supplemental and Secondary Pay Assignments 4-15-2025.pdf

Board Report -Supplemental and Secondary Pay Assignments 4-15-2025.pdf

Motion:
Motion to approve personnel actions.

Motion moved by Joseph J. Kerola and motion seconded by Allen L. Ryan, Jr., J.D. Passed unanimously

c. University Affairs Committee Discussion Item

4. New Business

No New Business was entertained

5. Background Materials

a. Human Resources Update

This report provides an update on current accomplishments and priorities for moving forward with Human Resources Department operations; and provides the status of all Unfair Labor Practices, Grievances and Arbitrations.

HR Update - June 2025.pdf

b. Update on Position Searches

This report provided a list of all searches in progress.

Current Job Postings Report - 4-15-2025.pdf

c. Classified Civil Service Personnel Actions

This is a summary of all personnel actions approved by the Chief Human Resources Officer serving as the appointing authority for classified staff.

Board Summary - Classified 4-15-2025.pdf

Board Report - Classified 4-15-2025.pdf

d. Report on Staff Development Leave

This report provides a list of employees who were granted Staff Development Leave for
academic year 2025-2026.

APAS Staff Development Leave 2025-26.pdf

e. Service Awards

This list recognizes awards given during FY25 for Staff distinguished service.

Distinguished Service Award Recipients 2025.pdf

6. Adjournment

K. EXECUTIVE COMMITTEE

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

1. Disposition of the Minutes for the Previous Meeting

   Approved as presented.

2. Old Business

3. Committee Items

   a. Executive Committee Consent Item

   b. Executive Committee Action Item

   c. Executive Committee Discussion Item

      i. Comments by President Johnson.

         President Johnson voiced strong concerns about the current trajectory of intercollegiate athletics, particularly regarding Name, Image, and Likeness (NIL) and the NCAA transfer portal. He warned that without federal intervention, these developments could undermine the future of college sports. Johnson has been actively advocating in Washington, D.C., helping to organize a national consortium of mid-major conferences, including the Horizon League and Missouri Valley Football Conference, to ensure representation in congressional discussions. He emphasized the importance of mid-majors having a seat at the table, citing the saying: *"If you're not at the table, you're on the menu."*

         He shared that discussions are underway for an NCAA Commission on Intercollegiate Athletics, and there's a tentative agreement for him to serve on it, potentially alongside figures like Nick Saban. Johnson argued for

Congressional guardrails to regulate NIL income and transfer rules, including limits on the number of times athletes can enter the portal and a clearer frameworks for athlete compensation.

On immigration policy, Johnson highlighted the difficulties international students face post-graduation, particularly with securing long-term work opportunities. He noted bipartisan interest in potential immigration reform that would equate a U.S. diploma with eligibility for a permanent work visa, especially in key disciplines, to help address workforce shortages and national competitiveness.

Regarding state operating budget developments, the University anticipates receiving $2.5 million over two years in addition to regular SSI funding. Johnson cautioned that while there is strong legislative support, ongoing advocacy is essential to secure these funds given changes in leadership and state priorities.

A major portion of the discussion focused on YSU's involvement in Steubenville. What began as a stopgap to support displaced students and operations following the collapse of Eastern Gateway Community College has evolved into a more complex initiative. Johnson clarified that YSU has made a commitment to deliver in-person instruction in Steubenville, though long-term plans remain under evaluation.

Board members raised several critical questions:

- Is there a long-term strategy?
- What's the enrollment potential?
- Can this be sustainable without becoming a financial liability?

Johnson confirmed that current operations are in flux. The Steubenville facility is still county-owned, and no upgrades or major investments can begin until a formal reversion of the property occurs. He estimated the annual operating cost at approximately $750,000 and emphasized that a cautious, data-informed approach is being taken. The Board will be involved in shaping and approving any forward strategy. Discussion also addressed collaborative opportunities with Belmont College, Stark State, and NEOMED. Johnson

described efforts to co-develop joint graduate-level programs with NEOMED, including possible dual-degree offerings in niche fields like biological mathematics. In addition, YSU is exploring a partnership to provide IT infrastructure support for NEOMED, potentially saving both institutions substantial resources and laying the groundwork for a Northeast Ohio flagship university model.

Finally, Johnson reiterated that these discussions are in early stages, but align with legislative interest in streamlining Ohio's higher education landscape. He committed to ongoing transparency and Board engagement as the university evaluates the feasibility and potential of these initiatives.

4. New Business

   No New Business was entertained.

5. Background Materials

6. Adjournment

YOUNGSTOWN STATE UNIVERSITY

APPENDIX

YSU Board of Trustees

Committee Meetings

June 23, 2025

Resolutions, Supporting Documents and Background Materials

YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN STATE UNIVERSITY
BOARD OF TRUSTEES COMMITTEES

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

2024-2025 STANDING COMMITTEES

ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE
Joseph J. Kerola, Chair
Laura A. Lyden, 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, Chair
Sergul A. Erzurum, Vice Chair
Anita A. Hackstedde
Joseph J. Kerola
Sterling A. Williams

INVESTMENT COMMITTEE
Laura A. Lyden, 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.
Laura A. Lyden

YOUNGSTOWN STATE UNIVERSITY

BOARD OF TRUSTEES
Meeting Schedule

Wednesday, March 12, 2025

10:00 a.m.	Investment Committee	Board Meeting Room 1st Floor, Tod Hall
10:15 a.m.*	Audit Subcommittee	Board Meeting Room 1st Floor, Tod Hall
10:30 a.m.*	Finance & Facilities Committee	Board Meeting Room 1st Floor, Tod Hall
11:00 a.m.*	Intercollegiate Athletics Committee	Board Meeting Room 1st Floor, Tod Hall
11:30 a.m.*	Academic Excellence & Student Success Committee	Board Meeting Room 1st Floor, Tod Hall
12:30 p.m.*	Workforce Education & Innovation Committee	Board Meeting Room 1st Floor, Tod Hall
12:45 p.m.	Lunch	Manchester Room 1st Floor, Tod Hall
1:15 p.m.*	Governance Committee	Board Meeting Room 1st Floor, Tod Hall
2:15 p.m.*	Institutional Engagement Committee	Board Meeting Room 1st Floor, Tod Hall
2:45 p.m.*	University Affairs Committee	Board Meeting Room 1st Floor, Tod Hall
3:30 p.m.*	Executive Committee	Board Meeting Room 1st Floor, Tod Hall
4:00 p.m.*	Executive Committee Dinner	Pollock House 603 Wick Avenue; Youngstown, OH

Thursday, March 13, 2025

9:00 a.m.	Outgoing Board Member Reception	Tod Hall Lobby 1st Floor, Tod Hall
10:00 a.m.	Board Meeting	Board Meeting Room 1st Floor, Tod Hall

*Approximate time for start of the meeting; the meeting will start immediately following preceding committee meeting.

March 12, 2025

YOUNGSTOWN STATE UNIVERSITY

clearstead

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Cleveland, Ohio 44114
*216.621.1090 | **clearstead.com***

CLEARSTEAD OVERVIEW

$47B
ASSETS UNDER ADVISEMENT

1989
YEAR ESTABLISHED

250+
NUMBER OF EMPLOYEES

46
STATES WITH CLIENT REPRESENTATION

INSTITUTIONAL CONSULTING

- Outsourced Chief Investment Officer (OCIO)
- Fiduciary Governance & Oversight
- Investment Advisory

PRIVATE WEALTH MANAGEMENT

- Financial & Estate Planning
- Tax Strategy & Compliance
- Investment Advisory
- Family Office Administration
- Trust Administration Services

ADVISOR SOLUTIONS SERVICES

- A Strategic Partnership for Advisors
- Enhanced Support and Solutions
- Research & Investment Strategy

RETIREMENT ADVISORY SERVICES

- 3(21) / 3(38) Fiduciary Services
- Plan Design & Benchmarking
- Participant Services
- Executive Advisory Services

FIRM DEVELOPMENTS

Succession Plan Execution

- ✓ 70+ firm shareholders, 10+ new shareholders in 2024
- ✓ As part of Clearstead's longstanding management succession plan, Brad Knapp, CFA, CAIA has succeeded David Fulton, CFA as Chief Executive Officer of the firm, effective January 1, 2025. Dave will remain involved with the firm on the Board of Directors as Chairman Emeritus.



Bolstering of Investment Office & Firm Resources

25+
INVESTMENT OFFICE TEAM

35+
CFA CHARTERHOLDERS

70+
GRADUATE DEGREES

Investing in Our Clients

clearaccess. SUMMITAS SAM Smartleaf Asset Management eVestech ADDEPAR

Assets under advisement as of 4/1/2024 and includes employees and assets of Clearstead Advisory Solutions division, also includes Clearstead Trust and Avalon Trust, which are not registered by the SEC. Employee and firm figures as of 12/31/2024. Investment Office includes research and portfolio analyst employees.

CONTENTS

1. Initiatives

2. Capital Markets Update

3. Non-Endowment Assets: Performance & Asset Allocation Review

    - International Strategy Refinement

APPENDIX

Endowment Assets: Performance & Asset Allocation Review

Detailed Performance

Supporting Information

clearstead

INITIATIVES

2025 CALENDAR YEAR INITIATIVES

		1Q	2Q	3Q	4Q	COMMENTS:
STRATEGIC / ADMINISTRATIVE	Investment Policy Review			☐		
	Strategic Asset Allocation Review			☐		
	Peer Review		☐			
	2026 Oversight Dashboard				☐	
	STAR Ohio/Plus Annual Review		☐			
PORTFOLIO	Fixed Income Review		☐			
	Alternative Investments Review				☐	
	Global Equity Review	✓				
PERFORMANCE	Capital Markets Review	✓	☐	☐	☐	
	Quarterly Performance Review	✓	☐	☐	☐	
	Endowed Account Review / Oversight	✓	☐	☐	☐	
OTHER	Fee Review				☐	
	ORC Compliance Review			☐		
	Clearstead Firm Update	✓				

LAST REVIEWED

Investment Policy:	09/18/2024
Strategic Asset Allocation:	09/18/2024
Fee Review:	09/18/2024

MEETING SCHEDULE

1Q:	March 12, 2025
2Q:	June 25, 2025
3Q:	September 17, 2025
4Q:	December 10, 2025

FOLLOW UP / INITIATIVES

clearstead

CAPITAL MARKETS UPDATE

QUARTERLY THEMES

WHAT HAPPENED LAST QUARTER?

- Mixed quarter for risk assets as economic growth remained positive and inflation progress slowed
  - U.S. economy continues to outperform other developed economies
  - U.S. GDP growth +2.6% annualized for the first three quarters
- Market returns broadened in 2nd half of year
  - Small cap stocks outperformed large cap
- Fixed income markets pulled back as long-term interest rates moved higher
  - Markets expect the Federal Reserve to be less aggressive with interest rate cuts

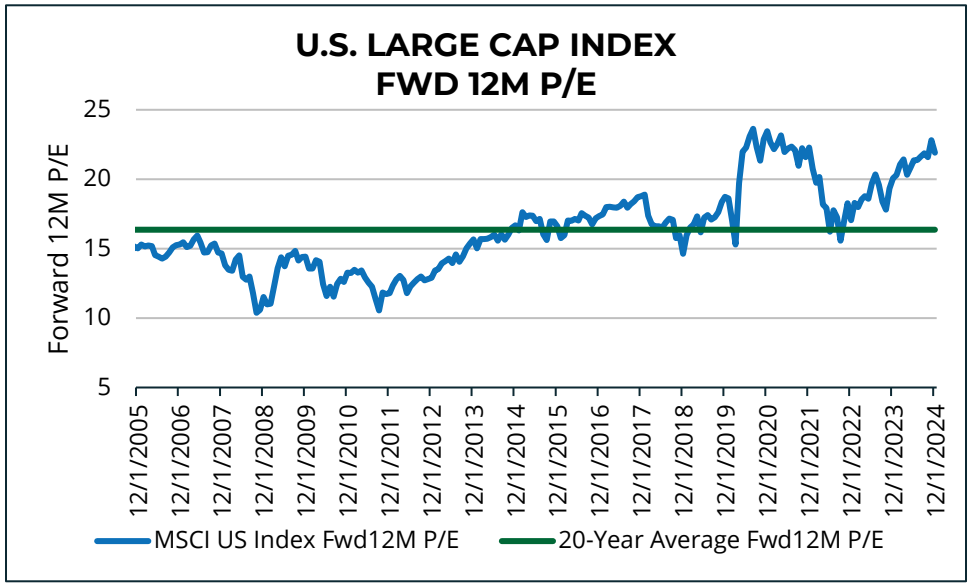
4Q24 Returns: S&P 500 +2.4%; Russell 2000 +0.3%; MSCI EAFE -8.1%; Bloomberg US Agg -3.1%

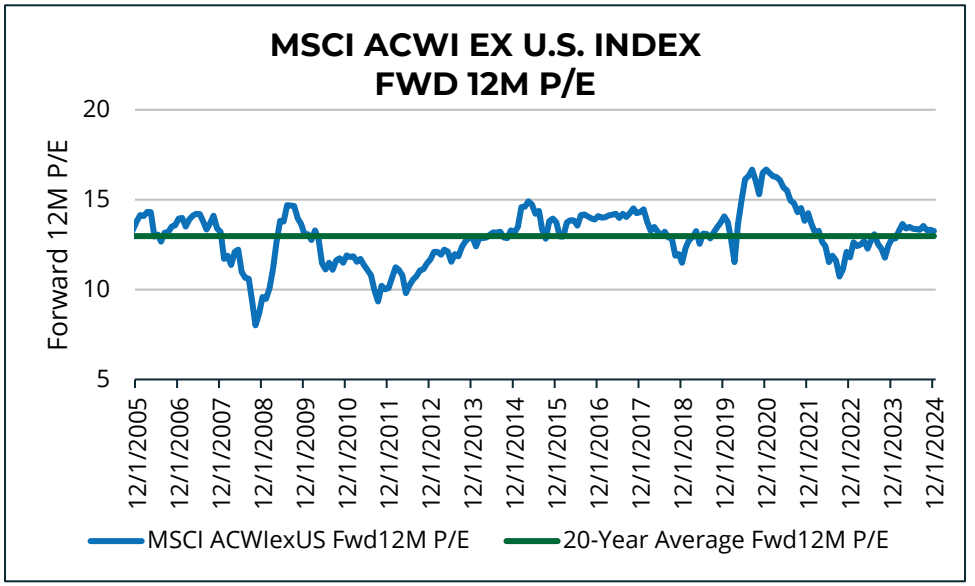
2024 Returns: S&P 500 +25.0%; Russell 2000 +11.5%; MSCI EAFE +3.8%; Bloomberg US Agg +1.3%

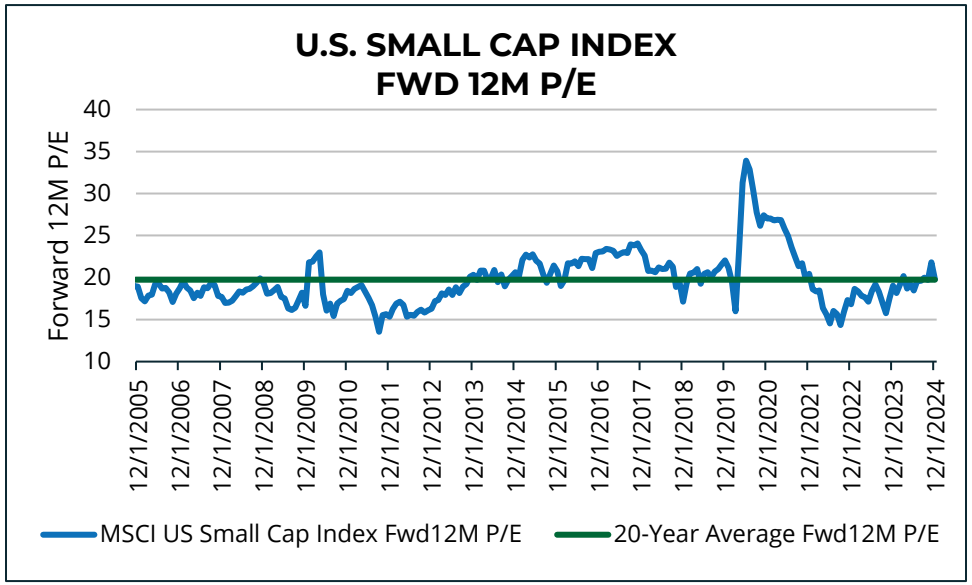
INVESTMENT & ECONOMIC OUTLOOK:

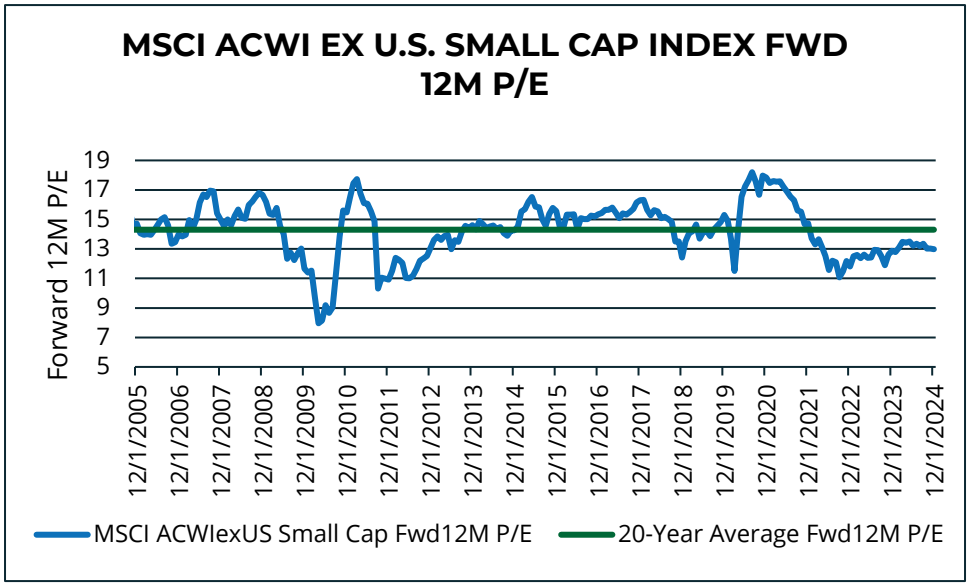
- Economy: Slower, stable growth, with upside potential
- Consumer: Strong backdrop
  - Labor market at full employment
  - Delinquency rates with credit cards and auto loans has leveled off; consumer spending rates have rebounded
- Equity sentiment remains positive
  - Corporate balance sheets are strong with 15% earnings growth expected in 2025 (S&P 500)
  - Above average equity valuations are a risk; looking for further market broadening
  - Potential for increased worker productivity driven by advances in AI
  - Geopolitical risks remain, but there appear to be paths for de-escalation
- Fixed income investors should benefit from higher yields
  - Federal Reserve maintains the spotlight – anticipate 1-2 interest rate cuts in 2025

GLOBAL EQUITY VALUATIONS









Source: Bloomberg. Data as of 12/31/2024.
Past performance is not an indicator of future results

JANUARY MARKET PERFORMANCE

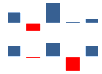
January was strong month for markets as U.S. equities and fixed income registered gains. Economic growth was positive, inflationary pressures remain, and the Fed paused and emphasized patience.

- Value outperformed growth, mid > large caps, and international developed rebounded from a challenging prior quarter

Interest rates were volatile and ended the month essentially unchanged. Core fixed income (Bloomberg U.S. Aggregate) finished January up +0.5% while high yield performed the best returning +1.4% during the month.

Markets traded higher, but the popularity of DeepSeek caused growth names—particularly AI and semiconductor companies—to sell off. The Fed closed out the month stressing patience and data dependency.

- U.S. economy remains solid, U.S. consumer is spending despite some signs of stress, and labor market remain stable.

MARKET	2023	Q1-2024	Q2-2024	Q3-2024	Q4-2024	Jan-25	YTD	Trend
S&P 500	26.3%	10.6%	4.3%	5.9%	2.4%	2.8%	2.8%	
Russell 2000	16.9%	5.2%	-3.3%	9.3%	0.3%	2.6%	2.6%	
MSCI EAFE	18.2%	5.8%	-0.4%	7.3%	-8.1%	5.3%	5.3%	
MSCI EM	9.8%	2.4%	5.0%	8.7%	-8.0%	1.8%	1.8%	
MSCI China	-11.2%	-2.2%	7.1%	23.5%	-7.7%	0.9%	0.9%	
MSCI ACWI	22.8%	8.3%	3.0%	6.7%	-0.9%	3.4%	3.4%	
Bloomberg US Agg Bond	5.5%	-0.8%	0.1%	5.2%	-3.1%	0.5%	0.5%	
Bloomberg High Yield Bond	13.5%	1.5%	1.1%	5.3%	0.2%	1.4%	1.4%	
Bloomberg Muni Bond	6.4%	-0.4%	0.0%	2.7%	-1.2%	0.5%	0.5%	
Credit Suisse Leveraged Loan	13.0%	2.5%	1.9%	2.1%	2.3%	0.7%	0.7%	

Source: Bloomberg 1/31/2025
Past performance is not an indicator of future results.

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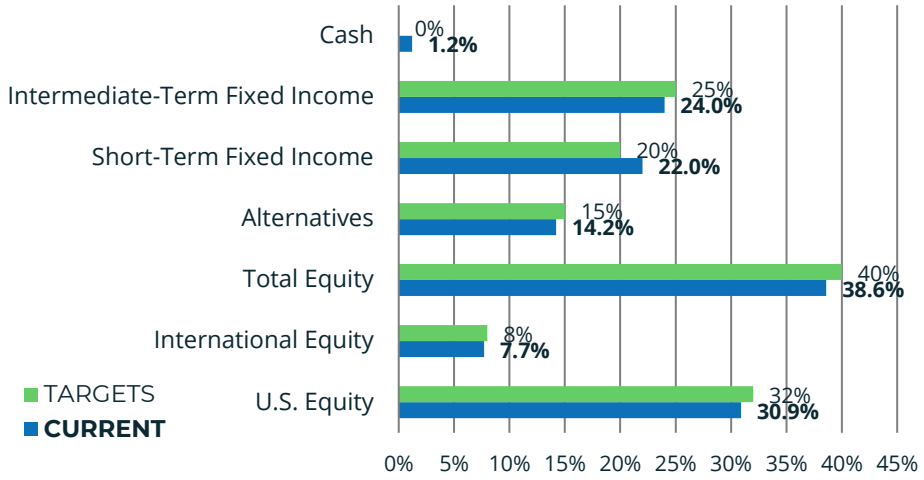
NON-ENDOWMENT ASSETS: PERFORMANCE & ASSET ALLOCATION REVIEW

NON-ENDOWMENT PERFORMANCE REVIEW (AS OF 12/31/2024)

		TRAILING PERIODS								CALENDAR YEARS			
NON-ENDOWMENT ASSETS	MARKET VALUE ($M)	QTD	FYTD	CYTD	1 YR	2 YR	3 YR	5 YR	10 YR	2023	2022	2021	SINCE INCEPTION[4]
Total Non-Endowment Assets	$75.0	-0.2%	**4.0%**	**8.7%**	**8.7%**	**9.8%**	3.6%	**5.6%**	**4.9%**	**11.0%**	-7.8%	**7.8%**	**4.4%**
Benchmark [1]		*0.5%*	*3.5%*	*7.8%*	*8.2%*	*8.2%*	*3.7%*	*4.2%*	*3.7%*	*8.7%*	*-4.7%*	*4.3%*	*3.4%*
Operating & Short-Term Pool	$2.0	**1.2%**	2.4%	4.9%	4.9%	4.9%	3.7%	2.4%	1.7%	4.8%	**1.4%**	0.0%	1.2%
Benchmark [2]		*1.1%*	*2.6%*	*5.2%*	*5.2%*	*5.1%*	*3.8%*	*2.4%*	*1.7%*	*5.0%*	*1.2%*	*0.0%*	*1.2%*
Long-Term Pool	$73.0	-0.2%	**4.4%**	9.7%	9.7%	**10.8%**	2.9%	5.3%	5.3%	**11.9%**	-11.2%	**9.5%**	**5.4%**
Benchmark [3]		*0.0%*	*4.2%*	*9.7%*	*9.7%*	*10.7%*	*3.4%*	*5.5%*	*5.3%*	*11.7%*	*-9.7%*	*8.0%*	*5.1%*

LONG-TERM POOL ASSET ALLOCATION

	CURRENT	TARGETS	RANGE	+ / -
U.S. Equity	30.9%	32%	20-35%	-1.1%
International Equity	7.7%	8%	0-15%	-0.3%
Total Equity	38.6%	40%	25-45%	-1.4%
Alternatives	14.2%	15%	0-20%	-0.8%
Short-Term Fixed Income	22.0%	20%	25-45%	2.0%
Intermediate-Term Fixed Income	24.0%	25%	10-30%	-1.0%
Cash	1.2%	0%	0-5%	1.2%



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: JANUARY PERFORMANCE UPDATE

AS OF 01/31/2025	MARKET VALUE ($M)	JANUARY	CYTD	FYTD
Total University Assets	$74.4	**+1.7%**	**+1.7%**	**+5.7%**
Operating/Short-Term Pool	$0.2	**+0.3%**	**+0.3%**	**+2.7%**
Long-Term Pool*	$74.2	**+1.7%**	**+1.7%**	**+6.1%**

Operating/Short-Term Pool market value decreased in January with operational cash needs, though have since been replenished. Investments generated +0.3% during the month and has returned +2.7% FYTD.

The Long-Term Pool started off the calendar year strong eclipsing $74 million in market value as both equities and fixed income generated positive returns.

Most active managers outpaced their respective benchmarks on a FYTD basis through January.

- Equity managers have had mixed results this fiscal year; Clearstead is in the process of making some changes within the international equity portfolio
- Alternative managers Evanston (Weatherlow) and Cliffwater continued their strong absolute and relative performance and have returned +8.7% and +6.5% FYTD, respectively
  - H.I.G. has also performed well, though reports results on a lag (as of 9/30)
  - Infrastructure manager Apollo continues to call capital as it finds attractive investment opportunities
- All fixed income managers have outpaced their respective benchmarks on a FYTD basis; The portfolio's transition to lock in higher yields by increasing intermediate-term bonds has been timely

*Does not include performance from H.I.G. or Apollo as they report results on a lag. Their results are through 9/30.

INVESTMENT POOL SUMMARY: AS OF 02/28/2025

YOUNGSTOWN STATE UNIVERSITY

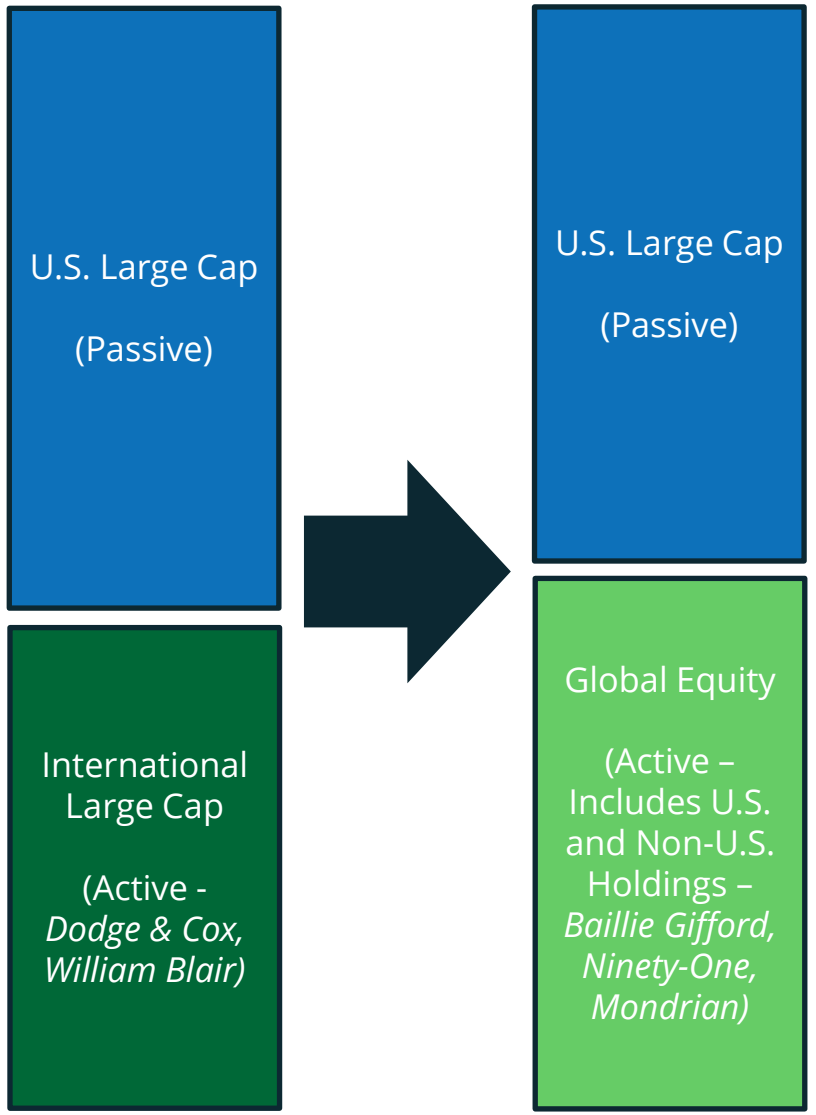
AS OF FEBRUARY 28, 2025

	TICKER	INVESTMENT STRATEGY	MARKET VALUE (CURRENT)	% OF PORTFOLIO	POLICY TARGET	POLICY RANGE	TACTICAL + / -
Total Operating & Short Term			**$20,154,119**	**100.0%**	**100.0%**		
Federated Hermes Govt Obligations	GOFXX	Money Market	$20,154,119	100.0%			
Star Plus*	-	Cash Equivalent	$0	0.0%			
Star Ohio*	-	Cash Equivalent	$0	0.0%			
Total Long Term Reserves Pool			**$74,153,170**	**100.0%**	**100.0%**		
Domestic Equity			**$22,781,616**	**30.7%**	**32.0%**	**25-40%**	**-1.3%**
Vanguard Instl Index	VINIX	Large Cap Core	$16,470,775	22.2%			
Vanguard Mid Cap Index Adm	VIMAX	Mid-Cap Core	$2,819,452	3.8%			
Loomis Sayles Small Growth N2	LSSNX	Small Cap Growth	$1,768,358	2.4%			
Victory Integrity Small Cap Value Y	VSVIX	Small Cap Value	$1,723,031	2.3%			
International Equity			**$5,994,308**	**8.1%**	**8.0%**	**0-15%**	**0.1%**
William Blair International Growth I	BIGIX	Foreign Growth	$2,602,481	3.5%			
Dodge & Cox International Stock	DODFX	Foreign Value	$3,391,827	4.6%			
Total Equity			**$28,775,925**	**38.8%**	**40.0%**	**25-50%**	**-1.2%**
Alternatives			**$10,513,568**	**14.2%**	**15.0%**	**0-20%**	**-0.8%**
H.I.G. Principal Lending Fund[1]	-	Private Credit	$2,290,599	3.1%			
Cliffwater Corporate Lending Fund	CCLFX	Private Credit	$2,555,673	3.4%			
Apollo Infrastructure Opps Fund III	-	Real Assets	$22,389	0.0%			
Weatherlow Fund[2]	-	Diversifying Strategy	$5,644,907	7.6%			
Fixed Income			**$33,970,916**	**45.8%**	**45.0%**	**30-70%**	**0.8%**
Short Term Fixed Income			**$16,138,235**	**21.8%**	**20.0%**	**15-35%**	**1.8%**
YSU Short Term Bond	-	Short-Term Fixed	$13,797,111	18.6%			
Lord Abbett Short Duration	LLDYX	Short-Term Fixed	$2,341,123	3.2%			
Intermediate Fixed Income			**$17,832,681**	**24.0%**	**25.0%**	**15-35%**	**-1.0%**
JPMorgan Core Bond Fund R6[3]	JCBUX	Core Plus Fixed	$5,501,731	7.4%			
YSU Intermediate Term Fixed	-	Interm-Term Fixed	$4,678,681	6.3%			
Breckenridge Intermediate Gov/Credit	-	Interm-Term Fixed	$4,281,217	5.8%			
Fidelity Intermediate Treasury Index	FUAMX	Interm-Term Treasury	$3,371,052	4.5%			
Cash & Cash Equivalents			**$892,762**	**1.2%**	**0.0%**	**0-5%**	**1.2%**
Federated Hermes Govt Obligations	GOFXX	Money Market	$892,762	1.2%			
Total University Assets			**$94,307,289**				

1) As of 9/30/2024.
2) As of 1/31/2025.
3) Held at JPMorgan.

EXECUTIVE SUMMARY: EVOLVING INTERNATIONAL EXPOSURE

- Clearstead has been implementing the use of global equity managers in client portfolios as an optimal way to access international equities
- Research identified the following:
  - The best performing companies in U.S. and non-U.S. markets have produced similar returns over time, but the average non-U.S. company has meaningfully underperformed
  - A minority of firms have created the majority of wealth globally over time – this supports the notion of a more concentrated portfolio
  - Top performing global equity managers have been able to provide consistent outperformance over time
- Clearstead believes that global equity managers that invest in a smaller number of foreign companies can add value to a portfolio based on the following factors:
  - Greater concentration increases idiosyncratic risk and active share, which can lead to alpha
  - Global managers have a wider opportunity set, allowing for more efficient capital allocation
- Although long-term results are strong, active global managers can experience tracking error from (benchmark) indices from time-to-time
  - It is key to finding strong managers that pair well
  - Patience is required for this long-term thesis to be successful



STRONG PERFORMING COMPANIES EXIST INSIDE AND OUTSIDE OF THE U.S.

Why constrain a manager when their best idea could be found overseas?

TOP EARNERS GENERALLY EQUALS TOP RETURNERS[1]

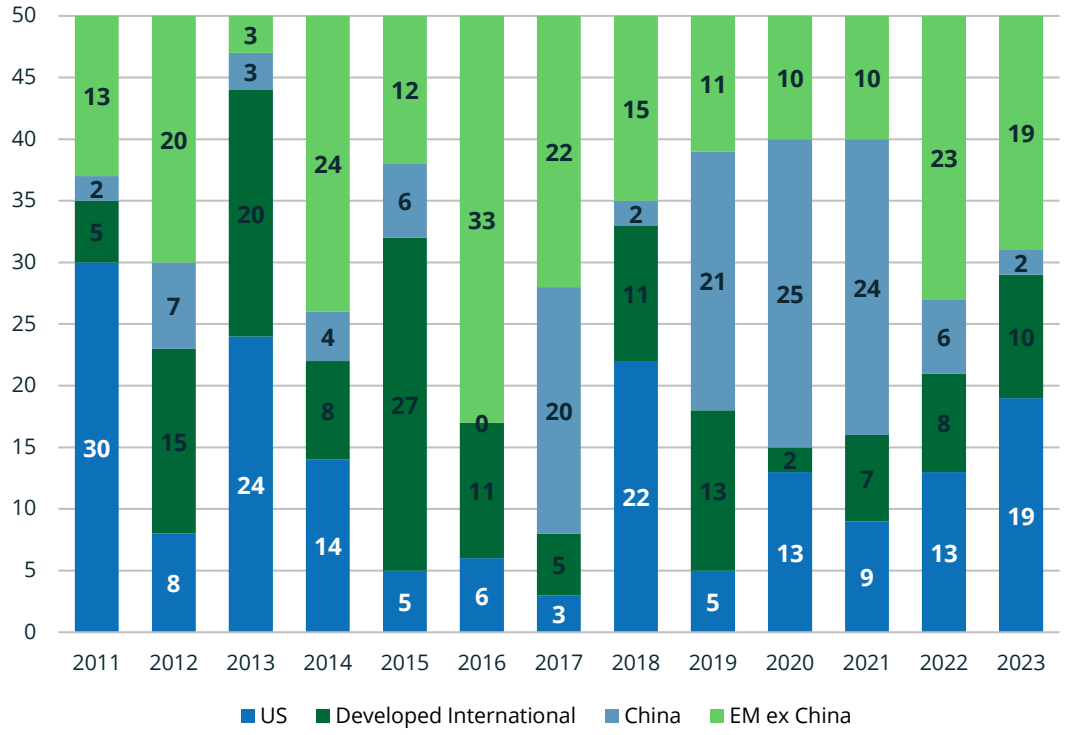
Trailing 10-Year EPS Growth

	S&P 500	EAFE	EM
Top Quintile EPS Grower	17.9%	15.9%	19.2%
Median Firm	10.9%	6.9%	9.0%
Bottom Quintile EPS Grower	3.6%	0.2%	0.7%

Annualized 10-Year Returns

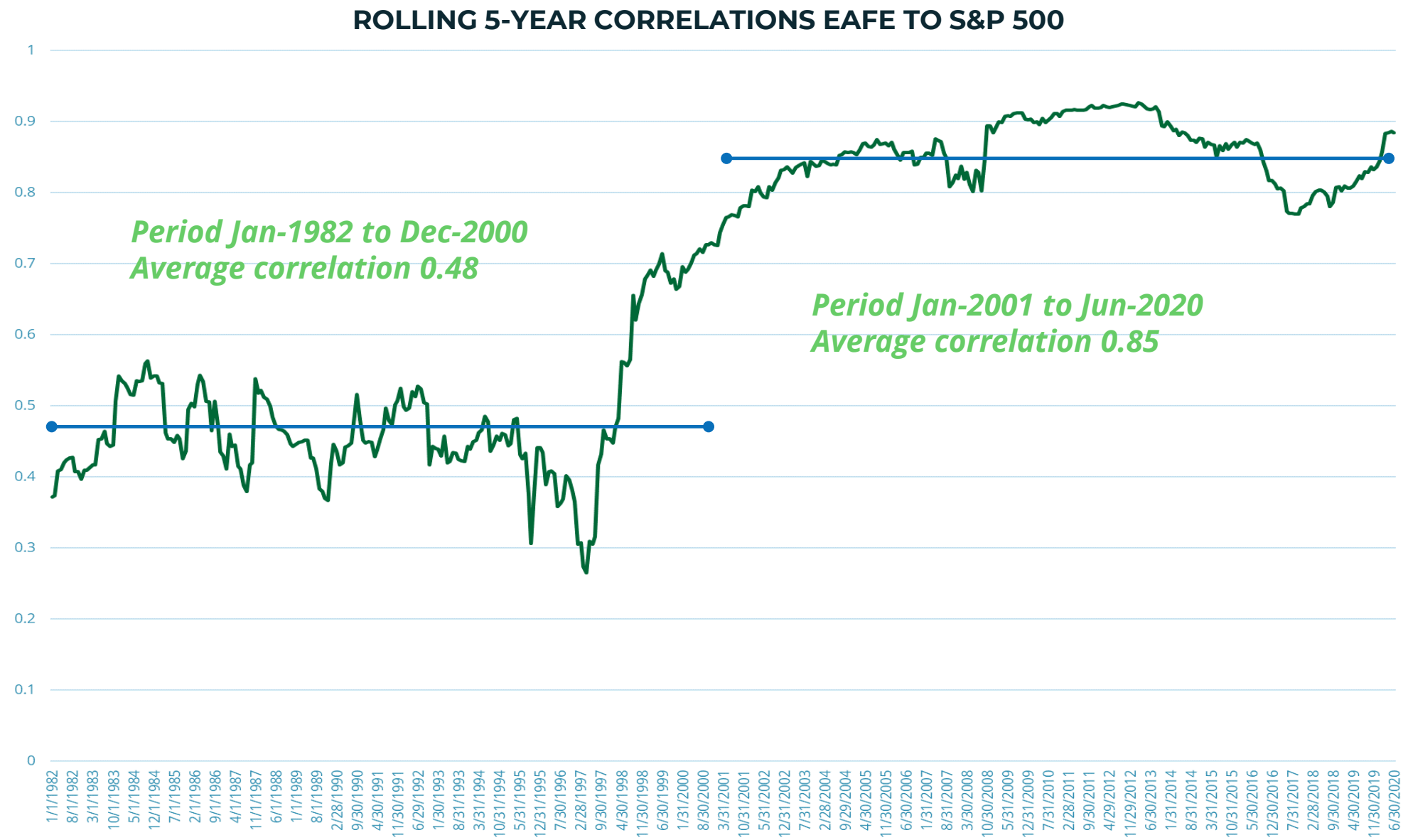
	S&P 500	EAFE	EM
Top Quintile EPS Grower	17.9%	17.0%	18.4%
Index Return	14.0%	5.8%	3.3%
Bottom Quintile EPS Grower	8.5%	3.8%	3.0%

TOP 50 RETURNING GLOBAL LARGE CAP COMPANIES BY DOMICILE[2]



[1] Source: Clearstead, Morningstar 7/1/2010 – 6/30/2020 10-Yr EPS CAGR, 10-Yr Annualized Returns
[2] Source: Clearstead, Morningstar, MSCI ACWI.

DIVERSIFICATION BENEFITS EBBED WITH THE DEVELOPMENT OF A GLOBAL BUSINESS CYCLE



GLOBAL EQUITY MANAGERS: EXECUTIVE SUMMARY

Clearstead's manager search process led to three managers receiving our highest conviction: Baillie Gifford, Ninety-One and Mondrian

- Each manager has a strong, financially stable organization, talented professionals, a disciplined and repeatable process, high conviction portfolios and excellent long-term performance
- These managers are complementary, in that they have different investment styles and utilize different criteria to identify investment ideas
- The resulting portfolio will have an increased allocation in top holdings, low fees and similar regional exposure

MANAGER	INVESTMENT STYLE	DISTINGUISHING FEATURES	COMMON FEATURES	ACCESSIBILITY
Baillie Gifford	Growth (Disruptive Change)	• Size, depth and resources • Unique investment process • Long-term focus	• Long-term orientation (5-10 year investment framework) • High Active Share (>85%) • High Conviction Portfolios (<30-70 names) • Team-based process; w/ deep analytic resources • Strong client alignment; co-invested PMs, independent firms • Long-run track records demonstrating exceptional stock-picking abilities	• Mutual fund
Ninety-One	Core (Superior Compounders)	• High conviction portfolio • Free cash flow focus • Balance sheet quality leads to downside protection		• Mutual fund or LLC
Mondrian	Value (Undervalued Dividend Growers)	• Focused on dividend growth • Strong downside capture metrics • CIO / PM is impressive		• Mutual fund or LP

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APPENDIX

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ENDOWMENT ASSETS: PERFORMANCE & ASSET ALLOCATION REVIEW

ENDOWMENT ASSETS: PERFORMANCE & ASSET ALLOCATION (AS OF 12/31/2024)

		TRAILING PERIODS								CALENDAR YEARS			
ENDOWMENT ASSETS	MARKET VALUE ($MM)	QTD	FYTD	CYTD	1 YR	2 YR	3 YR	5 YR	10 YR	2023	2022	2021	SINCE INCEPTION[3]
YSU Endowment Fund	$18.109	0.0%	5.3%	16.4%	16.4%	14.6%	3.4%	9.2%	8.5%	12.8%	**-15.7%**	**20.9%**	9.0%
	Benchmark [1]	*1.0%*	*6.8%*	*18.7%*	*18.7%*	*19.8%*	*6.2%*	*10.9%*	*10.3%*	*20.9%*	*-16.6%*	*20.6%*	*11.0%*
	Benchmark [2]	*0.2%*	*5.8%*	*15.0%*	*15.0%*	*16.3%*	*4.5%*	*8.7%*	*8.5%*	*17.7%*	*-15.8%*	*15.9%*	*9.2%*

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 – 9% (Mutual Funds & ETFs)
- Stocks – 61% (30-60 Concentrated U.S. Large/Mid-Cap Stock Portfolio)
- Alternatives – 2% (Real Estate Mutual Fund)
- Fixed Income Mutual Funds – 2% (iShares High Yield, Stone Ridge)
- Individual Bonds – 21% (Individual Bond Portfolio: U.S. Corporate / Gov't / Asset Backed Debt)
- Cash – 5%

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,

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DETAILED PERFORMANCE

EXECUTIVE SUMMARY

	Market Value 10/01/2024	Market Value 12/31/2024	% of Portfolio	4th Quarter 2024 (%)	YTD (%)
Total University Assets	**$94,961,718**	**$74,965,230**	**100.0**	**-0.2**	**8.7**
Total Policy Benchmark[1]				*0.5*	*7.8*
Total Operating & Short Term	**$21,821,830**	**$1,952,497**	**2.6**	**1.2**	**4.9**
Total Operating & Short Term Benchmark[2]				*1.1*	*5.2*
Total Long Term/ Reserves Pool	**$73,139,888**	**$73,012,733**	**97.4**	**-0.2**	**9.7**
Total Long Term/ Reserves Fund Benchmark[3]				*0.0*	*9.7*
Total Domestic Equity	**$22,200,840**	**$22,591,953**	**30.1**	**1.8**	**21.0**
Russell 3000 Index				*2.6*	*23.8*
Total International Equity	**$6,091,865**	**$5,629,838**	**7.5**	**-7.6**	**3.2**
MSCI AC World ex USA (Net)				*-7.6*	*5.5*
Total Alternatives	**$10,091,569**	**$10,371,161**	**13.8**	**2.6**	**12.2**
Total Alternatives Benchmark[4]				*2.1*	*9.2*
Total Fixed Income	**$33,889,740**	**$33,530,266**	**44.7**	**-1.1**	**3.8**
Total Fixed Income Benchmark[5]				*-0.9*	*3.6*
Total Cash & Cash Equivalents	**$865,875**	**$889,515**	**1.2**	**1.1**	**4.9**
90 Day U.S. Treasury Bill				*1.2*	*5.3*

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.

SCHEDULE OF ASSETS

	Ticker	Account Type	Begin Market Value $	Market Value 12/31/2024	% of Portfolio
Total University Assets			**$94,961,718**	**$74,965,230**	**100.0**
Total Operating & Short Term			**$21,821,830**	**$1,952,497**	**2.6**
Federated Hermes Government Obligations Fund	GOSXX	Cash	$21,821,830	$1,952,497	2.6
Total Long Term/ Reserves Pool			**$73,139,888**	**$73,012,733**	**97.4**
Total Domestic Equity			**$22,200,840**	**$22,591,953**	**30.1**
Vanguard Institutional Index	VINIX	US Stock Large Cap Core	$15,856,826	$16,237,503	21.7
Vanguard Mid Cap Index Adm	VIMAX	US Stock Mid Cap Core	$2,739,109	$2,751,274	3.7
Loomis Sayles Sm Growth N	LSSNX	US Stock Small Cap Growth	$1,793,642	$1,823,146	2.4
Victory Integrity Small Value Y	VSVIX	US Stock Small Cap Value	$1,811,263	$1,780,029	2.4
Total International Equity			**$6,091,865**	**$5,629,838**	**7.5**
William Blair International Growth I	BIGIX	International	$2,705,051	$2,531,117	3.4
Dodge & Cox Internat'l Stock	DODFX	International	$3,386,814	$3,098,721	4.1
Total Alternatives			**$10,091,569**	**$10,371,161**	**13.8**
H.I.G. Whitehorse Principal Lending Offshore Feeder Fd, L.P.		Direct Lending	$2,300,178	$2,290,599	3.1
Weatherlow Offshore Fund I Ltd Cl IIA		Hedge Fund	$5,344,762	$5,545,095	7.4
Apollo Infrastructure Opportunities Fund III (TE 892), L.P.		Infrastructure	-	$22,389	0.0
Cliffwater Corporate Lending I		Private Debt	$2,446,629	$2,513,078	3.4
Total Fixed Income			**$33,889,740**	**$33,530,266**	**44.7**
JPMorgan Core Bond	WOBDX	US Fixed Income Core	$5,530,945	$5,366,316	7.2
YSU Intermediate Term Bond		US Fixed Income Core	$4,685,331	$4,610,285	6.1
Fidelity Interm Treasury Bond Index	FUAMX	US Fixed Income Core	$3,408,156	$3,275,415	4.4
Breckenridge Intermediate Gov/Credit		US Fixed Income Core	-	$4,237,624	5.7
YSU Short Term Bond		US Fixed Income Short Term	$13,703,414	$13,721,443	18.3
Lord Abbett Short Duration Income I	LLDYX	US Fixed Income Short Term	$6,561,894	$2,319,183	3.1
Total Cash & Cash Equivalents			**$865,875**	**$889,515**	**1.2**
Federated Hermes Government Obligations Fund	GOSXX	Cash	$865,875	$889,515	1.2

ATTRIBUTION OF MARKET VALUE

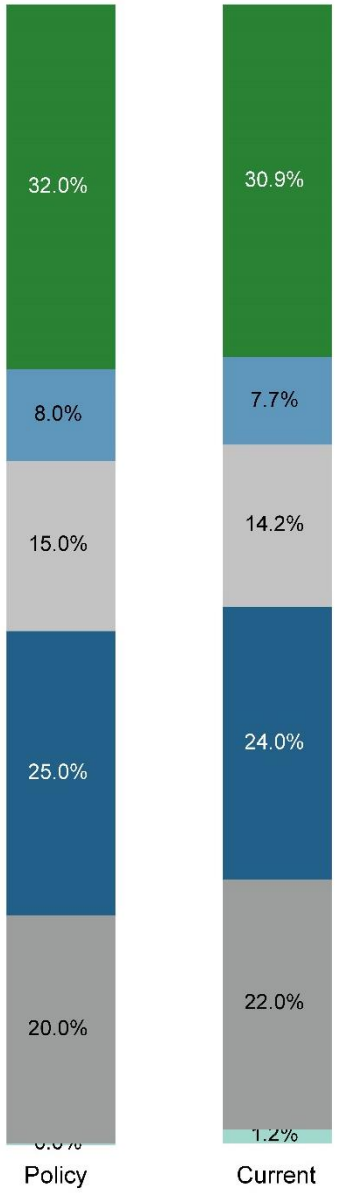
TOTAL UNIVERSITY ASSETS

	Q1-2024	Q2-2024	Q3-2024	Q4-2024	One Year
Total University Assets					
Beginning Market Value	$71,834,657	$92,549,492	$81,652,320	$94,961,718	$71,834,657
Contributions	$18,000,000	-	$19,000,000	$22,389	$37,022,389
Distributions	-$24,332	-$12,020,954	-$9,013,015	-$20,000,000	-$41,058,301
Net Cash Flows	$17,975,668	-$12,020,954	$9,986,985	-$19,977,611	-$4,035,912
Net Investment Change	$2,739,168	$1,123,782	$3,322,413	-$18,878	$7,166,485
Ending Market Value	$92,549,492	$81,652,320	$94,961,718	$74,965,230	$74,965,230
Change $	$20,714,836	-$10,897,172	$13,309,398	-$19,996,489	$3,130,573

LONG-TERM POOL

	Q1-2024	Q2-2024	Q3-2024	Q4-2024	One Year
Total Long Term/ Reserves Pool					
Beginning Market Value	$66,536,739	$69,037,595	$69,920,593	$73,139,888	$66,536,739
Contributions	-	-	-	$22,389	$22,389
Distributions	-$24,332	-$20,954	-$13,015	-	-$58,301
Net Cash Flows	-$24,332	-$20,954	-$13,015	$22,389	-$35,912
Net Investment Change	$2,525,188	$903,952	$3,232,311	-$149,545	$6,511,906
Ending Market Value	$69,037,595	$69,920,593	$73,139,888	$73,012,733	$73,012,733
Change $	$2,500,856	$882,998	$3,219,296	-$127,156	$6,475,994

ASSET ALLOCATION GUIDELINES: LONG-TERM POOL



	Current	%	Policy	Difference	Policy Range	Within Range
Domestic Equity	$22,591,953	30.9	32.0	-1.1	25.0 - 40.0	Yes
International Equity	$5,629,838	7.7	8.0	-0.3	0.0 - 15.0	Yes
Alternative	$10,371,161	14.2	15.0	-0.8	0.0 - 20.0	Yes
Intermediate Bond	$17,489,640	24.0	25.0	-1.0	15.0 - 35.0	Yes
Short-Term Bond	$16,040,626	22.0	20.0	2.0	15.0 - 35.0	Yes
Cash	$889,515	1.2	0.0	1.2	0.0 - 5.0	Yes
Total	**$73,012,733**	**100.0**	**100.0**	**0.0**		

PERFORMANCE SUMMARY (AS OF 12/31/2024)

	QTD (%)	FYTD (%)	1 Yr (%)	2 Yr (%)	3 Yr (%)	5 Yr (%)	7 Yr (%)	10 Yr (%)	2023 (%)	2022 (%)	2021 (%)	Inception (%)	Inception Date
Total University Assets	**-0.2**	**4.0**	**8.7**	**9.8**	**3.6**	**5.6**	**5.4**	**4.9**	**11.0**	**-7.8**	**7.8**	**4.4**	**Apr- 04**
Total Policy Benchmark[1]	*0.5*	*3.5*	*7.8*	*8.2*	*3.7*	*4.2*	*4.2*	*3.7*	*8.7*	*-4.7*	*4.3*	*3.4*	
Total Operating & Short Term	**1.2**	**2.4**	**4.9**	**4.9**	**3.7**	**2.4**	**2.3**	**1.7**	**4.8**	**1.4**	**0.0**	**1.2**	**Jul- 10**
Total Operating & Short Term Benchmark[2]	*1.1*	*2.6*	*5.2*	*5.1*	*3.8*	*2.4*	*2.3*	*1.7*	*5.0*	*1.2*	*0.0*	*1.2*	
Total Long Term/ Reserves Pool	**-0.2**	**4.4**	**9.7**	**10.8**	**2.9**	**5.3**	**5.4**	**5.3**	**11.9**	**-11.2**	**9.5**	**5.4**	**Jul- 10**
Total Long Term/ Reserves Fund Benchmark[3]	*0.0*	*4.2*	*9.7*	*10.7*	*3.4*	*5.5*	*5.5*	*5.3*	*11.7*	*-9.7*	*8.0*	*5.1*	

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 (AS OF 12/31/2024)

	% of Portfolio	QTD (%)	FYTD (%)	1 Yr (%)	2 Yr (%)	3 Yr (%)	5 Yr (%)	7 Yr (%)	10 Yr (%)	2023 (%)	2022 (%)	2021 (%)	Inception (%)	Inception Date
Total Operating & Short Term	**2.6**	**1.2**	**2.4**	**4.9**	**4.9**	**3.7**	**2.4**	**2.3**	**1.7**	**4.8**	**1.4**	**0.0**	**1.2**	**Jul-10**
Total Operating & Short Term Benchmark		*1.1*	*2.6*	*5.2*	*5.1*	*3.8*	*2.4*	*2.3*	*1.7*	*5.0*	*1.2*	*0.0*	*1.2*	
Federated Hermes Government Obligations Fund	2.6	1.1	2.4	4.9	4.8	3.7	2.2	2.1	1.5	4.8	1.4	0.0	3.5	Nov-21
90 Day U.S. Treasury Bill		*1.2*	*2.6*	*5.3*	*5.1*	*3.9*	*2.5*	*2.4*	*1.8*	*5.0*	*1.5*	*0.0*	*3.7*	

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 (AS OF 12/31/2024)

	% of Portfolio	QTD (%)	FYTD (%)	1 Yr (%)	2 Yr (%)	3 Yr (%)	5 Yr (%)	7 Yr (%)	10 Yr (%)	2023 (%)	2022 (%)	2021 (%)	Inception (%)	Inception Date
Total Long Term/ Reserves Pool	**100.0**	**-0.2**	**4.4**	**9.7**	**10.8**	**2.9**	**5.3**	**5.4**	**5.3**	**11.9**	**-11.2**	**9.5**	**5.4**	**Jul-10**
Total Long Term/ Reserves Fund Benchmark		*0.0*	*4.2*	*9.7*	*10.7*	*3.4*	*5.5*	*5.5*	*5.3*	*11.7*	*-9.7*	*8.0*	*5.1*	
Total Domestic Equity	**30.9**	**1.8**	**8.2**	**21.0**	**21.8**	**6.9**	**12.9**	**12.4**	**12.0**	**22.7**	**-17.7**	**26.9**	**14.1**	**Jul-10**
Russell 3000 Index		*2.6*	*9.0*	*23.8*	*24.9*	*8.0*	*13.9*	*13.2*	*12.5*	*26.0*	*-19.2*	*25.7*	*14.6*	
Vanguard Institutional Index	22.2	2.4	8.4	25.0	25.6	8.9	14.5	13.8	13.1	26.2	-18.1	28.7	14.9	Jul-10
S&P 500 Index		*2.4*	*8.4*	*25.0*	*25.7*	*8.9*	*14.5*	*13.8*	*13.1*	*26.3*	*-18.1*	*28.7*	*14.9*	
Vanguard Mid Cap Index Adm	3.8	0.4	9.8	15.2	15.6	2.8	9.8	9.6	9.5	16.0	-18.7	24.5	11.9	Oct-10
Vanguard Mid Cap Index Benchmark		*0.5*	*9.9*	*15.3*	*15.6*	*2.8*	*9.9*	*9.6*	*9.6*	*16.0*	*-18.7*	*24.5*	*11.9*	
Loomis Sayles Sm Growth N	2.5	1.6	8.2	15.1	13.6	-0.2	8.0	9.4	9.8	12.1	-22.8	10.2	8.6	Sep-19
Russell 2000 Growth Index		*1.7*	*10.3*	*15.2*	*16.9*	*0.2*	*6.9*	*7.2*	*8.1*	*18.7*	*-26.4*	*2.8*	*8.4*	
Victory Integrity Small Value Y	2.4	-1.7	4.4	4.8	11.1	4.4	9.0	6.4	7.3	17.6	-7.7	33.6	10.2	Oct-10
Russell 2000 Value Index		*-1.1*	*9.0*	*8.1*	*11.3*	*1.9*	*7.3*	*6.1*	*7.1*	*14.6*	*-14.5*	*28.3*	*9.4*	
Total International Equity	**7.7**	**-7.6**	**-0.6**	**3.2**	**9.5**	**-0.4**	**4.9**	**4.0**	**4.9**	**16.2**	**-17.6**	**10.0**	**5.2**	**Oct-10**
MSCI AC World ex USA (Net)		*-7.6*	*-0.1*	*5.5*	*10.5*	*0.8*	*4.1*	*3.5*	*4.8*	*15.6*	*-16.0*	*7.8*	*4.7*	
William Blair International Growth I	3.5	-6.4	-2.1	2.4	8.7	-5.4	4.0	3.9	5.1	15.4	-28.3	9.0	6.5	Jul-12
MSCI AC World ex USA (Net)		*-7.6*	*-0.1*	*5.5*	*10.5*	*0.8*	*4.1*	*3.5*	*4.8*	*15.6*	*-16.0*	*7.8*	*5.8*	
Dodge & Cox Internat'l Stock	4.2	-8.5	0.6	3.8	10.1	4.1	5.1	3.7	4.4	16.7	-6.8	11.0	5.4	Oct-10
MSCI EAFE (Net)		*-8.1*	*-1.4*	*3.8*	*10.8*	*1.6*	*4.7*	*4.1*	*5.2*	*18.2*	*-14.5*	*11.3*	*5.4*	
Total Alternatives	**14.2**	**2.6**	**5.1**	**12.2**	**9.8**	**3.9**	**2.6**	**2.9**	**-**	**7.3**	**-6.9**	**5.3**	**2.6**	**Mar-15**
Total Alternatives Benchmark		*2.1*	*4.2*	*9.2*	*7.6*	*3.1*	*3.2*	*3.3*	*-*	*6.1*	*-5.3*	*6.2*	*3.0*	
H.I.G. Whitehorse Principal Lending Offshore Feeder Fd, L.P.	3.1	0.0	0.8	5.3	7.9	-	-	-	-	10.6	-	-	7.9	Jul-22
S&P UBS Leveraged Loan Index		*2.3*	*4.4*	*9.0*	*11.0*	*6.8*	*5.7*	*5.4*	*5.1*	*13.0*	*-1.1*	*5.4*	*10.2*	
Weatherlow Offshore Fund I Ltd Cl IIA	7.6	3.8	6.7	15.2	11.3	4.1	8.3	7.3	5.9	7.6	-8.9	5.6	3.0	Jul-21
HFRI Fund of Funds Composite Index		*2.1*	*4.2*	*9.2*	*7.6*	*3.1*	*5.2*	*4.3*	*3.8*	*6.1*	*-5.3*	*6.2*	*3.0*	
Apollo Infrastructure Opportunities Fund III (TE 892), L.P.	0.0	-	-	-	-	-	-	-	-	-	-	-	0.0	Dec-24
FTSE Global Core Infrastructure 50/50 Index (Net)		*-5.7*	*7.1*	*9.5*	*5.8*	*2.1*	*3.3*	*5.0*	*5.4*	*2.2*	*-4.9*	*14.9*	*-5.8*	
Cliffwater Corporate Lending I	3.4	2.7	5.5	12.6	12.6	10.6	10.1	-	-	12.7	6.6	10.3	13.8	Dec-23
S&P UBS Leveraged Loan Index		*2.3*	*4.4*	*9.0*	*11.0*	*6.8*	*5.7*	*5.4*	*5.1*	*13.0*	*-1.1*	*5.4*	*9.0*	
Total Fixed Income	**45.9**	**-1.1**	**2.6**	**3.8**	**4.8**	**0.8**	**1.5**	**2.2**	**2.0**	**5.9**	**-6.7**	**0.1**	**2.1**	**Jul-10**
Total Fixed Income Benchmark		*-0.9*	*2.5*	*3.6*	*4.2*	*0.9*	*1.3*	*1.8*	*1.6*	*4.9*	*-5.4*	*-0.8*	*1.7*	
JPMorgan Core Bond	7.3	-3.0	2.1	2.0	3.9	-1.8	0.2	1.3	1.6	5.8	-12.3	-1.1	1.3	Sep-17
Blmbg. U.S. Aggregate Index		*-3.1*	*2.0*	*1.3*	*3.4*	*-2.4*	*-0.3*	*1.0*	*1.3*	*5.5*	*-13.0*	*-1.5*	*0.9*	
YSU Intermediate Term Bond	6.3	-1.6	2.6	3.3	4.5	0.2	1.3	2.0	1.9	5.7	-8.0	-1.3	3.1	Apr-04
Blmbg. Intermed. U.S. Government/Credit		*-1.6*	*2.5*	*3.0*	*4.1*	*-0.2*	*0.9*	*1.7*	*1.7*	*5.2*	*-8.2*	*-1.4*	*2.8*	

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 (AS OF 12/31/2024)

	% of Portfolio	QTD (%)	FYTD (%)	1 Yr (%)	2 Yr (%)	3 Yr (%)	5 Yr (%)	7 Yr (%)	10 Yr (%)	2023 (%)	2022 (%)	2021 (%)	Inception (%)	Inception Date
Fidelity Interm Treasury Bond Index	4.5	-3.9	1.3	0.4	2.2	-3.0	-0.7	0.7	0.9	4.1	-12.7	-3.0	3.7	Dec-23
Blmbg. U.S. Treasury: 5-10 Year		*-3.9*	*1.3*	*0.2*	*2.2*	*-3.0*	*-0.7*	*0.7*	*1.0*	*4.1*	*-12.6*	*-3.0*	*0.2*	
Breckenridge Intermediate Gov/Credit	5.8	-0.3	-	-	-	-	-	-	-	-	-	-	0.0	Nov-24
Blmbg. Intermed. U.S. Government/Credit		*-1.6*	*2.5*	*3.0*	*4.1*	*-0.2*	*0.9*	*1.7*	*1.7*	*5.2*	*-8.2*	*-1.4*	*0.0*	
YSU Short Term Bond	18.8	0.1	3.1	4.8	4.9	2.1	1.9	2.2	1.8	5.0	-3.3	-0.4	2.4	Apr-04
ICE BofA 1-3 Yr. Gov/Corp		*0.0*	*3.0*	*4.4*	*4.5*	*1.7*	*1.6*	*1.9*	*1.6*	*4.6*	*-3.8*	*-0.4*	*2.2*	
Lord Abbett Short Duration Income I	3.2	0.3	3.2	5.6	5.5	2.0	2.1	2.5	2.5	5.4	-4.6	1.1	2.6	Apr-18
ICE BofA 1-3 Yr. Gov/Corp		*0.0*	*3.0*	*4.4*	*4.5*	*1.7*	*1.6*	*1.9*	*1.6*	*4.6*	*-3.8*	*-0.4*	*2.0*	
Total Cash & Cash Equivalents	**1.2**	**1.1**	**2.4**	**4.9**	**4.8**	**3.7**	**2.3**	**-**	**-**	**4.8**	**1.5**	**0.0**	**2.0**	**Apr-18**
90 Day U.S. Treasury Bill		*1.2*	*2.6*	*5.3*	*5.1*	*3.9*	*2.5*	*2.4*	*1.8*	*5.0*	*1.5*	*0.0*	*2.4*	
Federated Hermes Government Obligations Fund	1.2	1.1	2.4	4.9	4.8	3.7	2.2	2.1	1.5	4.8	1.4	0.0	2.2	Dec-19
90 Day U.S. Treasury Bill		*1.2*	*2.6*	*5.3*	*5.1*	*3.9*	*2.5*	*2.4*	*1.8*	*5.0*	*1.5*	*0.0*	*2.5*	

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.

JANUARY REPORT

	Market Value 01/01/2025	Market Value 01/31/2025	% of Portfolio	1 Mo (%)	FYTD (%)	1 Yr (%)	3 Yr (%)	5 Yr (%)	Inception (%)	Inception Date
Total University Assets	**$74,965,126**	**$74,383,913**	**100.0**	1.7	5.7	10.1	5.0	6.0	4.4	**Apr-04**
Total Policy Benchmark[1]				*1.0*	*4.6*	*8.4*	*4.6*	*4.4*	*3.5*	
Total Operating & Short Term	**$1,952,497**	**$154,119**	**0.2**	**0.3**	**2.7**	**4.8**	**3.8**	**2.4**	**1.2**	**Jul-10**
Total Operating & Short Term Benchmark[2]				*0.4*	*2.9*	*5.1*	*3.9*	*2.5*	*1.2*	
Federated Hermes Government Obligations Fund	$1,952,497	$154,119	0.2	0.3	2.7	4.8	3.8	2.3	3.5	Oct-21
90 Day U.S. Treasury Bill				*0.4*	*2.9*	*5.2*	*4.0*	*2.5*	*3.7*	
Total Long Term/ Reserves Pool	**$73,012,629**	**$74,229,794**	**99.8**	**1.7**	**6.1**	**11.2**	**4.6**	**5.7**	**5.5**	**Jul-10**
Total Long Term/ Reserves Fund Benchmark[3]				*1.6*	*5.9*	*10.8*	*5.0*	*5.7*	*5.2*	
Total Equity	**$28,221,791**	**$29,127,629**	**39.2**	**3.2**	**9.8**	**20.8**	**8.6**	**12.1**	**12.5**	**Jul-10**
Total Domestic Equity	**$22,591,953**	**$23,264,117**	**31.3**	**3.0**	**11.5**	**24.1**	**10.3**	**13.7**	**14.2**	**Jul-10**
Russell 3000 Index				*3.2*	*12.5*	*26.3*	*11.4*	*14.6*	*14.7*	
Vanguard Institutional Index	$16,237,503	$16,688,790	22.4	2.8	11.4	26.3	11.9	15.1	15.0	Jul-10
S&P 500 Index				*2.8*	*11.5*	*26.4*	*11.9*	*15.2*	*15.1*	
Vanguard Mid Cap Index Adm	$2,751,274	$2,873,321	3.9	4.4	14.7	22.2	7.2	10.9	12.1	Oct-10
Vanguard Mid Cap Index Benchmark				*4.5*	*14.8*	*22.2*	*7.2*	*10.9*	*12.2*	
Loomis Sayles Sm Growth N	$1,823,146	$1,890,059	2.5	3.7	12.2	22.2	5.9	8.6	9.2	Sep-19
Russell 2000 Growth Index				*3.2*	*13.7*	*22.7*	*6.2*	*7.8*	*8.9*	
Victory Integrity Small Value Y	$1,780,029	$1,811,947	2.4	1.8	6.3	9.9	6.4	10.6	10.2	Oct-10
Russell 2000 Value Index				*2.1*	*11.2*	*15.5*	*4.7*	*8.9*	*9.5*	
Total International Equity	**$5,629,838**	**$5,863,511**	**7.9**	**4.2**	**3.5**	**9.5**	**2.4**	**6.3**	**5.4**	**Oct-10**
MSCI AC World ex USA (Net)				*4.0*	*3.9*	*10.9*	*3.4*	*5.5*	*4.9*	
William Blair International Growth I	$2,531,117	$2,618,237	3.5	3.4	1.2	6.7	-0.4	4.9	6.7	Jul-12
MSCI AC World ex USA (Net)				*4.0*	*3.9*	*10.9*	*3.4*	*5.5*	*6.1*	
Dodge & Cox Internat'l Stock	$3,098,721	$3,245,274	4.4	4.7	5.4	12.0	4.7	7.1	5.7	Oct-10
MSCI EAFE (Net)				*5.3*	*3.7*	*8.7*	*5.1*	*6.3*	*5.8*	

JANUARY REPORT

	Market Value 01/01/2025	Market Value 01/31/2025	% of Portfolio	1 Mo (%)	FYTD (%)	1 Yr (%)	3 Yr (%)	5 Yr (%)	Inception (%)	Inception Date
Total Alternatives	**$10,371,161**	**$10,494,636**	**14.1**	**1.2**	**6.3**	**12.4**	**5.1**	**3.2**	**2.7**	**Mar-15**
Total Alternatives Benchmark[4]				*1.2*	*5.3*	*9.6*	*4.4*	*3.4*	*3.1*	
Weatherlow Offshore Fund I Ltd Cl IIA	$5,545,095	$5,644,907	7.6	1.8	8.7	15.6	6.1	8.4	3.4	Jul-21
HFRI Fund of Funds Composite Index				*1.2*	*5.3*	*9.6*	*4.4*	*5.4*	*3.3*	
Apollo Infrastructure Opportunities Fund III (TE 892), L.P.	$22,389	$22,389	0.0	0.0	-	-	-	-	0.0	Nov-24
FTSE Global Core Infrastructure 50/50 Index (Net)				*0.8*	*7.9*	*13.1*	*3.4*	*3.0*	*-2.4*	
Cliffwater Corporate Lending I	$2,513,078	$2,536,742	3.4	0.9	6.5	12.5	10.7	10.2	12.6	Jan-24
S&P UBS Leveraged Loan Index				*0.7*	*5.1*	*9.0*	*7.0*	*5.8*	*9.0*	
H.I.G. Whitehorse Principal Lending Offshore Feeder Fd, L.P.	$2,290,599	$2,290,599	3.1	0.0	0.8	5.3	-	-	7.7	Jul-22
S&P UBS Leveraged Loan Index				*0.7*	*5.1*	*9.0*	*7.0*	*5.8*	*10.2*	
Total Fixed Income	**$33,530,163**	**$33,714,767**	**45.3**	**0.6**	**3.2**	**3.9**	**1.4**	**1.4**	**2.1**	**Jul-10**
Total Fixed Income Benchmark[5]				*0.5*	*3.0*	*3.8*	*1.4*	*1.2*	*1.7*	
JPMorgan Core Bond	$5,366,212	$5,400,532	7.3	0.6	2.7	2.5	-1.1	-0.1	1.3	Sep-17
Blmbg. U.S. Aggregate Index				*0.5*	*2.5*	*2.1*	*-1.5*	*-0.6*	*1.0*	
YSU Intermediate Term Bond	$4,610,285	$4,636,168	6.2	0.6	3.2	3.6	0.9	1.1	3.2	Apr-04
Blmbg. Intermed. U.S. Government/Credit				*0.6*	*3.1*	*3.4*	*0.5*	*0.7*	*2.8*	
Fidelity Interm Treasury Bond Index	$3,275,415	$3,298,070	4.4	0.7	2.0	0.9	-2.2	-1.1	1.0	Jan-24
Blmbg. U.S. Treasury: 5-10 Year				*0.7*	*1.9*	*0.9*	*-2.1*	*-1.1*	*0.8*	
Breckenridge Intermediate Gov/Credit	$4,237,624	$4,262,204	5.7	0.6	-	-	-	-	0.6	Nov-24
Blmbg. Intermed. U.S. Government/Credit				*0.6*	*3.1*	*3.4*	*0.5*	*0.7*	*0.6*	
YSU Short Term Bond	$13,721,443	$13,782,703	18.5	0.4	3.6	4.7	2.5	1.9	2.4	Apr-04
ICE BofA 1-3 Yr. Gov/Corp				*0.5*	*3.4*	*4.5*	*2.1*	*1.6*	*2.2*	
Lord Abbett Short Duration Income I	$2,319,183	$2,335,090	3.1	0.7	3.9	5.6	2.4	2.0	2.7	Apr-18
ICE BofA 1-3 Yr. Gov/Corp				*0.5*	*3.4*	*4.5*	*2.1*	*1.6*	*2.1*	
Total Cash & Cash Equivalents	**$889,515**	**$892,762**	**1.2**	**0.3**	**2.7**	**4.8**	**3.8**	**2.3**	**2.0**	**Apr-18**
90 Day U.S. Treasury Bill				*0.4*	*2.9*	*5.2*	*4.0*	*2.5*	*2.4*	
Federated Hermes Government Obligations Fund	$889,515	$892,762	1.2	0.3	2.7	4.8	3.8	2.3	2.3	Dec-19
90 Day U.S. Treasury Bill				*0.4*	*2.9*	*5.2*	*4.0*	*2.5*	*2.5*	

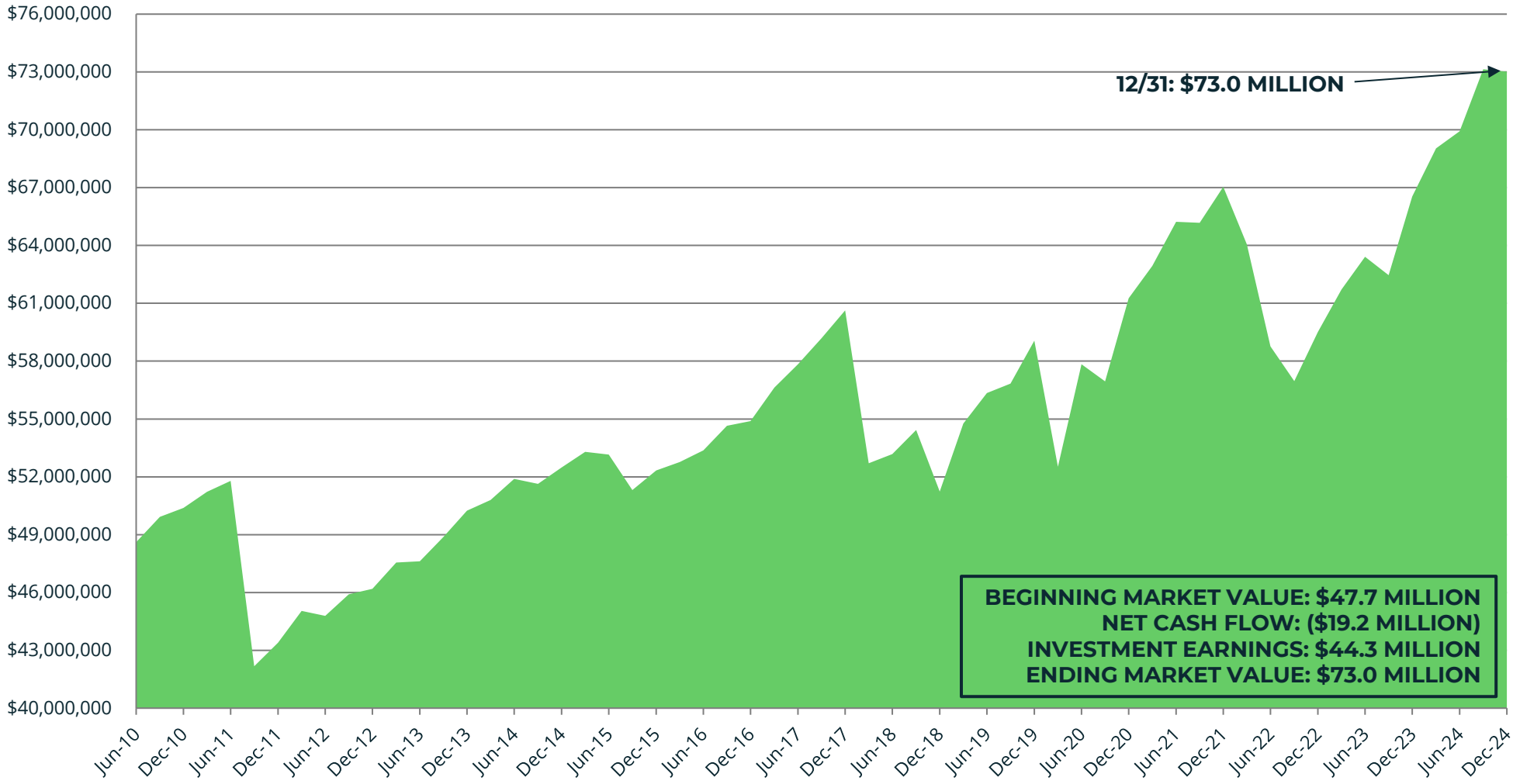
[1]90 Day U.S. Treasury Bill: 45.00%, Russell 3000 Index: 15.00%, Blmbg. Intermed. U.S. Government/Credit: 17.00%, MSCI AC World ex USA (Net): 4.00%, ICE BofA 1-3 Yr. Gov/Corp: 11.00%, Total Alternatives Benchmark: 8.00%
[2]90 Day U.S. Treasury Bill: 95.00%, Blmbg. 1-3 Govt: 5.00%
[3]Russell 3000 Index: 27.00%, Blmbg. Intermed. U.S. Government/Credit: 30.00%, MSCI AC World ex USA (Net): 8.00%, ICE BofA 1-3 Yr. Gov/Corp: 20.00%, Total Alternatives Benchmark: 15.00%
[4]HFRI Fund of Funds Composite Index: 100.00%
[5]Blmbg. Intermed. U.S. Government/Credit: 55.00%, ICE BofA 1-3 Yr. Gov/Corp: 45.00%

clearstead

SUPPORTING INFORMATION

LONG-TERM POOL: MARKET VALUE GROWTH SINCE INCEPTION 33

LONG-TERM POOL MARKET VALUE CHANGE
(07/01/2010 - 12/31/2024)



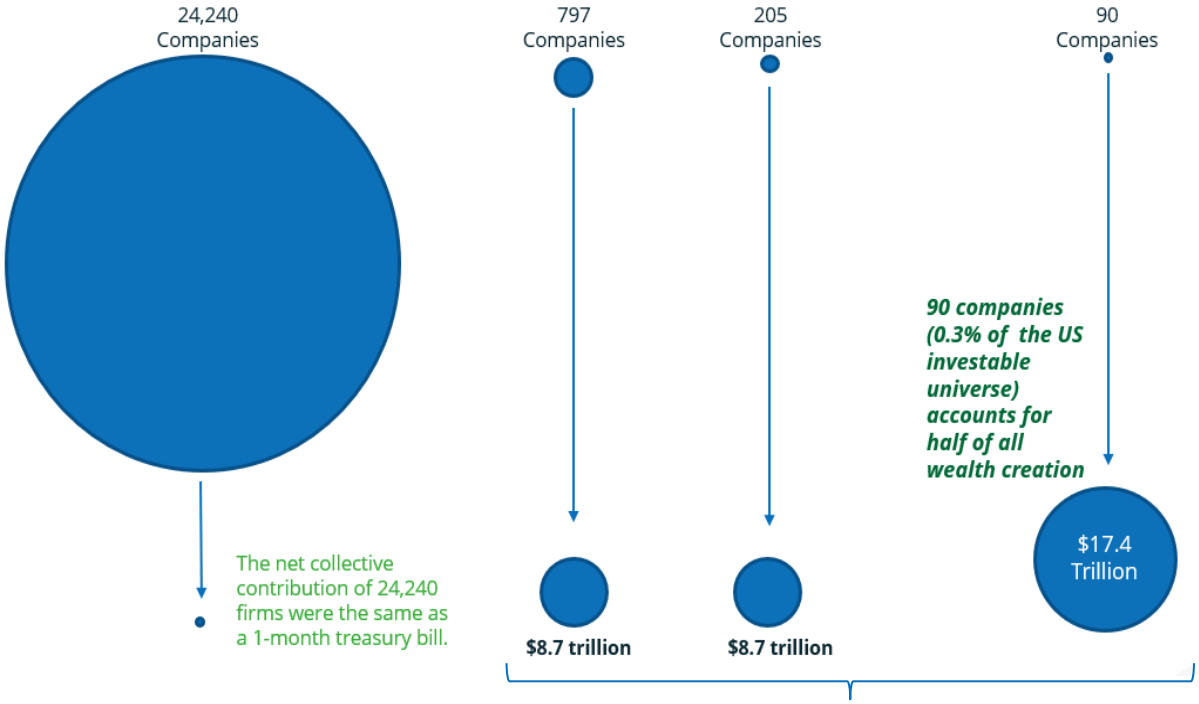
The University made strategic withdrawals from the Long-Term Pool as follows: In 2011 to support an early retirement incentive program that required a large purchase of state service credit; in 2018 to support capital improvement projects on campus; and in 2020 to cover a projected COVID-19-related shortfall in the short-term operating pool.

GLOBAL EQUITY: WHAT ARE WE SEEKING

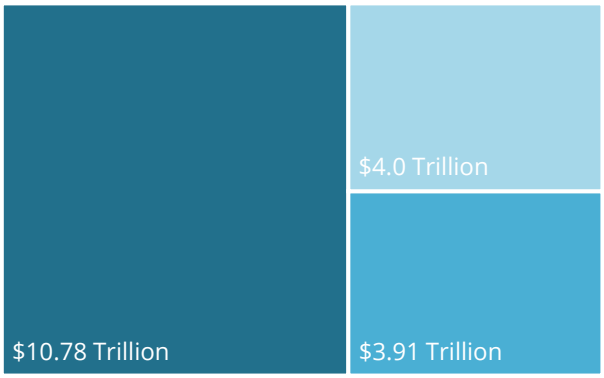
- Talented stock pickers operating in the widest possible universe.
  - Concentrated 30-60 holdings
  - High-active share >85%
  - Long-track record of success
  - Deep analytic team, human capital = to global opportunity
- Diversification through independent process/style of investing.
- Fee sensitive, high client-alignment/co-investment, tax sensitive, best idea strategy.

SMALL NUMBER OF FIRMS DRIVE WEALTH CREATION

Total Net Worth Created by all listed US Common Stocks 1926-2016

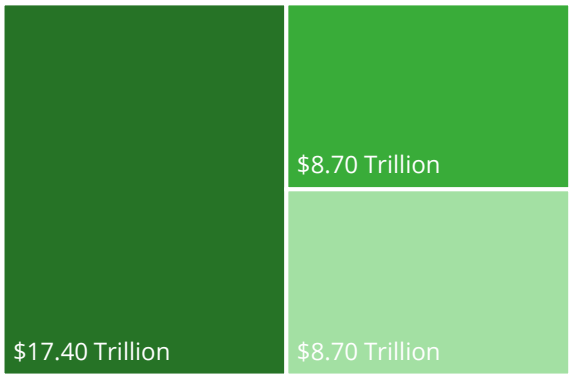


International Equity: 1990 to 2018



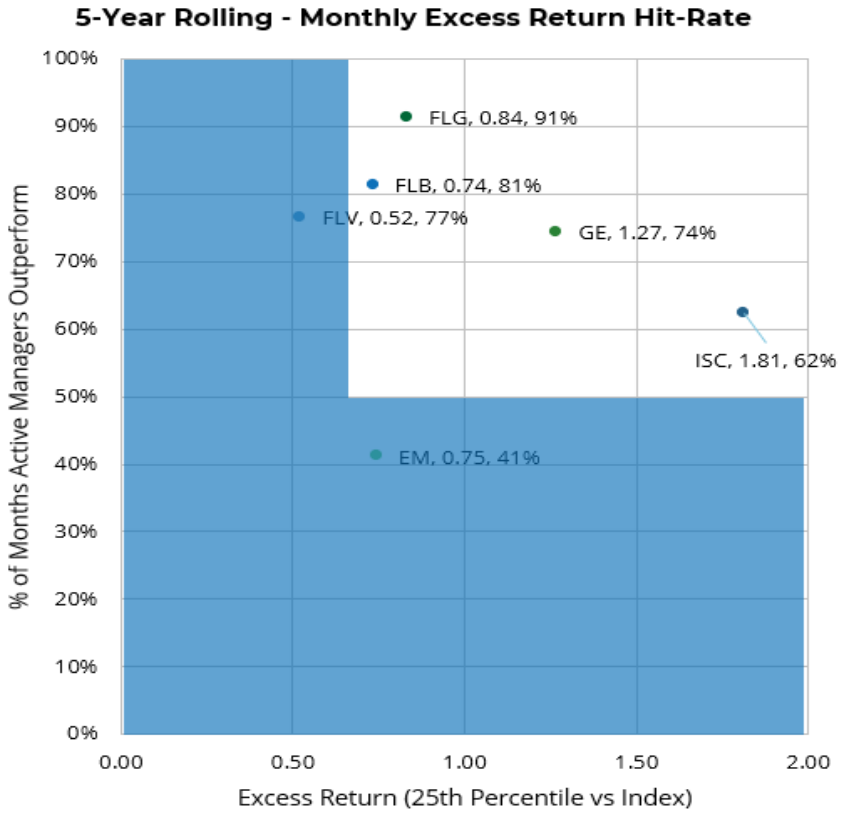
Similar findings for non-U.S. equity markets

US Equity: 1926 to 2016



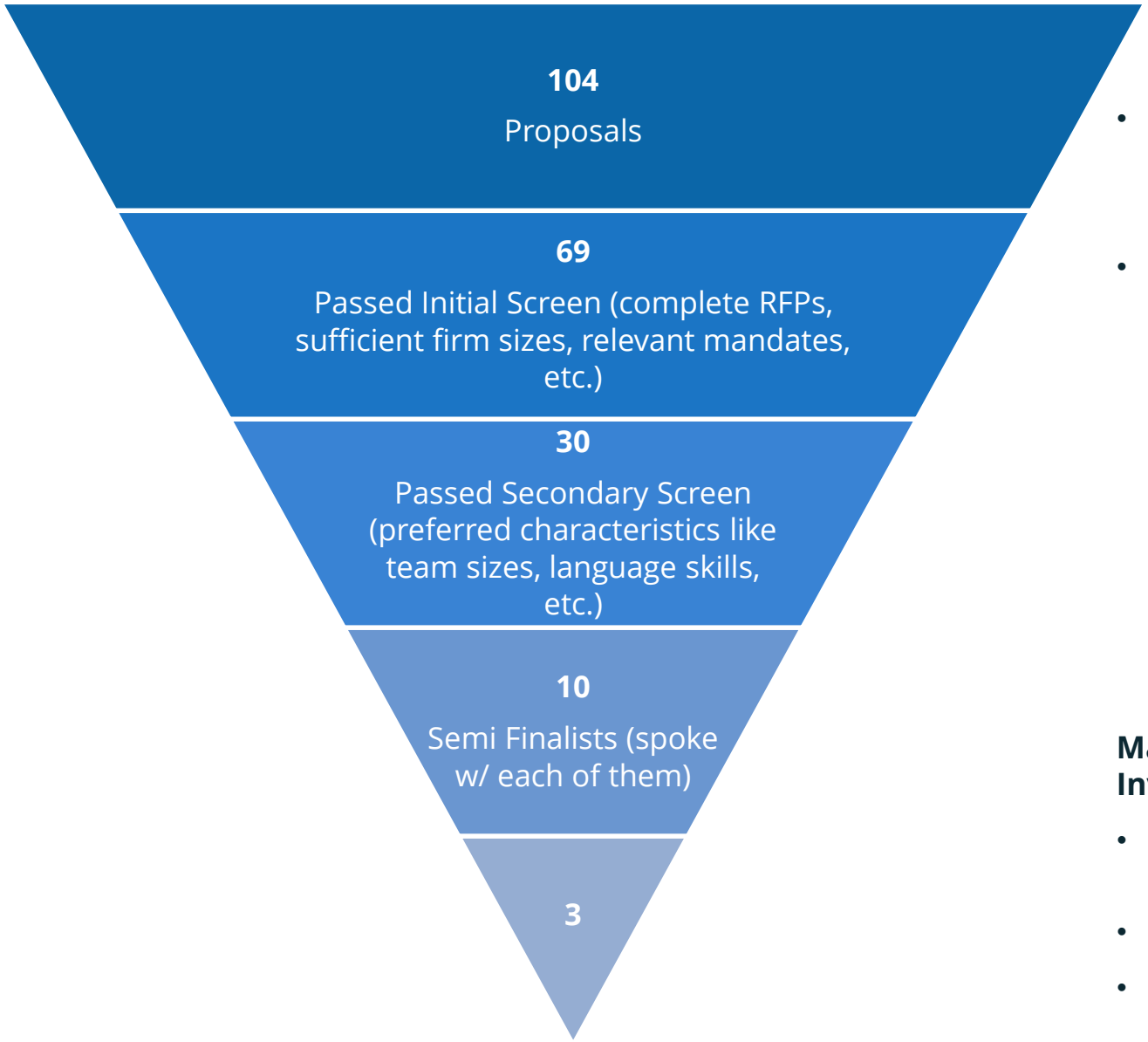
GLOBAL LARGE CAP EQUITIES: WHY A GLOBAL MANDATE

- In any given year, the highest performing stocks are widely spread throughout various parts of the world; long-run earnings growth of top-tier companies on par w/ best US firms.
  - No second-best ideas, wider opportunity set, nimbleness allows optimal allocation.
  - Inefficient asset class; low-quality non-US firms, country specialties—***ACTIVE works.***



- The chart shows how often does the median active manager outperform (net of fees) the index on a rolling 5-year basis (y-axis):
  - Global Equity 74%
- What is a top-quartile manager's typical ALPHA (net of fees) when they do outperform (x-axis):
  - Global Equity +174bps

GLOBAL EQUITY MANAGERS: CLEARSTEAD SEARCH PROCESS



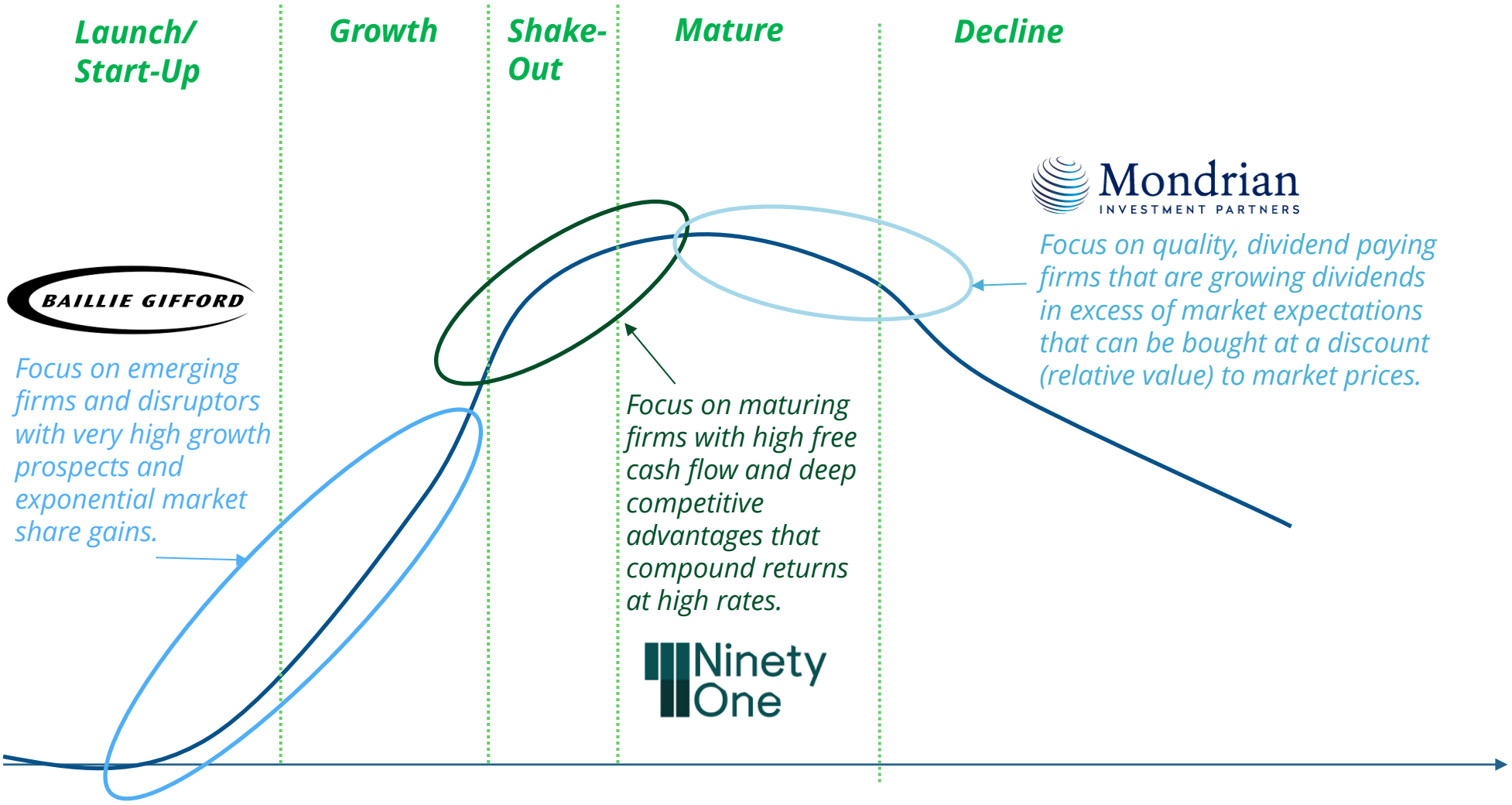
- Clearstead conducted a broad search for global equity managers.
- Stringent, collaborative vetting process.
  - Parent
  - People
  - Philosophy/Process
  - Portfolio
  - Principles
  - Performance

Managers Approved by Clearstead Investment Committee

- Baillie Gifford Long-Term Global Growth
- Ninety-One Global Franchise
- Mondrian Global Value Equity

GLOBAL EQUITY MANAGERS: "FISH IN DIFFERENT PONDS"

BUSINESS LIFE CYCLE / PHASES



Source: Clearstead

ASSET CLASS RETURNS

2015	2016	2017	2018	2019	2020	2021	2022	2023	Q1 2024	Q2 2024	Q3 2024	Q4 2024	2024 YTD
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%	Em Mkt 5.0%	Glb Bonds 9.4%	Large Cap 2.4%	Large Cap 25.0%
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 -5.3%	Dev Intl 18.2%	Sm/Mid 6.9%	Large Cap 4.3%	Sm/Mid 8.8%	Hdg Fnds 1.7%	Sm/Mid 12.0%
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%	Cash 1.3%	EM Mkt 8.7%	Cash 1.2%	Hdg Fnds 10.0%
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 6.2%	US Bonds -13.0%	Hi Yld 13.5%	Hdg Fnds 4.2%	Hi Yld 1.1%	Dev Intl 7.3%	Sm/Mid 0.6%	Hi Yld 8.2%
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%	Hdg Fnds 0.5%	Large Cap 5.9%	Hi Yld 0.2%	Em Mkt 7.5%
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 6.1%	Hi Yld 1.5%	US Bonds 0.1%	Hi Yld 5.3%	US Bonds -3.1%	Cash 5.3%
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%	Dev Intl -0.4%	US Bonds 5.2%	Glb Bond -7.4%	Dev Intl 3.8%
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%	Glb Bond -3.1%	Hdg Funds 2.8%	EM Mkt -8.0%	US Bonds 1.3%
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%	Sm/Mid -4.3%	Cash 1.4%	Dev Intl -8.1%	Glb Bond -5.6%

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 12/31/2024. Source: Morningstar Direct.

U.S. ECONOMIC PROJECTIONS

		2024	2025	2026	2027	LONG RUN*
GDP	December 2024	2.5%	2.1%	2.0%	1.9%	1.8%
	September 2024	2.0%	2.0%	2.0%	2.0%	1.8%
	June 2024	2.1%	2.0%	2.0%		1.8%
	March 2024	2.1%	2.0%	2.0%		1.8%
Unemployment Rate	December 2024	4.2%	4.3%	4.3%	4.3%	4.2%
	September 2024	4.4%	4.4%	4.3%	4.2%	4.2%
	June 2024	4.0%	4.2%	4.1%		4.2%
	March 2024	4.0%	4.1%	4.0%		4.1%
Core PCE Inflation	December 2024	2.8%	2.5%	2.2%	2.0%	
	September 2024	2.6%	2.2%	2.0%	2.0%	
	June 2024	2.8%	2.3%	2.0%		
	March 2024	2.6%	2.2%	2.0%		
Federal Funds Rate	December 2024	4.4%	3.9%	3.4%	3.1%	3.0%
	September 2024	4.4%	3.4%	2.9%	2.9%	2.9%
	June 2024	5.1%	4.1%	3.1%		2.8%
	March 2024	4.6%	3.9%	3.1%		2.6%
# of implied 25 bps rate changes year	December 2024	-4	-2	-2	-1	
	September 2024		-4	-2		
	June 2024		-4	-4		
	March 2024		-3	-3		

*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

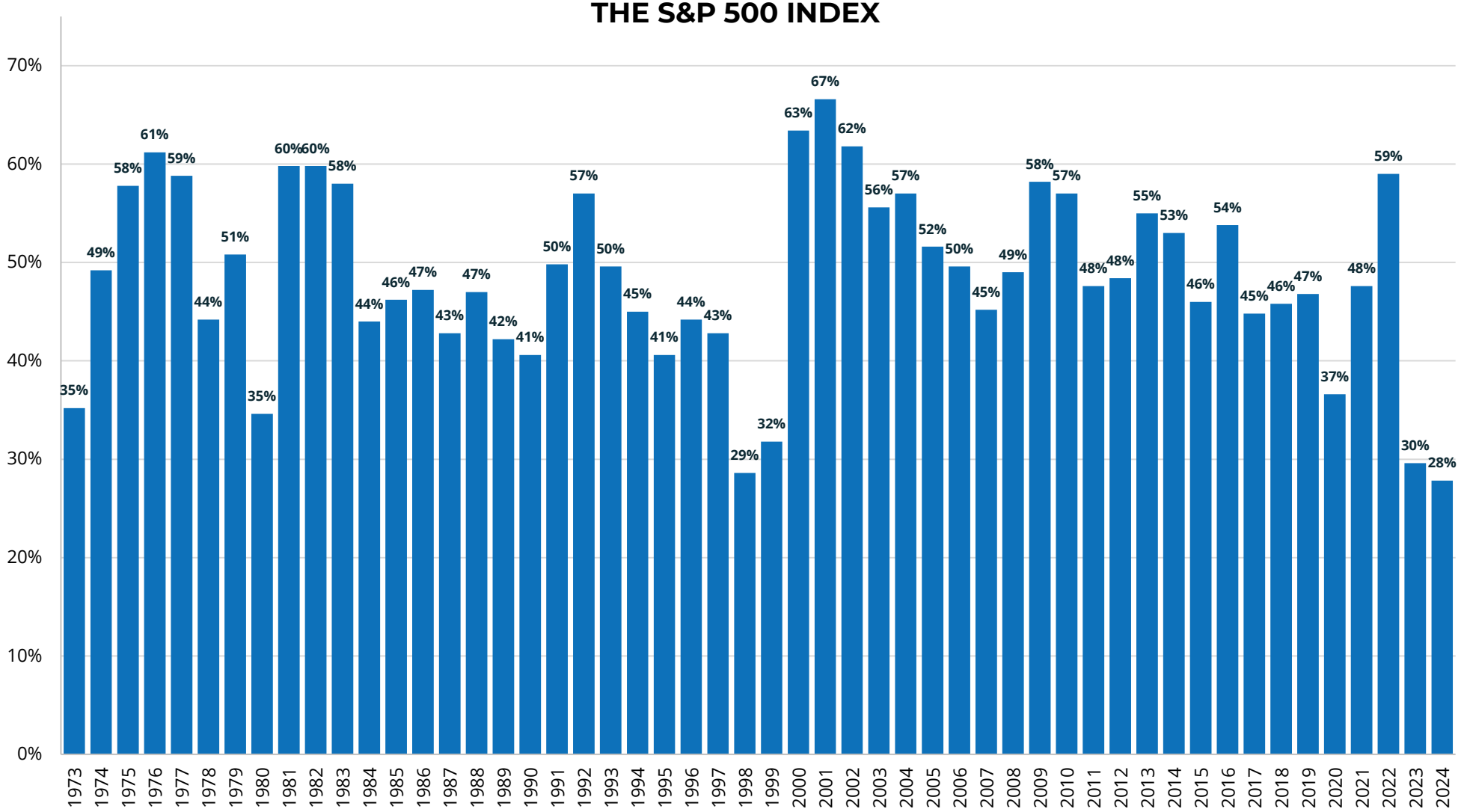
"Inflation is not yet back to target, so we still have more work to do, but we don't think we need to be nearly as restrictive as we once were to finish that job."

-Federal Reserve Bank of Richmond President Barkin

Source: Clearstead, U.S. Federal Reserve. Expectations of Fed board members/bank presidents.
Data as of 12/31/2024. Past performance is not an indicator of future results.

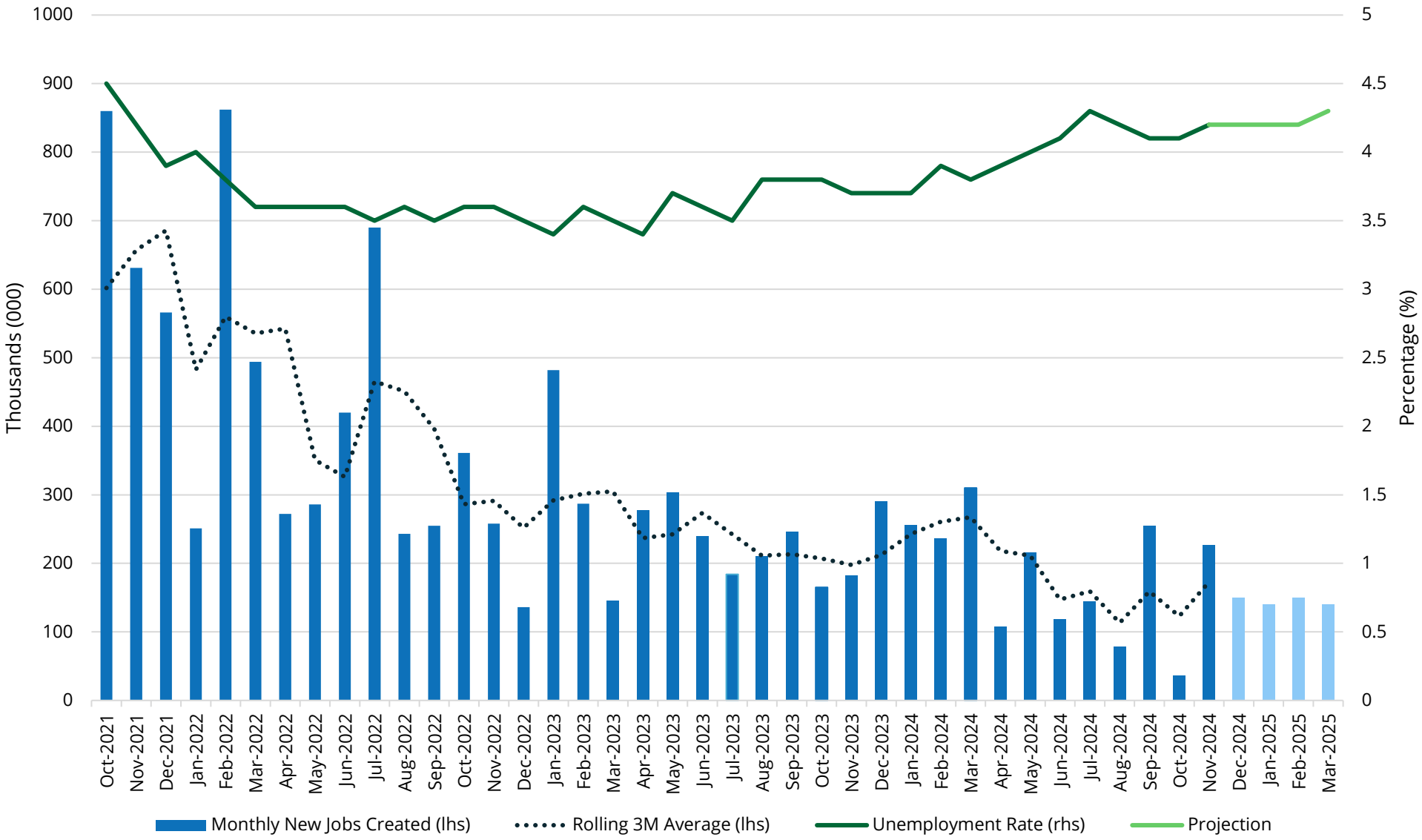
EQUITY MARKET CONCENTRATION

PERCENTAGE OF STOCKS BEATING THE S&P 500 INDEX



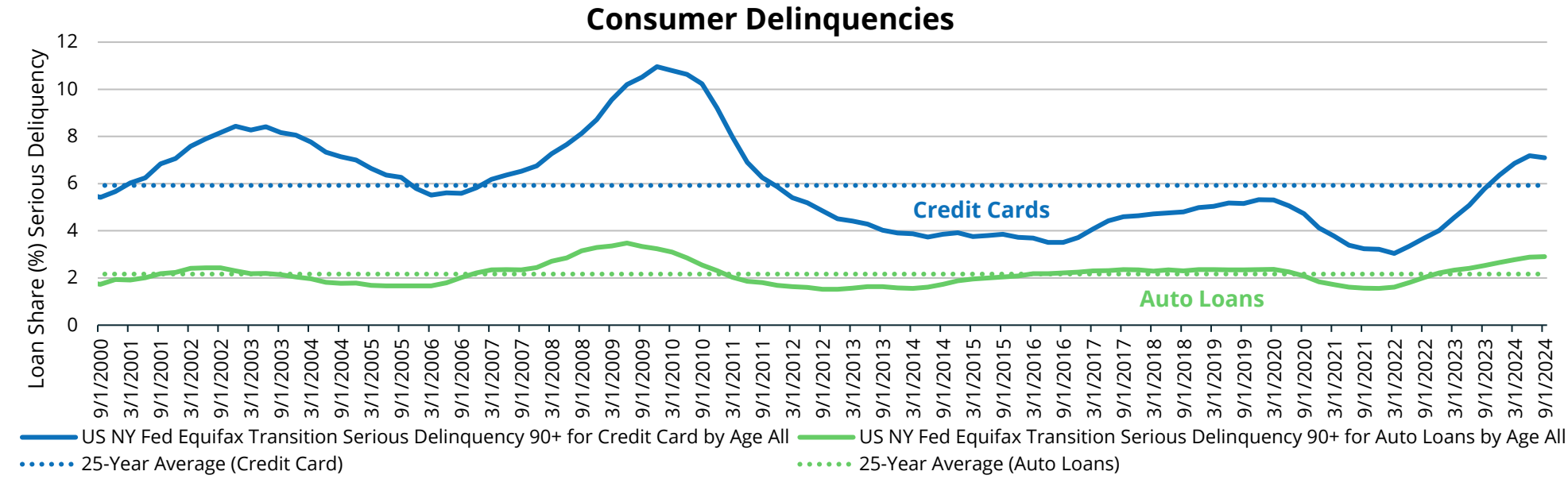
Source: Clearstead, NDR. As of 12/31/2024. Long-term average of stocks outperforming the index = 49%.
Past performance is not an indicator of future results

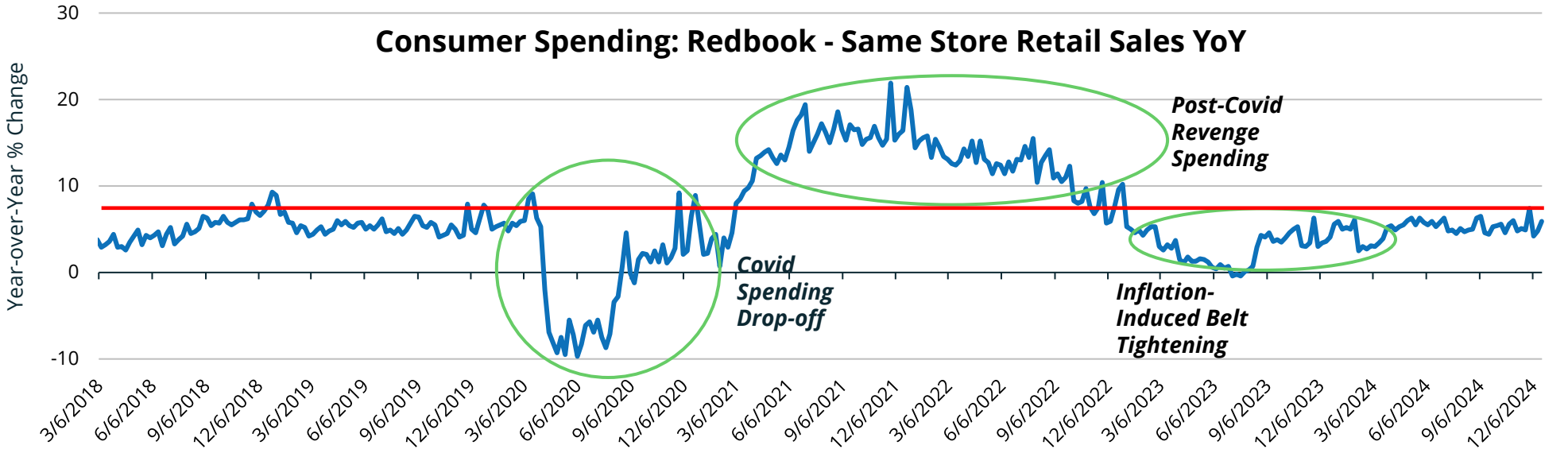
LABOR MARKET



Source: Clearstead; Bloomberg LP – 12/20/2024; Labor market projection reflects U.S. Federal Reserve expectations of Fed board members.

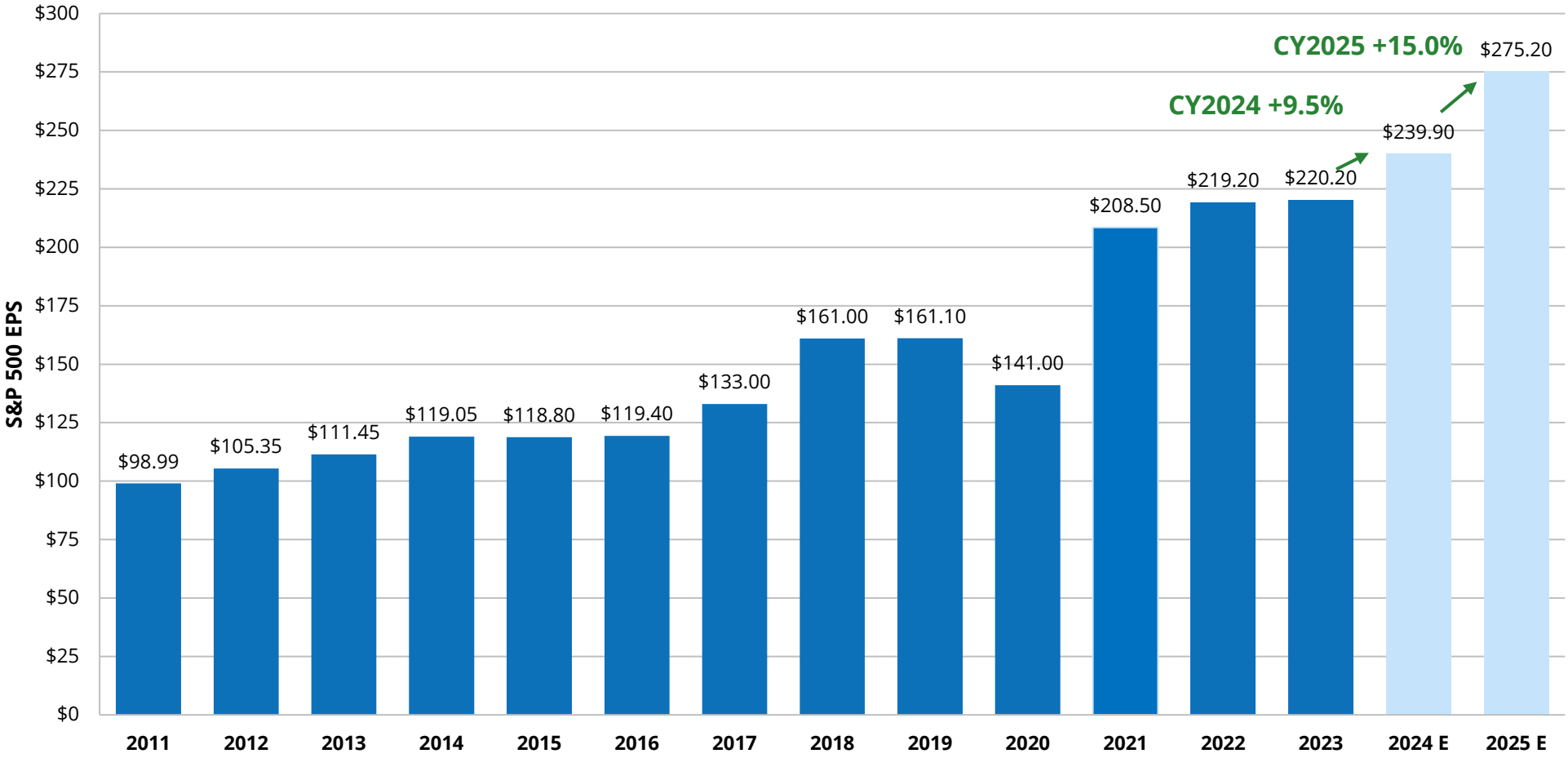
U.S. CONSUMER HEALTH: DELINQUENCIES STABILIZE, SPENDING RESUMES





Source: Clearstead, Bloomberg LP; as of 1/8/2025

S&P 500 EARNINGS OUTLOOK

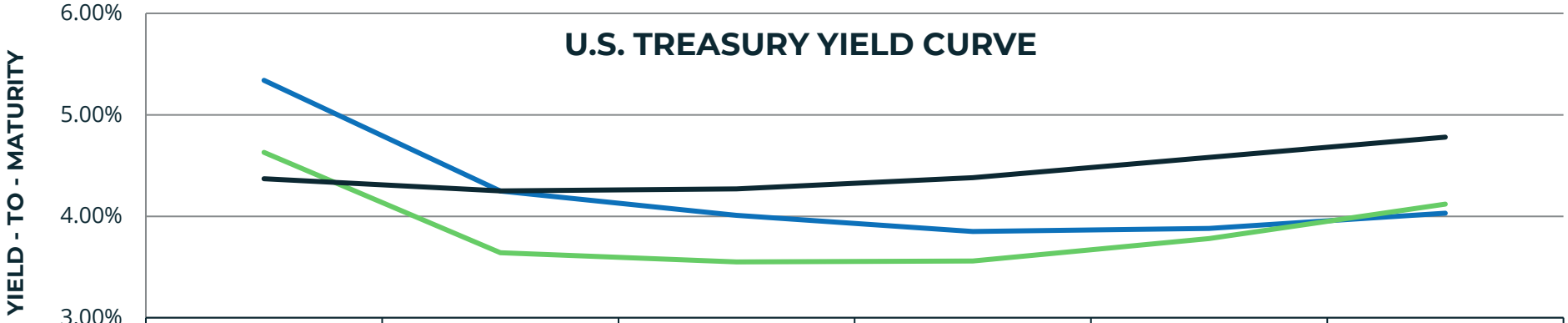


Bottoms up earnings estimates for CY2025: ≈+15% and reflect a stable and positive U.S. macro environment.

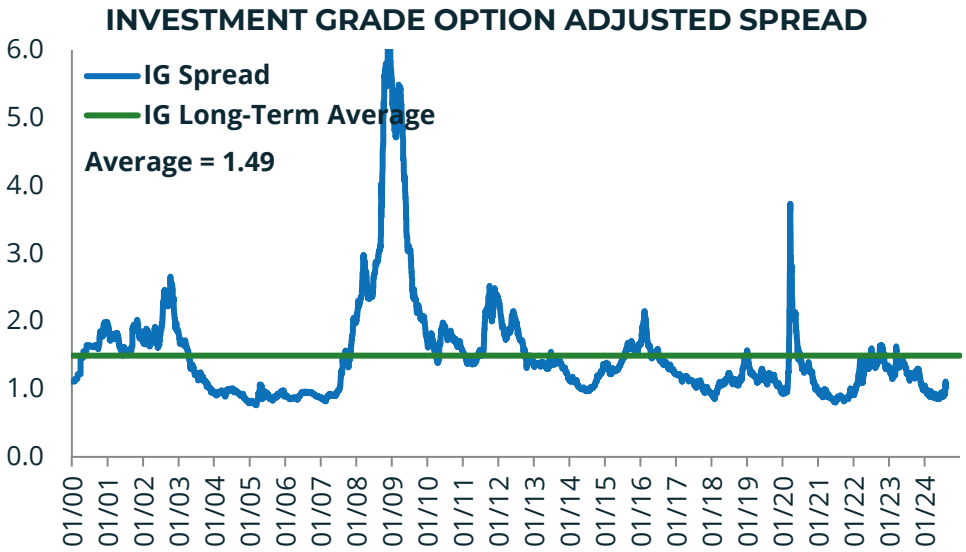
- Expectations (and partial realization) for margin expansion and positive sentiment have kept CY2024 EPS at $240
- Expectations for CY2025 also remain robust even as the US economy may slow marginally in 2025 from 2024 growth rates

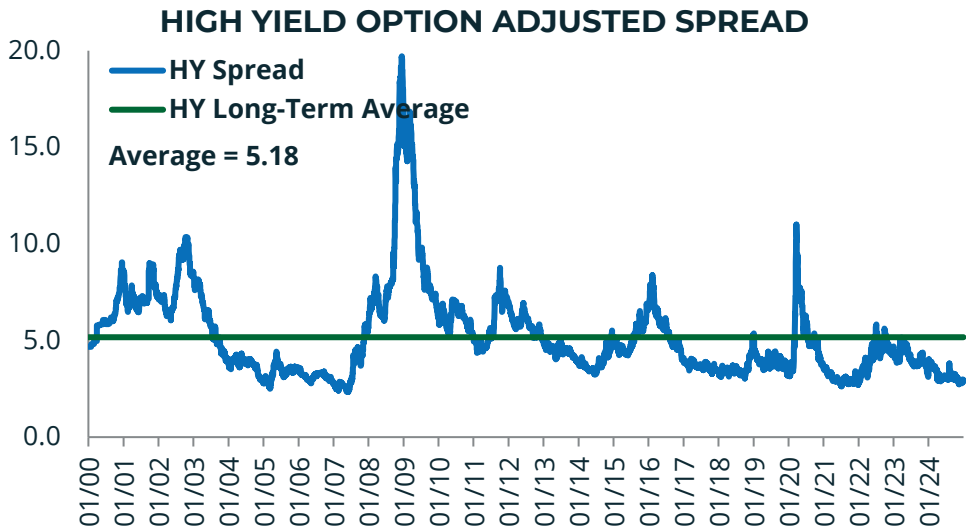
Source: Clearstead, Factset. Data as of 12/31/2024.
Past performance is not an indicator of future results.

FIXED INCOME



	3M	2Y	3Y	5Y	10Y	30Y
12/31/2023	5.34%	4.25%	4.01%	3.85%	3.88%	4.03%
9/30/2024	4.63%	3.64%	3.55%	3.56%	3.78%	4.12%
12/31/2024	4.37%	4.25%	4.27%	4.38%	4.58%	4.78%
YTD Change	-0.97%	0.00%	0.26%	0.53%	0.70%	0.75%





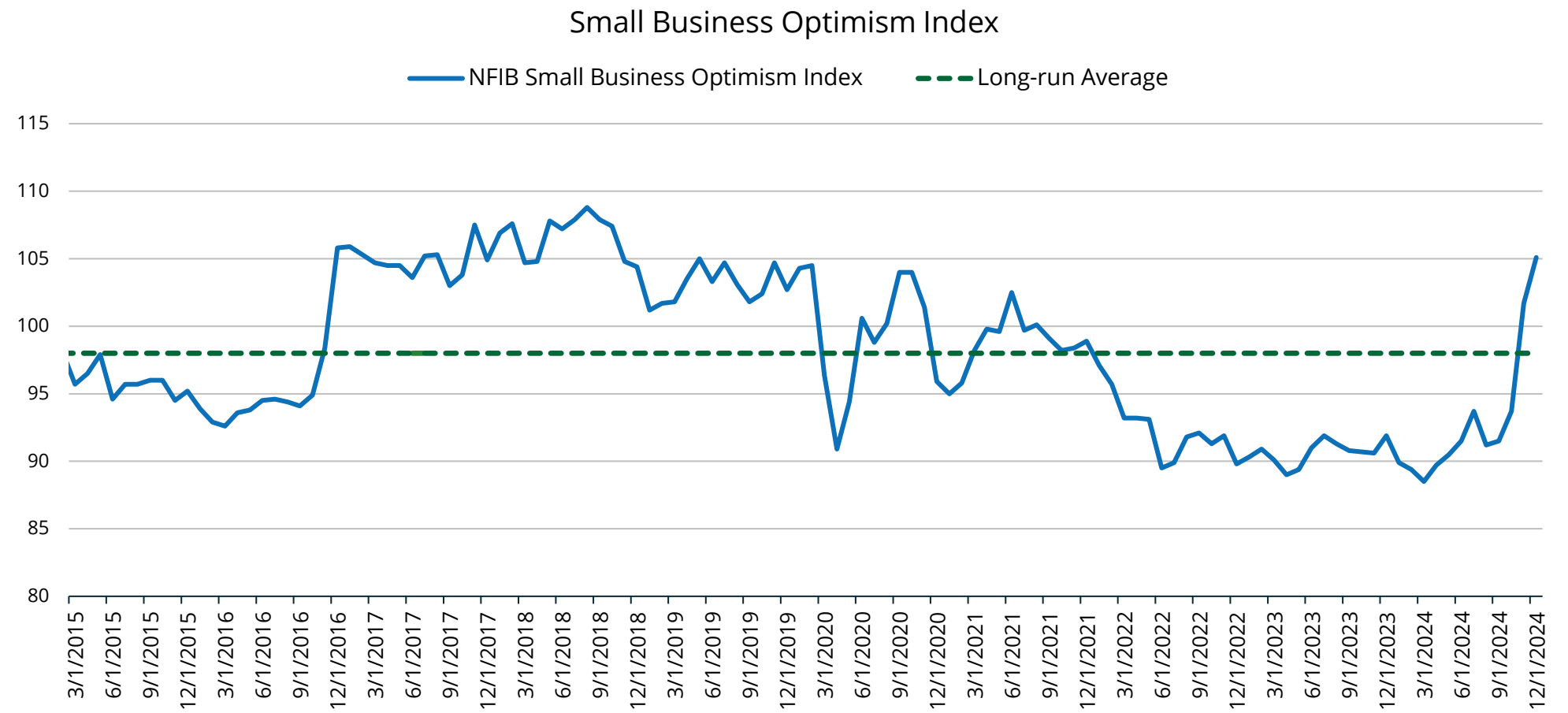
Source: Bloomberg. Data as of 12/31/2024.
Past performance is not an indicator of future results.

U.S. ECONOMIC OUTLOOK

AREA	EXPECTATIONS
Labor Markets	• U.S. to track 100k-150k jobs per month • Unemployment rate to remain at 4%; US near full employment • Average hourly wages remain around 4%
Manufacturing	• Manufacturing activity stable but no longer improving • Input prices remain consistent • Select sectors may be disrupted by new tariff policy in 2025
Services	• Services industry remains positive • Consumer spending expected to remain resilient • Select consumer segments softening
Inflation	• Core CPI between 3.0% to 3.5% • Headline CPI likely to remain at or below 3% • Services sector prices remain sticky given elevated housing and insurance prices
Equity Markets	• Volatility may normalize • Some technical support at 5,700; Positive scenario > 6,000 • Market assumes at least one rate cut in 2025
Fixed Income Markets	• 10-Yr US Treasury remains rangebound between 3.75% - 4.75% • Less uncertainty around Fed policy • Pace of quantitative tightening continues to ease

Source: Clearstead. as of 12/31/2024.
Expectations for 1st quarter of calendar year 2025.

SMALL BUSINESS OPTIMISM INDEX



December Report:

- The net share of small business owners expecting the economy to improve rose 16 points from November to a net 52% (seasonally adjusted), the highest since the fourth quarter of 1983.
- The percent of small business owners believing it is a good time to expand their business rose six points to 20%, seasonally adjusted. This is the highest reading since February 2020.

Source: Clearstead, NFIB 1/15/2025

GLOBAL ECONOMIC OUTLOOK

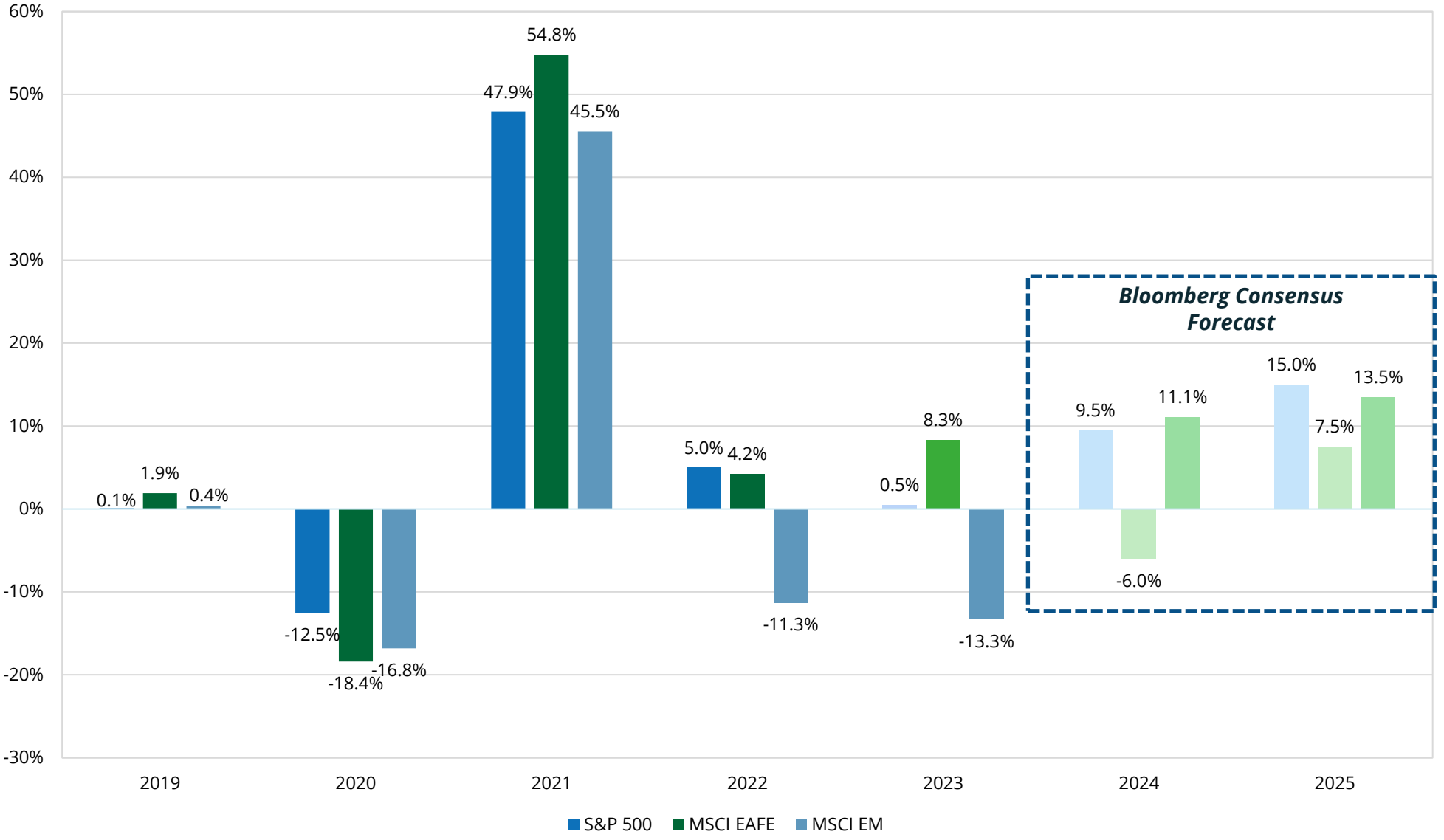
Real GDP Growth Forecasts

	CY2024	CY2025				CY2026			
	Estimates	IMF	OECD	Bloomberg Consensus	Goldman Sachs	IMF	OECD	Bloomberg Consensus	Goldman Sachs
US	***2.7%***	2.2%	2.4%	2.1%	2.5%	2.0%	2.1%	2.0%	2.3%
EU*	***0.8%***	1.2%	1.3%	1.0%	0.8%	1.5%	1.5%	1.2%	1.0%
China	***4.8%***	4.5%	4.7%	4.5%	4.5%	4.1%	4.4%	4.2%	4.0%
Japan	***-0.2%***	1.1%	1.5%	1.2%	1.2%	0.8%	0.6%	0.9%	1.1%
UK	***0.9%***	1.5%	1.7%	1.4%	1.0%	1.5%	1.3%	1.5%	1.3%
India	***7.6%***	6.5%	6.9%	6.5%	6.3%	6.5%	6.8%	6.5%	6.7%

- Global growth outlook for CY2025 is stable and on par with CY2024 expectations
  - World Real GDP Growth of ~3% continues to trend below pre-covid growth
  - Expectations mixed and outlook is more positive for EU, Japan, and UK
  - Chinese economy expected to slow <5%

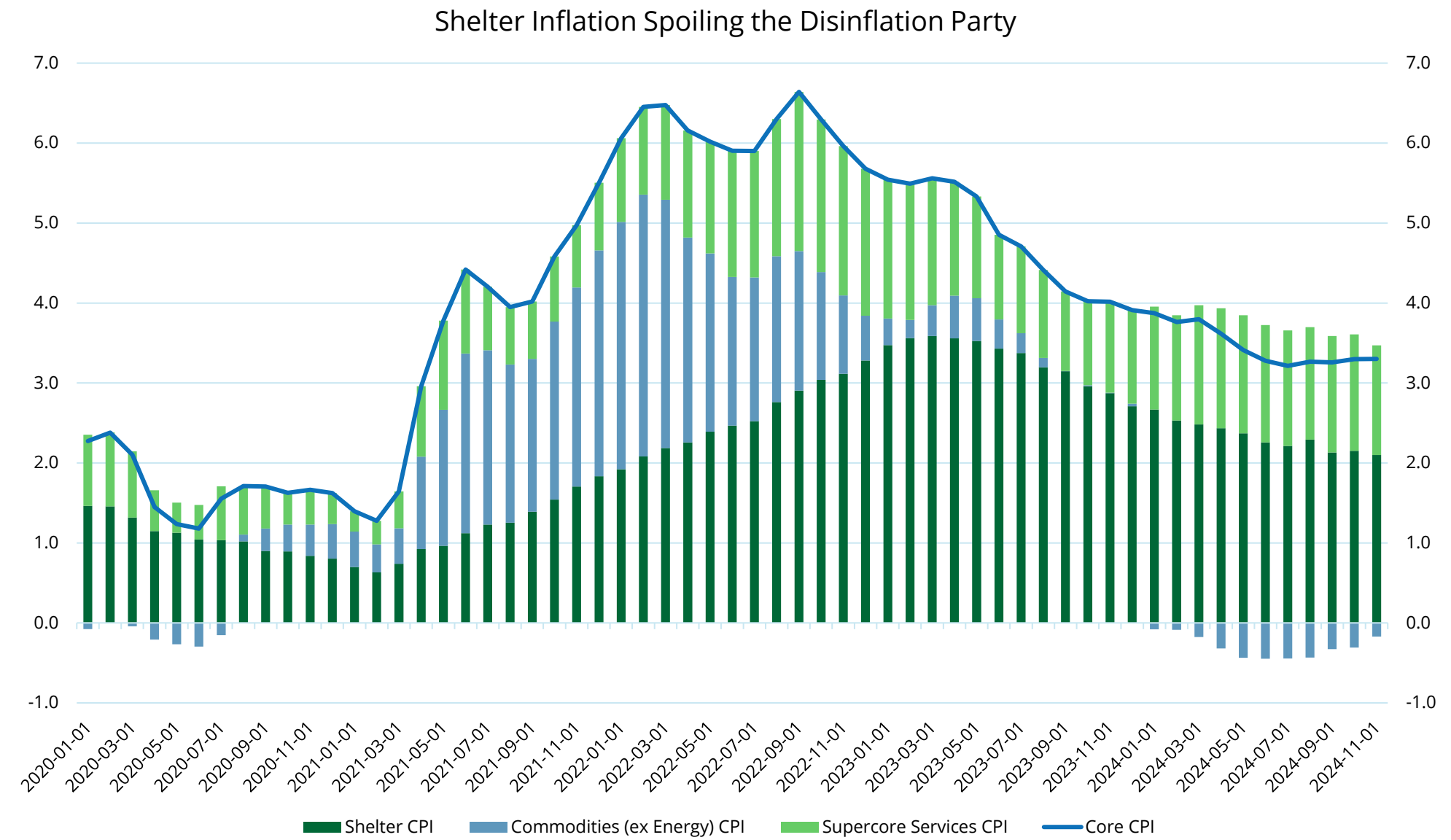
Source: Clearstead. Bloomberg. Goldman Sachs. Data as of 1/2/2025.

GLOBAL EARNINGS OUTLOOK



Source: Clearstead, Bloomberg. Data as of 12/31/2024.
Past performance is not an indicator of future results.

STICKY INFLATION – MINIMAL PROGRESS ON SHELTER



Source: Clearstead, BLS, Bloomberg, 12/31/2024

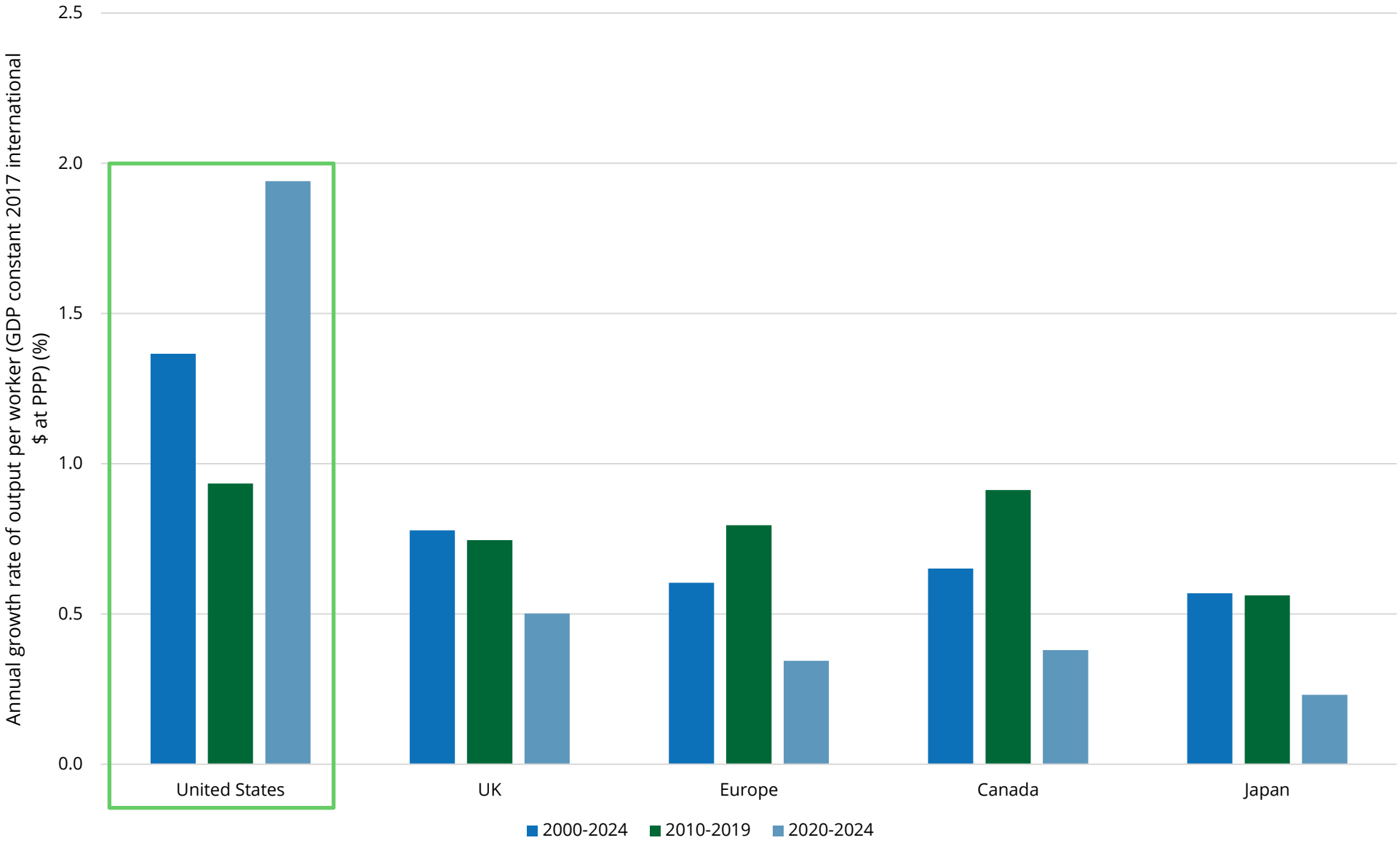
GLOBAL ECONOMY PMI

		Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	12M Trend
Global	Mfg	50.0	50.3	50.6	50.3	51.0	50.8	49.7	49.6	48.7	49.4	50.0	49.6	
	Serv	52.3	52.4	52.4	52.7	54.0	53.1	53.3	53.8	52.9	53.1	53.1	53.8	
US	Mfg	50.7	52.2	51.9	50.0	51.3	51.6	49.6	47.9	47.3	48.5	49.7	49.4	
	Serv	52.5	52.3	51.7	51.3	54.8	55.3	55.0	55.7	55.2	55.0	56.1	56.8	
Eurozone	Mfg	46.6	46.5	46.1	45.7	47.3	45.8	45.8	45.8	45.0	46.0	45.2	45.1	
	Serv	48.4	50.2	51.5	53.3	53.2	52.8	51.9	52.9	51.4	51.6	49.5	51.6	
UK	Mfg	47.0	47.5	50.3	49.1	51.2	50.9	52.1	52.5	51.5	49.9	48.0	47.0	
	Serv	54.3	53.8	53.1	55.0	52.9	52.1	52.5	53.7	52.4	52.0	50.8	51.1	
Japan	Mfg	48.0	47.2	48.2	49.6	50.4	50.0	49.1	49.8	49.7	49.2	49.0	49.6	
	Serv	53.1	52.9	54.1	54.3	53.8	49.4	53.7	53.7	53.1	49.7	50.5	50.9	
China	Mfg	50.8	50.9	51.1	51.4	51.7	51.8	49.8	50.4	49.3	50.3	51.5	50.5	
	Serv	52.7	52.5	52.7	52.5	54.0	51.2	52.1	51.6	50.3	52.0	51.5	52.2	
India	Mfg	56.5	56.9	59.1	58.8	57.5	58.3	58.1	57.5	56.5	57.5	56.5	56.4	
	Serv	61.8	60.6	61.2	60.8	60.2	60.5	60.3	60.9	57.7	58.5	58.4	59.3	
S. Korea	Mfg	51.2	50.7	49.8	49.4	51.6	52.0	51.4	51.9	48.3	48.3	50.6	49.0	

- Global manufacturing has stagnated, while services PMIs have remained in positive territory
  - PMIs generally suggest little growth, but are not indicative of a decline
  - Global manufacturing PMIs are neutral-to-mildly negative in most economies—except in India
  - Global services PMIs are suggesting stable/modest economic growth in most countries
- India continues to be the one country whose PMIs show universal strength

Source: Bloomberg, Markit/HIS.
Data as of 12/31/2024.

LABOR PRODUCTIVITY



Source: Clearstead; UN ILOSTAT 12/31/2024

GEOPOLITICAL RISK

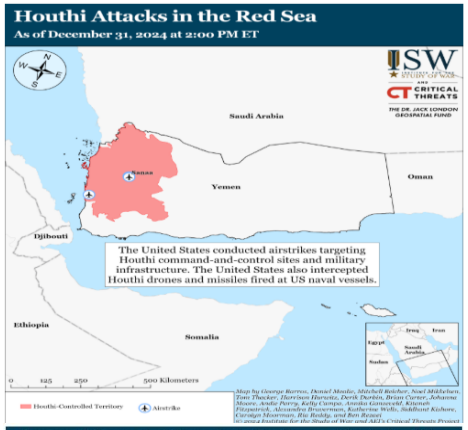
- Israel-Hezbollah ceasefire largely holding; talks for a ceasefire in Gaza may intensify w/ Trump administration.
  - Israel likely to intensify attacks against Houthis in Yemen—US is actively assisting.
  - Iran is fundamentally weakened, but a push for nuclear deterrence is still in play.
- Ukrainian war largely a stalemate, but Russia is making incremental gains—Ukrainian lines could collapse in select areas.
  - Western aid to Ukraine has been slow and generally insufficient to shift the momentum.
  - Expect a push to begin a process to de-escalate under Trump administration.
- China-US trade war could resume; China continue to pressure Taiwan.
  - China will likely respond to tariffs with some level of retaliation against select US products.
  - December saw largest un-announced Chinese naval operation in decades—simulating Taiwanese blockade.

Market Impact

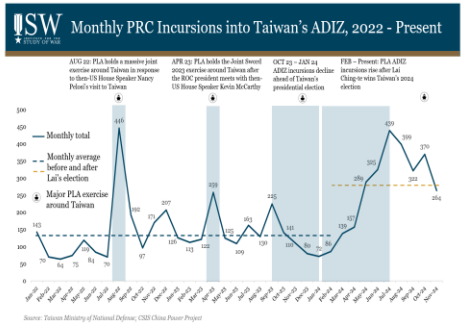
Energy price volatility; increased shipping costs to Europe; disrupted supply chains.

Commodity price volatility—oil, gas, grains, and select metals.

Increased US-China tension; more negative sentiment on select Chinese assets (equities)







Source: Clearstead, ISW, 1/2/2025

clearstead

DEFINITIONS & DISCLOSURES

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Information provided is general in nature, is provided for informational purposes only, and should not be construed as investment advice. Any views expressed are based upon the data available at the time the information was produced and are subject to change at any time based on market or other conditions. Clearstead disclaims any liability for any direct or incidental loss incurred by applying any of the information in this presentation. All investment decisions must be evaluated as to whether it is consistent with their investment objectives, risk tolerance, and financial situation.
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 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 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 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** is designed to measure global developed 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.
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 ARMs) issued by Ginnie Mae (GNMA), Fannie Mae (FNMA), 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 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 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 USD-denominated, non-investment grade, fixed-rate, taxable corporate bonds. T**he 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 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 **HFRI Funds of Funds Index (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
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.
VIX - The CBOE Volatility Index (VIX) is based on the prices 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.
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.
HFRI Emerging Markets: Asia ex-Japan, Global Index, Latin America Index, Russia/Eastern Europe Index: The constituents of the HFRI 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. **HFRI EH: Energy/Basic Materials** strategies which 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. **HFRI 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. **HFRI 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. **HFRI 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. **HFRI EH: Technology/Healthcare** strategies employ investment processes designed to identify opportunities in securities in specific niche areas of the market in which the Manager maintain 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. **HFRI 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. **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. **HFRI 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. **HFRI 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. **HFRI 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. **HFRI 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. **HFRI 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. **HFRI 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. **HFRI 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-UBS 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 **S&P 500 Value Index, Index S&P 500 Index** and **S&P 500 Growth Index** are a broad-based market indices that measure the performance of large-capitalization value companies, large-capitalization companies and large-capitalization growth companies, respectively. The **S&P 400 MidCap Value, Index S&P MidCap 400 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 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 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 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 In**dex 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 publically 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. The **MSCI ACWI ex USA 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 Mid Cap Value Index** represents the value companies of the MSCI US Mid Cap 450 Index. The **MSCI US Prime Market 750 Index** represents the universe of large and medium capitalization companies in the US equity market. The **MSCI US Prime Market Value Index** represents the value companies of the MSCI US Prime Market 750 Index. The **MSCI US Prime Market Growth 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 MBS Index** covers agency mortgage-backed pass-through securities (both fixed-rate and hybrid ARMs) issued by Ginnie Mae (GNMA), Fannie Mae (FNMA), 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, 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 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 USD-denominated, non-investment grade, fixed-rate, taxable corporate bonds. T**he 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 three years. The **BC U.S. 1-5 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 Treasuries 1 Year Index** tracks the performance of the direct sovereign debt of the U.S. Government having a maturity of at least one year. The **BofA ML treasury Current 2 Year Index** tracks the most recently issued 2-year U.S. Treasury note. 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 master 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 **JP Morgan Emerging Markets Bond Index Plus (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 Index (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. **HFR 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 related securities, as opposed to the outcome of the corporate transaction. **HFRI Fund 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 US. 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, excluding the U.S.. The **FTSE High Dividend Yield Index** comprises 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 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 **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) UBS 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 indexes (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 have 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.

YOUNGSTOWN STATE UNIVERSITY

1 Tressel Way
Youngstown, OH 44514

Disclosure of Relationships with University-Affiliated Financial Institutions

(Updated February 6, 2025)

In accordance with Youngstown State University policy 3356-3-10, *Investment of the University's Non-Endowment and Endowment Funds*, members of the Board of Trustees are required to disclose relationships, beyond the ordinary customer relationships, with the financial institutions involved with the University's non-endowment and endowment funds. Please disclose the nature of any relationships with the institutions listed below.

The financial institutions involved with the Non-Endowment Funds are as follows:

- ☐ Apollo _____
- ☐ Breckenridge _____
- ☐ Clearstead _____
- ☐ Cliffwater _____
- ☐ Dodge & Cox _____
- ☐ Evanston Capital _____
- ☐ Federated _____
- ☐ Fidelity _____
- ☐ H.I.G. Capital _____
- ☐ J.P. Morgan _____
- ☐ Loomis Sayles _____
- ☐ Lord Abbett _____
- ☐ PNC _____
- ☐ Vanguard _____
- ☐ Victory _____
- ☐ William Blair _____
- ☐ I have no business or familial relationship with the above institutions that require disclosure

The Financial Institutions involved with the Endowment Funds are as follows:

- ☐ Clearstead _____
- ☐ Huntington National Bank _____
- ☐ PNC _____
- ☐ Vanguard _____
- ☐ I have no business or familial relationship with the above institutions that require disclosure

Print Name: _____

SIGNED: _____ DATED: _____

For audit and compliance purposes, please email completed form to npmcnally@ysu.edu, or send to YSU, Tod Hall 223, Office of the Vice President for Finance & Business Operations, by June 30, 2025.

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.

Youngstown State University
Quarterly Internal Audit Plan Update
FY25 Q2 October 1, 2024 - December 31, 2024

Projects									
Project Area	**Risk Category**	**Risk Level***	**Status****	**Actual Q1 Hours**	**Actual Q2 Hours**	**Actual Q3 Hours**	**Actual Q4 Hours**	**Actual YTD Hours**	***Audit Plan Budgeted Hours***
Current Year Audits:									
Facilities & Building Access	Financial, Operational, Compliance	High	Completed	15	1			16	*0*
Inventory Control Audit	Financial, Operational, Compliance	High	Completed	176	29			205	*75*
International Programs Office	Operational & Compliance	High	In Progress	-	100	-	-	100	*250*
Athletics Ticket Office	Operational, Financial, & Compliance	High	Planned	-	-	-	-	-	*250*
Conflict of Interest	Operational & Compliance	High	Planned	-	-	-	-	-	*250*
KSU-Divisional IT Application Risk Assessment: Student Affairs & Institutional Effectiveness	IT & Compliance	High	In Progress	-	5	-	-	5	*25*
Consulting & Advisory									
Consulting & Advisory/ERM	Various	Moderate	Ongoing	-	-	-	-	-	*100*
Continuous Auditing Analytics									
Payroll	Financial, Operational, Compliance	Moderate	Ongoing	20	49	-	-	69	*120*
Accounts Payable	Financial, Operational, Compliance	Moderate	Ongoing	40	73	-	-	113	*120*
EthicsPoint Hotline Monitoring	Various	High	Ongoing	3	-	-	-	3	*70*
Follow-up on Open Audit Recommendations	Various	Various	Ongoing	58	11	-	-	69	*70*
			Total Project Hours	**312**	**268**	**-**	**-**	**580**	**1,330**

***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

Low - less significant risk area, low priority for Internal Audit coverage

Non-Project Hours

Category	**Actual Q1 Hours**	**Actual Q2 Hours**	**Actual Q3 Hours**	**Actual Q4 Hours**	**Actual YTD Hours**	***Audit Plan Budgeted Hours***
Professional Development	5	27			32	*50*
Administrative:	**211**	**233**			**444**	*700*
Total Administrative Hours	**216**	**260**	**-**	**-**	**476**	**750**
Total Hours	**528**	**528**	**-**	**-**	**1,056**	**2,080**

****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

Audit Recommendations Status- FY2025 Q2

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.	The Bursar office and IT staff have made changes to the bill presentation but are still in the testing phase. Implementation is still on track for year end.	The Bursar office and IT staff have made changes to the bill presentation but are still in the testing phase. Implementation is expected by Fall 2025
Dated Issued	8/10/2023					
Risk Category	Operational	Student Billing, Collections, & Accounts Receivable Audit				
Risk Level	Medium					
Division	Finance/Business Operations					
Deadline	6/30/2024					
New Deadline	8/31/2025					
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.	The HR Job Transfer project will start at the end of August (it was delayed in part due to EGCC and maternity leave) and it is expected to be complete Dec -January.	The HR Job Transfer project will start at the end of August and it is expected to be complete by June 2025.
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	6/30/2025					
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	SOP for Annual Review of YSU Banner Access	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.	IT intends to work on yearly Banner access audits and operation procedures beginning FY26.
Dated Issued	11/17/2023					
Risk Category	IT	Banner Access Audit				
Risk Level	High					
Division	Division of IT, Application Services					
Deadline	12/31/2024					
New Deadline	10/31/2025					
Current Status	Deadline Revised					

Audit Recommendations Status- FY2025 Q2

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 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.	Mitigations are in place at multiple levels to ensure no terminated employee gains access after termination.
Dated Issued	11/17/2023					
Risk Category	IT					
Risk Level	Medium	Banner Access Audit				
Division	Division of IT, Infrastructure Services					
Deadline	12/31/2024					
New Deadline						
Current Status	CLOSED					

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	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.	All users with elevated access to the application now have both endpoint protection and device encryption enabled on their YSU managed device.
Dated Issued	2/26/2024					
Risk Category	IT					
Risk Level	High	ITGC Audit-WEI				
Division	Academic Affairs					
Deadline	12/31/2024					
New Deadline						
Current Status	CLOSED					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	KSU 2024-1057	Business Continuity Plan	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.	The application administrator completed a Business Continuity Plan.
Dated Issued	2/26/2024					
Risk Category	IT					
Risk Level	Medium	ITGC Audit-WEI				
Division	Academic Affairs					
Deadline	12/31/2024					
New Deadline						
Current Status	CLOSED					

Audit Recommendations Status- FY2025 Q2

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	KSU 2024-1057	Change Management Controls	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.	The application administrator completed Standard Operating Procedures for the application and ensured there is proper communication.
Dated Issued	2/26/2024					
Risk Category	IT					
Risk Level	Medium	ITGC Audit-WEI				
Division	Academic Affairs					
Deadline	12/31/2024					
New Deadline						
Current Status	CLOSED					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-01	Documented Procedures	Develop and implement procedures throughout the department to ensure the transfer of knowledge during staff transitions.	**STEM-WEI**: Sharepoint folders have been created that contain procedures that pertain to the operations/programs offered in the ETC and ITWA.	Sharepoint folders have been created that contain procedures that pertain to the operations/programs offered in the ETC and ITWA.	Sharepoint folders have been created that contain procedures that pertain to the operations/programs offered in the ETC and ITWA.
Dated Issued	4/17/2024					
Risk Category	Operational					
Risk Level	High	Workforce Education & Innovation Audit		**TILT:** Development and implementation of written procedures for TILT and timely expense processing is currently underway and will be completed on a monthly basis.	The Tressel Institute has developed written and implemented documented procedures. **CLOSED**	**CLOSED**
Division	Academic Affairs					
Deadline	5/1/2024					
New Deadline	6/30/2025					
Current Status	Deadline Revised					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-01	Reconciliations	Develop and implement a monthly reconciliation process to ensure all revenue is collected and expenditures correspond with Banner.	**STEM-WEI:** The PI of each grant is the financial manager for their grant. Each financial manager will reconcile their respective grants monthly.	The PI of each grant is the financial manager for their grant. Each financial manager will reconcile their respective grants monthly.	The PI of each grant is the financial manager for their grant. Each financial manager will reconcile their respective grants monthly.
Dated Issued	4/17/2024					
Risk Category	Financial, Operational					
Risk Level	High	Workforce Education & Innovation Audit		**TILT:** Yes, will implement for expenditures and revenue. Current source of revenue is from gifts made through the YSU Foundation for endowed accounts.	TILT developed and implemented a monthly reconciliation process to ensure all revenue is collected and expenditures correspond with Banner.	TILT developed and implemented a monthly reconciliation process to ensure all revenue is collected and expenditures correspond with Banner. **CLOSED**
Division	Academic Affairs					
Deadline	5/1/2024					
New Deadline						
Current Status	Pending Validation					

Audit Recommendations Status- FY2025 Q2

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-02	Billing Process	Enhance controls over the billing processes to ensure registration fee 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 paperwork for non-student billing for the workforce classes taught in the ETC in a timely manner.	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 paperwork for non-student billing for the workforce classes taught in the ETC in a timely manner.	WEI billings are processed timely and accurately with appropriate controls.
Dated Issued	4/17/2024					
Risk Category	Financial, Operational					
Risk Level	High	Workforce Education & Innovation Audit				
Division	Academic Affairs					
Deadline	2/1/2024					
New Deadline						
Current Status	CLOSED					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-01	BOT Financial Reporting	Develop a standard financial report that can effectively communicate crucial financial information.	**STEM-WEI:** As WEI is part of STEM College, there will be no more direct reporting to the BOT, rather a monthly reporting to the Provost, by the Dean of the STEM College.	WEI will have a quarterly presentation to BOT subcommittee and the Board of Trustees.	WEI will have a quarterly presentation to BOT subcommittee and the Board of Trustees.
Dated Issued	4/17/2024					
Risk Category	Financial, Operational					
Risk Level	High	Workforce Education & Innovation Audit				
Division	Academic Affairs			**TILT:** Assigned the development of a standard financial report to provide transparency for the financial activities of the TILT.	TILT has developed a standard financial report that will provide ongoing transparency for activities associated with TILT.	TILT has developed a standard financial report that are can be used to demonstrate the financial activities of TILT with transparency. **CLOSED**
Deadline	5/1/2024					
New Deadline	6/30/2025					
Current Status	Deadline Revised					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-01	BOT Programmatic Reporting	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.	WEI will have a quarterly presentation to BOT subcommittee and the Board of Trustees.	WEI will have a quarterly presentation to BOT subcommittee and the Board of Trustees.
Dated Issued	4/17/2024					
Risk Category	Operational					
Risk Level	High	Workforce Education & Innovation Audit				
Division	Academic Affairs			TILT: Where applicable, will implement number of users (YSU Students) completing badges and provide reports.	At the conclusion of each semester, TILT will provide the number of YSU students completing TILT badges.	TILT was able to provide the number of students who completed TILT badges, it will be reported to TILT Advisory Board. **CLOSED**
Deadline	5/1/2024					
New Deadline	6/30/2025					
Current Status	Deadline Revised					

Audit Recommendations Status- FY2025 Q2

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-01	Programmatic Reporting for Grants	Develop and implement a process, to document programmatic data and to maintain the sources of the data.	**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.	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.	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.
Dated Issued	4/17/2024					
Risk Category	Operational					
Risk Level	High	Workforce Education & Innovation Audit				
Division	Academic Affairs					
Deadline	1/24/2024					
New Deadline						
Current Status	Pending Validation					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-01	Remote Work	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.	**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.	Dean of the STEM College reviewed all Remote Work approvals that were on file with HR and discussed it with the involved supervisors.	Dean of the STEM College reviewed all Remote Work approvals that were on file with HR and discussed it with the involved supervisors.
Dated Issued	4/17/2024					
Risk Category	Operational					
Risk Level	Medium	Workforce Education & Innovation Audit		**TILT:** Remote work has been discussed with each employee with approved forms.	No TILT employees are on remote work schedule. The staff decided that remote work is not advantageous for TILT's current stage of development.	**CLOSED**
Division	Academic Affairs					
Deadline	1/24/2024					
New Deadline						
Current Status	Pending Validation					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-01	Room Reservation System	Utilize the room reservation system for Workforce Education and Innovation events and classes.	**STEM-WEI**: Two employees of the ETC are trained in the banner system and consistently schedule classes/events taking place at the ETC.	Two employees have been trained and are using the room reservation system.	Employees have been trained and are utilizing the room reservation system.
Dated Issued	4/17/2024					
Risk Category	Operational					
Risk Level	Medium	Workforce Education & Innovation Audit		**TILT:** Staff responsible for utilizing the room reservation system are using the system already or are currently securing permission.	TILT is an online program and doesn't have the need to schedule classrooms.	**CLOSED**
Division	Academic Affairs					
Deadline	5/1/2024					
New Deadline						
Current Status	CLOSED					

Audit Recommendations Status- FY2025 Q2

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-01	Expense Monitoring	Ensure expenses are processed in accordance with university guidelines. Ensure all Financial Managers have completed training for purchasing cards, travel cards, and eCube.	**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.	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.	Financial Managers in WEI have received training for purchasing cards, travel cards, and eCube.
Dated Issued	4/17/2024					
Risk Category	Financial, Operational					
Risk Level	Low	Workforce Education & Innovation Audit				
Division	Academic Affairs					
Deadline	1/24/2024					
New Deadline						
Current Status	CLOSED					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-01	Policy Awareness	Employees of the WEI are encouraged to take the on-boarding training to become more aware of important policies on campus.	**STEM-WEI:** Dean Steelant contacted HR to follow-up on offering (or make available) the onboarding training for the remaining WEI personnel.	WEI is working with Human Resources to make sure that all WEI employees have completed campus policy training.	WEI employees have completed policy awareness trainings.
Dated Issued	4/17/2024					
Risk Category	Operational					
Risk Level	Low	Workforce Education & Innovation Audit				
Division	Academic Affairs			**TILT:** Tressel Institute for Leadership & Teamwork staff are current with training associated with campus policies	The Tressel Institute for Leadership & Teamwork staff remain current with training associated with campus policies as reported in March 2024.	**CLOSED**
Deadline	3/25/2024					
New Deadline						
Current Status	CLOSED					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-02	Key Control Policy	Re-assess current Key Control Policy. Develop and communicate procedures and guidelines for the university community.	We are exploring development of a web-based solution for the lock shop; planning element expected to be completed by year end with implementation by December 2025.		We are exploring development of a web-based solution for the lock shop; planning element expected to be completed by year end with implementation by December 2025.
Dated Issued	8/12/2024					
Risk Category	Operational					
Risk Level	High	Facilities & Building Access				
Division	Finance/Business Operations					
Deadline	12/31/2025					
New Deadline						
Current Status	On Schedule					

Audit Recommendations Status- FY2025 Q2

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-02	Documented Procedures	Develop and implement procedures throughout the department.	This recommendation is being considered and will be implemented in conjunction with enhancement of the key/lock database and web based processing.		This recommendation is being considered and will be implemented in conjunction with enhancement of the key/lock database and web based processing.
Dated Issued	8/12/2024					
Risk Category	Operational					
Risk Level	High	Facilities & Building Access				
Division	Finance/Business Operations					
Deadline	12/31/2025					
New Deadline						
Current Status	On Schedule					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-02	Key Issuance & Tracking	Enhance procedures to ensure effective controls relating to key issuance and tracking.	We are exploring development of a web-based solution for the lock shop; planning element expected to be completed by year end with implementation by the December 2025. Also, have reached out to our lock/key system vendor to arrange for additional training.		We are exploring development of a web-based solution for the lock shop; planning element expected to be completed by year end with implementation by the December 2025. Also, have reached out to our lock/key system vendor to arrange for additional training.
Dated Issued	8/12/2024					
Risk Category	Operational					
Risk Level	High	Facilities & Building Access				
Division	Finance/Business Operations					
Deadline	12/31/2025					
New Deadline						
Current Status	On Schedule					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-02	Key Returns & Transfers	Develop and implement procedures related to key returns and transfers.	We are exploring development of a web-based solution for the lock shop; planning element expected to be completed by year end with implementation by December 2025.		We are exploring development of a web-based solution for the lock shop; planning element expected to be completed by year end with implementation by December 2025.
Dated Issued	8/12/2024					
Risk Category	Operational					
Risk Level	High	Facilities & Building Access				
Division	Finance/Business Operations					
Deadline	12/31/2025					
New Deadline						
Current Status	On Schedule					

Audit Recommendations Status- FY2025 Q2

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-02	Lost & Stolen Keys	Enhance the process and controls for tracking and reissuing keys that have been lost or stolen.	We are exploring development of a web-based solution for the lock shop; planning element expected to be completed by year end with implementation by December 2025.		We are exploring development of a web-based solution for the lock shop; planning element expected to be completed by year end with implementation by December 2025.
Dated Issued	8/12/2024					
Risk Category	Operational					
Risk Level	High	Facilities & Building Access				
Division	Finance/Business Operations					
Deadline	12/31/2025					
New Deadline						
Current Status	On Schedule					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-02	Keypad Access	Develop and implement controls to limit unauthorized individuals from gaining access to these areas. Consider enhancements to monitoring and tracking of access to areas with keypads.	The keypads currently being installed do have the ability to log and track individual access. One keycode is being programmed into each lock as a matter of convenience and practicality.		The keypads currently being installed do have the ability to log and track individual access. One keycode is being programmed into each lock as a matter of convenience and practicality.
Dated Issued	8/12/2024					
Risk Category	Operational					
Risk Level	High	Facilities & Building Access				
Division	Finance/Business Operations					
Deadline	12/31/2025					
New Deadline						
Current Status	On Schedule					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-02	Succession Planning	Develop a succession plan to ensure the transfer of experience-based knowledge.	We do anticipate that our only locksmith will likely retire in the near future. We are in the process of hiring another locksmith to fill this void.	We do anticipate that our only locksmith will likely retire in the near future. We are in the process of hiring another locksmith to fill this void.	Locksmith job has been posted since November with no viable candidates. We are reevaluating our plan and looking into training a locksmith from within. This would involve a combination of inhouse training along with formal off site training.
Dated Issued	8/12/2024					
Risk Category	Operational					
Risk Level	High	Facilities & Building Access				
Division	Finance/Business Operations					
Deadline	3/30/2025					
New Deadline	6/30/2025					
Current Status	Deadline Revised					

Audit Recommendations Status- FY2025 Q2

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-03	Issuing Tags	Issue tags for all capital equipment that is new and for capital equipment that should have been issued a tag at the time of purchase.	Capital equipment accounts are analyzed monthly for new equipment. Once identified, the Controller's Office can start the process of getting tag imprinted with a unique five-digit ID number assigned to the asset. The Senior Financial Analyst will review each inventory listing for each department and assign asset tags to all items that are currently untagged.		Capital equipment accounts are analyzed monthly for new equipment. Once identified, the Controller's Office can start the process of getting tag imprinted with a unique five-digit ID number assigned to the asset. The Senior Financial Analyst reviews each inventory listing for departments and assign asset tags to all items that are currently untagged.
Dated Issued	11/13/2024					
Risk Category	Operational					
Risk Level	High	Inventory Control Audit				
Division	Finance/Business Operations					
Deadline	6/30/2026					
New Deadline						
Current Status	On Schedule					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2024-03	Policy and Procedure Awareness	Communicate policies and procedures for capital equipment to the university community. Educate employees on the policies and procedures to ensure compliance.	In addition to meeting with each department to explain the new tagging process and answering any questions, the Controller's Office will be implementing a new procedure to ensure policy awareness and compliance.	In addition to meeting with each department to explain the new tagging process and answering any questions, the Controller's Office will be implementing a new procedure to ensure policy awareness and compliance.	A new procedure was implemented to send out an email communication reminding departments to make changes to inventory as they occur and provide inventory control procedures and resources.
Dated Issued	11/13/2024					
Risk Category	Operational					
Risk Level	High	Inventory Control Audit				
Division	Finance/Business Operations					
Deadline	12/31/2024					
New Deadline						
Current Status	CLOSED					

Youngstown State University

Mahoning County

Agreed-upon Procedures Report

June 30, 2024

Contents

Independent Accountant's Report on Applying Agreed-upon Procedures	1-12
Intercollegiate Athletics Program Statement of Revenue and Expenses	13
Notes to Intercollegiate Athletics Program Statement of Revenue and Expenses	14-15

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Independent Accountant's Report on Applying Agreed-upon Procedures

To Bill Johnson, President
Youngstown State University

We have performed the procedures enumerated below on Youngstown State University's (the "Institution") Intercollegiate Athletics Program Statement of Revenue and Expenses (the "Statement") under National Collegiate Athletic Association (NCAA) Bylaw 20.2.4.17 for the year ended June 30, 2024. The Institution's management is responsible for the Institution's Intercollegiate Athletics Program Statement of Revenue and Expenses under NCAA Bylaw 20.2.4.17 for Division I.

The Institution has agreed to the procedures performed and acknowledged that they are appropriate to meet the intended purpose of performing testing on certain intercollegiate athletics activity. Additionally, the required agreed-upon procedures are prescribed by the NCAA annually through published instructions, which is deemed as acknowledgement that the procedures performed are appropriate for their purposes. The procedures below are specified in the NCAA's 2024 Agreed-Upon Procedures instructions. No other parties have agreed to and acknowledged the appropriateness of the procedures. This report may not be suitable for any other purpose. The procedures performed may not address all items of interest to a user of this report and may not meet the needs of all users of this report; as such, users are responsible for determining whether the procedures performed are appropriate for their purposes. We make no representation regarding the sufficiency of these procedures, either for the purpose intended or for any other purpose.

An agreed-upon procedures engagement involves performing specific procedures that the engaging party has agreed to and acknowledged to be appropriate for the intended purpose of the engagement and reporting on findings based on the procedures performed. As agreed to by the Institution, for purposes of performing these procedures, exceptions are reported in accordance with the NCAA's 2024 Agreed-Upon Procedures instructions.

Agreed-upon Procedures Related to the Intercollegiate Athletics Program Statement of Revenue and Expenses

The procedures that we performed and our results are as follows:

Internal Control Structure

A. Related to the Institution's internal control structure:

1) We met with the vice president for finance and business operations to identify areas of significant interest and specific agreed-upon procedures related to both internal controls and other specified areas. The discussion did not identify any areas of significant interest or any other agreed-upon procedures. The discussion concluded on the number of samples for each step included in this report.

2) We met with the executive director of intercollegiate athletics and inquired about the general control environment over intercollegiate athletic finances, the level of control consciousness in the Institution, the competence of personnel, and the protection of records and equipment. The discussion did not identify any weaknesses in controls, and the general control environment is thought to be strong, with competent and consistent personnel year-over-year.

3) We obtained the audited financial statements for the year ended June 30, 2024 and any additional reports regarding internal controls, if the Institution was audited independent of these agreed-upon procedures, and any corrective action taken in response to comments concerning the internal control structure.

4) We obtained any documentation of the accounting systems and procedures unique to the intercollegiate athletics department.

5) Cash disbursements and athletic employee payroll are addressed in connection with the audit of the Institution's financial statements. The following control environment and accounting systems are (a) unique to intercollegiate athletics and (b) have not been addressed in connection with the audit of the Institution's financial statements. We performed the following procedures:

   i. We selected one game and tested the ticket collection receipting process by comparing the total receipts for the game to the reconciliation and documentation of the related cash deposit amount with the bank.

Result: We noted no exceptions. We selected one football game during the year and agreed the total receipts for the event on game day to deposit slips of the related cash deposit amount. Since there were minimal gate sales for the game, we selected four additional days of cash deposits made by the Institution's box office and tied general ledger activity to bank statements in order to verify the cash deposit process.

The ticket cash receipt amounts for the transactions were as follows:

Event Date	Sporting Event	Ticket Sales Amount	Deposit Amount	Deposit Date
10/7/2023	Football vs. Southern Illinois University	$2,302	$ 2,302	10/7/2023

Date of Revenue	Amount	Deposit Amount	Deposit Date
10/3/2023	$ 10	$ 10	10/4/2023
10/4/2023	120	120	10/5/2023
10/5/2023	60	60	10/9/2023
10/6/2023	570	570	10/9/2023

NCAA Reporting

B. **Procedure:** We obtained the information submitted to the NCAA, including the financial data detailing operating revenues, expenses, and capital related to the Institution's intercollegiate athletics program that was submitted to the NCAA, and agreed the amounts to the Statement included in the agreed-upon procedures for the reporting period.

   Result: We noted no discrepancies.

C. **Procedure for Grants-in-Aid:** We agreed the sports sponsored reported in the NCAA Membership Financial Reporting System to the Calculation of Revenue Distribution Equivalencies Report (CRDE) from Compliance Assistant (CA) or equivalent supporting equivalency calculations from the Institution. The NCAA Membership Financial Reporting System populates the sports from the NCAA Sports Sponsorship and Demographics Form as they are reported by the Institution between May and August. We compared current year Grants-in-Aid revenue distribution equivalencies to prior year reported equivalencies per the Membership Financial Report submission. We inquired and documented an explanation for any variance greater than +/- 4% in the results.

   Result: We noted the NCAA Membership Financial Reporting System information provided by management was in draft form, and management represented there would be no changes to the final submission. With the draft provided by management, we noted the following variance greater than +/- 4% and noted the explanation provided by Michael Hackstedde, the associate controller general accounting and director of payroll operations, below:

Grants-in-Aid	2022-2023 Total	2023-2024 Total	% Change	Explanation of Variance per Management
Football	64.25	67.86	5.62%	Increase in roster size
Men's Golf	4.89	4.23	-13.50%	Decrease in roster size
Men's Swimming and Diving	9.55	7.88	-17.49%	Decrease in roster size
Men's Track, Indoor	-	0.93	100.00%	Aid for these athletes has traditionally been included with outdoor track.
Men's Track, Outdoor	14.51	13.79	-4.96%	Aid for MTI athletes has traditionally been included with outdoor track.
Women's Basketball	13.87	12.93	-6.78%	Decrease in roster size
Women's Bowling	5.09	5.47	7.47%	Increase in roster size
Women's Golf	5.57	5.13	-7.90%	Decrease in roster size
Women's Lacrosse	8.27	6.01	-27.33%	Decrease in roster size
Women's Softball	9.87	11.37	15.20%	Increase in roster size
Women's Swimming and Diving	14.23	12.37	-13.07%	Increase in roster size; however, more athletes received less than 0.5 equivalent awards in FY24 than FY23
Women's Track, Indoor	0.67	0.26	-61.19%	Aid for these athletes has traditionally been included with outdoor track.
Women's Track, Outdoor	17.54	19.11	8.95%	Aid for WTI athletes has traditionally been included with outdoor track. Increase in roster size

D. **Procedure for Sports Sponsorship:** We obtained the Institution's Sports Sponsorship and Demographics Form report for the reporting year. We validated that the countable sports reported by the Institution meet the minimum requirements set forth in Bylaw 20.10.6.3 related to the number of contests and the number of participants in each contest that is counted toward meeting the minimum contest requirement. We compared current year number of sports sponsored to prior year reported total per the Membership Financial Report submission. We inquired and documented an explanation for any variance in the results.

Result: We noted the NCAA Membership Financial Reporting System information provided by management was in draft form, and management represented there would be no changes to the final submission. With the draft provided by management, we noted no discrepancies.

E. **Procedure for Pell Grants:** We agreed the total number of Division I student-athletes who, during the academic year, received a Pell Grant award (e.g., Pell Grant recipients on full athletic aid, Pell Grant recipients on partial athletic aid, and Pell Grant recipients with no athletic aid) and the total dollar amount of these Pell Grants reported in the NCAA Membership Financial Reporting System to a report, generated out of the Institution's financial aid records, of all student-athlete Pell Grants. We compared current year Pell Grants total to prior year reported total per the Membership Financial Report submission. We inquired and documented an explanation for any variance greater than +/- 20 grants in the results.

   Result: We noted the NCAA Membership Financial Reporting System information provided by management was in draft form, and management represented there would be no changes to the final submission. We noted the total Pell Grants in 2023 and 2024 were 122 and 121, respectively. We agreed the total number of student-athletes who received a Pell Grant award during the academic year and the total dollar amount of the Pell Grants to be reported in the NCAA Membership Financial Reporting System to the reports generated from the Institution's financial aid records and noted no discrepancies.

Notes, Disclosures, and Other Procedures

F. **Athletics-Related Capital Assets and Expenditures Procedure:** We obtained the Institution's policies and procedures for acquiring, approving, depreciating, and disposing of intercollegiate athletics-related assets, as described in Note 2. We obtained a schedule of athletics-related capital expenditures made by athletics, the Institution, and affiliated organizations during the period. We agreed the schedule to the Institution's general ledger. We selected a sample of one transaction to validate existence of the transactions and accuracy of recording and recalculated totals.

   Result: We selected the Pana View Multi-Sport Scoreboard for $17,028.00 as a sample and agreed it to the purchase order and the invoice dated July 18, 2023. We agreed total institutional property, plant, and equipment to the Institution's audited financial statements. We noted no exceptions.

G. **Athletics-Related and Total Institutional Debt Procedure:** We obtained repayment schedules for all outstanding intercollegiate athletics-related debt maintained by the Institution during the reporting period. We recalculated annual maturities (consisting of principal and interest) provided in the schedules obtained and agreed the total annual maturities to supporting documentation and the Institution's general ledger, as applicable. The repayment schedule is disclosed in Note 3. We agreed the total outstanding athletics-related debt and total institutional debt to supporting documentation and the Institution's audited financial statements, if available, or the Institution's general ledger.

   Result: We agreed all outstanding intercollegiate debt to the repayment schedule in Note 3. We agreed total institutional debt to the Institution's audited financial statements. We noted no exceptions.

H. **Excess Transfers to Institution Procedure:** Management represented that this step is not applicable, as there were no excess transfers to the Institution during the reporting period.

I. **Conference Realignment Expenses Procedure:** Management represented that this step is not applicable, as there were no conference realignment expenses to the Institution during the reporting period.

J. **Procedure:** Changes in loan, endowment, or plant funds related to intercollegiate athletics shall not be included in the Statement.

1) We obtained and disclosed significant additions to restricted funds related to intercollegiate athletics, as well as significant changes to endowment and plant funds. Significant is defined as exceeding 10 percent of total revenue or expenses in the Statement.

2) We obtained and disclosed the value of endowments at the fiscal year-end that are dedicated to the sole support of athletics. We agreed the fair market value of the schedule to supporting documentation, the general ledger and the audited financial statements, if available. We agreed the total fair market value of athletics dedicated endowments and Institutional endowments to supporting documentation, the Institution's general ledger and/or audited financial statements, if available.

3) We obtained and disclosed the value of all pledges at the fiscal year-end that support athletics.

4) We obtained and disclosed the athletics department fiscal year-end fund balance.

Result: We noted no significant contributions to disclose in Note 1 and disclosed all other items in Note 4.

Intercollegiate Athletics Program Statement of Revenue and Expenses

K. **Procedure:** We obtained the Statement for the reporting period, prepared by management, and agreed all amounts back to the Institution's general ledger.

Result: We noted no exceptions.

L. **Procedure:** We agreed each revenue and expense amount from the Statement to prior year amounts and budget estimates. We compared each revenue and expense account over 10% of total revenue and expenses, respectively, to prior period amounts and budget estimates. We obtained and documented any variations between prior year revenue or expenses and current year budgeted revenue or expenses exceeding 10%.

Result: We noted no variances exceeding 10% of total revenue and expenses.

M. **Procedure:** We performed additional procedures on the following revenue and expense categories more than 4% of revenue or expenses.

Result: See procedures below for revenue and expense categories that are 4% or more of revenue or expenses. The following revenue and expense reporting categories were less than 4% of operating revenue or expenditures, and, therefore, as prescribed in the NCAA Agreed-Upon Procedures Guidelines, no procedures were performed for these categories:

Revenues:

i. Ticket sales
ii. Student fees

iii. Direct state or other governmental support
iv. Transfers to institution
v. Indirect institutional support
vi. In-kind
vii. Compensation and benefits provided by a third party
viii. Media rights
ix. Conference distributions and conference distributions of football bowl generated revenue
x. Program sales, concessions, novelty sales and parking
xi. Royalties, licensing, advertisements and sponsorships
xii. Sports camp revenues
xiii. Athletics restricted endowment and investment income
xiv. Football bowl revenues
xv. Other revenues

Expenses:

i. Guarantees
ii. Coaching salaries, benefits, and bonuses paid by a third party
iii. Support staff/administrative compensation, benefits, and bonuses paid by a third party
iv. Severance payments
v. Recruiting
vi. Game expenses
vii. Fund raising, marketing and promotion
viii. Sports camp expenses
ix. Spirit groups
x. Athletic facility debt service, leases and rental fees
xi. Direct overhead and administrative expenses
xii. Indirect institutional support
xiii. Medical expenses and insurance
xiv. Memberships and dues
xv. Student-athlete meals
xvi. Football bowl expenses

Revenues

N. **Procedure:** We agreed each revenue category reported in the Statement during the reporting period to supporting schedules provided by the Institution.

Result: The supporting schedules provided by the Institution agreed to the Statement without exception.

1) **Direct Institutional Support Procedure:** We agreed a sample of one direct institutional support recorded by the Institution during the reporting period with the institutional supporting budget transfers documentation and other corroborative supporting documentation and recalculated totals.

Result: We agreed the direct institutional support recorded for board-approved transfers to the journal entry recorded and the intercollegiate athletics operating budget. We noted no exceptions.

2) **Guarantees Procedure:** We selected a sample of one contractual agreement pertaining to revenue derived from guaranteed contests during the reporting period and agreed the selection to the Institution's general ledger and/or the Statement. We recalculated totals.

Result: We selected a football game and agreed the amount in the OLA General Contract Entry Form to the general ledger. We agreed the general ledger to the Institution's audited financial statements. We noted no exceptions.

3) **Contributions Procedure:** We obtained supporting documentation for each contribution of moneys, goods, or services received directly by an intercollegiate athletics program from any affiliated or outside organization, agency or group of individuals that constitutes 10 percent or more of all contributions received for intercollegiate athletics during the reporting periods. We disclosed the source and dollar value of these contributions in the report.

Result: No contributions greater than 10 percent of all contributions were identified.

4) **NCAA Distributions Procedure:** We agreed the amounts recorded in the revenue and expense reporting to general ledger detail for NCAA distributions and other corroborative supporting documents and recalculated totals.

Result: A listing of NCAA distributions was obtained and agreed to both the general ledger and the Statement. Supporting communications from the Horizon League or NCAA were reviewed, supporting each NCAA distribution. We noted no exceptions.

Expenses

O. **Procedure:** We agreed each expense category reported in the Statement during the reporting period to supporting schedules provided by the Institution.

Result: The supporting schedules provided by the Institution agreed to the Statement without exception.

We performed the following procedures for the indicated expense category:

1) **Athletic Student Aid Procedures:** We selected a sample of 40 students from the listing of institutional student aid recipients during the reporting period (no less than 10% of the total student-athletes for institutions who have used the NCAA's CA software to prepare athletic aid detail, with a maximum sample size of 40, and no less than 20% of total student-athletes for institutions who have not, with a maximum sample size of 60).

   a. We obtained individual student account detail for each selection and agreed total aid in the Institution's student system to student detail in CA or the institution report that ties directly to the NCAA Membership Financial Reporting System.

   b. We performed a check of each student selected to ensure that their information was reported accurately in either the CA software or entered directly into the NCAA Membership Financial Reporting System using the following criteria:

      i. Grants-in-aid is calculated by using the revenue distribution equivalencies by sport and in aggregate. (Athletic grant amount divided by the full grant amount.)

      ii. Other expenses related to attendance (also known as cost of attendance) should not be included in grants-in-aid revenue distribution equivalencies. Only tuition,

fees, room, board, and course-related books are countable for grants-in-aid revenue distribution per Bylaw 20.02.10.

iii. Full grant amount should be entered as a full year of tuition, not a semester or quarter.

iv. Student-athletes are to be counted once, regardless of multiple sport participation, and should not receive a revenue distribution equivalency greater than 1.00.

v. Athletics grants are valid for revenue distribution purposes only in sports in which the NCAA conducts championships competition, emerging sports for women and football bowl subdivision football.

vi. Grants-in-aid are valid for revenue distribution purposes in NCAA sports that do not meet the minimum contests and participants' requirements of Bylaw 20.10.6.3.

vii. Institutions providing grants to student-athletes listed on the CRDE as "Exhausted Eligibility (fifth year)" or "Medical" receive credit in the grants-in-aid component.

viii. The athletics aid equivalency cannot exceed maximum equivalency limits. However, the total revenue distribution equivalency can exceed maximum equivalency limits due to exhausted eligibility and medical equivalencies (reference Bylaw 15.5.3.1).

ix. If a sport is discontinued and the athletic aid is still being awarded/honored by the Institution, the athlete aid is ccountable for revenue distribution purposes.

x. All equivalency calculations should be rounded to two decimal places.

xi. If a selected student received a Pell Grant, ensure that the value of the grant is not included in the calculation of equivalencies or the total dollar amount of student athletic aid expense for the Institution.

xii. If a selected student received a Pell Grant, ensure that the student's grant was included in the total number and total value of Pell Grants reported for revenue distribution purposes in the NCAA Membership Financial Reporting System.

c. We recalculated totals for each sport and overall.

Result: The total amount of the countable aid from the squad list tied to the amount shown on the Statement within an insignificant amount. As the Institution utilizes the CA software, we selected 10%, or 40 students. We noted differences during the recalculation of revenue distribution per student for 1 student and a difference in recalculation of contributable aid for 3 students.

For 2 students tested who received a Pell Grant, the total value of Pell Grant received did not agree to the total value of Pell Grant reported for revenue distribution purposes in the NCAA Membership Financial Reporting System.

For 1 student tested who received a Pell Grant, the total value of Pell Grant received was included in the Athletic Grant Amount on the Squad List.

The student accounts tested are summarized below:

Student Tested	Total Contributable Aid Recalculated	Total Contributable Aid Reported	Difference	Revenue Distribution Recalculation	Revenue Distribution Reported	Difference
1	$ 8,400	8,400	-	0.37	0.37	-
2	18,000	18,000	-	0.80	0.80	-
3	9,000	9,000	-	0.40	0.40	-
4	27,322	27,322	-	1.00	1.00	-
5	27,840	27,840	-	1.00	1.00	-
6	5,000	5,000	-	0.23	0.23	-
7	19,910	19,910	-	0.95	0.95	-
8	13,666	14,566	(900.00)	0.62	0.60	0.02
9	20,848	21,964	(1,115.40)	1.00	1.00	-
10	20,164	20,164	-	0.93	0.93	-
11	15,485	15,135	350.00	0.70	0.70	-
12	10,000	10,000	-	0.47	0.47	-
13	11,500	11,500	-	0.51	0.51	-
14	13,786	13,786	-	0.63	0.63	-
15	16,250	16,250	-	0.75	0.75	-
16	15,000	15,000	-	0.68	0.68	-
17	8,748	8,748	-	0.42	0.42	-
18	11,032	11,032	-	0.51	0.51	-
19	9,211	9,211	-	0.44	0.44	-
20	2,000	2,000	-	0.09	0.09	-
21	21,014	21,014	-	0.93	0.93	-
22	25,052	25,052	-	1.00	1.00	-
23	13,500	13,500	-	0.61	0.61	-
24	11,365	11,365	-	0.51	0.51	-
25	1,500	1,500	-	0.07	0.07	-
26	20,084	20,084	-	0.90	0.90	-
27	3,969	3,969	-	0.18	0.18	-
28	4,804	4,804	-	0.21	0.21	-
29	10,000	10,000	-	0.45	0.45	-
30	6,000	6,000	-	0.27	0.27	-
31	10,000	10,000	-	0.33	0.33	-
32	8,000	8,000	-	0.35	0.35	-
33	15,000	15,000	-	0.67	0.67	-
34	7,000	7,000	-	0.31	0.31	-
35	23,010	23,010	-	0.94	0.94	-
36	6,000	6,000	-	0.26	0.26	-
37	2,000	2,000	-	0.09	0.09	-
38	4,000	4,000	-	0.18	0.18	-
39	22,653	22,653	-	1.00	1.00	-
40	28,430	28,430	-	1.00	1.00	-

2) **Coaching Salaries, Benefits, and Bonuses Paid by the Institution and Related Entities Procedure:** We obtained and inspected a listing of coaches employed by the Institution and related entities during the reporting period. We selected a sample of five coaches' contracts that includes football and men's and women's basketball from the above listing. We agreed the financial terms and conditions of each selection to the related coaching salaries, benefits, and bonuses recorded by the Institution and related entities in the Statement during the reporting period. We obtained and inspected payroll summary registers for each selection. We agreed related payroll summary registers to the related coaching salaries, benefits, and bonuses paid by the Institution and related entities expense recorded by the Institution in the Statement during the reporting period and recalculated totals. We agreed the totals recorded to any employment contracts executed for the sample selected.

   Result: We selected five coaches' contracts that included football, men's basketball, women's basketball, women's lacrosse, and women's golf. We agreed the financial terms and conditions of each to the related coaching salaries, benefits, and bonuses recorded by the Institution on the payroll detail. We agreed payroll detail totals to the Statement and recalculated totals. We noted no exceptions.

3) **Support Staff/Administrative Compensation, Benefits and Bonuses Paid by the Institution and Related Entities Procedure:** We selected a sample of one support staff/administrative personnel employed by the Institution and related entities during the reporting period. We obtained and inspected payroll summary registers for the selection. We agreed related payroll summary registers to the related support staff/administrative salaries, benefits and bonuses paid by the Institution and related entities expense recorded by the Institution in the Statement during the reporting period. We also recalculated totals.

   Result: We selected one support staff/administrative personnel, a graduate assistant. We noted no exceptions.

4) **Team Travel Procedure:** We obtained documentation of the Institution's team travel policies. We agreed to existing institutional- and NCAA-related policies. We obtained general ledger detail and agreed to the total expenses reported. We recalculated totals.

   Result: We noted no exceptions.

5) **Sports Equipment, Uniforms and Supplies Procedure:** We obtained general ledger detail and agreed to the total expenses reported. We selected a sample of one transaction and agreed to supporting documentation. We recalculated totals.

   Result: We selected a transaction paid on December 8, 2023 for football equipment totaling $64,474.20 and agreed it to the purchase order, the invoice, and the check. We noted no exceptions.

6) **Other Operating Expenses Procedure:** We obtained general ledger detail and compared to the total expenses reported. We selected a sample of one transaction to validate existence of transaction and accuracy of recording and recalculated totals.

   Result: We selected a transaction paid on February 16, 2024 for team hotel and meal totaling $12,904.55 and agreed it to the invoice, purchase card detail, and the payment of purchase card statement. We noted no exceptions.

Related to Affiliated and Outside Organizations not Under the Institution's Accounting Control

P. In preparation for our procedures related to the Institution's affiliated and outside organizations we:

1) Obtained from management a list of any affiliated and outside organizations that meet any of the following criteria:

   i. Booster organizations established by or on behalf of an intercollegiate athletics program

   ii. Independent or affiliated foundations or other organizations that have as a principal, or one of their principal purposes, the generating or maintaining of grants-in-aid or scholarships funds, gifts, endowments, or other moneys, goods or services to be used primarily by the intercollegiate athletics program.

   iii. Alumni organizations that have as a principal, or one of their principal purposes, the generating of moneys, goods or services for or on behalf of an intercollegiate athletics program and that contribute moneys, goods or services directly to an intercollegiate athletics program, booster group, or independent or affiliated foundation as previously noted.

2) We obtained and inspected audited financial statements of the organization and any additional reports regarding internal controls and any corrective action taken in response to comments concerning the control environment that were provided to us by management.

Result: We inquired of management as to whether they had identified any affiliated or outside organizations that meet the above criteria. Management provided a listing and indicated that the Penguin Club was the only outside organization that had expenses for or on behalf of the Institution's intercollegiate athletics program. Additionally, we noted the Penguin Club does not have audited financial statements, and the control environment is the same as that of the Institution. As a result, no additional procedures were performed on the Penguin Club's activity.

Q. **Procedure:** For expenses on or on behalf of intercollegiate athletics programs by affiliated and outside organizations not under the Institution's accounting control, we obtained each organization's financial statements for the reporting period. We agreed the amounts reported to the organization's general ledger with the responsible official of the organization. We performed the following supplemental procedures:

1) We disclosed a summary of revenues and expenses for or on behalf of the organization and included it in the report.

2) We selected a sample of one operating revenue category reported in the organization's statement during the reporting period to supporting schedules provided by the organization.

3) We selected a sample of one operating revenue receipt obtained from the above operating revenue schedule to supporting documentation.

4) We agreed each operating expense category reported in the organization's statement during the reporting period to supporting schedules provided by the organization.

5) We selected a sample of one operating expense obtained from the above operating expense supporting schedules to supporting documentation.

6) We directly confirmed cash balances recorded at the end of the reporting period by the organization and agreed to the related year-end bank reconciliations.

7) We obtained and inspected minutes of the organization's governing bodies during the reporting period.

8) We selected a sample of one financial transaction discussed in the minutes and agreed each selection to the organization's accounting records, as applicable.

9) We obtained and inspected documentation of the internal controls in place surrounding revenue and expenses related to the organization.

Result: There were no expenses on behalf of intercollegiate athletics programs by affiliated and outside organizations not under the Institution's accounting control. No additional procedures were performed.

We were engaged by the Institution to perform this agreed-upon procedures engagement and conducted our engagement in accordance with attestation standards established by the American Institute of Certified Public Accountants (AICPA). We were not engaged to, and did not, conduct an examination or review engagement, the objective of which would be the expression of an opinion or conclusion, respectively, on the Institution's Intercollegiate Athletics Program Statement of Revenue and Expenses under National Collegiate Athletic Association Bylaw 20.2.4.17. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

We are required to be independent of the Institution and to meet our other ethical responsibilities in accordance with the relevant ethical requirements related to our agreed-upon procedures engagement.

This report is intended solely for the information and use of Youngstown State University and the National Collegiate Athletic Association and is not intended to be and should not be used by anyone other than those specified parties.

Plante & Moran, PLLC

Columbus, Ohio
December 17, 2024

Youngstown State University

Intercollegiate Athletics Program Statement of Revenue and Expenses

Year Ended June 30, 2024

	Football	Men's Basketball	Women's Basketball	Other Sports	Non-Program Specific	Total
Operating Revenues						
Ticket Sales	$ 354,455	$ 283,823	$ 6,774	-	-	$ 645,052
Guarantees	800,000	265,000	20,000	-	-	1,085,000
Contributions	532,198	5,110	125	142,060	794,207	1,473,700
In-Kind Contributions	-	-	-	-	-	-
Direct State or Other Government Support	-	-	-	-	-	-
Direct Institutional Support	-	-	-	-	16,750,770	16,750,770
Less- Transfers to Institution	-	-	-	-	(16,040)	(16,040)
Indirect Institutional Support	-	-	-	-	91,591	91,591
NCAA Distributions	-	-	-	-	1,729,789	1,729,789
Conference Distributions	-	-	-	33,920	5,000	38,920
Broadcast Television, Radio & Internet Rights	-	-	-	-	-	-
Program, Parking & Concessions Sales	273,715	937	75	-	-	274,727
Royalties, Licensing, Advertisements & Sponsorships	354,730	182,405	-	-	169,422	706,557
Endowment and Investment Income	-	-	-	-	3,412	3,412
Other	10,400	-	-	7,244	214,271	231,915
Total Operating Revenues	2,325,498	737,275	26,974	183,224	19,742,422	23,015,393
Operating Expenses						
Athletic Student Aid	1,702,438	401,863	378,125	2,957,575	343,368	5,783,369
Guarantees	280,000	31,662	9,500	-	40,738	361,900
Coaching Salaries, Benefits and Bonuses Paid by the Institution	1,619,033	920,097	561,428	1,873,892	-	4,974,450
Support Staff/Administrative Compensation, Benefits and Bonuses Paid by the Institution	-	-	-	-	3,720,753	3,720,753
Recruiting	105,951	78,374	64,653	83,068	-	332,046
Team Travel	539,311	394,439	214,773	1,267,211	-	2,415,734
Sports Equipment, Uniforms and Supplies	370,148	70,867	48,994	424,918	176,317	1,091,244
Game Expenses	184,821	110,578	86,406	138,560	34,292	554,657
Fund Raising, Marketing and Promotion	-	-	-	-	201,806	201,806
Athletic Facilities Debt Service, Leases and Rental Fees	-	-	-	60,165	98,917	159,082
Direct Overhead and Administrative Expenses	-	-	-	-	279,563	279,563
Spirit Groups	-	-	-	-	76,929	76,929
Medical Expenses and Insurance	-	-	-	-	328,016	328,016
Memberships and Dues	-	-	-	9,394	26,335	35,729
Student-Athlete Meals (non-travel)	137,460	-	-	39,783	-	177,243
Other Operating Expenses	133,162	65,249	37,393	133,489	1,827,833	2,197,126
Total Operating Expenses	5,072,324	2,073,129	1,401,272	6,988,055	7,154,867	22,689,647
Excess of Revenues (Under) Over Expenses	**$ (2,746,826)**	**$ (1,335,854)**	**$ (1,374,298)**	**$ (6,804,831)**	**$ 12,587,555**	**$ 325,746**

See notes to Intercollegiate Athleteics Program Statement of Revenue and Expenses.

Notes to Intercollegiate Athletics Program Statement of Revenue and Expenses

Year Ended June 30, 2024

Note 1 - Contributions

The Institution received no individual contributions of moneys, goods, or services received directly by the Institution's intercollegiate athletics program from any affiliated or outside organization, agency, or individuals (e.g., contributions by corporate sponsors) that constitute 10 percent or more of all contributions received for intercollegiate athletics during the year ended June 30, 2024.

Note 2 - Intercollegiate Athletics-Related Assets

Property and equipment are recorded at cost or, if donated, the fair value at the time of donation. Expense for maintenance and repairs is charged to current expense as incurred. Depreciation is computed using the straight-line method. No depreciation is recorded on land. Expenses for major renewals and betterments that extend the useful lives of the assets are capitalized. Estimated service lives range from 5-40 years depending on class.

The current year capitalized additions and deletions to facilities during the year ended June 30, 2024 are as follows:

	Current Year Additions	Current Year Deletions
Construction in Progress	$ 111,212	$ -
Equipment	201,319	-
Vehicles	15,975	-
Buildings	-	-
Building Improvements	331,661	-
Improvements - Other	-	-
Total Athletics Facilities	$ 660,167	$ -
Other Institutional Facilities	$ 17,045,458	$ 13,030,198

The total estimated book values of property, plant, and equipment, net of depreciation, of the Institution as of June 30, 2024 are as follows:

	Estimated Book Value
Athletically Related Property, Plant, and Equipment Balance	$ 20,760,626
Institution's Total Property, Plant, and Equipment Balance	$ 228,947,726

Note 3 - Intercollegiate Athletics-Related Debt

The annual debt service and debt outstanding for the Institution as of June 30, 2024 are as follows:

	Annual Debt Service	Debt Outstanding
Athletically Related Facilities	$ 98,816	$ 2,320,121
Institution's Total	$ 5,529,815	$ 60,594,664

The repayment schedule for all outstanding intercollegiate athletics debt maintained by the Institution for the years ending June 30 is as follows:

	Total Intercollegiate Athletics Debt
2025	$ 161,396
2026	204,546
2027	212,429
2028	220,727
2029	229,855
2030-2034	1,291,168
	$ 2,320,121

Note 4 - Restricted and Endowment and Plant Funds

During the year, the Institution had no significant changes in loan, endowment, or plant funds related to intercollegiate athletics.

In addition, at June 30, 2024, the Institution had $80,706 of endowments and $0 in pledges receivable dedicated to the sole support of athletics not reported in the Statement. The athletics department's fund balance is $1,747,998 at June 30, 2024.

YOUNGSTOWN STATE UNIVERSITY



WYSU-FM
YOUNGSTOWN STATE UNIVERSITY RADIO
MAHONING COUNTY
FINANCIAL STATEMENT AUDIT

For the Years Ended

June 30, 2024 and 2023

Contents

Financial Report

Independent Auditor's Report 1

Management's Discussion and Analysis 4

Statements of Net Position 14

Statements of Revenues, Expenses, and Changes in Net Position 15

Statements of Cash Flows 16

Notes to Financial Statements 17

Required Supplementary Information

Schedule of the Station's Proportionate Share of the Net Pension Liability 39

Schedule of the Station's Pension Contributions 40

Schedule of the Station's Proportionate Share of the Net OPEB Liability 41

Schedule of the Station's OPEB Contributions 42

Independent Auditor's Report on Internal Control Over Financial Reporting And on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards 43

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Independent Auditor's Report

To the Board of Trustees
WYSU-FM Youngstown State University Radio

Report on the Audits of the Financial Statements

Opinion

We have audited the financial statements of the business-type activities of WYSU-FM Youngstown State University Radio (the "Station"), a department of Youngstown State University, as of and for the years ended June 30, 2024 and 2023 and the related notes to the financial statements, which collectively comprise WYSU-FM Youngstown State University Radio's basic financial statements, as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities of WYSU-FM Youngstown State University Radio as of June 30, 2024 and 2023 and the changes in its financial position and its cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audits of the Financial Statements* section of our report. We are required to be independent of the Station and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

As described in Note 1 to the financial statements, the financial statements of the Station are intended to present the net position, changes in net position, and cash flows of only that portion of Youngstown State University's business-type activities that is attributable to the transactions of the Station. They do not purport to, and do not, present fairly the net position of Youngstown State University as of June 30, 2024 and 2023 or the changes in net position or the changes in cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Station's ability to continue as a going concern for 12 months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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Auditor's Responsibilities for the Audits of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that audits conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing audits in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audits.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audits in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Station's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Station's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audits, significant audit findings, and certain internal control-related matters that we identified during the audits.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and other required supplementary information, as identified in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audits of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

To the Board of Trustees
WYSU-FM Youngstown State University Radio

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 26, 2024 on our consideration of WYSU-FM Youngstown State University Radio's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of WYSU-FM Youngstown State University Radio's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering WYSU-FM Youngstown State University Radio's internal control over financial reporting and compliance.

Plante & Moran, PLLC

November 26, 2024

The Management's Discussion and Analysis section of the WYSU-FM Youngstown State University Radio (WYSU-FM or the Station) Financial Report presents an unaudited discussion and analysis of the financial performance of the Station, a non-commercial public radio station operated by Youngstown State University (the University or YSU), during the fiscal year ended June 30, 2024 with comparative information for the fiscal years ended June 30, 2023 and June 30, 2022. This discussion has been prepared by management and should be read in conjunction with the financial statements and the accompanying notes that follow.

Introduction

The University operates WYSU-FM, a 50,000-watt radio station that serves the Mahoning and Shenango Valley regions with fine arts, news, and information programming from its studios in Melnick Hall. WYSU-FM functions as a department of the Division of University Relations at the University. The Station broadcasts a mix of news and classical music programs on its main analog channel, HD1 (digital) channel, and an internet stream. WYSU-FM also broadcasts classical music on its HD2 channel and second internet stream. The Station broadcasts at 88.5 MHz in Youngstown, Ohio, 90.1 MHz in Ashtabula, Ohio, and 89.7 MHz in New Wilmington, Pennsylvania.

WYSU-FM is a non-commercial, listener-supported, community-based public radio station committed to being the region's leading source for quality programming. It provides trusted in-depth news, engaging conversation, and music that stimulates the mind and spirit. As one of YSU's most visible daily representatives to the community, WYSU-FM also strives to be a valuable ambassador to the community, providing a forum to promote the artistic and intellectual activities of the University.

Since 1969, public radio WYSU 88.5 FM has been northeast Ohio's and western Pennsylvania's source for the best in news and information programming, music, and entertainment. WYSU-FM is a charter National Public Radio (NPR) affiliate station. Every week thousands of listeners tune to the Station for its eclectic and innovative non-commercial program schedule including engaging news and information, great entertainment, and superb classical, jazz, and folk music – together providing a provocative, culturally rich, and intellectually stimulating journey for WYSU-FM listeners.

Using the Financial Statements

The Station's financial report includes three basic financial statements: the Statement of Net Position, the Statement of Revenues, Expenses and Changes in Net Position, and the Statement of Cash Flows. These financial statements are prepared in accordance with the financial reporting format required by the Governmental Accounting Standards Board's (GASB) Statements No. 34, *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments* and No. 35, *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*, as amended. These statements establish standards for external financial reporting for public colleges and universities and require that financial

statements be presented on a basis to focus on the financial condition of the Station, the results of operations, and cash flows of the Station as a whole.

During fiscal year 2018, the Station adopted GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions (OPEB)* and during fiscal year 2015, the Station adopted GASB Statement No. 68, *Accounting and Financial Reporting for Pensions - an amendment of GASB Statement No. 27*. These statements significantly revised accounting for pension/OPEB costs and assets/liabilities.

Prior to GASBs 68 and 75, the accounting for pension/OPEB costs, was focused on a funding approach, which limited pension/OPEB costs to contributions annually required by law, which may or may not be sufficient to fully fund each pension plan's net pension/OPEB asset/liability.

Under standards required by these statements, the net pension/OPEB asset/liability equals the Station's proportionate share of each pension/OPEB plan's collective present value of estimated future pension/OPEB benefits attributable to employees' past service minus plan assets available to pay these benefits. Pension/OPEB obligations, whether funded or unfunded, are part of the "employment exchange" – that is, the employee is trading his or her labor in exchange for wages, benefits, and the promise of a future pension and OPEB. The unfunded portions of these pension/OPEB promises are a present obligation, part of a bargained-for benefit to the employee, and are reported by the Station as liabilities since the benefit of the exchange was received.

The nature of Ohio's statewide pension systems and state law governing those systems requires additional explanation in order to properly understand the information presented in these statements. The Station is not responsible for certain key factors affecting the balance of these liabilities. In Ohio, the employee shares the obligation of funding pension benefits with the employer. Both employer and employee contribution rates are capped by the State statute. A change in these caps requires action by both Houses of the General Assembly and approval of the Governor. Benefit provisions are also determined by State statute. The employee enters the employment exchange with the knowledge that the employer's promise is limited not by contract but by law. The employer enters the exchange also knowing that there is a specific, legal limit to its contribution to the pension system. In Ohio, there is no legal means to enforce the unfunded liability of the pension system against the public employer. State law operates to mitigate the obligation of the public employer to the employee because all parties enter the employment exchange with notice as to the law. The pension system is responsible for the administration of the plan.

Most long-term liabilities have set repayment schedules or, in the case of compensated absences (i.e. sick and vacation leave), are satisfied through paid time-off or termination payments. There is no repayment schedule for the net pension/OPEB assets/liabilities. Changes in pension/OPEB benefits, contribution rates, and return on investments affect the balances of the net pension/OPEB assets/liabilities, but are outside the control of the public employer. In the event that contributions, investment returns, and other changes are insufficient to keep up with required payments, State statute does not assign/identify the responsible party for the unfunded portion. Due to the unique nature of how the net pension/OPEB assets/liabilities are satisfied, these assets and liabilities are

separately identified within the noncurrent asset and long-term liability sections of the Statement of Net Position.

In accordance with GASBs 68 and 75, the Station's statements, prepared on an accrual basis of accounting, include an annual pension/OPEB expense for the proportionate share of each pension plan's change in net pension/OPEB asset/liability.

Overall key presentation elements of the financial statements include:

- Assets and liabilities are categorized as either current or noncurrent. Current assets and liabilities will be consumed or fulfilled within one year.

- Revenues and expenses are categorized as either operating or non-operating. Significant recurring sources of the Station's revenues, including the general appropriation from the University and membership revenue are considered non-operating, as defined by GASB Statement No. 35.

- Capital assets are reported net of accumulated depreciation.

The Statement of Net Position

The Statement of Net Position presents the financial position of the Station at the end of the fiscal year and includes all assets (current and noncurrent), deferred outflows of resources, liabilities (current and noncurrent), deferred inflows of resources, and net position of the Station. Current assets are classified as such if they are available to satisfy current liabilities, which are generally defined as being due within one year of the date of the Statement of Net Position. Net position is one indicator of the financial condition of the Station, while the change in net position is an indicator of whether the overall financial condition has improved or worsened during the year.

A summarized comparison of the Station's assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position at June 30, 2024, 2023, and 2022 follows:

	June 30, 2024	June 30, 2023	June 30, 2022
Assets			
Current assets	$ 1,758,503	$ 1,817,531	$ 1,932,895
Noncurrent assets			
Capital assets, net	67,570	85,518	103,465
Other assets	310,251	254,478	309,052
Total Noncurrent assets	377,821	339,996	412,517
Total Assets	2,136,324	2,157,527	2,345,412
Deferred Outflows of Resources	174,938	297,600	67,296
Liabilities			
Current liabilities	53,334	46,517	39,925
Noncurrent liabilities	602,549	715,483	223,708
Total Liabilities	655,883	762,000	263,633
Deferred Inflows of Resources	23,689	5,674	325,410
Net Position			
Net investment in capital assets	67,570	85,518	103,465
Restricted	345,975	286,451	274,847
Unrestricted	1,218,145	1,315,484	1,445,353
Total Net Position	$ 1,631,690	$ 1,687,453	$ 1,823,665

Total assets, consisting primarily of cash and cash equivalents, accounts receivable, pledges receivable, investments, and capital assets, decreased $21,203 or 1% from fiscal year 2023 to fiscal year 2024. Current assets decreased $59,028 or 3% between fiscal year 2023 and fiscal year 2024 primarily due to a decrease in cash and cash equivalents. Noncurrent assets increased $37,825 or 11% from fiscal year 2023 to fiscal year 2024. The increase is attributed to an increase in endowment investments of $36,208 due to favorable market conditions and recording a net OPEB asset of $19,565 offset by a decrease in net capital assets of $17,948 which represents the recording of fiscal year 2024 depreciation.

Total assets, consisting primarily of cash and cash equivalents, accounts receivable, pledges receivable, investments, and capital assets, decreased $187,885 or 8% from fiscal year 2022 to fiscal year 2023. Current assets decreased $115,364 or 6% between fiscal year 2022 and fiscal year 2023 primarily due to a decrease in cash and cash equivalents. Noncurrent assets decreased $72,521 or 18% from fiscal year 2022 to fiscal year 2023. The decrease was attributed to a decrease in the net OPEB asset of $68,809 and a decrease in net capital assets of $17,947 which represents the recording of fiscal year 2023 depreciation offset by an increase in endowment investments of $14,235 due to favorable market conditions.

See Note 2 for additional information on cash and cash equivalents, Note 3 for investments, and Note 4 for capital assets.

Deferred outflows of resources represent the consumption of resources that are applicable to a future reporting period, but do not require further exchange of goods or services; whereas deferred inflows of resources represent the acquisition of resources that are applicable to a future reporting period. The following table summarizes balances at:

Deferred Outflows of Resources	June 30, 2024	June 30, 2023	June 30, 2022
Related to pension	$ 158,152	$ 255,639	$ 65,605
Related to OPEB	16,786	41,961	1,691
Total Deferred Outflows of Resources	$ 174,938	$ 297,600	$ 67,296

Deferred Inflows of Resources	June 30, 2024	June 30, 2023	June 30, 2022
Related to pension	$ 10,708	$ 1,067	$ 248,059
Related to OPEB	12,981	4,607	77,351
Total Deferred Inflows of Resources	$ 23,689	$ 5,674	$ 325,410

Included in deferred outflows of resources and deferred inflows of resources are items relating to pensions and OPEB. Certain elements impacting the change in the net pension/OPEB assets/liabilities have a longer-term perspective than the current year, therefore, to reduce volatility these elements are amortized over a closed period of specified duration. These include differences between expected and actual experience, changes of assumptions, net differences between projected and actual earnings of investments, changes in proportion and difference between Station contributions and proportionate share of contributions, and Station contributions subsequent to the measurement date. These elements can be reflected as either a deferred outflow of resources or a deferred inflow of resources.

Deferred outflows of resources decreased $122,662 or 41% from fiscal year 2023 to fiscal year 2024. Deferred outflows of resources related to pension decreased $97,487 or 38% primarily due to a $74,615 decrease in the net difference between projected and actual earnings on pension plan investments, a $12,748 decrease in differences between expected and actual experience and a $7,156 decrease in changes in assumptions related to the Ohio Public Employees Retirement System (OPERS) plan. Deferred outflows of resources related to OPEB decreased $25,175 or 60% primarily due to a $15,985 decrease in the net difference between projected and actual earnings on OPEB investments and a $8,603 decrease in changes in assumptions related to the OPERS plan.

Deferred inflows of resources increased $18,015 or 318% from fiscal year 2023 to fiscal year 2024. Deferred inflows of resources related to pension increased $9,641 or 904% primarily due to a $9,715 increase in the changes in proportion and differences between Station contributions and proportionate share of contributions related to the OPERS plan. Deferred inflows of resources related to OPEB increased $8,374 or 182% primarily due to a $7,288 increase in changes in assumptions on OPEB investments related to the OPERS plan.

Deferred outflows of resources increased $230,304 or 342% from fiscal year 2022 to fiscal year 2023. Deferred outflows of resources related to pension increased $190,034 or 290% primarily due a $192,483 increase in the net difference between projected and actual earnings on pension

plan investments related to OPERS plan. Deferred outflows of resources related to OPEB increased $40,270 or 2,381% primarily due to a $13,639 increase in the changes in assumptions and a $27,735 increase in the net difference between projected and actual earnings on OPEB investments related to the OPERS plan.

Deferred inflows of resources decreased $319,736 or 98% from fiscal year 2022 to fiscal year 2023. Deferred inflows of resources related to pension decreased $246,992 or 100% primarily due to a $233,350 decrease in the net difference between projected and actual earnings on pension plan investments related to the OPERS plan. Deferred inflows of resources related to OPEB decreased $72,744 or 94% primarily due to a $26,732 decrease in changes in assumptions and a $32,804 decrease in the net difference between projected and actual earnings on OPEB investments related to the OPERS plan.

See Note 6 for additional information on employee benefit plans.

Total liabilities consisting of accounts payable, payroll liabilities, unearned revenue, compensated absences, net pension liability, and net OPEB liability decreased $106,117 or 14% from fiscal year 2023 to fiscal year 2024. This was primarily due to a decrease in the net pension liability of $91,885 or 14% and a decrease in the net OPEB liability of $13,964.

Total liabilities consisting of accounts payable, payroll liabilities, unearned revenue, compensated absences, net pension liability, and net OPEB liability increased $498,367 or 189% from fiscal year 2022 to fiscal year 2023. This was due to an increase in the net pension liability of $478,319 or 260%, an increase in accounts payable of $10,224 or 274% and recording a net OPEB liability of $13,964.

See Note 5 for additional information on compensated absences and Note 6 for information on employee benefit plans.

Net position represents the residual interest in the Station's assets after deferred outflows of resources are added, and liabilities and deferred inflows of resources are deducted. The following is a recap of total net position segregating the unrestricted net position relating to the impact of the GASBs 68 and 75.

	June 30, 2024	June 30, 2023	June 30, 2022
Net investment in capital assets	$ 67,570	$ 85,518	$ 103,465
Restricted - nonexpendable	108,153	108,153	108,153
Restricted - expendable	218,257	178,298	166,694
Unrestricted	1,636,988	1,699,499	1,818,316
Total net position without GASBs 68 and 75	2,030,968	2,071,468	2,196,628
GASB 68	(422,648)	(407,405)	(366,112)
GASB 75	23,370	23,390	(6,851)
Total Net Position	$ 1,631,690	$ 1,687,453	$ 1,823,665

Overall, the Station's total net position decreased $55,763 or 3% from $1,687,453 at June 30, 2023 to $1,631,690 at June 30, 2024. This was primarily due to a decrease of $97,339in unrestricted net position offset by an increase of $59,524 in restricted expendable net position. Excluding net position attributed to GASBs 68 and 75, net position decreased $40,500 or 2% from $2,071,468 at June 30, 2023 to $2,030,968 at June 30, 2024. The net investment in capital assets consists of equipment net of accumulated depreciation. The $17,948 or 21% decrease from fiscal year 2023 to fiscal year 2024 was due to current year depreciation expense. Restricted nonexpendable net position consists primarily of endowment funds held by the University in the name of the Station. Changes in this category are driven by additions or deductions to the endowment corpus. During fiscal year 2024, there were no changes. Restricted expendable net position is subject to externally imposed restrictions governing their use. Changes in this category are due to the timing of revenues and expenses in funds provided by donors and grantors. Restricted expendable net position increased $39,959 or 22% primarily due to the allocation of unrealized investment gains in the Station's endowment fund. Unrestricted net position is not subject to externally imposed restrictions and is designated for future operations. Unrestricted net position decreased $62,511 or 4% from fiscal year 2023 to fiscal year 2024 primarily due to excess membership and underwriting expenses over revenue.

Overall, the Station's total net position decreased $136,212 or 8% from $1,823,665 at June 30, 2022 to $1,687,453 at June 30, 2023. This was primarily due to a decrease of $129,869 in unrestricted net position. Excluding net position attributed to GASBs 68 and 75, net position decreased $125,160 or 6% from $2,196,628 at June 30, 2022 to $2,071,468 at June 30, 2023. The $17,947 or 17% decrease in net investment in capital assets from fiscal year 2022 to fiscal year 2023 was due to current year depreciation expense. Restricted nonexpendable net position remained unchanged from fiscal year 2022 to fiscal year 2023. Restricted expendable net position increased $11,604 or 7% primarily due to the allocation of unrealized investment gains in the Station's endowment fund. Unrestricted net position decreased $118,817 or 7% from fiscal year 2022 to fiscal year 2023 primarily due to decreases in revenue from membership receipts, general appropriations from the University and in-kind support from the Broadcast Educational Media Commission (BEMC) coupled with increases in management, broadcasting and fundraising expenses.

The Statements of Revenues, Expenses, and Changes in Net Position

These statements present the operating results and the non-operating revenues and expenses of the Station. Operating revenues are generated by an annual Community Service Grant (a portion of which is restricted) from the Corporation for Public Broadcasting (CPB) and an annual grant from the BEMC, which is administered by the eTech Ohio Commission. In addition, in-kind support is received from BEMC and includes support for transmission of Radio Reading Service Programming. Operating revenues also include contributions from area businesses (program underwriting). Operating expenses are incurred to vendors and employees for providing goods or services for the overall operations of the Station. Net non-operating revenues include the general appropriation from the University, donated facilities and administrative support from the University, membership revenue, net revenue from fund raising, private gifts, and net investment income.

A summary of the Station's revenues, expenses, and changes in net position follows:

	June 30, 2024	June 30, 2023	June 30, 2022
Total Operating Revenues	$ 399,134	$ 378,196	$ 411,184
Total Operating Expenses	1,391,968	1,404,713	1,069,547
Operating Loss	(992,834)	(1,026,517)	(658,363)
Net Non-operating Revenues	937,071	890,305	838,949
Change in Net Position	(55,763)	(136,212)	180,586
Net Position at Beginning of the Year	1,687,453	1,823,665	1,643,079
Net Position at End of the Year	$ 1,631,690	$ 1,687,453	$ 1,823,665

The Station's total operating revenues increased $20,938 or 6% from fiscal year 2023 to fiscal year 2024. The increase is primarily the result of an increase of $15,090 in revenue from in-kind contributions and an increase of $12,958 in the community service grant revenue received from CPB.

The Station's total operating revenues decreased $32,988 or 8% from fiscal year 2022 to fiscal year 2023. The decrease was primarily the result of a decrease of $31,422 in revenue from in-kind contributions.

The following is a recap of total operating expenses with the impact of the GASBs 68 and 75 pension expense accruals segregated.

	June 30, 2024	June 30, 2023	June 30, 2022
Program Services	$ 784,345	$ 801,922	$ 776,940
Support Services	592,360	591,739	526,655
Operating Expenses without GASBs 68 and 75 accruals	1,376,705	1,393,661	1,303,595
GASB 68 pension expense accruals	15,243	41,293	(151,008)
GASB 75 OPEB expense accrual	20	(30,241)	(83,040)
Total Operating Expenses	$ 1,391,968	$ 1,404,713	$ 1,069,547

Excluding the impact of GASBs 68 and 75, total operating expenses decreased $16,956 or 1% from fiscal year 2023 to fiscal year 2024. Program services decreased $17,577 or 2% due to a decrease in broadcasting expenses which is attributed one-time software upgrades to the broadcast automation system incurred in fiscal year 2023 that were not incurred in fiscal year 2024. Support services remained relatively flat from fiscal year 2023 to fiscal year 2024.

Pension expense attributed to GASB 68 decreased $26,050 from $41,293 in fiscal year 2023 to $15,243 in fiscal year 2024; whereas OPEB expense attributed to GASB 75 increased $30,261 from ($30,241) in fiscal year 2023 to $20 in fiscal year 2024. These expenses are the result of changes in the deferred outflows/inflows and liabilities/assets related to pension/OPEB. The Station has no control over the factors affecting these changes.

Excluding the impact of GASBs 68 and 75, total operating expenses increased $90,066 or 7% from fiscal year 2022 to fiscal year 2023. Program services increased $24,982 or 3% due to an increase in broadcasting expense attributed to software upgrades to the broadcast automation system. Support services increased $65,084 or 12% due to an increase in management and general expenses related to the increase in institutional support from the University as well as an increase in fundraising expenses attributed to the billboard campaign.

Pension expense attributed to GASB 68 increased $192,301 from ($151,008) in fiscal year 2022 to $41,293 in fiscal year 2023; whereas OPEB expense attributed to GASB 75 increased $52,799 from ($83,040) in fiscal year 2022 to ($30,241) in fiscal year 2023. These expenses are the result of changes in the deferred outflows/inflows and liabilities/assets related to pension/OPEB. The Station has no control over the factors affecting these changes.

See Note 6 for additional information on pension plans and other post-employment benefits (OPEB).

Total net non-operating revenues increased $46,766 or 5% from fiscal year 2023 to fiscal year 2024. The general appropriation from the University increased $16,235 or 4% between fiscal year 2023 and fiscal year 2024, primarily due an increase in payroll expenses supported by the general fund in fiscal year 2024 as compared to fiscal year 2023 due to a redistribution of payroll expenses in fiscal year 2023 to the WYSU-FM Cares Act fund. Investment income, net of investment expense increased $22,780 or 88% which is attributed to the recognition of realized and unrealized gains in the Station's endowment fund due to favorable market conditions.

Total net non-operating revenues increased $51,356 or 6% from fiscal year 2022 to fiscal year 2023. The general appropriation from the University decreased $22,917 or 6% between fiscal year 2022 and fiscal year 2023, primarily due to current year payroll expenses being redistributed to the WYSU-FM Cares Act fund. Donated facilities and administrative support from the University increased $46,159 or 23% due to an increase in institutional support from the University, the result of an increase in pension and OPEB expenses attributed to GASBs 68 and 75 in fiscal year 2023. Membership income decreased $30,746 or 11% due to a decline in the number of donors and a decline in the average donation per donor in fiscal year 2023 compared to fiscal year 2022. Investment income, net of investment expense increased $58,735 or 179% which is attributed to the recognition of realized and unrealized gains in the Station's endowment fund due to favorable market conditions.

Economic Factors for the Future

As one of Youngstown State University's most visible campus and community entities, WYSU-FM reaches over 25,000 weekly listeners in eight counties in Ohio and three in Pennsylvania, as well as many other listeners throughout the country and around the world through its streaming services and smartphone applications. WYSU remains dedicated to its goals of providing high quality and reliable service, expanding its audience, developing and securing external funding sources and representing the YSU community positively. With the continued support of the University's Board of Trustees, administration, and dedicated staff, as well as the generous loyalty of the Station's listener-members, the support of businesses, non-profit organizations, and foundations, management believes the Station is well positioned to continue its favorable financial position and level of excellence into the future.

Throughout the recent fiscal years, the post-pandemic economic environment has created several operational challenges for the Station including understaffing issues and a slow return to pre-pandemic outreach initiatives. In the current fiscal year, the Station has taken actions to address these ongoing issues to better position itself for a brighter future. This past December, the Station was able to add a newly created assistant director position, which provided needed local program hosting hours and has helped in outreach, broadcast operations, and government relations. The Station has also welcomed several new employees over the past three fiscal years as the result of employee turnover following the pandemic. The additions in staff have bolstered the positive energy and curated innovative ideas at the Station. In addition to staffing issues, the pandemic caused a cessation of membership events, but this fiscal year the staff gave special attention to returning to listener appreciation events and enhancing community involvement. The Station also engaged in reaching younger audiences through presentations at the University's English Festival and providing tours to students on various occasions. In the coming year, the Station plans to continue outreach initiatives by offering more listener appreciation events and expanding its presence at student-related events on campus.

The Station recognizes the need to continuously enhance, upgrade and develop new technologies to provide continuous and reliable service to its audience. In the interest of modernization and enhancing efficiency, the Station is planning a major upgrade to the broadcasting traffic software as well as transitioning to a new membership software which will be compatible with its broadcast automation system. In addition, plans are underway to make greater use of the programming automation options in the Music Master library software. Completion of these endeavors will allow the Station to continue to help listeners in their life-long learning pursuits, satisfy their intellectual curiosity, make more informed decisions, lead more fulfilling lives, become better and more involved citizens, and help make northeast Ohio and western Pennsylvania a better place to live.

WYSU-FM Youngstown State University Radio

Statements of Net Position at June 30, 2024 and 2023

	June 30, 2024	June 30, 2023
ASSETS		
Current Assets		
Cash and cash equivalents	$ 1,735,564	$ 1,803,030
Interest receivable	816	628
Accounts receivable (net of allowance of $0 in 2024 and $200 in 2023)	12,005	5,553
Pledges receivable (net of allowance of $705 in 2024 and $1,591 in 2023)	10,118	8,320
Total Current Assets	1,758,503	1,817,531
Noncurrent Assets		
Endowment investments	290,686	254,478
Net OPEB asset	19,565	-
Capital assets, net	67,570	85,518
Total Noncurrent Assets	377,821	339,996
Total Assets	2,136,324	2,157,527
DEFERRED OUTFLOWS OF RESOURCES		
Deferred outflows related to pension	158,152	255,639
Deferred outflows related to OPEB	16,786	41,961
Total Deferred Outflows of Resources	174,938	297,600
LIABILITIES		
Current Liabilities		
Accounts payable	5,451	13,950
Payroll liabilities	15,912	15,143
Unearned revenue	24,708	9,171
Compensated absences	7,263	8,253
Total Current Liabilities	53,334	46,517
Noncurrent Liabilities		
Compensated absences	32,457	39,542
Net pension liability	570,092	661,977
Net OPEB liability	-	13,964
Total Noncurrent Liabilities	602,549	715,483
Total Liabilities	655,883	762,000
DEFERRED INFLOWS OF RESOURCES		
Deferred inflows related to pension	10,708	1,067
Deferred inflows related to OPEB	12,981	4,607
Total Deferred Inflows of Resources	23,689	5,674
NET POSITION		
Net investment in capital assets	67,570	85,518
Restricted, nonexpendable	108,153	108,153
Restricted, expendable - grant and endowment	218,257	178,298
Restricted, expendable - Net OPEB Asset	19,565	-
Unrestricted	1,218,145	1,315,484
Total Net Position	$ 1,631,690	$ 1,687,453

See accompanying notes to financial statements.

WYSU-FM Youngstown State University Radio

Statements of Revenues, Expenses and Changes in Net Position for the Years Ended June 30, 2024 and 2023

	June 30, 2024	June 30, 2023
REVENUES		
Operating Revenues		
Corporation for Public Broadcasting grant	$ 130,063	$ 117,105
In-kind contributions	157,732	142,642
Broadcast Education Media Commission grant	33,567	33,570
Underwriting revenue	77,772	84,879
Total Operating Revenues	399,134	378,196
EXPENSES		
Operating Expenses		
Program Services		
Programming and production	499,309	484,842
Broadcasting	203,053	223,247
Program information	73,694	78,855
Traffic and continuity	15,814	20,140
Support Services		
Management and general	355,476	346,932
Fund raising and membership development	71,739	79,506
Underwriting	28,810	33,322
Clerical	126,125	119,922
Depreciation	17,948	17,947
Total Operating Expenses	1,391,968	1,404,713
Operating Loss	(992,834)	(1,026,517)
NONOPERATING REVENUES		
General appropriation from the University	394,457	378,222
Donated facilities and administrative support from the University	251,916	244,292
Membership revenue	241,054	240,977
Private gifts	925	875
Investment income, net of investment expense	48,719	25,939
Net Nonoperating Revenues	937,071	890,305
Change in Net Position	(55,763)	(136,212)
NET POSITION		
Net Position at Beginning of the Year	1,687,453	1,823,665
Net Position at End of the Year	$ 1,631,690	$ 1,687,453

See accompanying notes to financial statements.

WYSU-FM Youngstown State University Radio

Statements of Cash Flows
for the Years Ended June 30, 2024 and 2023

	June 30, 2024	June 30, 2023
Cash Flows from Operating Activities		
Corporation for Public Broadcasting grant	$ 130,063	$ 117,105
Broadcast Educational Media Commission grant	33,567	33,570
Underwriting support	90,487	85,421
Payments to suppliers	(390,986)	(462,594)
Payments to employees	(416,553)	(379,680)
Payments for benefits	(157,375)	(141,951)
Total Cash Flows Used in Operating Activities	(710,797)	(748,129)
Cash Flows from Noncapital Financing Activities		
General appropriation from the University	394,457	378,222
Membership receipts	235,626	242,534
Private gifts	925	875
Total Cash Flows Provided by Noncapital Financing Activities	631,008	621,631
Cash Flows from Investing Activities		
Interest on investments	10,802	14,809
Sale (purchase) of investments	1,521	(3,441)
Total Cash Flows Provided by Investing Activities	12,323	11,368
Change in Cash and Cash Equivalents	(67,466)	(115,130)
Cash and Cash Equivalents, Beginning of Year	1,803,030	1,918,160
Cash and Cash Equivalents, End of Year	$ 1,735,564	$ 1,803,030
Reconciliation of Operating Loss to Net Cash Used in Operating Activities		
Operating loss	$ (992,834)	$ (1,026,517)
Adjustments to reconcile operating loss to net cash used in operating activities:		
Depreciation	17,948	17,947
Donated facilities and administrative support from the University	251,916	244,292
Changes in assets and liabilities:		
Accounts receivable, net`	(2,822)	(987)
Net OPEB asset	(19,565)	68,809
Accounts payable, payroll liabilities, compensated absences, and unearned revenue	(268)	6,084
Net pension/OPEB liability	(105,849)	492,283
Deferred outflows-pension and OPEB	122,662	(230,304)
Deferred inflows-pension and OPEB	18,015	(319,736)
Net Cash Flows Used in Operating Activities	$ (710,797)	$ (748,129)

See accompanying notes to financial statements.

Note 1 – Organization and Summary of Significant Accounting Policies

Organization and Basis of Presentation

WYSU-FM Youngstown State University Radio (WYSU-FM or the Station) is operated as a department of the Division of University Relations at Youngstown State University (the University or YSU) and is subject to the policies established by the University's Board of Trustees. The Station reports annually to the Corporation for Public Broadcasting (CPB).

The financial statements of the Station are intended to present the financial position, the changes in financial position and cash flows, of only that portion of the activities of Youngstown State University that is attributable to the transactions of the Station. They do not purport to, and do not present fairly the financial position of Youngstown State University as of June 30, 2024 and 2023, and the changes in its financial position and its cash flows, for the years then ended in accordance with accounting principles generally accepted in the United States of America.

The financial statements of the Station have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by the Government Accounting Standards Board (GASB).

As required by the GASB, resources are classified for accounting and reporting purposes into the following four net position categories:

- Net investment in capital assets - Capital assets, net of accumulated depreciation, reduced by outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.

- Restricted, nonexpendable - Resources subject to externally imposed stipulations that they be maintained permanently by the Station. Such resources include the Station's permanent endowment funds.

- Restricted, expendable - Resources whose use by the Station is subject to externally imposed stipulations that can be fulfilled by actions of the Station pursuant to those stipulations or that expire by the passage of time. Such resources include the restricted portion of the CPB's Radio Community Service Grant, donations and endowment earnings.

- Unrestricted - Resources that are not subject to externally imposed stipulations. Unrestricted resources may be designated for specific purposes by action of management, Board of Trustees or may otherwise be limited by contractual agreements with outside parties. Substantially all unrestricted resources are designated for Station programs, initiatives and capital projects.

Summary of Significant Accounting Policies

The accompanying financial statements have been prepared on the accrual basis. The Station reports as a business type activity, as required by the GASB. Business type activities are those that are financed in whole or in part by fees charged to external parties for goods or services.

Cash and Cash Equivalents - The Station considers all highly liquid investments with an original maturity of three months or less to be cash equivalents. Cash and cash equivalents are stated at cost, which approximates fair value and excludes amounts restricted by board designation or whose use is limited.

Investments - Investments are reported at fair value based on quoted market prices. Changes in unrealized gains (losses) on the carrying value of investments are reported as a component of investment income in the Statement of Revenues, Expenses, and Changes in Net Position. Restricted investments are comprised of endowment corpus and related spending funds.

Endowment Policy – Under Ohio law set forth in the Uniform Prudent Management of Institutional Funds Act (UPMIFA), as adopted in Ohio in 2009, the Board acts in a fiduciary capacity as trustee of its endowment funds. UPMIFA requires that the Board exercise its fiduciary duties prudently and consider both the charitable purposes and needs of the University and the purposes of the specific endowment regarding current expenditures and preservation of the purchasing power of the funds. The University Endowment Fund consists of 90 named funds, which includes the Station's endowment. Each named fund is assigned a number of shares in the University Endowment Fund based on the value of the gifts to that named fund. The University's endowment spending policy states that annual distributions each fiscal year are set to 5% of the twelve-quarter average of the market value for the preceding twelve calendar quarters ended September 30. Distributions greater than the calculated amount require written justification and Board of Trustees' approval.

Accounts Receivable - Accounts receivable consist of underwriting charges for various Station programs and amounts due from private sources in connection with reimbursement of allowable expenses under the applicable Station grants and contracts. Also included are gifts received by the Youngstown State University Foundation (YSUF or Foundation) in the month of June on behalf of the Station, in accordance with a development services agreement between the University and the Foundation. Accounts receivable are recorded net of allowance for uncollectible amounts.

Pledges Receivable – The University has a development services agreement with the Foundation. As part of the agreement, non-fundraising pledges are recorded by the Foundation and payments on those pledges are collected by the Foundation and remitted to the Station on a monthly basis. Pledges receivable consist of transactions relating to fundraising activities. The Station receives pledges of financial support from corporations, foundations and individuals. Revenue is recognized when a pledge representing an unconditional promise to pay is received and all eligibility requirements have been met. In the absence of a conditional pledge, revenue is

recognized when the gift is received. Pledges are recorded net of an allowance for uncollectible amounts and are discounted to net present value.

Capital Assets - Capital assets are comprised of equipment and stated at cost or acquisition value at date of gift. The capitalization threshold for equipment is $5,000. Depreciation is computed using the straight-line method over the estimated useful life of the asset. The estimated useful life for equipment is 3 to 7 years. The antenna and tower are depreciated over 10 years.

When capital assets are sold, or otherwise disposed of, the carrying value of such assets and any accumulated depreciation is removed from asset accounts and net investment in capital assets. The costs of normal maintenance and repairs that do not add to the value of the capital asset or materially extend the capital asset's life are expensed when incurred.

Unearned Revenue - Unearned revenue includes certain underwriting amounts received prior to the end of the fiscal year that relate to the subsequent accounting period. Unearned revenue at June 30, 2024 and June 30, 2023 were $24,708 and $9,171, respectively.

Compensated Absences - Accumulated unpaid vacation and sick leave benefits are recorded as required by the GASB. The Station uses the termination method to accrue sick leave compensated absences on the Statement of Net Position. Station employees earn vacation and sick leave benefits based, in part, on length of service. Vacation pay is fully vested when earned. Upon separation from service, employees are paid accumulated vacation and sick pay based upon the nature of the separation (death, retirement, or termination). Certain limitations have been placed on the hours of vacation and sick leave that employees may accumulate and carry over for payment at death, retirement or termination. Unused hours exceeding these limitations are forfeited.

Deferred Outflows of Resources – In addition to assets, the statement of financial position reports a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be recognized as an outflow of resources (expenses) until then. The Station reports deferred outflows of resources for certain pension-related and OPEB-related amounts, including changes in expected and actual experience, changes in assumptions, change in proportionate share of contribution and certain contributions made to the plan subsequent to the measurement date. See Note 6 for more detailed information on the pension-related and OPEB-related amounts.

Deferred Inflows of Resources - In addition to liabilities, the statement of financial position reports a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to future periods and so will not be recognized as an inflow of resources (revenue) until then. The Station reports deferred inflows of resources for certain pension-related and OPEB-related amounts, including changes in expected and actual experience, changes in assumptions, and the difference between projected and actual earnings of the plan's investments. See Note 6 for more detailed information on the pension-related and OPEB-related amounts.

Pensions – For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pension, and pension expense, information about the fiduciary net position of the Ohio Public Employees Retirement System (OPERS) Pension Plan and additions to/deductions from OPERS' fiduciary net position have been determined on the same basis as they are reported by OPERS. OPERS use the economic resources measurement focus and the full accrual basis of accounting. Contribution revenue is recorded as contributions are due, pursuant to legal requirements. Benefit payments (including refunds of employee contributions) are recognized as expense when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Other Postemployment Benefit Costs – For purposes of measuring the net other postemployment benefit (OPEB) asset/liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the Pension Plan (OPERS) and additions to/deductions from OPERS' fiduciary net position have been determined on the same basis as they are reported by OPERS. OPERS uses the economic resources measurement focus and the full accrual basis of accounting. For this purpose, OPERS recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Corporation for Public Broadcasting Community Service Grants - The Corporation for Public Broadcasting is a private, nonprofit grantmaking organization responsible for funding more than 1,000 television and radio stations. CPB distributes annual Community Service Grants (CSGs) to qualifying public broadcasting entities. CSGs are used to augment the financial resources of public broadcasting entities and thereby to enhance the quality of programming and expand the scope of public broadcasting services. Each CSG may be expended over one or two federal fiscal years as described in the Communications Act, 47 United States Code Annotated, Section 396(k)(7). In any event, each grant must be expended within two years of the initial grant authorization. According to the Communications Act, funds may be used at the discretion of recipients for purposes relating primarily to production and acquisition of programming. Also, the grants may be used to sustain activities begun with CSGs awarded in prior years. Certain *General Provisions* must be satisfied in connection with application for and use of the grants to maintain eligibility and meet compliance requirements. These *General Provisions* pertain to the use of grant funds, record keeping, audits, financial reporting, mailing lists, and licensee status with the Federal Communications Commission. The CSGs are reported on the accompanying financial statements as increases in unrestricted net position and restricted, expendable net position.

General Appropriation from the University - The general appropriation represents support from the University for salaries and operating expenses not provided through other sources.

Donated Facilities and Administrative Support - Donated facilities and administrative support represent the Station's allocated amounts of institutional support and donated facilities and is recorded as non-operating revenue and expenses in the Statement of Revenue, Expenses and Changes in Net Position. Administrative support is based on the Station's pro-rata share of the

University's total salaries, wages and administrative expenses. Donated facilities are the Station's pro-rata share of the University's total plant expenses along with calculated occupancy costs.

Income Taxes - The Internal Revenue Service has ruled that the University's income is generally exempt from Federal income taxes under Section 115 of the Internal Revenue Code. The University is subject to tax on unrelated business income.

Measurement Focus and Financial Statement Presentation – The accompanying financial statements have been prepared using the economic resource measurement focus, operating revenues and expenses result from providing programming, production and broadcasting support for the Station. The principal operating revenues include two grants, one from the CPB and one from the Broadcast Educational Media Commission (BEMC), along with underwriting revenue from area businesses. Principal operating expenses include programming, production, broadcasting, fundraising and management services and support. The principal non-operating revenues are the general appropriation from the University and membership support.

Release of Restricted Funds - When an expense is incurred for purposes for which both restricted and unrestricted resources are available, it is the Station's policy to apply restricted resources first, then unrestricted resources as needed.

Management's Estimates - The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and disclosures in the notes to financial statements. Actual results could differ from these estimates.

Adoption of New Accounting Pronouncements – In fiscal year 2024, the provisions of the following GASB Statements became effective:

- GASB Statement No. 100, *Accounting Changes and Error Corrections-an amendment of GASB Statement No. 62*, issued June 2022. The requirements of this Statement are effective for fiscal years beginning after June 15, 2023. The primary objective of this Statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability.

Adoption of above standards had no impact on the statements.

Upcoming Accounting Pronouncements – As of the report date, the GASB issued the following statements not yet implemented by the Station:

- GASB Statement No. 101, *Compensated Absences*, issued June 2022. The requirements of this Statement are effective for fiscal years beginning after December 15, 2023. The objective of

this statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences.

- GASB Statement No. 102, *Certain Risk Disclosures*, issued December 2023. The requirements of this Statement are effective for fiscal years beginning after June 15, 2024. The objective of this Statement is to provide users of government financial statements with essential information about risks related to a government's vulnerabilities due to certain concentrations or constraints.

- GABS Statement No. 103, *Financial Reporting Model Improvements*, issued April 2024. The requirements of this Statement are effective for fiscal years beginning after June 15, 2025. The objective of this Statement is to improve key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability.

The Station has not yet determined the effect these Statements will have on the Station's financial statements and disclosures.

Note 2 – Cash and Cash Equivalents

For financial statement presentation purposes, the Station's cash in banks has been combined with the University's cash equivalents and temporary investments.

Depository funds held in the name of the University are secured by a pool of securities with a value of at least 105% of the total value of monies on deposit at the depository bank. All collateral, both specific and pooled, is held by the Federal Reserve Bank or by a designated trustee as agent for the public depositories used by the University.

The University's cash and cash equivalents at June 30, 2024 and June 30, 2023 consisted of the following:

	2024	2023
Carrying Amount (Cash and cash equivalents)	$ 16,869,033	$ 20,392,242
FDIC Insured	$ 500,000	$ 571,114
Uninsured but collateralized by pools of securities pledged by the depository banks	852,237	1,668,881
Uninsured but assets held in name of YSU not pledged as collateral elsewhere	16,562,378	18,274,158
Bank Balance	$ 17,914,615	$ 20,514,153

The difference in carrying amount and bank balance is caused by items in transit and outstanding checks. The University's deposits held in safekeeping by a bank, as trustee or escrow agent,

included in cash totaled $585 at June 30, 2024 and $8,808 at June 30, 2023, which approximates market. These deposits, including interest on the investments, are retained in the trust for projects funded by bond proceeds and payment of principal and interest on outstanding indebtedness.

The Station's cash and cash equivalents are included in these totals and were $1,735,564 and $1,803,030 at June 30, 2024 and June 30, 2023, respectively.

Credit risk for deposits is the risk that, in the event of a bank failure, the University's deposits may not be returned to the University. At June 30, 2024 and June 30, 2023, all uncollateralized or uninsured deposits of the University are exposed to credit risk. The University's investment policy and asset allocation guidelines facilitate the management and monitoring of credit risk.

Note 3 - Investments

The University's investment policy authorizes the University to invest non-endowed and endowed University funds in compliance with provisions of the Ohio Revised Code including House Bill 524, Section 3345.05 of the Ohio Revised Code, and all other applicable laws and regulations.

In accordance with the Policies of the Board of Trustees of the University, investment types are not specifically limited but shall be made with care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in like capacity and familiar with such matters would use in the conduct of an enterprise of a like character and with like aims. Furthermore, investments shall be managed for the use and benefit of the University in a diversified portfolio that focuses, over time, on the preservation of capital, minimization of cost and risk, and maintenance of required levels of liquidity in the overall portfolio to meet cash flow requirements.

The University utilizes an investment advisor and investment managers for endowment funds. University endowment investments were $16,892,127 as of June 30, 2024 and $13,620,238 as of June 30, 2023. The Station's restricted investments represent WYSU-FM's endowment fund, which includes endowment corpus and undistributed investment earnings. Investment income is allocated to the Station's endowment fund on a monthly basis based on the value of WYSU-FM's endowment fund in relation to the total value of the University's endowments. The fair value of the Station's endowment investments was $290,686 as of June 30, 2024 and $254,478 as of June 30, 2023.

The Station's investments measured and reported at fair value are classified according to the following hierarchy:

Level 1 – Investments reflect prices quoted in active markets.

Level 2 – Investments reflect prices that are based on a similar observable asset either directly or indirectly, which may include inputs in markets that are not considered to be active.

Level 3 – Investments reflect prices based upon unobservable sources.

The categorization of investments within the hierarchy is based upon the pricing transparency of the instrument and should not be perceived as the particular investment's risk.

Assets classified in Level 1 of the fair value hierarchy are valued directly from a primary external pricing vendor. Level 2 inputs are valued using a matrix pricing model.

As of June 30, 2024, the Station had the following investments measured at fair value:

	Fair Value Measurement			
	Level 1	Level 2	Level 3	Total
U.S. Government Obligations	$ -	$ 36,573	$ -	$ 36,573
Corporate Bonds	-	24,484	-	24,484
Foreign Bonds	-	5,950	-	5,950
Bond Mutual Funds	6,634	-	-	6,634
Common Stock	181,753	-	-	181,753
Equity Mutual Funds	35,292	-	-	35,292
Totals	$ 223,679	$ 67,007	$ -	$ 290,686

As of June 30, 2023, the Station had the following investments measured at fair value:

	Fair Value Measurement			
	Level 1	Level 2	Level 3	Total
U.S. Government Obligations	$ -	$ 35,760	$ -	$ 35,760
Corporate Bonds	-	22,253	-	22,253
Foreign Bonds	-	3,433	-	3,433
Bond Mutual Funds	5,017	-	-	5,017
Common Stock	150,732	-	-	150,732
Equity Mutual Funds	37,283	-	-	37,283
Totals	$ 193,032	$ 61,446	$ -	$ 254,478

As of June 30, 2024, the Station had the following investments and maturities using the segmented time distribution method:

		Investment Maturities (in Years)			
Investment Type	Fair Value	Less than 1	1-5	6-10	More than 10
U.S. Government Obligations	$ 36,573	$ 25,446	$ 11,127	$ -	$ -
Corporate Bonds	24,484	6,754	17,730	-	-
Foreign Bonds	5,950	3,307	2,643	-	-
Bond Mutual Funds	6,634	6,634	-	-	-
Common Stock	181,753	181,753	-	-	-
Equity Mutual Funds	35,292	35,292	-	-	-
Totals	$ 290,686	$ 259,186	$ 31,500	$ -	$ -

All callable stocks were assumed to mature in less than one year.

As of June 30, 2023, the Station had the following investments and maturities using the segmented time distribution method:

		Investment Maturities (in Years)			
Investment Type	Fair Value	Less than 1	1-5	6-10	More than 10
U.S. Government Obligations	$ 35,760	$ 31,273	$ 4,487	$ -	$ -
Corporate Bonds	22,253	8,230	14,023	-	-
Foreign Bonds	3,433	-	3,433	-	-
Bond Mutual Funds	5,017	5,017	-	-	-
Common Stock	150,732	150,732	-	-	-
Equity Mutual Funds	37,283	37,283	-	-	-
Totals	$ 254,478	$ 232,535	$ 21,943	$ -	$ -

All callable stocks were assumed to mature in less than one year.

As of June 30, 2024, investments had the following quality credit ratings:

Investment Type	Fair Value	Aaa	Aa	A	Baa	Unrated
Corporate Bonds	$ 24,484	$ -	$ 4,299	$ 16,832	$ 3,353	$ -
Foreign Bonds	5,950	-	-	5,950	-	-
Bond Mutual Funds	6,634	319	-	-	6,302	13
Totals	$ 37,068	$ 319	$ 4,299	$ 22,782	$ 9,655	$ 13

As of June 30, 2023, investments had the following quality credit ratings:

Investment Type	Fair Value	Aaa	Aa	A	Baa	Unrated
Corporate Bonds	$ 22,253	$ 4,633	$ -	$ 10,509	$ 7,111	$ -
Foreign Bonds	3,433	-	-	3,433	-	-
Bond Mutual Funds	5,017	171	-	-	4,806	40
Totals	$ 30,703	$ 4,804	$ -	$ 13,942	$ 11,917	$ 40

Interest Rate Risk - Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The University's investment policy and asset allocation guidelines facilitate the management and monitoring of its exposure to fair value losses arising from increasing interest rates.

Credit Risk - Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. Credit quality, as commonly expressed in terms of credit ratings issued by nationally recognized statistical rating organizations such as Moody's Investors Services, Standard & Poor's or Fitch rating provides a current depiction of potential variable cash flows and credit risk. The University's investment policy and asset allocation guidelines contain provisions to manage credit risk.

Custodial Credit Risk - Custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the University will not be able to recover the value of investments or collateral securities that are in the possession of an outside party. Investments that are both unregistered and uninsured are exposed to custodial credit risk if investments are held by the counterparty or are held by the counterparty's trust department or agent but not in the name of the University. At June 30, 2024 and 2023, the University had no exposure to custodial credit risk. The University does not address custodial credit risk in its investment policy and asset allocation guidelines.

Concentration of Credit Risk – Concentration of credit risk is the risk of loss attributed to the magnitude of investment in a single issuer. As of June 30, 2024, $5,251,856 or 6% of the University's portfolio was held in an intermediate bond fund. As of June 30, 2023, $5,091,372 or 7% was held in an intermediate bond fund and $6,082,117 or 8% was held in a short-term bond fund.

Foreign Currency Risk - Foreign currency risk is the risk that changes in exchange rates will adversely affect the fair value of an investment or deposit. At June 30, 2024 and 2023, the University had no material exposure to foreign currency risk. The University does not address foreign currency risk in its investment policy and asset allocation guidelines.

Note 4 – Capital Assets

Capital assets activity for the year ended June 30, 2024 was as follows:

	Beginning Balance	Additions	Reductions	Ending Balance
Depreciable assets:				
Antenna and tower	$ 552,979	$ -	$ -	$ 552,979
Studio and broadcast equipment	133,032	-	-	133,032
Total cost	686,011	-	-	686,011
Less: Accumulated depreciation	600,493	17,948	-	618,441
Capital assets, net	$ 85,518	$ (17,948)	$ -	$ 67,570

Capital assets activity for the year ended June 30, 2023 was as follows:

	Beginning Balance	Additions	Reductions	Ending Balance
Depreciable assets:				
Antenna and tower	$ 552,979	$ -	$ -	$ 552,979
Studio and broadcast equipment	133,032	-	-	133,032
Total cost	686,011	-	-	686,011
Less: Accumulated depreciation	582,546	17,947	-	600,493
Capital assets, net	$ 103,465	$ (17,947)	$ -	$ 85,518

Note 5 – Compensated Absences

Compensated Absences at June 30, 2024 and June 30, 2023 were as follows:

	2024	2023
Beginning Balance	$ 47,795	$ 49,696
Additions	-	-
Reductions	8,075	1,901
Ending Balance	39,720	47,795
Less: current portion	7,263	8,253
Compensated Absences, noncurrent portion	$ 32,457	$ 39,542

Note 6 – Employee Benefit Plans

Plan Descriptions

The Station participates in the Ohio Public Employees Retirement System (OPERS), statewide, cost-sharing, multiple-employer defined benefit public employee retirement system governed by the Ohio Revised Code (ORC) that covers all employees of the Station. The system has multiple retirement plan options available to its members, with three options. The system provides retirement, survivor, and disability benefits to plan members and their beneficiaries. The system also provides post-employment health care benefits (including Medicare B premiums) to retirees and beneficiaries who elect to receive those benefits.

The retirement system issues a publicly available financial report that includes financial statements and required supplementary information for the pension and post-employment health care plans. The report may be obtained by contacting:

Ohio Public Employees Retirement System
277 East Town Street
Columbus, Ohio 43215
(800) 222-7377
www.opers.org

Contributions

State retirement law requires contributions by covered employees and their employers, and Chapter 3307 of the Ohio Revised Code (ORC) limits the maximum rate of contributions. The retirement board of the system sets contributions rates within the allowable limits. The adequacy of employer contribution rates is determined annually by actuarial valuation using the entry age normal cost method. Under these provisions, the Station's contribution is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance a portion of the unfunded accrued liability.

Member contributions are set at the maximums authorized by the ORC. The plan's 2024 and 2023 employer and member contribution rates on covered payroll to each system are:

	Employer Contribution Rate					Member Contribution Rate
	Pension	Post-Retirement Healthcare	Death Benefits	Medicare B	Total	Total
OPERS-State/Local	14.0%	0.0%	0.0%	0.0%	14.0%	10.0%

The required and actual contributions to the plans are:

	For the years ended June 30,			
	2024		2023	
	Pension	OPEB	Pension	OPEB
OPERS	$ 57,759	-	$ 51,671	-

Benefits Provided

OPERS

Plan benefits are established under Chapter 145 of the ORC, as amended by Substitute Senate Bill 343 in 2012. The requirements to retire depends on years of service (5 to 30 years) and from attaining the age of 48 to 62, depending on when the employee became a member. Members retiring before age 65 with less than 30 years' service credit receive a percentage reduction in benefit. Member retirement benefits are calculated on a formula that considers years of service (5-30 years), age (48-62 years) and final average salary, using a factor ranging from 1% to 2.5%.

A plan member who becomes disabled before age 60 or at any age, depending on when the member entered the plan, and has completed 60 contributing months is eligible for a disability benefit.

A death benefit of $500 - $2,500 is determined by the number of years of service credit of the retiree. Benefits may transfer to a beneficiary upon death with 1.5 years of service credits with the plan obtained within the last 2.5 years.

Benefit terms provide for annual cost-of-living adjustments to each employee's retirement allowance subsequent to the employee's retirement date. The annual adjustment, if applicable, is 3%, or an amount based on the average percentage increase in the Consumer Price Index, capped at 3%.

Net Pension Liability, Deferrals, and Pension Expense

At June 30, 2024 and 2023, the Station reported a liability for its proportionate share of the net pension liability of OPERS. For June 30, 2024, the net pension liability was measured as of December 31, 2023. For June 30, 2023, the net pension liability was measured as of December 31, 2022. The total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of those dates. The University's proportion of the net pension liability was based on a projection of its long-term share of contributions to the pension plan relative to the

projected contributions of all participating reporting units, actuarially determined. At June 30, 2024 and 2023, the University's proportionate share of the net pension liability was 0.2284% and 0.2371%, respectively. The amount the University allocated to the Station is based on total retirement contributions for the Station's employees as a percentage of the total retirement contributions for the University. At June 30, 2024 and 2023, the Station's allocation of the University's proportion was 0.9653% and 0.9529%, respectively.

Plan	Measurement Date	Net Pension Liability 2024	Net Pension Liability 2023	Proportionate Share 2024	Proportionate Share 2023	Change 2023-24	Change 2022-23
OPERS	December 31	$ 570,092	$ 661,977	0.002204%	0.002260%	-0.000055%	0.000044%

For the years ended June 30, 2024 and 2023, the Station recognized pension expense of $73,002 and $92,964, respectively. At June 30, 2024 and 2023, the Station reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	2024		2023	
	Deferred Outflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 10,016	$ 748	$ 22,764	$ 821
Changes of assumptions	285	-	7,441	-
Net difference between projected and actual earnings on pension plan investments	117,869	-	192,483	-
Changes in proportion and differences between Station contributions and proportionate share of contributions	1,093	9,960	5,737	246
Station contributions subsequent to the measurement date	28,889	-	27,214	-
Totals	$ 158,152	$ 10,708	$ 255,639	$ 1,067

Amounts reported as deferred outflows of resources/ (deferred inflows of resources) related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Amount
2025	$ 22,928
2026	36,625
2027	75,268
2028	(16,674)
2029	180
Thereafter	226
Totals	$ 118,553

In addition, the contributions subsequent to the measurement date will be included as a reduction of the net pension liability in the next year.

Net OPEB Liability/(Asset), Deferrals, and OPEB Expense

At June 30, 2024, the Station reported an (asset) for its proportionate share of the net OPEB (asset) of OPERS. For June 30, 2024, the net OPEB (asset) was measured as of December 31, 2023. For June 30, 2023, the net OPEB liability was measured as of December 31, 2022. The total OPEB liability/(asset) used to calculate the net OPEB liability/(asset) was determined by an actuarial valuation dated December 31, 2022 and 2021, respectively, rolled forward to the measurement date by incorporating the expected value of health care cost accruals, the actual health care payments, and interest accruals during the year for the defined benefit health care plans.

Typically, the Station's proportion of the net OPEB liability/(asset) would be based on a projection of its long-term share of contributions to the OPEB plan relative to the projected contributions of all participating reporting units, actuarially determined, except as noted below.

For plan years ending December 31, 2023 and 2022, OPERS did not allocate employer contributions to the OPEB plan. Therefore, OPERS's calculation of the employers' proportionate share is based on total contributions to the plan for both pension and OPEB.

At June 30, 2024 and 2023, the University's proportionate share of the net OPEB liability/(asset) was 0.2246% and 0.2324%, respectively. The amount the University allocated to the Station is based on total retirement contributions for the Station's employees as a percentage of the total retirement contributions for the University. At June 30, 2024 and 2023, the Station's allocation of the University's proportion was 0.9653% and 0.9529%, respectively.

	Measurement	Net OPEB Liability (Asset)		Proportionate Share		Change	Change
Plan	Date	2024	2023	2024	2023	2023-24	2022-23
OPERS	December 31	$ (19,565)	$ 13,964	0.002168%	0.002215%	-0.000047%	0.000018%

For the years ended June 30, 2024 and 2023, the Station recognized OPEB expense/(income)of $20 and ($30,241), respectively. At June 30, 2024 and 2023, the Station reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources.

	2024		2023	
	Deferred Outflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ -	$ 2,785	$ -	$ 3,483
Changes of assumptions	5,037	8,409	13,639	1,122
Net difference between projected and actual earnings on OPEB investments	11,749	-	27,735	-
Changes in proportion and differences between Station contributions and proportionate share of contributions	-	1,787	587	2
Station contributions subsequent to the measurement date	-	-	-	-
Totals	$ 16,786	$ 12,981	$ 41,961	$ 4,607

Amounts reported as deferred outflows of resources/ (deferred inflows of resources) related to OPEB will be recognized in OPEB expense as follows:

Year Ended June 30	Amount
2025	$ (1,645)
2026	272
2027	9,146
2028	(3,967)
2029	-
Thereafter	-
Totals	$ 3,806

In addition, if applicable, the contributions subsequent to the measurement date will be included as a reduction of the net OPEB liability in the next year.

Actuarial Assumptions

The total pension liability and OPEB liability/(asset) is based on the results of an actuarial valuation and were determined using the following actuarial assumptions for the Station's current year.

	OPERS
Valuation date - Pension	December 31, 2023
Valuation date - OPEB	December 31, 2022
Actuarial cost method	Individual entry age
Cost of living	2.05% - 3.00%
Salary increases, including inflation	2.75% - 10.75%
Inflation	2.75%
Investment rate of return - Pension	6.90%, net of investment expense, including inflation
Investment rate of return - OBEB	6.00%, net of investment expense, including inflation
Health care cost trend rates	5.50% initial, 3.50% ultimate in 2038
Experience study date	Period of 5 years ended December 31, 2020
Mortality basis	Pre-retirement mortality rates are based on 130% of the Pub-2010 General Employee Mortality tables (males and females) for State and Local Government divisions and 170% of the Pub-2010 Safety Employee Mortality tables (males and females) for the Public Safety and Law Enforcement divisions. Post-retirement mortality rates are based on 115% of the PubG-2010 Retiree Mortality Tables (males and females) for all divisions. Post-retirement mortality rates for disabled retirees are based on the PubNS-2010 Disabled Retiree Mortality Tables (males and females) for all divisions. For all of the previously described tables, the base year is 2010 and mortality rates for a particular calendar year are determined by applying the MP-2020 mortality improvement scales (males and females) to all of these tables.

The following are actuarial assumptions for the University's prior year:

	OPERS
Valuation date - Pension	December 31, 2022
Valuation date - OPEB	December 31, 2021
Actuarial cost method	Individual entry age
Cost of living	2.05% - 3.00%
Salary increases, including inflation	2.75% - 10.75%
Inflation	2.75%
Investment rate of return - Pension	6.90%, net of investment expense, including inflation
Investment rate of return - OPEB	6.00%, net of investment expense, including inflation
Health care cost trend rates	5.50% initial, 3.50% ultimate in 2036
Experience study date	Period of 5 years ended December 31, 2020
Mortality basis	Pre-retirement mortality rates are based on 130% of the Pub-2010 General Employee Mortality tables (males and females) for State and Local Government divisions and 170% of the Pub-2010 Safety Employee Mortality tables (males and females) for the Public Safety and Law Enforcement divisions. Post-retirement mortality rates are based on 115% of the PubG-2010 Retiree Mortality Tables (males and females) for all divisions. Post-retirement mortality rates for disabled retirees are based on the PubNS-2010 Disabled Retiree Mortality Tables (males and females) for all divisions. For all of the previously described tables, the base year is 2010 and mortality rates for a particular calendar year are determined by applying the MP-2020 mortality improvement scales (males and females) to all of these tables.

Pension Discount Rate

The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current contribution rate and that employer contributions will be made at contractually required rates for all plans. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments for current active and inactive employees. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rates used to measure the total pension liability for OPERS were 6.90% for both the plan years ended December 31, 2023 and 2022, respectively.

OPEB Discount Rate

The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current contribution rate and that employer contributions will be made at contractually required rates for all plans. Plans that project fiduciary net position to be insufficient to make all projected future benefit payments for current active and inactive employees used a blended discount rate between the long-term expected rate of return on plan investments

and a 20-year municipal bond rate applied to all periods of projected benefit payments to determine the total OPEB liability/(asset).

OPERS OPEB Discount Rate - The discount rates used to measure the total OPEB liabilities/(assets) were 5.70% and 5.22% for the plan years ended December 31, 2023 and 2022, respectively. At December 31, 2023 the plan's fiduciary net position was projected to become insufficient to make all projected future benefit payments for current active and inactive employees. Therefore, a blended rate was used, which consisted of the long-term expected rate of return on OPEB plan investments (6.00%) for the funded benefit payments and Fidelity Index's 20-Year Municipal GO AA Index of 3.77% as of December 31, 2023. At December 31, 2022, the plan's fiduciary net position was projected to be available to make all projected future benefit payments for current active and inactive employees. Therefore, a blended rate was used, which consisted of the long-term expected rate of return on OPEB plan investments (6.00%) for the funded benefit payments and Fidelity Index's 20-Year Municipal GO AA Index of 4.05% as of December 31, 2022.

The long-term expected rate of return on pension plan and OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. OPERS has two different portfolios of investment, a defined benefit portfolio for pension and health care portfolio for OPEB. As a result, there are different target allocations and long-term expected real rates of return disclosed for each portfolio. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table as of the dates listed below:

OPERS as of 12/31/23				
	Pension Portfolio		Health Care Portfolio	
Investment Category	Target Allocation	Long-Term expected Real Rate of Return	Target Allocation	Long-Term expected Real Rate of Return
Fixed income	24.0%	2.85%	37.0%	2.82%
Domestic Equities	21.0%	4.27%	25.0%	4.27%
Real Estate	13.0%	4.46%	0.0%	0.00%
Private Equity	15.0%	7.52%	0.0%	0.00%
International Equity	20.0%	5.16%	25.0%	5.16%
Risk Parity	2.0%	4.38%	3.0%	4.38%
REITs	0.0%	0.00%	5.0%	4.68%
Other Invesments	5.0%	3.46%	5.0%	2.43%
	100.0%		100.0%	

OPERS as of 12/31/22				
	Pension Portfolio		Health Care Portfolio	
Investment Category	Target Allocation	Long-Term expected Real Rate of Return	Target Allocation	Long-Term expected Real Rate of Return
Fixed income	22.0%	2.62%	34.0%	2.56%
Domestic Equities	22.0%	4.60%	26.0%	4.60%
Real Estate	13.0%	3.27%	0.0%	0.00%
Private Equity	15.0%	7.53%	25.0%	5.51%
International Equity	21.0%	5.51%	2.0%	4.37%
Risk Parity	2.0%	4.37%	6.0%	1.84%
REITs	0.0%	0.00%	7.0%	4.70%
Other Invesments	5.0%	3.27%	0.0%	0.00%
	100.0%		100.0%	

Sensitivity of the net pension liability/(asset) to changes in the discount rate

The following presents the net pension liability of the Station calculated using the discount rate listed below, as well as what the Station's net pension liability/(asset) would be if it were calculated using a discount rate that is 1.00% lower or 1.00% higher than the current rate.

2024					
Plan	1% Decrease		Current Discount Rate		1% Increase
OPERS	5.90%	$ 904,910	6.90%	$ 570,092	7.90% $ 291,750

2023					
Plan	1% Decrease		Current Discount Rate		1% Increase
OPERS	5.90%	$ 997,297	6.90%	$ 661,977	7.90% $ 383,160

Sensitivity of the net OPEB liability(asset) to changes in the discount rate

The following presents the net OPEB liability/(asset) of the Station, calculated using the discount rate listed below, as well as what the Station's net OPEB liability/(asset) would be if it were calculated using a discount rate that is 1.00% lower or 1.00% higher than the current rate:

2024					
Plan	1% Decrease		Current Discount Rate		1% Increase
OPERS	4.70%	$ 10,752	5.70%	$ (19,565)	6.70% $ (44,677)

2023					
Plan	1% Decrease		Current Discount Rate		1% Increase
OPERS	4.22%	$ 47,527	5.22%	$ 13,964	6.22% $ (13,731)

Sensitivity of the net OPEB liability/(asset) to changes in the health care cost trend rate

The following presents the net OPEB liability/(asset) of the Station, calculated using the healthcare cost trend rate listed below, as well as what the Station's net OPEB liability/(asset) would be if it

were calculated using a health care cost trend rate that is 1.00% lower or 1.00% higher than the current rate:

		2024	
Plan	1% Decrease	Current Trend Rate	1% Increase
OPERS	$ (20,377)	$ (19,565)	$ (18,643)

		2023	
Plan	1% Decrease	Current Trend Rate	1% Increase
OPERS	$ 13,089	$ 13,964	$ 14,949

Pension plan and OPEB plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued OPERS financial report.

Benefit changes

There were no significant benefit terms changes for the pension or OPEB plan(s) since the prior two measurement dates for OPERS.

Assumption changes

During the measurement period ended December 31, 2023, certain assumption changes were made by the plan. The OPERS OPEB discount rate increased from 5.22% to 5.70%, which impacted the annual actuarial valuation for OPEB prepared as of December 31, 2023.

Payable to the Pension Plan and OPEB Plan

The Station reported a payable of $10,063 and $9,617 for the outstanding contributions to the OPERS pension plan required for the years ended June 30, 2024 and June 30, 2023, respectively.

Defined Contribution Pension Plan

The Alternative Retirement Plan (ARP) is a defined contribution pension plan, under IRS Section 401(a), and established by Ohio Amended Substitute House Bill 586 (ORC 3305.02) on March 31, 1998, for public institutions of higher education. The University's Board of Trustees adopted the University's plan on December 11, 1998. Full-time employees are eligible to choose a provider, in lieu of OPERS, from the list of nine providers currently approved by the Ohio Department of Insurance and who hold agreements with the University. Employee and employer contributions equal to those required by OPERS are required for the ARP, less any amounts required to be remitted to the state retirement system in which the employee would otherwise have been enrolled.

Eligible employees have 120 days from their date of hire to make an irrevocable election to participate in the ARP. Under this plan, employees who would have otherwise been required to be in OPERS, and who elect to participate in the ARP, must contribute the employee's share of retirement contributions to one of nine private providers approved by the Ohio Department of Insurance. The legislation mandates that the employer must contribute an amount to the state retirement system to which the employee would have otherwise belonged, based on an independent

actuarial study commissioned by the Ohio Retirement Study Council and submitted to the Ohio Board of Regents. That amount is 2.24% for OPERS for the years ended June 30, 2024 and 2023. If the employee was hired on or after August 2005, the employer contributes 6.00%. The employer also contributes what would have been the employer's contribution under OPERS, less the aforementioned percentages, to the private provider selected by the employee. The University plan provides these employees with immediate plan vesting. The ARP does not provide disability benefits, survivor benefits, or postretirement health care. Benefits are entirely dependent on the sum of contributions and investment returns earned by each participant's choice of investment options. OPERS also offers a defined contribution plan and a combined plan with features of both a defined contribution plan and a defined benefit plan. There were no contributions made to the ARP for the fiscal years ended June 30, 2024 and 2023. Contributions were equal to the required contributions for each year.

Note 7 - Related Party

Youngstown State University Foundation is a legally separate nonprofit organization exempt from federal income tax and classified as a public charity. The Foundation is devoted to the support, expansion, and development of educational programs at the University that are useful and beneficial to the students and the community. During fiscal year 2015, the University entered into a development services agreement with the Foundation, wherein the Foundation raises and maintains donations on behalf of the University. The Foundation remits all related funds received on a monthly basis.

The operations of WYSU-FM are supported by general appropriations from the University. The University's support allocation totaled $394,457 and $378,222 in direct support for fiscal years 2024 and 2023, respectively, and $251,916 and $244,292 in indirect administrative support and donated facilities.

Note 8 – Risk Management

WYSU-FM is included in the University's insurance programs. The University is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The University has joined with other state-assisted universities in Ohio to form an insurance pool for the acquisition of commercial property and casualty insurance. The University pays annual premiums to the pool for its property and casualty insurance coverage based on its percentage of the total insurance value to the pool. Future contributions will be adjusted based upon each university's loss history. The University had no significant reductions in coverage from the prior year. Insurance settlements have not exceeded insurance coverage for each of the past three fiscal years.

Note 9 – Nonfederal Financial Support

The Corporation for Public Broadcasting (CPB) allocates a portion of its funds annually to public broadcasting entities, primarily based on Nonfederal Financial Support (NFFS). NFFS is defined

as the total value of cash and the fair market value of property and services received as either a contribution or a payment and meeting all of the respective criteria for each.

A contribution is cash, property or services given to a public broadcasting entity for general operational purposes. Support received as a contribution by a public broadcasting entity must meet the following criteria to be includable as NFFS: (1) the source may be an entity except the federal government or any other public broadcasting entity; (2) the contribution may take the form of a gift, grant, bequest, donation or appropriation; (3) the purpose must be for the construction or operation of a noncommercial, educational public broadcast station or for the production, acquisition, distribution or dissemination of educational television or radio program and related activities; and (4) the recipient must be a public broadcasting entity on behalf of a public broadcast station. However, to eliminate distortions in the TV CSG grant program precipitated by extraordinary infusions of new capital investments in DTV, all capital contributions received for purposes of acquiring new equipment or upgrading existing or building new facilities regardless of source or form of the contribution are not included in calculating the fiscal year 2024 or fiscal year 2023 NFFS. This change excludes all revenues received for any capital purchases.

A payment is cash, property or services received by a public broadcasting entity from specific sources in exchange for specific services or materials. Support received as a payment by a public broadcasting entity must meet the following criteria to be includable as NFFS: (1) the source must be a state, any agency or political subdivision of a state, an educational institution or organization or a nonprofit entity; (2) the form of the payment must be appropriations or contract payments in exchange for specific services or materials; (3) the purpose must be for any related activity of the public broadcast station; and (4) the recipient must be a public broadcasting entity on behalf of a public broadcast station.

Reported NFFS for the Station was $1,163,975 and $1,132,504 for the radio fund for 2024 and 2023, respectively.

REQUIRED SUPPLEMENTARY INFORMATION

Schedule of the Station's Proportionate Share of the Net Pension Liability
Plan Years Ended 2014 to 2023

Plan Year	Station's proportion of the net pension liability (asset) as a percentage	Station's proportion of the net pension liability (asset) amount	Station's covered employee payroll	Station's proportionate share of the collective pension liability (amount) as a percentage of the Station's covered employee payroll	Plan fiduciary net position as a percentage of the total pension liability
Ohio Public Employees Retirement System (OPERS)					
2023	0.002204%	$ 570,092	$ 382,690	148.97%	79.39%
2022	0.002260%	$ 661,977	$ 368,606	179.59%	76.07%
2021	0.002216%	$ 183,658	$ 342,580	53.61%	93.01%
2020	0.002413%	$ 349,841	$ 362,906	96.40%	87.21%
2019	0.003009%	$ 588,367	$ 450,235	130.68%	82.44%
2018	0.003204%	$ 873,885	$ 473,020	184.74%	78.00%
2017	0.003238%	$ 503,458	$ 464,796	108.32%	79.00%
2016	0.003304%	$ 748,429	$ 461,655	162.12%	80.00%
2015	0.003450%	$ 595,414	$ 462,132	128.84%	80.00%
2014	0.003470%	$ 416,913	$ 445,112	93.66%	84.00%

The plan year ends on December 31 for OPERS.

Schedules of the Station's Pension Contributions

Fiscal Year	Statutorily required contribution	Contributions in relation to the actuarially determined contractually required contribution	Contribution deficiency (excess)	Covered employee payroll	Conributions as a percent of covered employee payroll
Ohio Public Employees Retirement System (OPERS)					
2024	$ 57,759	$ 57,759	$ -	$ 412,561	14.00%
2023	$ 51,671	$ 51,671	$ -	$ 369,079	14.00%
2022	$ 50,659	$ 50,659	$ -	$ 361,850	14.00%
2021	$ 46,172	$ 46,172	$ -	$ 329,801	14.00%
2020	$ 57,331	$ 57,331	$ -	$ 409,509	14.00%
2019	$ 65,665	$ 65,665	$ -	$ 472,860	13.89%
2018	$ 63,928	$ 63,928	$ -	$ 474,256	13.48%
2017	$ 57,269	$ 57,269	$ -	$ 459,488	12.47%
2016	$ 55,912	$ 55,912	$ -	$ 465,061	12.02%
2015	$ 55,579	$ 55,579	$ -	$ 461,406	12.05%

Changes of benefit terms
There were no changes in benefit terms affecting the OPERS plan.

Changes of assumptions
During the plan year ended December 31, 2023 and 2022, there were no changes to key assumptions.

During the plan year ended December 31, 2021, there were changes to several assumptions for OPERS. The discount rate was reduced from 7.50% to 6.90%. The wage inflation dropped from 3.25% to 2.75%. The projected salary increase range changed from 3.25%-10.75% to 2.75%-10.75%, The experience study changed from the 5-year period ended December 31, 2015 to the 5-year period ended December 31, 2020. The mortality tables used changed from RP2014 to PUB-2010.

During the plan year ended December 31, 2018, the discount rate was reduced from 7.50% to 7.20%.

During the plan year ended December 31, 2016, there were changes to several assumptions for OPERS. The wage inflation dropped from 3.75% to 3.25%. The projected salary increase range changed from 4.25%-10.05% to 3.25%-10.75%. The mortality tables used changed from RP-2000 to RP-2014.

REQUIRED SUPPLEMENTARY INFORMATION

Schedules of the Station's Proportionate Share of the Net OPEB Liability/(Asset)
Plan Years Ended 2017 to 2023

Plan Year	Stations's proportion of the net OPEB liability/(asset) as a percentage	Station's proportion of the net OPEB liability/(asset) amount	Station's covered payroll	Station's proportionate share of the collective OPEB liability/(asset) amount as a percentage of the	Plan fiduciary net position as a percentage of the total OPEB liability/(asset)
Ohio Public Employees Retirement System (OPERS)					
2023	0.002168%	$ (19,565)	$ 382,690	5.11%	107.76%
2022	0.002215%	$ 13,964	$ 368,606	3.79%	94.79%
2021	0.002197%	$ (68,809)	$ 342,580	20.09%	128.23%
2020	0.002400%	$ (42,751)	$ 362,906	11.78%	115.57%
2019	0.002980%	$ 411,635	$ 450,235	91.43%	47.80%
2018	0.002325%	$ 303,125	$ 473,020	64.09%	46.33%
2017	0.003114%	$ 338,157	$ 464,796	72.76%	54.14%

The plan year ends on December 31 for OPERS.

Schedules of the Station's OPEB Contributions

Fiscal Year	Statutorily required contribution	Contributions in relation to the actuarially determined contractually required contribution	Contribution deficiency/(excess)	Covered payroll	Conributions as a percent of covered payroll
Ohio Public Employees Retirement System (OPERS)					
2024	$ -	$ -	$ -	$ 412,561	0.00%
2023	$ -	$ -	$ -	$ 369,079	0.00%
2022	$ -	$ -	$ -	$ 361,850	0.00%
2021	$ -	$ -	$ -	$ 329,801	0.00%
2020	$ -	$ -	$ -	$ 409,509	0.00%
2019	$ -	$ -	$ -	$ 472,860	0.00%
2018	$ 2,468	$ 2,468	$ -	$ 474,256	0.52%

Changes of benefit terms

There were no significant changes in benefit terms affecting the OPERS plan for the plan year ended December 31, 2023 and 2022.

Changes of assumptions

During the plan year ended December 31, 2023, the health care cost trend rate changed to 5.50% initial, 3.50% ultimate in 2038 from 5.50% initial, 3.50% ultimate in 2036 in 2022. In addition, the discount rate was increased from 5.22% to 5.70% and the municipal bond rate was decreased from 4.05% to 3.77%.

During the plan year ended December 31, 2022, the health care cost trend rate changed to 5.50% initial, 3.50% ultimate in 2036 from 5.50% initial, 3.50% ultimate in 2034 in 2021. In addition, the discount rate was reduced from 6.00% to 5.22%.

During the year ended December 2021, there were changes to several assumptions for OPERS. The experience study changed from the 5-year period ended December 31, 2015 to the 5-year period ended December 31, 2020. The municipal bond rate decreased from 2.00% to 1.84%. Wage inflation decreased 3.25% to 2.75%. The projected salary increase range changed from 3.25%-10.75% to 2.75%-10.75%. Health care cost trend rate decreased from 8.50% initial, 3.50% ultimate in 2035 to 5.50% initial, 3.50% ultimate in 2034.

During the plan year ended December 31, 2020, there were changes to several assumptions for OPERS. The health care cost trend rates decreased from 10.5% initial and 3.50% ultimate to 8.50% initial and 3.50% ultimate. The discount rate increased from 3.16% to 6.00%.

During the plan year ended December 31, 2019, there were changes to several assumptions for OPERS. The health care cost trend rates decreased from 10.00% initial and 3.25% ultimate to 10.50% initial and 3.50% ultimate. The discount rate was reduced from 3.96% to 3.16%.

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Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To Management and the Board of Trustees
WYSU-FM Youngstown State University Radio

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities of WYSU-FM Youngstown State University Radio (the "Station"), a department of Youngstown State University, which comprise the basic statement of net position as of June 30, 2024 and the basic statements of revenues, expenses, and changes in net position and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated November 26, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Station's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Station's internal control. Accordingly, we do not express an opinion on the effectiveness of the Station's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Station's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Station's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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To Management and the Board of Trustees
WYSU-FM Youngstown State University Radio

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Station's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Station's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



November 26, 2024

YOUNGSTOWN STATE UNIVERSITY

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.

YOUNGSTOWN STATE UNIVERSITY

RESOLUTION TO MODIFY
PURCHASING POLICY, 3356-3-01

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
March 13, 2025
YR 2025-

3356-3-01 Purchasing.

Responsible Division/Office:	Procurement Services
Responsible Officer:	VP for Finance and Business Operations
Revision History:	June 1998; June 2001; March 2007; May 2010; January 2012; December 2016; June 2017; June 2022; March 2023; March 2025
Board Committee:	Finance and Facilities
Effective Date:	~~**March 2, 2023**~~**March 2025**
~~**Minor Revision:**~~	~~**September 20, 2023**~~
Next Review:	~~2028~~2030

(A) Policy statement. Employees who are delegated signature authority for university accounts are authorized to make purchasing decisions for their respective areas, following applicable university procedures. In all its business practices, the university will adhere fully to all applicable laws, regulations, and rules of the federal, state of Ohio, and local regulatory bodies. Those conducting business for the university will seek to obtain the best value when making purchases, while protecting the interests of ~~Youngstown state university (university)~~the university.

(B) Purpose. This policy helps ensure compliance with applicable federal and state purchasing regulations and provides a means for purchasing at a reasonable cost.

(C) Definitions.

(1) "Goods" are defined as, but not limited to, equipment, materials, other tangible assets, and insurance, but excluding real property or an interest in real property.

(2) "Services" are defined as any deliverable resulting from labor performed specifically for the university, whether from the application of physical or intellectual skills. Services include repair work, consulting, maintenance, data processing, and software design. Services do not include services furnished pursuant to employment agreements.

(3) "Professional design services" are defined as, but not limited to,

services within the scope of practice of a state-registered architect, registered engineer, registered surveyor, landscape architect and interior designer. See rule 3356-4-07 of the Administrative Code (university policy 3356-4-07, "Selection of design professionals for university capital projects").

(4) "Construction renovation" is defined in rule 3356-4-15 of the Administrative Code (university policy 3356-4-15, "University construction/renovation projects").

(D) Parameters.

(1) Accountability for vendor commitment and/or the actual purchase of goods or services rests with the financial manager. All construction/renovation projects must be coordinated through the university's facilities office.

(2) Procurement services has the primary responsibility to manage and monitor the purchasing process. Authority is delegated to the Maag library to purchase items to be added to its collection.

(3) ~~As a commitment to diversity, equity and inclusion, the university provides opportunities for socially and economically disadvantaged businesses and participates~~The university may participate in the state of Ohio's minority business enterprise (MBE) and encouraging diversity, growth and equity (EDGE) programs.

(4) To ensure the best value and compliance with applicable federal and/or state of Ohio regulations, the university requires competitive selection for certain dollar thresholds and participates in competitively awarded governmental and group purchasing agreements.

(E) Procedures.

(1) Requests for purchases are made by using a university-approved procurement card or the online procurement requisition system.

(2) An authorized electronic requisition/purchase order for goods or services must be processed through procurement services prior to vendor commitment and/or the actual purchase except for

authorized procurement card purchases. Exceptions may be made in the case of extenuating circumstance or an emergency, such as, but not limited to, unexpected building repairs that could otherwise result in catastrophic structural failure.

(3) All purchases for goods and services for which there is an existing university contract or price agreement with one or more preferred vendors must be made from those vendors. This applies regardless of payment method (purchase order, p-card, etc.). Some existing university contracts and agreements can be found on punch out catalogs on the university's online procurement system. Instances where significant cost savings can be achieved by purchasing from a vendor not on an existing university contract or price agreement requires approval by the director of procurement services, or designee, prior to vendor commitment and/or actual purchase.

(4) If there is no existing university contract available, procurement services can assist in locating an approved competitively awarded governmental or group purchasing agreement, such as state term schedule, general services administration schedule, inter-university council purchasing group, or others.

(5) Competitive selection dollar thresholds.

(a) Goods or services when an individual transaction/project from a single supplier is fifty thousand dollars or more.

(b) Professional design services when an individual transaction is fifty thousand dollars or more.

(c) A construction/renovation project when the construction project cost is two hundred ~~fifteen~~ fifty thousand dollars or more or the threshold established by rule 153:1-9-01 of the Administrative Code.

(6) For purchases below the competitive selection dollar thresholds, the director of procurement services, or designee, may require up to three quotes or a competitive selection process when in the best interest of the university to do so or when regulations require.

(7) For purchases at or above the competitive selection dollar thresholds, appropriate forms of competitive selection include:

(a) An invitation to bid (ITB). A formal ITB is drafted and sent to prospective bidders and published in appropriate media when seeking to purchase goods.

(b) A request for proposal (RFP). RFPs are managed and distributed through the university's procurement services office. An RFP is drafted and sent to prospective bidders and published in appropriate media when seeking to purchase goods.

(c) A request for qualifications (RFQ). With the assistance of procurement services, an RFQ is sent to prospective bidders and may be published in appropriate media when seeking to purchase services. RFQs for professional design services are handled solely through the facilities office.

(d) Purchases under an approved competitively awarded governmental or group purchasing agreement, such as state term schedule, general services administration (GSA) schedule, inter-university council purchasing group, or others, some of which can be found on punch out catalogs on the university's online procurement system (eCUBE).

(8) Exceptions to competitive selection requirements.

(a) Maintenance contracts purchased from the manufacturer or authorized dealer/supplier of the specific equipment to be serviced.

(b) Software/hardware for system upgrades and ongoing maintenance and support on existing systems already in use.

(c) Special circumstances, including single source provider, emergency purchases, or economic efficacy. If the purchase is at or above the competitive selection dollar threshold and the nature of the purchase is such that competitive selection would be impractical, the department making the request for a purchase may submit a written request for a waiver of competitive selection. Such

requests must include justification as to why a waiver is warranted, be signed by the appropriate financial manager with signature authority, and be attached electronically to the requisition being submitted for the purchase.

If the director of procurement services, or designee, finds that sufficient justification has been presented, the waiver may be approved. If the director, or designee, feels that a bid waiver should be denied, it will be forwarded to the vice president for finance and business operations, or designee, for a final determination. If the request is denied, procurement services will initiate a competitive selection process at the request of the department end user.

(9) Bidding thresholds may be adjusted to comply with federal and/or state regulations.

(10) Contract compliance and administration processes will be conducted in accordance with rule 3356-3-04 of the Administrative Code (university policy 3356-3-04, "Contract compliance and administration").

(11) The university assumes no obligation for any purchases made outside of the purchasing procedures established herein. Staff who fail to follow approved processes may be subject to personal financial liability and appropriate disciplinary action.

(12) Purchases must follow established guidelines as delineated on the procurement services website.

~~(13) Exceptions to this policy may be considered when consistent with the goals established by rule 3356-01.01 of the Administrative Code (university policy 3356-01.01, "Supplier diversity").~~

YOUNGSTOWN STATE UNIVERSITY

RESOLUTION TO MODIFY
BUDGET-DEFICIT OPTIONS APPLICABLE TO EXCLUDED EMPLOYEES POLICY, 3356-3-11.2

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
March 13, 2025
YR 2025-

3356-3-11.2 Budget-deficit options applicable to excluded employees.

Responsible Division/Office:	Finance and Business Operations
Responsible Officer:	VP for Finance and Business Operations
Revision History:	November 2011; June 2016; May 2020; March 2025
Board Committee:	Finance and Facilities
Effective Date:	~~May 1, 2020~~**March 13, 2025**
Next Review:	~~2025~~2030

(A) Policy statement. The university is committed to maintaining a balanced budget and operating efficiently within the confines of such budget. The board of trustees is empowered to do all things necessary for the creation, proper maintenance, and successful continuous operation of the university.

(B) Purpose. To provide general guidelines for the use of employee cost-sharing measures to be implemented throughout the year in order to achieve spending reductions necessitated by budget deficits. Employee cost-sharing measures include, but are not limited to, furloughs, layoffs, pay reductions, and employee transfers or unit reorganizations that achieve spending reductions. This list does not operate to exclude other cost-saving measures. An operating budget deficit is caused by a loss of state funding, a decline in institutional enrollment, or other actions that affect the operating budget.

(C) Scope. This policy applies to all excluded employees, including professional and administrative staff, classified, academic department chairpersons and multiple-year contract employees, regardless of FTE or funding.

(D) Definitions.

(1) A "furlough" is unpaid leave of absence from work for a specified number of hours within a period of time. Employees shall not work when taking furlough leave. Unless otherwise notified by the office of human resources, employees shall not use accrued paid leave during periods of furlough.

(2) "Layoff" is the temporary or permanent deletion of a position from the organizational structure of the university.

(3) "Pay reduction" is the reduction in an employee's salary. A pay reduction may be temporary or permanent and may or may not come with a reduction in responsibilities.

(4) "Employee transfer" is the movement of an employee from one position to the same position. A transfer may also include other employee cost sharing measures.

(5) "Unit reorganization" is the reassignment of duties among various positions within a work unit, i.e., combining job duties in an attempt to reduce staffing size while continuing to maintain efficiency without posting positions pursuant to rule ~~3356-7-42, 3356-9-01 and 3356-9-02~~ 3356-7-56 of the Administrative Code. ~~(Corresponding university policies 3356-7-42, 3356-9-01 and 3356-9-02 can be found on the university policies website.)~~ A unit reorganization may also include other employee cost sharing measures.

The ~~cost~~cost-~~s~~avings measures may be accompanied by suspending leave accruals, suspending university health insurance premium share (offering COBRA coverage only) and other cost savings incidentals.

(E) Procedures.

(1) If the vice president for finance and business operations determines that it may be necessary to implement any of the employee cost sharing measures identified in this policy, he or she shall meet with the president to discuss the details of the budget. As necessary, the vice president for finance and business operations shall make a report to the appropriate campus constituencies, which shall include the board of trustees and may include (but is not required due to exigency of circumstances) the president's executive management team and the academic senate.

(2) If after such consultation, the president has reason to believe that action is required to address an operating budget deficit, the president may immediately institute cost-saving measures.

(a) This policy supersedes all policies to the contrary.

(b) Healthcare, dental, and life insurance may be affected by furlough leave, layoff, or other employment reduction options. Employees will be notified of changes.

(c) Employee healthcare contribution payments may be altered or waived by the university president after consultation with the vice president for finance and business operations.

(d) Employees will be given at least seven calendar days' notice prior to the start of a required furlough leave or layoff.

(e) Retirement contributions will be affected by employment reduction~~s~~ options because contributions are calculated based upon actual earnings. Also, in accordance with retirement system rules and university policy, an employee's continuous service credit and review or evaluation date may be affected.

(f) The implementation of employee cost-sharing measures or any other application of this policy may not be appealed under any other university policy or internal grievance process.

YOUNGSTOWN STATE UNIVERSITY

RESOLUTION TO MODIFY
SURPLUS PROPERTY POLICY, 3356-4-02

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
March 13, 2025
YR 2025-

3356-4-02 Surplus property.

Responsible Division/Office:	Finance and Business Operations
Responsible Officer:	VP for Finance and Business Operations
Revision History:	August 1997; June 2010; March 2015; March 2020; March 2025
Board Committee:	Finance and Facilities
Effective Date:	~~March 5, 2020 (no changes)~~**March 13, 2025**
Next Review:	~~2025~~2030

(A) Policy statement. Property such as equipment or furnishings which is no longer needed may be declared and disposed of in the best interest of the university.

(B) Purpose. To establish procedures for the responsible disposal of surplus property.

(C) Scope. This policy is applicable to university-owned assets.

(D) Parameters. Proper repurposing or disposal of university-owned assets is permitted in accordance with the following parameters:

(1) The office of facilities maintenance & support services has the responsibility of controlling surplus university property and facilitating its disposition.

(2) All dispositions must be in conformance with federal, state, and local laws and regulations, including applicable grant and/or contract guidelines.

(3) Only the office of facilities maintenance & support services is authorized to sell, gift, or dispose of surplus university property, including scrap materials.

(E) Procedures.

(1) When it is determined that departmental property is no longer needed, the chairperson/director shall release it to the office of facilities maintenance & support services by completing the

appropriate section of the ~~"Inventory Control"~~ "Capital Inventory Surplus Release & Work Order" form. (These forms may be obtained from the ~~office of support services~~ YSU Surplus Equipment website.)

(2) Any technology-based component or equipment which is determined to be surplus, such as a central processing unit ("CPU") contained within a computer, equipment with magnetic or electronic memory (digital cameras, external hard drives, etc.) and/or equipment with components which can perform electronic data storage (printers, scanners, and copies), shall be turned over to the information technology services division.

(3) Technology services shall either maintain an inventory of the technology-based components or equipment for redeployment within the university or prepare the component or equipment as surplus property for transfer to the office of facilities maintenance & support services. Prior to the transfer as surplus property, the information technology division shall process the property and certify it is cleansed. Information technology services shall be the sole authority for determining and communicating to office of support services the permissible disposition of technology equipment.

(4) Disposable media for data storage that are not solid state (paper, floppy drives, zip drives, CDs, DVDs, and future such media) are not considered technology-based equipment or components for the purpose of this policy.

(5) To facilitate the intra-university transfer of surplus property, the office of facilities maintenance & support services is responsible for maintaining an inventory of such property and periodically notifying the campus community of its availability.

(6) Requests for surplus property are made through the office of facilities maintenance & support services.

(7) When it is determined to be in the best interest of the university, the office of facilities maintenance & support services may dispose of such property by:

(a) Selling by sealed bid, at auction, or at predetermined price;

(b) Gifting to other educational, governmental, or 501(c)(3) agency; or

(c) Discarding.

Proceeds from sales shall be deposited into the appropriate account.

YOUNGSTOWN STATE UNIVERSITY

Explanation to Rescind Policy:

3356-3-01.1 Supplier Diversity.

This policy is being rescinded because it is redundant (with YSU's purchasing policy) and may otherwise compromise YSU's ability to comply with updated guidance from both the state and federal governments regarding diversity, equity and inclusion (DEI) programs. Also, this policy was being administered by the DEI Office, which no longer exists. The University continues to follow current Ohio and federal law as it applies to economically disadvantaged businesses in accordance with 3356-3-01 (Purchasing).

YOUNGSTOWN STATE UNIVERSITY

RESOLUTION TO RESCIND
SUPPLIER DIVERSITY POLICY, 3356-3-01.1

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 rescind University Policy stated above and attached hereto.

Board of Trustees Meeting
March 13, 2025
YR 2025-

3356-3-1.01 Supplier diversity.

Responsible Offices:	Diversity, Equity & Inclusion, and Procurement Services
Responsible Officer:	VP for Finance & Business Operations
Revision History:	December 2022
Board Committee:	Finance and Facilities
Effective Date:	**December 9, 2022**
Next Review:	2027

(A) Policy statement. Youngstown state university (university) strives to enable diverse business to share and grow in economic markets and seeks to form strong bonds with the surrounding communities by strengthening supplier diversity and establishing mutually beneficial relationships with socially and economically disadvantaged businesses by utilizing diverse vendors defined as minority-owned, women-owned and veteran-owned, business enterprises.

(B) Purpose. The use of diverse vendors is an integral part of the university's procurement procedures and is intended to increase the utilization of diverse suppliers whenever possible. By providing opportunities for diverse suppliers to market and sell goods and services, the university seeks to increase its use of diverse suppliers.

(C) Parameters.

(1) The university strives to provide opportunities for socially and economically disadvantaged business enterprises.

(2) In order to track diversity spending, suppliers must be certified through one or more of the state of Ohio's diversity programs: minority business enterprise (MBE); encouraging diversity, growth and equity (EDGE); women business enterprise (WBE); and/or veteran-friendly business enterprise (VBE).

(3) The university recognizes that diversity has a positive impact on the community and may create a competitive advantage for some suppliers.

(4) All employees authorized to make purchases with university funds shall comply with this policy to ensure equal opportunities and nondiscrimination.

(5) All employees authorized to make purchases with university funds have a responsibility to consider diverse suppliers in order to increase the utilization of diverse suppliers.

(6) The office of diversity, equity and inclusion and procurement services are together responsible for identifying and verifying diverse vendors.

(7) Procurement services is responsible for ensuring that equal opportunities are available to vendors during competitive selection events.

(D) Procedures.

(1) Together, the office of diversity, equity and inclusion and procurement services will work with state, federal and other certification agencies to maintain awareness of diverse suppliers and will encourage eligible uncertified suppliers to apply for certification.

(2) Procurement services will regularly search for certified diverse suppliers that can provide competitively priced and high-quality goods and services.

(3) Procurement services will provide access to diverse suppliers by maintaining up-to-date vendor diversity information on its website.

(4) When subcontractors are utilized, procurement services will ensure that primary vendors demonstrate efforts to subcontract with diverse vendors.

(E) Related Links.

(1) Diversity business information via YSU website.

(2) Certified MBE suppliers via Ohio DAS website.

(3) EDGE suppliers via the DAS website.

(4) Certified MBE suppliers via the OSMDC website.

(5) Certified MBE suppliers via the NMSDC website.

(6) Youngstown business incubator minority business assistance center.

YOUNGSTOWN STATE UNIVERSITY

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, THERFORE, 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
March 13, 2025
YR 2025-

YOUNGSTOWN STATE UNIVERSITY
Interfund Transfers Requiring Board Approval
Transfers Outside of the Operating Budget
Requested Transfers for Third Quarter FY2025

FROM	TO	AMOUNT	REASON
Housing Services Plant Reserve (Auxiliary Plant Fund)	Housing Repairs & Renovations (Auxiliary Plant Fund)	$1,200,000	To fund furniture replacement for Cafaro House and Lyden House.
Parking Services (Auxiliary Fund)	McDonough Pedestrian Bridge Repairs (Auxiliary Plant Fund)	$600,000	To fund repairs to the pedestrian bridge from the Wick Parking Deck to McDonough Museum.

YOUNGSTOWN STATE UNIVERSITY
General Fund and Auxiliary Enterprises
Budget to Actual and Actual to Actual Comparison
2nd Quarter (July 1 thru December 31)

Revenue	Fiscal Year 2025		Actual as a % of Budget	Business Indicator	Actual Compared to Prior Year
	Budget	Actual			
Tuition and mandatory fees	$ 95,573,314	$ 91,617,945	95.9%	●	↑
Other tuition and fees	8,908,600	9,332,910	104.8%	●	↑
Student charges	1,171,500	754,049	64.4%	●	↑
State appropriations	51,206,809	25,507,308	49.8%	●	↑
Recovery of indirect costs	1,978,813	765,055	38.7%	●	↓
Investment income	3,500,264	2,011,322	57.5%	●	↑
Other income	944,700	460,778	48.8%	●	↓
Auxiliary enterprises	19,183,488	17,465,185	91.0%	●	↑
Total	**$ 182,467,488**	**$ 147,914,552**	**81.1%**	●	↑

● On/Above target
● Caution
● Warning

Expenses	Fiscal Year 2025		Actual as a % of Budget	Business Indicator	Actual Compared to Prior Year
	Budget	Actual			
Wages	$ 85,045,126	$ 39,765,491	46.8%	●	↑
Benefits	31,936,470	17,494,475	54.8%	●	↓
Scholarships	17,008,210	13,174,879	77.5%	●	↑
Operations	23,091,325	18,336,171	79.4%	●	↑
Plant & maintenance	14,773,844	7,603,344	51.5%	●	↑
Fixed asset purchases	1,825,068	428,521	23.5%	●	↔
Transfers	10,720,924	10,703,325	99.8%	●	↑
Total	**$ 184,400,967**	**$ 107,506,206**	**58.3%**	●	↑

● On/Below target
● Caution
● Warning

YSU Capital Projects Summary:

Projects in Progress:

Student Center Renovation YSU 2324-22	***$45M (Capital Funds/Local/Philanthropy) AE Works*** Bids were received February 10th. We are currently in bid evaluations and this project will be at controlling board by the time of this meeting. On-site construction is slated to begin May 5, 2025.
M30 Parking Deck Maintenance YSU 2526-10	***$500k (Local Funds) Walker Restoration*** Yearly maintenance on the M30 parking deck. This project will bid in the next few months for a Summer 2025 construction.
Bliss Pedestrian Bridge Renovations YSU 2526-9	***$850k (Local Funds) Walker Restoration*** Repairs will be made to the pedestrian bridge that leads from the M30 parking deck to Bliss Hall. This will be a Summer 2025 project that will be complete for the start of Fall classes.
Ward Beecher Hall EIFS and Roof Replacement YSU 2526-6	***$450k (Local Funds) THP Limited*** Repairs will be made to the south side of Ward Beecher where storms damaged some of the building exterior. Bids will advertise in February in preparation for a Summer 2025 construction.
Cushwa Hall Radiologic Technology Lab YSU 2526-3	***$400k (Local Funds) Strollo Architects*** This project will be the creation of a radiologic technology lab in Cushwa Hall Room 1119. This project will bid in the next few months for a Summer 2025 construction.
Cafaro Suite Renovation YSU 2122-26	***$150k (Local Funds) Alex Downey*** Renovations to the Cafaro Suite on the 5th floor of Cafaro Hall. Work is underway and will be complete late summer 2025.

Projects Out for Bids:

- None at this time.

Projects at Controlling Board for Release of Funds:

- Kilcawley Center Renovations, March 24, 2025 Hearing date.

Request for Architect/Engineer Qualifications Advertisements:

- None at this time.

Additional Projects in Development for 2025/26:

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 pending.

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.

Building Exterior Door and Windows Phase 2

Rich Center Renovation

Information Technology Services Update

March 12, 2025

Finance and Facilities Subcommittee Meeting

Agenda



PC REFRESH FUND SUCCESS / NETWORK INFRASTRUCTURE REFRESH FUND CREATION

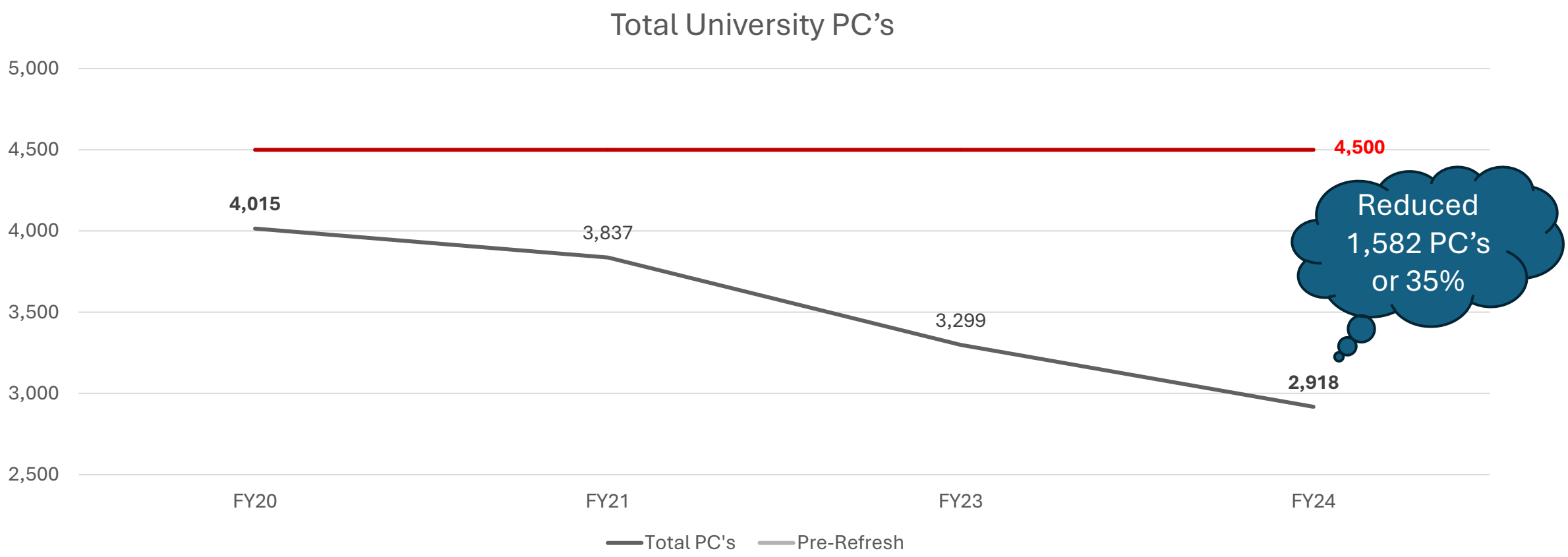


ERP/SIS MODERNIZATION



CYBERSECURITY UPDATE

PC Refresh Fund Success



Creation of Network Infrastructure Fund Benefits

Total Need = $7.7M over a 7-year Refresh Cycle (or $1.1M/Year)

Consumption-based Fund modeled after the PC Refresh Fund alleviating fiscal uncertainty and mitigating the risk of unsupported network infrastructure.



Centralized Management



Strategic Investment



Financial Planning



Flexibility and Responsiveness



Cost Efficiency

Our SIS/ERP Journey:

On-premise



Banner 2007-2019
Installed in YSU Data Center

Remote/Cloud Hosted



Banner 2019 - ?
Oracle Cloud Infrastructure

SaaS



SIS/ERP 2030?
Vendor Software-as-a-Service

ERP/SIS Modernization Considerations:

Cost Efficiency

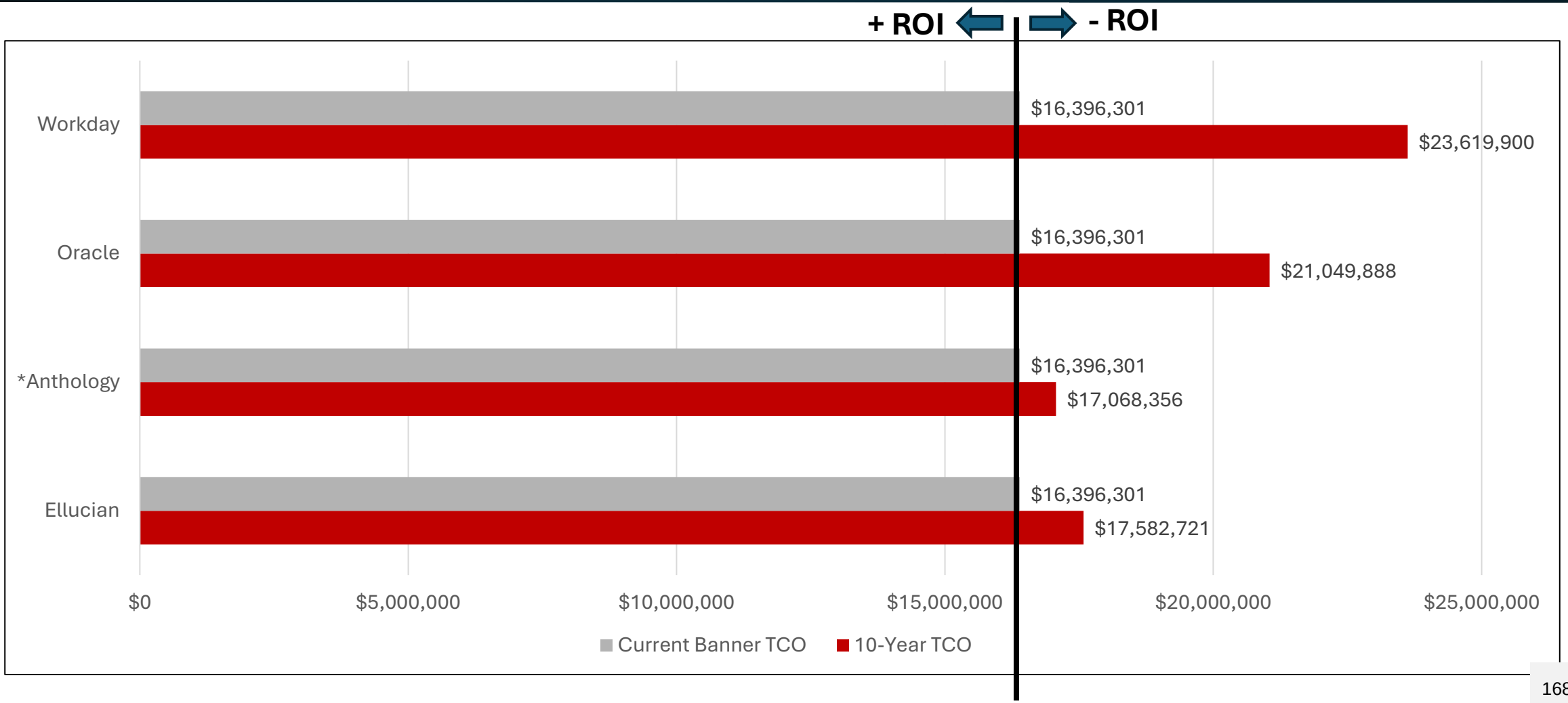
Improved Accessibility and Integration

Regular Updates and Innovation

Enhanced IT Security and Disaster Recovery Stance

Future-Proofing the University’s Technology Infrastructure

ERP/SIS Modernization: Cost-to-Change/10-year TCO



**** Anthology's implementation cost estimate was less than half of Workday's and Oracle's.***

Cyber Security Update



Guardian's Program



Security Awareness Enhancements



Vendor Risk Assessment



Red Team /Blue Team Cyber Defense Drill



Identity and Access Management (IAM) RFP Collaboration

YOUNGSTOWN STATE UNIVERSITY

Reportable Budget and Interfund Transfers
Quarter Ended December 31, 2024

BUDGET TRANSFERS WITHIN THE OPERATING BUDGET (i.e., General Fund and Auxiliaries):

FROM	TO	AMOUNT	REASON
None.			

TRANSFERS OUTSIDE OF THE OPERATING BUDGET:

FROM	TO	AMOUNT	REASON
General Fund (Unrestricted Fund 119000)	Radiology Tech Lab - Cushwa Hall (Unrestricted Plant Fund)	$655,000	Approved by Board in December.
Various Gift Funds (Restricted Plant Gift Funds)	Men's Basketball Locker Room Renovations (Restricted Plant Fund)	$339,126	Transfer to project fund.
Kilcawley Center Plant Reserve (Auxiliary Plant Fund)	KC Office Relocation to Silvestri Hall (Auxiliary Plant Fund)	$200,000	Transfer to project fund.
Insurance Deductible (Unrestricted Plant Fund)	Beeghly Center 5KV Switch Replacement (Unrestricted Plant Fund)	$144,225	Transfer to project fund.
Lyden Bathroom Renovations (Auxiliary Plant Fund)	Housing Services Plant Reserve (Auxiliary Plant Fund)	$86,216	Transfer of residual funds to original funding source.

IUC Risk Management & Insurance Consortium

Group "All-Risk" Property Program
July 1, 2024 to June 30, 2025

Not to Scale

"ALL-RISK" PROPERTY PROGRAM

Program Limits & Carrier Participation [1]

$1,000,000,000

"All-Risk" Property Program, including Machinery Breakdown
Shared including Aggregated Coverage (ground up)
(refer to actual policy for all terms and conditions)

Shared Layers

$1,000,000

IUC-RMIC Self-Insurance Pool

$100,000

Member Deductible

Base Deductibles (Insurance Attachment)

Member Deductible, per Occurrence

Pool Retention, per Occurrence

Pool Aggregate
no pool aggregate

Maintenance Deductible, per Occurrence
no longer applies

Member & Pool Retentions [2]

$100,000
$1,000,000
$0
$0

This chart provides a synopsis of coverage only; contact Marsh or refer to the actual policy(s) for all terms and conditions.

Notes:

[1] Various sublimits and annual aggregates apply, refer to the actual policy for full details of coverage.

[2] Additional time and distance, additional time specifications and qualifying periods apply; please refer to the actual policy for all terms and conditions.

IUC Risk Management & Insurance Consortium

Group Property Program
July 1, 2024 to June 30, 2025

Not to Scale

FY25 DEDUCTIBLES

	Base Deductibles (see below)
$ 1,000,000,000	Insurance
$ 1,000,000	IUC-RMIC Self-Insurance Pool [2]
$ 100,000	Member Deductible [1]
	All Perils

Actuarial Projections @ 70% w/ 2% Discount Factor		Funding Recommendation
Projected Outstanding Loss & Loss Expense		Subject to Dividend/Assessment Policy
Projected Future Losses for July 1, 2024 - 2025 [2]	$3,417,280	Actuarial Funding at July 1, 2024

Notes:

[1] A Member may 'buy-down' their deductible to $25,000; however, will be required to payback $75,000 over 3-years.

[2] $0 Aggregate Deductible for Policy Year 24-25

IUC Risk Management & Insurance Consortium

Not to Scale

Fine Arts, including Library Values [1]

July 1, 2024 to June 30, 2027

FINE ARTS, including LIBRARY VALUES PROGRAM [2]

$350,000,000 Library Values Any One Loss

$100,000,000 Fine Arts Any One Loss

Lloyd's (Market A) - 70%	Lloyd's (Market B) - 30%

$25,000

Member Deductible
$25,000 per Occurrence for Library Values & Owned Fine Arts
Nil for Non-Owned or Loaned Fine Arts

This chart provides a synopsis of coverage only; contact Marsh or refer to the actual policy(s) for all terms and conditions.

Sublimits, Applicable to Both Fine Arts & Library Values

$25,000,000	Any one transit
$25,000,000	Any one exhibition
$20,000,000	Any one loss in respect of unscheduled items

Notes:

[1] All coverage is shared with all members.

[2] The following exclusions were added effective July 1, 2022:

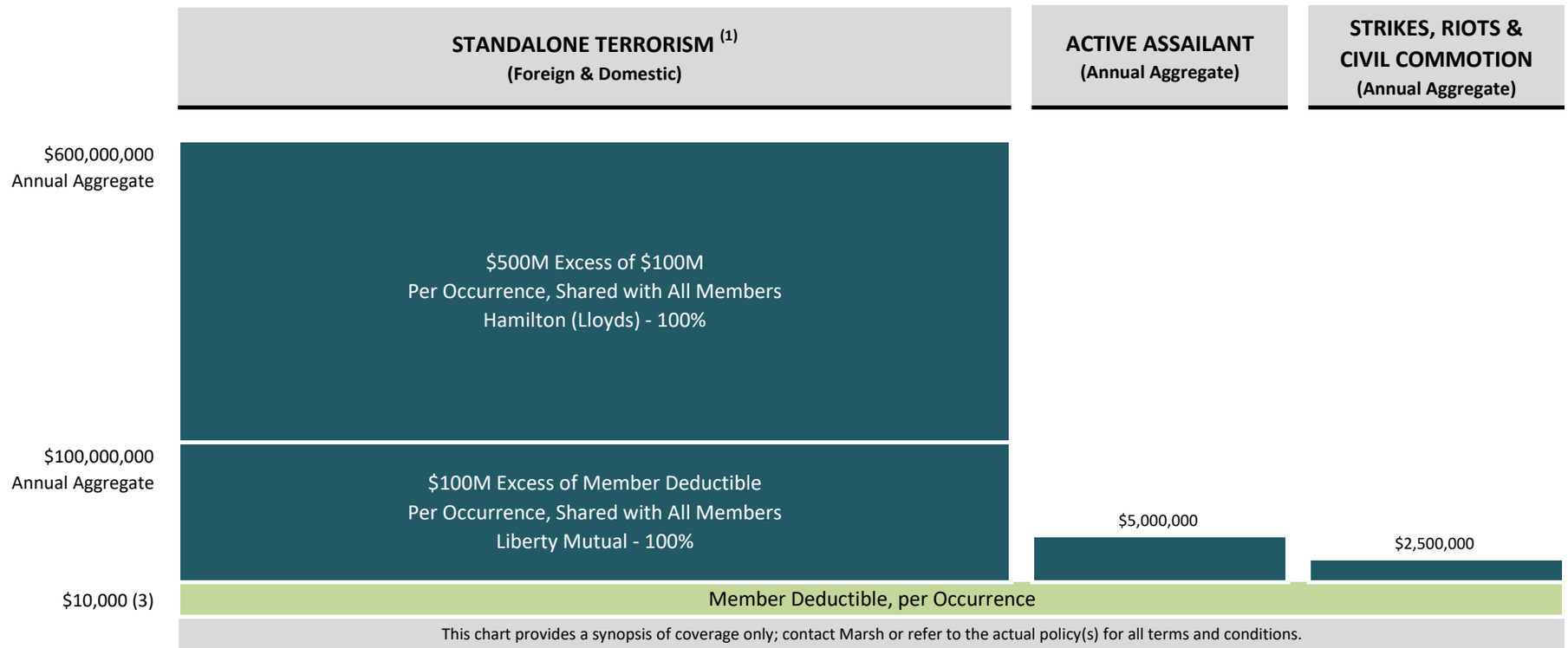
- Property created by staff or students whilst they are employed by or enrolled in the university.
- Any items that form part of the fabric of any building or any exterior walls, boundary walls and landscaping unless items are delcared to, and agreed by insurers.

IUC Risk Management & Insurance Consortium

Not to Scale

Standalone Terrorism, including Active Assailant & Strikes, Riots, Civil Commotion [2]

July 1, 2024 to June 30, 2025



Notes:

[1] Coverage includes domestic acts of terrorism, the "act" does not have to be declared by the federal government and there is no minimum damage requirement.

[2] All coverage is shared with all members.

[3] Reduced from $100,000 for FY25

IUC Risk Management & Insurance Consortium

Group Pollution Program

July 1, 2024 to June 30, 2027

Not to Scale

	POLLUTION [1] [3] (Beazley)	PARTICIPATING MEMBERS	RETROACTIVE DATES	
$ 15,000,000	Aggregate (for the 3-year term)	Bowling Green State University	7/1/2012	Pre-Existing Conditions
		Central State University	7/1/2015	Non-Owned Disposal Sites
		Cleveland State University	7/1/2015	Transportation
		Kent State University	Varies	Underground Storage Tanks
		Miami University		
		NEOMED		
$5,000,000	Each Incident	Ohio University		
		Shawnee State University		
		University of Akron		
		University of Cincinnati		
		Wright State University		
		Youngstown State University		
Various	Location-Specific Member Deductibles Location Specific [2]			
$ 100,000	Member Deductible Each Incident, Microbial Pollution (Mold)			
$ 50,000	Member Deductible Each Pollution Condition			

This chart provides a synopsis of coverage only; contact Marsh or refer to the actual policy(s) for all terms and conditions.

Notes:

[1] Under the group scenarios, each participating member is included as an Additional Named Insured under the policy. It is anticipated that claims will be specific to the Member; however, the each incident and aggregate limits will apply should multiple pollution incidents occur against multiple participating members.

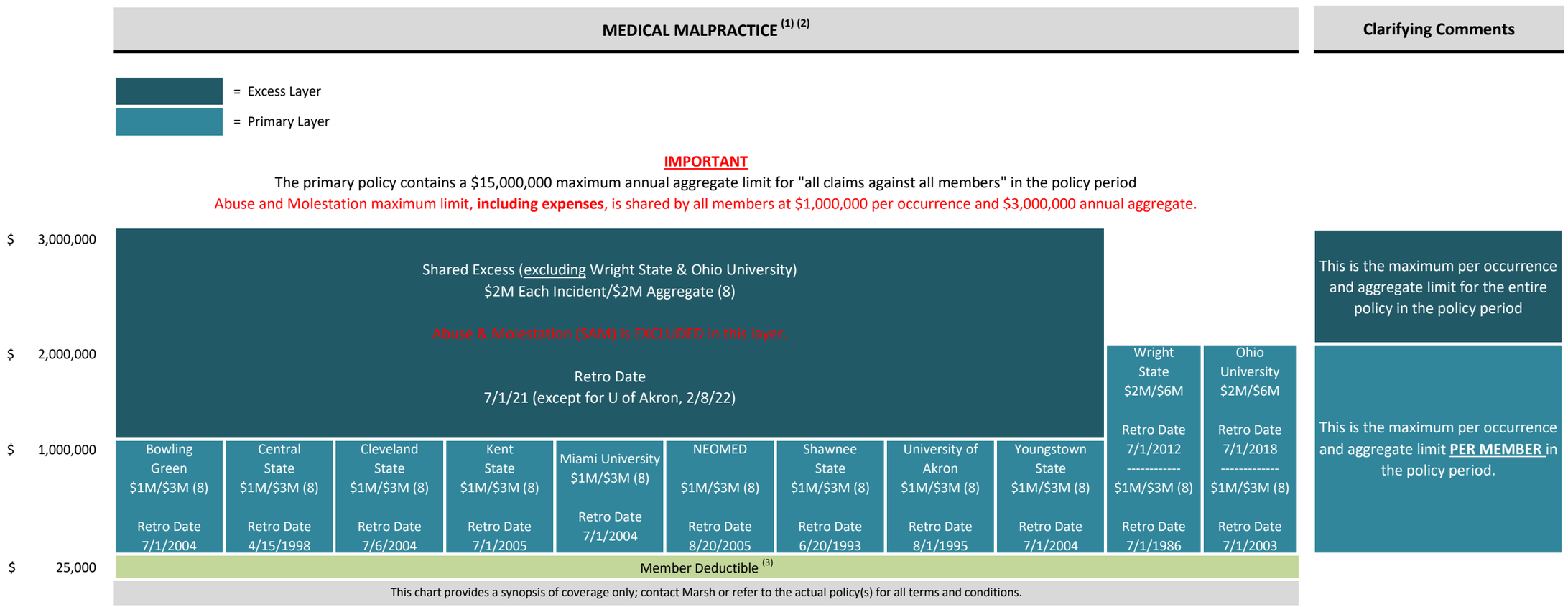
[2] Higher deductibles apply to scheduled Underground Storage Tanks and Specific Locations, refer to policy.

[3] Due to the nature of this policy, there are various retentions, limits/sublimits or terms, which could impact all members or be specific to a member; therefore, it is important that you review the policy in its entirety or contact the Executive Director.

IUC Risk Management & Insurance Consortium

Medical Malpractice
July 1, 2024 to June 30, 2025

Not to Scale



Notes:

(1) Universities of Cincinnati and Toledo do not participate.

(2) Coverage does not apply prior to any Member's retroactive date.

(3) The IUC-RMIC is also a named insured on this policy and shares in the member's limits should they be named in a suit.

(4) The policy will amend limits as needed for VA rotations; however, a member must report any VA rotations so the individual can be endorsed onto the policy (an additional premium may be required).

(5) Members are to advise of any individuals needing to be covered by this policy that are not included in the policy or applicable endorsement (an additional premium may be required).

(6) Members are to advise of any material change in operations (an additional premium may be required).

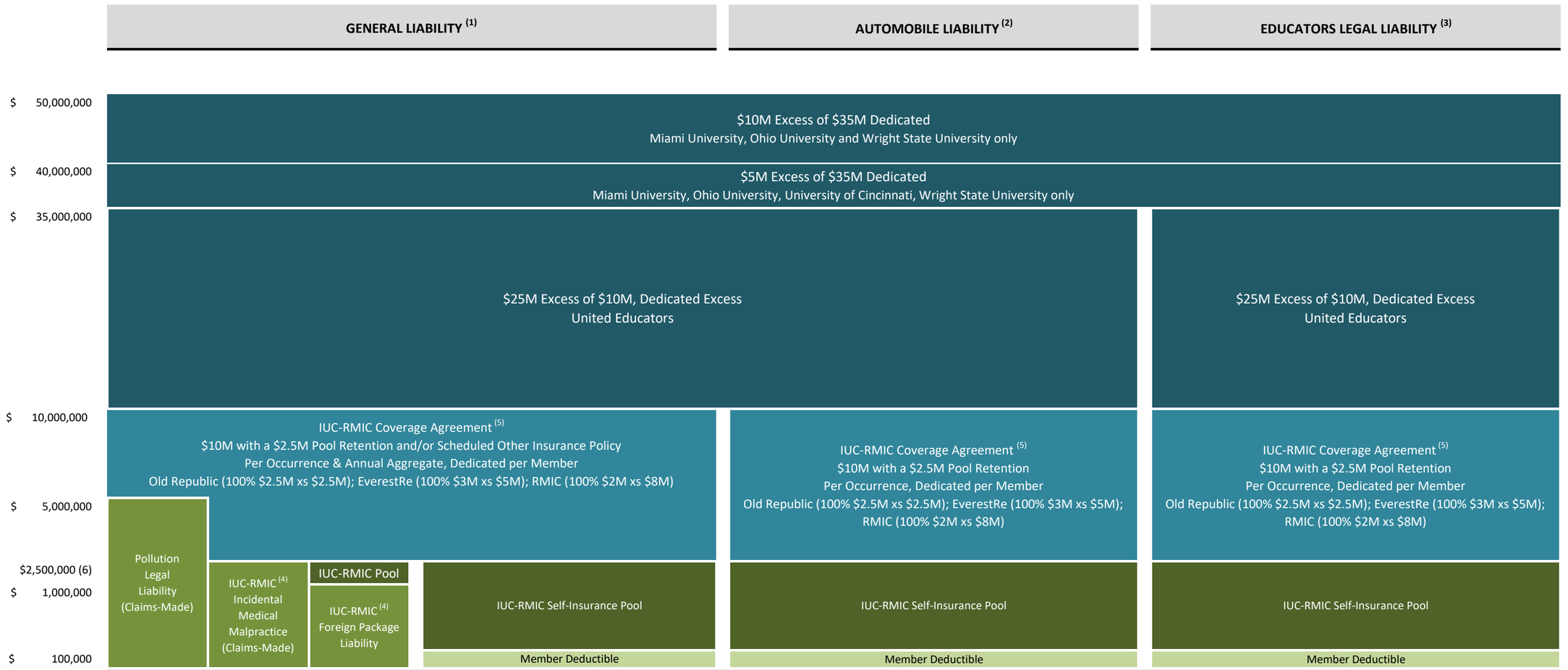
(7) Blanket additional Insured approach by class of provider

(8) Expenses in addition to Limits

IUC Risk Management & Insurance Consortium

Group Casualty Program
July 1, 2024 to June 30, 2025

Not to Scale



Notes:

(1) General Liability includes liability coverage for Sexual Abuse & Molestation, Law Enforcement, TBI/Concussion; excludes coverage for Communcable Disease.

(2) Automobile Liability includes garagekeeper's liability.

(3) Educator's Legal Liability includes liability for wrongful acts, failure to educate, employment practices, director's & officers and outside director's liability; excludes coverage for Communicable Disease.

(4) Refer to subsequent tabs for additional coverage details for underlying coverages. Note that U of Akron joined the IUC-RMIC Med Mal Program effective February 8, 2022.

(5) Refer to actual Coverage Agreement, which details all terms, conditions and exclusions.

(6) Risk Retention increase (from $1.5M) for FY25.

Underlying Coverages

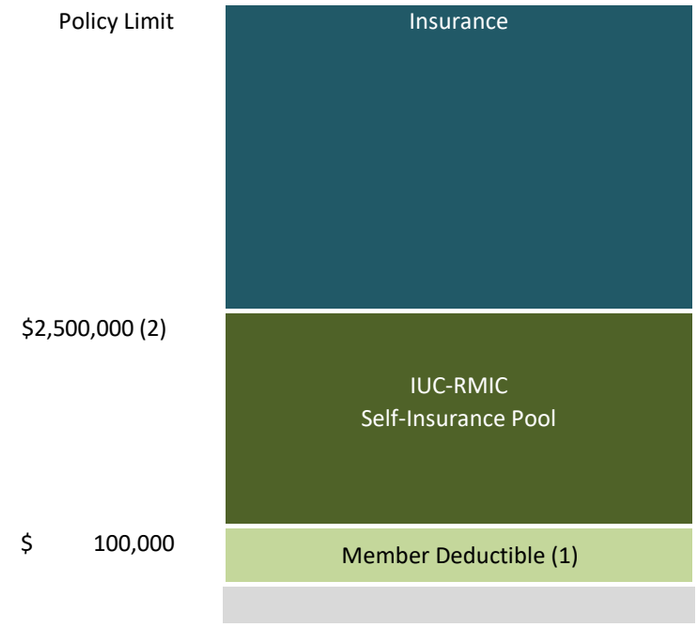
- represents scheduled other insurance policies (underlying coverage) recognized and approved by the reinsurer that will satisfy the IUC-RMIC Self-Insurance Pool Retention.
- unless specifically agreed to by the reinsurer and scheduled on the reinsurance agreement, the reinsurer does not recognize other liability policies; therefore, if a member puchases additional liability policies, that coverage will be primary, then the member deductible and pool retention would be applicable before insurance attaches.

IUC Risk Management & Insurance Consortium

Group Casualty Program
July 1, 2024 to June 30, 2025

Not to Scale

FY23 POOL STRUCTURE



Actuarial Projections @ 70% w/ 2% Discount Factor		Funding Recommendation
Projected Outstanding Loss & Loss Expense		Subject to Divident/Assessment Policy, Surplus Funds
Projected Future Losses for July 1, 2024 - 2025	$3,421,077	Fund at July 1, 2024

Notes:

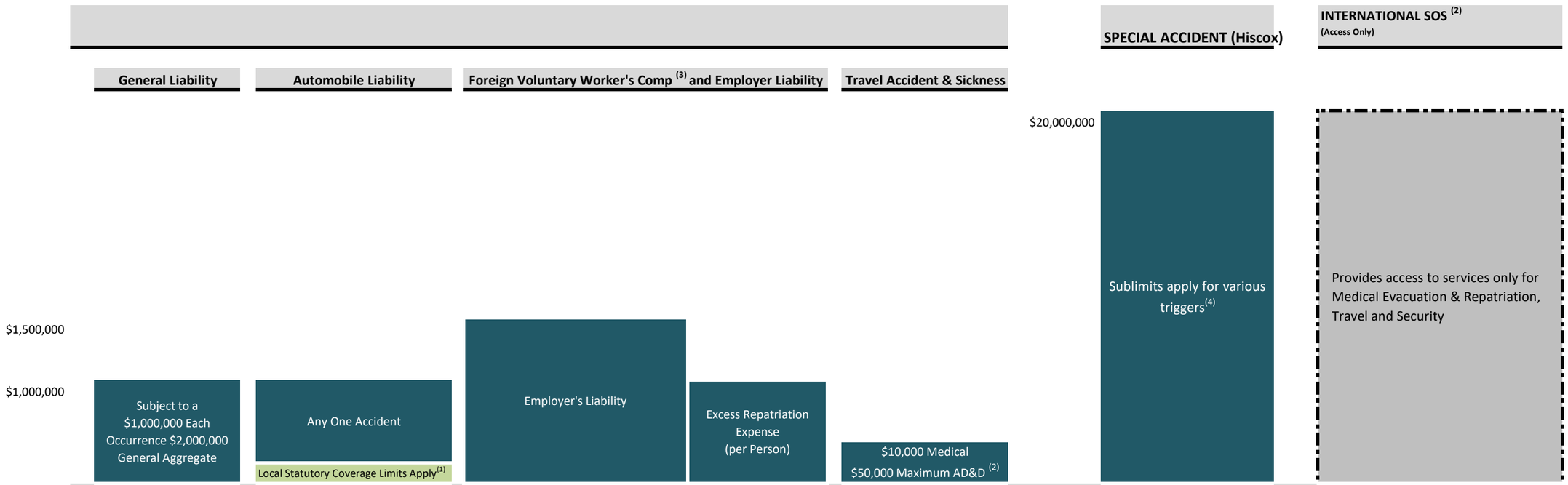
(1) A Member may 'buy-down' their deductible to $25,000; however, will be required to payback $75,000 over 3-years.

(2) Risk Retention increase (from $1.5M) for FY25.

IUC Risk Management & Insurance Consortium

Foreign Package, Special Accident & International SOS
July 1, 2024 to June 30, 2027 (Foreign Package)
July 1, 2022 to June 30, 2025 (Special Accident)
July 1, 2023 to June 30, 2026 (International SOS)

Not to Scale



Notes:

(1) Various local statuatory coverage requirements apply based on location of auto accident. Iin countries where there is no compulsory automobile liability insurance law in force.a maintenance of underlying insurance limit ($10,000 each person/$20,000 each accident) applies.

(2) Benefits only for faculty and staff. Ad&D limits subject to percentages per the Table of Losses

(3) Foreign voluntary compensation benefits are based on the employee's state of hire.

(4) Sublimit examples: $1M security evacuation, $250,000 disappearance and threat, $1M child abduction and some limitations for Russsia, Ukraine and coverage for Haiti is excluded.

IUC Risk Management & Insurance Consortium

Cyber Breach Response [1]

October 1, 2024 to September 30, 2025

Not to Scale

	FIRST PARTY COVERAGE	THIRD PARTY COVERAGE	BREACH RESPONSE SERVICES	
			Services to the Institution	Services to the Affected Individual(s) [2]
	Network Business Interruption Network Dependent Business Interruption Data Recovery Costs Cyber Extortion Subject to Various Limits and Aggregate Limits [1]	Data & Network Liability Regulatory Defense & Penalties Payment Card Liabilities & Costs Media Liability (if available) Subject to Various Limits and Aggregate Limits [1]	Outside Legal Computer Expert Public Relations & Crisis Mgmt Subject to Various Annual Aggregate Limits [1]	Notification Call Center Credit Monitoring Identify Theft Repair Services Subject to Various Notified Person(s) Limit [1]
Various [1]	Member Deductible	Member Deductible	Member Deductible	Member Deductible (Notified Persons)

This chart provides a synopsis of coverage only; refer to the actual policy(s) for all terms and conditions.

SUMMARY OF COVERAGE [3]		
Member	**Aggregate Limit**	**Deductible**
Bowling Green	$ 1,000,000	$ 100,000
Central State	$ 1,000,000	$ 150,000
Cleveland State	$ 1,000,000	$ 250,000
Kent State	$ 5,000,000	$ 350,000
Miami	$ 5,000,000	$ 250,000
NEOMED	$ 1,000,000	$ 150,000
Ohio University	$ 5,000,000	$ 250,000
Shawnee	$ 1,000,000	$ 150,000
U of Akron	$ 1,000,000	$ 200,000
U of Cincinnati [4]	$ 10,000,000	$ 350,000
U of Toledo	$ 5,000,000	$ 500,000
Wright	$ 5,000,000	$ 250,000
Youngstown	$ 1,000,000	$ 100,000
Refer to Limit & Deductible Matrix [1]		

Notes:

[1] While this is a group purchase, coverage is purchased individually; therefore, limits, sub-limits and deductibles differ by member. Members are to refer to the "Limit & Deductible Matrix" or their actual policy for full details.

[2] Members can utilize notification, call center and other breach response services for events under 100 Notified Persons but would incur costs themselves.

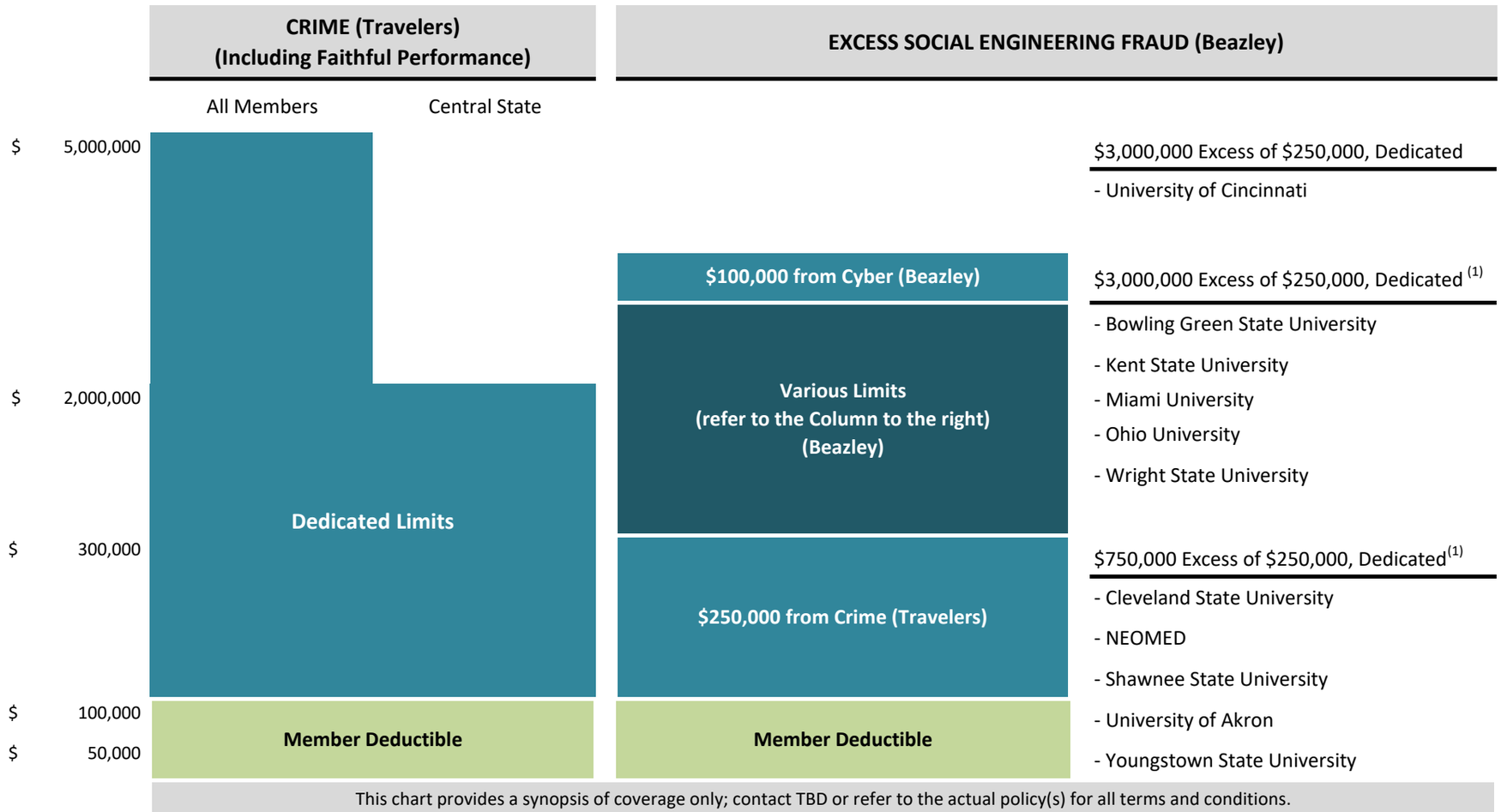
[3] This is a brief summary only and members MUST review the comparison or the actual policy for full details of terms and conditions due to varying limits, sublimits and retentions.

[4] U of Cincinnati purchased a primary and excess policy, which make up the $10M limits.

IUC Risk Management & Insurance Consortium

Crime & Social Engineering Fraud
October 1, 2024 to September 30, 2025

Not to Scale



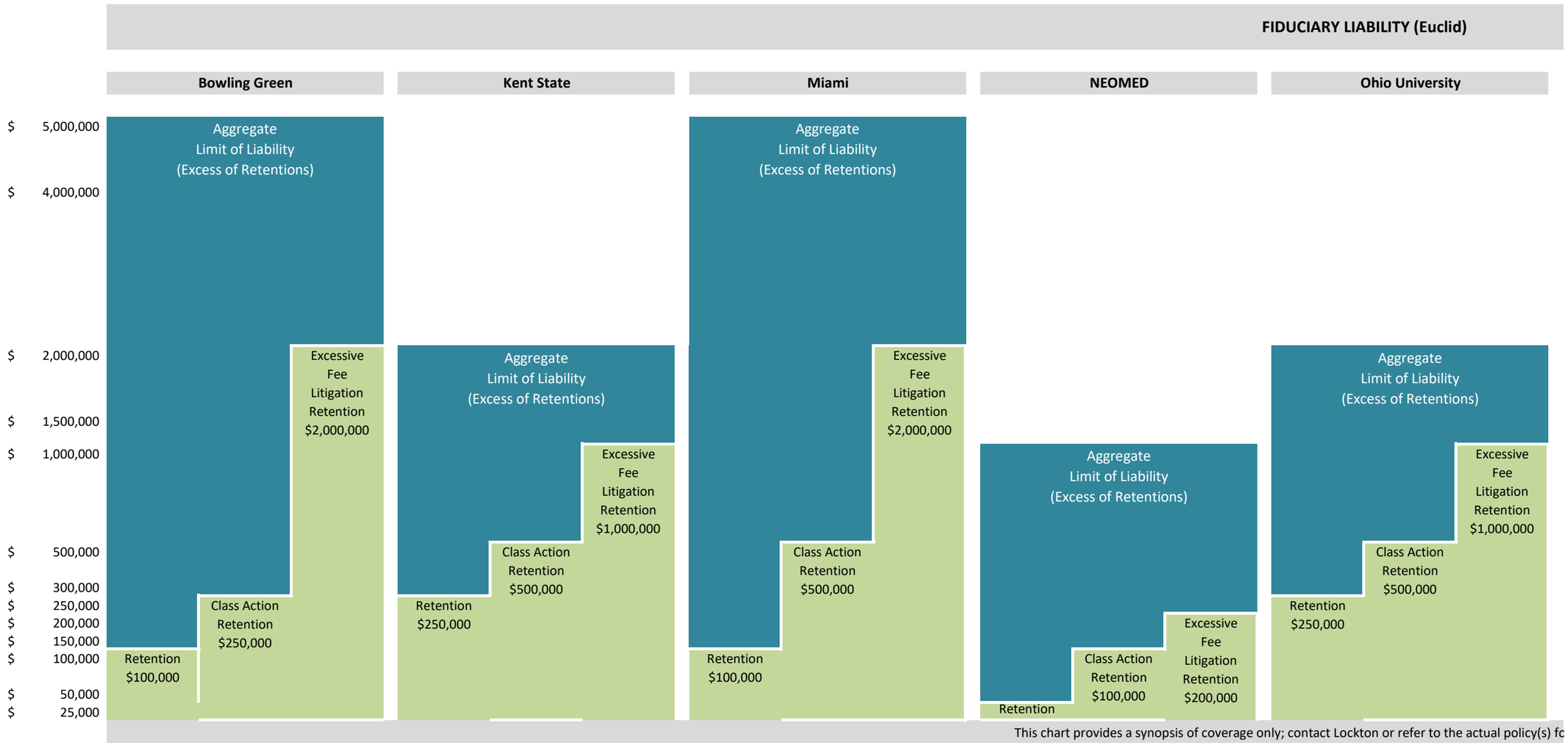
Notes:

(1) The universities under each limit ($3,000,000 and $750,000) are included as Additional Insured's under their respective policy. Each university maintains their own limit with the exception of a singular inter-related claim involving one or more university(s), at which point the aggregate limit applies. Excess policies denote a different deductible, however the Followed Policy (Crime) deductible is primary.

IUC Risk Management & Insurance Consortium

Fiduciary Liability

October 1, 2024 to September 30, 2025

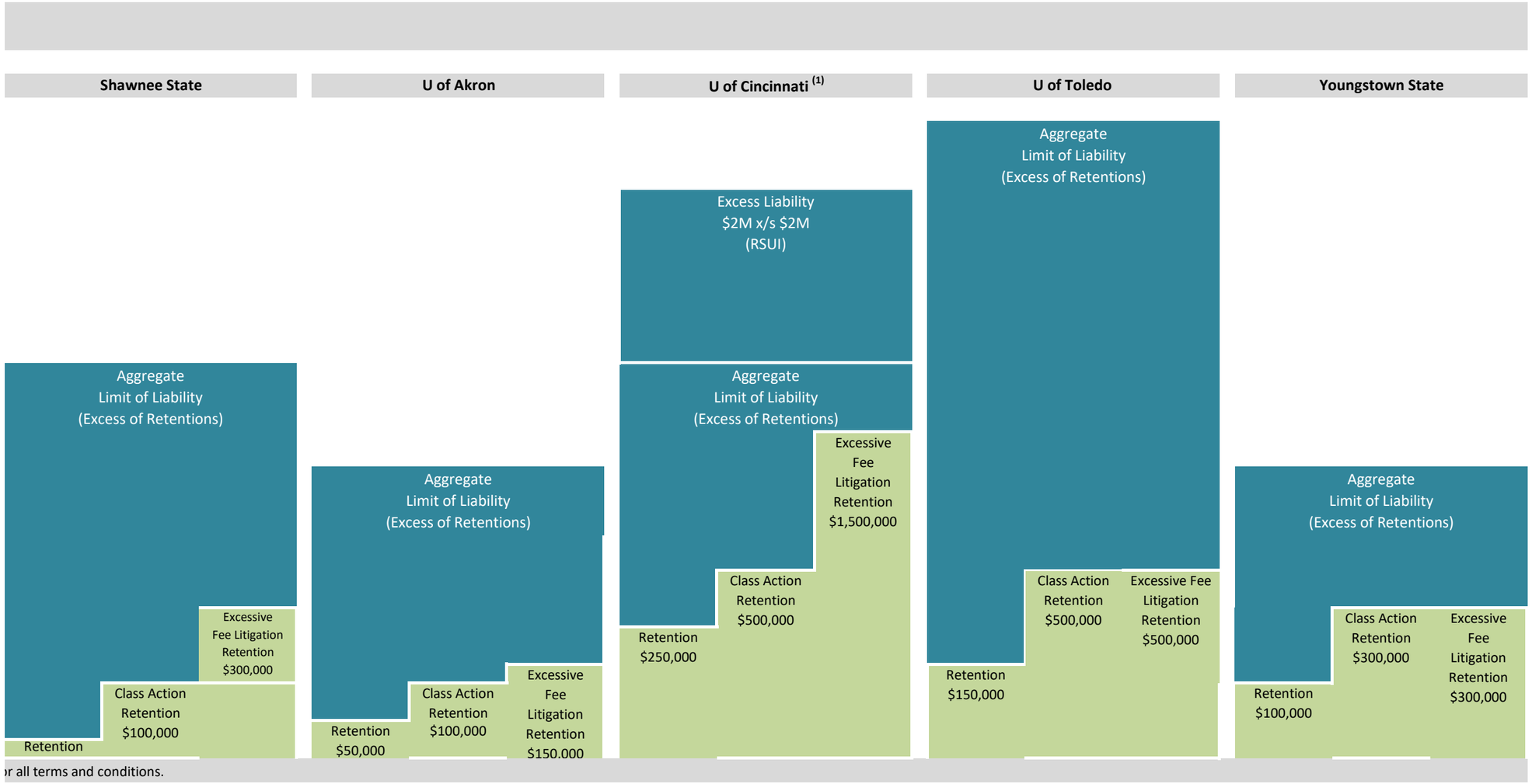


Notes:

(1) Due to exposure, Euclid only offered the University a limit of $2,000,000 and an excess policy was placed.

(2) Sublimits and endorsements vary by member, the sublimit or endorsement may be the most the carrier will offer or was reduced, removed due to underwriting concerns; refer to policy for full details.

Not to Scale


Shawnee State
U of Akron
U of Cincinnati (1)
U of Toledo
Youngstown State
Aggregate Limit of Liability (Excess of Retentions)
Excess Liability $2M x/s $2M (RSUI)
Excessive Fee Litigation Retention $300,000
Class Action Retention $100,000
Retention
Retention $50,000
Excessive Fee Litigation Retention $150,000
Retention $250,000
Excessive Fee Litigation Retention $1,500,000
Retention $150,000
Retention $100,000
Excessive Fee Litigation Retention $300,000
or all terms and conditions.

YOUNGSTOWN STATE UNIVERSITY

RESOLUTION TO APPROVE
INTERCOLLEGIATE ATHLETICS
2026-2030 TITLE IX GENDER EQUITY PLAN

WHEREAS, Youngstown State University is committed to providing athletic opportunities that are funded to insure equal access, participation, and support for men and women alike in compliance with Title IX; and

WHEREAS, in 1994 the Youngstown State University Board of Trustees approved its first five-year gender equity plan which committed $696,000 to fund scholarships, staffing, operating budgets and physical facilities to enhance the women's intercollegiate athletic programs; and

WHEREAS, in 1999, 2004, 2010, 2016, and 2021, the Youngstown State University Board of Trustees approved three consecutive gender equity plans that committed total of $1.6 million to fund scholarships, staffing, operating budgets and physical facilities to enhance women's intercollegiate athletic programs over the past 20 years; and

WHEREAS, the University is committed to a continuing practice of increasing opportunities for women;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees does hereby accept and approve the 2026-30 Gender Equity Plan, totaling $500,000.

Board of Trustees Meeting
March 13, 2025
YR 2025-

SUMMARY OF PERSONNEL ACTIONS
Athletic Employees
10/16/2024 through 1/15/2025

Separations – 6

- Professional Administrative Excluded – 6

Appointments – 1

Replacement Positions – 1

- Professional Administrative Externally Funded – 1

Multi-Year Appointments - 1

- Professional Administrative Excluded – 1

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
SEPARATIONS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	DATE OF SEPARATION	FTE	SALARY	TYPE OF SEPARATION
Berassa, Jelani	Excluded	Assistant Coach	Football	12/31/2024	1.00	$ 65,524.80	Resignation
Dukes, Christian	Excluded	Assistant Coach	Football	12/31/2024	1.00	$ 56,161.20	Resignation
Green, Joshua	Excluded	Assistant Coach	Soccer - Women's	1/7/2025	1.00	$ 49,588.21	Nonrenewal
Larkin, Jeremy	Excluded	Assistant Coach	Football	12/31/2024	1.00	$ 56,161.20	Resignation
Maryskova, Anita	Excluded	Assistant Coach	Soccer - Women's	1/7/2025	1.00	$ 31,680.18	Nonrenewal
Shrum, Brian	Excluded	Head Coach	Soccer - Women's	1/7/2025	1.00	$ 72,848.96	Resignation

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Law, Nicole	Externally Funded	Athletic Academic Coordinator	Athletic Administration	12/2/2024	1.00	$ 43,947.00

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
MULTI-YEAR APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Wall, Richard	Excluded	Head Coach	Soccer - Women's	1/6/2025 - 6/30/2028	1.00	$ 75,000.00

APR and Graduation Rate Overview

Academic Progress Rate (APR)

- Holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term
- Real-time rate, calculated term by term
- Includes all student-athletes on a team in a given year who receive athletic scholarship

How is it calculated?

- Two available points each academic term.
    - Eligibility "E" point = student-athlete meets academic eligibility standards as of the end of the academic term.
    - Retention "R" point = student-athlete is enrolled full time as of the census date or the fifth week of classes of the next term.
- Transfer Adjustments – to adjust for the retention point (3/3)
    - Two-Year Transfers
        - Must enroll immediately for next regular semester
        - Must have a 3.30 GPA upon departure
    - Four-Year Transfers
    - Must enroll immediately for next regular semester
    - Must meet all eligibility requirements upon departure
- Student-Athletes who are pursuing graduate or 2nd undergrad degrees
    - No retention points (or penalties) given

$$\frac{\text{Number of points earned}}{\text{Number of points possible}} \times 1000 = \text{APR}$$

Why does it matter?

- Postseason Eligibility – if multiyear APR is 930 or lower
    - Not eligible for postseason
- Penalties – if multiyear APR is lower than 930
    - CARA restrictions,
    - Loss of non-championship segment, or
    - 10% competition reduction

Federal Graduation Rate

- It is the proportion of first-year, full-time student-athletes who entered a school on athletics aid in the fall and graduated from that institution within six years
    - Does not include transfers (in or out) and considers them nongraduates
- NCAA GSR differs from the federal calculation in two important ways
    - GSR holds colleges accountable for those student-athletes who transfer to their school
    - GSR does not penalize colleges whose student-athletes leave the institution in good academic standing.

Example 1: GSR Calculation for Team (Single Cohort)

	Federal Rate	GSR
First-Year Participants 	$\frac{12}{20}$	$\frac{12}{16}$
Transfers In+ (Only used in GSR calculation) 		$\frac{4}{6}$
Overall • Federal Rate = (Green) / (Green + White + Red) • GSR = (Green) / (Green + Red)	$\mathbf{\frac{12}{20}}$ (60%)	$\mathbf{\frac{16}{22}}$ (73%)

= Graduates
= Likely transfers (Departed in good academic standing)
= Likely nongraduates (Departed in poor academic standing)

NCAA RESEARCH

NCAA Academic Unit

- One of three rates (FGR, GSR, APR) that can qualify a school for the NCAA's "Academic Unit", an academic-based revenue distribution
- Each school must meet one of the following to qualify for the funds:
    - **GSR** - Graduation Success Rate for most recently available year is equal to or greater than 90 percent. The average of single-year rates for all teams is used.
    - **FGR** - Difference between student-athlete and student body percentages in the most recently published Federal Graduation Rate is equal to or greater than 13 percentage points.
    - **APR** - Academic Progress Rate for previous year is equal to or greater than 985. The average of single-year scores for all teams is used to determine eligibility for this standard.

YOUNGSTOWN STATE UNIVERSITY
INTERCOLLEGIATE ATHLETICS
TEN YEAR HISTORY

FOUR-YEAR AVERAGE STUDENT ATHLETES VS. GENERAL STUDENT BODY GRADUATION RATE

ENTERING FRESHMEN CLASS	2024 *17-18*	2023 *16-17*	2022 *15-16*	2021 *14-15*	2020 *13-14*	2019 *12-13*	2018 *11-12*	2017 *10-11*	2016 *09-10*	2015 *08-09*
YSU STUDENT-ATHLETES	66	64	62	59	62	61	60	63	61	64
YSU GENERAL STUDENTS	50	46	43	40	36	33	33	32	32	34
DIFFERENCE	*16*	*18*	*19*	*19*	*26*	*28*	*27*	*31*	*29*	*30*

SINGLE YEAR STUDENT ATHLETES VS. GENERAL STUDENT BODY GRADUATION RATE

YSU STUDENT-ATHLETES	73	61	67	63	64	52	54	72	59	49
YSU GENERAL STUDENTS	53	49	47	48	41	37	35	31	31	33
DIFFERENCE	*20*	*12*	*20*	*15*	*23*	*15*	*19*	*41*	*28*	*16*
ACADEMIC UNIT TARGET OF > 13%	**13**	**13**	**13**	**13**	**13**	**13**	**13**	**13**	**13**	**13**
DIFFERENCE	*7*	*-1*	*7*	*2*	*10*	*2*	*6*	*28*	*15*	*3*

NCAA GRADUATION SUCCESS RATE

YSU - GSR	80	80	79	78	80	81	80	79	79	78
ACADEMIC UNIT TARGET OF > 90%	**90**	**90**	**90**	**90**	**90**	**90**	**90**	**90**	**90**	**90**
DIFFERENCE	*-10*	*-10*	*-11*	*-12*	*-10*	*-9*	*-10*	*-11*	*-11*	*-12*

FOUR-YEAR AVERAGE STUDENT-ATHLETES GRADUATION RATES
TEN YEAR HISTORY

ENTERING FRESHMEN CLASS	2024 *17-18*	2023 *16-17*	2022 *15-16*	2021 *14-15*	2020 *13-14*	2019 *12-13*	2018 *11-12*	2017 *10-11*	2016 *09-10*	2015 *08-09*
HORIZON LEAGUE:										
YOUNGSTOWN STATE	66	64	62	59	62	61	60	63	61	64
HORIZON LEAGUE AVERAGE	69	69	69	68	69	67	66	65	64	64
NCAA DIVISION I	*68*	*69*	*69*	*69*	*69*	*68*	*67*	*67*	*66*	*66*
YSU GENERAL STUDENTS	50	46	43	40	36	33	33	32	32	34
HL GENERAL STUDENTS (AVERAGE)	51	51	51	51	48	47	46	45	46	47
YSU S/A'S ABOVE GENERAL STUDENTS	16	18	19	19	26	28	27	31	29	30
HL S/A'S ABOVE GENERAL STUDENTS	18	18	18	17	21	20	20	20	18	17
MISSOURI VALLEY FOOTBALL:										
YOUNGSTOWN STATE	66	64	62	59	62	61	60	63	61	64
MISSOURI VALLEY AVERAGE	68	66	68	68	69	67	66	65	64	65
NCAA DIVISION I	*68*	*69*	*69*	*69*	*69*	*68*	*67*	*67*	*66*	*66*
FCS	*67*	*68*	*68*	*69*	*68*	*67*	*66*	*65*	*65*	*64*
YSU GENERAL STUDENTS	50	46	43	40	36	33	33	32	32	34
MVFC GENERAL STUDENTS (AVERAGE)	57	56	55	55	53	53	52	53	52	53
YSU S/A'S ABOVE GENERAL STUDENTS	16	18	19	19	26	28	27	31	29	30
MVFC S/A'S ABOVE GENERAL STUDENTS	11	10	13	13	16	14	14	12	12	12

YOUNGSTOWN STATE UNIVERSITY
INTERCOLLEGIATE ATHLETICS
NCAA GRADUATION SUCCESS RATES
TEN YEAR HISTORY

ENTERING FRESHMEN CLASS	2024 *17-18*	2023 *16-17*	2022 *15-16*	2021 *14-15*	2020 *13-14*	2019 *12-13*	2018 *11-12*	2017 *10-11*	2016 *09-10*	2015 *08-09*
HORIZON LEAGUE:										
YOUNGSTOWN STATE	80	80	79	78	80	81	80	79	79	78
HORIZON LEAGUE AVERAGE	90	89	88	87	88	87	85	84	82	81
NCAA DIVISION I	*90*	*92*	*89*	*89*	*90*	*88*	*87*	*86*	*84*	*83*
MISSOURI VALLEY FOOTBALL:										
YOUNGSTOWN STATE	80	80	79	78	80	81	80	79	79	78
MISSOURI VALLEY AVERAGE	89	89	88	87	87	86	85	83	81	79
NCAA DIVISION I	*90*	*92*	*89*	*89*	*90*	*88*	*87*	*86*	*84*	*83*
FCS	*89*	*79*	*88*	*88*	*88*	*87*	*76*	*74*	*73*	*71*

YOUNGSTOWN STATE UNIVERSITY
INTERCOLLEGIATE ATHLETICS
SPORT BY SPORT
ACADEMIC PROGRESS RATE (APR)

	2022-23 MULTI-YEAR NCAA AVERAGE	2023-24				2022-23				2021-22				2020-21			
		POINTS EARNED	TOTAL POSSIBLE	ANNUAL APR	**MULTI-YEAR APR**	POINTS EARNED	TOTAL POSSIBLE	ANNUAL APR	**MULTI-YEAR APR**	POINTS EARNED	TOTAL POSSIBLE	ANNUAL APR	**MULTI-YEAR APR**	POINTS EARNED	TOTAL POSSIBLE	ANNUAL APR	**MULTI-YEAR APR**
BASEBALL	978	91	91	1000	**995**	100	100	1000	**988**	95	97	979	**983**	102	103	990	**981**
MEN'S BASKETBALL	968	42	45	933	**978**	38	39	974	**969**	52	53	981	**975**	48	48	1000	**948**
MEN'S CROSS COUNTRY	984	70	70	1000	**1000**	61	61	1000	**972**	62	65	954	**970**	56	56	1000	**977**
FOOTBALL	957	297	301	987	**971**	284	294	966	**950**	270	278	971	**944**	292	305	957	**946**
MEN'S GOLF	988	38	38	1000	**1000**	36	36	1000	**1000**	38	38	1000	**1000**	36	36	1000	**1007**
MEN'S SWIMMING	985	67	67	1000	**985**	76	76	1000	**982**	70	72	972	**972**	54	56	964	**972**
MEN'S TENNIS	987	28	28	1000	**984**	32	32	1000	**984**	36	36	1000	**976**	28	30	933	**958**
MEN'S TRACK	974	169	174	971	**970**	152	153	993	**974**	148	155	955	**964**	145	151	960	**971**
WOMEN'S BASKETBALL	981	41	41	1000	**985**	47	47	1000	**986**	55	55	1000	**987**	53	56	946	**982**
BOWLING	987	35	35	1000	**1000**	35	35	1000	**1000**	36	36	1000	**1000**	32	32	1000	**1000**
WOMEN'S CROSS COUNTRY	988	51	51	1000	**996**	50	50	1000	**996**	65	65	1000	**996**	67	68	985	**990**
WOMEN'S GOLF	993	30	30	1000	**1000**	36	36	1000	**994**	43	44	977	**988**	44	44	1000	**979**
LACROSSE	993	95	96	990	**985**	113	117	966	**984**	112	113	991	**995**	74	74	1000	**1000**
SOCCER	989	109	111	982	**989**	116	117	991	**993**	115	116	991	**986**	116	117	991	**980**
SOFTBALL	988	84	84	1000	**997**	77	77	1000	**988**	81	81	1000	**988**	91	92	989	**984**
WOMEN'S SWIMMING	992	120	121	992	**995**	119	119	1000	**992**	97	98	990	**989**	93	93	1000	**988**
WOMEN'S TENNIS	991	30	30	1000	**1000**	31	31	1000	**1000**	25	25	1000	**991**	32	32	1000	**991**
WOMEN'S TRACK	983	165	165	1000	**987**	161	163	988	**984**	177	184	962	**982**	180	181	994	**986**
VOLLEYBALL	989	40	40	1000	**1000**	47	47	1000	**1000**	46	46	1000	**1000**	46	46	1000	**984**
INSTITUTIONAL APR	984			992	**990**			994	**986**			985	**983**			985	**980**
ACADEMIC UNIT TARGET				985													

YOUNGSTOWN STATE UNIVERSITY
INTERCOLLEGIATE ATHLETICS
AVERAGE CUMULATIVE GPA'S BY TERM
FIVE YEAR HISTORY

SPORT	FIVE YEAR AVERAGE	2024-25 SPRING 2025	2024-25 FALL 2024	2023-24 SPRING 2024	2023-24 FALL 2023	2022-23 SPRING 2023	2022-23 FALL 2022	2021-22 SPRING 2022	2021-22 FALL 2021	2020-21 SPRING 2021	2020-21 FALL 2020
BASEBALL	3.34		3.44	3.45	3.44	3.37	3.34	3.20	3.26	3.32	3.27
MEN'S BASKETBALL	3.27		3.35	3.31	3.31	3.16	3.19	3.20	3.40	3.33	3.19
WOMEN'S BASKETBALL	3.76		3.80	3.75	3.73	3.71	3.77	3.74	3.84	3.76	3.76
MEN'S CROSS COUNTRY	3.31		3.59	3.50	3.37	3.27	3.29	3.28	3.13	3.24	3.13
WOMEN'S CROSS COUNTRY	3.47		3.50	3.44	3.42	3.53	3.51	3.46	3.46	3.52	3.41
FOOTBALL	3.18		3.32	3.31	3.21	3.20	3.17	3.17	3.10	3.12	3.06
MEN'S GOLF	3.44		3.41	3.37	3.38	3.34	3.31	3.48	3.59	3.55	3.55
WOMEN'S GOLF	3.72		3.92	3.94	3.94	3.75	3.74	3.54	3.60	3.56	3.54
LACROSSE	3.56		3.54	3.62	3.62	3.60	3.58	3.53	3.50	3.59	3.43
SOCCER	3.62		3.51	3.55	3.66	3.61	3.59	3.61	3.65	3.71	3.71
SOFTBALL	3.46		3.70	3.70	3.61	3.51	3.45	3.38	3.37	3.23	3.18
MEN'S SWIMMING	3.57		3.55	3.62	3.63	3.58	3.53	3.47	3.51	3.62	3.59
WOMEN'S SWIMMING	3.55		3.60	3.61	3.57	3.57	3.57	3.52	3.51	3.52	3.51
MEN'S TENNIS	3.62		3.66	3.50	3.53	3.62	3.65	3.68	3.73	3.61	3.56
WOMEN'S TENNIS	3.71		3.83	3.77	3.76	3.72	3.69	3.66	3.63	3.64	3.70
MEN'S TRACK	3.16		3.33	3.28	3.23	3.20	3.19	3.13	3.16	3.09	2.86
WOMEN'S TRACK	3.44		3.49	3.47	3.45	3.49	3.49	3.41	3.43	3.35	3.34
VOLLEYBALL	3.61		3.69	3.60	3.64	3.60	3.63	3.61	3.62	3.56	3.54
BOWLING	3.78		3.64	3.73	3.75	3.80	3.81	3.84	3.87	3.80	3.78
ALL STUDENT-ATHLETE'S	3.44		3.49	3.49	3.49	3.44	3.42	3.38	3.52	3.38	3.33
GENERAL STUDENTS								3.15		3.25	
NUMBER OF TEAMS ABOVE 3.0	19.00	0	19	19	19	19	19	19	19	19	18
NUMBER OF S/A'S WITH:											
SEMESTER GPA OF 4.00			118	127	144	117	134	92	102	111	114
SEMESTER GPA ABOVE 3.00			374	381	444	398	407	347	381	364	384
% SEMESTER GPA ABOVE 3.00			78%	83%	83%	80%	81%	74%	73%	76%	77%
CUMULATIVE GPA ABOVE 3.00			402	390	446	417	420	368	403	379	389
% CUMULATIVE GPA ABOVE 3.00			84%	85%	84%	83%	84%	79%	77%	80%	78%

Source: YSU Permanent Records

2/17/2025

YOUNGSTOWN STATE UNIVERSITY
INTERCOLLEGIATE ATHLETICS
FIVE YEAR HISTORY OF ACADEMIC MAJORS

MAJOR	COLLEGE	AS OF FALL SEMESTER 2024	2023	2022	2021	2020
Accounting	Business Administration	12	11	15	16	8
Advertising and PR	Business Administration				1	
Allied Health	Health and Human Services					
Anthropology	BCLASSE	2		1	1	1
Art Education	BCLASSE					
Art Studio	Creative Arts	2	4	3	3	
Athletic Training	Health and Human Services	2				
Biology	STEM	14	11	11	10	21
BS MD	STEM	7	5			
Business	Business Administration	112	84	87	82	35
Chemical Engineering	STEM	4	3	1	1	1
Chemistry	STEM	1	2	2	2	2
Civil and Construct Eng	STEM	5	5	5	2	
Civil Engineering	STEM	2	4	2	5	3
Clinical Laboratory Sci	Health and Human Services					
Communication Studies	Business Administration	14	15	16	15	13
Computer Information Systems	STEM					
Computer Science	STEM	1	2	4	3	1
Coordinated Program Dietetics	Health and Human Services					
Counseling	BCLASSE	3	3	1		
Criminal Justice	Health and Human Services	19	17	30	33	26
Dental Hygiene	Health and Human Services	7	2	2	2	5
Dietics	Health and Human Services		1	3	2	3
Early Childhood Education	BCLASSE				1	
Economics	BCLASSE	3	1	5	5	4
Electric Utili Tech	STEM					1
Electrical Engineering	STEM	2	4	3	3	2
Engineering	STEM	12	10	11	14	21
English	BCLASSE	2	2	2	1	1
Environmental Studies	STEM	1	2	2	4	5
Exercise Science	Health and Human Services	44	60	46	53	59
Family and Consumer Studies	Health and Human Services					
Finance	Business Administration	21	23	10	7	11
Food and Nutrition	Health and Human Services					
Forensic Science	Health and Human Services	4	3	4	6	5
General Administration	Business Administration	1				19
General Studies	BCLASSE	60	56	53	45	31
Geography	BCLASSE		1	1	1	1
Geology	BCLASSE					
Health and Human Services	Health and Human Services	4	6	5	2	1
Health Education	BCLASSE		1	1	2	
History	BCLASSE	1		1	1	
Hospitality Management	Health and Human Services	2	2	3	5	4
Human Resource Management	Business Administration	2	1			1

YOUNGSTOWN STATE UNIVERSITY
INTERCOLLEGIATE ATHLETICS
FIVE YEAR HISTORY OF ACADEMIC MAJORS

MAJOR	COLLEGE	AS OF FALL SEMESTER 2024	2023	2022	2021	2020
Individual Curriculum Prog	BCLASSE	1	3		3	2
Industrial and Systems Engr	STEM	1	2	2	3	2
Info & Supply Chain Management	Business Administration					
Information Technology	STEM					1
Information Technology B	STEM	3	2	1	2	3
Integrated Language Arts Educ	BCLASSE	1	2			
Integrated Math Education	BCLASSE			2	1	
Integrated Sciences Education	BCLASSE			1	2	2
Integrated Social Studies Educ	BCLASSE	6	4	3	2	1
Intervention Specialist	BCLASSE	11	9	8	8	8
Journalism	BCLASSE	1	6	5	3	1
Law	BCLASSE			2	1	1
Life Sciences Education	BCLASSE					
Long Term Care Administration	BCLASSE					
Management	Business Administration	4	6	3	4	15
Marketing	Business Administration	23	27	20	5	3
Marketing Management	Business Administration	3	1	1	17	9
Mathematics	STEM	2	4	3	4	3
Mechanical Engineering	STEM	12	10	13	9	10
Medical Lab Science	Health and Human Services	1	2	1		
Merch Fashion and Interior	Health and Human Services		1			3
Middle Childhood Education	BCLASSE	3	3	4	4	4
Music Education	Creative Arts					1
Music Perf Emphasis Music Record	Creative Arts	1	1	2	1	
Natural Science	STEM	4	4	8	5	6
Nursing	Health and Human Services	12	17	19	27	27
Philosophy	BCLASSE					
Physical Education	BCLASSE					2
Physical Sciences Education	BCLASSE					
Physical Therapy	Health and Human Services				1	
Physics	STEM	4	7	5	2	2
Political Science	BCLASSE	6	6	6	4	4
Prof Writing and Editing	BCLASSE		2			3
Psychology	BCLASSE	25	20	20	21	19
Public Health	Health and Human Services	2	5	2	4	3
Religious Studies	BCLASSE					
Respiratory Care	Health and Human Services	1			1	
Science Pre Education	BCLASSE					
Social Services	Health and Human Services					
Social Work	Health and Human Services	1	4	3	2	3
Sociology	BCLASSE	3	5	1		2
Spanish	BCLASSE					
Special Education	BCLASSE	1	2	4	1	2
Technology	STEM	4	3	3	2	2

YOUNGSTOWN STATE UNIVERSITY
INTERCOLLEGIATE ATHLETICS
FIVE YEAR HISTORY OF ACADEMIC MAJORS

MAJOR	COLLEGE	AS OF FALL SEMESTER 2024	2023	2022	2021	2020
Telecommunications	Creative Arts			1	1	6
Telecomm St. Sprts Broadcast Tr	Business Administration	6	3	7	5	
Theatre Studies	Creative Arts				1	
Undetermined	Undetermined	13	23	52	47	75
Total		521	525	532	521	510

YOUNGSTOWN STATE UNIVERSITY
INTERCOLLEGIATE ATHLETICS
FIVE YEAR HISTORY OF ACADEMIC MAJORS

MAJOR	COLLEGE	AS OF FALL SEMESTER 2024	2023	2022	2021	2020
	Business Administration	198	171	159	152	114
	BCLASSE	129	126	121	107	89
	Creative Arts	3	5	6	6	7
	Health and Human Services	99	120	118	138	139
	STEM	79	80	76	71	86
	Undetermined	13	23	52	47	75
	Total	521	525	532	521	510

YOUNGSTOWN STATE UNIVERSITY

RESOLUTION TO MODIFY
APPOINTMENT OF GRADUATE ASSISTANTS, GRADUATE RESEARCH ASSISTANTS, GRADUATE ASSISTANT INTERNS, AND TEACHING ASSISTANTS POLICY, 3356-9-03.1

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
March 13, 2025
YR 2025-

3356-9-03.1 Appointment of graduate assistants, graduate research assistants, graduate assistant interns, and teaching assistants.

Responsible Division/Office:	~~College of~~Office of Research Services and Graduate Studies
Responsible Officer:	Provost and VP for Academic Affairs
Revision History:	January 2000; March 2010; June 2015; June 2016; June 2017; March 2020; March 2025
Board Committee:	Academic and Student Affairs
Effective Date:	~~March 5, 2020~~**March 13, 2025**
Next Review:	~~2025~~2030

(A) Policy statement. While the president has overall responsibility for the management of the university, the responsibility for employment decisions of personnel is delegated to the provost and vice presidents. Each divisional executive officer is responsible for making personnel decisions within the described university procedures.

(B) Purpose. The graduate assistantship program is predicated upon the concept that given an opportunity to assist the faculty and staff, graduate students provide a service to the university and gain valuable academic experience, which is appropriately supported through the annual institutional budget process~~. Academics must drive our cost structure~~. How the assistantship enhances the student's education must be apparent.

(C) Parameters.

(1) A graduate assistant ("GA") will normally be assigned duties primarily focused on the conduct of research/scholarly activity. A GA may be assigned teaching duties~~,~~ but should not be the instructor of record. A graduate research assistant ("GRA") will ~~only~~ be assigned duties focused on the conduct of research/scholarly activity ~~and will typically receive a twelve-month appointment. All other assistantships are typically two-semester appointments~~. A graduate assistant/intern ("GA/I") is a special category of graduate assistant designated to provide opportunities for university offices or departments, community companies or agencies, or other appropriate external sponsors to involve graduate students as academic assistants/interns in ~~real~~

~~life~~professional experiences ~~related to~~in support of their fields of study. A teaching assistant ("TA") will ~~only~~ be assigned duties focused on instruction and may be the instructor of record for a regularly scheduled class.

(2) ~~Additional academic services to the academic program in which the student is enrolled may be appropriate for all assistantship appointments. GA, GRA, GA/I, and TA appointments are covered by this policy.~~ A student appointed as a graduate assistant (GA, GRA, GA/I and TA) will be paid a stipend and ~~instructional fees required to complete a single degree program~~ receive tuition remission (up to eighteen semester hours per semester and up to twelve semester hours for the summer term)~~, student transportation fee, out-of-state surcharge, and music performance fees (if applicable)~~. Parking fee and out-of-state surcharge will be remitted.

~~Assistantship appointments previously providing only a stipend and remission of the transportation fee, and students awarded only the graduate college "Premiere Scholarship" may be renewed until the assistantship/scholarship is terminated.~~

(3) The ~~graduate dean~~ associate provost is responsible for the administration of the program and appointment of graduate assistants, graduate research assistants, graduate assistant interns, and teaching assistants.

~~(4) The graduate dean may make available the "Graduate College Premiere Scholarship." The scholarship shall include up to thirty-six semester hours of instructional fees (for graduate courses required to complete a single degree program) for an academic year up to eighteen semester hours for each fall and spring semester. Scholarship awards may be provided for up to twelve semester hours of instructional fees for the summer term. The "Premiere Scholarship" shall include instructional fees, nonresident tuition surcharge, and applicable music performance fees.~~

~~(5)~~(4) The total number of graduate assistantships and teaching assistantships shall be allocated annually as a part of the institutional budget development process and will take into account

the needs of new graduate programs as they are developed and implemented and the opportunities to increase enrollment and research through the growth of existing graduate programs. Colleges, departments, or external sources can also provide funds to support additional assistantships.

~~(6)~~(5) Additional assistantship positions may be created by the ~~graduate dean~~ associate provost when external funding has been obtained. In such cases, payment for assistantships may be made at rates higher than normal university rates if the external funding agency has a predetermined payment schedule or allows higher rates of payment.

(6) GA, TA, and GA/I are typically two semester appointments and a GRA is a twelve-month appointment.

(D) Procedures.

(1) The ~~dean of the college of graduate studies~~ associate provost shall allocate graduate assistants approved within the university budget across the institution~~. Appropriate standing committees of the graduate council shall be consulted as part of the allocation process~~.

(2) An academic department may recommend only full-time graduate students with regular (not provisional) status for an assistantship. Exceptions to this requirement may be granted only prior to appointment by the ~~graduate dean~~ associate provost with sufficient justification from the recommending department. A GA or TA with a teaching assignment may not have any undergraduate academic course deficiencies in any area that will be included in the assistant's teaching assignments.

(3) Recommendation to appoint a GA, GRA, GA/I and/or TA~~, and recommendations to award a "Graduate College Premiere Scholarship,"~~ must be obtained from the academic dean. Applications with the appropriate recommendations for appointment are forwarded to the ~~graduate dean~~ associate provost, who makes the official appointment. ~~Until the appointment has been made by the graduate dean, no~~No department is authorized to communicate to any applicant for a graduate or teaching

assistantship that an award will be made. A department is authorized to communicate that they are recommending a student for appointment as a GA, GRA, GA/I, or TA. The college of graduate studies supports the "April 15th Resolution" regarding graduate scholars, fellows, trainees and assistants of the council of graduate schools ("CGS"). Appointments and communications regarding appointments will adhere to said resolution as described on the CGS webpage.

(4) Appointment as a GA, GRA, GA/I, or TA will normally occur for the fall or spring semester and be made prior to the beginning of the fall semester. Graduate research assistant appointments may begin in the summer term. In cases in which an appointment becomes available in the middle of a semester due to the availability of external funding, the stipend will be prorated to accommodate the period of time covered. Regardless of funding source, the stipend may be prorated to accommodate situations where students fail to begin or complete their assistantship as scheduled~~. Transportation fees, instructional fees, out-of-state surcharge and applicable music performance fees are remitted for the full semester~~.

(5) Graduate assistants (GA, GRA, GA/I, or TA) shall not hold full-time outside employment. Additional employment within the university is not permitted without the approval of the ~~graduate dean~~associate provost.

(6) A faculty member within the department to which the graduate assistant is assigned will be designated to be directly responsible for the supervision of the assistant. A mentor from an academic department who will ensure the appropriate educational experience of the assistantship or internship must be designated. This applies to GA, GRA, GA/I, and TA positions.

(7) All teaching assistants must participate in a formal mentoring program in the department of instruction prior to being assigned independent teaching activities in that department.

(8) Additional information about graduate assistants, graduate research assistants, graduate assistant interns, teaching assistants~~, and the "Graduate College Premiere Scholarship" may be found in the~~

~~"Graduate Catalog,"~~ may be found in the "College of Graduate Studies Policy Book~~," and the "Handbook for Graduate Assistants."~~ or online at: college of graduate studies assistantships and fellowships webpage.

3356-9-03.1 Appointment of graduate assistants, graduate research assistants, graduate assistant interns, and teaching assistants.

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Responsible Officer:	Provost and VP for Academic Affairs
Revision History:	January 2000; March 2010; June 2015; June 2016; June 2017; March 2020; March 2025
Board Committee:	Academic and Student Affairs
Effective Date:	**March 13, 2025**
Next Review:	2030

(A) Policy statement. While the president has overall responsibility for the management of the university, the responsibility for employment decisions of personnel is delegated to the provost and vice presidents. Each divisional executive officer is responsible for making personnel decisions within the described university procedures.

(B) Purpose. The graduate assistantship program is predicated upon the concept that given an opportunity to assist the faculty and staff, graduate students provide a service to the university and gain valuable academic experience, which is appropriately supported through the annual institutional budget process. How the assistantship enhances the student's education must be apparent.

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(2) A student appointed as a graduate assistant (GA, GRA, GA/I and TA) will be paid a stipend and receive tuition remission (up to eighteen semester hours per semester and up to twelve semester hours for the summer term). Parking fee and out-of-state surcharge will be remitted.

(3) The associate provost is responsible for the administration of the program and appointment of graduate assistants, graduate research assistants, graduate assistant interns, and teaching assistants.

(4) The total number of graduate assistantships and teaching assistantships shall be allocated annually as a part of the institutional budget development process and will take into account the needs of new graduate programs as they are developed and implemented and the opportunities to increase enrollment and research through the growth of existing graduate programs. Colleges, departments, or external sources can also provide funds to support additional assistantships.

(5) Additional assistantship positions may be created by the associate provost when external funding has been obtained. In such cases, payment for assistantships may be made at rates higher than normal university rates if the external funding agency has a predetermined payment schedule or allows higher rates of payment.

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(D) Procedures.

(1) The associate provost shall allocate graduate assistants approved within the university budget across the institution.

(2) An academic department may recommend only full-time graduate students with regular (not provisional) status for an assistantship. Exceptions to this requirement may be granted only prior to appointment by the associate provost with sufficient justification from the recommending department. A GA or TA with a teaching assignment may not have any undergraduate academic course

deficiencies in any area that will be included in the assistant's teaching assignments.

(3) Recommendation to appoint a GA, GRA, GA/I and/or TA must be obtained from the academic dean. Applications with the appropriate recommendations for appointment are forwarded to the associate provost, who makes the official appointment. No department is authorized to communicate to any applicant for a graduate or teaching assistantship that an award will be made. A department is authorized to communicate that they are recommending a student for appointment as a GA, GRA, GA/I, or TA. The college of graduate studies supports the "April 15th Resolution" regarding graduate scholars, fellows, trainees and assistants of the council of graduate schools ("CGS"). Appointments and communications regarding appointments will adhere to said resolution as described on the CGS webpage.

(4) Appointment as a GA, GRA, GA/I, or TA will normally occur for the fall or spring semester and be made prior to the beginning of the fall semester. Graduate research assistant appointments may begin in the summer term. In cases in which an appointment becomes available in the middle of a semester due to the availability of external funding, the stipend will be prorated to accommodate the period of time covered. Regardless of funding source, the stipend may be prorated to accommodate situations where students fail to begin or complete their assistantship as scheduled.

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YOUNGSTOWN STATE UNIVERSITY

Office *of* Academic Affairs

ACADEMIC MASTER PLAN

DRAFT

Appendix A: Timeline of Collaboration

JUNE 2024

AMP Development Begins

SUMMER 2024

In Summer of 2024, we hosted an all-day retreat with approximately 50 support staff to determine how they perceived their areas as best positioned to contribute to student success.

FALL 2024

During early Fall of 2024, we sent out a series of surveys to determine areas of importance to our faculty members and academic staff.

LATE FALL 2024

In Fall of 2024, we hosted face-to-face meetings open to all faculty from each of the 20 academic departments. We took copious notes to ensure we understood pain and pride points. We listened to needs and categorized them as either readily achievable or longer-term goals (note: these later became our action steps and goals, respectively). We pulled this information together as the first template of the AMP. We had a great turnout to several townhall meetings where this version was first revealed. As a result of input gathered at the townhalls, we adjusted the look and feel of the AMP entirely.

WINTER BREAK 2024

During winter break of 2024, we turned our attention to the Academic Program Effeciency and Effectiveness Initiative (APEEI) process. The APEEI framework—which includes Continuous Quality Improvement and Detailed Analysis —reflects a comprehensive approach to evaluating and advancing our academic offerings. Our goal with APEEI is to ensure that every program aligns with best practices, institutional goals, and external standards, such as Ohio Revised Codes regarding low enrolled and duplicative courses and programs (ORC 3345.35).

SPRING 2025

In Spring of 2025, we tackled the qualitative portion of APEEI. Through collaborative discussions that consisted of individual virtual department meetings open to all faculty members, the purpose of the qualitative statements was revised to “program pitches” that would detail the uniqueness of each academic program. After this initial meeting regarding the qualitative statements, each program was asked to review and revise their **g**oals, **p**itch statements, and **a**ction steps (**GPA**’s) with the understanding that these would play a significant role in determining how resources, promotion, and tenure decisions would be made at the university.

DRAFT

Foreword

A Message from the Provost: The Path to Now

In June 2024, the Office of Academic Affairs (OAA) began an ambitious effort to construct the first-ever Academic Master Plan (AMP) at Youngstown State University (YSU). This effort was initiated to better communicate the purpose and rationale behind actions and decisions made within our office. This plan underscores my belief in the importance of transparency, accountability, and collaborative action.

As such, the AMP is a strategic blueprint designed to keep the institution moving forward toward academic excellence, innovation, and sustainable growth by ensuring that all constituents have a full understanding of how and why decisions are being made. Because the AMP was developed through a collaborative effort, this document represents the input from stakeholders across campus who contributed on multiple occasions. The collaboration started in June 2024 when we met with non-academic staff who support the academic core. To develop the heart of the plan, members of the OAA staff and I met with faculty face-to-face (Fall 2024) and virtually (December 2024 and Spring 2025) to discuss pain and pride points, quantitative data, and qualitative data. We also collected feedback from surveys and town halls (Fall 2024). These valuable insights were central to the structure and content of the AMP.

Although the development of the AMP represents a critical milestone in our journey, it by no means represents a final document. The AMP will be a living document, changing continually as we envision new ways to improve student success and outcomes, advance research and scholarship within the disciplines we offer, and strengthen the community and region that we support and that support us. This inaugural version is structured to advance the institution to inspire individuals, enhance futures, and enrich lives. The first section contains relatively static content, detailing the foundational framework that guides how OAA will prioritize the actions outlined within the vision statement (section 1.1), determine the health of our academic programs (section 1.2), detail operating guidelines and policies (section 1.3), and define common terms used on our campus (section 1.4).

The second section represents the dynamic portion of the AMP as it contains the specific program goals, pitches, and action steps (GPAs) written by the faculty, chairs, and deans from each of our academic programs (section 2.2). The action steps—and possibly the goals themselves—will likely change annually as we accomplish each item. In addition to containing the program GPAs, section 2.1 also lists the OAA's GPAs. Our office wrote these to align with the feedback provided during the face-to-face and virtual department meetings, town halls, and surveys from the past 12 months.

I believe this level of accountability, transparency, and collaboration will foster student success, empower faculty and staff, create mutually beneficial relationships

between all employees, and build strong connections with the community and industry partners. Together we can better address the challenges of today and seize the opportunities of tomorrow as we become the transformative institution of the region.

Thank you for your trust, collaboration, and dedication as we bring this AMP to life together so everyone can "Know Y."

Sincerely,



Jennifer Pintar, PhD, MPh

DRAFT

Table of Contents

Foreword:
F.1 A Message from the Provost: The Path to Now
F.2 How to use the AMP

Section 1: Foundational Framework
1.1 Vision for Academics at YSU
1.2 Health of YSU Programs Based on APEEI
1.3 OAA Operating Guidelines
1.4 Definitions

Section 2: Dynamic Planning
2.1 OAA Pitch Statement, Goals, and Action Steps
2.2 Program-Specific Pitch Statements, Goals, and Action Steps

Appendix
Appendix A: Timeline of Collaboration
Appendix B: Guide to Writing Pitch Statements and SMART Goals

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2.1 OAA Pitch Statement, Goals, and Action Steps

Pitch Statement

Through collaborative discussions in AMP sessions with academic departments and colleges, the faculty has shaped the vision and priorities of this plan. The Office of Academic Affairs (OAA) has used these insights to develop its own pitch statement and SMART goals, ensuring that the initiatives within the AMP respond to faculty-identified needs and drive meaningful change.

Rather than operating in isolation, OAA's role is to elevate and implement the ideas and priorities of faculty—turning their concerns and aspirations into actionable objectives. The AMP's themes, from student success to program innovation and community engagement, are built on what departments identified as critical to their growth and effectiveness. By integrating faculty input with institutional data and strategic alignment, the AMP ensures that the university's path forward is shaped by our educators and academic leaders who understand its mission best.

Goal	Actions
Accreditation: Provide support and resources for accreditation and assessment.	• **Shared folder that has commonly requested information for accreditation and for data from data mine. Also needs calendar and professional nag to keep people responsible (PT)** • **Qualitative assessments of programs/courses (ENG)**
Admissions: Improve the admissions process for graduate programs.	• **Grad school is not allowing students to start in the Spring (can't accept as undecided)** • **Are we going to continue with fee waivers or not?** • **Need to hear from graduate school earlier; After admitted don't reverse I-20 (ENG)**

DRAFT

ACCOUNTING

PROGRAM PITCH:
The BSBA in Accounting at the Williamson College of Business Administration prepares students for high-impact careers through real-world experience, industry engagement, and a career-focused curriculum. The Bureau of Labor Statistics estimates a 6% growth rate for accountants through 2033. Designed to meet professional standards and credentialing exam requirements, the program helps develop expertise that students apply in real-world settings. The Volunteer Income Tax Assistance (VITA) program gives students practical experience in tax preparation, while students and alumni play an active role in regional economic development through internships and full-time placements with top CPA firms such as Ernst & Young, Schneider Downs, HBK, Packer Thomas, and Cohen & Co; government offices and agencies including Auditor of State, DFAS, and IRS; and leading companies like Huntington Bank, Progressive Insurance, and Hynes Industries. Bringing extensive industry expertise and nationally recognized research, accounting faculty go beyond teaching—they mentor, connect, and inspire. With one-on-one coaching, guest lectures, and engagement with Beta Alpha Psi and the Institute of Management Accountants (IMA), students gain the professional exposure and career coaching that drive long-term success. Events like Accounting Student Practitioner Day, Accounting Career Day, and partnerships with the Ohio Society of CPAs connect students with industry leaders, providing valuable insights and networking opportunities that accelerate career growth. With strong employer partnerships, applied learning and professional auditing software in the curriculum, and a focus on developing professionals who drive innovation and excellence, graduates leave equipped to make an immediate impact in accounting, auditing, taxation, and beyond. Employers consistently recognize YSU graduates for their technical expertise, professionalism, and work ethic, making them highly sought after in the industry.

SMART GOALS

2.4 Facilitate Practical Work Experiences and Placements	**By Spring 2026, the Accounting program will establish three new employer partnerships to create more internships and job placement opportunities for students.**

1.1 Modernize curriculum	**By Fall 2026, the Accounting program will conduct a curriculum audit, benchmarking against five peer institutions, identifying at least three trends for incorporation into the program.**

DRAFT

Executive Summary

The Carnegie Foundation for the Advancement of Teaching

Elective Community Engagement Classification – 2026 Application

Achieving the Carnegie Foundation Community Engagement Classification is a goal in Youngstown State University's strategic plan under GOALS AND STRATEGIC ACTIONS 2023 AND BEYOND

The Carnegie Elective Classification for Community Engagement is a national recognition awarded to higher education institutions demonstrating strong institutional commitment to community engagement. Unlike the traditional Carnegie classification, this designation is elective and requires institutions to provide clear evidence of deep, pervasive, and integrated community engagement.

Carnegie defines community engagement as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

Process

YSU's pursuit of the Carnegie Elective Classification began with the 2020 Strategic Plan, where CE was embedded into university's goals and strategies. Key milestones include:

- January 2022 – Established the Community Partner Advisory Council to engage external stakeholders.
- August 2022 – Launched YSU PenguinPulse
- September 2022 – Established the Community Engagement Council
- November 2022 – Launched Community-Engaged Learning (CEL) course designation

As the university was evaluating the progress on the entire Strategic Plan to Take Charge of Our Future, efforts addressing the goal/strategies in the plan related to CE continued and included:

- Spring 2023 – Conducted a self-study through the Community Engagement Council to assess strengths and opportunities.
- Spring 2023 – Established the Office of Community Engagement (Formerly the Center for Human Services Development)
- Summer 2023 – YSU Accepted to the Engagement Scholarship Consortium
- Fall 2023 – Integrated additional engagement-focused strategies into the renewed Strategic Plan (2023 and Beyond) and refined the goal.

January 2024 – the application was released

- March 2024 – Opened a community engagement exhibit in Maag Library.
- April 2024 – Held the 2nd annual Community Engagement Symposium
- April/Summer 2024 – visited departments

- A writing team assembled from the Community Engagement Council and began the writing process to ensure that the application maintained one voice. Attended every training session known to us and contracted a consultant.
- Collaborators from across every division and department on campus contributed to providing the content contained in the application.

Data reported from the following areas in the application:

- Campus, Community & Community Engagement Context (Section 2)
    - Institutional profile
    - Community context
    - Finance & infrastructure
- Institutional Identity & culture (Section 3)
    - Leadership
    - Brand identity
- Quality of Community Engagement Relationships and Academic Partnerships (Section 4)
    - High-quality community engagement partnerships are mutually beneficial & reciprocal
- Faculty & Staff (Section 5)
    - Community-engaged scholarship & professional activities
    - Policies and practices that support and reward faculty and staff participation
    - Examples of research and creative work (faculty, staff, students) that respond to community needs
    - Assessment
- Curricular Engagement (Section 6)
    - Integration into the curriculum
    - Data
- Cocurricular Engagement (Section 7)
    - Co-curricular programs
    - Student involvement and leadership
- Civic Learning & Life (curricular & cocurricular) (Section 8)
    - Civic learning initiatives
    - Engagement in public life
- Community engagement and Other Institutional Initiatives (Section 9)
- Reflection (Section 10)

Every question in the application was answered and the maximum allowable examples were provided in each section while maintaining word count limits. Responses were given to all optional questions.

Application submission will take place upon completion of the presentation to the YSU Board of Trustees. Fifteen community partners will be contacted as part of the review process. The team will next begin to educate partners on what they can expect. Updates will be made to websites.

Recipients of the classification will be announced in January of 2026.

Propel YSU towards the 2028 application cycle or reclassification

- Continue to work with partners
- Assessment of community engaged learning courses
- Continue to work with tenure promotion
- Identify courses that should have a community engagement component
- Create a certificate for community engaged learning
- Increase collection, coordination, collaboration throughout campus to ensure all CE is documented and partners have ease of access
- Increase funding for community engagement initiatives

Achieving the Carnegie Classification is more than a recognition. It provides a roadmap for deepening engagement, fostering collaboration, and creating long-term societal impact. Moving forward, YSU may leverage this designation to:

- Boost student enrollment & retention. Attract students drawn to institutions with strong civic engagement programs. Differentiators, hands-on learning, deepen connections to attract and retain future workforce.
- Expand faculty engagement & experiential learning. Support new research, course development, and interdisciplinary collaborations.
- Enhance funding opportunities. Increase access to federal, state, and foundation grants that prioritize community engagement.
- Strengthen alumni & employer connections. Leverage partnerships for career pathways and mentorship programs to address workforce needs.
- Deepen community collaboration - Build long-term public-private partnerships to address regional and national challenges.

SECTION 1: Applicant's Contact Information 2
SECTION 2: Campus, Community, and Community Engagement Context 3
SECTION 3: Institutional Identity and Culture 25
SECTION 4: Quality of Community Engagement Relationships and Academic Partnerships 30
SECTION 5: Faculty and Staff 51
SECTION 6: Curricular Engagement 72
SECTION 7: Co-Curricular Engagement 83
SECTION 8: Civic Learning and Life 89
SECTION 9: Community Engagement and Other Institutional Initiatives 102
SECTION 10: Reflection and Additional Information 106

SECTION 1: Applicant’s Contact Information

(To be added)

SECTION 2: Campus, Community, and Community Engagement Context

2.1 Describe your institution in a way that will help provide a context to understand how community engagement is envisioned and enacted. Include descriptions of the institution and community. If your institution has multiple campuses, please describe each campus for which you are seeking endorsement. (Maximum word count of 1,000 words per response

2.1a. Region; founding and history (of institution); current institutional mission; institutional culture; types of degree programs; and demographics of student, faculty, and staff populations

Youngstown State University (YSU) is located in Youngstown, Ohio, a city of nearly 60,000 people in Northeast Ohio. As the city's largest employer, YSU employs more than 1500 people and serves more than 11,000 students as an urban public campus.

YSU's origins trace to 1908, when the local branch of the YMCA established a school of law within the Youngstown Association School. Over the next six decades, the school transitioned to the Youngstown Institute of Technology, Youngstown College, Youngstown University, and finally to Youngstown State University in 1967, when it became part of the Ohio state system. As of Fall 2024, YSU bears the Carnegie Classification of Master's Colleges & Universities Larger Programs.

As its surrounding region has emerged from an industrial past, the university today is viewed as a major catalyst for the future, attracting faculty and staff to the area, providing economic stimulus, serving as a leader in workforce education and innovation, and producing energetic, talented, and community-minded graduates.

Mission

YSU is committed to promoting regional development through academic excellence and partnerships, as stated within its mission: "YSU […] enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development."

Institutional culture deepens this commitment, emphasizing practical education and experiential learning. Community engagement is at the forefront of these opportunities, as students, faculty, and staff work directly with community partners to identify and meet community needs through community-engaged learning (CEL) courses and cocurricular activities.

Academics

YSU is accredited through the Higher Learning Commission. This accreditation was affirmed through 2027 following the agency's most recent campus visit in 2018.

Undergraduate and graduate programs are offered through 20 departments in the following seven colleges:

- Beeghly College of Liberal Arts, Social Sciences and Education
- Bitonte College of Health and Human Services
- Cliffe College of Creative Arts
- College of Science Technology, Engineering, and Mathematics (STEM)
- Williamson College of Business Administration
- Sokolov Honors College (SHC)
- College of Graduate Studies

Undergraduate programs include certificates and associate and bachelor's degrees in more than 100 fields of study. Graduate studies include 80 certificates, master's, and doctoral degree programs. Online undergraduate and graduate degrees and post-master's certificates are also offered through the Youngstown State Online.

In the summer of 2024, the university expanded certificate and associate programs to accommodate students who were displaced from the closing of the local Eastern Gateway Community College. Some of the new programs that are meeting community workforce needs include Medical Assistant, Paralegal Studies, Police Academy, and a Flight School. In the fall of 2024, approximately 475 former Eastern Gateway students enrolled in these expanded programs.

"Whether it's credentials and certifications for early career entry or a full array of associate, bachelor's, master's and doctoral degrees, YSU is committed to addressing the varied needs of our students and the full spectrum of trained and skilled workforce needs of the businesses and industries we serve," said YSU President Bill Johnson.

Demographics

YSU serves a diverse population of students, many of whom are first-generation college students from working-class backgrounds. The university also attracts a significant number of commuter students from the surrounding region, reflecting its role as an accessible institution for the local community.

The 2023-24 academic year showed an 82% acceptance rate of applicants for a total of approximately 11,000 students. The undergraduate population reflected the following demographics:

- Student-faculty ratio: 14:1
- Female: 57%; male: 43%
- Underrepresented students: 14%
- International students: 3%
- Honors students: 16%

In addition, the on-campus population included approximately 2,300 students residing in university owned and partner apartments situated along the university's perimeter.

Thirty-eight percent of students received Pell and/or other grants. Scholarship funds dispersed for this period from YSU and the YSU Foundation—an autonomous nonprofit

corporation that obtains and distributes support for scholarships, student initiatives, and university development—totaled $13,758,388.59.

In Fall 2023, out of the 1,553 undergraduate students employed on campus, 470 received Federal Work-Study (FWS); 72 of the 165 employed graduate students received FWS. In the spring of 2024, 1,608 undergraduate students were employed on campus with 468 receiving FWS. Of the 184 graduate students employed during this semester, 77 received FWS.

The total university workforce comprises leadership, as well as four unions that represent employees and include:

- YSU Association of Professional and Administrative Staff
- YSU Association of Classified Employees
- YSU Fraternal Order of Police
- YSU Ohio Education Association

Each union has a labor agreement that outlines wages, benefits, and other terms and conditions of employment.

YSU's faculty population in Fall 2023 included 316 full-time faculty members and 611 part-time adjunct faculty. In Spring 2024, 319 full-time faculty members and 464 part-time adjunct faculty were employed. Additionally, YSU employed 20 department chairs, who act as administrators with some teaching responsibilities.

The university's classified, professional, and administrative staff included 485 full-time, 91 part-time, 51 occasional service, and 66 intermittent employees in 2023-24.

2.1b. Leadership priorities, vision, and strategic plan; initiatives and other features that shape and distinguish the institution, particularly as they relate to community engagement

YSU emphasizes its commitment to community engagement in its strategic initiatives and academic vision. Through its strategic plan, Plan for Strategic Actions to Take Charge of Our Future, approved in 2020, the university defines the community-engaged campus as one that is "driven by the value that arises from mutually beneficial campus community partnerships which incorporate diverse perspectives that strengthen the collective impact on the region."

The plan's framework goes on to state that YSU will bring about collective impact in the region when we "create deliberate, mutually beneficial, educational, civic, industry, and philanthropic partnerships that achieve equitable and innovative regional development."

To achieve mutually beneficial outcomes, the plan specifies the priorities to:

- Listen to community needs.
- Work collaboratively to tackle these needs.
- Actively collaborate with organizations that share in YSU's mission.

Further, YSU's vision and core values promote a community-engaged campus. In its vision statement, YSU is seen as a place "where community engagement is a cornerstone of collaboration" that leads to innovative solutions that benefit both students and the community. Through its core values—Centrality of Students, Collaboration and Public Engagement, Integrity and Human Dignity—the university fosters partnerships that promote civic, scientific, and technological advancement. This synergy drives student success while also strengthening the community and affirming YSU's dedication to shared growth and opportunity.

With the strategic plan in place in 2020, next came an effort to corral several community engagement responsibilities into one role. The position of Associate Provost for Strategy and Engagement was created in 2021 to be accountable for the areas of outreach, engagement, internal collaboration, assessment, and coordination.

In 2022, a newly formed Community Engagement Council (CEC), whose members spanned the institution, initiated a university-wide self-study to explore YSU's strengths and opportunities for growth as a community-engaged campus. As part of the process, the Community Partner Advisory Council (CPAC) was formed to ensure regular engagement with community partners and to listen to their needs.

Also in 2022, YSU developed its University-Wide Learning Outcomes. The fourth section centers on developing a civically engaged mindset by connecting academic work to community impact. Graduates gain knowledge of community needs and build practical skills through discipline-specific engagement experiences. The integration of academics with real-world service prepares YSU graduates to continue making meaningful contributions to society.

Once the self-study was complete, the associate provost presented findings to the YSU Board of Trustees in March of 2023. Based upon these conclusions, the university launched additional initiatives targeting the following opportunities for growth:

- Implementation of the GivePulse platform for collaboration with community partners.
- Development of CEL course characteristics and application process.
- Creation of an Office of Community Engagement (OCE) for centralized coordination.
- Contract with former Executive Director of the Ohio Campus Compact Richard Kinsley to provide input on progress.
- Resources to attend conferences, online trainings, and webinars with recognized experts in the field.

Additionally, the university renewed goals and strategic actions, which were endorsed by the Board in September 2023. The refined goal elevates the importance of and alignment with the community engagement definition and places more responsibility on the university as a whole in this pursuit.

Today, the university is strengthening the role that YSU plays in support of the region under YSU President Bill Johnson's leadership. President Johnson began his position at YSU in January 2024 and has since added an Office of Government Relations.

Provost Jennifer Pintar, who also came into her current role in 2024, has championed the importance of defining and recognizing community-engaged activities through promotion and tenure, awards, and departmental mission statements. At the State of Academic Affairs Address in August 2024, Provost Pintar voiced support to move the institution toward creating deep, pervasive, and integrated community engagement through a commitment of human and monetary resources.

One example of this commitment came with the establishment of the Division of Experiential Learning and Engagement (ELE), which unites various departments engaging in the community to leverage resources and talent. The new division relocated to a building on campus that allowed for better access and visibility by community partners. The move also positioned the division next to the YSU Foundation with over $321.5 million and the university's designated philanthropic entity. The YSU Foundation provides scholarships, endowed professorships, and support for academic programs and dedicated community-engaged fellows and initiatives.

Additionally, Provost Pintar led the development of the first YSU Academic Master Plan in Fall 2024, which highlights community engagement as one of its three pillars. This plan is a living document utilized by all academic areas, thereby integrating community engagement as a critical component across campus.

Another change under the university's new leadership that strengthen YSU's partnership with the community includes aligning the Excellence Training Center (ETC) with the STEM college to draw upon the expertise of faculty and provide students with experiential learning opportunities. Through partnerships with organizations like America Makes and the Youngstown Business Incubator, the ETC builds career pathways that serve local industries while supporting skill development.

2.1c. Describe the communities to which the institution is accountable to, including community characteristics, community priorities, and the relationship of the community to the institution.

The City of Youngstown, once a thriving steel town, is now a resilient city in transition, blending its industrial history with a renewed focus on innovation and community. According to the 2020 Census, Youngstown had a population of 60,068, with a population density of 1,770.5 people per square mile and 28,303 households. The city's racial makeup was 47.8% White, 41.1% African American, 0.3% Native American, 0.7% Asian, 0.0% Pacific Islander, and 7.4% from two or more races. Hispanic or Latino of any race were 10.9% of the population. The median household income was $30,129.

Youngstown is part of the larger Mahoning Valley, which extends from Northeast Ohio into Western Pennsylvania. The Valley includes five counties: Mahoning, Trumbull, and Columbiana in Ohio, and Mercer and Lawrence in Pennsylvania. Like Youngtown, the Valley has a rich industrial past, but its economy has diversified over time to include health care and education. The region faces challenges in terms of population decline

and economic restructuring but has a strong sense of community pride with recent ongoing efforts to develop infrastructure and attract new businesses.

The Mahoning Valley has faced significant industry loss—first with the closing of the steel mills in the 1970s, and later with the departure of General Motors, two major employers in the region. “Black Monday” is locally referred to as the day Youngstown Sheet and Tube closed Campbell Works in Youngstown in 1977, furloughing 5,000 workers and contributing to a population decline by more than 60%. Lordstown, Ohio, located in Trumbull County, was home to General Motors, which opened an assembly plant in the early 1960s and operated until the plant’s closure in 2019. The region that was once referred to as the Steel Belt of the Midwest is now known as the Rust Belt.

Over the past several years, Youngstown and the surrounding area witnessed revitalization efforts in entrepreneurship, technology, and the arts. Focus has also centered on city neighborhoods through housing and community space improvement. Challenges, however, remain. Current issues in the Mahoning Valley include:

- Childhood poverty
- Literacy/education
- Infrastructure
- Unhoused populations
- Food deserts
- Transportation
- Housing/blight
- Healthcare
- Workforce
- Talent Retention and Attraction
- Environmental and other socioeconomic needs

During the 2023-24 academic year, the Youngstown/Warren Regional Chamber and YSU deepened their partnership to better address community needs. The mission of the Chamber is "to provide economic development, advocacy and business services to promote the growth of our members and Valley." Community partner interest in removing blight, creating affordable housing, upgrading infrastructure, and improving economic opportunities through job creation aligns with the Chamber’s interest in talent retention and attraction of the Mahoning Valley. YSU is partnering with organizations, such as Youngstown Neighborhood Development Corporation and Economic Action Group, to identify ways to collaborate and tackle these issues.

Youngstown and the Mahoning Valley have worked hard to reshape the economic identity by attracting new businesses focused on advanced manufacturing, electric vehicles, and energy. Lake to River Economic Development Region (the newest JobsOhio Region), a nonprofit economic development organization in Northeast Ohio; the Western Reserve Port Authority, which provides development solutions for business, government, and nonprofits; and the Youngstown/Warren Regional Chamber have been key to attracting these companies. YSU has worked with the community to

provide the region with workforce programs to meet the demands of industries. This effort has resulted in numerous collaborative partnerships which include:

National Center for Defense Manufacturing and Machining (NCDMM)/America Makes:

The partnership between NCDMM and YSU supports advanced manufacturing research and development. NCDMM gains access to YSU's skilled faculty, students, and facilities at the ETC to advance federal projects like Foundry 4.0 and Hybrid Additive Manufacturing. YSU benefits from federal funding and cutting-edge equipment provided by NCDMM, which enhances YSU's research capacity and allows students and faculty to work on high-impact projects.

Mercy Health:

A longstanding partnership with Mercy Health affords students opportunities to gain clinical experience and learn about future health professions while fostering the development of future health providers who physicians aim to retain in the Mahoning Valley. Partnership agreements are in place with multiple programs across different colleges, which address both healthcare and workforce challenges.

Mahoning County Career and Technical Center (MCCTC):

YSU's ETC is partnered with MCCTC on the Aspire program, which helps individuals improve basic math, reading, writing, and computer literacy skills; learn English; prepare for entrance exams; and earn their GED or high school equivalence diploma to bolster the local workforce. Space is provided to MCCTC in the Excellence Training Center facilities to offer free adult education and skills training. MCCTC benefits by expanding its reach within the community and utilizing ETC's advanced resources.

Mahoning Valley Manufacturers Coalition:

The Mahoning Valley Manufacturers Coalition and the ETC collaborate on programs like the state-approved advanced manufacturing pre-apprenticeship and the WorkAdvance program. The coalition gains access to YSU's modern training facilities, which helps create a skilled workforce pipeline in advanced manufacturing. This partnership connects students to a network of employers that enhances job placement opportunities and provides direct feedback from industry partners to ensure curriculum stays relevant to meeting workforce needs.

National Center for Urban Solutions:

Through their collaboration on the WorkAdvance program and the IT Workforce Accelerator's 5G training program, the National Center for Urban Solutions and YSU create accelerated pathways into the workforce. Access to the training infrastructure benefits the center, while increasing student access to industry-specific career opportunities increase workforce readiness.

Youngstown Business Incubator:

Youngstown Business Incubator's collaboration with YSU on research projects like Foundry 4.0 allows it to introduce local companies to innovative manufacturing solutions. YSU provides a testing ground and support as well as access to promising young entrepreneurs, while the business incubator offers mentorship expertise by playing a role in YSU student entrepreneurship events, such as the YSU Penguin Shark Tank.

2.2. Describe the institutionally sanctioned definition of community engagement and related terms. (Maximum word count of 500 words per response)

2.2a. List the terms and definitions here that provide the institutional standards for community engagement. Provide context for the creation of the definition and standards of high-quality community engagement, including how it was determined and approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus. Additionally, upload the document or list the website link where the institution-wide definition of community engagement appears. You may skip "b" below if you answer "a" here. Proceed to "b" if unable to answer "a".

YSU uses the Carnegie Foundation's definition of community engagement:

> Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

This adoption was determined in August 2022 by the university's president, faculty on the subcommittee of the Academic Senate responsible for reviewing CEL courses (hereafter referred to as Senate subcommittee), staff and faculty members of the CEC, and community members of the CPAC. The definition encompasses curricular and cocurricular activities and provides the foundation for developing other related definitions.

Community outreach is defined at YSU as the effort of extending university resources, services, or expertise to meet the needs of the community that is one-directional in nature. Community outreach is described as doing "for" an organization or the community, while community engagement is done "with" an organization for shared ownership and benefit. Examples of community outreach include various university lecture series that are funded by endowments and open to campus members of the community to hear from renowned speakers at no cost.

University service for students is defined as unpaid time helping YSU areas/departments execute programs for the benefit of the YSU community and its

students. Examples include serving on a university committee and meeting with prospective students.

Definitions are shared with students, faculty, and staff via the YSU Office of Community Engagement website (https://ysu.edu/strategic-planning/community-engagement), GivePulse training materials, and a monthly OCE newsletter that is delivered to the university community and local partners.

Additionally, department chairs curated definitions for various forms of community-engaged activities in August 2024 as part of the strategic plan. They reviewed definitions from other institutions and gathered input from faculty. Definitions follow.

- Community-Engaged Teaching/ Learning: A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are service-learning courses or service-learning clinical practicums.
- Community-Engaged Research and Creative Activities: A collaborative process between the researcher and community partner at all stages of the research process that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research and creative activities process.
- Community-Engaged Service: The application of one's professional expertise that addresses a community-identified needs and supports the goals and mission of the university and the community partner. Community-engaged service may entail the delivery of expertise, resources and services with or to the community.

2.2b. If your campus does not have an institutional definition of community engagement, are there definitions and standards provided within a unit or division that are used to define community engagement? If so, list the terms and definitions for high quality community engagement. If you answered “a”, skip.

Answered 2.2.a.

2.3. Describe how the institution ensures that students, faculty, staff, and community partners have equitable access and opportunity to community engagement activities and partnerships. Equitable access and opportunity require focused efforts to address systems and structures that create barriers to participation. (Maximum word count of 500 words per response)

2.3a. Describe the relevant contexts—both within the institution as well as beyond (local, regional, national)—that shape how equitable access and opportunity in community engagement is defined, discussed, planned, enacted, and held accountable on your campus.

In the last several years, the university has been building a strong foundation for deepening and expanding faculty's access to community engagement activities and partnerships, which leads to increased access by students and community partners as well.

The rising culture of awareness and support of community-engaged activities at YSU began with the self-study process in 2022 and has continued through the refinement of several large-scale university documents to showcase community engagement at YSU, including:

- The strategic plan, approved by the YSU Board of Trustees
- The Academic Master Plan, developed by the provost in consultation with campus departments
- College-specific strategic plans
- College accreditation documents
- Departmental mission statements
- Tenure and promotion governance documents

The institutional support made possible through this collection of documents helps in creating a solid framework for increasing future access by faculty members and other constituents.

Legislative actions are influencing diversity, equity, and inclusion initiatives at Ohio public universities. The current landscape of DEI efforts in the state is being shaped by regulatory and societal perspectives. To provide a context for how the university is addressing the current climate in Ohio, including community engagement access, the Williamson College of Business Administration states the following in its accreditation report:

> The current atmosphere towards diversity, equity, and inclusion (DEI) in Ohio is multifaceted, reflecting both progress and challenges. YSU has made strides in enhancing our efforts in recent years. Our Office of Belonging, Empowerment, and Engagement (BEE; formerly the Office of DEI) is dedicated to building a culture where everyone feels they belong and are empowered to achieve their potential. Part of the Division of Academic Affairs, BEE is the cornerstone of the university's commitment to fostering an inclusive, motivating, and engaging environment. Its activities encompass the effective management of all diversity-related programming, mentoring initiatives, and community engagement efforts. In the college, activities such as hosting the Annual Women in Accounting Celebration, selecting diverse, world-class guest speakers and topics for the Thomas Colloquium, the Nonprofit Leadership Summer Fellowship supported by the Wean Foundation and its embedded values of equity and inclusion, and encouraging faculty and staff participation in BEE initiatives highlight our efforts.

2.3b. Describe institutional systems and structures that address equitable access and opportunity in community engagement for students, faculty, staff, and community partners. This may include infrastructure, program/initiative, policies,

procedures and practices, staffing, office, finance, network or coalition of centers, campus climate survey, hiring/recruitment, etc.).

The OCE coordinates all community-engaged activities at the university, in support of strategy “Develop and optimize a framework for central communication, coordination, and management of community engagement.” The OCE assists students, faculty, staff, and community partners and maintains systems that support engagement work.

One system is the GivePulse platform, branded YSU PenguinPulse on campus and used by the entire university population and community partners to harness collaboration potential. As of December 2024, 131 approved partners on the platform have direct access to students to communicate their needs. Additionally, 294 YSU divisions, colleges, departments, student organizations, and other groups have pages on the platform with the ability to administer content with training and support. In turn, YSU students, faculty, and staff have one place to find and track all campus and community volunteer opportunities. YSU PenguinPulse makes scheduling and communication easier for all parties. It also gives students the benefits of connecting their engagement to a course or program requirement, verifying their efforts, and aggregating their contributions for future reference.

Roxann Sebest, Vice President of Resource Development for the United Way of Youngstown and the Mahoning Valley, attests to the benefits of using YSU PenguinPulse:

> We were lucky enough to be one of the first groups to use YSU PenguinPulse [. . .]. It was a really great experience I think for both ends—for the nonprofit and for the volunteers. YSU students have really been the backbone of our volunteer movement at the United Way. [. . .] It's amazing to see how YSU gets involved in the community and gives back, and I know that United Way is not the only nonprofit that relies on volunteers from YSU, so we're really lucky to have this base here to expand all of our volunteerism.

In addition to YSU PenguinPulse, the OCE offers training, video resources, community partner consultations, and the monthly community engagement newsletter to better engage and inform the campus and community. It also convenes two groups to foster communication about engagement efforts – the CEC, which includes constituents from a cross section of campus, and the CPAC, which includes community partners.

Even with the centralized structure of the OCE on campus, challenges still exist. Equitable access for international students has been an issue with the recent growth of this population. Most international students do not have driver’s licenses or transportation, which limits their access to community organizations. To address the challenge, international students have been encouraged to participate in the YSU Transcribing Club, an online community-engaged activity. University vehicles have been used to provide transportation to certain community-engaged activities. Also, within the SHC, a graduate intern curates a newsletter that only includes opportunities on or near campus for ease of access without transportation.

To better understand potential challenges moving forward, the Senate subcommittee added an open-ended question to the CEL course assessment surveys for community partners, students, and faculty: “Were there any barriers for you for community engagement? If yes, please describe.”

2.3c. Describe how the campus ensures that community partners have “significant voice” and input into institutional or departmental planning and collective goals.

YSU has more than 130 partners, some of which have been partnering with the university for over 20 years, such as the Rescue Mission of the Mahoning Valley, Second Harvest Food Bank of the Mahoning Valley, and Gleaners Food Bank.

To nurture these relationships and reinforce the necessity of involvement from community partners, the YSU strategic plan details that the institution will:

> “Listen to the needs of the community and address these needs collaboratively. Ensure that current and future partnerships are inclusive, equitable, and grounded in accessible systems, practices, and goals.”

To “listen to the needs of the community,” the university invited community partners to provide feedback during the strategic planning renewal process, described in Section 2.1.b. Their input was considered when developing the revised strategies and tactics. One of their suggestions, for example, was to make it clearer that the OCE serves as the centralized unit for engagement efforts. Language changes have since been made in the newsletter and on the OCE website to make this structuring more evident.

Another way the university has sought to address community needs collaboratively is through the formation of the CPAC in 2022, as referenced in Section 2.1.b. The council gives community partners an avenue to provide input on various community projects and systems such as YSU PenguinPulse. One of the group’s initial charges was to provide feedback on the self-study, which led to the adoption of new strategies during the strategic planning refresh initiative. The council also informed the structure of partner engagement with faculty in CEL courses.

Finding opportunities to interact with community partners to leverage strengths is key to ensuring partners have a significant voice in planning and goals. One recent opportunity came in September 2024, when YSU, in partnership with Youngstown City Schools, held a special screening of the impactful documentary, The Right to Read. This request was brought to YSU by a group of community members and the Youngstown City School District. Inspired by Ohio Governor Mike DeWine’s initiative regarding literacy, the film itself chronicles the efforts of an NAACP activist, a teacher, and two families to ensure the youngest generation achieves the fundamental skill of reading. Sight for All United was present to provide free vision screenings through the Vision to Learn van to address one of the factors impacting literacy. The Public Library of Youngstown and Mahoning County had a pop-up library on site as well. Following the screening was a panel discussion that included both community partners and YSU faculty.

YSU's partners are also heard when challenges arise. In October 2024, a community partner utilizing the YSU PenguinPulse system identified a concern with students signing up for volunteer shifts but not attending. Through conversations with the partner, YSU PenguinPulse administrators discovered that some international students needed further education to reduce no-show rates. A volunteer expectations form was also developed and piloted for all first-year honors students to sign.

2.3d. Describe the resources made available to community partners that support community engagement (e.g., professional development, compensation, materials, space, acknowledgement, awards).

In September 2023, the James Dale Ethics Center at YSU, in partnership with the Community Foundation of the Mahoning Valley, provided free continuing legal education training/credits for area lawyers. This had been a practice for almost 20 years, but prior to the pandemic, the center's resources were more limited. After a lack of programming during the pandemic, the endowment increased to now afford opportunities to sponsor and support more events.

A separate endowment through the Sokolov Honors College supports the hiring of community fellows, who are students who work on behalf of the needs of a community partner. Fellows provide the connection between campus and community and support the needs of the partner. For instance, in 2023-24, the community fellow for the United Way of Youngstown and the Mahoning Valley assisted in the coordination of volunteers for a number of initiatives—the Volunteer Income Tax Assistance Program, Satur-Day of Caring, and the opening of the new Volunteer Center. The SHC has also provided space in Fok Hall on campus to Community Hospice to conduct trainings to student volunteers. When necessary, staff provides time to open the building on Saturdays.

Since 2022-23, the OCE has invited community partners seeking volunteers for their organizations to an on-campus volunteer fair. Partners receive complimentary space, reserved parking, and event marketing at no charge. Twelve partners attended each of two events held during the first year. In Fall 2024, 19 organizations were represented.

The annual YSU Community Engagement Symposium provides many of the same benefits to community partners as the volunteer fair. In addition, partners have a venue to present at the symposium and the opportunity to attend other presentations and professional development sessions. Community partners are involved in the planning of the symposium from the beginning stages and participate in debriefing sessions which inform future planning. Additionally, beginning in 2025, community partners will be recognized through an awards program.

Another community partner, Community Corrections Association, attended a school counselor event at YSU in December 2022 to talk about employment opportunities and needed support in designing a flyer to share information more effectively. YSU provided design services through a compensated student staff member in the SHC. This not only helped the community partner but also the student, who gained practical experience working with the partner.

In Spring 2023, the local YMCA used university facilities and the expertise of university staff to deliver a presentation regarding mental health to their staff. The use of the space and expertise was made available to the partner at no charge.

The YSU PenguinPulse subscription is also offered to community partners in the form of free affiliated group pages, trainings and resources, and volunteer opportunity advertising to the university population. Partners can also obtain free personalized technical assistance on the YSU PenguinPulse platform.

2.3e. In what ways does the campus collect information from partners to ensure accountability to the community—in particular, reciprocity, mutual benefit, and respect?

The university has built a culture of respect in relationships with its community partners. The following are examples since the 2023-24 academic year of how the campus has collected information from partners to ensure ongoing reciprocity and collaboration:

- Individual and group meetings with community partners are conducted at the inception and completion of community engagement initiatives. For instance, faculty from the Campus Community Partnership seminar hosted a breakfast for partners participating in the spring 2023 course. The breakfast yielded actionable information to incorporate into the experience, leading to greater accountability to the community with a focus on mutual benefit.
- Penguin Physical Therapy (PPT) Pro Bono clinic located adjacent to the Midlothian Free Health Clinic (MFHC) serves uninsured community members and provides learning opportunities for students. Clinic patients provide feedback on the care they receive from the students, and the faculty member provides feedback to the YSU Physical Therapy department regarding student performance and skills used. The First Presbyterian Church, which has been providing space for both the PPT clinic and MFHC to operate, continues its support for the services YSU provides to meet the needs of the community.
- Also in Fall 2023, the OCE sent out a survey to community partners asking for short responses on the topic of facilities usage. Partners were asked how the availability of space at YSU could benefit their organization and in what ways they could utilize space to help with workforce development, facets of health and wellness, and more in relation to their mission. The survey was intended to gather data to inform a grant application.
- Beginning in Spring 2024, electronic surveys were sent to community partners as part of the assessment process for CEL courses. Thirty partners responded to the survey, with some partners completing multiple surveys when associated with more than one CEL course.
- Community partners utilizing the YSU PenguinPulse system can review student reflections about the experience and verify hours. This level of transparency gives community partners a mechanism for receiving feedback from individuals engaged with their organization better positioning their role as co-educators. It also serves as a source of validation and accountability for students.

- In fall of 2024, the OCE launched an electronic survey in advance of a CPAC meeting to help inform future meeting topics and needs.
- In October 2024, community partners were sent a mid-semester survey to gather feedback on their experiences with YSU volunteers. The survey helped YSU staff better understand and meet the needs of partners in moving forward with the semester.

2.4. Describe the infrastructure to support and advance community engagement. (Maximum word count of 500 words per response)

2.4a. Title of the campus-wide coordinating infrastructure(s) (center, office, network or coalition of centers, etc.) as well as reporting structure, staffing, and purpose and goals to support and advance community engagement. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement.

Prior to 2021, centralized coordination of community engagement did not exist at YSU, nor did a position dedicated to overseeing that coordination. After the 2020 renewal of the strategic plan incorporated the goal to focus on community engagement, the Office of Academic Affairs created a position for an Associate Provost for Strategy and Engagement. The position was to be responsible for overseeing the community engagement goal and strategy development. The dean of the SHC filled that position and maintained a dual role.

In the fall of 2024, the position transitioned into the Associate Provost for Experiential Learning and Engagement. This change included realigning other departments into the Division for Experiential Learning and Engagement to allow for the sharing of resources. Additionally, SHC staff, who are all greatly involved with community curricular and cocurricular initiatives, provide knowledge and support for institutional engagement efforts.

The current structure and staffing of the ELE division includes:

- Office of Community Engagement
    - 2.5 full-time, grant-funded employees.
    - Purpose to oversee grant development/evaluation and serve as the one front door for community partners.
- Office of Belonging, Empowerment, and Engagement (formerly the Office of Diversity, Equity, and Inclusion)
    - Two full-time employees, General Fund.
    - Purpose to “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.”

- Tressel Institute for Leadership and Teamwork
    - One full-time employee, partial general and endowment funding.
    - Purpose is “to provide students with the necessary tools and support to become agents of positive change within their communities and beyond.”

In addition to the those who fall directly under the division are SHC staff members whose roles support the university initiatives. One part-time assistant director for community engagement was appointed in November of 2022 to provide support for the training and monitoring of the YSU PenguinPulse system, the organization of the volunteer fair, and the curation of all community engagement newsletters. Two additional SHC staff members have a percentage of their time dedicated to cultivating community partnerships, as well as organizing the annual Community Engagement Symposium. These two individuals report to the associate provost, who reports to the provost, and collectively serve on the team leading the coordinating infrastructure for community engagement.

All areas, programs, or centers throughout the institution that engage students, faculty, and staff with the community utilize the YSU PenguinPulse system, provide annual reports, and/or have a representative from their area on the CEC. A snapshot of areas include: the Center for Nonprofit Leadership, the Ohio Small Business Development Center, the Center for Historic Preservation, the Center for Working Class Studies, the Poetry Center, the Rigelhaupt Pre-Law Center, the James Dale Ethics Center, Student Experience, the Veterans Resource Center, Alumni Engagement, Athletics, and more. The associate provost engages with the leadership of centers embedded within the disciplinary colleges.

2.4b. Internal budgetary allocations dedicated to supporting institutional engagement with the community: Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.

In Fall 2024, departments designated various leadership, faculty, staff, and operating funds from permanent funding sources for community-engaged activities. YSU has also taken steps to dedicate support from the General Fund, such as increased funding for the OCE.

While many institutions in Ohio have experienced funding challenges, YSU has seen an approximate 11% increase in enrollment in Fall 2024, helping to stave off budget shortfalls.

Examples of permanent funds that do not originate from grants or one-time gifts that go to support community-engaged activities follow and continued in Section 10.1.

- YSU Ward Beecher Planetarium and Mineral Museum – general budget to hire student assistants/staff. The planetarium experienced budget cuts in 2020, reducing the full-time planetarium lecturer position to half-time. In August 2022,

the individual in that position departed leaving a vacancy. This affected the number of group tours offered. YSU found funding to bring the lecturer position back in September 2024; public hours and school trips have resumed.

- YSU English Festival (draws 2,000 area school students to campus each spring for literary experiences) – 10% from the General Fund (course release for a faculty member).
- YSU History Day (draws 200-300 area school students to campus each spring to present historical research in a juried event) – The annual budget supports release time and operating expenses. 50% of funds are provided by the General Fund, 50% by registration fees.
- Of the graduate assistantship appointments initiated in Summer/Fall 2024, 30 were reported as community engaged. An investment of $476,625 has been made to support community engagement for 2024-25.
- Course fees from the General Fund used for the CEL course Community Applications to assist with needed materials.

The following is a sampling of permanent endowments that support community-engaged efforts and are managed by the YSU Foundation, pending a change in the donor agreement. A summary of additional endowments can be found in Section 10.1.

- Samuel A. and Judy B. Roth Endowment for the Mahoning Valley Innovation and Commercialization Center
    - 6/30/24 – MV $197,206
    - Purpose: To support the center's expenses related to operations, equipment maintenance, technical training and seminars. The center is a shared resource training facility in Youngstown that houses advanced manufacturing equipment for training students.
- Zoldan-Yampolsky Family Executive Fellows Program
    - 6/30/24 – MV $531,389
    - Purpose: To support students through internships with local and regional nonprofit organizations.
- Williamson Innovation Park Champion Fund
    - 6/30/24 – MV $3,010,138
    - Purpose: This land fund was created to support YSU and K-12 students within the Mahoning Valley by providing innovative hands-on experiences with various scientific methods, advanced curriculum, and leadership opportunities.
- Schwebel Family Fellows in Business Administration
    - 6/30/24 – MV $214,858
    - Purpose: To provide work experience opportunities for business students at YSU's Ohio Small Business Development Center. The center

contributes to the local economy by providing consulting/training to companies and start-ups.

- Paul J. Thomas Chair in Economics
    - 6/30/2024 – MV $1,829,907
    - Purpose: To speak to local, regional, national groups and maintain active involvement in the economics profession at national, regional, local levels.

2.4c. List any strategic fundraising efforts or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement.

The breakdown of total funding for community engagement grants per fiscal year at YSU is as follows:

- 2022: $ 991,822
- 2023: $3,957,000
- 2024: $4,679,397
- 2025: $5,358,083 (as of 12/31/2024)

Some of the notable current grants that support institutional priorities include:

Guin Fit is a comprehensive community health engagement program that includes professional expertise in public health, physical therapy, exercise science, human ecology, athletic training, and counseling services. Funded by the Center for Disease Control, it is designed to prevent childhood obesity by providing nutrition advice, physical activity, and stress and pain self-management to families as well as organizations to manage childhood obesity in their communities. Guin Fit initiatives will offer quarterly family events that focus on the above services plus nutritional cooking demonstrations and activities for each season. These Guin Fit Family Fun Fests will take place in the fall, winter, spring, and summer for parents, family members, students, and friends to attend.

The OCE is partnering with three local school districts to provide Nita M. Lowey 21st Century Community Learning Center grants funded by the Ohio Department of Education. The purpose of the project is to offer enrichment opportunities outside of school hours in the areas of reading and mathematics, youth development, and parent and family engagement to address academic delays and non-academic barriers. After-school programming focuses on non-proficient students in reading and math. The target population demographics are students who qualify for free and reduced lunch.

In 2023-24, the YSU Foundation held the following endowments identified for community-engaged activities:

- David and Patricia Sweet Public Service Internship Endowment with the purpose to provide paid internships with a public or nonprofit organization for an undergraduate student at YSU interested in a public service career.

- Marjorie Hartman Foundation Pre-Veterinary Society Support Endowment with the purpose to support the pre-vet society through operations, support, and projects geared toward animal welfare in the Mahoning Valley.
- Richard and Susan Sokolov Honors College Endowment with the purpose to support community-engaged research and activities to enrich the lives of residents of the Mahoning Valley and beyond.
- Dr. Abdu Pen Pal Program endowment and gift accounts with the purpose to support the partnership between YSU honors students and local elementary schools to increase literacy and a love of learning.

2.5. Describe how community engagement efforts have been impacted and shaped by recent local, national, and/or global events such as the COVID-19 pandemic, greater attention to racial and social justice, the crisis of decreasing trust in democracy and institutions, and natural disasters. (Maximum word count of 500 words)

The COVID-19 pandemic significantly shifted how YSU students engaged with the community. While restrictions limited face-to-face service, new virtual opportunities emerged that continue to make an impact.

Honors students embraced virtual community service, including the transcription of historical documents for the Smithsonian Institution and Library of Congress. This work makes historical documents more accessible to researchers, historians, and the public, and it led students to form the YSU Transcribing Club. Meeting online allowed students not only to share their progress but also to connect socially and safely during a period of isolation. The club has since grown, and members have participated in transcribe-a-thons and collaboration with students from a Texas university. Recognized for its efforts, the club's work was featured in a Library of Congress blog (https://blogs.loc.gov/loc/2022/10/researcher-story-julie-centofanti/), and its founder, Julie Centofanti, received prestigious awards from the Ohio Campus Compact and the National Collegiate Honors Council. As of October 2024, YSU students have transcribed 54,851 documents for a total of 8,194 hours, representing 6% of the Library of Congress' total.

SHC students also participated in a virtual story time project to support literacy during the pandemic. Each Monday, from October 2020 to May 2021, students read children's books on the college's YouTube channel and created an interactive board game as part of an independent study. Children who completed the game received a certificate and a book.

To improve accessibility for Spanish-speaking residents, students translated the SHC website into Spanish in Spring 2021. This project was initiated by a Peruvian student and reviewed by faculty from diverse Spanish-speaking backgrounds. The university continues to build on these translation efforts.

Students also created a virtual tutoring program, "Honors Helping Future Scholars," in collaboration with schools in Western Pennsylvania and Eastern Ohio. Managed by a

first-year honors leadership team, this initiative provided online tutoring and support to local high school students.

Beyond virtual service, YSU formed partnerships to address local needs that arose during the pandemic. United Way of Youngstown and Mahoning Valley identified food insecurity as a critical issue, prompting the YSU Athletic Department to get involved. Athletes, coaches, and other staff volunteered on Saturdays to pack food that was delivered to more than 450 families across the Mahoning Valley. With donations from local businesses and grocery stores, the initiative has continued every third Saturday of the month for four years. YSU students, faculty, staff, and alumni volunteer to support these “Satur-Day of Caring” events. Volunteers without transportation can opt to participate in a rideshare or access university vans.

Through these initiatives, YSU students adapted to changing circumstances, creatively sustaining and expanding their community engagement and addressing the needs identified by community partners.

2.6. Describe how the institution tracks and assesses engagement with communities. Be sure to describe: (Maximum word count 500 per response below.)

2.6a. How the institution maintains systematic campus-wide tracking of engagement with the community, including the purpose for tracking, what data is collected, what systems are used to track data, who is responsible for collected data, how often data is collected, and how data is used.

As the university-wide system to collect all forms of community engagement, YSU PenguinPulse tracks both curricular and cocurricular community-engaged activities of students, staff, and part-time faculty. Full-time faculty use the Watermark system to identify their community-engaged activities. Rather than create a duplication of effort on the part of faculty, information from Watermark can be pulled and imported into the YSU PenguinPulse system by OCE staff. Together, the tools work in support of strategy “Inventory and communicate all community engagement activities.”

For example, faculty members enter community engaged activities such as the three that follow.

Professor in the Department of Chemical and Biological Sciences, Ian Renni, who has expertise in Ecology has served on the Poland Municipal Forest Board since 2018. He organizes an annual Garlic Mustard Pull that attracts scout troops, YSU students, and local high school students. Since 2019, he has also been a board member of Friends of Poland Municipal Forest, seeking ways to promote forest science to the community.

Professor of Communication Adam Earnheardt serves as board president and fundraising director for the Liberty Little Leopards Football, a youth football and cheer nonprofit. Additionally, he led efforts to secure the first community engaged learning designation for a first general education course at YSU, Communication 1545.

Assistant Professor in the department of Computer Science, Information, and Engineering Technology, Robert Gilliland, currently serves as Executive Secretary and State Website Director for the Knights of Columbus - State of Ohio.

The Division of Experiential Learning and Engagement, which includes the OCE, is responsible for the collection of this data. The data is collected on an ongoing basis. Before the conclusion of each term and then again within a week after the conclusion, a reminder is sent to students and staff to update their impacts. The data is used to provide reports to the YSU Board of Trustees, identify the locations where students are engaging in the community, assess the experiences of students through reflections, and identify whether the partnership is meeting the needs of the community. The data also is used to identify opportunities for collaboration among partners, which occurred in Fall 2024 with the Right to Read experience, as detailed in Section 2.3.c.

YSU PenguinPulse also serves as a checks-and-balances system to ensure follow-through on commitment, such as with the international student no-show issue described in Section 2.3.c. The problem was identified and confirmed using YSU PenguinPulse data, which allowed for prompt intervention.

2.6b. Any campus-wide assessments or self-studies of community engagement (not including this application) that have taken place in the last five years, including the purpose for the assessment or self-study, what data were collected, who was responsible for conducting the assessment or self-study, and how the assessments or self-studies were used.

During the 2022-23 academic year, the CEC undertook a comprehensive campus self-study utilizing the Carnegie Foundation Elective Classification for Community Engagement 2024 framework. The purpose of the self-study was to identify strengths and opportunities for growth, as well as use the framework as a method to evaluate how the university was progressing in the strategic plan. The associate provost convened the group that conducted the self-study, along with a writing team that emerged from the Community Engagement Council.

The CEC worked to identify data that was needed to answer questions in each of their sections. Questions were aggregated into a single survey which was sent to campus. Data collected was used to inform strategies to support the community engagement goal in the strategic plan. As part of this commitment, the university decided to administer the NSSE Civic Engagement topical module in Spring 2023.

During the process, the university hosted a visit with Kinsley to continue to learn and engage the campus and community. The visit included sessions with the writing team, the president and CEO of the Youngstown/Warren Regional Chamber, Institute for Teaching and Learning faculty, the Division of Workforce Education and Innovation, students, community partners, and the interim president.

Results from the self-study included the identified strengths/successes:

- Development of review process to tag CEL courses

- Implementation of the YSU PenguinPulse system
- Utilization of YSU PenguinPulse by community partners
- Centralized coordination with the establishment of the Office of Community Engagement
- Formation of a Community Partner Advisory Council
- Community-engaged learning examples reported from across campus

The opportunities for growth that arose included identifying and cataloging existing initiatives; reviewing governance documents, tenure and promotion criteria, and awards; and establishing professional development opportunities, including information about experiential learning in all first-year student seminars. These findings were used to inform the strategies for the renewal of the strategic plan in 2023.

The self-study allowed YSU to build momentum in its community engagement efforts. Overall, the involvement of leadership, faculty, staff, community partners, and students led to an educational and collaborative experience, revealing the value of the process.

SECTION 3: Institutional Identity and Culture

3.1. Describe how executive leadership of the institution (president, chancellor, provost, chief diversity officer, trustees, etc.) explicitly promotes community engagement as a priority. (Maximum word count of 500 words)

Community engagement is a clear priority supported by leadership at Youngstown State University. The commitment to becoming a more civically engaged campus through the implementation of practices as defined by the Carnegie Elective Classification was first identified in the 2020 Plan for Strategic Actions to Take Charge of Our Future under former President Jim Tressel. It continued through the renewal of the strategic plan in 2023 and the arrival of current President Bill Johnson in January 2024.

The university articulates in the strategic plan its dedication to “listening to the needs of the community.” Guided by leadership and endorsed by the YSU Board of Trustees, the plan establishes strategies that lead to fostering the exchange of knowledge and resources between campus and community in a way that is mutually beneficial and grounded in a spirit of reciprocity.

In the first ten months of his tenure (academic years 2023-24 and 2024-25), President Johnson focused on strengthening YSU’s commitment to Ohio as a driver of regional economic prosperity. By leveraging his military, business, and congressional experience, he positioned YSU as a leading institution in Northeast Ohio and a hub for innovation. His efforts aim to create and enhance programs and credentials that meet workforce needs, as one of the top concerns in the region, and foster partnerships addressing the community’s highest priorities.

Since arriving at YSU, President Johnson has prioritized integrating YSU’s mission with the economic goals of the Mahoning Valley. One of his first initiatives included creating the Government Relations Office. The office is responsible for establishing a link between local, state, and federal governments and working cooperatively with the Office of Research Services to bring in grants for the university to fund special projects. Additionally, President Johnson has taken a seat on the Youngstown/Warren Regional Chamber Board, which is focused on creating a favorable environment for economic growth.

The Office of Academic Affairs launched support of the strategic plan’s community engagement goal under former Provost Brien Smith and has continued its support under current Provost Jennifer Pintar. Provost Pintar initiated, and later finalized with the president, the creation of the Division of Experiential Learning and Engagement, which serves as the overarching division for community-engaged activities, as addressed in Section 2.1.b.

In August of 2024, Provost Pintar held a retreat for YSU chairs and deans, during which a session was dedicated to the review of governance documents related to promotion and tenure. Institutional definitions of community-engaged activities curated by a group of chairs were shared, and faculty were encouraged to take part in discussions regarding their department’s governance documents for tenure and promotion. Thus far,

twelve departments confirmed the completion of their departmental governance documents, seven more indicated completion in spring 2025. College deans have convened groups of faculty and chairs to assist in the process.

3.2. Provide a letter from the president/chancellor or provost (vice president for Academic Affairs) that includes the following: (Maximum word count of 500 words.)

- **Their perception of where community engagement fits into their leadership of the institution**
- **A description of community engagement's relationship to the institution's core academic identity, strategic direction, and practices**
- **How community engagement is institutionalized for sustainability in the institution**

Please either copy and paste the text of the letter in the following textbox or upload a PDF copy of the letter below:

We are honored to support Youngstown State University's application. Community engagement is deeply embedded in YSU's mission, shaping its strategic direction, academic practices, and long-term sustainability. This commitment defines the university's role as both a hub of academic excellence and a vital partner in Youngstown and the Mahoning Valley, producing socially responsible graduates who are prepared to make meaningful contributions to their communities.

YSU's mission emphasizes bridging academia with real-world needs, cultivating reciprocal relationships with the community that enhance student learning and address regional challenges. These partnerships underscore a unique value proposition: YSU graduates are not only knowledgeable but also equipped to lead and serve effectively in their communities.

YSU's strategic direction prioritizes community engagement as a means of enriching experiences and promoting regional development. Community engagement is a goal in the YSU Strategic Plan and is incorporated into the Academic Master Plan, college strategic plans, and departmental governance documents. While these efforts positioned us to gain momentum in 2021, YSU's history of collaboration has also contributed to the enhancement and development of partnerships. Initiatives like establishing the Office of Community Engagement, the Community Partner Advisory Council, and the Community Engagement Council invite constituents from across campus and the region to the table, creating spaces for meaningful dialogue and joint problem-solving.

The university's YSU PenguinPulse platform exemplifies an innovative approach to engagement, connecting students with local organizations and enabling over 130 community partners to access the system at no cost.

To ensure community engagement remains sustainable, YSU has institutionalized practices that integrate engagement and experiential learning into academics and cocurricular experiences to support the strategies, such as “Develop community-engaged experiential learning and engaged scholarship to meet needs in arts and culture, education, environment, health, prosperity and security for the public good,” and “Integrate experiential learning into the curriculum as a key component of the YSU educational experience." Fifty courses are now tagged as community-engaged learning designated courses representing 75% of academic departments. Students can earn recognition for their community-engaged learning, research, and creative activities.

Notable achievements, such as the transcription of 6% of the Library of Congress’ collection by YSU students—an unparalleled contribution—highlight the university’s national impact. Faculty, staff, and students share their work at the YSU Community Engagement Symposium and national conferences, showcasing the broad reach of these efforts.

Additionally, YSU’s strategic plan includes a framework for assessing and enhancing the impact of community engagement, ensuring these initiatives are systematically supported and can adapt to evolving community needs.

Community engagement is woven into the fabric of YSU, reflecting a commitment to mutually beneficial partnerships that address community needs and foster regional development. By aligning ourselves with the Carnegie Foundation’s characteristics of a community-engaged campus, we will continue to move toward impactful and sustainable initiatives. Learning from, leading, and serving the community with our partners as co-educators results in both student development and regional growth, exemplifying YSU’s commitment to serving as an asset to the Mahoning Valley, the State of Ohio, and beyond.

President Bill Johnson Provost Jennifer Pintar

3.3. Describe how community engagement is emphasized as part of the institution’s brand message identity or framework. (Maximum word count of 500 words)

YSU unveiled a new branding campaign in 2023, referred to as the “Know Y” campaign, which encourages others to learn about YSU and why it is a good choice for students.

In a university issued news release, YSU describes its new logo as a visual representation of "the university's pride, progress and purpose. This reimagined logo reinforces the university’s commitment to the community, forging a stronger bond between YSU and its surroundings." Both campus and community partners ask: What would the community be without YSU, and what would YSU be without the community?

The branding connects YSU’s educational mission to the surrounding community as the center for advanced learning and a valued community partner. Connecting the brand

back to the strategic plan, the Academic Master Plan, college strategic plans, departmental mission statements and governance documents, serves as evidence that YSU has elevated community engagement as part of its institutional framework.

The integral nature of the partnerships is a testament to the institution's identity. From university news releases to social media posts and marketing materials, websites and news reports, community engagement is celebrated as part of the fabric of the YSU experience. Through "Know Y," YSU affirms its role as a catalyst for both personal and community transformation, reinforcing its foundational purpose as a university for and of the people.

Additionally, an example of branding at the college level that works in tandem with university messaging is a wall inside Fok Hall, the home of the Sokolov Honors College, which bears three words – opportunity, community, and family – and photos of learning in action. This branding emerged through conversations with students and alumni as key words to describe their experiences alongside community partners that increased the value of their education.

The pervasiveness of community engagement is evidenced by its inclusion in the following list of publications:

- YSU Board of Trustees reports
- Higher Learning Commission Assurance Report (https://ysu.edu/sites/default/files/HLC/2022%20YSU%20Assurance%20Argument%206.28.2022.pdf)
- University press releases (https://ysu.edu/news/ysu-wide-receiver-partners-rich-center-autism)
- Office of Community Engagement newsletter (community partner version: https://t.e2ma.net/webview/2iz81n/1f90207fe188f753440b160a4eb5b443; student version: https://t.e2ma.net/webview/6xx81n/ef842365672256f1d92a1403cc7a15b5; faculty and staff version: https://t.e2ma.net/webview/adw81n/0e5c347c4c180780a609af588bb5db9c)
- This Week @ YSU internal newsletter
- University websites
- Social media
- Community reports – The Business Journal (https://businessjournaldaily.com/ysu-students-passionate-about-serving-their-community/)
- "Road to Carnegie" exhibit in YSU's Maag Library (https://businessjournaldaily.com/ysu-pursues-carnegie-community-engagement-classification/)
- Inclusion of community engagement pages in the YSU Catalog
- College Strategic Plans, Accreditation Reports

- Peer-reviewed journal articles
- External publications that highlight the work of YSU faculty, staff, and students engaging in the community (see page 26 of the Mahoning County Prosecutor's Annual Report: https://prosecutor.mahoningcountyoh.gov/wp-content/uploads/2024/03/2023-Annual-Report.pdf)

SECTION 4: Quality of Community Engagement Relationships and Academic Partnerships

4.1. Describe specific systematic actions, strategies and assessments that are used to ensure the institution, academic units (colleges, departments), and faculty and staff are building partnerships that center mutual benefit, reciprocity, and asset-based partnerships. Be sure to describe: (Maximum word count of 500 words)

a. **What activities and strategies are used to include community partners reciprocally for mutual benefit and collective action?**

b. **How do these activities and practices encourage authentic collaboration and reciprocity with community partners**

c. **In what ways does the institution collect and share feedback and assessment of academic community partnerships and shared goals to deepen, understand, and improve reciprocity, mutual benefit, and asset-based engagement?**

Following the strategic plan's aim to listen to community needs and address them collaboratively, Youngstown State University faculty and staff meet with Community Partner Advisory Council (CPAC) members regularly. Highlights are shared with campus-community networks through the Office of Community Engagement newsletter and social media.

During early meetings, CPAC members proposed starting a volunteer fair and community engagement conference, both of which have since been adopted as annual events at YSU for four years. The volunteer fair provides partners and students with face-to-face interaction and information-sharing for volunteer opportunities. Partners benefit by reaching several students, and printed QR codes are placed on each organization's table for students to quickly scan and connect on YSU PenguinPulse. For students, the fall event jump-starts their networking experiences and any required volunteer hours.

While the volunteer fair is the opening community engagement event on campus, the conference proposed by CPAC members has become the culminating event. The YSU Community Engagement Symposium brings together students, faculty, staff, and community partners each April to share and hear about community engagement experiences and take part in professional development sessions.

The symposium supports the university strategy, "Conduct and support community-engaged scholarship (research and creative activities) and service to create mutually beneficial experiences for students and community while adding value to the region." Posters from community-engaged learning (CEL) course projects are presented by students and faculty, and break-out sessions bring community voices and ideas together in a unique forum. In 2024, awards were given out for student and faculty

posters. The 2025 symposium is expanding on award categories to include exemplary community partner, YSU alum, YSU student, and K-12 student.

Another activity that encourages authentic collaboration with community partners is the Campus Community Partnership seminar planning breakfast. The seminar requires all first-year honors students to develop and execute a group service project. In Spring 2023, the Sokolov Honors College reached out to United Way and other agencies to determine what community needs could be addressed through the engagement of these 300 students. Community partners were invited to campus the following fall to debrief, learn from each other's experiences, and make adjustments. Partners were given a survey to submit new project needs for Spring 2024. The session was successful and resulted in a second planning breakfast the following year. The meeting will continue as an annual connection point for honors faculty and partners.

In 2024, YSU enacted a new pathway for the feedback of academic partnerships through CEL course assessment surveys. Surveys were sent to all CEL faculty, students, and community partners in May 2024. Analysis of the survey data took place in Summer 2024, and plans to reconnect with survey takers to discuss data were underway as of Fall 2024. Beginning Spring 2025, surveys will be sent earlier in the semester to encourage feedback in a timeframe that better aligns with faculty workflow. Survey results will also be shared with faculty and partners to inform future planning.

4.2. Describe at least five but no more than eight representative examples of academic-community partnerships (i.e., institutional, centers, departmental, and faculty/staff) that are connected to the academic core of the campus—which includes teaching, learning, and research, and illustrate both the breadth and depth of community engagement during the most recent academic year.

Please keep in mind that you will be requested to offer a list of community partners who will receive a partnership survey after submission of the application. Partners from this section can be included in the partner survey specified in section 10.

Campus questions for each partnership:

- **Project/Collaboration Title**
- **Community Partner Name**
- **Community Partner Contact**
- **Name of community organization/group**
- **Campus Partner (person, program, department, center, etc.)**
- **Purpose of the Community–Campus Partnership**
- **Provide one example as to how reciprocity and mutual benefit are enacted through the partnership**
- **Length of Partnership**
- **Number of faculty involved**
- **Number of staff involved**
- **Number of students involved annually**

- **Titles of Courses Linked to Partnership**
- **Grant funding, if relevant**
- **Research projects linked to partnership, if relevant**
- **Impact on the community**
- **Impact on the campus**

(1)

Project/Collaboration Title	Nursing Student Vision Screenings for Mahoning Valley Students in Partnership with United Way
Community Partner Name	The United Way of Youngstown and the Mahoning Valley; Youngstown City Health District
Community Partner Contact	Kielly Rapp, director of Early Learning; Erin Bishop, health commissioner
Name of community organization/group	K-12 schools throughout Mahoning County
Campus Partner (person, program, department, center, etc.)	Amy Weaver, professor, Centofanti School of Nursing
Purpose of the Community–Campus Partnership	For YSU nursing students to conduct vision screenings for Mahoning Valley schools in partnership with the United Way
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	Nursing students conducting vision screenings at local schools provides a service to the schools while helping to relieve the burden on school nurses, who would have to provide thousands of screenings within the first few months of the school year. Further, the K-12 students benefit by having any vision problems identified for further examination. They may also qualify to receive two pairs of free glasses provided by the United Way. YSU students benefit by receiving training from the Youngstown City Health District based on the Ohio Department of Health

	vision screening guidelines. This exposes future nurses to the idea of collaborative efforts from local- and state-level government health entities, as well as the United Way. YSU students can apply knowledge from the classroom into experiential learning for the benefit of the community.
Length of Partnership	8 years
Number of faculty involved	10-12 full- and part-time faculty
Number of staff involved	0
Number of students involved annually	85-95 nursing students
Titles of Courses Linked to Partnership	NURS 3710C: CE Nursing in the Community
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	N/A
Impact on the community	Each year thousands of students in the Mahoning Valley are screened by nursing students for vision problems. The United Way, along with the schools, have collected data showing improved academic performance in participating schools. Since 2017, tens of thousands of students have been screened.
Impact on the campus	YSU nursing students' knowledge about community-based nursing is deepened, allowing students to apply knowledge from the classroom into care for the community. This serves to strengthen the nursing curriculum and program. The Centofanti School of Nursing is therefore able to put well-rounded nurses who have a better understanding of the health-care needs of the community into the profession.

(2)

Project/Collaboration Title	Pay It Forward: Student Philanthropy Initiative
Community Partner Name	Potential Development The community partner changes each year. Past partners included: SWAG Sisters, 2023; Inspiring Minds, 2022; Northeast Ohio Adoption Services (NOAS) and Potential Development, 2021.
Community Partner Contact	Crissi Jenkins, Chief Growth Officer
Name of community organization/group	Potential Development
Campus Partner (person, program, department, center, etc.)	Laura Dewberry, director, Center for Nonprofit Leadership in the department of Management and Marketing; Student Nonprofit Leadership Organization
Purpose of the Community–Campus Partnership	To improve student learning, faculty scholarship, college engagement with the community, nonprofit capacity, and community needs simultaneously.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	This initiative develops a new generation of philanthropists through hands-on philanthropy and grantmaking. Students identify community needs, establish funding criteria, and engage in group decision-making. Nonprofit organizations apply for the grant, and students chose one nonprofit to award the grant to. The grant helps to support the organization's identified need.
Length of Partnership	14 years
Number of faculty involved	1
Number of staff involved	0
Number of students involved annually	Approximately 20

Titles of Courses Linked to Partnership	BUS 3740C: CE Nonprofit Community Service
Grant funding, if relevant	External funding provided in the past to support the initiative
Research projects linked to partnership, if relevant	N/A
Impact on the community	The initiative addresses critical economic needs in the Mahoning Valley while providing an opportunity for students to experience the grant process, which includes soliciting, reviewing, interviewing, and awarding. Each year, a grant is awarded to a nonprofit organization with a specific mission to create social change. Potential Development is using the $3,000 award from 2024 to fund its Special Olympics Track Team. Details on projects from the last few years follow: 2024: $3,000 to Potential Development Program, a non-public charter school for children with an autism diagnosis. Potential Development used these funds on their new Special Olympics Track Team. Funds provided new uniforms and other equipment for students. 2023: $2,739 to SWAG Sisters whose mission is to teach girls etiquette and affirmation, so they can “FLY: First Love Yourself.” Their programs create a platform in the Mahoning Valley for young females to have a voice and help them become better leaders and successful women in our community. SWAG Sisters used the funds for a self-care and mental health retreat day. More than 30 at-risk tween and teen girls participated in the summer of 2023 at Camp Frederick in Rogers, Ohio. 2022: $2,000 to Inspiring Minds of Warren, Ohio. Since 2006, Inspiring Minds has provided under-represented

	youth with the opportunities and motivation to overcome the obstacles that stand between them and a lifetime of personal success. Inspiring Minds used the funds on the implementation of the Youth Entrepreneurship and Marketplace Education module during their summer enrichment program for approximately 350 students in grades 3-12 in Warren and Youngstown. 2021: $3,000 to Potential Development and Northeast Ohio Adoption Services ($1,500 each). NOAS used the funding to support the H.E.E.R.O.™ program (Helping Each Other/Everyone Reach Out) is a program for and led by foster care teens ages 14-17 to establish a lifelong support network to fill their basic need for a sense of belonging, identity, and self-worth. The funds were used to pay Peer Navigator wages and on program implementation. Potential Development used the 2021 funding to remodel their model apartment in the high school. Potential Development purchased furniture and housewares to teach life skills to high school students with a diagnosis of autism.
Impact on the campus	YSU students learn how to be engaged citizens and to understand the role that philanthropy plays in the health of local communities. Students take part in an engagement opportunity to serve as grantors, as well as fundraisers, as they are the ones who raise the funds that they distribute.

(3)

Project/Collaboration Title	Cancer Rehabilitation
Community Partner Name	Mercy Health Oncology

Community Partner Contact	Gilbert Padula, gpadula@mercy.com
Name of community organization/group	Mercy Health Oncology
Campus Partner (person, program, department, center, etc.)	Sara Michaliszyn and Garrett Kellar, Exercise Science
Purpose of the Community–Campus Partnership	YSU exercise science students (KSS 4810 Clinical Exercise Physiology) provide a service to patients who attend Mercy Health for their cancer treatment. Physicians refer their patients to our cancer rehabilitation program, and we conduct a pre-exercise evaluation and develop an individualized exercise program for the patient. Patients do not receive this care anywhere else because insurance does not cover it.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	We provide a service their patients are not able to receive anywhere else. By referring patients to us, we help improve their patient outcomes and quality of life. Our benefit is our students have the opportunity to learn from the patients by getting hands-on experience. As an example of the benefits, see one of the patient reports here: https://www.wfmj.com/story/51534823/cancer-rehab-program-at-ysu-sees-full-recovery-from-former-student
Length of Partnership	2.5 years
Number of faculty involved	2
Number of staff involved	0
Number of students involved annually	Approximately 65 plus 2 graduate assistants
Titles of Courses Linked to Partnership	KSS 4810 Clinical Exercise Physiology
Grant funding, if relevant	N/A

Research projects linked to partnership, if relevant	IRB # 2023 -177 Exercise Oncology Program: Implementation of a Physical Activity Program and Referral System
Impact on the community	Individuals who are not referred by Mercy may also participate in our program. This provides community members a location to work with trained professionals that understand exercise oncology. Currently, cancer patients have a doctor, a social worker, a dietitian, a physical therapist but they do not have an exercise physiologist to prescribe physical activity (which is medicinal). The insurance companies do not allow them to bill for that, so oncology has no one to send them to. This program is that liaison to 1) establish the future workforce and 2) provide their care. It is the only place where cancer rehabilitation is occurring in the area.
Impact on the campus	Brings awareness of what exercise physiologists do.

(4)

Project/Collaboration Title	Accelerating Growth in Northeast Ohio through YSU Data Mine
Community Partner Name	Lake to River Economic Development Region, Northeast Ohio Region's economic development partner
Community Partner Contact	Jacob Duritsky, vice president of Strategy, Research, and Talent
Name of community organization/group	Lake to River Economic Development Region
Campus Partner (person, program, department, center, etc.)	Thomas Wakefield, chair and professor, Department of Mathematics and Statistics; YSU Data Mine
Purpose of the Community–Campus Partnership	To provide students the opportunity to work on a data-related project of impact. Students examined data to determine the

	best indicators of economic vibrancy in Northeast Ohio.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	Students received professional networking experience by meeting weekly with a corporate mentor to discuss the project and direction. The partner benefited by remaining a constant voice within the scope of the project to better communicate their needs.
Length of Partnership	August 2023 through May 2024
Number of faculty involved	2
Number of staff involved	0
Number of students involved annually	10
Titles of Courses Linked to Partnership	DATX 5896C: CE Data Analytics Project; DATX 5895: Topics in Data Analytics
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	N/A
Impact on the community	The community partner learned about significant factors affecting Northeast Ohio economic gross domestic product. Education, poverty, housing market dynamics, and business activity were the most significant factors affecting GDP.
Impact on the campus	Students gained valuable experience and presented a poster of the project and their results at the Purdue Data Mine Symposium at Purdue University in April 2024.

(5)

Project/Collaboration Title	Oakwood Cemetery Digitization Project

Community Partner Name	Trumbull County Historical Society; Oakwood Cemetery Association
Community Partner Contact	Meghan Reed, director; Holly Taylor-Meyer, president
Name of community organization/group	Trumbull County Historical Society; Oakwood Cemetery Association
Campus Partner (person, program, department, center, etc.)	Amy Fluker, associate professor, History
Purpose of the Community–Campus Partnership	To develop a free, online, fully searchable database of cemetery records to fulfill information requests from families, community members, and researchers.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	The community partners need the assistance of YSU students to complete this project because the services have been frequently requested, but neither partner has staff to fulfill them. YSU students gain important contacts with the Trumbull County Historical Society, resulting in further internships and even employment.
Length of Partnership	3+ years
Number of faculty involved	1
Number of staff involved	0
Number of students involved annually	25
Titles of Courses Linked to Partnership	HIST 3748C: CE History of Ohio
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	One student's anthropology capstone paper
Impact on the community	The project fulfills an important community need that the partner

	organizations cannot manage or staff without YSU assistance.
Impact on the campus	Enhances YSU's reputation for academic excellence by providing resources and expertise to assist community members; engages students in a career-oriented, real-world, experiential project.

(6)

Project/Collaboration Title	Trek Coffee House Mural
Community Partner Name	Economic Action Group
Community Partner Contact	Nick Chretien, executive director, nick@eagworks.org
Name of community organization/group	Economic Action Group; Trek Coffee House
Campus Partner (person, program, department, center, etc.)	Dragana Crnjak, professor, Art
Purpose of the Community–Campus Partnership	To develop and install a large-scale (50x15 ft.) public mural project on the exterior side of Trek Coffee House on Mahoning Avenue in Youngstown, to beautify the city space and promote economic development on the Mahoning corridor.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	The partnership benefited all involved—the students, the owners of Trek, and the Economic Action Group, which facilitated a community meeting and public voting for selection of the final mural sketch presented by YSU art students in September of 2023 (the last time this project was offered through a course). Community residents were integral in the mural process. The partnership allowed YSU art students to develop strong research, communication, proposal writing, and

	collaborative skills, along with mural painting skills. The mural made an economic and cultural impact for the newly established Trek Coffee House not only through strong visibility and a major visual face-lift of its west-side façade on Mahoning Avenue, but also by establishing a distinct visual identity and branding that continues to attract the community. This revitalization is a key component in the Economic Action Group's mission. The Trek mural has led to significant investment in the surrounding neighborhood, with several new murals painted, new businesses opening, and dilapidated buildings being demolished.
Length of Partnership	5 months (total length of project)
Number of faculty involved	1
Number of staff involved	0
Number of students involved annually	16
Titles of Courses Linked to Partnership	3748C CE Special Topics Studio Art: Mural and Site-Specific Painting
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	N/A
Impact on the community	The Trek mural made a lasting economic and cultural impact on the Youngstown community by initiating a visual transformation of Youngstown's west side. The vibrant imagery celebrating nature and outdoor adventures in Mill Creek Park brings a new way of valuing the history and resources of the region. The mural also helps attract more individuals and vendors to participate in the public events that Trek holds

	throughout the year, such as the Mahoning Avenue Fall Fest. This, in turn, stimulates and fosters economic growth within the neighborhood. During the project, the neighboring community was actively engaged in the collaborative planning process through a public meeting held at the beginning of the Fall 2023 semester. The Economic Action Group again invited the community into the process to vote on their favorite mural sketch presented by YSU art students in September 2023.
Impact on the campus	The Trek mural project made a positive impact on YSU students' engagement with a local business and the Economic Action Group. The project was enthusiastically covered by all local news stations, bringing strong visibility to YSU and serving as a positive example of a true collaborative partnership in the local area. Students involved in this project gained valuable skills in developing mural programs in the future, contributing to their professional development, offering them job opportunities after graduation, and EAG to recruit them for future murals.

(7)

Project/Collaboration Title	Project PASS: Penguin Assistants for Student Success
Community Partner Name	Youngstown City School District (YCSD)
Community Partner Contact	Jeremy Batchelor, superintendent
Name of community organization/group	Youngstown City School District

Campus Partner (person, program, department, center, etc.)	Kristen Italiano, director, Project PASS, Teacher Education and Leadership Studies
Purpose of the Community–Campus Partnership	To assist in improving the overall reading ability for YCSD students through small group tutoring and reading interventions implemented by YSU teacher candidates. The focus is on providing individualized literacy support for 1st through 6th grade students in YCSD.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	YSU teacher candidates successfully act as a scaffold to bridge YCSD students from prior knowledge to future learning as facilitators of reading interventions. YSU students also serve as role models to the young students while learning successful teaching strategies in a real-world experience.
Length of Partnership	10 years
Number of faculty involved	5-7 each semester
Number of staff involved	2
Number of students involved annually	Approximately 450-500 teacher candidates
Titles of Courses Linked to Partnership	TERG 2605: Reading Foundational Skills Across Content Areas Pre-K – 12 TERG 3700C: CE Phonological Awareness and Phonics TERG 3720C: CE Developmental Reading Instruction: Vocabulary, Comprehension, and Writing TERG 3730C: CE Reading Assessment, Instruction, and Intervention
Grant funding, if relevant	Funded in part by the YCSD Project PASS partnership grant—need to seek renewal each year for shared funding. The amount has changed over the years, ranging from $80,000 to $135,000.

Research projects linked to partnership, if relevant	Ohio Education Research Center research evaluation after the start of the partnership. Presentation of research findings at the Ohio Confederation of Teacher Education Organizations, Ohio Dean's Compact P20, YCSD board meetings, the district-held principal academy, teacher-based teams within each building, and YCSD leadership meetings.
Impact on the community	Through the strong partnership of Project PASS, YSU and YCSD strive to see long-term effects of the learning communities uniting, ultimately creating better readers; higher scores; and stronger relationships with YCSD teachers, principals, and students. Since 2014, the following has been achieved: • 11,000 YCSD students have received literacy tutoring • 130,000+ hours of tutoring have occurred • Approximately 30,000 books have been put in the hands of YCSD students to help build their access to print at home
Impact on the campus	More than 4,000 teacher candidates have participated in the program since 2014. YSU students take part in hands-on learning that helps them become more confident and proficient in their field.

(8)

Project/Collaboration Title	Civic Innovation Transforming Youngstown (CITY) Program / YSU-Youngstown City Collaborative / Community-Engaged Educational Ecosystem Model (C-EEEM)

Community Partner Name	Economic Action Group
Community Partner Contact	Daniel Bancroft, operations manager, and Nick Chretien, executive director, Economic Action Group
Name of community organization/group	Economic Action Group
Campus Partner (person, program, department, center, etc.)	Hazel Marie; professor; Mechanical, Industrial, and Manufacturing Engineering
Purpose of the Community–Campus Partnership	The CITY project aims to find technical solutions based in STEM to address challenges facing Youngstown, such as food deserts, road condition monitoring, and water quality monitoring. These solutions often bring significant sustainable cost and time savings to the community, which is especially important to the City of Youngstown departments and organizations that face budget challenges and staff capacity gaps. Another core purpose is to provide students with professional development and connect them to the community.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	Student interns receive significant professional development and trainings through orientation week activities and in engaging with their mentors and city partners throughout the program. This provides them with job training that prepares them for future positions, and even directly connects students with their future employers, as shown multiple times. Conversely, community mentors receive valuable data, resident engagement, and project deliverables from the interns that can be used to solve problems they are facing in their work. Interns produce tangible solutions, based in research, engagement, and STEM-based tools, that

	have been used by mentors to advance their work. This, in turn, benefits the surrounding community by addressing citywide issues. Past projects include: • Road condition monitoring – Students were tasked with developing a solution to monitoring citywide roadways for potholes and poor road conditions. Students developed a tool that attaches to a car's suspension that tracks road conditions on a scale and their GPS locations. City departments had a high interest in this tool, which would cost only $60 to make. Three years after this project, the students are partnering with the city departments again to continue the project development for their senior capstone. • Healthy food access – Students were tasked with developing solutions to the city's food desert. Students conducted market analyses on different grocery concepts and found the most feasible model and potential partners. Local healthy food access committee members took the students' recommendations, advanced the research, and are currently working to implement the solution. • Water quality monitoring – Students selected a local stream to conduct water quality monitoring. The stream had not been adequately monitored for decades, and results showed a greater need to address environmental concerns and potential pollutants. City departments directed more resources to this stream than ever

	before and showed the need to address it more in the future.
Length of Partnership	3.5 years
Number of faculty involved	4
Number of staff involved	Approximately 5-8. Minor involvement through presentations to student interns.
Number of students involved annually	Approximately 20
Titles of Courses Linked to Partnership	STEM 3790: STEM Internship Experience STEM 3791: STEM Cooperative Education Experience
Grant funding, if relevant	NSF IUSE grant #2111386, Division of Undergraduate Education
Research projects linked to partnership, if relevant	N/A
Impact on the community	The CITY program directly impacts the community organizations and city government departments that program interns are paired with, as well as the community leaders and residents that the interns partner with through their projects. The nine projects they have conducted over the three years of the program have also had numerous indirect impacts to the community at large through the creative solutions the interns have developed for community challenges. The community also benefits once these projects are implemented by the community partners, bringing positive change to everyday issues like healthy food availability, public space access, and active transportation. Partners in the Mahoning Valley have focused on talent attraction and retention efforts and workforce development in recent years. The CITY program serves as an important tool for these community

	goals. Program activities focus on developing a strong sense of community for CITY interns. Site visits to local companies, parks, and other local amenities show interns the value that this community can bring to them, giving them a viable reason to stay in this community after graduating. These site visits have already resulted in some CITY interns gaining internships at the companies and organizations they have visited. This has significant impacts on retaining young professionals in the community and increasing the capacity of local companies and organizations.
Impact on the campus	The CITY program has employed 32 interns thus far and has provided them with crucial civic engagement experience, professional development, and personal growth. This program develops interns' sense of community, bridging the gap between YSU and the City of Youngstown. Surveys show that interns' connection to Youngstown and YSU grows significantly during the eight-week internship through site visits, lunches at locally owned restaurants, and exploration of community assets. This helps sustain their enrollment at YSU and their involvement on campus. To track interns' long-term engagement post-internship, the program maintains a LinkedIn community for each internship year. Through this, faculty has seen that CITY interns are more likely to pursue leadership positions in YSU student organizations and internships with local companies. YSU faculty and staff participation in this program has also grown since its inception. In 2024, two YSU professors were engaged in the program as technical mentors, providing important 3D printing and engineering software skills that the interns needed. Another YSU faculty

	assisted interns with GIS mapping and data collection. YSU staff have provided training modules to the interns during their orientation weeks as well. As this program expands, so too will the support network at YSU, furthering the impact to the campus community.

SECTION 5: Faculty and Staff

5.1. Check all of the community-engaged resources and support services for faculty in any employment status (tenured/tenure track, adjunct/clinical/non-tenure track, and part/full time) and/or staff who seek to develop or deepen community engaged approaches and methods. Topics may include but are not limited to the following:

- **Student teaching assistants, student fellows, and reflection leaders**
- **Community partner research ethics training**
- **Community advisory boards, fellows, and councils**
- **Faculty/staff fellows, mentors, and liaisons**
- **Support and identify potential community academic partners**
- **Funding support for professional development, conference, or travel**
- **Support for peer-reviewed publishing about community engagement**
- **Support for seeking external funding (grants, foundations, contracts)**
- **Internal grants for curriculum development and/or scholarship**
- **Engaged learning website, library, and/or guidebook**
- **Online learning modules that can be embedded into courses and/or programs**
- **Student transportation assistance**
- **Other: Please describe**

Describe three of the topics that have been checked off above in the text box underneath the selected topic and include the purpose, audience, activities, and results. Include which offices and/or units assume responsibility for these services, how often programs are offered, and how many faculty and staff participate. (Maximum word count of 500 words per topic)

Other: Please describe

The Community Engagement Council (CEC) identified the need for further education of community-engaged methods on campus. To this end, the CEC created a faculty and staff development series in partnership with the YSU Institute for Teaching and Learning (ITL) in support of strategy “provide professional development to support experiential teaching approaches and enhance coordination with community partners.”

The series took place over the 2024-25 winter break to energize and inspire faculty members preparing to return for spring semester. Leveraging the existing annual ITL “Fresh Start” professional development workshop, the training content focused on community engagement in the following areas:

- What is community engagement? With Dr. Susan Short, associate vice president for Engagement at Virginia Tech
- Publishing community-engaged scholarship
- YSU faculty panel on community-engaged learning (CEL) course experiences

The sessions were designed to coincide with calls for CEL course applications. Nearly 40 faculty and staff members attended. Sessions will continue to be held at least yearly and as needed. Faculty feedback was captured in the form of discovery and intention statements. Several faculty members reported a plan to learn more about the journals discussed at the training that publish engagement scholarship. A dean in attendance indicated an intention to work to get several community engagement journals added to the list of what counts for promotion and tenure within her college.

Additional opportunities for faculty professional development are highlighted monthly through the Office of Community Engagement (OCE) newsletter. Examples include offerings from the Engagement Scholarship Consortium (ESC), Campus Compact, and the Ohio-based Community Campus Coalition.

Funding support for professional development, conference, or travel

Funding that can be used for community-engaged research, projects, and professional development comes from various sources:

- The university offers internal funding through the Office of Research Services for research travel, survey research, publication, seed money, and collaborative research, as well as assistance with external funding opportunities.
- ITL's Mini-Grant Program provides funds for small projects to help build a campus culture focused on teaching, learning, and assessment toward student success.
- Professional development funds in the amount of $1,500 over three years are provided for non-faculty members of the YSU Association of Professional and Administrative Staff bargaining unit for opportunities, such as external conferences, seminars, and continuing education.
- Faculty members belonging to the YSU Ohio Education Association (YSU-OEA) bargaining unit are eligible for $1,600 of professional development funds per academic year.
- Other funds may be provided through each college.

The university will pay reasonable costs for publication of a peer-reviewed scholarly research article if it carries the university's identification. Typically, the university spends between $7–$17 thousand. Reimbursement is also offered for off-campus instruction, and faculty receive up to $1,000 in supplemental pay per course for international field classes, which encourage teaching and engagement outside of the local community.

YSU supports faculty in community engagement, research, teaching, and service through paid sabbaticals, faculty improvement leaves, and research professorships. Additional support can be obtained through the OCE through grant development, application, and management assistance, as well as facilitation of faculty relationships with community partners to meet the community's needs.

Community advisory boards, fellows, and councils

The Community Engagement Council, as mentioned in sections two and three, formed in the fall of 2022 to undertake the campus-wide self-study and, later, the 2026

Carnegie Elective Classification for Community Engagement application. Through this process, the CEC has grown to become the centralized hub that facilitates communication and collaboration across departments, colleges and divisions. CEC members serve as an identifiable person who educates and supports community engaged efforts while ensuring participation and diverse voices are heard. Members include faculty and staff from across departments and divisions, with recent additions from YSU's new Government Relations Office. The CEC has grown from ten members at inception in Fall 2022 to 31 members as of Fall 2024.

During the CEC's October 2024 meeting, the YSU delegation that attended the Engagement Scholarship Consortium International Conference that month shared takeaways from the experience, including information on utilizing the consortium's professional development opportunities. CEC members plan to increase efforts to promote professional development opportunities. Additionally, a subset of the council intends to participate in the Engagement Scholarship Consortium's 2025 conference.

5.2. Check all of the community-engaged professional development programs for faculty and staff that are provided. These programs provide educational training to improve community engagement across faculty and staff roles. Topics may include but are not limited to the following:

- **Syllabus development and implementation planning**
- **Partnership initiation, development, management, and assessment planning**
- **Remote/online community engagement (curricular and/or co-curricular)**
- **Inclusion of community engagement in evaluation criteria of student learning outcomes**
- **Participation in learning communities, writing retreats, and engaged learning institutes related to community engagement**
- **Training to understand ethical engagement practices that ensure equitable access and opportunity related to community engagement**
- **Documenting and evaluating promotion, tenure, and/or reappointment dossiers for faculty candidates and reviewers**
- **Global and intercultural community engagement**
- **Climate and sustainable development goals connected to community engagement**
- **Social innovation, entrepreneurship, and economic engagement**
- **Engaged learning webinars and/or workshops**
- **Other: Please describe**

Describe three of the topics that have been checked off above in the text box underneath the selected topic, including the purpose, audience, activities, and results. Include which offices and/or unit(s) assume responsibility for these services, how often services and/or programs are offered and how many faculty and staff participate. (Maximum word count of 750 words per topic)

Syllabus development and implementation planning

Initial CEL syllabus development began in early Fall 2022, and a final CEL syllabus statement with criteria was approved by the Academic Senate subcommittee in October 2022. The statement was presented to the full Senate body that November.

Also in Fall 2022, the Senate subcommittee made an initial call for CEL course applications. A reference guide about community-engaged learning was developed and distributed to faculty with this call. Group and individual information sessions were offered virtually and in-person for faculty interested in submitting a course.

Through an iterative process, the Senate subcommittee talked with faculty who submitted courses and found that syllabi could be strengthened in the CEL course criteria areas of reflection and public dissemination. Discussion on ways to strengthen syllabi to more truly reflect course requirements for CEL occurred. Further information about CEL syllabus development was disseminated to faculty via the OCE newsletter and conversations with faculty.

Since 2022, the Senate subcommittee met individually with faculty who had not yet submitted CEL course applications but were known to have community engagement woven within their courses. This interaction involved course development education and encouragement to apply for the CEL course designation, resulting in more than a dozen new CEL courses. These meetings continue to be offered at least yearly and as needed.

Staff from the OCE also conducted meetings across campus with each department to learn about community-engaged work that was happening in courses and projects. Input was gathered about how faculty and staff could be supported, and the team discussed community engagement definitions and the CEL course application process. The talks resulted in an increase in the number of applications, including courses from Dental Hygiene and Communication, two areas new to having CEL designated courses. The team also became more aware of the community-engaged teaching happening in each department. Individualized conversations clarified CEL goals and processes, and the personalization brought out questions that otherwise would not have surfaced.

This feedback was shared internally with the application writing team and helped in determining the need for a formalized syllabus development workshop. The workshop is planned for faculty in Spring 2025.

Participation in learning communities, writing retreats, and engaged learning institutes related to community engagement

The Community Engagement Council creates a space for community partners, staff, and faculty to share their experiences and best practices, thus becoming an informal learning community. Connections are regularly made between partners who have shared objectives at the meetings held every semester.

During Summer 2024, the Beeghly College of Liberal Arts, Social Sciences, and Education (BCLASSE) formed a community engagement committee to explore efforts to deepen community engagement within the college. Members of the CEC were first invited to an all-college meeting so that BCLASSE faculty could learn about existing

community engagement efforts and start to explore how they could strengthen their own within the college. From this meeting, BCLASSE formed a committee to focus on increasing its CEL courses and bolstering additional engagement efforts. Within six months, eleven new CEL courses were approved.

The Bitonte College of Health and Human Services (BCHHS), which has set community engagement as a goal in the college's strategic plan, invited CEC members to speak at the all-college meeting and requested a subsequent workshop on YSU PenguinPulse.

Engaged learning webinars and/or workshops

The 2024 YSU Community Engagement Symposium included a professional development track to include a "What is Community Engagement?" session, grant information, and social media tips for nonprofits. Outcomes from this event included faculty and community partner discovery and sharing, professional development, and the formation of new partnerships. At the Campus Community Partnership seminar planning breakfast in Fall 2024, community partners commented on the successful implementation of past feedback they provided for the 2024 symposium. Additional ideas were discussed for the 2025 symposium, including more hands-on professional development opportunities. Several ideas were implemented.

In 2023-24, YSU was the 12th highest institution to utilize the workshops offered through the Engagement Scholarship Consortium. The 2024 ESC Workshop attended by two YSU delegates was titled, "Leading Engagement Amid Growing Distrust in American Higher Education." The delegation also attended the 2023 pre-conference Carnegie workshop, "Carnegie Elective Classification Deep Dive," at Ohio Wesleyan.

YSU PenguinPulse training for faculty, staff, community partners, and student leaders is scheduled on an ongoing basis online (synchronously and asynchronously) and in person for individuals or groups. Training is announced through emails and the OCE newsletter. In most semesters, approximately 20 individual training sessions occurred. During Fall 2024, six community partners and 16 YSU administrators were provided one-on-one education. Video tutorials through a YouTube channel are also shared with YSU PenguinPulse users, which include general training topics geared toward students and admins, such as finding volunteer opportunities, tracking impacts, managing groups, creating events, and managing impact disputes.

5.3. Describe the formal recognitions provided by your institution through campus-wide awards and/or celebrations for faculty/staff that partake in academic community engagement. (Maximum word count of 500 words)

In March 2024, "The Road to Carnegie" kickoff campaign was held at YSU's Maag Library. This presentation and news conference convened to formally announce the pursuit of the Carnegie Foundation's Elective Classification for Community Engagement. The event highlighted the work of faculty, students, and community partners and was celebrated by elected officials and campus-community partners also in attendance. During the event, the "Road to Carnegie" library exhibit was revealed, featuring photos, information, quotes, and artifacts of student and faculty/staff

volunteerism, community partners, CEL courses, student posters from the Community Engagement Symposium, and a timeline of the Carnegie application process. Media is also part of the exhibit with video snippets of community engagement projects and partner reactions. The exhibit remains on display at Maag Library.

In 2019, YSU held the first annual Volunteerism and Service-Learning Showcase. This event was rebranded in 2023 as the Community Engagement Symposium by the OCE to more accurately reflect the spirit of community engagement happening at the university. The symposium celebrates community engagement through presentations delivered by students, faculty, and community partners, as described in Section 4.1. Local media is invited with the plan to broadly communicate the mutually beneficial experiences occurring through partnerships. At the most recent symposium, a YSU faculty member served as keynote speaker, sharing her community-engaged project with presenters and community partners at a networking luncheon. Also in 2024, poster awards were presented for engaged scholarship, including an outstanding faculty poster award. Judges used a rubric to evaluate the posters, and those with the highest ratings were recognized at a public ceremony. Awards were presented by Anthony Traficanti, a Mahoning County commissioner, and local media covered the event.

In 2023-24, each edition of the OCE monthly newsletter spotlighted a faculty member and their work in community engagement. In 2024-25, community engagement spotlights from the news continue to be featured in the newsletter. This recognition celebrates faculty's good work and raises awareness across campus and in the community.

5.4. Provide five to 10 examples of staff scholarship (conference presentation, publication, consulting, awards, etc.). A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (Maximum word count of 1,000 words. Web links may be provided as part of the description)

Mollie Hartup, director, Sokolov Honors College, and Amy Cossentino, associate provost, gave a presentation, "Cultivating collaborative partnerships to maximize community impact and student learning," at the Engagement Scholarship Consortium Conference in Portland, Oregon, in October 2024. The presentation discussed the history of community engagement within the Sokolov Honors College (SHC). Long-standing relationships with community partners have led to enriched student engagement and learning experiences through the Dr. Abdu Pen Pals Program—a donor-funded named engagement opportunity—and intentional community-engaged experiences embedded into CEL courses.

Jim Tressel, special assistant to the Board of Trustees for Philanthropy and Engagement, spoke to students at South Range High School in November 2024. Tressel shared insights on leadership, success, and personal growth with students. He emphasized the importance of gratitude, aligning with positive friends, involvement in extracurricular activities and community, and financial responsibility. He also highlighted the need to handle both success and adversity, stressing the importance of resilience and continuous improvement. Following Tressel's talk, YSU students led activities in

South Range classrooms to bring the discussed concepts to life for the high school students.

Carol Bennett, former assistant provost for Diversity, Equity, and Inclusion, served as moderator for interviews and panel discussions at the professional development symposium on racial justice, mental health awareness, and suicide prevention at the Eastwood Event Center in Niles, Ohio, on February 4, 2022.

Ronald Markowitz, associate director, Operations and Events, was honored in 2023 by the American Red Cross as a "Lifesaving Instructor" at a Northeast Ohio annual Red Cross banquet in Akron, Ohio. He was recognized for teaching a YSU student CPR. The student used the skills taught in that class to successfully save a life.

Elizabeth Cianciola, director, Office of Community Engagement, and Andrea Tharp, assistant director of community engagement, SHC, presented “A Guide to Grant Writing and Social Media” at YSU’s 2024 Community Engagement Symposium. This session introduced finding and applying for grants and telling your community engagement story through social media.

Heather Belgin, director, and Allison Bye, assistant director, Alumni Engagement, presented “Pete’s Pride: Alumni Volunteering Near and Far” at YSU’s 2024 Community Engagement Symposium. This oral presentation discussed how YSU alumni volunteers, both in the area and in our chapter areas all over the United States, contribute to their community on behalf of their alma mater.

The Rich Center for Autism, under Executive Director Mike Latessa, partnered with the Mahoning Valley Scrappers Baseball Team to build a sensory suite at Eastwood Field in Niles, Ohio in spring of 2024. This suite was constructed with the guidance of the Rich Center for individuals on the autism spectrum and their families to enjoy a baseball game with less worry. It is open to the Mahoning Valley public and has been occupied during every 2024 home game.

Amy Cossentino served as 2024 chair of the American Heart Association Go Red for Women Campaign. As part of this role, she led an executive leadership team in support of the American Heart Association, visiting community partners and educating on the importance of Hands Only CPR, infant CPR, and AED devices. She also led the fundraising effort on campus, which raised more than $130,000 and culminated with a speech at the annual event. At YSU, students participated in fundraising and educational efforts, with all first-year honors students learning Hands Only CPR as part of their curriculum in Fall 2023. A leadership group of pre-medical students created a special social media awareness campaign. Three additional YSU staff/faculty members served on the Executive Leadership Team alongside alumni and community members.

Angie Cameron, associate director, Office of Research, Compliance, and Initiatives, has presented extensively about community engagement and partnerships and delivered three presentations to the Action for Children Organization (2021).

Crystal Bannon, assistant director, Career Exploration and Development, published a children’s book, Caring through Cancer, a Story of Love and Strength, to educate young

minds and help them understand a family member's diagnosis. She published the book in 2024 after completed her breast cancer journey in 2021. Bannon organizes gift card and care package donations to support others fighting cancer, and she volunteers with the organization Pink Lights the Way, serving as a mentor for patients on a similar journey.

5.5. Provide five to 10 examples of faculty scholarship from as many different disciplines as possible. A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (Maximum word count of 1,000 words. Web links may be provided as part of the description)

Dawna Cerny, professor, Geography, received the 2024 Mon Valley Initiative Community Partner of the Year award for her efforts to revitalize and maintain community environments. Her work in Swissvale, Pennsylvania, has contributed to "advancing the recovery of post-industrial communities within the Mon Valley through rebuilding or creating community infrastructure or linking people and employers." Working with a professor at the University of Pittsburgh, Cerny is developing and supporting community engagement opportunities to create resident cooperation in community development and design planning. Please see https://ysu.edu/news/ysu-professor-receives-mon-valley-initiative-community-partner-year-award.

Jake Protivnak, professor and director, Counseling, received the Susan J. Sears Counselor of the Year Award from the Ohio Counseling Association at the 2022 All Ohio Counselors Conference in Columbus. Protivnak also presented at the 2022 American Counseling Association Virtual Conference on the topic, "Preparing Clinical Mental Health Supervisees for Work in a School Mental Health Setting." Additionally, Protivnak and Tiffany Spisak, clinical mental health counseling intern, co-led online community book discussion groups during National Mental Illness Awareness Week.

YSU's Department of Physics, Astronomy, Geology, and Environmental Science received the FBI Director's Community Leadership Award in 2022. The award recognizes YSU for assisting the FBI Evidence Response Team in several recent criminal investigations. "The academic mission of our program is focused on providing students with exciting real-world applications of geology. Our work with the FBI is directly reflective of that mission," said Jeff Dick, professor of Geology. Gregory Nelsen, special agent in charge, FBI Cleveland Division, added: "We are proud of the work by the Youngstown State team to bond the fields of science, technology, and investigation that augment the work of the FBI Evidence Response Team. The department's commitment to enrich student learning through real-world engagement and collaboration further solidifies the worthiness of this award." See https://ysu.edu/news/fbi-recognizes-ysu-help-criminal-investigations.

The podcast "Policies and Politics: Views from the Industrial Heartland," hosted by YSU professors Tim Francisco, English, and Paul Sracic, Politics, International Relations, and Rigelhaupt Pre-Law Center in 2022, examined the issues, ideas, culture, and politics of the Mahoning Valley. Produced by the staff of WYSU-FM, which is the Founding Member of the Ohio Newsroom, the podcast aimed to provide daily statewide

radio and digital news reports. See https://businessjournaldaily.com/growth-report-1-wysu-fm-adds-podcast-joins-statewide-newsroom/.

Matthew Mazuroski, past associate professor, Acting/Directing, provided community service and consultation as the 2022 director and scenic designer for The Hopewell Theatre's production of "Steel Magnolias." Hopewell Theatre on Mahoning Avenue in Youngstown was founded in 1890 by Jean Kelty, who converted a church into a small, intimate theater and home of The Victorian Players.

An interdisciplinary team of faculty, including Nicolette Powe, Public Health; Richard Rogers, Criminal Justice; Jeannine Mincher, Dietetics; and Weiquing Ge, Physical Therapy, orally presented “YSU Guin Fit” at YSU’s 2024 Community Engagement Symposium. YSU’s Consortium of Community Health and Mahoning County Public Health, in collaboration with the Healthy Community Partnership Community Coalition, received funding for the Centers for Disease Control and Prevention Racial and Ethnic Approaches to Community Health, a cooperative agreement to implement the Guin Fit Initiative in Mahoning, Trumbull, and Columbiana counties among faith-based organizations and community-based groups. Guin Fit is a comprehensive interdisciplinary community health engagement program, as detailed in Section 2.4.c. Its efforts are a collaboration with organizations and individuals who share a commitment to a healthier Mahoning Valley and work to create more equitable opportunities for residents to eat healthier and be more active.

Susan Berny, Vivo Center; Nancy Landgraff, chair and professor, Graduate Studies in Health and Rehabilitation Sciences; and Danny Cesene, adjunct Business faculty, orally presented “Strategies to Engage YSU Faculty, Staff, and Students in Intergenerational Learning Opportunities” at YSU’s 2024 Community Engagement Symposium. Ohio Living operates the Vivo Center, which has transitioned from a senior center to an intergenerational center focused on exchanges between older adults and YSU students. The overarching goal of these exchanges is to reduce ageism, improve health and well-being in various domains for all ages, and spark interest among YSU students in pursuing a career in working with the aging population. Since Fall 2022, these presenters have worked to create a variety of intergenerational programs that take place in the community, at the Vivo Center, and on the YSU campus. They shared their strategies for engagement and ideas about how to encourage faculty to develop experiential intergenerational learning opportunities for students.

Psychology professors Sharon Stringer and Joy Tang’s work on resilience has led to a publication in Adversity and Resilience Science, “Multiple stigmas and their dimensions: The mediating role of self-compassion in reduced resilience.” Stringer’s decades of expertise on stigma and resilience have also led to several invited community talks, including a presentation on digital storytelling in November 2023, at the Fall Summit of Stand, Grow, Thrive, a Mahoning County organization comprised of volunteers dedicated to supporting resiliency and healing while dispelling myths surrounding trauma.

Dessalegn Guyo, assistant professor, Social Work, conducted research to investigate and analyze the welfare of displaced children from rural Oromia, Ethiopia, who have

settled in and around Addis Ababa/Finfinnee, Ethiopia, since 2018. The research identified the challenges they encounter, the coping strategies they adopt, and the support mechanisms available to them. The study intended to provide insights that could inform policies and interventions to enhance the overall well-being and future of displaced children due to violence. This led to the publication "Utilizing Professional Expertise in Post-Conflict Reconstruction: Strategic Interventions Preparation for Crisis Mitigation in Oromia" in the Journal of Oromo Studies.

The National Association of Social work awarded the Lifetime Achievement to Mari Alschuler, associate professor of Social Work. Alschuler was one of the first AIDS social workers globally and specializes in working with transgender and queer people. She has contributed scholarly articles and book chapters, is a poet and fiction writer, and is a trainer of Mindfulness-Based Stress Reduction.

5.6. Provide five to 10 examples of student scholarship from as many different disciplines as possible. A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement. Please clarify if the work highlighted is undergraduate or graduate student scholarship. (Maximum word count of 1,000 words.) Web links may be provided as part of the description.

Sara Khan, Eastern Ohio Area Health Education Center (EOAHEC) Scholar and Biology Pre-Med student, was a 2024 finalist for YSU's Best in QUEST award. She orally presented her research, "Evaluation of At-Home Autism Support," at YSU's 2024 QUEST: A Forum for Student Scholarship. Khan received a $5,000 Student Small Grant from YSU's Office of Research Services to assist her research about at-home autism support in the community. She presented "Compassion and Commitment: My Journey with the Rich Center of Autism" at YSU's 2024 Community Engagement Symposium with an interdisciplinary team, including the executive director of the Rich Center for Autism and EOAHEC director. As a part-time class assistant at the Rich Center, Khan created an IRB-approved research study, amplifying parent concerns to inspire change in existing programs. This project allowed her to connect with Rich Center parents, and it opened the door to autism research with Akron Children's Hospital and Dr. Ronald Seese, who later invited Khan to create a new toolkit for families diagnosed with autism. Khan also helped launch the AHEC Scholars Program and held the first Sensory Adventure Day, pairing AHEC student volunteers with Rich Center students and families for sensory-friendly activities.

"Serving through Transcribing: Preserving History while Building Community," was published in peer-reviewed Honors in Practice, 2022, Vol. 18, by Julie Centofanti, Biology Pre-Med student, and Mollie Hartup, SHC director. From the abstract: During the global pandemic, students reimagined ways to build community and serve one another. A virtual collaboration in transcription was formed, where honors students gathered to participate in digital transcribe-a-thons. These informal groupings evolved into a transcribing club that met three times a week and transcribed over 16,000 historical documents. A study of participating transcribers revealed enhanced historical knowledge, skill building, and opportunities for relationships with students of varying interests and backgrounds despite edicts for social distancing. The publication provides

student insight and outcomes as well as detailed instructions for honors practitioners seeking to introduce historical transcription to their students.

A group of 16 students collaborated with Eastgate Regional Council of Governments and the Youngstown-Warren Chamber of Commerce in support of the Mahoning Valley's talent retention and attraction efforts. Under the leadership of Economics professor AJ Sumell, the students presented results from a survey of YSU students' postgraduation plans and preferences, as well as summarized potential strategies intended to increase the retention of young graduates and attract more residents to the Mahoning Valley. Students in the class (11 undergraduate, 5 graduate) represented the following disciplines: Economics, Financial Economics, Political Science, Mathematics, Computer Science, and Marketing. The project was reported in the Business-Journal: https://businessjournaldaily.com/ysu-students-present-insights-for-valley-repopulation-strategies, and The Vindicator: https://www.vindy.com/news/local-news/2023/04/urban-economics-students-at-ysu-seek-to-improve-youngstown/.

Divya Warrier, Biology Pre-Med student, presented a poster, "Comparative analysis of hospice and palliative care systems from Youngstown, USA, and Thrissur, India," at the 2023 Ohio Campus Compact Annual Meeting. This presentation was a comparison and contrast of palliative care in the United States and India based on research. The goal of this study was to highlight the differences in systems to ultimately provide recommendations on practices that would constructively better the quality of hospice and palliative care in both communities. The exploration was conducted through conversations and education with staff and observations made in the Pain and Palliative Care Society and SOLACE-Care and Support for Children with Long Term Illness in Thrissur, as well as Traditions Health Hospice in Youngstown.

Annabelle Himes, MBA graduate student, was recognized in 2023 as a YSU Shark Tank winner for her established business Heroes and Tiaras. She now mentors young entrepreneurs through her role on the planning team. Her business also engages in the community by volunteering at the Rescue Mission monthly, raising funds throughout the year. Between 2022 and 2023, she donated a combined total of more than $1,000.

In 2023, Jason Hess, a Mechanical Engineering student, was YSU's first-ever recipient of the prestigious Truman Scholarship, the premier graduate scholarship for students who are committed to pursuing careers in public service. Shortly after his award was announced, Hess returned to his home high school to share his experiences and inspire future students to pursue national scholarships and a future in public service. See https://ysu.edu/news/youngstown-state-student-earns-prestigious-truman-scholarship.

Joseph Carlini, biology, spent Summer 2024 conducting research under Chet Cooper, YSU Biology professor, in the microbiology laboratory. He worked on a project regarding a bacteria found in the water at the Newport Boat Launch in Mill Creek Park. His observations were recorded and used for data analysis and deeper understanding of water safety by the community partners that the research team worked with.

Students in the Dana School of Music teach lessons to local students as part of the YSU String Project. Undergraduate and graduate student teachers offer free private

lessons on violin, viola, cello, and bass to children in Youngstown. For 2024-25, 22 third through twelfth grade students are receiving lessons. More than 70 families have been served since 2022. Lessons are offered in English and Spanish to increase access for students.

Raneem Al-Sharif, Janaan Alihassan, and Natasha Salmen presented their poster "Does the Implementation of Vaccination Education and Increased Accessibility Improve Vaccination Rates in Rural Populations Amongst Patients Covered by Medicare?" at YSU's 2024 Honors Pre-Health Research Symposium. The primary objective of this research project was to determine whether student education that addresses safety concerns, misinformation, and effectiveness as a universal offering to eligible patients improved overall rates of patients who are vaccinated against pneumococcal pneumonia. The implementation of this strategy can improve health outcomes in underserved rural communities.

2022 graduate student Abigail Hollowell presented "Autism Spectrum, Disorder in Females: Inter-Professional Diagnostic, Classification, and Practical Considerations" at YSU's Diversity of Scholarship event. Her literature review surveyed discussions and scholarship related to females with autism spectrum disorder. Hollowell also recently presented in Boston for the National Association for School Psychologists.

5.7. Describe how the institution regularly measures and assesses faculty community engagement, particularly as it relates to outputs and outcomes relative to teaching, research/creative activity, and/or service. How is data used to improve programs and outcomes? (Maximum word count of 500 words)

YSU's Institute for Teaching and Learning coordinates and supports continuous improvement activities across campus, including academic student learning assessment. The ITL conducts student learning outcomes assessment through the systematic examination of student learning during a degree program.

In Fall 2023, faculty and OCE staff consulted with the ITL for guidance about conducting assessment of community engagement. Faculty and OCE staff then developed a plan for regular assessment of CEL courses. Assessment surveys were created with questions tailored to students, faculty, and community partners about their CEL experiences. These questions were organized based on the university-wide student learning outcome, "YSU graduates are global communicators who curate and disseminate discipline-specific knowledge through appropriate channels, spoken and written, for audiences in a variety of modalities."

The OCE sent the assessment surveys to students, faculty, and community partners enrolled in 12 CEL courses in Spring 2024. Data was reviewed initially by faculty and OCE staff. Overall, data collected revealed positive results:

- Responses from 96 students indicated that most respondents either strongly agreed or agreed with questions about questions about the positive impact the engagement had on learning.

- Twenty-three faculty responded, and most either strongly agreed or agreed with questions about the benefits of learning for their students as well as the community partners.
- Responses from 42 community partners found most respondents either strongly agreed or agreed with questions about the benefits of community engagement, especially in the areas of engagement and mutual benefit for the students and partners.

Data was shared with CEL faculty; faculty members were asked to share with their community partners. Based on the survey responses, the assessment team refined student, faculty, and community partner questions to more effectively evaluate the CEL experience. This assessment process takes place at the conclusion of each semester.

“Faculty Success by Watermark” (Watermark) is the university’s mechanism for collecting evidence from faculty in all 19 departments for performance, tenure, and promotion as well as data about faculty activities such as teaching, research, and service. The Senate subcommittee made a recommendation to include an indicator for community-engaged activities. This was approved by the administration, and a community engagement check box was added to the activities form in Watermark for use in Summer 2023. In 2023-24, 36% of total full-time faculty submitted examples of community engagement in Watermark, including research, awards, and grants.

As departments address community engagement for the tenure and promotion process in their governance documents, community-engaged Watermark information will be used in that process.

A strategy in the strategic plan is to “pursue and secure regional, state, national, and foundation funding in support of university and community priorities.” Reviewing Watermark data can lead to potential funding opportunities, grants, celebrating faculty achievements, and attracting students to the university who want to participate in community engagement.

5.8. Indicate the campus approach to faculty promotion and/or tenure: (Check all that apply.)

- **My campus has a contract or tenure track structure rather than a tenure and promotions structure.**
- **My campus has a tenure and promotion structure defined at the department level.**
- **My campus has a tenure and promotion structure defined at the school level.**
- **My campus has a tenure and promotion structure defined at the institutional level.**

5.9. Describe policies and practices that support faculty community engagement for faculty at your institution such as search and recruitment, annual review, reappointment, promotion, bonuses, and/or merit pay. Do NOT include promotion and/or tenure policies in this response. Specify if these policies are different for

faculty of different employment statuses (tenured/tenure track, adjunct/clinical/full time non-tenure track, and part/full time.) (Maximum word count of 500 words)

As part of the renewal process for the strategic plan in 2023, the subgroup, consisting of the HR executive director and chief human resources officer, incorporated into the plan the strategy to ***"***Develop, incorporate, and highlight community engagement as part of position postings, processes, and policies.

YSU provides career opportunities that are easily accessed from the YSU website. The Human Resources website states that it is committed to "recruiting, supporting, and retaining employees to achieve excellence as a student-centered, community engaged educational institution [. . .]."

The HR office also references community engagement activities by including the mission (see 2.1a) in every posting. Several examples follow.

The February 2023 summary of the position for Assistant Professor, Primary Instructor/Primary Intervention Specialist states, "The [education] department has a consistent record of accomplishments in relation to the mission and goals of YSU, [. . .] and community engagement activities."

The January 2023 Dana School of Music Lecturer position posting includes, "YSU inspires individuals […] by fostering collaboration and the advancement of civic, scientific, and technological development."

In November of 2024, YSU began the search for BCHHS dean. The position summary states that the dean will collaborate with others to foster quality academics and community engagement. Additionally, the position, "Facilitates mutually beneficial relationships in the community that contribute to student educational experiences, faculty scholarly and creative activities, and outcomes with identified and quantified impact and influence." While this is an example of an administrative position, it lays the groundwork to incorporate community engagement verbiage into future faculty postings.

Each department incorporates community engagement as part of the criteria for faculty annual review. Nursing, for example, has an annual review process that considers community-engaged teaching, scholarship, and service.

BCLASSE regularly provides reassigned time, workload, and/or summer stipends for faculty who provide mutually beneficial services for a variety of local service agencies, including museums, schools, a retirement community, and other community agencies. Compensation is available to full- and part-time faculty and to both lecturers and tenure-eligible faculty.

The OEA contract provides an option for faculty members to apply for sabbatical or faculty improvement leave to perform discipline-related community service. The contract further defines faculty service as:

> Duty to act as a responsible “citizen” of one’s learned profession, [. . .]. After a period of personal growth and development as a teacher and creative scholar, a faculty member is expectedly to assume increased responsibility, in keeping with the faculty member’s professional interests, for the government of the University, the standards of the faculty member’s discipline, and the welfare of the civic community.

The Distinguished Professorship Award for Excellence in Service is given at the annual Faculty and Staff Awards Dinner each May. Article 4.4 of the OEA Agreement states:

> Overall contributions to the University in teaching, scholarship, and service will be considered [. . .]. However, for the purposes of this Article only, service will also include public service, which means discipline-related public service or community-associated professional activities consistent with the University’s mission and goals statement.

5.10. Describe the policies for faculty promotion (at tenure-granting campuses) from all levels of the institution (campus, college or school, department) that specifically reward faculty community-engaged scholarship. If there are separate policies for tenured/tenure track, full time non-tenure track, part time, research, and/or clinical faculty, please describe those as well. Describe the pervasiveness of the policies outlined in the question. For example, are they practiced across the institution? By most departments? By a few? (Maximum word count of 500 words)

All full-time lecturers’ and tenure-track faculty members’ applications for promotion (and tenure when applicable) follow the process beginning with the departmental review committee and ending with the college review committee. The college review committee and dean make a recommendation, and a final decision is made by the provost.

There is specific language about community engagement in both an Office of Academic Affairs March 2024 board-approved Faculty Tenure policy, 3356-1-02, and the 2023-26 YSU-OEA Agreement for promotion to Principal Lecturer.

From the 2023-26 YSU-OEA Agreement 29.2:

> Principal Lecturer: This type of appointment is issued to a faculty member for the duration of three or more years. The faculty member has expectations for teaching, service, and community engagement. There are two pathways to become a Principal Lecturer:
>
> - A Senior Lecturer with a strong record of teaching who has demonstrated community engagement and service to the University over a period of five or more years. Subject to availability.
> - Hired with an equivalent of at least five years of full-time professional experience as well as demonstrated excellence in the area of community engagement and outreach.

Further information is outlined in the agreement; excerpts follow:

> Guidelines for Tenure with Promotion and Promotion:
>
> Each Dean's Advisory Committee shall produce a document called Guidelines for Tenure with Promotion and Promotion that shall contain a description of the policies, practices, and criteria to be used in that particular college.
>
> Evaluation for Tenure with Promotion and Promotion: The evaluation of applicants for tenure with promotion and promotion shall be based upon a) the quality of performance in teaching, scholarship (which includes commercialization), and service; b) the length of service in rank; and c) the applicant's workload assignments. The Guidelines for Tenure with Promotion and Promotion will specify promotion criteria (see Article 9.2 and 10.3).

All faculty members receive performance evaluations from their department chair/director, approved and signed by the college dean, annually or every two years, depending on rank. These evaluations focus on teaching, scholarship, and service to the university, profession, and community. The pervasiveness of the promotion policies is evidenced by all departments and schools across campus having governance documents outlining expectations for teaching, scholarship, and service.

5.11. If your campus rewards community engagement in promotion and tenure policies (at tenure granting institutions) please address the following, where applicable: (Maximum word count of 500 words per response)

5.11a. Describe how policies reward faculty for community engaged teaching and learning, research, creative activity, and service. Provide examples of policy descriptions that support community engagement in each of the faculty roles below:

- **Community engaged teaching and learning**
- **Community engaged research and creative activity**
- **Community engagement as a form of service**

Community engaged teaching and learning

YSU's self-study identified the need for institutional definitions for university service and community engagement. The process to secure definitions began in spring of 2024, and once in place, the colleges used them to shape their promotion and tenure with promotion policies in support of strategy "Update University policies and guidelines for tenure and promotion to reflect the importance of community-engaged research/creative activities, and teaching." Departments also launched into creating their guidelines and rubrics for tenure promotion.

In April 2024, BCLASSE approved the following promotion guidelines:

> The college recognizes that community engagement can be reflected in three areas of evaluation: scholarship, service, and teaching. BCLASSE encourages community engagement in the three areas of evaluation. A demonstrated record of community engagement is required for Senior Lecturers applying for promotion to the rank of Principal Lecturer (YSU-OEA article 29.2).

In May 2024, the Cliffe College of Creative Arts affirmed their commitment to community-engaged learning through the approval of Guidelines for Tenure with Promotion and Promotion. The following is an example of a new 2024 policy to reward through job evaluation for community-engaged teaching and learning in the college:

> In addition to having a clear and well-organized dossier delineating the candidate's activities in the separate categories of teaching, scholarship and service, candidates for promotion in Cliffe College must also include the following items in their dossier:
>
> I. Teaching
>
> [. . .]
>
> - Other discipline-related teaching, including community engagement and outreach.
>   - Community-engaged teaching: pedagogical approach that connects students and faculty with activities that address community identified needs through mutually beneficial partnerships that deepen students' academic and civic learning.

Plans are in place to have policies established across campus by early 2025.

Community engaged research and creative activity

Each department is currently working on promotion and evaluation guidelines that align with college-level policies. The college addresses all three areas broadly. Each department has developed or is developing individual policies. Please see Section 5.12.

Community engagement as a form of service

Each department is currently working on promotion and evaluation guidelines that align with college-level policies. The college addresses all three areas broadly. Each department has developed or is developing individual policies. Please see Section 5.12.

5.11b. Cite three examples of college/school and/or department-level policies with text taken directly from policy documents that specifically reward faculty for community engagement across teaching, research, creative activity, and service. Describe the pervasiveness of policies outlined. (Maximum word count of 500 words)

Examples of governance documents containing community engagement language:

From Psychological Sciences and Counseling:

> The department recognizes that community engagement can be reflected in the three areas of evaluation: scholarship, service, and teaching. The department encourages community engagement in the three areas of evaluation.

From Graduate Studies in Health and Rehabilitation Sciences:

> They should provide documentation of how their individual work supports the institution's emphasis involving "scholarship of teaching, life-long learning and community-based research." Applicants should highlight how their work supported the University's goal for enhancing community engagement initiatives and activities.

From the Math Department:

> The Department endorses the “whole faculty" concept and each candidate for tenure will be judged on the candidate's total impact on the Department, the College, the University, and the Community. Community Engagement activities appear as a category in the rubric used to assess tenure and promotion.

5.11c. If your campus has revised its policies specifically to incorporate community engagement, describe when the revisions occurred and the process that resulted in the revisions. (If policies have not been revised, skip to “D”.) (Maximum word count of 500 words)

Please see response in Section 5.12.

5.11d. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, human resources, community engagement center director, or other key leaders. (Maximum word count of 500 words)

Key leaders, including the president, provost, deans, chairs, and faculty leaders, have been part of the process to solidify community engagement as an essential component of the 2020 strategic plan and its renewal in 2023. This spans three YSU presidents. Despite several recent shifts in leadership, a commitment to furthering community engagement has remained.

Other key community leaders, such as the president of the Chamber of Commerce, president and vice president of the United Way of Youngstown and the Mahoning Valley, and the mayor of the City of Youngstown, have been involved in this process.

YSU union leadership, through the YSU-OEA agreement 2023-26, has also supported this movement by adding community engagement into position descriptions for the principal lecturer position. The union agreement includes requirements for teaching, service, and community engagement, delineating for the first time a difference between university service and community engagement. Senior lecturers can also aspire to

become principal lecturers through demonstrated experience in community engagement.

The agreement was a product of negotiations between the YSU and faculty teams. The university team was made up of the following university representatives, which includes high-ranking leadership positions:

- Jennifer Pintar as chief negotiator, vice provost (at time of negotiations)
- Holly Jacobs, vice president and General Counsel
- Kevin Kralj, director, Labor and Employee Relations
- Jeremy Schwartz, chair and associate professor, Lariccia School of Accounting and Finance
- Mike Sherman, vice president for Student Affairs, Institutional Effectiveness; Board Professional
- Kelly Wilkinson, former dean, Williamson College of Business Administration
- Helen Lafferty, former interim president
- George Crisci, external attorney

With each leadership change, the associate provost updated campus on the state of community engagement at YSU. Leadership from all levels was a part of these briefings, and support leading to the OCE budget development was garnered.

The goal within the strategic plan is to align YSU as a community-engaged campus to make it more visible and elevated to individuals from all levels of the institution. The strategic plan led to the formation of the Academic Master Plan by the provost, which includes community engagement as one of its three key pillars. Deans of the colleges are writing or revisiting mission statements that include community engagement as part of the document. Department chairs have been working to update governance documents.

In December 2022, the associate provost presented to chairs about the new GivePulse platform and overall community engagement efforts. This was the beginning of a culture shift that included community engagement at the forefront of the chair's group. Community engagement has remained a standing agenda item since that time.

Amy Weaver, chair of the Senate subcommittee, gave three presentations (2022, 2023, 2024) to the Academic Senate to update and inform them of subcommittee activities, including working with faculty to develop CEL courses and CEL course review and approval.

In September 2024, Provost Pintar delivered a State of Academic Affairs update to campus that discussed the state of community engagement at YSU, underscoring the university-wide commitment to a culture of being an engaged campus.

5.11e. Describe any products resulting from the revision process (i.e., internal papers, public documents, reports, policy recommendations, etc.). (Maximum word count of 500 words)

Plans are to incorporate criteria for community-engaged activities into the next YSU-OEA Agreement and in governance documents across campus in all departments.

5.12. If revisions have not taken place but there is work in progress to revise promotion and tenure guidelines (at tenure granting institutions) to reward faculty scholarly work that uses community engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, vice presidents/chancellors, provost, vice provosts, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders are involved. Also describe any products resulting from the process (i.e., internal papers, public documents, reports, policy recommendations, etc.). Specify if these policies are different for faculty of different employment statuses (adjunct, full time contract, tenure track, tenured, etc.). (Maximum word count of 500 words)

The initiative to revise promotion and tenure guidelines to reward faculty for scholarly work that uses community-engaged approaches and methods has not followed a campus-wide timeline. Instead, departments have been revising at their own pace. YSU has had changes and restructuring in departments, so this approach has allowed time for faculty to have input.

Before 2023, faculty were in the process of negotiating their 2023-26 bargaining agreement. The decision was made to wait until ratification of the contract to include community-engaged language as part of the promotion and tenure process. This decision would ensure faculty had an opportunity to talk within their departments to create the language that would support community-engaged activities.

With support from the provost, the Chairs Development Committee convened in January 2024 to develop a framework for departments to consider using when revising their governance documents to include community engagement.

The Chairs Development Committee recommended that departments and colleges include community engagement activities in promotion and tenure guidelines and that these recommendations be documented in the Department Promotion and Tenure sections of governance documents. It is important to recognize that the university values many forms of teaching, research, and service – and not all faculty are required to integrate community engagement into their scholarly activities. However, it is recommended that credit be appropriately given to faculty whose work does meet the criteria of being “community engaged.”

The committee also recommended the following process for departments:

- The wording to be added in the Governance Document will be the purview of each department. The recommended place to add would be as outlined in the YSU-OEA Agreement Article 9.3, letters I and J.
- I: departmental statement of normally expected activities and expectations for progress toward tenure and promotion.
- J: departmental expectations for Tenure and Promotion to Associate Professor.

As reported in Section 3.1, twelve departments include community engagement activities in governance documents and seven departments report completion by spring 2025.

SECTION 6: Curricular Engagement

The questions in this section use the term "community engaged courses" to denote academically based community engaged courses. Your campus may use another term such as service-learning, community-based learning, public service courses, etc.

6.1. Describe the institution-wide definition and standards used for community engaged courses. Be sure to provide examples of: (Maximum word count of 500 words per response)

6.1a. Institutional, departmental, and/or programmatic definitions, learning outcomes, standards, and/or required components

Youngstown State University has adopted the Carnegie Foundation definition for community engagement (see Section 2.2.a).

Further, at YSU, community engagement is: "The collaboration between YSU and the larger community for the mutually beneficial exchange of knowledge and resources; most often service with a community partner or nonprofit organization."

YSU uses "community-engaged learning" to indicate academically based community-engaged courses. Approved courses are designated "CEL courses" but are listed with a "CE" attribute in the course catalog due to system limitations.

YSU has four University-Wide Learning Outcomes (UWLOs), one of which focuses on community engagement, as follows:

> YSU graduates connect scholarly research, academic inquiry, and/or artistic expression to actions that inspire a civically engaged mindset and contribute to society through service to their community.
>
> 4.1. Graduates develop knowledge about community needs through community-based service, scholarly research, academic inquiry, and/or artistic expression.
>
> 4.2. Graduates build discipline specific, real-world, relational, and/or cultural awareness skills through service with the community.
>
> 4.3. Graduates demonstrate understanding of the value of lifelong civic engagement and how utilizing their knowledge, skills, and values can make a difference in the community.
>
> 4.4. Graduates participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.
>
> 4.5. Graduates recognize the contributions that have been made by members of diverse cultural, racial, ethnic, and gender groups, persons with disabilities, and other historically marginalized people within their own communities and across the world.

All programs have end-of-program student outcomes derived from UWLOs. Individual course outcomes are linked to program outcomes, thus tied to UWLOs.

A survey of graduates revealed that alumni found value in their community engagement at YSU. One respondent stated, “It pushed me to be more active on campus and in the community, introduced me to my best friends, and challenged me academically.”

Others indicated they were still engaged in their community. “The community service aspect [...] has stayed with me to this day, and I volunteer with a couple groups in my local area. I developed leadership skills [...] that I'm not sure I would've developed without having been a part of this.”

The CEL Course Rubric contains four criteria against which courses submitted for CEL designation are evaluated:

- Engagement. Engagement component meets a public good through collaboration between faculty and community partners. Students’ engagement has measurable community impact. Course's purpose for engagement with the community is clear, of value, measurable, and mutually agreed upon.
- Reflection. There is a mechanism for students to link their experiences in the community with course content. There is a chance to reflect on the importance of civic engagement and active citizenship.
- Reciprocity. Reciprocity is evident, and all participants are in the role of teacher and learner, allowing for mutual benefit. Community partners are involved in planning, evaluating, assessing.
- Public Dissemination. Engagement experience is presented to the partner/public or allows for public dialogue.

There are additional criteria on the rubric to determine if the proposed course demonstrates community partner engagement in the development process and assessment/evaluation.

6.1b. Processes for ensuring that the standards for community engagement are part of the course design (e.g., course designation, curriculum review)

In early Fall 2022, the charge of the Honors Academic Senate Committee was expanded to include the development of a process for reviewing and designating CEL courses. This Senate subcommittee is comprised of faculty, staff, and students and is a part of shared governance as a subcommittee of the Academic Senate.

Based on guidance from Kinsley and current best practices, the committee developed a CEL course application and a Community-Engaged Learning Course Rubric. (See Section 6.1.a for rubric contents.) Faculty have access to this rubric to guide them in their application submission.

The Community-Engaged Learning Course Application contains ten narrative questions asking faculty to indicate how their course fulfills the four criteria of a CEL course

according to the Community-Engaged Learning Course Rubric. Faculty must also submit a proposed course syllabus highlighting the criteria.

Courses are evaluated by the committee through review of the application and newly proposed syllabus using the rubric as a guide. If a course does not meet the required criteria on the rubric, the faculty member submitting the course is contacted with feedback and guidance about areas for improving their application. Faculty are asked to make the changes and resubmit for review.

Once courses are approved, faculty are notified of approval and asked to put the following syllabus statement (developed by the Senate subcommittee) in their approved CEL course:

> Syllabus statement:
>
> Community-Engaged Learning Course Designation
>
> This course has been designated as a Community Engaged Learning (CEL) course. As a CEL course, we have input from community partners to create a community-engaged experience that is mutually beneficial. The community partners serve as co-educators through shared leadership, open lines of communication, and ongoing continuous feedback.

In mid Fall 2022, the first call for applications for CEL course designation was sent to faculty via the Office of Community Engagement (OCE) newsletter. In-person and virtual open sessions, and one-on-one sessions were held to help faculty develop the course and apply. The first applications were reviewed in late Fall 2022 for Fall 2023 designation in YSU's Banner system.

In Spring 2023, another call for applications was made with an additional round of course submissions, review, and approval. Also in Spring 2023, the Senate subcommittee reflected on any perceived barriers for faculty in developing and submitting CEL courses. This resulted in two modifications:

1. A change in the application submission process from requiring hard deadlines to accepting applications on a rolling basis, and
2. The revision and streamlining of the application by collapsing repetitious questions.

All courses designated as CEL will be reviewed every three years by the Honors Academic Senate Committee using the Community-Engaged Learning Course Rubric. Meetings with individual faculty teaching CEL courses will be held to discuss the course as it aligns with the CEL rubric. Appropriate faculty will be notified about any courses that no longer meet the criteria in the rubric and will be provided guidance as to how to revise their course to ensure continued CEL designation.

6.1c. How student learning outcomes are assessed. Explain any changes to coursework that occurred as a result of assessment activities

In Fall 2023, a faculty member and the director of the OCE consulted with the Institute for Teaching and Learning (ITL) for guidance in the development of an assessment process. A primary function of the ITL at YSU is to coordinate and support continuous improvement activities across campus, including academic student learning assessment. Three separate CEL Assessment Tools for students, faculty, and community partners were created. Each tool contains approximately 15 questions, both quantitative and qualitative.

At the end of Spring 2024, the OCE sent out the CEL Assessment Tools in electronic survey form to all faculty members teaching CEL courses, all students enrolled in the courses, and community partners associated with the courses. These tools are organized around the four criteria of the Community-Engaged Learning Course Rubric and include questions that use a Likert scale and two open-ended questions. Questions are mapped to the UWLOs, allowing for assessment of student learning outcomes.

One example, a question under the “reciprocity” criteria from the Community-Engaged Learning Course Rubric asks the student to rate the statement, “I feel I understand the value of lifelong civic engagement and how utilizing my knowledge, skills, and values can make a difference in the community. (UWLO 4.3.)”. A similar statement allowing assessment of student learning outcomes is found on the faculty tool: “Students understand the value of lifelong civic engagement and how utilizing their knowledge, skills, and values can make a difference in the community. (UWLO 4.3.).”

By mapping questions on the CEL Assessment Tool, evaluators can assess student learning outcomes from the student and faculty perspectives. Each semester, student learning outcomes will be assessed through the distribution, completion, and evaluation of the CEL Assessment Tools for students and faculty by the OCE. Courses will be reviewed on a three-year cycle by the Senate subcommittee.

Changes to coursework have occurred as a result of assessment activities. As an example, community partners who serve as co-educators for the Campus Community Partnerships seminar are invited to campus to debrief and assess the experience and recommend changes for the next iteration of the seminar (see Section 4.1). This structure leads to an outcome resulting in deep engagement whereby all parties serve as co-learners. One of the student learning outcomes encompasses student communication in a community-engaged context. Based on partner feedback in Fall 2023, student leaders were selected from each group to take the lead on communicating with partners during the Spring 2024 seminar. After assessing the modified experience during a Fall 2024 feedback session, partners affirmed the positive outcomes from the changes implemented, validating a continuation of practice for Spring 2025. The partners appreciated having one point of contact and recognized the value for students, who gained the experience of taking on a lead communication role.

Additionally, the partners shared that the in-person dialogue had value which had led to the formation of an institutional best practice recommending in person debriefing when possible. This process has been shared with other CEL faculty who may wish to implement it.

6.2. Describe how community engagement is integrated into traditional curricular structures. These may include, core courses, capstone/senior-level projects, first-year courses/sequences, general education, majors/departments, minors, graduate courses, and medical education, training, or residencies. Provide at least two but not more than four examples. (Maximum word count of 500 words)

In October 2022, YSU established UWLOs. Community engagement as a learning outcome is embedded in UWLO #4 (as stated in Section 6.1.a).

A community engaged component of the nursing curriculum provides an opportunity for students to assess and address community health needs through direct service to the public. Through a decades long partnership with the local Canfield Fair, attracting 273,000 plus attendees, nursing students take tens of thousands of blood pressures and educate fairgoers about heart disease prevention. They provide access to care for vulnerable populations, including a large rural community, while deepening understanding of social determinants of health to improve and promote population health.

Nursing fosters partnerships that enhance clinical education and civic responsibility. Students engage in clinical learning at over 150 local community agencies and organizations. Each CEL nursing course allows students to identify communities' health-related needs and engage in projects that tackle health inequities, policy advocacy, and preventive care to improve community health outcomes.

These courses are mutually beneficial for students as they provide a community engaged experiential learning opportunity for students to apply knowledge from the classroom in caring for persons in the community. Community needs include understanding social determinants of health, addressing disparities, engaging with underserved populations, or learning about barriers to healthcare and strategies to improve healthcare access and outcomes for underserved populations.

YSU values education as a societal need, as referenced in Section 2.1.c. In Summer 2024, the Community Engagement Council (CEC) worked collaboratively with the Education Department to identify and tag CEL courses; Education became the leader in offering a variety of CEL courses. Students take part in community-engaged experiences in local schools throughout their undergraduate career while gaining a deeper understanding of the needs of local students, including how some of their basic needs are not met. A recent experiential opportunity was the screening of the documentary The Right to Read in Fall 2024 (see Section 2.3.c). YSU collaborated with several partners, including Youngstown City Schools, to offer viewings of the documentary to Education majors and students in the Dr. Adbu Pen Pals Program. A community-engaged program, Project Pass, connects Education students with

Youngstown City School students and is integrated across the curriculum through four classes, as detailed in Section 4.2.

Dental Hygiene students not only serve in the campus clinic, which provides free dental services to community members, but those in the CEL-designated Community Clinicals course also develop lesson plans and work in groups to educate students at Wee Care Daycare sites in Trumbull and Mahoning counties on oral health.

YSU's Center for Nonprofit Leadership within the Williamson College of Business Administration (WCBA) offers several courses for students to engage in the community. Collectively, the courses cover nonprofit leadership and serving, including a community engaged internship. The WCBA's commitment to engagement is emphasized by its Dare to Care spring event that connects students with multiple community partners on a single day. The United We Care event in fall brings the college together again in service to United Way.

6.3. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program.

These may include but are not limited to: student research, student leadership, internships, co-ops, career exploration, study abroad/study away, alternative break tied to a course, or a campus scholarship program. Provide one to two examples. (Maximum word count of 500 words)

PHLT 5893: Public Health Workshop

Nursing, social work, and counseling students travel to Rwanda, Africa, with YSU faculty to provide wellness instruction and health assessments to residents and explore what it means to be global citizens. The CEL experience meets a public good through a collaboration between students, faculty, and Rwandan agencies, including GEI, mHub, Prison Fellowship, Urukundo Learning Center, and the Gisimbi Learning Center.

The course creates a mutually beneficial experience for students, community, faculty, and staff. Social work and counseling students serve as facilitators and provide social and emotional wellness instruction and training to teachers. Students gain facilitation skills and an understanding of international social work and service learning. Nursing students provide medical assessments and get hands-on experience through structured, active engagement for a minimum of 48 hours.

The trip impacts the Rwandan community by providing them with services they would otherwise not be able to access. The training-of-trainers format used by social work and counseling students empowers the clinicians and educational workers with skills to sustain social and emotional wellness programs. Additionally, the health screenings provided by the nursing students benefit vulnerable populations that would not be able to otherwise afford the services.

ECON 1503: Diversity and Disparity in the U.S. Workplace

Students examine the factors that have affected the distribution of income and the rate of poverty in the United States and partner with Dorothy Day House in Youngstown, which serves the unhoused community within the area. Through direct volunteerism to Dorothy Day House in serving individuals and families meals, students gain a better understanding of the impact of poverty on community members.

This student research and service course includes the following components:

- Case Study: Students research current statistics for Youngstown, including poverty rates, estimations on homelessness, median income, and employment rates.
- Community Partner Research: Students research the Dorothy Day House, summarize the services provided by this organization, and reflect on how the organization meets the needs of community members.
- Community Partner Presentation: Students attend a virtual presentation given by a representative of the Dorothy Day House to gain a deeper understanding and appreciation of the services provided by the organization.
- Service at Dorothy Day House: Students sign up to volunteer twice during the semester. Volunteer activities include assisting with meal preparations, meal service, meal clean-up, and other tasks as needed.
- Final Project: Students write an essay combining economic theories on the causes of poverty, the research on the local economy and on the Dorothy Day House, and a reflection of their volunteer experiences.

Evaluation of the course shows that students gain a deeper understanding of the causes and consequences of poverty by applying course material to the local economy and immersing themselves in the service component. Community partner evaluations express the positive benefits of having student volunteers at their sites. Faculty also note the personal benefit of “a better way to teach the issues of poverty within the community by providing students actual experience serving those in need.”

6.4. Describe how your campus tracks and assesses curricular engagement and how students gain access to and participate in community engaged courses. (Maximum word count of 750 words)

6.4a How is community engaged course data gathered, by whom, with what frequency, and for what purpose? How is it shared/reported, particularly in student transcripts?

Each course has a designated YSU PenguinPulse course page where course data is captured each semester. Some CEL courses use the full functionality of the system to direct students to a landing page for the course and allow them to sign up for projects and add impacts directly into the system.

Alternatively, the OCE has created a mechanism that allows faculty members to report student impacts associated with a course by way of a spreadsheet that can then be

uploaded into the YSU PenguinPulse system. To supplement the spreadsheet, faculty members also turn in artifacts from the course to the OCE. This occurs at the conclusion of each semester. Data gathered provides insight into the community-engaged experience and student learning outcomes.

Data is also shared at monthly meetings between the associate provost and provost, at every chairs and deans meeting, at Board of Trustees meetings, in the State of University Address and State of Academics Address, at Community Partner Advisory Council and CEC meetings, and through the OCE newsletters to various constituents.

Community engagement is regularly featured at Board of Trustees meetings from the voices of the students with some meetings having community partners in attendance. Examples include Julie Centofanti presenting about transcribing and Natalie Dando about Dr. Abdu Pen Pals Program, both in December 2023, and Tanya Pai Dhungat presenting on the Clear Eyes on Campus vision van in December 2024 in partnership with Sight for All United. Civic engagement has also been highlighted at Board of Trustees meetings with presentations on both Moot Court and Ethics Bowl at the December 2024 meeting.

6.4b. Describe how your campus has designed new curricular programs and initiatives or redesigned existing ones to both increase students' access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.

Since 2023-24, all CEL classes are noted in the schedule of courses. Students can search for the CE attribute, which will also appear on student transcripts. A new Community Engagement section added to the university catalog under "Academic Initiatives" in 2023-24 provides an overview of community engagement, approved CEL courses, and a section outlining the YSU PenguinPulse platform.

Honors is among those areas adding CEL designations to coursework, and the college has redesigned its first-year experience in recent years to increase students' participation in community-engaged activities. During the first semester, students complete a fundraising project to benefit the American Heart Association in 2023 and the local United Way in 2024 in the Intro to Honors seminar. During the second semester, students work in groups to meet a community partner's need in the Campus Community Partnerships seminar. Projects are disseminated at the YSU Community Engagement Symposium for campus and community to attend.

Honors offers additional optional community-engaged seminars throughout the sophomore and junior years. During the senior year, honors students complete a capstone experience that includes a comprehensive reflection on their own community engagement and a civic engagement master plan that outlines how they will contribute to their community after graduation.

A change to a long-standing program in partnership with the United Way has resulted in increased access and participation. The YSU Lariccia School of Accounting and Finance hosts the Volunteer Income Tax Assistance (VITA) program on campus, offering free tax preparation and electronic filing to the community, including individuals with disabilities, students, and seniors. As part of the Mahoning Valley Economic Opportunity Partners, YSU has provided this service for over 30 years through trained business students and community volunteers, some of whom are YSU graduates. For the last two years, this project has also been embedded in a new CEL course, increasing the number of student participants.

Volunteers undergo 50+ hours of intensive training and IRS certification. WCBA students collaborate with professional alumni, gaining hands-on experience regardless of class standing. YSU students indicate their engagement offering value for the development of practical skills and community impact. The VITA program has consistently served between 400-500 people per year; in 2024, the program assisted 420 community residents.

6.4c. Reflect on how the data indicates the levels of pervasiveness and depth infused in the curriculum and traditional curricular structures.

Several CEL courses are upper division, internship, major-specific, and honors. The pervasiveness of the designation exists across more than three-quarters of departments with additional courses slated for approval. As the university goes through a revision of the general education model, additional CEL courses will result.

This comes at a time when the university has demonstrated a commitment to community engagement through the documents and actions referenced in Section 2.3.a. Essentially, YSU is seeing a formalization of resources and recognition to support community-engaged work, which has long been a part of the institution's culture. For instance, the annual Fresh Start professional development workshop for faculty focuses on community engagement, as referenced in Section 5.1.

6.5. Complete the table below. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly. Please also indicate what academic year the data represents:

What academic year does this data represent? (Select One)

[Dropdown Menu: 2021–22, 2022–23, 2023–24]

Number of for-credit community engaged designated courses (UG/G)	15 UG / 5 G
Percentage of community engaged designated courses as part of all for-credit courses (UG/G)	1.3% fall, 1.4% spring UG 1.3% fall, 1.3% spring G

Number of faculty teaching for-credit community engaged designated courses	28
Percentage of faculty teaching for-credit community engaged designated courses as part of all faculty	3.0% (fall) 3.6% (spring)
Of the faculty teaching for-credit community engaged designated courses, what percentage are full time?	50%
Of the faculty teaching for-credit community engaged designated courses, what percentage are part time?	50%
Of the faculty teaching for-credit community engaged designated courses, what percentage are tenured or tenure-track?	39.3%
Number of academic departments offering for-credit community engaged designated courses	7
Percentage of academic departments offering for-credit community engaged designated courses as part of all departments	36.8%
Number of students enrolled in for-credit community engaged designated courses (UG/G)	263 UG / 34 G (fall) 612 UG / 24 G (spring)
Percentage of students enrolled in for-credit community engaged designated courses as part of all students (UG/G)	3.1% UG / 1.36% G (fall) 7.6% UG / 0.95% G (spring)

6.6. Reflect on how the data provided in this section indicate the levels of pervasiveness (across units and departments) and depth (within a unit or department) to which community engagement is infused in the curriculum and traditional curricular structures. (Maximum word count of 500 words)

The university self-study in 2022-23 brought to light that although YSU courses were having students actively engage with the community across disciplines, there needed to be put into place the infrastructure to officially designate them as community-engaged learning courses.

While the chart in this section indicates that seven academic departments offered CEL courses in 2023-24, YSU now has 15 of 19 departments offering courses with the designation. Thirteen of those departments now have more than one CEL designated course.

Developing a CEL designation, application, and process has only been underway for the last two years. While 50 CEL courses have been approved, community engagement is also still happening in additional courses. Efforts to identify and tag these courses are underway. Additionally, as the number of CEL courses grows, faculty members are championing their colleagues' efforts and mentoring them through the application process.

Throughout the past two and a half years, YSU has found—through faculty, staff, and student conversations; the Community Engagement Symposium; meetings with department chairs; and many other networking conversations—just how pervasive community-engaged learning is throughout campus. Responses on the assessment surveys sent to faculty, students, and community partners highlighted the mutual benefit for all. The opportunity going forward remains continuing to identify community-engaged work that is happening on campus and encouraging faculty members to apply for the CEL designation.

SECTION 7: Co-Curricular Engagement

7.1. Describe how community engagement is integrated into institutional co-curricular practices by providing two to four examples from the following categories: (Maximum word count of 1,000 words)

- **Social innovation/entrepreneurship**
- **Civic engagement, electoral engagement**
- **Dialogues**
- **Community service projects - outside of the campus**
- **Community service projects - within the campus**
- **Alternative break - domestic**
- **Alternative break - international**
- **Student leadership**
- **Student internships/co-ops/career exploration**
- **Student research**
- **Work-study placements**
- **Opportunities to meet with employers who demonstrate Corporate Social Responsibility**
- **Living–learning communities/residence hall/floor**
- **Student teaching assistants (provided the TAs are not receiving credit)**
- **Campus scholarship program**
- **Athletics**
- **Greek life**
- **Other: Please describe**

Community service projects – within the campus

Since 1978, the university has been hosting the Youngstown State University English Festival, a unique spring event that reaches approximately 3,000 middle and high school students from five surrounding counties in Ohio and Pennsylvania, their teachers and parents, area librarians, and interested community members.

A committee made up of faculty and community members meets throughout the year to prepare for the festival. Each fall, nearly 200 middle and high schools receive invitations to attend. Students must read seven books, and teachers monitor progress throughout the year. As the festival approaches, hundreds of teachers, parents, and librarians come to campus to learn about sessions they will lead or judge. Current YSU students volunteer to assist with various roles.

The English Festival runs for three days. Separate groups of nearly 1,000 students attend each day. They listen to noted authors of some of the books they have read, write impromptu essays, collaborate in workshops, attend creative performances, and more.

A teacher who has been bringing students to the festival for eight years states:

> I love it! It is a positive day for me as an educator to see so many students absorbed in literature and writing. Because the students walk away with attitudes of enjoyment and learning, it makes it worthwhile. I also enjoy judging to have exposure to the writing being completed by these students. I find it to be a heartwarming experience seeing the motivation and effort that is put in preparing to come to the festival.

Another educator who has attended for five years shares the benefits for students:

> My students gain a positive and powerful perspective of literature and the arts. They are able to be exposed to a diverse range of views through working with other students from all areas as well as gaining insight from various authors.

In addition to the English Festival, YSU also hosts Lake to River Science Day, MATHCOUNTS, miniature bridge building competition, YSU History Day, Penguin Bowl—events that collectively bring to campus students from local schools.

Student leadership

The newly named Dr. Abdu Pen Pals Program has a rich history at YSU, dating back to 2012. The program connects honors students with local elementary school learners through the exchange of written journals.

Elementary teachers report increased proficiency with spelling and grammar and an excitement for reading and writing. School attendance has also improved.

YSU student leaders organize the journals, ensure students are responding, and transport the journals between YSU and the elementary schools every other week. They share feedback such as, "Being able to communicate with young students is both meaningful and fulfilling for me."

Three area schools—Girard, Harding, and Brookfield—currently participate. As of Fall 2024, 158 YSU pen pals were paired with 300 elementary students (some YSU students have more than one pen pal). Three additional schools were identified for Spring 2025. By the end of the 2024-25 academic year, there will be a projected 3,268 touch points between pen pal pairs over approximately 11 writing weeks.

In 2023, Shell Polymers Monaca, a petrochemical company operating in the region, became the primary financial sponsor of the program, which was named in honor of Dr. Rashid Abdu, a longtime tutor and beloved local surgeon who inspired the idea.

Opportunities to meet with employers who demonstrate Corporate Social Responsibility

The annual pet vaccine clinic provides access to low-cost vaccines and pet care for community members while providing YSU student volunteers with clinical experiences and opportunities to learn from local veterinarians.

Students in the Pre-Vet Club reserve space at YSU and plan the spring clinic. Working with their club advisor, a veterinarian and part-time faculty member, they recruit other local veterinarians to donate their time to provide services at the clinic. Students also manage the marketing and promotion to ensure that community members are aware of the event. During the clinic, pre-vet students prepare vaccines, do blood testing, and assist veterinarians.

Six students took part in the four-hour April 2024 clinic, totaling 34.5 hours of volunteerism. Students reported gaining more hands-on experience and learning new skills, such as different restraint techniques, how to take vitals, and how to run heartworm tests and check for a microchip. They also cited the clinic in reinforcing their career goals in veterinary medicine.

Eight veterinarians staffed the clinic. Reasons they gave for participating were to keep the animal population healthy and to educate the community about the importance of preventative pet health.

Community members brought in approximately 200 pets that received a variety of services. Of the 20 individuals who answered an on-site survey, 16 mentioned affordability as a primary reason for visiting the clinic.

Athletics

YSU Athletics is deeply committed to a culture of giving back. During the 2023-24 academic year, 69 Athletics staff members collectively engaged with the community for a total of 721 hours, while student-athletes served a total of 3,410 hours.

One YSU basketball player, Mady Aulbach, used a portion of her NIL (name, image, likeness) funds to create two community events in partnership with the United Way of Youngstown and Mahoning County.

First, she contributed $1,500 of her NIL monies to fund a turkey giveaway in November 2023. Three local companies, Boak and Sons, Valley Industrial Trucking, and AllState, also provided funds to make the event possible. A total of $3,500 provided 100 families with a turkey and sides. Fifteen student-athletes helped with the giveaway at Youngstown Community School.

Aulbach later contributed another $500 to partially fund a Shop-with-a-Guin event in December 2023, with additional support from United Way. A total of 75 children were able to come to Meijer and each spend up to $100 on their own holiday presents. A student-athlete was paired with a child to shop together. Nearly 30 athletes participated. The United Way recognized Aulbach at its awards dinner in April 2024 with the

Volunteer Excellence Award. Aulbach continued her involvement with the event after graduation, leading efforts in Fall 2024 that raised $14,000 and welcomed the participation of four school districts. Each child received a basketball signed by the athletes.

7.2. Describe how your campus has designed new co-curricular programs and initiatives or redesigned existing ones to both increase students' access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities. (Maximum word count of 500 words)

All YSU students are introduced to the concept of community engagement through their first-year seminar class, which either takes the form of the YSU 1500: Success Seminar for the majority of first-year students, or HONR 1500: Introduction to Honors for honors students. A module included in the Blackboard Learning Management System for each class includes information about university definitions of community engagement and YSU PenguinPulse. Students learn the basics of YSU PenguinPulse and how to access and log community engagement opportunities within the platform.

One engagement opportunity that has undergone a transformation is a monthly event held in partnership with the United Way of Youngstown and the Mahoning Valley. United Way hosts a Satur-Day of Caring food packing and distribution program on the third Saturday of each month. The event began during the pandemic as a way to meet increasing food insecurity in the local area. Student-athletes and honors students were among the first to regularly serve in this capacity. YSU students, faculty and staff continue to show up consistently to volunteer each month to pack food and, in some cases, also drive to deliver the care packages to local families. Recently, United Way opened its Volunteer Resource Center, which has become the new indoor location for the monthly event. It has also expanded opportunities for students to volunteer with new recurring weekly shifts now open. Students gain a greater understanding of the issue of food insecurity that people in Youngstown face, along with skills such as teamwork and communication as they work together to pack thousands of pounds of food each week.

Anna Morgione, a nursing student who works as a community fellow funded by the Sokolov Honors College (SHC), liaises with United Way to add such opportunities to YSU PenguinPulse and to recruit students to volunteer. Morgione developed leadership skills in this role by also spearheading various aspects of the YSU workplace campaign for United Way, such as speaking to local media and to YSU Academic Senate about her experiences. Additionally, she played a key role in establishing a strong foundation for a collaboration between first-year honors students who conducted fundraising projects to benefit United Way. She liaised with Intro to Honors instructors to coordinate a visit by a United Way speaker to educate students about the organization and what the money they raised can help support. Morgione has developed professional skills while fostering the learning of more than 300 first-year honors students through this role.

7.3. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement. (Maximum word count of 500 words)

In 2022, YSU contracted with GivePulse (locally branded YSU PenguinPulse) to establish a university-wide system to connect students, faculty, and staff with opportunities for community engagement and give them a place to track and reflect on their engagement. After extensive internal planning, subgroups were also created in YSU PenguinPulse for student organizations, campus departments, colleges, offices, and other specialized groups as needed within various functional areas. External efforts have led to the onboarding of more than 130 community partners who use the system to find volunteers to meet needs within their organizations.

The SHC, which requires students to complete 60 hours of community engagement each year, was the first group to immerse its students in using the platform. The college created a YSU PenguinPulse module to scale up first-year students in the Introduction to Honors seminar in Fall 2022. Efforts to educate all university freshmen expanded in Fall 2024 to include the module in all YSU 1500 first-year seminar sections, broadening the pervasive usage of the system.

Efforts to ensure widespread utilization of the software have also included departmental, divisional, and college meetings to educate campus areas on the benefits and uses of YSU PenguinPulse. All YSU personnel (students, staff, faculty) have access to YSU PenguinPulse through single sign on, reducing a barrier to access.

Users can also generate a co-curricular transcript by simply clicking “Impact Summary.” The resulting PDF provides a breakdown of their impacts, hours and organizations served, and type of engagement. Students can use this summary for future internships, graduate school applications, resumes, or other professional applications.

Feedback from both campus constituents and community partners has been positive. Nicole Kent-Strollo, YSU Dean of Students, shares, “YSU PenguinPulse has allowed the Office of the Dean of Students to expand volunteer opportunities at the Penguin Pantry. This, alone, has increased our students' cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.”

Chary Hively, volunteer coordinator for Community Hospice, a YSU community partner, also says that “YSU PenguinPulse has been out of this world helpful in connecting us with volunteers.”

During 2023-24, the system recorded 63,845 verified hours with an economic impact of $2,138,169.72. Efforts continue to ensure all students are aware of the platform, can find opportunities to serve, and track their engagement.

7.4. Provide an example of a systematic, campus-wide, mechanism for assessing student learning and development outcomes as they relate to co-curricular

community engagement. Describe one key finding. (Maximum word count of 500 words)

Nearly three years ago, YSU launched YSU PenguinPulse for community engagement centrality across campus. The system afforded the university a mechanism to collect data relating to community engagement across various departments in a way that was not previously possible.

One co-curricular collective that has come to embrace YSU PenguinPulse is the Greek system on campus. Over the past three fall semesters, sororities and fraternities have seen an increase in logged impacts on the platform for their philanthropic activities, with significant increases in the second and third years as compared to the first; years two and three each tripled the number of impacts logged in the first year.

These later impacts also demonstrate deeper reflection on the students' parts, as one member of the Zeta Tau Alpha sorority writes in Fall 2024:

> This experience deepened my understanding of the importance of health advocacy and community support, particularly for breast cancer survivors. By volunteering and interacting with survivors and their families, I gained a greater appreciation for the resilience of those impacted by this disease and the value of raising awareness. It also strengthened my passion for promoting health and wellness, while reinforcing the importance of empathy and connection in community engagement. This aligns with my values and the goals of my dental hygiene program, which emphasizes service and education as integral parts of health care.

Another student who participated in the Greek Week Clothing and Food Drive during the same semester made an important observation on the effects of teamwork, reflecting:

> Each year, Greek Life never fails to show me how big of an impact we can make when we work together. Greek Life chapters were able to donate over 10,000 clothing items just during this span of a few hours. An individual chapter could never come up with those numbers alone, nor could we have sorted all the clothing items had we not all worked together during the drive.

As the Greek system continues to embrace the platform and learn from service activities, the organizations and philanthropies they serve will continue to benefit from this powerful collective.

SECTION 8: Civic Learning and Life

8.1. According to the Carnegie definition of community engagement, one of the purposes of community engagement is to prepare educated, engaged citizens and strengthen democratic values and civic responsibility. Describe at least two examples of practical experiences in the table below, of how your campus prepares students, faculty, staff and community to understand and engage in ways that address critical community issues and contribute to community/public good by providing practical experience with community. Be sure to share how these activities are community engaged. (Maximum word count 750.)

Examples of practical experience may include activities such as the following but not limited to:

- **Electoral education and participation (such as voter information, education, registration, polling site(s); meetings with elected officials; Constitution Day)**
- **Meetings with community members, elders, and community leaders to learn about community issues; land-based learning**
- **Issue awareness and advocacy training (such as Advocacy Days)**
- **Civic focused student organizations: (e.g., voter engagement, Model UN, Model OAS, Peace Corps Prep, or similar programs)**
- **Civic fellows/scholars**
- **Debate team**
- **Civic awards to students, faculty, and staff or the community**

Campus Questions for each practical experience response above:

1. **Civic engagement experience overview and purpose**
2. **Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)**
3. **Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience**
4. **Number of faculty involved**
5. **Number of staff involved**
6. **Number of students involved**
7. **Community partners involved, if relevant**
8. **Grant funding, if relevant**
9. **Research projects linked to partnership, if relevant**
10. **Impact on the campus**
11. **Impact on the community**

Campus Questions for each practical experience response above:	
Civic engagement experience overview and purpose	Ethics Bowl – Students compete as they consider cases that have ethical importance and on which there can be reasonable disagreement.
Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)	James Dale Ethics Center
Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience	Participants develop critical and ethical reasoning skills while learning the value and importance of civil discourse, creating more informed citizens for the benefit of society. Students develop awareness of social issues, work collaboratively to solve problems, and learn the importance of fairness, respect for diverse viewpoints and the pursuit of truth.
Number of faculty involved	2
Number of staff involved	Up to 15 volunteers from campus (can be staff, faculty, or students)
Number of students involved	15-24
Community partners involved, if relevant	Local attorneys and community members who mentor students
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	N/A
Impact on the campus	Students gain experience discussing topics such as: youth work laws, censorship of literature in schools, the use of AI in health insurance claims, the ethics of true crime entertainment.

	Successful performance by the ethics bowl creates positive public relations, allowing the media to focus on positive news for the community. In ten seasons, YSU advanced to nationals nine times, clinching a first-place national finish in 2020. YSU will advance to nationals in 2025.
Impact on the community	Participants better understand the cycle of ethical awareness and responsible action for the betterment of the community. By addressing real world problems, they begin to see how they can work to build stronger, more just, and engaged communities. Ethics Bowl encourages ethical leadership and cultivates commitment to civic responsibility.

Campus Questions for each practical experience response above:	
Civic engagement experience overview and purpose	Non-violence parade – Honors students and YSU athletes formed teams to walk in the parade to represent their commitment to addressing and reducing violence in Youngstown, Ohio.
Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)	YSU Athletics, Sokolov Honors College
Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience	YSU's participation underscores the university's commitment to standing alongside several community partners for the purpose of speaking

	out against violence. A visual representation of a strong YSU coalition showcases this support in a community forum.
Number of faculty involved	0
Number of staff involved	15
Number of students involved	230
Community partners involved, if relevant	Sojourn to the Past
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	N/A
Impact on the campus	Students involved had an opportunity to come together and shine a light on a cause of shared interest.
Impact on the community	YSU supported community partners Ohio Nonviolence Week Committee, Mahoning Valley Sojourn to the Past, City of Youngstown, Youngstown City Schools, Community Initiative to Reduce Violence, YWCA, Youngstown Area Jewish Federation This partnership promoted awareness of nonviolence principles and strengthened community unity while raising the visibility for the involved community organizations. Collectively, the event fostered a culture of peace and reinforced a community commitment to peaceful principles.

Campus Questions for each practical experience response above:	

Civic engagement experience overview and purpose	Mahoning County Prosecutor's Office internship/TA – Student serving as an intern in the Mahoning County Prosecutor’s Office (MCPO) gains practical understanding of the work of a public official and serves in a dual role as a teaching assistant to provide additional students with a greater understanding of the work happening in the office.
Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)	Sokolov Honors College
Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience	MCPO benefits by having a student TA support the students writing stories about the MCPO work in the community; student TA benefits through the experience of taking on a leadership role in the classroom.
Number of faculty involved	1
Number of staff involved	0
Number of students involved	16
Community partners involved, if relevant	Mahoning County Prosecutor's Office
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	N/A
Impact on the campus	Students in class and the student serving as an intern share what they have learned about how an office run by an elected official works. The experience is disseminated to campus through a presentation at the YSU Community Engagement Symposium.
Impact on the community	Students who learn about the expansive work of the MCPO become champions who share that knowledge in their communities. Through the writing process, stories about the

	MCPO are shared more widely in the community. This experience humanizes the justice system while strengthening community trust. By showcasing community initiatives through fresh perspectives, stories may inspire future legal professionals or other public service roles.

The examples highlighted in this section represent practical ways that students are learning about critical community issues while engaging with their communities.

The first example, Ethics Bowl, involves an opportunity for students to develop problem solving, ethical reasoning, and collaboration skills while considering a case that has ethical importance and on which there can be reasonable disagreement. Participants also learn the value and importance of civil discourse. The teams engage in this discussion with teams from other colleges and universities. Topics are usually real events or situations, such as youth work laws, censorship of literature in schools, the use of AI in health insurance claims, and the ethics of true crime entertainment. Funding is provided by the James Dale Ethics Center.

Students who have participated in Ethics Bowl reflect that they have gained skills in public speaking, consideration of ethical issues, quick thinking, impromptu speaking, and collaborative work/teamwork.

As a co-curricular activity, students shared that Ethics Bowl immerses them in real-world simulations more quickly than they might learn about the same experiences more passively in the classroom. One student shared the following:

> Starting with Ethics Bowl my freshman year gave me a greater understanding of philosophy and different ideas before learning about any in a classroom. I also learned how to grow my confidence while public speaking and how to reach out for opportunities I might not have before.

In addition, students reported that Ethics Bowl has enhanced their abilities to consider multiple perspectives on an issue and look for more complex ways to solve problems.

YSU participants have a history of strong performance, winning the national title in 2020 as well as regionals in 2021 and 2022. Students in 2024 won the regional competition and will attend nationals in February 2025.

Faculty leaders attribute their success to faculty support from all disciplinary colleges across campus. Faculty regularly volunteer to serve as guest judges during practices and help prepare students by asking difficult questions from a wide range of perspectives.

Another practical experience connected with the Mahoning County Prosecutor's Office is multifaceted. The MCPO has an internship program that welcomes YSU students into the office to learn about its innerworkings. This experience allows students to better understand how the office seeks to protect the rights and well-being of the citizens of Mahoning County through its work in the Civil Division, Criminal Division, and Community Outreach.

An opportunity emerged to provide an elevated experience to a student serving in the role of MCPO intern. To earn honors credit for the internship course, the student developed an idea to serve as a teaching assistant for the Magazine Editing and Production seminar that has partnered with the MCPO for the last two years. The TA attended the seminar regularly and shared experiences from the MCPO internship. Additionally, the TA assisted MCPO staff in their efforts to equip students with primary source information to write stories about MCPO for their class.

The faculty member on the course shared that the dual role of the TA provided a unique perspective that has enhanced the learning within the classroom. For instance, the class met in 2024 on Election Day, in which the elected prosecutor was up for reelection. The TA shared through class discussion the realities of the current concerns of those working in the office about the outcome of the election and how if their boss lost, what that might mean for their employment. The TA further shared that these first-hand observations stress the importance of voting and encouraged the students to get out and vote.

Additionally, student participation in the local nonviolence parade allowed students to come together publicly in support of a common cause – to address and reduce violence in the Youngstown community. Honors students and athletes from all YSU sports teams participated.

In the week leading up to the parade, participants received daily reading material via email to foster their understanding and awareness of the cause. The experience culminated in the 14th Annual Nonviolence Parade and Rally, which welcomed impactful speakers, including local community members, YSU students, and families affected by gun violence. Their powerful stories highlighted the tragic loss of young lives in our community and reinforced the importance of continuing efforts to create a safer, more peaceful environment for all.

8.2. Are civic skills incorporated into curricular and/or co-curricular community-engaged activities? If so, describe how civic skills are integrated and how student learning outcomes are applied and assessed. (Maximum word count of 500 words)

Examples of civic skills may include the following, but are not limited to:

- **Critical thinking and evidence-based reasoning**
- **Development of digital data and media literacy**
- **Conveys ideas across difference orally and in writing**
- **Seek out and engage with multiple perspectives**

- **Listen attentively and with patience**
- **Reflexive thinking**
- **Understanding of intersectionality, privilege, and bias**
- **Development of cultural humility, empathy, compassion, and courage to act in service of the greater good**
- **Opportunity to collaborate and participate with multiple forms of culturally based leadership models prevalent in communities of color**

Civic skill formation occurs through a variety of curricular and co-curricular activities.

The Moot Court course in the Political Science department, which prepares students for a debate competition, fosters an understanding of legal writing and argumentation. Students prepare to argue in front of a mock Supreme Court. They read a large selection of court cases, consider multiple perspectives, write a brief on a question, and defend their position. There are also community members who serve as guest judges for the students while preparing. This year's case involves a hypothetical death by suicide and an exploration into controversial communications received by the deceased prior to death.

Through feedback surveys, faculty have learned how certain experiences have aided in a student's civic development. The following student quote provides a snapshot of what one student gained:

> Moot court really was the class that opened the door for me in regard to learning about community programs and meeting community leaders, including local judges, lawyers, and prosecutors. Not only that, but it helped me understand the process of justice that our judicial system has, and what the weakness and strengths are of the system.

Students have also self-reported that Moot Court has helped them develop critical thinking and evidence-based reasoning skills, seek out and engage with multiple perspectives, as well as develop cultural humility, empathy, compassion, and courage to act in service of the greater good.

In Fall 2024, one of YSU's Moot Court teams was selected for the national competition, which took place in January 2025. The YSU team ranked 25th overall.

A collaborative co-curricular program in partnership with several community organizations started with plans to bring The Right to Read documentary screenings to campus and culminated in an educational event that connected campus and community members with resources relating to both literacy and vision, as detailed in sections 2.3.c and 6.2. The documentary screening was made possible by the Youngstown City School District in response to Governor DeWine's Read Ohio Initiative. A student-moderated panel discussion following the documentary included the YCSD superintendent, a community school board member, and a YSU Education faculty member. The event expanded to involve vision screenings from Sight for All United and a pop-up library from the Public Library of Youngstown and Mahoning County.

Approximately 175 students, faculty, staff, and community members attended between the two screenings.

A feedback survey was shared at the conclusion of each screening. Of the 60 respondents, 57 of them indicated the experience was at least somewhat valuable. Additional questions sought to understand what attendees gained from the experience. The learning ranged from simply gaining an understanding of literacy in America to how schools teach reading and how local community leaders responded to the film. One third of those who shared which aspect of the event was most beneficial cited the local panel of educators from YSU and two local schools. A common theme was an enhanced understanding of the importance of literacy and the varying effectiveness of instructional methods for teaching reading.

8.3. Civic identity involves the formation and negotiation of personal and group identities as they relate to presence, role, and participation in public life. Civic identity is particularly important and a factor in civic engagement and participation.

What are the pathways and opportunities available to students at your institution to develop their civic identity? How are community partnerships incorporated into these pathways? What kind of institutional support is in place to encourage civic identity development? (Maximum word count of 500 words)

Examples of civic identity formation may include the following but are not limited to:

- **Understanding the variety of ways to make change within a community (community organizing, going to the media, activism, etc.)**
- **Coalition building to engage in relationships where trust is formed while recognizing barriers**
- **Examining one's positionality in relation to self and society**
- **Articulating a vision of a just and equitable society**
- **Leveraging passion for social change into actions that benefit the community**
- **Understanding the power of voice to make change and what limits voice for many**
- **Creating a sense of belonging to community and responsibility for the greater good**

Examples of pathways for students to develop their civic identity stem from two areas of campus – Athletics and the Sokolov Honors College.

As discussed in Section 7.1, student-athletes like Mady Aulbach give back to their community by using NIL funds and can do so in partnerships with community organizations. Student-athletes are also encouraged to develop and execute projects with support from their fellow athletes across various sports. During the 2023-24 academic year, student athletes planned a drive, collecting 5,035 canned goods and

personal hygiene products. These items were donated to the YSU Penguin Pantry to support students in need of essential items. This drive not only connected those in need on campus with food and hygiene items but also raised awareness within the student-athlete population of the personal struggles that many of their fellow students face.

Within honors, students learn about the importance of engaging in their communities beginning in the two freshmen seminars, Intro to Honors and Campus Community Partnerships. For the last two years, students in Intro to Honors have worked in groups to conduct fundraising projects in support of community partners. Students have autonomy to plan and execute fundraisers that suit their interests and abilities. They also learn about how their efforts support the community partner's mission. In spring, students in Campus Community Partnerships work in groups to learn about a community partner and execute a service project. As a result of establishing this strong foundation in year one, students often continue to serve with organizations throughout the rest of their undergraduate experience. During senior year, the Honors Capstone seminar gives students the chance to reflect on their community engagement and complete a civic engagement master plan, which allows them to envision the way they hope to engage with the community as they graduate and move on to an advanced degree or the workforce.

Honors also instills the value of giving back to the community in a variety of ways, including philanthropic giving. One student group, the honors trustees, worked to endow a scholarship in 2020 in honor of an honors alum, who continues to serve as an official university volunteer. The scholarship is awarded annually to a sophomore honors student, with preference given to a Western Reserve High School graduate or a Boy Scout.

In Spring 2024, a small group of students had an idea to host a Pre-Health Research Symposium to showcase the research underway by pre-health students. Supported by honors, students planned an event that welcomed a speaker from the local children's hospital, a medical student panel, and two partner medical schools. Community-engaged projects focused on barriers to mammograms and other breast cancer screenings, the process involved with bringing a vision van to campus and connecting dozens of students with eye exams, and vaccine education and accessibility in rural areas. Though hosted by honors, all students were invited to submit a proposal and attend. The inaugural event welcomed 65 students, five faculty members, and four community partners.

8.4. Indicate where civic knowledge development for a diverse democracy is part of the community engaged student learning outcomes inside and outside of the curriculum. (Maximum word count of 500 words)

Examples of civic knowledge may include the following but are not limited to:

- **Community-based participatory research on democracy and civic engagement**
- **Collaborative problem solving**
- **Knowledge of systems (governance and community networks)**

- **Ethical reasoning and critical inquiry**
- **Information literacy and empathy**
- **How to use policy for social change**
- **Compassion and communicating across differences**

YSU's university-wide learning outcomes speak to civic engagement as noted in Section 6.1.a.

A variety of courses and programs are aligned with these learning outcomes and incorporate civic knowledge. For example, the Political Science course African American Politics examines the politics of African Americans within American society in terms of organization, behavior, objectives, relative influence, and power. The course covers many issues, including disenfranchisement in voting.

Additionally, ethics courses across campus aim to stretch students' thinking about issues in their civic lives and/or profession. Some examples of existing ethics courses include professional ethics, business ethics, engineering ethics, biomedical ethics and environmental ethics. Plans are underway to create a bioethics team.

Various student organizations also allow students to develop their civic knowledge. One such organization is the Red Cross Club. In addition to the more traditional club responsibilities of planning and hosting blood drives, students took an interest in learning about the Red Cross International Humanitarian Law (IHL) Campaign, which aims to educate students and faculty on the laws that govern wars and their impact on limiting the impact of an armed conflict. Club members became advocates for sharing this knowledge and reached out to instructors requesting permission to address fellow students during class time. During Spring 2024, honors instructors welcomed seven different trained advocates into 14 sections of Campus Community Partnerships to expose students to this knowledge connected with the four pillars of IHL and how they are challenged in the case of nuclear warfare.

8.5. How is free speech showing up on your campus? What is your institutional policy on free speech and free expression? What kind of programming, partnerships, and policies for staff, faculty, students, and/or community do you offer or participate in that foster critical thinking, space to engage in deliberative dialogue, civil discourse and communication across differences, and exchange of ideas around contentious issues? Is there training offered to faculty, staff, and/or the community to incorporate these skills into courses and programming? (Maximum word count of 500 words)

YSU has had a policy relating to free speech on campus in place since 2014 (revised March 2021 and up for review in 2026).

The policy reads:

> Youngstown State University values the freedoms of speech, thought, expression and assembly both as constitutionally guaranteed rights and as part of the university's core educational, research, and public service mission and shall not

> prohibit any individual from engaging in noncommercial expressive activity on campus, so long as the individual's conduct is lawful and does not materially and substantially disrupt the functioning of the institution. The university also recognizes that the exercise of these freedoms must be balanced with the rights of others to learn, work, and conduct business. Any speech or other expressive activities by persons under this policy should not be considered to be speech made by or on behalf of the university/administrators or to be endorsed by the university/administrators.

There is also a separate policy which provides a mechanism to register a complaint relating to this policy. A new supplemental policy relating to the use of university facilities and grounds for expressive activities was developed and implemented May 1, 2024. The purpose of the most recent policy is to "provide guidance to ensure safety and security provisions as well as ensure free speech rights and responsibilities." One of the policy's parameters is to document zero tolerance for "violence, threats of violence, harassment, or possession of weapons."

The Dean of Students website provides information on this policy to students as well as guidance on common campus scenarios involving freedom of speech, such social media, speakers in classes, and "the rock." Since 1967, this large rock has been a site of free speech. Students, faculty, and staff can paint messages in support of entities or causes without the university concealing them unless language implies threats or harm.

YSU annually celebrates Constitution Day. Student Government Association, Student Activities, and YSU Moot Court Association have sponsored a panel on free speech with faculty and community partners, and a moot court event simulating a case involving two constitutional issues – whether forcing someone to decrypt a cell phone using facial recognition violates the Fifth Amendment right against self-incrimination and whether convicting someone of involuntary manslaughter for encouraging another person to commit suicide infringes on the First Amendment right to free speech.

Voter registration tables throughout September and October precede election awareness tables to encourage voting in November.

The Youngstown Press Club, which operates through contributions of time from YSU faculty, aims to support First Amendment and press freedom causes and connect the university population with free speech learning opportunities. For instance, when Jacob Schriner-Briggs, a YSU graduate working as a Yale Press Clause Fellow, delivered a talk, "Democracy, the Constitution, and the American Press" in March 2023, the YPC welcomed students to attend at no charge. Schriner-Briggs covered topics such as the structural role a free press plays within democratic societies and obstacles currently faced by the American press. About 30 people attended the event.

8.6. Describe how your campus tracks and assesses civic engagement. Explain how your campus uses the data to inform programming and enhance student learning. (Maximum word count of 500 words)

In Spring 2023, YSU administered the NSSE Topical Module on Civic Engagement in addition to the core NSSE survey. Participating first-year students and seniors were

asked to rate their ability to “contribute to the well-being of [their] community” on a scale of 1 (poor) to 5 (excellent). When responses were averaged, students at YSU rate their ability to do this higher than students from other participating institutions. In fact, 76% of Senior respondents rated their ability at either a 4 or 5, while only 67% of Senior respondents from other institutions did so. YSU’s Institute for Teaching and Learning hosted a series in March 2024 designed to create spaces to discuss the 2023 NSSE data and next steps.

To bolster first-year student civic engagement learning, two areas of campus piloted Tressel Institute for Leadership and Teamwork (TILT) badges into the curriculum. The “My Commitment to All” badge connects students with guest servant leaders who share their experiences with civic engagement. Undergraduate TAs who are a part of TILT engaged in the community at a local high school to deepen their own civic engagement experiences.

NLSVE data shows YSU’s 2022 voting rate at 37.3%, down 3% from 2018 but above the 30.6% national average. While 76.9% of eligible students were registered, only 48.5% voted, highlighting the need for education on voting methods beyond registration drives. Turnout spikes in presidential years (68.4% in 2020), but voting rates fluctuate more than registration. Encouraging registered voters to cast ballots could help close this gap.

Developing more data-driven approaches to enhancing voter registration is an area of opportunity. Due to internal administrative transitions, YSU did not initially reauthorize its participation in NSLVE for 2022-33. Upon discovering this, steps were taken to complete the process and gain access to past data through 2022. Data was not obtained until August 2024. Plans are in place to review NSLVE data upon release going forward. Additionally, YSU has joined the All In Campus Democracy Challenge, a nonpartisan organization that works with college campuses to increase voter engagement.

SECTION 9: Community Engagement and Other Institutional Initiatives

1. Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities. (In Table-Check all that apply and describe two of the checked examples, in the text box below in question 2). (Maximum word count of 1,000 words)

- ✓ Anchor institution mission or initiative(s)
- ✓ Campus diversity, inclusion, and equity goals (for students and faculty)
- ✓ Efforts aimed at student retention and success
- ✓ Encouraging and measuring student voter registration and voting
- ✓ Development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming
- ✓ Social innovation or social entrepreneurship that reflects the principles and practices of community engagement
- ❑ The campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research
- ❑ Efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students
- ✓ Outreach activities
- ✓ Community and economic development
- ✓ Lifelong learning (non-credit)
- ✓ Campus food security programs (internal and external)

9.2. Describe at least two examples from question 1, including (how the priority is aligned with community engagement; how it is communicated internally and externally; and lessons learned and improvements made over the past two years.) (Maximum word count of 1,000 words)

Outreach activities – Hispanic Awareness Month, Center for Working Class Studies, Summer Festival of the Arts, and Silly Science Sunday

The long-standing Hispanic Heritage Month at Youngstown State University aims to introduce the community to all aspects of Hispanic heritage in the Mahoning Valley. A YSU committee—with representatives from Student Experience, Academic Affairs, and Experiential Learning and Engagement, along with community partners—plans and executes the series of events that take place in September and October each year.

The opening ceremony takes place at various locations in Youngstown, from the Mahoning County Courthouse to the public library. The ceremony welcomes an Hispanic speaker, representatives from local government, and YSU leaders.

Students have an opportunity to bear flags to represent the Spanish-speaking country of their heritage. Susan Moorer, associate director of the Office of Belonging, Empowerment, and Engagement and a chief member of the planning team stated, “Students felt a source of pride that their countries are being represented.”

The month culminates in a closing festival featuring nonprofit and for-profit partners, including the local YWCA and SMARTS (Students Motivated by the Arts), tabling alongside YSU departments. Approximately 150 individuals attended the festival in 2024.

Moorer further highlighted the value of the event by stating, “I think that given the impact of the increased and future Hispanic students attending YSU, we are recognizing a significant group of prospective students and reaching out to them as part of community outreach effort.”

YSU’s Center for Working Class Studies was formed in 1995 and is considered the birthplace of the interdisciplinary field of Working Class Studies in the country. The center is comprised of faculty and community affiliates from multiple departments, disciplines, and organizations who support interdisciplinary, community-based, and collaborative projects that tell the story of work, labor, and class in its myriad forms and voices, and advance scholarship in working class studies.

Among its goals are to convene and partner with organizations enacting positive change for working class people. One example of the type of event hosted by the Center for Working Class Studies is a community panel discussion, State of Ohio: Wages and Unions and Strikes, Oh My! – Food for Thought (2023). The center partnered with Policy Matter Ohio to sponsor the event, and affiliate YSU Economics faculty member AJ Sumell participated in a free panel discussion on the state of labor and working-class issues in Ohio.

Since 1999, the YSU Summer Festival of the Arts, an arts and crafts festival held historically on campus, has been a favorite event among the local community. In 2021 the event moved off campus to a nearby downtown park. Community member feedback expressed concerns about the move away from YSU, citing concerns about lack of trees to provide shade, lack of seating, and the lack of nostalgia enjoyed when held on campus.

Listening to these concerns, YSU President Johnson championed a move back to campus in 2025 for the 27th annual event.

Phyllis Paul, dean of the YSU Cliffe College of Creative Arts, expressed enthusiasm about the return, stating, “This festival is a testament to the Mahoning Valley’s deep appreciation for the arts. We are delighted to continue this tradition at YSU and offer an inspiring and enriching experience for everyone involved.”

The festival will continue to include a range of performing artists, children's activities and contributions from local ethnic, arts, and cultural institutions. As always, the event is free and open to the public, welcoming over 80 artists and drawing more than 15,000 visitors each year.

Two Chemistry faculty members and five students who are part of the American Chemical Society student organization gave hands-on chemistry demonstrations to children at Silly Science Sunday in partnership with OH WOW The Roger & Gloria Jones Children's Center for Science and Technology. The free annual event has welcomed community members downtown Youngstown for the last 14 years.

Community and economic development

Coinciding with its mission and vision, YSU has recently partnered with the Youngstown/Warren Regional Chamber on an initiative to try to learn more about student goals after graduation—where they want to live and/or work. This initiative is in direct support of the Chamber's population goals of encouraging college graduates to remain in the Youngstown area.

The Chamber was also a community partner for the Magazine Editing and Production honors course. In the course, students worked with the Chamber to learn about the organization and then identify stories in the community that would fit under the broadly defined umbrella of "good news." The Chamber then sought out opportunities to publish the students' stories in its publications.

Through partnership with the Chamber, YSU connected with a local employer who was seeking to hire YSU graduates as part of addressing their workforce needs. YSU produced a video after interviewing current employees of the company talking about positive aspects of their work serving as a recruitment tool.

Campus food security programs

Community engagement is intentionally aligned with campus food security programs such as the YSU Penguin Pantry and the Hunger Dialogues.

The Penguin Pantry is a food security program open to all YSU students, faculty, and staff who are in need of assistance. This critical resource stocks donations of non-perishable fresh and frozen food items, hygiene products, and cleaning supplies. Campus volunteers, as well as professional staff, manage the pantry, and donations are accepted and promoted through the university website and YSU PenguinPulse. This internal program is successful because of its volunteers and support from the campus community. From Fall 2023 through Summer 2024, the Penguin Pantry had 1,190 student visits.

The university also hosted the 2024 Ohio Hunger Dialogues this fall. The event, titled The Intersection of Academia, Research, and Policy in Addressing Food Insecurity, was open to all stakeholders interested in addressing hunger and food insecurity in Ohio (and bordering states). The speakers engaged attendees in conversations to share

knowledge and insights and to collaborate on best practices and solutions around the systematic issues of hunger and food insecurity in Ohio communities.

SECTION 10: Reflection and Additional Information

10.1. (Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).

From Section 2.4.b

Additional permanent funds not from grants include the OCE operating budget, the Rich Center for Autism, and Ohio Council of Criminal Justice Education, Academy of Criminal Justice Sciences, and the American Society of Criminology.

YSU's commitment to sustainable community engagement is further reflected in another $10 million in funding sources at the YSU Foundation designated to enhance student learning, strengthen faculty engagement and address community needs.

A snapshot of key program endowments includes the John D. Beeghly Fellows Program, the David and Helga Ives English Festival Endowment, which fosters literary engagement, and faculty-driven endowments like Dr. Warren M. Young Chair in Physics & Astronomy to extend YSU's impact by promoting interdisciplinary collaboration and regional outreach. Total market value of identified endowments at the YSU Foundation, excluding the Rich Center for Autism, in June 2024 was $16,195,458.

From Section 9.1 YSU played a critical role in supporting the community in the aftermath of two major disasters: February 2023 train derailment in East Palestine, Ohio and the May 2024 downtown Youngstown gas leak explosion.

In response to the East Palestine train derailment in February 2023, YSU's College of Science, Technology, Engineering, and Mathematics (CSTEM) was engaged by the Ohio Attorney General's Office to conduct an independent evaluation of potential environmental contamination. Led by Dr. Jeffrey Dick, Geology and a team of faculty researchers, YSU developed a comprehensive sampling program to assess soil, stream sediment, and stream water for volatile organic compounds (VOCs), semi-volatile organic compounds (SVOCs), and dioxins. The study, conducted in multiple phases from February 2023 through August 2024, was designed to evaluate the long-term environmental impact of the derailment. While the findings remain confidential due to ongoing litigation, the project demonstrates YSU's ability to mobilize scientific expertise in response to environmental crises.

Following the gas leak explosion in May 2024, which resulted in one fatality, seven injuries, and the displacement of physically and mentally challenged individuals residing in a nearby building, YSU leveraged its longstanding partnership with United Way of Youngstown and the Mahoning Valley to assist in the relocation of 169 individuals. Additionally, campus-community partnerships facilitated donations to support temporary and permanent displacement efforts, including sending volunteers to support residents return to the adjacent building.

These efforts underscore YSU's capacity to rapidly deploy university resources both in community support and scientific research to address urgent disaster-related

challenges, reinforcing its commitment to regional resilience and public well-being. YSU's response to these disasters was guided by active listening and collaboration with community partners to address urgent needs. By prioritizing community input and leveraging university expertise, YSU played a vital role in both immediate relief efforts and long-term environmental assessment.

From Section 5.5.

Dr. Laura Beadling hosted a roundtable discussion on the establishment of a National Science Fiction and Fantasy Arts Museum by the Trumbull County Historical Society (TCHS) in Warren, Ohio at the 2024 History across the Humanities Conference. The panel discussed items to include in the collection and next steps in establishing the museum.

10.2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

The Carnegie Foundation Elective Classification for Community Engagement application process has profoundly shaped both the personal and professional lives of those involved in the process. Our initial Community Engagement Council, which broadened to all who wanted to walk this journey, reported that on a personal level, being part of this initiative has deepened their understanding of the powerful role universities can play in communities. Each reports a sense of being on this journey together with a shared purpose and belonging, recognizing that our work has direct, lasting impacts on the lives of individuals and communities. Professionally, we continue to develop our skills in building partnerships, fostering collaboration, and advocating for the potential of community engagement. By becoming involved in leadership groups within the Engagement Scholarship Consortium, we have made connections with colleagues across the country, which has allowed for sharing and brainstorming with individuals who are also passionate about making an impact in their communities.

Engaging in this process has equipped us with the credibility and knowledge to speak with confidence about community-engaged activities. We are now better able to share the tangible benefits of these efforts and highlight the importance of a university's role in addressing societal challenges in conjunction with the community. This experience has allowed us to advocate for practices that prioritize reciprocal relationships and shared decision-making with community partners.

Our involvement in the Carnegie Classification process has also broadened our network. We've made invaluable connections between partners, linking organizations and individuals who share a common goal of creating a more inclusive and engaged society. For example, a partnership with Youngstown City Schools to show a documentary focused on literacy expanded to involve several external partners who offered vision screenings and access to a pop-up library. These connections have

strengthened our collaborative efforts and deepened our commitment to collective action, demonstrating the strength of a community united in purpose.

The development of our team through this process has been one of the most rewarding aspects. As we've grown, we've embraced a culture of openness, where everyone is welcome to contribute, share their expertise, and take ownership of the work being done. This welcoming approach has allowed for the expansion of the team, bringing in fresh perspectives, ideas, and energy. It has fostered an environment where all voices are heard, ensuring that our efforts are truly representative of the communities we serve.

Ultimately, the Carnegie Classification process has been a catalyst for growth—both for us as individuals and for the wider community. The process truly has been the prize. It has reinforced the importance of collaboration, open dialogue, and shared responsibility in creating lasting change.

10.3. (Optional) Reflect on who was around the table, who was missing, representation of the community members, and how these voices might have improved this report.

Creating an environment in which all voices were welcomed and encouraged to participate was inherent in the process of preparing for the 2026 Carnegie application and was guided by offering to campus multiple modalities to provide perspectives to inform the content and story of community engagement at YSU.

From the strategic plan to the academic master plan along with governance documents, voices from across campus were integrated throughout the journey. Furthermore, the university-wide Community Engagement Council included a representative from each college and university division. CEC members served as the conduit for campus wide information gathering during the self-study and continued to connect the campus community to amplify the value of community engagement leading to transformative change. Capturing the voice of individuals and all campus constituency groups were conducted through multiple communication and conversation modalities including monthly newsletters, electronic surveys, in-person individual, faculty, department, division, and Board of Trustees meetings. The same approach was used to capture the voice of the community through the establishment of the Community Partner Advisory Council, newsletters, off-campus meetings, the Symposium, and debriefing breakfasts to name a few. The self-study inherently supported efforts to cultivate an inclusive process because we were starting from scratch and evolved into a comprehensive state of dialogue to identify all campus community partnerships.

The self-study process informed the approach to the 2026 application and created the foundation of a culture of openness with multiple modalities of participation to include all voices. While a smaller writing team of four led the drafting of the application, multiple

stakeholder groups were consulted throughout to ensure a comprehensive and representative application.

Throughout the process, we leveraged the monthly OCE newsletter with different versions tailored to each stakeholder group. We conducted direct outreach individually, in group meetings as well as electronically to gather input from faculty, staff, students, chairs, deans, university leadership across all divisions, and community partners. From lecturers to coordinators up to the vice president and president, community engagement is practiced, valued, and supported. Additionally, support from leadership encouraged broader participation. As the writing team identified additional areas of need, we actively sought input from individuals across campus, as well as secured feedback from community partners.

The voices we didn't capture are not from a lack of invitation. We could hypothesize about those who did not participate as they inherently did not see how their activities align with community engagement. We recognize that room for improvement always exists and will pursue with a spirit of continuous improvement through reflection, communication, assessment and evaluation to engage both our campus and external communities.

The success of our current and future partnerships depends upon our continued efforts to educate and create an environment of openness to engage. We will continue our efforts in earnest because of the mutual benefit of addressing the public needs as reported by our students, university and community partners.

10.4. (Optional) What is a question you would like us to ask that was not included in the application?

How do your community engaged faculty/staff leading this effort engage in continuous learning? How do they share knowledge gained across campus and beyond?

YOUNGSTOWN STATE UNIVERSITY

MEMORANDUM

Date: January 20, 2025

To: Dr. Jennifer Pintar, Provost and Vice President for Academic Affairs

From: Office of Research Services (ORS)

Re: FY25 Second Quarter Report

Please see attached the FY25 Second Quarter Report as prepared for delivery to the Academic Excellence and Student Success Committee of the Board of Trustees.

ORS staff managed 45 major grant administration activities during this quarter (23 submissions and 22 awards/contracts). Additionally, the IRB processed 56 new protocols and 3 modifications.

Notable highlights:

- Several proposals were submitted to the Ohio Dept of Higher Education (RAPIDS and Campus Safety), and the Ohio Dept of Development (TechCred and SBDC) and the Ohio Office of Criminal Justice Services.
- Six proposals were submitted to the National Science Foundation in the areas of Environmental and Biomedical Engineering and Campus Cyber infrastructure, Dept of Energy and NCDMM.
- YSU received numerous awards from state agencies including the Ohio Dept of Higher Education, Ohio Dept of Development and Ohio Dept of Public Safety.
- The modernization of the Research Administration System to Cayuse SP 4.0 and Human Ethics module was completed.

Accompanying this submission is the FY25 Second Quarter Detail Report, which provides detail regarding institutional submissions and awards.

YOUNGSTOWN STATE UNIVERSITY

EXECUTIVE SUMMARY

Second Quarter Report – FY25
October 1, 2024 to December 31, 2024

Proposals submitted to External Agencies:	**Total**
Q2 Total Dollars Requested:	**$6,267,528**
Q2 Indirect Cost Requested:	**$579,280**
Q2 Total Proposals Worked:	**24**
Q2 Total Proposals Submitted:	**23**

Projects Awarded from External Agencies:	**Total**
Q2 Total Dollars Awarded:	**$1,793,257**
Q2 Indirect Costs Awarded:	**$23,168**
Q2 Total Projects Awarded:	**22**

Q2 YTD Comparison:

	FY24	**FY25**
Q2 Submissions	23	23
Q2 Dollars Requested	$5,410,203	$6,267,528
Q2 Awards	13	22
Q2 Dollars Awarded	$2,891,976	$1,793,257
YTD Submissions	43	48
YTD $ Requested	$8,820,168	$11,008,399
YTD Awards	48	68
YTD $ Awarded	$9,295,209	$6,534,128

FY24 Q2 Total Active Awards: 128
FY25 Q2 Total Active Awards: 129

FY24 Q2 Research Expenditures $2,948,816
FY25 Q2 Research Expenditures: $3,012,912

FY24YTD Research Expenditures: $5,694,787
FY25 YTD Research Expenditures: $6,458,729

YOUNGSTOWN STATE UNIVERSITY

Proposals Submitted to External Agencies

Second Quarter Report – FY25

October 1, 2024 to December 31, 2024

PI Name	Department	Funding Agency	Amount Requested	Indirect Costs Requested	YSU Cost-Share
Powe, N.	Grad Health & Rehab Sciences	NEOMED	$ -	$ -	$ 488
Bralich, J.	Humanities and Social Science	City of Youngstown	$ 12,500	$ -	$ -
Miller, L.	Psychological Sciences and Counseling	Appalachian Children's Coalition	$ 50,000	$ 4,545	$ -
VanVoorhis, R.	Psychological Sciences and Counseling	Dept of Education via University of Cincinnati	$ 24,998	$ 1,852	$ -
Yu, F.	Comp Sci, Info and Eng Tech	National Science Foundation	$ 437,257	$ 18,170	$ -
Ehsani, S.	Engineering	National Science Foundation	$ 198,055	$ 28,748	$ -
Sharma, S.	Engineering	National Science Foundation	$ 195,995	$ 34,566	$ -
Li, F.	Engineering	National Center for Defense Manufacturing and Machining	$ 3,320,692	$ 319,867	$ -
Li, F.	Engineering	Dept of Energy	$ 850,000	$ 118,694	$ -
Park, B.	Engineering	National Science Foundation	$ 200,000	$ 36,962	$ -
Ruller, J.	Workforce, Education & Innovation	Ohio Dept of Development	$ 103,980	$ -	$ -
Ruller, J.	Workforce, Education & Innovation	Ohio Dept of Development	$ 109,000	$ -	$ -
Ruller, J.	Workforce, Education & Innovation	Ohio Dept of Development	$ 2,000	$ -	$ -
Veisz, P.	Small Business Development Center	Small Business Administration	$ 266,000	$ -	$ 111,041
Veisz, P.	Small Business Development Center	Ohio Dept of Development	$ 122,450	$ -	$ -
Cianciola, E.	Office of Community Engagement	City of Youngstown	$ 4,000	$ -	$ -
Cianciola, E.	Office of Community Engagement	United Way - Youngstown	$ 8,534	$ 1,778	$ -
Cianciola, E.	Office of Community Engagement	United Way - Youngstown	$ 8,534	$ 1,778	$ -
Skovira, A.	YSU Police	Ohio Office of Criminal Justice Services	$ 59,166	$ 12,320	$ -
Sexton, G.	WYSU	Corporation for Public Broadcasting	$ 100,595	$ -	$ -
Rogner, W.	YSU Police	Ohio Dept of Higher Education	$ 92,930	$ -	$ -
Sexton, G.	WYSU	Corporation for Public Broadcasting	$ 38,772	$ -	$ -
Kuzma, D.	Janitorial Services	Mahoning County Solid Waste Management District	$ 62,070	$ -	$ -
TOTAL			**$ 6,267,528**	**$ 579,280**	**$ 111,529**

YOUNGSTOWN STATE UNIVERSITY

Projects Awarded from External Agencies

Second Quarter Report – FY25
October 1, 2024 to December 31, 2024

PI Name	Department	Funding Agency	Amount Awarded	Indirect Costs Awarded	YSU Cost-Share
Powe, N.	Grad Health & Rehab Sciences	Center for Disease Control	$ 680,038	$ 7,067	$ -
Villone, E.	Criminal Justice & Consumer Sciences	US Department of Treasury via Board of Mahoning County Commissioners	$ 10,000	$ -	$ -
Frank, D.	Psychological Sciences and Counseling	Department of Defense via Case Western Reserve University	$ 45,728	$ 8,897	$ -
Bralich, J.	Humanities and Social Sciences	City of Youngstown	$ 13,550	$ -	$ -
Bralich, J.	Humanities and Social Sciences	City of Youngstown	$ 51,000	$ -	$ -
Cambouris, J.	Youngstown Historical Center for Industry and Labor	Youngstown Foundation	$ 4,551	$ -	$ -
Tomhave, A.	Dean's Office BCLASSE	Ohio Department of Higher Education	$ 125,000	$ 370	$ -
Latessa, M.	Rich Center for Autism	Ohio Office of Budget Management	$ 100,000	$ -	$ -
Fuller, A.	Humanities and Social Sciences	Ohio Holocaust & Genocide Memorial & Education Commission	$ 500	$ -	$ -
Sharma, S.	Engineering	Ohio Department of Higher Education via Ohio State University	$ 40,739	$ 2,237	$ -
Ruller, J.	Workforce Education & Innovation	Ohio Department of Higher Education	$ 500,000	$ -	$ -
Tyus, Jeffrey	Communication	Community Foundation of the Mahoning Valley	$ 5,000	$ 1,041	$ -
Hauser, M.	Small Business Development Center	Ohio Department of Development	$ 15,000	$ -	$ -
Veisz, P.	Small Business Development Center	Ohio Department of Development	$ 5,775	$ -	$ -
Cianciola, E.	Office of Community Engagement	United Way of Youngstown	$ 8,534	$ 1,778	$ -
Cianciola, E.	Office of Community Engagement	City of Youngtown	$ 4,000	$ -	$ -
Cianciola, E.	Office of Community Engagement	United Way of Youngstown	$ 8,534	$ 1,778	$ -
McNicholas, R.	Campus Recreation	Ohio Dept of Mental Health & Addiction Services via NEOMED	$ 1,941	$ -	$ -
Sexton, G.	WYSU	Corporation of Public Broadcasting	$ 38,772	$ -	$ -
Sexton, G.	WYSU	Corporation of Public Broadcasting	$ 100,595	$ -	$ -

YOUNGSTOWN STATE UNIVERSITY

Horst, J.	Campus Recreation	US Tennis Association	$ 1,000	$ -	$ -
Stoner, H.	Police	Ohio Dept of Public Safety/Ohio Homeland Security	$ 33,000	$ -	$ -
TOTAL			**$ 1,793,257**	**$ 23,168**	**$ -**

Program Accreditation Dashboard

Program Accreditation	Status Notes
Art	Good Standing
Athletic Training	Good Standing
Business	Good Standing
Chemistry	Good Standing
Counseling	Good Standing
Dental Hygiene	Good Standing
Dietetics	Good Standing
Education	Good Standing
Engineering	Good Standing
Engineering Technology	Good Standing
Exercise Science	Good Standing
Long-Term Care Administration	Good Standing
Medical Laboratory Technology	Good Standing
Medical Laboratory Science	Good Standing
Music	Good Standing
Nursing	Good Standing
Physical Therapy	Good Standing
Public Health (Graduate)	Good Standing
Respiratory Care	Good Standing
Social Work	Good Standing
World Languages and Cultures	Accreditation Being Deactivated
Forensic Science	Application for Accreditation is Pending
Computer Science	Application for Accreditation is Pending

Key:

Full accreditation / No sanctions or required reporting / No cited staffing issues
Current sanctions or reporting / Potential staffing issues / Action may be necessary
Action taken by accrediting body
Potential to seek accreditation

CURRENT ACCREDITATION ACTIVITY
March 2025

Summary of recent site visits:

- On February 5, 2025, the Association to Advance Collegiate Schools of Business (AACSB) informed the Williamson College of Business Administration of the extension of accreditation of its business degree programs for the standard six years.

Summary of recent accreditation actions:

- On August 5, 2024, the Higher Learning Commission (HLC) approved YSU's Quality Initiative Proposal ("Pursuing 2026 Carnegie Elective Classification for Community Engagement").
- On August 3, 2022, the HLC notified YSU of successful completion of the Year 4 Assurance Review with no recommended monitoring.
- On July 30, 2018, the HLC continued the accreditation of YSU with the next Reaffirmation of Accreditation scheduled to occur in 2027-28.

Details:

Program	Status
Art National Association of Schools of Art and Design (NASAD)	The annual affirmation and audit statements were submitted June 20, 2024. NASAD was notified of a change of institutional representative for 2024. A request for a one-year postponement to Art's on-site visit, originally scheduled for Spring 2026, was approved for Spring 2027. An optional accreditation review consultative visit is scheduled and confirmed for Spring 2026. NASAD site evaluation team members are confirmed for a visit during Spring 2027. An application for new curricula and an application for a substantive change were submitted in September 2024 and were approved in November 2024. The annual HEADS report was successfully submitted January 30, 2025.
Athletic Training Commission on Accreditation of Athletic Training Education (CAATE)	The Master of Athletic Training program was granted initial accreditation for five years by CAATE in 2018. The MAT program is currently in good standing with CAATE. The program completed its self-study site visit with the CAATE peer reviewers in March 2023. A ten-year reaccreditation was awarded in August 2023.

Program	Status
Business AACSB International—The Association to Advance Collegiate Schools of Business	AACSB International approved the extension of accreditation in February 2025. Accreditation of the undergraduate and graduate business programs was extended for the standard six years.
Chemistry American Chemical Society (ACS)	The Committee on Professional Training (CPT) of the American Chemical Society (ACS) notified YSU in September 2023 that its BS Chemistry program has met all requirements in the ACS guidelines for reaccreditation. The CPT recommended continuation of ACS accreditation through 2029.
Counseling Council for Accreditation of Counseling and Related Educational Programs (CACREP)	The Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted full accreditation to the MS. Ed. in Counseling—Addiction Counseling, Clinical Mental Health Counseling, School Counseling, and Student Affairs/College Counseling program tracks for the full eight-year period, until March 31, 2031.
Dental Hygiene Commission on Dental Accreditation (CODA)	The self-study for continuing accreditation of the Dental Hygiene program was submitted in September 2017. This was the initial site visit following the transition from the Associate of Applied Science (AAS) degree to the Bachelor of Science in Dental Hygiene (BSDH) degree. A site visit occurred in November 2017, and the program was awarded full accreditation status, Approval Without Reporting Requirements, at the 2018 ADA CODA Summer Commission meeting. The accreditation cycle for allied dental programs is seven years. The next site visit will be in 2025.
Dietetics Program Academy of Nutrition and Dietetics (AND) Accreditation Council for Education in Nutrition and Dietetics (ACEND)	The two ACEND-accredited dietetics programs are the Didactic Program in Dietetics and the Dietetics Future Model/DFM (MPH-RDN graduate track). The graduate level MPH-DFM (Master in Public Health-Dietetic Future Model) continues in good standing, but the decision has been made to not seek future reaccreditation in 2023 due to lack of enrollment. An accreditation decision letter was issued in July 2023 approving the close-out plan. The program will remain accredited until

Program	Status
Dietetics (continued)	December 31, 2026. The program director will provide the accrediting body with yearly reports on program progress and support until the close date. The BSAS-Didactic Program in Dietetics is in good standing and accredited through June 2028. A DPD Compliance Report showing alignment of clinical coursework with 2022 Accreditation Knowledge requirements was submitted in January 2024. The DPD-MHHS 4+1 (Didactic Program in Dietetics-Master's in Health & Human Services) allows students to meet the new eligibility requirements for the Registered Dietitian credential (RDN) that specify a master's degree or higher (as applied for supervised practice). Graduates of the DPD who do not wish to become Registered Dietitians may graduate with the BSAS and earn the Nutrition and Dietetic Technician credential without further educational or experiential learning requirements.
Education and Licensure Programs The Council for the Accreditation of Educator Preparation (CAEP) Accreditation occurs at the unit (BCOE) level.	The Council for the Accreditation of Educator Preparation (CAEP) conducted a site visit of YSU's Beeghly College of Education on April 2-4, 2017. CAEP's Accreditation Council granted accreditation status effective Fall 2017 through Fall 2024. The next site visit will occur in Fall 2024.
Engineering Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)	The Electrical Engineering, Civil Engineering, Chemical Engineering, and Mechanical Engineering programs are fully accredited by ABET until 2026. Industrial Engineering went from "program deficiency" to "program weakness," a finding which means that the program has been removed from "show cause." Industrial Engineering is now fully accredited until 2026.
Engineering Technology Engineering Technology Accreditation Commission of the Accreditation Board	The AAS and BSAS Engineering Technology programs (CCET, EET, and MET) are accredited through September 30, 2024.

Program	Status
for Engineering and Technology (ETAC-ABET	Applications to renew accreditations for all AAS & BSAS Engineering Technology Programs were submitted. The accreditation team's comprehensive visit occurred Fall 2023. Following its October 2023 visit, the ABET accreditation team expressed one concern for all programs related to insufficiency of staffing in the STEM advising office (the team's concerns do not impact accreditation). Once hiring of additional staff to help with advising students in ET is completed, it will be reported to remove this concern. The team expressed one specific concern for the MET BSAS and AAS programs regarding a procedure to collect and use data toward improving the programs. YSU has submitted a proposed procedure, and progress will be reported to remove this concern. A detailed response letter was submitted on January 14, 2024. In March 2024, an annual report for the AAS and BSAS MET programs addressing Continuous Improvement Process (CIP) concerns was submitted to the ABET accreditation team. After review, the ABET team found that the submitted document adequately addressed the CIP concerns. In May 2024, the ABET accreditation team was notified that one additional staff member had been hired and another new staff member was hired and would start in June 2024 in the STEM advising office to address concerns regarding the student-to-advisor ratio for ET programs. In May 2024, the ABET accreditation team determined that all concerns had been resolved.

Program	Status
Exercise Science Committee on Accreditation for the Exercise Sciences (CoAES) / Commission on Accreditation of Allied Health Education Programs (CAAHEP)	The Committee on Accreditation for the Exercise Sciences (CoAES) granted initial accreditation of the undergraduate Exercise Science program on May 18, 2018. The accreditation is for five years. The yearly report was submitted in July 2023. A site visit is expected this academic year.
Forensic Science American Academy of Forensic Sciences (AAFS)	Application for initial accreditation is pending. Program self-study and site visit will follow.
Long-Term Care Administration National Association of Long-Term Care Administrator Boards (NAB)	The Long-Term Care Administration program submitted its accreditation review to the National Association of Long-Term Care Administrator Boards (NAB) in Spring 2022, and the submission was approved by NAB. Due to the discontinuation of the Long-Term Care program, the decision was made to bring the long-term care administration track into the Master of Health and Human Services program. This program received NAB accreditation of the Health Services Executive program as part of the Master of Health and Human Services Healthcare Administration track in June 2024.
Medical Laboratory Technology National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	The Medical Laboratory Technology program self-study and response were submitted in Spring 2020. A virtual site visit was conducted in July 2020. The program as awarded ten years of accreditation through 2030. The annual report was submitted in October 2022.
Medical Laboratory Science National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	The Medical Laboratory Science completion program submitted its self-study on April 1, 2022. The site visit was completed in October 2022, and no issues were cited. The program has been awarded the maximum ten-year accreditation through 2032.

Program	Status
Music National Association of Schools of Music (NASM)	In 2012, the NASM Commission on Accreditation voted to continue YSU and the Dana School of Music in good standing. In July 2016, the NASM Commission on Accreditation accepted YSU's Application for Plan Approval of Dana's Bachelor of Music in Music Recording. The NASM Commission on Accreditation held an accreditation site visit on April 7-9, 2024. The Dana School of Music submitted an Optional Response to the site visit report. The NASM commission has deferred the decision to reaccredit YSU, but the current accreditation status will remain fully accredited. A follow-up report is due to NASM on October 1, 2025.
Nursing Ohio Board of Nursing (OBN) Accreditation Commission for Education in Nursing (ACEN) Commission on Collegiate Nursing Education (CCNE) Council on Accreditation of Nurse Anesthesia Educational Programs (COA) St. Elizabeth Health Center School for Nurse Anesthetists, Inc. (YSU MSN nurse anesthesia option only)	The OBN granted full approval for five years. The next visit will be 2029. A candidacy application will be submitted to ACEN for the new Associate Degree in Nursing (ADN) program in Fall 2025. ACEN recently granted continuing accreditation for the BSN programs for the maximum eight years. The next evaluation visit will occur in Spring 2030. CCNE recently granted continuing accreditation for the BSN, MSN, and post-graduate APRN certificate programs for the maximum ten years. The next evaluation visit will occur in Spring 2032. The last MSN class will graduate in December 2022. The Doctor of Nursing Practice program matriculated on May 17, 2021. Both programs are accredited. The next evaluation will occur in Spring 2027.
Physical Therapy Commission on Accreditation in Physical Therapy Education (CAPTE)	The MPT has been discontinued. Accreditation now applies to the DPT program approved by HLC in 2008. Ten-year accreditation was reaffirmed in 2014 with a compliance report due

Program	Status
Physical Therapy (continued)	in 2015. This report was submitted, and CAPTE granted the program continuing accreditation. The current status of the program is accredited. A progress report was submitted September 1, 2022. After review, the program was granted continued accreditation. Annual reports are required. The self-study was submitted on February 7, and a site visit will occur May 5-7, 2025.
Public Health (Consortium of Eastern Ohio Master of Public Health) Council on Education for Public Health (CEPH)	The MPH is offered by a consortium of institutions including YSU. Initial accreditation was earned in 2003. In October 2009, the Council on Education for Public Health (CEPH) renewed accreditation for seven years until 2016. A 2016 site visit resulted in all compliant findings. In June 2017, the program received official notification of full accreditation with the seven-year accreditation term ending July 1, 2024. In order to align with site visit workload, CEPH offered on December 6, 2021, to extend the CEOMPH accreditation term until July 1, 2025, which was accepted.
Respiratory Care Commission on Accreditation for Respiratory Care (CoARC)	Continuing re-accreditation status for the next ten years was conveyed for the BSRC entry into practice on July 21, 2021, at the CoARC quarterly meeting. Both the BSRC degree advancement (completion program) and the Master of Respiratory Care programs were conferred accreditation status in July 2021 at CoARC's quarterly board meeting. Virtual site visits for these two programs were completed May 10-11, 2021, without programmatic issues. Provisional initial accreditation was conferred at the CoARC quarterly board meeting. In the interest of substantial financial savings, the site visits were scheduled as one CoARC visit. All three programs performed a Report of Current Status (RCS) evaluation in July 2022 that was accepted by CoARC to have met or exceeded all

Program	Status
Respiratory Care (continued)	accreditation standards for the year. The program continues to meet CoARC's high academic standards. YSU has increased capacity of the BSRC entry into practice program, placing initial cohort enrollment at 25 allowable students per cohort to enter, which is maximum for classroom capacity, clinical rotation sites, and accreditation standards.
School Psychology National Association of School Psychology (NASP)	The program submitted its self-study document in Fall 2024. An accreditation site visit is scheduled for the end of March 2025.
Social Work Council on Social Work Education (CSWE)	At its February 2021 meeting, the Commission on Accreditation (COA) voted to reaffirm accreditation for eight years, ending in October 2027 due to a one-meeting deferment. The BSW program requested permission from CSWE to offer the program fully online (virtual synchronous). The request for online delivery status was submitted December 2022 and approved by email notification on May 19, 2023, with a formal approval notice forthcoming. The BSW and MSW programs are scheduled for re-accreditation assessment in 2027.
Theatre National Association of Schools of Theatre (NAST)	Due to cuts in the number of tenure-track faculty and ongoing staffing issues, University Theatre officially resigned its NAST accreditation effective May 3, 2018, and will not seek reaccreditation until an appropriate time.
World Languages and Cultures American Council on the Teaching of Foreign Languages (ACTFL) Recognition for Italian Education and Spanish Education	The appropriate accrediting bodies were notified that the Italian Education and Spanish Education programs have been deactivated.

Update on Assessment of Student Learning

YSU has made and continues to make progress in fostering meaningful and relevant assessment of student learning.

Assessment of Student Learning Activities

- **Academic Assessment:** Academic programs engage in assessment reporting on a five-year cycle through an Assessment Plan, Assessment Update, or a Cycle Reflection. Reports were due on October 31, 2024. Programs could request a submission extension. Programs identified for sunset with enrolled students completed a shortened Teach Out Update. As of February 2025, 71% of academic programs had submitted reports, with another 17% working within an extension to complete reports by the end of the year. Fifteen programs (12%) did not complete assessment reports; six of those programs are designated for sunset with only a few remaining students. Institute for Teaching and Learning staff will work with the remaining nine programs to support future assessment reporting. Assessment Council Volunteer Reviewers are actively reviewing submissions, and feedback is being shared with programs. In Fall 2024, ITL staff piloted assessment peer review with three academic program areas this fall: Chemistry, Mathematics, and English. Faculty participants found the peer review valuable, and ITL expects to expand peer review as a collaborative assessment review model in the next academic year.

- **Co-Curricular Assessment:** Co-curricular programs will be asked to submit annual assessment reports by June 30, 2025. Training and resources will start to be available to coordinators in early May. Co-curricular programs across campus continue to engage at high levels with assessment reporting.

- **Statewide Collaboration:** The Assistant Director of Assessment continues to meet monthly with other Ohio Assessment Coordinators from Bowling Green State University, Cleveland State University, University of Akron, Kent State University, University of Toledo, and Shawnee State University to ensure YSU meets standards related to the assessment of student learning. Recent discussions have focused heavily on the revision of the Higher Learning Commission criteria.

Current Student Data Collection

- **Noel Levitz Student Satisfaction Inventory:** ITL will administer the Noel Levitz Student Satisfaction Inventory, the Adult Student Priorities Survey, and the Priorities Survey for Online Learners beginning on March 10, 2025. Data will be available in summer 2025.

ACADEMIC PROGRAMS UPDATE
MARCH 2025

1. Undergraduate Program Development:

Undergraduate Program Actions Requiring Board of Trustees Action and/or Notification or Approval by the Ohio Department of Higher Education

Since the last set of YSU Board of Trustees meetings, the Ohio Department of Higher Education (ODHE) has approved the following undergraduate program changes:

- The following bachelor's degree programs were approved by ODHE for inactivation:
  - **Bachelor of Arts in Economics**
  - **Bachelor of Arts in Geography**
  - **Bachelor of Arts in Spanish**
  - **Bachelor of Science in Applied Science in Family and Consumer Studies**
  - **Bachelor of Science in Applied Science in Long-Term Care Administration**

- The following bachelor's degree programs were approved by ODHE for online modality:
  - **Bachelor of Science in Computer Science**
  - **Bachelor of Science in Business Administration in Accounting**
  - **Bachelor of Science in Business Administration in Business Administration**
  - **Bachelor of Science in Business Administration in Management**
  - **Bachelor of Science in Business Economics** (to be renamed **Bachelor of Science in Business Administration in Business Analytics and Economics**)

2. Graduate Program Development:

Graduate Program Actions Requiring Board of Trustees Action and/or Notification or Approval by the Chancellor's Council on Graduate Studies (CCGS)

- A request to discontinue the **MFA in Creative Writing** was approved by CCGS.

- A request to discontinue the **Master of Accountancy** was approved by CCGS.

- A request to discontinue the **MA in Art Educ**ation was approved by CCGS.

- A request to discontinue the **MA in Gerontology** was approved by CCGS.

- A request to change the MS in Applied Economics to an **MS in Business Analytics** and offer the program in an online modality is currently under campus review.

- A request to offer the **Ph.D.in Health Sciences** in an online modality is currently under campus review.

- A request to offer a new **Certificate in Applied Geospatial Science and Technology** is currently under campus review.

YOUNGSTOWN STATE UNIVERSITY

Office *of* Academic Affairs

ACADEMIC MASTER PLAN

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Table of Contents

Foreword:
F.1 A Message from the Provost: The Path to Now
F.2 How to use the AMP

Section 1: Foundational Framework
1.1 Vision for Academics at YSU
1.2 Health of YSU Programs Based on APEEI
1.3 OAA Operating Guidelines
1.4 Definitions

Section 2: Dynamic Planning
2.1 OAA Pitch Statement, Goals, and Action Steps
2.2 Program-Specific Pitch Statements, Goals, and Action Steps

Appendix
Appendix A: Timeline of Collaboration
Appendix B: Guide to Writing Pitch Statements and SMART Goals

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Foreword

A Message from the Provost: The Path to Now

In June 2024, the Office of Academic Affairs (OAA) began an ambitious effort to construct the first-ever Academic Master Plan (AMP) at Youngstown State University (YSU). This effort was initiated to better communicate the purpose and rationale behind actions and decisions made within our office. This plan underscores my belief in the importance of transparency, accountability, and collaborative action.

As such, the AMP is a strategic blueprint designed to keep the institution moving forward toward academic excellence, innovation, and sustainable growth by ensuring that all constituents have a full understanding of how and why decisions are being made. Because the AMP was developed through a collaborative effort, this document represents the input from stakeholders across campus who contributed on multiple occasions. The collaboration started in June 2024 when we held a visioning session with non-academic staff who support the academic core. To develop the heart of the plan, members of the OAA staff and I met with each academic department face-to-face (Fall 2024) and virtually (December 2024 and Spring 2025) to discuss pain and pride points, quantitative data, and qualitative data. We also collected feedback from surveys and town halls (Fall 2024). These valuable insights were central to the structure and content of the AMP.

Although the development of the AMP represents a critical milestone in our journey, it by no means represents a final document. The AMP will be a living document, changing continually as we envision new ways to improve student success and outcomes, advance research and scholarship within the disciplines we offer, and strengthen the community and region that we support and that support us. This inaugural version is structured to advance the institution to inspire individuals, enhance futures, and enrich lives. The first section contains relatively static content, detailing the foundational framework that guides how OAA will prioritize the actions outlined within the vision statement (section 1.1), determine the health of our academic programs (section 1.2), detail operating guidelines and policies (section 1.3), and define common terms used on our campus (section 1.4).

The second section represents the dynamic portion of the AMP as it contains the specific program goals, pitches, and action steps (GPAs) written by the faculty, chairs, and deans from each of our academic programs (section 2.2). The action steps—and

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possibly the goals themselves—will likely change annually as we accomplish each item. In addition to containing the program GPAs, section 2.1 also lists the OAA's GPAs. Our office wrote these to align with the feedback provided during the face-to-face and virtual department meetings, town halls, and surveys from the past 12 months.

I believe this level of accountability, transparency, and collaboration will foster student success, empower faculty and staff, create mutually beneficial relationships between all employees, and build strong connections with the community and industry partners. Together we can better address the challenges of today and seize the opportunities of tomorrow as we become the transformative institution of the region.

Thank you for your trust, collaboration, and dedication as we bring this AMP to life together so everyone can "Know Y."

Sincerely,



Jennifer Pintar, PhD, MPh

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F.2 How to Use the AMP

A Brief History

In June 2024, the **Office of Academic Affairs (OAA)** began an ambitious effort to create the first-ever **Academic Master Plan (AMP)** at Youngstown State University (YSU). Lack of communication is often noted as a top reason people feel dissatisfied at work. Therefore, communication is an opportunity to increase job satisfaction, improve engagement, and decrease work-related anxiety. To improve the OAA's communication, we needed to understand the needs of our faculty members, staff, and students.

The process (see Appendix A) began in Summer 2024 with an all-day retreat that brought together approximately 50 support staff to explore how their areas contribute to student success. As the plan progressed, we conducted a series of surveys in early Fall 2024 to identify key priorities from faculty and academic support staff.

Recognizing the need for direct engagement, we met individually with all 20 academic departments—not once, but twice. In Fall 2024, we held face-to-face meetings open to all faculty within each department to ensure their voices were heard. These meetings were designed to capture both pain points and pride points for each department, allowing us to categorize faculty needs as readily achievable goals or longer-term objectives (which later formed the foundation of our goals and action steps).

The first draft of the Academic Master Plan (AMP) emerged from this extensive collaboration. We then shared this working template at multiple town hall meetings, where we saw enthusiastic faculty participation. The feedback we received was invaluable—so much so that we completely redesigned the AMP's format and structure to ensure it better reflected the collective insights and priorities of our academic community.

During the winter break of 2024, we turned our attention to the **Academic Program Enhancement and Effectiveness Initiative (APEEI)** process. The APEEI framework—which includes **Continuous Quality Improvement (CQI)** and **Detailed Analysis (DA)** —reflects a comprehensive approach to evaluating and advancing our academic offerings. Our goal with APEEI is to ensure that every program aligns with best practices, institutional goals, and external standards, such as Ohio Revised Codes regarding low-enrolled and duplicative courses and programs (ORC 3345.35).

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On the quantitative side, we committed to transparency in how programs are assessed. Realizing there was still ambiguity surrounding the process, we again scheduled individual time to meet with each department to discuss the quantitative data. A Gray Associates representative and multiple members from OAA administration, deans, and chairs met virtually in meetings open to all faculty members from each department to get any final comments and questions regarding what data are used, how they are used, and how they factor into our analysis. The Gray data platform offers chairs and deans access to historical and projected data, providing insight into how market viability, economic trends, and institutional priorities influence decision-making.

In addition, YSU's IT department played a crucial role in developing Power BI, a real-time data system to which chairs and program directors now have access. This tool integrates key data points, such as 14-day enrollment reports, which play an important role in the state-mandated reporting of low-enrolled courses and programs. Power BI ensures that faculty program coordinators and directors have the same information used by chairs, deans, and OAA for program analysis. Finally, the specific state mandate regarding low-enrolled and duplicative courses and programs (ORC 3345.35) was shared with all academic senators in session and by email in October for full transparency. This mandate outlines the importance of all of us being good stewards of the State of Ohio to ensure we are operating as efficiently as possible.

During Spring 2025, we tackled the qualitative portion of APEEI. Through collaborative discussions that consisted of individual virtual department meetings open to all faculty members, the purpose of the qualitative program statements was reimagined as "program pitches" that would detail the uniqueness of each academic program. After this initial meeting regarding the qualitative statements, each program was asked to review and revise their goals, pitch statements, and action steps (GPAs) with the understanding that these GPAs would play a significant role in determining how resources, promotion, and tenure decisions would be made at the university.

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Sections

Following these informative interactions with faculty and staff, the outline of the AMP took shape as two sections: one that is relatively static outlining policies and guidelines and a second, more dynamic section, that contains not only the qualitative GPAs for each of our academic programs but also those for the OAA. The academic program sections were developed by the faculty members, chair, and deans for each program. The opinions and suggestions provided at the meetings with the faculty, the town halls, and the surveys informed the OAA section. This process was extremely enlightening

and has generated tremendous excitement and enthusiasm within the OAA. We are focused on our role in charting a clear path so that faculty can accomplish the tremendous goals they have set for their individual programs.

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Using as a Living document

The Academic Master Plan aligns closely with the University's mission, vision, and Strategic Plan, Take Charge of Our Future. This alignment ensures that every decision we make—whether pursuing an initiative or choosing not to—directly supports these institutional priorities.

How does the AMP align with the Strategic Plan?

The **YSU Strategic Plan** outlines key priorities that shape the future of the institution, including student success, academic innovation, community engagement, and operational sustainability. The AMP serves as the academic engine driving these priorities forward by embedding them into the university's curriculum, faculty development, research initiatives, policies, and student support strategies.

For example:

- **Student-Centered Approach:** YSU's mission emphasizes student success, and the AMP operationalizes this through enhanced advising, retention strategies, and experiential learning opportunities.
- **Innovation & Market Relevance:** The Strategic Plan calls for academic programs that are forward-thinking. The AMP aligns by ensuring that programs are competitive, data-driven, and responsive to workforce demands.
- **Community & Industry Partnerships:** The AMP extends YSU's commitment to regional impact by fostering collaborative initiatives with local businesses, industries, and organizations, strengthening experiential learning, internships, and research opportunities.
- **Enrollment & Operational Efficiency:** In response to increased state and federal scrutiny on higher education funding and efficiency, the AMP emphasizes data-driven decision-making, interdisciplinary collaboration, and strategic resource allocation to sustain and grow YSU's academic offerings.

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Because these areas are so interconnected, every action step within the AMP should prompt us to ask:

- ✅ Are we maximizing student potential and success?
- ✅ Are our programs aligned with industry and societal needs?
- ✅ Are faculty and staff supported in an environment of professional growth?
- ✅ Are we leveraging community and industry partnerships for mutual success?

The AMP is a living guide that will evolve as we measure progress, respond to new challenges, and seize emerging opportunities. While it complements the Strategic Plan, it also informs and supports other critical university initiatives, such as:

- The **Strategic Enrollment Plan**, ensuring that academic offerings enrollment strategies align.
- The **Marketing and Recruitment Plan**, guiding how YSU communicates academic strengths to prospective students.
- The **Public Relations & Strategic Communications Plan**, helping frame YSU's academic brand and reputation while celebrating the accolades of our campus community.

Together, these plans create a cohesive and future-focused vision for Youngstown State University—one that empowers students, supports faculty, and strengthens our role as a leader in higher education.

"If you don't have a plan, the budget becomes the plan"

Mark Milliron
Leader in higher education, technology, and student success initiatives.

We have all heard the maxim that "If you don't have a plan, the budget becomes the plan," but it's a true statement and a situation we want to avoid. The reality of this AMP is that it will highlight the fact that we may not all agree about every decision. However, once we are all assembled in the same boat rowing in the same direction, we will be moving in one direction. Rowing in the same direction requires transparency with how and why decisions will be made regarding pre-tenure, tenure, post-tenure, promotion, allocation of resources, and reassigned time. We need clear guidelines for which faculty and staff position lines will be prioritized. We also need to communicate how the budget is allocated, including when a program is no longer relevant and when programs need to be created to prepare our students for the future.

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Your Role in the AMP

We ask that you engage with this document. Be an active participant in shaping the future of YSU. No matter your rank, title, or years of service, you have a role to play. Engage with your program, department, college, and the broader YSU community. Step beyond your immediate responsibilities and seek opportunities to collaborate across the university and within the region.

By working together, we ensure YSU continues to thrive—not just as a strong academic institution but as the transformative university of northeast Ohio.

This plan outlines expectations and goals, but its success depends on collective action. Every member of the YSU community contributes to bringing the AMP to life. Whether through teaching, research, service, advising, administrative support, or maintaining the physical beauty of our campus, work with your peers—not only in your department but across the university—to see how you can be part of the solution.

By working together, we ensure YSU continues to thrive—not just as a strong academic institution but as the transformative university of northeast Ohio.

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SECTION 1:
FOUNDATION FRAMEWORK

SECTION UNDER DEVELOPMENT

SECTION 2:
DYNAMIC PLANNING

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2.1 OAA Pitch Statement, Goals, and Action Steps

Pitch Statement

Through collaborative discussions in AMP sessions with academic departments and colleges, the faculty has helped shape the vision and priorities of this plan. The Office of Academic Affairs (OAA) has used these insights to develop its own pitch statement and SMART goals, ensuring that the initiatives within the AMP respond to faculty-identified needs and drive meaningful change.

Rather than operating in isolation, OAA's role is to elevate and implement the ideas and priorities of faculty—turning their concerns and aspirations into actionable objectives. The AMP's themes, from student success to program innovation and community engagement, are built on what departments identified as critical to their growth and effectiveness. By integrating faculty input with institutional data and strategic alignment, the AMP ensures that the university's path forward is shaped by our educators and academic leaders who understand its mission best.

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Goal	Actions
Accreditation: Provide support and resources for accreditation and assessment.	• Shared folder that has commonly requested information for accreditation and for data from data mine. Also needs calendar and professional nag to keep people responsible (PT) • Qualitative assessments of programs/courses (ENG)
Admissions: Improve the admissions process for graduate programs.	• Grad school is not allowing students to start in the Spring (can't accept as undecided) • Are we going to continue with fee waivers or not? • Need to hear from graduate school earlier; After admitted don't reverse I-20 (ENG)
Advising: Enhance the effectiveness and accuracy of academic advising across all programs by improving communication, ensuring curriculum alignment, and	• Help in advising for graduate programs (PT) and 7-week programs (CJ) • Work with advisors to let them know what alumni are doing the major (MATH) • Messaging from advisors to students needs to be more positive (MATH) • Advising is a problem (CSIS) • Need a graduation validation product (CSIS)

Goal	Actions

fostering collaboration between advisors and faculty.	• Penguin Pass does not reflect new curriculum – fix or drop. (CSIS)
	  ○ Can test into math but shows wrong math. Not retro-connecting updates
	• Do advisors in related programs know about other programs (ie., SW/counseling/pysch; STEM/Education)(BIO/CHEM)
	  ○ Advisors need to be immersed in the program and meet with faculty
	• Should be by faculty to decrease misinformation and especially before 60 hours (HSS) (BIO/CHEM)
	  ○ Faculty have not even met STEM advisors (BIO/CHEM)
	  ○ Advising is a problem and when things go wrong it falls in the lap of faculty (CSIS)

Athletics: Coordinate schedules to ensure both academic and athletic event attendance.	• Students are missing next 5 Thursday labs – are we looking at competition schedules ahead to match with who is/isn't going to miss consecutive classes (BIO/CHEM)
Catalog: Improve organization and timely updates to the course catalog.	• Catalog lists school name first then programs – students are confused (CSIS) • Taking too long (6-7 months) to update course catalog (HSS) • Deadlines for curriculum change to be done for catalog change (EDUC)
Community: Broaden understanding of community engagement activities.	• Unclear that Penguin Pulse is for all community related events – thought it was just for classes • Need local presence with businesses (ACT)
Data: Enhance data accessibility, transparency, and integration across systems to support key performance indicators (KPIs), accurate reporting, and	• Access to data and ability to make data transparent to use KPIs (MKTG) • YSU is Appalachia school so we should compare YSU to other Appalachia schools (ACT) • Clear operational definition of program vs major; concentration, minor, etc (MKTG) • Update Handshake when position is filled (why don't handshake and recruit work together) (PT)

draft

Goal	Actions
informed decision-making.	• Middle names need to be in Banner (HP) • CRM sheet when printed doesn't give enough detail (Fr/So/Jr/Sr, etc) which is needed for annual accreditation reports (HP) • Huge lapse in time from being accepted to transcripts being updated (HP) • Xtender doesn't seem to work (always gets oops message) (HP) • Unit level budgeting explained (PSYCH) ○ No idea what alumni have given and to what
Faculty Classifications: Explore an expanded faculty classification system and define criteria for allowable reassigned time.	• Different classifications within lectures and TT to include research-intensive and service-intensive (PT) • Way to be a research faculty member (Choose Ohio First mentorship, Grad Faculty mentorship) (PAGES) • Re-institute clinical professorships (PT) • Consider clinical professorships with growth path with 3 levels (1, 2, 3) (HP) • What constitutes allowable reassigned time (PAGES)
Faculty Needs: Foster a supportive and collaborative environment for faculty through shared governance, transparency, leadership development and interdepartmental cooperation.	• Faculty want more autonomy for some items like curricular revision and faculty hires (PSYCH) • Transparency with faculty in a timely manner (DANA) • Succession planning for faculty and chairs (nursing)(HP) • Encourage more department conversations about select topics (including things like online vs F2F) • Nurture faculty letting them know they matter and are important which will help get them more engaged (PSYCH) • Less siloed within the university with cross-taught shared courses (HSS) • Explore how we share resources (including WL) when team teach and work interdisciplinary (HSS) (ART) • More regular discussions between academic and non-academic support areas (PSYCH)
International Students: Enhance support for international students.	• difficulty with travel to clinical sites (nursing) • are less prepared in laboratory settings and need more of an intro (BIO/CHEM)

draft

Goal	Actions
	• brand as international friendly institution (ENG)
Job Placement: Increase focus on post-graduation activity and success.	• What is the timing of the survey that is completed on graduated students? (ENG) • Placement is #1 thing to measure success (MATH)
Parking: Develop an affordable way to provide parking access to support community engagement with campus programs.	• department is spending thousands from grants and donors for parking. It's an embarrassment (PT)
Programming: Enhance the quality and relevance of academic programming. Ensure faculty preparedness for all course modalities and develop new program proposals with clear support structures.	• Updates to campus community on Focus + efforts (HP) • CEC's offered for local teachers (EDUC) and other professionals • YSU 1500 faculty need to be better prepared • Artificial Intelligence gen ed certificates and courses (ART) • AMP needs to include new program proposal process and the support OAA will give to programs with this new approach (PAGES) • Hybrid course experiences becoming more important (ART) • Working to make sure F2F remains strong despite online (ACT) • Building all programs together to eliminate turf wars. Safe sandbox for interdisciplinary to prevent turf wars – an experimental space (CMST) • Where do programs want to be and then go backwards. Determine where we want to be and at what level setting goals for each year (ACT) • Post-bac programs without degree but are one year programs (for example for English majors to get nursing education or accountancy to get CPA) (ACT) • Importance of internships (ACT) • Need classes with theory and hands on and produce a research paper (BIO/CHEM) • Issue with 4 H (conflicting advice as to whether need to change major or not) (BIO/CHEM)

draft

Goal	Actions
	• Need help with how to teach math online – when F2F you enforce critical thinking skills – more difficult online because have no idea where answers are coming from (MATH) • IT needs to work more closely with departments to determine computer needs and software needs based on curriculum and not the other way around (CSIS) • Lake to River science fair is now at Kent State instead of YSU – we are no longer the district (PAGES)

Purpose: Define the focus of the academic division to reflect recent changes, emphasizing personalized education, strong student-faculty connections, and a supportive community environment.	• Evaluate YSU's mission based on all changes from past 6 months (ACT)
	• Who are we? Should be defined – cheap and good are often heard (BIO/CHEM)
	• OSU you are just a #. At YSU, you meet with full tenured faculty even as freshman
	• We know students by name and call them by name
	• Strong connection between students and faculty (MATH)
	  ○ Environment within department to have faculty engage with students
	  ○ Bigs and littles program, tailgate party, competitions (MATH)

Ranking: Improve YSU's visibility and rankings to enhance the institution's reputation and attract prospective students.	• We need to focus on ratings on US News & World Report (BIO/CHEM) • We need to pay attention as to how to get on lists. Top 10 most affordable programs, etc. Why aren't we on more? (ENG)
Research/Scholarly Activity: Enhance research and scholarly activity by improving graduate assistantships; supporting grant acquisition, management, and support; and fostering hands-on research	• GA/TA available in Jan/Feb instead of later. Why no GA in summer? Why only Fall? (PT) • TA/GA flexibility (also STEM vs non-STEM differential; TA vs GA differential) (PT) • Hands-on with students is important for UG students wanting to go to graduate school. Tough to do with heavy teaching load (BIO/CHEM)(MATH)(PAGES) ○ YSU needs to support grant acquisition – process to apply is time consuming (PAGES) • Grant money to go to faculty member budget to be used for supplies, equipment, etc (PSYCH)

draft

Goal	Actions
opportunities for students.	○ Additional funds for seed money for every grant ($200) to go after grants. This money would be used to engage a student to work or advertise or…..(PSYCH) • Grant writing and statistician support for research (nursing) • Research and one-on-one important with students (MATH)(PAGES) ○ Scholarship and teaching go hand in hand; "Teach through Research" • Need long term plan to address infrastructure that is getting aged (BIO/CHEM) ○ 5 years from now we won't have enough equipment so need support for grant writing to get new equipment • Math/BIO undergrad research program – 10-week intensive summer research program • Technical support for research is needed (BIO/CHEM) • Purchasing support for research (CSIS) ○ Have budget office take the 26.3% out and have them handle everything for the grants (IT, payroll, etc) (CSIS) • IRB, Grad College, and purchasing all need to work together (CSIS) • Would like to write soft money into grants (CSIS) • Used to have money for students in the summer to be in class now not there (BIO/CHEM) • More research should elevate our ratings on US News & World Report (BIO/CHEM) • Are mini-projects with students and mentoring appreciated (PAGES) • Visibility of the department depends on research (PAGES) • Grad TA's are highly variable based on their dedication; Faculty waste a lot of time with teaching and helping them to coordinate labs, etc. Paid FT coordinators should do this (BIO/CHEM) • Current timing of GA/TA notification is too late to attract students (BIO/CHEM)(ENG) ○ Need to know by mid-March (BIO/CHEM)

draft

Goal	Actions
	○ Stipend amount needs to be increased (ENG) • Nothing in the system to alert faculty that TA's are a no-show or didn't accept. ○ Don't like Recruit.
Scholarships: Increase transparency, awareness, and utilization of scholarship opportunities.	• More transparency on scholarships and students who receive them (PT) • Instrument specific scholarships in a marketing campaign (DANA) • Not enough students to give scholarships to (ENG)
Scholarship Standards for Tenure and Promotion: Clarify expectations regarding scholarship in tenure and promotion decisions.	• Set goals as to how many in X # of years and share info across board (ART)
Students: Improve the overall student experience by providing better engagement opportunities, timely career support, and effective orientation processes.	• Need space to interact with students and engage (CMST) • Should we encourage students to select majors sophomore year instead of freshman (HSS) • Career Services staff limited in summer to assist students with resume writing and mock interviews (SW) • Penguin Preview may need to change (HSS) • Complete examination of our orientation
Training: Ensure faculty are well prepared for both leadership and teaching roles.	• For new program directors regarding different processes at YSU (PT) ○ Needs to include checklist and timeline of what needs to be done • Should there be incentives for faculty to engage with ITL, especially PT (CJ) • Budget to bring in national and local speakers (HSS)
Website and Marketing Materials: Enhance marketing and website materials to showcase student, faculty, and program	• Do we brag enough about student accomplishments (ART) • How do we capitalize marketing when faculty are volunteering (HP) • Advertise to public that we do talks (PAGES) • Website development needs to be discussed with students (CSIS)

draft

Goal	Actions

points of pride.
Improve website user experience and engagement through targeted campaigns and community involvement.
	• Better coordination of how to be a part of community and student events (PAGES)
	• Need help marketing to HS students (SW) – consider recruiters going to schools
	• Marketing campaign about what attracted each faculty member to their program (SW)
	• Market more with partnerships (SW)
	• Fix website to know what you can do with major (MATH)
	• Market on social media more (SW)
	• Website not effective; google search better than YSU search; Firefox doesn't work (ENG)
	• Marketing venue to discuss importance of liberal arts (ENG)(HSS)
	• Have office of alumni contact students for their stories (HSS)
	• "Continuing to look for the story" – linking students within the program to each other and to provide support (PSYCH)
	• Advertise integrated majors/"choose your own adventure" majors (HSS) – call it an "explore before declare" major
	• Host major fairs on campus
	• Market the Fulbright scholars at YSU (ART)
	• Multiple websites aren't helpful (ENG)
	• Website doesn't show who is publicizing research; should highlight role of research at YSU. Square space website is $200/year (CHEM/BIO)
	• Should have a paragraph for each faculty member with links to PDF (CHEM/BIO)
	• Advertise to local news about programs like learn to fly a drone at Williamson innovation park (PAGES)
	• YSU is known locally for engineering so why do local students not attend for engineering (ENG)
	  ○ Close gap between "hearing" and "knowing" YSU is good for engineering
	  ○ Have billboard saying YSU Engineering for over 100 years
	  ○ CWRU engineering students get same starting salary as YSU students
	  ○ MSA in Pittsburgh didn't know YSU had engineering

draft

Program-Specific Pitch Statements, Goals, and Action Steps

The following section contains the departmental program pitch statements and SMART goals developed in collaboration with academic units across campus. Following the Guide to Writing Pitch Statements and SMART Goals, these statements were gathered through an iterative process that engaged faculty, department chairs, and academic leadership to ensure alignment with institutional priorities. Decisions regarding program positioning and growth are not made in a vacuum—each statement is informed by faculty expertise, student demand, and market trends. Additionally, this data is integrated into Gray Decision Intelligence, where it is paired with operational and economic program insights, providing a holistic view of each program's viability, sustainability, and potential for strategic investment.

draft

Table of Contents

ACCOUNTING ..... - 24 -
ADOLESCENT / YOUNG ADULT EDUCATION..... - 28 -
ADULT / GERONTOLOGY ACUTE CARE NURESE PRACTITIONER..... - 29 -
ALLIED HEALTH (BACHELOR'S)..... - 31 -
ANTHROPOLOGY (BACHELOR'S)..... - 34 -
ART EDUCATION (BACHELOR'S)..... - 42 -
ASSOCIATE OF ARTS (BACHELOR'S)..... - 44 -
ATHLETIC TRAINING (MASTER'S) ..... - 45 -
BIOCHEMISTRY (BACHELOR'S)..... - 51 -
BIOLOGICAL SCIENCES (MASTER'S) ..... - 53 -
BIOLOGY (BACHELOR'S) - 55 -
BUSINESS ADMINISTRATION (ASSOCIATE) ..... - 57 -
BUSINESS ADMINISTRATION (BACHELOR'S)..... - 60 -
BUSINESS ADMINISTRATION (MASTER'S) ..... - 63 -
BUSINESS ANALYTICS & ECONOMICS (BACHELOR'S) - 66 -
CHEMICAL ENGINEERING (BACHELOR'S)..... - 70 -
CHEMICAL ENGINEERING (MASTER'S) ..... - 72 -
CHEMISTRY (BACHELOR'S) . - 74 -
CHEMISTRY (MASTER'S) - 76 -
CIVIL AND CONSTRUCTION ENGINEERING TECH A (ASSOCIATE) ..... - 78 -
CIVIL AND CONTRACTION ENGINEERING TECHNOLOGY B (BACHELOR'S)..... - 80 -
CIVIL AND ENVIRONMENTAL ENGINEERING (MASTER'S).. - 82 -
CIVIL ENGINEERING (BACHELOR'S)..... - 83 -
COMMUNICATION STUDIES (BACHELOR'S)..... - 84 -
COMPUTER SCIENCE (BACHELOR'S)..... - 89 -
COMPUTER AND INFORMATION SYSTEMS (MASTER'S) ..... - 91 -
COUNSELING (MASTER'S) .. - 93 -
CRIMINAL JUSTICE (ASSOICATE) ..... - 94 -
CRIMINAL JUSTICE (BACHELOR'S)..... - 97 -
CRIMINAL JUSTICE (MASTER'S) ..... - 102 -
CURRICULUM AND INSTRUCTION (MASTER'S) .. - 106 -
DENTAL HYGIENE (BACHELOR'S)..... - 107 -
DIETETICS (BACHELOR'S) ... - 112 -
EARLY CHILDHOOD – PRE-K (BACHELOR'S)..... - 115 -

EDUCATIONAL ADMINISTRATION (MASTER'S) ..... - 117 -

EDUCATIONAL LEADERSHIP (DOCTORAL) ..... - 119 -

ELECTRICAL ENGINEERING (BACHELOR'S)..... - 121 -

ELECTRICAL ENGINEERING (MASTER'S) ..... - 122 -

ELECTRICAL ENGINEERING TECHNOLOGY A (ASSOCIATE) ..... - 124 -

ELECTRICAL ENGINEERING TECHNOLOGY B (BACHELOR'S)..... - 126 -

ENGINEERING MANAGEMENT (MASTER'S) . - 128 -

ENGLISH (BACHELOR'S) - 131 -

ENGLISH (MASTER'S).. - 133 -

ENVIRONMENTAL SCIENCE (BACHELOR'S)..... - 134 -

ENVIRONMENTAL SCIENCE (MASTER'S) ..... - 144 -

EXERCISE SCIENCE (BACHELOR'S)..... - 149 -

FINANCE (BACHELOR'S) - 154 -

FIRST YEAR ENGINEERING (BACHELOR'S)..... - 157 -

FORENSIC SCIENCE (BACHELOR'S)..... - 158 -

GENERAL STUDIES (BACHELOR'S)..... - 160 -

GEOGRAPHY (BACHELOR'S) - 162 -

GEOLOGY (BACHELOR'S) .... - 164 -

HEALTH AND HUMAN SERVICES (MASTER'S) - 172 -

HEALTH SCIENCES (DOCTORAL) ..... - 174 -

HISTORY (BACHELOR'S) - 175 -

HISTORY (MASTER'S) .. - 180 -

HUMAN RESOURCE MANAGEMENT (BACHELOR'S)..... - 181 -

INDUSTRIAL & SYSTEMS ENGINEERING (BACHELOR'S)..... - 185 -

INDUSTRIAL & SYSTEMS ENGINEERING (MASTER'S).. - 188 -

INFORMATION TECHNOLOGY A (ASSOCIATE) ..... - 191 -

INFORMATION TECHNOLOGY B (BACHELOR'S)..... - 192 -

JOURNALISM (BACHELOR'S)- 194 -

MANAGEMENT (BACHELOR'S)..... - 196 -

MARKETING (BACHELOR'S). - 205 -

MATERIALS SCIENCE AND ENGINEERING (DOCTORAL) - 208 -

MATHEMATICS (BACHELOR'S)..... - 210 -

MATHEMATICS (MASTER'S) . - 214 -

MECHANICAL ENGINEERING (BACHELOR'S)..... - 218 -

MECHANICAL ENGINEERING (MASTER'S) ..... - 220 -

MECHANICAL ENGINEERING TECHNOLOGY A (ASSOCIATES) ..... - 221 -

MECHANCIAL ENGINEERING TECHNOLOGY B (BACHELOR'S)..... - 223 -

MEDICAL LABORATORY SCIENCE (BACHELOR'S) - 225 -

MEDICAL LABORATORY SCIENCE, ONLINE COMPLETER (BACHELOR'S) - 229 -

MIDDLE CHILDHOOD EDUCATION (BACHELOR'S). - 233 -

MUSIC COMPOSITION (BACHELOR'S)..... - 234 -

MUSIC COMPOSITION (MASTER'S) ..... - 236 -

MUSIC EDUCATION (BACHELOR'S)..... - 239 -

MUSIC COMPOSITION (MASTER'S) ..... - 244 -

TITLE ..... - 246 -

MUSIC JASS STUDIES (MASTER'S) ..... - 247 -

MUSIC PERFORMANCE (BACHELOR'S)..... - 250 -

MUSIC PERFORMANCE (MASTER'S) ..... - 256 -

NURSE ANESTHESIA (DOCTORAL) ..... - 261 -

NURSING BSN (BACHELOR'S)..... - 263 -

NURSING MSN (MASTER'S) . - 267 -

NURSING RN-BSN (BACHELOR'S)..... - 269 -

PHILOSOPHY (BACHELOR'S)- 271 -

PHYSICAL THERAPY (DOCTORAL) ..... - 274 -

PHYSICS (BACHELOR'S) - 276 -

PHYSICS & ASTRONOMY (BACHELOR'S)..... - 284 -

POLITICAL SCIENCE (BACHELOR'S)..... - 293 -

PRIMARY EDUCATION INTERVENTION SPECIALIST (BACHELOR'S)..... - 296 -

draft

PSYCHOLOGY (BACHELOR'S) ..... - 297 -

PUBLIC & PROFESSIONAL WRITING (BACHELOR'S) - 300 -

PUBLIC HEALTH (BACHELOR'S)..... - 301 -

PUBLIC HEALTH (MASTER'S) - 306 -

RESPIRATORY CARE (BACHELOR'S)..... - 310 -

RESPIRATORY CARE (MASTER'S) ..... - 315 -

RESPIRATORY CARE, ONLINE COMPLETER (BACHELOR'S) - 320 -

SCHOOL PSYCHOLOGY (ED. SPECIALIST)..... - 326 -

SOCIAL WORK (BACHELOR'S)..... - 330 -

SOCIAL WORK (MASTER'S) . - 332 -

SOCIOLOGY (BACHELOR'S) - 335 -

SPECIAL EDUCATION (BACHELOR'S)..... - 337 -

SPECIAL EDUCATION (MASTER'S) ..... - 338 -

STUDIO ART (BACHELOR'S). - 339 -

TEACHER EDUCATION (MASTER'S) ..... - 344 -

TELECOMMUNICATION STUDIES (BACHELOR'S) - 345 -

THEATER STUDIES (BACHELOR'S)..... - 348 -

THEATRE (BACHELOR'S) - 351 -

draft

ACCOUNTING

PROGRAM PITCH:
The BSBA in Accounting at the Williamson College of Business Administration prepares students for high-impact careers through real-world experience, industry engagement, and a career-focused curriculum. The Bureau of Labor Statistics estimates a 6% growth rate for accountants through 2033. Designed to meet professional standards and credentialing exam requirements, the program helps develop expertise that students apply in real-world settings. The Volunteer Income Tax Assistance (VITA) program gives students practical experience in tax preparation, while students and alumni play an active role in regional economic development through internships and full-time placements with top CPA firms such as Ernst & Young, Schneider Downs, HBK, Packer Thomas, and Cohen & Co; government offices and agencies including Auditor of State, DFAS, and IRS; and leading companies like Huntington Bank, Progressive Insurance, and Hynes Industries. Bringing extensive industry expertise and nationally recognized research, accounting faculty go beyond teaching—they mentor, connect, and inspire. With one-on-one coaching, guest lectures, and engagement with Beta Alpha Psi and the Institute of Management Accountants (IMA), students gain the professional exposure and career coaching that drive long-term success. Events like Accounting Student Practitioner Day, Accounting Career Day, and partnerships with the Ohio Society of CPAs connect students with industry leaders, providing valuable insights and networking opportunities that accelerate career growth. With strong employer partnerships, applied learning and professional auditing software in the curriculum, and a focus on developing professionals who drive innovation and excellence, graduates leave equipped to make an immediate impact in accounting, auditing, taxation, and beyond. Employers consistently recognize YSU graduates for their technical expertise, professionalism, and work ethic, making them highly sought after in the industry.

draft

SMART GOALS

2.4 Facilitate Practical Work Experiences and Placements	By Spring 2026, the Accounting program will establish three new employer partnerships to create more internships and job placement opportunities for students.
1.1 Modernize curriculum	By Fall 2026, the Accounting program will conduct a curriculum audit, benchmarking against five peer institutions, identifying at least three trends for incorporation into the program.
3.3 Establish Faculty as a Source of Expertise	1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Accounting, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Accounting who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Accounting will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination.

Draft

		Success will be measured by 100% of faculty for faculty in Accounting engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.

draft

1.4 Increase Online Learning Opportunities	1. By Fall 2026, the Accounting program will ensure 100% of degree requirements for the BSBA in Accounting degree can be completed fully online in an accelerated format, providing completer students (age 25 and older with prior college credit) with a clear and accessible pathway to graduation. 2. By Spring 2025, the Accounting program will develop a strategic and efficient scheduling plan for accelerated online courses by Spring 2025. Achievability relies on having sufficient faculty to meet current demand for courses, and the additional online sections that are required. 3. By Fall 2025, the Accounting program will hire one additional faculty members in the Accounting to support online course delivery and meet instructional needs for the accelerated program. 4. By Spring 2025, the Accounting will start the development of accelerated online courses through a formal instructional design process. 5. By Spring 2025, the Accounting program will gather faculty input to identify the essential skills and technologies needed for effective teaching in accelerated and online formats. 6. By Spring 2026, the Accounting program will equip faculty with the necessary skills and technologies to effectively teach in accelerated and online formats. 7. By Fall 2025, the Accounting program will develop at least two courses in an accelerated online format for each 7-week session.

draft

ADOLESCENT / YOUNG ADULT EDUCATION

PROGRAM PITCH:

The Bachelor of Science in Education Adolescent/Young Adult Education (7-12) program prepares students to be successful classroom teachers by combining educational methods with a variety of community field experiences. Teacher candidates participate in the incorporation of digital tools for instruction, collaboration, data collection, and data analysis. Our student-centered program allows teacher candidates to complete over 230 hours of pre-clinical field experiences in a variety of environments, including placements with diversity. In addition, we provide quality and experienced university supervisors to mentor our teacher candidates. Graduates of the Adolescent/Young Adult Program are qualified to teach in the 7-12 classroom. Additional opportunities may be available in the private education sector.

Students specialize in 1 of 4 content areas: Science, Language Arts, Mathematics, and Social Studies. Students in math and science teaching are highly sought after throughout the Mahoning Valley and beyond.

draft

SMART GOALS

Improve students performance in the areas of assessment, data analysis, and differentiated instruction.	1. Work with mentor and cooperating teachers to give students more practice in these areas in clinical settings. (25/26) 2. Work with faculty to highlight these skills across course work. (25/26)
Improve student success and pass rates in licensure exams, OAE scores.	1. Set-up modules in BlackBoard where students have access to content and test taking strategies. Monitor how often and how long students spend time working through modules. 2. Students who fail the exam on their first try will be directed to the college's Student Success Specialist for analysis for improving performance and directed remediation.

ADULT / GERONTOLOGY ACUTE CARE NURESE PRACTITIONER

PROGRAM PITCH:

The purpose of the graduate nursing programs at YSU are to prepare nurses for advanced roles by providing a comprehensive education, building on their baccalaureate foundation. This includes two Advanced Practice Registered Nursing (APRN) programs (FNP and AG-ACNP) as well as Nursing Education program. The MSN program emphasizes current professional issues, nursing science, and scholarly inquiry. This will equip graduates with essential competencies to take on leadership roles in healthcare within the communities and collaborate with other disciplines for best patient outcomes. YSU nursing graduates will be prepared to deliver evidence-based, holistic, and cost-effective healthcare within diverse settings across the lifespan. Graduates will also contribute to the advancement of nursing knowledge and healthcare delivery through collaboration, research and innovation. MSN graduates currently employed are likely to advance in their current roles and progress into APRN positions.

The Centofanti School of Nursing supports the missions of Youngstown State University and the Bitonte College of Health and Human Services. The Centofanti School of Nursing provides high quality baccalaureate and graduate nursing programs that are responsive to the health care needs of society. The Centofanti School of Nursing values high standards of professional ethics; cultural, racial and ethnic diversity; and student-faculty relations that foster excellence in teaching, learning, scholarship and public service.

draft

SMART GOALS

Produce more advanced practice nurses in the region to care for those with health disparities by increasing the number of graduates by 25 students by Fall 2025	Increase enrollment in the Adult-Gerontology Acute Care Nurse Practitioner programs. Implement best practices that meet the student needs for excellence in the online environment
By the end of the 2025-2026 school year, the Master of Science in Nursing (MSN) program will establish new partnerships with at least	Clinical partners will provide preceptors to assist in completion of clinical hours.

3 new clinical sites, to ensuring the availability of qualified preceptors for all clinical placements.	

draft

ALLIED HEALTH (BACHELOR'S)

PROGRAM PITCH:

Our mission is to empower students to achieve their educational and career aspirations through comprehensive support, resources, and the development of skills essential for leadership and management in healthcare. We are dedicated to advancing knowledge and fostering expertise that promote the health and well-being of individuals and communities.

By emphasizing accessibility and flexibility, we provide tailored learning opportunities that accommodate diverse geographic and scheduling needs, enabling students to balance their education with work and personal responsibilities. Our commitment is to cultivate a supportive environment that inspires lifelong learning, professional growth, and meaningful contributions to the ever-evolving field of healthcare."

SMART GOALS

Goal	Action
Ensure the continuous enrichment of the academic focus in the Allied Health Program by fostering a learning environment that promotes lifelong learning.	Specific: The program is centered around teaching excellence focusing on leadership, management, and research, dedicated to providing students their educational and career goals. The web-based curriculum also provides students with the flexibility supportive to various schedules. Measurable: Faculty/course evaluations. Achievable: Faculty have the required education and are experts in their discipline. Courses are regularly reviewed and updated when necessary. Relevant: The program is designed to equip graduates with the management and leadership knowledge necessary to meet the healthcare needs of communities locally, regionally, and nationally. By incorporating these skills throughout the curriculum, we aim to prepare students for dynamic careers that evolve with healthcare advancements and societal needs. Time-bound: Continuous process.

draft

Continue to increase student enrollment through aligning with current associate degree programs at Youngstown State University, as well as strategic articulations and partnerships with community colleges and hospital-based clinical programs.	Specific: Identify and establish articulation agreements with community colleges and/or clinical programs, and associate degree programs at Youngstown State University. Measurable: Secure formal articulation agreements with at least two community colleges and one hospital-based clinical program, increasing enrollment in the next academic year. Achievable: Schedule and conduct outreach visits to community colleges and hospital programs, providing detailed information about the program and its benefits. Disseminate program information to current and newly developing associate degree programs at Youngstown State University. Relevant: This goal supports the institutional strategy to enhance enrollment by fostering strategic partnerships and pathways for prospective students. Time-bound: Complete outreach visits, secure agreements, and implement the first phase of new partnerships."
To increase student enrollment, including the students enrolled through RisePoint.	Specific: Increase student enrollment in the Allied Health Program by expanding recruitment efforts and targeting both traditional students and those enrolled through RisePoint, a key platform for reaching non-traditional learners." Measurable: Achieve an increase in overall student enrollment annually, including growth in students enrolled through RisePoint, by tracking the number of applicants and enrolled students each semester. Achievable: Collaborate with the Admissions Office and Rise Point team to launch targeted marketing campaigns, and campus outreach events. Relevant: This goal supports the university's strategic plan to expand access to higher education by reaching a diverse range of learners, including non-traditional students, and providing them with flexible pathways to complete their degree in the Allied Health Program. Time Bound: Increase enrollment including Rise Point students, by the start of the within 12 months. Regularly monitor progress through quarterly enrollment reports and adjust recruitment strategies as necessary.

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Ensure student ability to succeed in 7-week courses while focusing on both operational effectiveness as well as, student satisfaction.	Specific: Collaborate with RisePoint and Instructional Design, implementing the 7-week course structure, including clear communication, streamlined processes, and support systems. Measurable: Achieve a student satisfaction rate of 85% or higher regarding the transition to 7-week courses, as measured by post-course surveys. Achievable: Continue to work with key stakeholders, open lines of communication with faculty and student body. Relevant: This goal supports the need for a more efficient course delivery model Relevant: This goal supports the need for a more efficient course delivery model and ensures that students have a positive experience as they adjust to the new course format. The implementation of using course carousel allows for greater opportunity of course being offered in the various semesters. Time-bound: The maintenance of the 7-week course is continuous.

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ANTHROPOLOGY (BACHELOR'S)

PROGRAM PITCH:

Anthropology is an interdisciplinary program that equips students with problem-solving, critical thinking, resourcefulness, and adaptability skills to meet evolving workforce demands. It fosters life-long learning and curiosity in technology, anthropological discoveries, cultural innovation, and civic policies. Through a holistic and student-centered curriculum emphasizing empirical observation, the synthesizing of data from diverse disciplines, hands-on problem-solving, teamwork, and student-led research, the program examines humans comprehensively. By studying both cultural and biological change, anthropology promotes a cross-cultural perspective and understanding, leading to an appreciation for diversity in an increasingly globalized world. Anthropology is a collaborative field with several relationships with the STEM and HHS colleges as well as within BCLASSE.

The faculty intensively mentor students providing close oversight of individualized student research projects with support to present at local and national conferences. Students are encouraged to participate in faculty led study abroad opportunities to the Bahamas and Central America. Students participate in global field programs hosted by other institutions in all the subfields. Archaeology and bioarchaeology students have traveled to Cyprus, Transylvania, Spain, and Belize. Biological anthropology students have participated in primatology field schools in South Africa, Florida, and California. Students involved in biodiversity and conservation have gone to Australia and Costa Rica. Classroom education focuses on hands-on, experiential learning with a broad range of teaching materials, technology, and artifacts. Students can apply this knowledge outside the classroom with faculty led research and community engaged collaborations, including with local law enforcement agencies, the Mahoning County Coroner's office, public parks, historical societies, and more, enhancing student employment opportunities.

The central premise of the program is to provide a broad based, deep understanding of anthropological methods and theories. This is achieved through a focus on teaching with numerous opportunities for students to apply the knowledge at the international, national, and local level through research and community projects. Faculty also provides support to local law enforcement and municipal institutions regarding forensic, historical, and prehistoric investigations.

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SMART GOALS

Increase enrollment over the next 3 to 5 years (50%)	a. Continue to present at Penguin Preview Day b. Update brochure (Fall 2027) c. Participate in major or college fairs in high schools (AY 26-27) d. Offer chaperoned trips to local high school students/parents to Serpent Mound (or others) i. Exploration of possibilities Fall 2025 ii. Planning spring 2026 iii. Execution AY 26-27 e. Coordination with other student organizations regarding activities and opportunities (Fall 2025) f. hiring more adjunct faculty i. Summer 2025 – rewriting the anthropology job posting to be more inclusive
Build student enthusiasm by exposing them to complimentary perspectives on disciplinary themes.	a. Create team taught and cross-listed courses i. anthropology and history on Pre-Contact Americas (Fall 2025) ii. cross-listing courses in History and English - Haunted History (Fall 2025) and LGBTQ Literature (Fall 2025) iii. collaborate with Electrical Engineering regarding GPR collaboration and research (Summer 2025) b. meet and greet with the English department (Spring 2026) to discuss potential collaborations
improve student usage of the Career Center	a. advise students to take the career development course b. attend the pre-graduation meeting c. take career skills classes d. have the Anthropology Colloquium sponsor a resume/CV/cover letter brown bag (Fall 2025)
email other educational institutions regarding their study abroad (courses) and field schools for students	a. find 15 additional locations (by Spring 2026)

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restart the Anthropology Colloquium speaker series (fall 2025)	Help students recruit two speakers to come on campus for open and free to the public lectures speakers would be archaeologists, biological anthropologists, or cultural anthropologists
participate in History Day majors fair	a. History Day 2025 workshop and/or major fair for participating high school students i. Pilot run major 2025 with full roll out March 2026
Improve Curricular Efficiency	• Complete curricular revision • Develop a 2-year course rotation • Look for ways to reduce independent study courses
Improve use of cutting-edge technology in courses.	• Introduce use of 3d printing technology and photogrammetry techniques to facilitate learning of both the technology and the uses. • Create a lab/technology course and/or introduce units in existing courses that focus on the technology available in the department and program. • Work with Geography to implement pilot use of VR headsets. • Train students in the use of ground penetrating radar (GPR) and total station survey.
Strengthen and grow collaboration with the community	• Reach out to additional local and regional parks and historical societies for opportunities to collaborate in service and research.
Faculty lead international study aboard trips	The Bahamanian archaeology study abroad trip has restarted after three years abeyance due to COVID. Very successful trip with 44 students between the anthropology and geography sections. The Maya study abroad to Belize and Guatemala resumed with a successful trip. Student enthusiasm has led to a proposal to the Honors College for a yearly or biyearly trip to Belize/Guatemala. Other study abroad opportunities with faculty in other programs is being explored.
Research consortium between Cleveland State, YSU, and Cleveland Natural History museum regarding death	in discussion phase with anthropologists from other institutions as well as history, anthropology, and geography at YSU

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records, public health, and socio-economic class	

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APPLIED ECONOMICS (BACHELOR'S)

PROGRAM PITCH:

The MS in Business Analytics at the Williamson College of Business Administration equips students with expertise through hands-on training and applied learning in data visualization, interpretation, and communication; predictive modeling; applied business and economic research; and strategic decision making. The curriculum ensures students gain technical and analytical competencies using AI tools, Python, and Tableau. Students learn to formulate data-driven strategies and apply data modeling to solve complex business and economic problems. The program also strengthens communication skills, ensuring graduates can effectively present analyses to business leaders and policymakers and translate findings into actionable insights. Graduates of the MS in Business Analytics bring analytical expertise, policy insight, and strategic thinking to careers in business, government, and nonprofit sectors. Whether shaping economic policy, forecasting market trends, or optimizing business strategies, they are ready to make an impact with market relevant skills and capabilities.

SMART GOALS

Goal	Action
3.1 Offer Market-relevant and in-demand programs	By spring 2025, change the degree name to Business Analytics The change in degree name will reflect the focus of the revised curriculum. By spring 2025, use available market research data and revise the program that is market relevant. The data will allow us to make an informed judgment regarding the direction of the program. By Fall 2026, increase enrollment to 25 students by pursuing marketing and recruitment partnerships. This will allow for a sustainable master's program.

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1.4 Increase Online Learning Opportunities	By spring 2025, submit the program changes for approval by the state to deliver the program 100% online. We want to change the modality of the program to make it more accessible to working professionals. By spring 2026, utilize the formal course development process to ensure 100% of the courses meet Quality Matters Standards. By Fall 2026, deliver 100% of the courses in the program in an accelerated online format. This is the end goal of curricular changes and will ensure we can successfully deliver the program.	
3.3 Establish Faculty as a Source of Expertise	1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Economics, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Economics who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Economics will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Economics engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded	

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	activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.	
1.1 Modernize curriculum	In spring 2025, identify specific courses in the curriculum that need to be replaced to better fit the business analytics program. Change 40% of the curriculum to incorporate these courses. The change modernizes the curriculum and is more attractive to business professionals. By Fall 2025, update the titles and content of some existing analytics courses. The course catalogue in fall should reflect these changes. These updates should make the courses more accessible for business professionals with diverse backgrounds. By Fall 2026, update 100% of the content for implementation in the teaching rotation. The courses should have content and tools that are relevant to the Business Analytics program.	

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2.1 Enhance digital literacy and technological proficiency	By fall 2025, incorporate industry best tools for Business Analytics program, such as Tableau and AI. The successful competition of the coursework will allow us to measure the progress. These tools provide students with tools that are widely used in business applications. By Spring 2026, further expand the technological tool portfolio in the program to advanced Excel and Python. The successful competition of the coursework will allow us to measure the progress. These tools provide students with tools that are widely used in business applications. By fall 2026, facilitate professional development and training in the relevant technological tools for all the faculty teaching in the Business Analytics program. Successful competition will be measured by the certifications earned. This will allow the faculty to stay up to date with the most relevant technological tools used in the program.

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ART EDUCATION (BACHELOR'S)

PROGRAM PITCH:

Youngstown State University's BSE in Art Education is dedicated to the education and training of fine artists/design educators with a focus on development of both conceptual and technical expertise and the teacher education training required to gain teacher licensure and be effective P-12 educators. The program shares its mission with that of the broader university to establish a student-centered learning environment that empowers students to discover, disseminate and apply their creativity while embracing the principles of diversity, equity, and inclusion. Through coursework in studio art, design, and educational pedagogy, the program seeks to help each student unlock her/his potential and be effective educators for the next generation.

SMART GOALS

Goal	Action
Programmatic Changes to Achieve Curriculum Optimization, Efficiency, and Enrollment Improvement	1. Embark on programmatic changes to achieve curriculum optimization and efficiency. 2. Trim down graduation curriculum requirements and retool courses to promote efficiency and program competitiveness. 3. Address NASAD recommendations towards BFA in Art Education degree 4. Address enrollment concerns outlined in the Provost's APEEI ratings for art education
Transition the BSE in Art Education to a BFA in Art Education	1. Work with faculty to ensure that we can meet NASAD's (National Association of Schools of Art & Design) guidelines and standards for the BFA in Art Education 2. Consult with Cliffe College leadership 3. Consult with representatives from the Beeghly College of Liberal Arts, Social Sciences, & Education (BCLASSE) regularly to clarify responsibilities relative to upcoming CAEP (Council for the Accreditation of Educator Preparation) accreditation 4. Submit to ODHE for review and approval 5. Submit for NASAD plan and final approval

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	Complete transition of the BSE in Art Education from Beeghly College to Cliffe College	1. Work with Beeghly College Teacher Ed program representatives to ensure that all necessary pieces are in place to continue serving the students seamlessly through their student teaching experience – determine exactly what the relationship will be with Beeghly moving forward relative to student teaching placement 2. Work with Dana School of Music (DSM), Music Education faculty to identify areas where we can benefit from shared resources 3. Prepare webpage with application forms for upper division status and student teaching 4. Transition all forms from Beeghly College to Cliffe College 5. Work with Dana School faculty to streamline curricular offerings for Music and Art Ed students 6. Continue to work with the DSM colleagues to determine whether we should opt out of CAEP

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ASSOCIATE OF ARTS (BACHELOR'S)

PROGRAM PITCH:

The Associate of Arts degree at YSU is dedicated to empowering students with a robust foundation in the liberal arts. We strive to cultivate critical thinking, effective communication, and a lifelong love of learning. Our mission is to provide a versatile and comprehensive education that prepares students for diverse career paths and further academic pursuits. Through personalized guidance and a supportive learning environment, we aim to inspire our students to achieve their full potential and make meaningful contributions to their communities and beyond.

This two-year degree encompasses general education courses, a concentration of the humanities, social sciences, or natural sciences, and elective hours. The Associate of Arts (AA) degree allows students to: a) increase their earning potential or increase their level of responsibility within a current position; b) complete YSU's Ohio transfer module (OTM) which ensures coursework will transfer to another state institution within Ohio; c) serve as a short-term goal on their way to a baccalaureate level degree; and d) earn a degree using courses already completed.

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SMART GOALS

Goal	Action
Improve YREC student completion and outcomes.	Engage with YREC leadership to discuss YREC student needs and challenges. Spring 2025 Establish annual meetings to strategize about ongoing problems and opportunities, including faculty and program coordinators. Summer 2025 and beyond Identify links between AA coursework and majors of interest to YEC students, fall/spring 25/26. Collaborate with YREC to design and implement YREC specific majors fairs, based on student interest, fall 26

ATHLETIC TRAINING (MASTER'S)

PROGRAM PITCH:

The Master of Athletic Training (MAT) program at Youngstown State University (YSU) is committed to providing an innovative, rigorous, and individualized educational experience. Our approach is designed to prepare students to become holistic healthcare providers equipped with the skills, knowledge, and confidence to deliver high-quality healthcare across the full spectrum of athletic training practice. The MAT program emphasizes patient-centered care, interprofessional collaboration, critical thinking, and leadership, fostering a learning environment that supports both the academic and clinical growth of each student.

Our program is dedicated to teaching excellence by incorporating innovative classroom approaches that engage students in active learning, challenging their critical thinking abilities to become effective clinical decision-makers. We encourage peer learning, promoting mutual growth through shared experiences, and provide state-of-the-art simulated healthcare experiences that mirror real-world clinical athletic training healthcare. We foster a culture of teamwork through collaborative interprofessional learning, preparing students to work with professionals from diverse healthcare disciplines. Our expert faculty bring specialized knowledge in acute care, advanced medical procedures, orthopedic evaluations, therapeutic interventions, and leadership. We offer quality clinical learning opportunities by providing personalized clinical guidance from expert preceptors, ensuring tailored support in developing clinical skills. Our program includes multifaceted clinical experiences, allowing students to gain experience across various healthcare and athletic training settings. Students interact directly with our medical director in both classroom and clinical environments, enhancing their understanding of healthcare delivery and practice. Through strong connections with preceptors, students have valuable opportunities for career development and job placement. Additionally, we expose students to telemedicine, helping them understand the rapidly evolving landscape of healthcare delivery.

In the areas of scholarship and research, our faculty are dedicated to advancing the field of athletic training through presentations and publications at local, regional, and national levels. They focus on completing scholarly products with research agendas that include orthopedic evaluation methods, intervention strategies, experiential learning, clinical education, and entrustment principles. Students engage in capstone research projects that address clinical questions to improve practice, with their contributions encouraged for publication to elevate their academic profiles. Faculty

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also collaborate with colleagues from other universities and mentor doctoral students, fostering a dynamic research culture.

Our vision for the future includes several exciting initiatives. We plan to explore the possibility of creating a Residency Track Program in partnership with the athletics department, enabling students to gain advanced clinical training in specialty areas. We also envision the development of a Doctorate in Athletic Training (DAT), providing opportunities for athletic training professionals to pursue advanced clinical practice skills and administrative leadership. Faculty research agendas will align with supporting PhD students interested in research and academic careers within athletic training.

We are committed to exploring innovative delivery options for the MAT curriculum, including hybrid learning options, to meet the changing needs of future students and the directions of higher education. Our goal is to increase enrollment and access to the program attracting a multifaceted and talented pool of students to our program. Additionally, we aim to elevate community healthcare by providing services that support safe and effective physical activity participation, particularly with underserved populations.

SMART GOALS

Goal	Action

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Increase and enhance program marketing.	Specific: Redesign and update the program webpage to include current information about courses, faculty, student testimonials, and career outcomes. Post regular content to the program's social media channels, including student achievements, events, and program highlights. Begin a YouTube channel focused on student learning in the classroom and clinic. Measurable: Achieve a 10% increase in webpage visits within six months of updating. Increase by 20% by the end of AY 2026 Maintain steady visibility numbers through the AY 2027-2028 year. Increase social media followers by 15% and engagement (likes, comments, shares) by 25% by the end of the 2026 AY Achievable: Collaborate with BCHHS recruitment coordinator and the university's web design team and gather updated content from faculty and students. Utilize students to engage and create social media content. Relevant: Ensure prospective students can easily find program information, improving recruitment efforts. Attract prospective students and engage current ones by showcasing the program's community and achievements. Time-bound: Complete the webpage updates by March 31, 2025. Elevate the social media presence progress by the end of the 2026 AY.

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Increase student and program presence in the Youngstown Community.	Specific: Organize or participate in community events annually (e.g., health fairs, school presentations, community service projects, and/or volunteer opportunities). Measurable: Track the number of events and student participants, aiming for an increase in community involvement compared to the previous year. Year 1: 2 Year 2: 2-3 Year 4: 3 Year 5: 3-4. Achievable: Partner with local organizations to identify opportunities for student engagement. Relevant: Strengthen community ties and increase the visibility of the program in Youngstown. Time-bound: Implement the plan by August, 2025, with the first event occurring by December 2025.

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Increase institutional partnerships and articulation agreements.	Specific: Establish formal articulation agreements and partnerships with institutions and conduct at least one recruitment presentations at partner institutions each year. Offer an increased number of in-person and virtual open houses to YSU students and students from partnering institutions. Measurable: Increase the number of agreements and measure attendance at recruitment events. • Year 1: 1 partnership • Year 2: 1 partnership • Year 3: 1 partnership Achievable: Work with the university's admissions and transfer services team to streamline the process. Relevant: Enhance pathways for prospective students to transition and or enroll into the program. Time-bound: Finalize agreements by the end of the academic year, every year. With the first agreement in place by May 2026. Begin educational outreach by August 2025. Collect and assess data by the end of the 2027 AY.

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Increase programmatic enrollment	Increase Institutional Articulation Agreements and partnerships: Secure at least one new articulation agreement by May 2026. • Explore partnerships or articulation agreements with: University of Mount Union, University of Arkansas, Moorehouse State University, Grove City College, etc. Establish Relationships with Area School Districts: Build partnerships with area school districts and host two informational sessions or workshops for high school counselors and students by May 2026. Enhance Visibility: Implement a national marketing campaign, including a social media strategy, program open houses, and participation in at least two national conferences or events annually, starting May 2025. Measurable: Increase program enrollment by 20% starting with the cohort entering the program May 2025 (Year 1). • Maintain enrollment Year 2&3 • Year 4: Increase enrollment by 10% • Year 5: Increase enrollment by 10% over Year 4 • Maintain Year 5 enrollment for Year 6 & 7.

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BIOCHEMISTRY (BACHELOR'S)

PROGRAM PITCH:

The Department of Chemical and Biological Sciences at Youngstown State University is dedicated to advancing knowledge and preparing students for impactful careers in the sciences through its four major program areas: Biological Sciences, Chemistry, Biochemistry, and Forensic Science. The Biochemistry program fosters a student-centered, active learning environment, integrating hands-on access to modern instrumentation, formal laboratory coursework, and research experiences. Through this approach, the program empowers students to expand the boundaries of scientific knowledge while developing critical thinking and problem-solving skills. Graduates are equipped to become informed and engaged citizens who contribute meaningfully to the broader scientific community and society at large.

SMART GOALS

Goal	Action
Provide high quality academic courses in the traditional as well as interdisciplinary areas of chemistry and biochemistry	(1) Continue contributing to ACS accreditation, thereby ensuring that our course curriculum is of high quality in all programs (2) Continue integrating instrumentation into formal laboratory courses (3) Offer special topics courses in interdisciplinary areas of biochemistry
Provide meaningful research opportunities for students	(1) Maintain state-of-the-art instrumentation facilities and provide hands on access to these facilities to students engaged in undergraduate research (2) Encourage and inform students of internships, NSF REU programs, and other external research experiences to enhance student opportunities

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Prepare students for professional life following graduation	(1) Engage in proactive advising to help students develop an optimal curriculum for their chosen career path, whether for an industrial position or for professional or graduate school. (2) Inform students of graduate school, professional school, and job opportunities (3) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students
Increase enrollment in the biochemistry program	(1) Update program promotional materials (both on and off-line) that highlight opportunities for students in the program (2) Participate in recruiting students to the program
Obtain accreditation for the biochemistry program through the American Chemical Society (ACS) or through the Society of Biochemistry and Molecular Biology (ASBMB).	(1) Continue to offer high quality academic courses in biochemistry as well as the support courses in chemistry and biology (2) Determine eligibility of our BS Biochem program for ACS accreditation. (3) Alternatively, collect data and prepare documentation required by ASBMB for accreditation.
Provide wraparound support to BS Biochemistry students on BaccMed track to prepare them for medical school admission	(1) Provide opportunities for student development related to careers in medicine (2) Mentor students through the early assurance process to partner medical schools (3) Support MCAT preparation through honors MCAT preparation seminar

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BIOLOGICAL SCIENCES (MASTER'S)

PROGRAM PITCH:

Through the implementation of our 'teaching through research' mission, the Master's in Biology program provides graduates with the tools to excel both in the workforce or in future doctoral or professional studies. Through hands-on training, whether in the field engaged in ecological research or in the lab using state-of-the-art instrumentation to understand biology at a molecular level, this experience will enable students to gain high level insights into the cutting-edge biology of both today and well into the future.

Pitch: The Masters of Science in Biological Sciences program at YSU provides graduates with the tools to excel in both the workforce or in future doctoral/professional studies. Through hands-on training our thesis students learn how to collect and analyze biological data, read and write scientific literature, give presentations on novel results, and conduct laboratory instruction. The program integrates cutting-edge technology with traditional scientific techniques, as well as offering real-world experience through internships for non-thesis students. Areas of faculty expertise are also diverse, ranging from cellular/molecular biology to biomechanics and field ecology, though the real strength of the program is 3:1 student-to-faculty ratio, allowing for personalized mentoring and career skills development. Nearly 90% of our alumni matriculate to the jobs or academic programs of their choice.

SMART GOALS

Goal	Action
GOAL: Maintain a high quality experience for MS students in their roles as both students and teachers.	(1) Offer high quality academic graduate courses in several traditional areas as well as interdisciplinary areas of biology (2) Provide training, support, and feedback as new students entering the MS program transition into their new role as teaching assistants

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GOAL: Provide cutting edge research opportunities for students	(1) Maintain state-of-the-art instrumentation facilities and provide hands on access to these facilities to students engaged in research (2) Encourage and support biology division faculty to pursue research projects that are fundable by highly competitive external grant agencies such as NSF, NIH, EPA, DOE, State Dept. of Health, and others
GOAL: Prepare students for professional life following graduation	(1) Encourage and assist students in disseminating results through professional meetings and/or peer-reviewed publications to enhance their competitiveness for industrial positions or Ph.D. graduate programs or professional schools (2) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students
GOAL: Increase enrollment in the Biological Sciences Masters Program	(1) Encourage faculty to seek funding to support MS students (2) Increase the teaching assistantship stipend to make it more competitive with peer institutions, possibly through offering a summer stipend (3) Engage in proactive recruiting, including encouraging faculty to deliver recruitment/research seminar at other universities and travel to collect data in collaboration with other leading scientists in each respective field.
GOAL: Maintain or increase the areas of faculty expertise found in the Biological Sciences	Increase full faculty strength in areas such as Anatomy, Physiology, Cell Biology, Immunology or Botany where expertise has been or will be lost through faculty retirement, resulting in maintaining a wide range of educational & research opportunities for our students

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BIOLOGY (BACHELOR'S)

PROGRAM PITCH:

The Biology program at Youngstown State University, housed within the Department of Chemical and Biological Sciences, is dedicated to advancing knowledge and fostering student success through a dynamic, student-centered learning environment. With a strong emphasis on active learning, the program integrates hands-on access to modern instrumentation, formal laboratory coursework, and research experiences to provide students with a comprehensive understanding of biological sciences. Through this approach, the program prepares students to expand the boundaries of scientific knowledge, develop critical-thinking and problem-solving skills, and contribute meaningfully as informed citizens in the broader community. Graduates are equipped to pursue advanced education or careers in diverse scientific fields, making a lasting impact on society.

SMART GOALS

Goal	Action
Maintain a high quality undergraduate curriculum	(1) Offer high quality academic courses in a variety of areas central to Biology (2) Update the physiology lab with new computers and software to better meet the needs of students. (3) Review and update learning outcomes and objectives for each course being sure they collectively support programmatic goals.
Provide meaningful research opportunities for students	(1) Maintain state-of-the-art research facilities and provide hands on access to these facilities to students engaged in undergraduate research (2) Maintain and update our equipment base, and rebuild the greenhouse to provide students with access to invertebrates, vertebrates, plants, protozoa, bacteria, fungi and other materials and instrumentation required for student hands-on research and learning opportunities (3) Systematically integrate student hands-on research and learning opportunities into the program curriculum.

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Prepare students for professional life following graduation	(1) Engage in proactive advising to help students develop an optimal curriculum for their chosen career path (2) Inform students of graduate school opportunities (3) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students
Increase the areas of expertise in the Biological Sciences Division	(1) Replace full-time faculty members who have retired or are no longer at YSU in order to provide wider educational opportunities for our students. (2) Strengthen and establish partnerships with area health organizations in biomedical research and other areas.
Provide wraparound support to BS Biology students on BaccMed track to prepare them for medical school admission	(1) Provide opportunities for student development related to careers in medicine (2) Mentor students through the early assurance process to partner medical schools (3) Support MCAT preparation through honors MCAT preparation seminar
Develop new certificate and associate degree programs to provide more avenues for student advancement	(1) Assess the need for certificate programs in particular areas. Verify student demand and market for Associates Degree. (2) Devise and implement a 60 semester hour program for an associate degree in biological sciences. Seek university/state approval.

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BUSINESS ADMINISTRATION (ASSOCIATE)

PROGRAM PITCH:

The Williamson College of Business Administration offers an Associate of Arts in Business Administration, designed for working professionals and those looking to enhance their business expertise. This flexible, career-focused program combines business tool courses, upper-level coursework, equipping students with practical skills for career advancement. Graduates gain industry-relevant skills for roles such as administrative assistants, sales representatives, customer service specialists, marketing assistants, and HR assistants. With a strong foundation in business operations and decision-making, this program prepares students to advance in their careers or continue their education. The degree also provides a seamless pathway to a BSBA, with most courses applying directly to the bachelor's program, making it easy for students to further their education.

SMART GOALS

Goal	Action

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3.3 ESTABLISH FACULTY AS A SOURCE OF EXPERTIS	in Associate of Arts in Business Administration, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Associate of Arts in Business Administration who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Associate of Arts in Business Administration will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Associate of Arts in Business Administration engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.

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1.4 INCREASE ONLINE LEARNING OPPORTUNITIES	1. By each academic year, the Associate of Arts in Business Administration program will increase the number of classes offered online. Success will be measured by tracking enrollment growth in online courses and expanding offerings based on demand.	

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BUSINESS ADMINISTRATION (BACHELOR'S)

PROGRAM PITCH:

The BSBA in Business Administration at the Williamson College of Business Administration prepares students to lead, strategize, and drive impact in the private, public, and nonprofit sectors. Through hands-on experiences like internships, consulting projects, and business simulations, students develop the analytical, problem-solving, and leadership skills that set them apart. This program is action-oriented around essential business functions that equip students with comprehensive industry-standard tools including Excel and Tableau, as well as collaboration technologies used in today's workplace, such as Microsoft 365. Global business projects like X-Culture offers access to international markets and cross-cultural collaboration, and available certificates in analytics and digital marketing enhance their marketability. Events like Meet the Employer's Day and the Professional Development Summit connect students with top employers and industry leaders, creating valuable career and networking opportunities. Personalized advising, career coaching, and mentorship provide the guidance needed to align academic experiences with career goals. Faculty expertise in business strategy, analytics, and leadership ensures students gain insights that reflect current trends and challenges. Graduates enter the workforce ready to make an immediate impact in a range of areas including corporate leadership, consulting, entrepreneurship, and nonprofit leadership. With the skills, experience, and confidence to succeed, they are prepared to thrive in today's dynamic business environment.

SMART GOALS

Goal	Action

draft

3.3 ESTABLISH FACULTY AS A SOURCE OF EXPERTISE	1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Business Administration, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Business Administration who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Business Administration will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Business Administration engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.

draft

1.4 INCREASE ONLINE LEARNING OPPORTUNITIES	1. By Fall 2026, the Business Administration program will ensure 100% of degree requirements for Business Administration can be completed fully online in an accelerated format, providing completer students (age 25 and older with prior college credit) with a clear and accessible pathway to graduation. 2. By Spring 2025, the Business Administration program will develop a strategic and efficient scheduling plan for accelerated online courses by Spring 2025. Achievability relies on having sufficient faculty to meet current demand for courses, and the additional online sections that are required. 3. By Fall 2025, the Business Administration program will hire 3 faculty to support the BSBA across majors, including to support online course delivery and meet instructional needs for the accelerated program. 4. By Spring 2025, the Business Administration program will start the development of accelerated online courses through a formal instructional design process. 5. By Spring 2025, the Business Adminstration program will gather faculty input to identify the essential skills and technologies needed for effective teaching in accelerated and online formats. 6. By Spring 2026, the Business Adminstration program will equip faculty with the necessary skills and technologies to effectively teach in accelerated and online formats. 7. By Fall 2025, the Business Administration program will develop at least 3 courses in an accelerated online format for each 7-week session. Achievability depends on facutly resources. The increase in online sections, particularly with the RisePoint initiative, will necessitate the addition of more faculty with online teaching experience.
2.2 INTEGRATE INDUSTRY-RECOGNIZED CERTIFICATIONS	1. By Spring 2026, the Business Administration program will embed EXCEL and Tableau certifications into at least 2 courses, ensuring that all Business Administration students have the opportunity to earn the certification(s) before graduation. Achievability depends on additional financial resources. This will necessitate the addition/increase of course fees as well as securing other sustainable funding sources.

draft

BUSINESS ADMINISTRATION (MASTER'S)

PROGRAM PITCH:

Take your career to the next level with our AACSB-accredited Master of Business Administration (MBA). Designed for driven professionals, career advancers, and changers, our MBA provides affordable tuition, flexible admission pathways, and a comprehensive business education that builds expertise in strategy, leadership, and decision-making. For those looking to specialize, we offer industry-focused specialization in healthcare management, marketing, human resources, and organizational leadership—equipping graduates with targeted skills to stand out in competitive fields. As the largest graduate program at the university, we fuel workforce development, sharpen strategic thinking, and prepare students to lead with confidence. This isn't just an education—it's your launchpad to reach your leadership and career goals.

SMART GOALS

Goal	Action

draft

3.3 ESTABLISH FACULTY AS A SOURCE OF EXPERTISE	1. By Fall 2025, and annually thereafter, ensure 100% of faculty teaching in the program meet or exceed AACSB qualification standards for Scholarly Academics (SA) or Practice Academic (PA) or Instructional Practioner (IP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure MBA faculty who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure MBA faculty will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of MBA faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.

draft

1.4 INCREASE ONLINE LEARNING OPPORTUNITIES	1. By Spring 2026, collaborate with the graduate school to assess the feasibility of implementing a performance-based admission pathway for the MBA program, providing opportunities for individuals with an undergraduate GPA below 2.5 but significant work experience. This assessment will define key criteria and explore the graduate school's ability to offer access to a limited set of courses for applicants to demonstrate their readiness for the program.
3.1 OFFER MARKET-RELEVANT AND IN-DEMAND PROGRAMS	1. By Spring 2026, collaborate with another graduate program within the college to develop a complementary program to the MBA, enabling shared course offerings. This collaboration will expand elective options for OMBA students in the growing, high-demand field of Business Analytics while ensuring an efficient and scalable course delivery model. The effort will identify mutually beneficial courses, streamline integration, and establish a framework for cross-program enrollment in a select number of courses by Fall 2026.

draft

BUSINESS ANALYTICS & ECONOMICS (BACHELOR'S)

PROGRAM PITCH:

The BSBA in Business Analytics & Economics at the Williamson College of Business Administration equips students with the data analytics, economic analysis, and strategic problem-solving skills needed in today's economy. With a hands-on, industry-driven curriculum, students gain expertise in data visualization, statistical modeling, and machine learning using tools like Tableau, Power BI, and Advanced Excel. Applied projects, economic policy analysis, and AI-powered research prepare them to solve complex business challenges. Internships with government, national, and regional employers—including the FDIC, the Ohio Small Business Development Center at YSU, and Youngstown's Economic Action Group—provide students with direct industry exposure. Networking opportunities through the Paul J. Thomas Lecture Series, Economics Club, and faculty-led research connect students with industry leaders, alumni, and policymakers, expanding career pathways. With a strong focus on regional economic development, faculty and students play an active role in shaping economic policies and business strategies, partnering with organizations like Eastgate Regional Council of Governments and Lake to River Economic Development to support economic and workforce development initiatives, ensuring students graduate with real-world experience and in-demand skills. Graduates enter the workforce career-ready, data-driven, and strategically minded, prepared for roles in economic research, data analytics, financial services, and policy development—making an immediate impact in their organizations and communities.

SMART GOALS

Goal	Action

draft

1.4 Increase Online Learning Opportunities	1. By Fall 2026, the Business Analytics and Economics program will ensure 100% of degree requirements for the BSBA in Business Analytics and Economics degree can be completed fully online in an accelerated format, providing completer students (age 25 and older with prior college credit) with a clear and accessible pathway to graduation. 2. By Spring 2025, the Business Analytics and Economics program will develop a strategic and efficient scheduling plan for accelerated online courses by Spring 2025. Achievability relies on having sufficient faculty to meet current demand for courses, and the additional online sections that are required. 3. By Spring 2025, the Business Analytics and Economics will start the development of accelerated online courses through a formal instructional design process. 4. By Spring 2025, the Business Analytics and Economics program will gather faculty input to identify the essential skills and technologies needed for effective teaching in accelerated and online formats. 5. By Spring 2026, the Business Analytics and Economics program will equip faculty with the necessary skills and technologies to effectively teach in accelerated and online formats. 6. By Fall 2025, the Business Analytics and Economics program will develop at least two courses in an accelerated online format for each 7-week session.
1.1 Modernize curriculum	By Spring 2026, the Business Analytics and Economics program will revise all courses to integrate AI tools. Updates will be made based on alumni feedback and employer insights.
2.4 Facilitate Practical Work Experiences and Placements	By Spring 2026, the Business Analytics and Economics program will integrate three real-world consulting projects into coursework, giving students hands-on experience with industry clients

draft

3.3 Establish Faculty as a Source of Expertise	1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Economics, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Economics who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Economics will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Economics engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.

Draft

3.4 COLLABORATE WITH INDUSTRY & COMMUNITY ORGANIZATIONS	By every semester, the Business Analytics & Economics program will identify at least three potential speakers from local industry and community organizations to share real-world experiences with students. Success will be measured by maintaining a consistent speaker pipeline and conducting semester-end evaluations to refine outreach strategies. This initiative enhances experiential learning by connecting students with industry professionals, requiring dedicated staff effort, established industry networks, and appropriate budget allocations (some from the Thomas Endowed Chair) for speaker engagement.

draft

CHEMICAL ENGINEERING (BACHELOR'S)

PROGRAM PITCH:

Our Bachelor's Degree in Chemical Engineering program equips students with critical thinking, problem-solving skills, and a commitment to lifelong learning to excel in the chemical process industry and related fields. Through diverse educational opportunities with hands-on laboratory activities, capstone projects, and rigorous curriculum, we prepare students to develop an in-depth knowledge in various chemical engineering topics and apply it across numerous chemical engineering fields. Through our collaboration with local companies, such as Yellowstone Industrial and Ergon, students gain real-world experience in state-of-the-art labs and internships. The program integrates cutting-edge technology and innovation, preparing graduates for high-demand roles in fields like pharmaceuticals, food production, and oil and gas refining. With a strong 80% employment rate upon graduation, our alumni go on to work with companies like Smuckers, BASF, and Occidental Petroleum.

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SMART GOALS

Goal	Action
Increase the number of students completing internships by the end of the 2026 academic year by 20%, by strengthening partnerships with local businesses and encouraging the use of STEM Professional Services.	1. Encourage Sophomores and Juniors to actively seek out Internships. 2. Encourage Sophomores and Juniors to actively participate in Dinner with Industry, hosted by the Society of Women Engineers, and the STEM Expos in Fall and Spring semesters.
Increase the number of students by 20% enrolled in the 4+1 Bachelor's/Master's degree option by the end of the 2026 academic year.	1. Inform Sophomores and Juniors of the option, encouraging them to explore the opportunity. 2. Provide information about scholarships to help students interested in the 4+1 Master's fund their additional year of education.
Develop a Petroleum Engineering Minor that any Engineering program student can enrolled in by the end of the 2026 academic year, to allow	1. Hiring a Tenure-Track faculty member and providing an environment for that hire to create the program. 2. Provide teaching equipment for class demonstration purposes, if needed.

for the development of knowledge alongside all engineering fields.	
Ensure enrollment in the Petroleum Engineering Minor by the end of the 2027 academic year by informing the students in Freshman and Sophomore Level Engineering courses of the option and encouraging them to explore the possibility.	1. Information students in Freshman and Sophomore Level Engineering courses of the available option and encourage them to explore the possiblity. 2. Provide information about jobs and potential locations for Petroleum Engineering during the Freshman Orientation courses, to allow for additional understanding of the minor.
Expand the Chemical Engineering Graduate Program by 10%	1. Added 4+1 Accelerated Master's Program 2. Develop new graduate-level courses with the latest technology advances 3. Continue to submit proposals to fund additional graduate students 4. Continue supporting recruitment of graduate students

draft

CHEMICAL ENGINEERING (MASTER'S)

PROGRAM PITCH:

The Master of Science in Chemical Engineering program at Youngstown State University provides advanced educational and research opportunities to prepare students for leadership roles in the chemical process industry and related fields. Through a multidisciplinary curriculum and close faculty mentorship, the program equips students with specialized expertise, research capabilities, and professional skills to excel in diverse engineering disciplines.

Students gain depth of knowledge in their chosen focus areas, develop innovative ideas, and conduct impactful research while enhancing technical writing and oral communication skills. Graduates are prepared to adapt to and drive technological advancements, lead ethically in innovative fields, and make meaningful contributions to their communities and professions.

draft

SMART GOALS

Goal	Action
Expand the Chemical Engineering Graduate Program by 10%	1. Added 4+1 Accelerated Master's Program 2. Develop new graduate-level courses with the latest technology advances 3. Continue to submit proposals to fund additional graduate students 4. Continue supporting recruitment of graduate students 5. Hire additional faculty to oversee thesis research.
Increase the number of students enrolled in the 4+1 Bachelor's/Master's degree option by the end of the 2026 academic year.	1. Inform Sophomores and Juniors of the option, encouraging them to explore the opportunity. 2. Provide information about scholarships to help students interested in the 4+1 Master's fund their additional year of education.
Expand research opportunities for graduate students	1. Hiring a Petroleum Engineering Tenure-Track faculty member and providing an environment for that hire to develop their research area. 2. Provide Petroleum Engineering equipment for research purposes. 3. Hire additional faculty to oversee thesis research and open up research opportunities

Improve current curriculum by adding the newest information, technologies, and include research components	1. Continuously update elective to ensure depth of knowledge is achieved. 2. Provide release time to faculty teaching graduate courses to ensure they are able to update the courses and review the newest material. 3. Provide funding to purchase new technologies and lab equipment, as needed.
Increase the publication requirement for thesis option students by 5%. Allow for publication for non-thesis option student projects, if possible.	1. Provide release time to faculty working with thesis students to ensure they are able to properly supervise the research projects and read the manuscript in a timely manner. 2. Hire additional faculty to oversee thesis research and open up research opportunities

draft

CHEMISTRY (BACHELOR'S)

PROGRAM PITCH:

"The Department of Chemical and Biological Sciences at Youngstown State University offers four undergraduate programs: Biological Sciences, Chemistry, Biochemistry, and Forensic Sciences. Committed to a student-centered approach, the department fosters active learning through hands-on access to modern instrumentation, formal laboratory coursework, and immersive research experiences. This combination of rigorous academic training and practical application equips students with critical-thinking and problem-solving skills, preparing them to become informed citizens and leaders in their fields.

The Chemistry program exemplifies the department's 'teaching through research' philosophy, combining the research opportunities of a large Ph.D.-granting institution with the personalized attention of a small liberal arts college. Students benefit from access to state-of-the-art research-grade instrumentation and a weekly seminar series featuring renowned researchers from universities worldwide. These seminars provide students with direct exposure to cutting-edge research and opportunities to connect with graduate programs, enhancing their competitiveness for top jobs and advanced studies.

By integrating innovative teaching, interdisciplinary research, and global engagement, the department advances the boundaries of scientific knowledge while inspiring students to make meaningful contributions to their communities and professions."

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SMART GOALS

Goal	Action
Maintain a high quality undergraduate curriculum that continues to meet the requirements for ACS (American Chemical Society) accreditation.	(1) Offer high quality academic courses in the traditional as well as interdisciplinary areas of chemistry (2) Integrate instrumentation into formal laboratory courses

Provide meaningful research opportunities for students	(1) Maintain state-of-the-art instrumentation facilities and provide hands on access to these facilities to students engaged in undergraduate research (2) Encourage and inform students of internships, NSF REU programs, and other external research experiences to enhance student opportunities (3) Maintain core group of tenure track faculty engaged in research to mentor research students.
Prepare students for professional life following graduation	(1) Engage in proactive advising to help students develop an optimal curriculum for their chosen career path, whether for an industrial position or for professional or graduate school. (2) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students
Increase enrollment in Chemistry	(1) Update Program promotional materials (both off- and on-line) that highlight opportunities for students in the Program (2) Explore Certificate Programs, such as Chemical Technician or Chemical Hygiene Officer (3) Explore new interdisciplinary Bachelors tracks, such as Materials Chemistry, and reach out to local materials-related ventures to assess the potential value of the track
Optimize efficiency of laboratories for undergraduate teaching and research needs	(1) Submit plans and funding requests for needed renovations (2) Renovate and repurpose laboratories currently used for Organic and Quantitative Analysis

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CHEMISTRY (MASTER'S)

PROGRAM PITCH:

Through the implementation of our 'teaching through research' mission, the Master's in Chemistry program provides graduates with the tools to excel both in the workforce or in future doctoral or professional studies. By providing hands-on training in our state-of-the-art instrument facilities along with research and literature-focused coursework, students gain insights into the chemistry of both the present and the future of the field.

SMART GOALS

Goal	Action
GOAL: Optimize efficiency of laboratories for graduate teaching, learning, and research needs	(1) Submit plans and funding requests for needed renovations (2) Renovate and repurpose laboratories currently used for Organic Chemistry and Quantitative Analysis, enabling more efficient use of other labs for research
GOAL: Maintain a high quality experience for MS students in their roles as both students and teachers.	(1) Update curriculum for all graduate level courses by Spring 2026 to include critical reading of current literature linked with student assessment in both scientific writing and presentation assignments. (2) Provide training and support to new MS program students to facilitate their transition into teaching assistant roles. Implement a mentoring program for incoming graduate students beginning in Fall 2025.
GOAL: Creating research opportunities for students	(1) Increase the total number of active external funding proposal submissions by the faculty in the program by 20% by Fall 2027. External funding significantly enhances student research experiences by providing essential resources. (2) Assess the equipment needs of programs and department by the end of Fall 2025. Sell or repurpose outdated or unnecessary equipment and infrastructure, with the aim of reinvesting the proceeds into the maintenance and upgrading of both existing and newly acquired equipment.

draft

GOAL: Prepare students for professional life following graduation	(1) Promote and support students in sharing their findings at professional conferences and in peer-reviewed journals, aiming for at least 50% of students to present or publish their work, thereby boosting their competitiveness for industrial roles, Ph.D. programs, or professional schools. (2) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students. Have at least one event per year.
GOAL: Increase and maintan enrollment in the Chemistry Masters Program	(1) Increase total enrollment in MS and 4+1 undergrad/MS programs to a minimum of 20 students by Fall 2026. Boosting enrollment can be accomplished by enhancing the quality of the program and ramping up marketing efforts to attract students to the thesis, non-thesis, and 4+1 programs. (2) Engage in proactive recruiting, including encouraging faculty to deliver recruitment/research seminar at other universities. Conduct at least two recruiting events per year. (3) Actively promote 4+1 programs to YSU Chemistry, Biochemstry, and Forensic Science juniors to attract additional students. Prepare and distribute promotional flyers by Fall 2025.

draft

CIVIL AND CONSTRUCTION ENGINEERING TECH A (ASSOCIATE)

PROGRAM PITCH:

CCET Purpose Statement:

The YSU Civil and Construction Engineering Technology (CCET) AAS program is student-centered and is committed to providing innovative lifelong learning opportunities to students, many of whom are first generation college students. The CCET AAS program inspires individuals by cultivating a need for life-long learning and empowers students to discover, disseminate and apply their knowledge in the field by focusing on applied aspects of Civil and Construction Engineering Technology. The faculty who all have an industrial background and experience, promote research with students on relevant regional projects. Such projects advance the civic, scientific and technical development of students who can enter the workforce and make an immediate impact as entry level civil engineers and project/construction managers in this ever-changing technical field.

CCET Vision Statement:

The YSU Civil and Construction Engineering Technology (CCET) AAS and BSAS programs envisions itself as the following:

The Civil and Construction Engineering Technology (CCET) AAS and BSAS program/faculty aspire to focus on the development of students to enter the workforce as competent civil engineering technologists and project/construction managers. The CCET program continues to aspire to be committed to experimental learning with industry and the community so that students gain practical real-world experiences prior to graduation. This includes continuing to incorporate certification requirements in various courses where applicable and strive to develop inter-disciplinary curriculum pathways to further enhance employment opportunities. We continue to be aware of industry trends and constantly seek to adjust the curriculum to ensure that students are well prepared to enter the field and make an immediate impact. As an anchor institution in the region, the Civil and Construction Engineering Technology (CCET) program aspires to meet the needs of our constituents by providing well trained, highly skilled engineers. With the importance of strong infrastructure in our state, region or nationally, our CCET graduates play an ever-increasing role in the quality of life for residents of the state and the entire nation.

SMART GOALS

draft

Goal	Action
Continue gathering ETAC-ABET data.	We continually evaluate our curriculum and enhance our assessment techniques to maintain the quality of the Civil and Construction Engineering Technology (CCET) program.
Continue and enhance real-world project-based assignments	Enhance and expand our emphasis on classroom projects that are industry based.
Enhanced Marketing for the CCET program	Work with YSU marketing to consistently update the CCET digital media. This includes the YSU website as well as Instagram and Facebook
Continue to assess pathways to improve the curriculum by staying current in industry trends and enhance and expand our relationships with industry partners for employment and research opportunities	Continue to use the industry contacts of the CCET faculty to search for real-world classroom projects and industry trends which will enhance our students as prospective employees.
CCET tenure track faculty (Hire and retain thru successful tenure)	Successfully hire a qualified tenure track CCET faculty member

draft

CIVIL AND CONTRACTION ENGINEERING TECHNOLOGY B (BACHELOR'S)

PROGRAM PITCH:

The Civil and Construction Engineering Technology (CCET) Bachelor's Program at Youngstown State University is student-centered and committed to empowering students, many of whom are first-generation college students, with the knowledge and skills to thrive in the dynamic field of civil and construction engineering technology. By emphasizing applied learning, the program integrates practical coursework, hands-on experiences, and industry certifications which prepare students for immediate impact in roles such as civil engineering technologists and project/construction managers.

Faculty with extensive industrial backgrounds collaborate with students on relevant regional projects that advance technical, scientific, and civic development. The program adapts to evolving industry trends to ensure that graduates are equipped with the expertise to lead large-scale projects, enhance infrastructure quality, and address the technical challenges of the future. As a regional anchor institution, the CCET program contributes to the economic and societal prosperity of the state and nation by producing well-trained, highly skilled professionals who improve the quality of life through their work in infrastructure and construction.

draft

SMART GOALS

Goal	Action
Maintain curricular excellence and currency based on input from our constituents and IAB committee.	We continually gather data from our courses each academic year in order to maintain our ETAC-ABET accreditation. This data is compiled in an annual report.
Continue gathering ETAC-ABET data.	We continually evaluate our curriculum and enhance our assessment techniques to maintain the quality of the Civil and Construction Engineering Technology (CCET) program.
Advanced Hydrology course in Civil & Construction Engineering Technology course	We propose to develop a course that features the use of techniques of adnanced hydrology in the field of engineering. This course was offered for the first time spring 2025. We are going to add it as an elective in the BSAS program.

Continue and enhance real-world project-based assignments	Enhance and expand our emphasis on classroom projects that are industry based. This is to be done in CCET 4884 (Civil/Structural Capstone) at a minimum which is offered once a year and in each CCET 4890 (special topics in CCET) course.
Enhanced Marketing for the CCET program	Work with YSU marketing to consistently update the CCET digital media. This includes the YSU website as well as Instagram and Facebook.
Continue to assess pathways to improve the curriculum by staying current in industry trends and enhance and expand our relationships with industry partners for employment and research opportunities	Continue to use the industry contacts of the CCET faculty to search for real-world classroom projects and industry trends which will enhance our students as prospective employees.
CCET tenure track faculty (Hire and retain thru successful tenure)	Successfully hire a qualified tenure track CCET faculty member in order to have 75% of our classes taught by full time facutly.

draft

CIVIL AND ENVIRONMENTAL ENGINEERING (MASTER'S)

PROGRAM PITCH:

Civil engineers play a vital role in shaping a better world. The graduate program in Civil and Environmental Engineering (CEE) at Youngstown State University (YSU) offers a Master of Science in Engineering (M.S. in Civil Engineering) degree. Our graduates are well-equipped to enter the workforce across all five major sub-disciplines of civil engineering: structural, transportation, geotechnical, water resources, and environmental engineering. Civil and environmental engineers leverage scientific and engineering expertise to enhance infrastructure, safeguard public health, and improve both the natural and built environment. Graduate studies in CEE provide students with advanced technical knowledge in their chosen fields while developing their ability to address complex engineering challenges within social, global, environmental, and economic contexts. Our flexible curriculum is designed to meet the unique needs of each graduate student, ensuring a well-rounded education that leads to rewarding career opportunities. Graduates secure employment within 90 days of graduation, earning an average starting salary between $75,000 and $90,000. Additionally, students gain valuable hands-on experience through internships and co-op positions, with an average hourly wage of $22.

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SMART GOALS

Goal	Action
Our goal is to increase the enrollment and research funding by 10% or more by the academic year 2025-2026.	Enrollment increase can be attained through marketing and maintaining ABET accreditation of the CE program, and engaging graduate students in research. Increase in research funding can be attained through teaching reduced course load and providing more research time to research-active faculty.

CIVIL ENGINEERING (BACHELOR'S)

PROGRAM PITCH:

Civil engineers play a crucial role in building and improving the world around us. The undergraduate Civil Engineering (CE) program at Youngstown State University (YSU) offers a Bachelor of Engineering (B.E.) in Civil Engineering through an ABET-accredited curriculum, designed for students to graduate within four years. Our program prepares students to take on challenging civil engineering roles and leadership positions in shaping communities and infrastructure. At graduation, students are well-equipped to enter the workforce across all five major sub-disciplines of civil engineering: structural, transportation, geotechnical, water resources, and environmental engineering. CE students gain hands-on experience by participating in real-world projects through the ASCE Student Chapter at YSU. They design and construct steel bridges and concrete canoes from the ground up each year, competing in regional and national competitions. In 2023, YSU's Steel Bridge Team secured second place in the National Student Steel Bridge Competition, while the Concrete Canoe Team also ranked second in the National Concrete Canoe Competition. Beyond competitions, students benefit from extensive networking opportunities through ASCE activities, professional meetings, internships, and co-ops. Over 90% of graduates secure employment within 90 days of graduation, with an average starting salary between $75,000 and $88,000. Additionally, students gain valuable industry experience through internships and co-op positions, earning an average hourly wage of $20.

SMART GOALS

Goal	Action
Our goal is to increase the enrollment and research funding by 10% or more by the academic year 2025-2026.	Enrollment increase can be attained through marketing and maintaining ABET accreditation of the CE program, and engaging undergraduate students in research. Increase in research funding can be attained through teaching reduced course load and providing more research time to research-active faculty.

draft

COMMUNICATION STUDIES (BACHELOR'S)

PROGRAM PITCH:

Modern professionals need to be adaptable, tech savvy, self-aware, emotionally intelligent, strategic, and experienced communicators. In communication, you'll learn through hands-on projects and internships in the local community that build your resume, content creation activities that help you build your professional portfolio, and courses that teach you how to use data and analytics to continuously improve messaging strategies. With a faculty-to-student ratio of 19:1, you'll get individual attention and mentorship to support your professional development, and, with our online and accelerated degree options, you can graduate faster and start your career sooner. The communication program prepares students for careers in social media, promotional messaging, sales, leading creative and collaborative teams, organizational leadership, and public communication. Our graduates lead social media teams, work in politics and community outreach, start small businesses, are media relations professionals, and become influencers.

SMART GOALS

Goal	Action
SMART goal Increase the number of internship opportunities offered through CMST partnerships by 10% within three years.	Action: Fall 2025 (and ongoing). Proactively reach out to alumni, non-profit partners, and industry contacts relevant to CMST majors for potential internship opportunities. Develop a standardized outreach template. Action: Spring 2026 (and annually). Hold internship information sessions with faculty and former interns to promote the benefits of internships and gather feedback on program effectiveness. Include sessions on resume writing, interviewing skills, and professional development. Action: Summer 2026 (and annually). Develop and implement a system for matching students with suitable internships based on their skills and interests. Create a feedback mechanism for students and employers to evaluate the internship experience. Ongoing: Maintain a database of internship providers and their requirements. Track the conversion rate of internship opportunities offered to students placed. Analyze data to identify trends and areas for improvement. Measure: Track number of new internship opportunities offered through CMST partnerships, assessing (when possible) for quality based on alignment with major, paid vs. unpaid, skill development potential, mentor availability. Track the number of students successfully placed in these internships.

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Create Applied Communication Studies BA track and a clear path for matriculation from the CMST BA to the Professional Communication MA.	Work with department faculty in 2021-2022 to draft curriculum proposal for 4+1 program for launch in Fall 2022.
Improve recruitment and retention strategies through brand enhancement, program realignment (related to above goals).	Work with faculty, administration (e.g., admissions, office of marketing and communication), others to develop comprehensive strategy (target Fall 2022).
SMART GOAL Choose a program to go online by Spring '25, carousel planned for AOP courses by Fall '25, first year of courses developed and taught by end of Spring '26.	Action: Meet as an area and determine which track will be developed first. Then, plan the carousel of courses for AOP. Action: Work with RizePoint to develop CMST 2600 development planned for Fall I 2025; CMST 2610 and CMST 3790 development planned for Fall II 2025; CMST 1500 and CMST 2655 for Spring I 2026. Action: Courses in core and social media track are planned for release for each subsequent 7-week period. Measure: Actual program and carousel completed.
Survey employers to gauge in-demand 21-century skills.	Based on input from employers and alumni, tracks will be reviewed for updating programs and courses to meet in-demand skills (target Fall 2022).
Review possible options for creating fully online CMST degree option.	In consultation with faculty and department of cyberlearning, explore feasibility and options for online-only option (target Fall 2022).

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SMART GOAL Establish a functioning Industry Advisory Board comprised of at least five communication professional alumni by Spring 2026.	Action: Fall 2025 (and ongoing). Identify and research potential alumni candidates. Prioritize alumni with relevant industry experience, leadership roles, and a demonstrated interest in supporting the CMST program. Develop a database of potential members with contact information and relevant background details. Action: Winter 2025/Spring 2026. Develop a compelling invitation packet outlining the board's purpose, responsibilities, time commitment, and benefits for members (e.g., networking opportunities, recognition). Include a draft charter or bylaws for the board. Personalize outreach to each potential member, highlighting how their expertise aligns with the program's needs. Action: Spring 2026. Conduct initial outreach (email, phone, LinkedIn) to potential board members. Follow up with personalized communication and schedule calls or virtual meetings to discuss the opportunity further. Host an informational session (virtual or in-person) for interested alumni to learn more about the board and meet faculty. Secure written commitments from at least five alumni. Confirm their participation in writing and express gratitude for their commitment. Action: Summer 2026. Onboard new board members. Provide them with all necessary materials (charter, member directory, program information). Schedule the first official board meeting. Fall 2026 (and ongoing). Hold regular board meetings (e.g., quarterly). Develop meeting agendas that focus on key strategic issues and action items. Facilitate communication and collaboration between board members and faculty. Regularly evaluate the board's effectiveness and make adjustments as needed. Explore opportunities to expand the board's membership and diversify its expertise. Measure: Secure written commitments from at least five alumni to serve on the board for a one-year term. Track attendance at board meetings and engagement in board activities (e.g., mentoring, curriculum review).

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SMART GOAL Pilot a "Communication in Action" program, consisting of at least three interactive workshops/lectures featuring industry experts, targeting local high school students and designed to promote CMST majors, by December 1, 2026.	Action: Fall 2025. Conduct market research to determine the interests and needs of target high school students related to communication studies. Develop a theme and content for the "Communication in Action" program, ensuring it aligns with student interests and showcases the breadth of the CMST field. Identify and secure at least three industry experts as guest speakers/workshop leaders. Action: Spring 2026. Develop engaging and interactive workshop/lecture formats. Create marketing materials (flyers, social media posts, website landing page) to promote the program to high schools and students. Finalize the program schedule, including dates, times, and locations for each event. Reach out to local high schools and organizations like Inspiring Minds in Youngstown and Warren to promote the program and secure student participation. Develop a targeted outreach strategy, including direct contact with guidance counselors and teachers. Leverage existing faculty connections with high schools. Explore partnerships with relevant student organizations (e.g., debate clubs, journalism clubs). Action: Summer 2026. Finalize logistics for each event, including venue booking, A/V equipment, refreshments, and materials. Train faculty and student volunteers to assist with the program. Confirm guest speaker participation and coordinate their presentations/workshops. Action: Fall 2026 (Target Date). Execute the "Communication in Action" program. Collect student data and feedback at each event. Analyze collected data to assess the program's effectiveness in generating interest in CMST. Follow up with interested students, providing them with additional information about the program and the university. Refine the program based on student feedback and data analysis for future iterations. Measure: Track attendance at each workshop/lecture. Collect student contact information and major/minor interests through a brief survey at each event. Measure the number of high school students who subsequently inquire about the CMST program or apply to the university. Gather feedback from participating students and high school counselors about the program's effectiveness.
SMART GOAL Establish partnership with a local non-profit organization and implement at least one community-engaged service-learning course approved by the University-wide community engagement committee and integrate into a	Action: Spring/Summer 2025. Identify and evaluate potential non-profit partner, considering alignment with CMST program goals and student interests. Prioritize organization where students can develop relevant communication skills. Contact potential partner and discuss service-learning project opportunities. Explore mutually beneficial projects that address the non-profit needs and provide valuable learning experiences for students. Action: Summer 2025. Formalize a partnership with the selected organization, outlining project scope, responsibilities, and deliverables. Develop detailed service-learning project plans, including learning objectives, project tasks and a timeline. Integrate these plans into the syllabi of relevant CMST course. Confirm CEL designation applications for relevant courses. Action: Fall 2025. Implement the service-learning project within the chosen CMST course. Monitor student progress and provide ongoing support and guidance. Facilitate communication and collaboration between students and the non-profit organization. Action: Post-Project (Ongoing). Collect student evaluations and assess the project's impact on student learning and the non-

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CMST course by December 15, 2025.	profit organization. Refine the service-learning project based on feedback and evaluation data for future iterations. Maintain ongoing communication with the non-profit partner and explore opportunities for future collaborations. Measure: Receive approval for community-engaged learning course; partner with non-profit organization; document service-learning project objectives and learning outcomes integrated into the course syllabus; number of students enrolled in the course; evidence of the project's impact on the non-profit organization (e.g., deliverables produced, etc.). Action: Spring/Summer 2025. Identify and evaluate potential non-profit partner, considering alignment with CMST program goals and student interests. Prioritize organization where students can develop relevant communication skills. Contact potential partner and discuss service-learning project opportunities. Explore mutually beneficial projects that address the non-profit needs and provide valuable learning experiences for students. Action: Summer 2025. Formalize a partnership with the selected organization, outlining project scope, responsibilities, and deliverables. Develop detailed service-learning project plans, including learning objectives, project tasks and a timeline. Integrate these plans into the syllabi of relevant CMST course. Confirm CEL designation applications for relevant courses. Action: Fall 2025. Implement the service-learning project within the chosen CMST course. Monitor student progress and provide ongoing support and guidance. Facilitate communication and collaboration between students and the non-profit organization. Action: Post-Project (Ongoing). Collect student evaluations and assess the project's impact on student learning and the non-profit organization. Refine the service-learning project based on feedback and evaluation data for future iterations. Maintain ongoing communication with the non-profit partner and explore opportunities for future collaborations.

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COMPUTER SCIENCE (BACHELOR'S)

PROGRAM PITCH:

The Computer Science program at Youngstown State University equips students with the technical expertise, analytical skills, and ethical grounding required to excel in the dynamic field of computing. With a comprehensive curriculum encompassing computing systems, programming languages, software engineering, artificial intelligence, operating systems, and algorithms, students gain the knowledge and practical experience needed to design, develop, implement, and test complex software solutions.

The program emphasizes adaptability, teamwork, and effective communication, preparing graduates to navigate uncertainty, embrace emerging technologies, and solve intricate problems with professionalism and integrity. In addition to fostering career readiness, the program provides a strong foundation for post-baccalaureate studies in areas such as computer architecture and the theory of computation. Graduates are equipped to make meaningful contributions to individuals, society, and the profession through innovative and responsible computing practices.

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SMART GOALS

Goal	Action
Hire 7 additional tenure-track faculty by Fall 2025.	As of Fall 2024, 336 students are enrolled with Computer Science as their primary major. The department currently has six tenure-track and tenured faculty members, including the chair, along with four lecturers—10 faculty members in total—to serve 336 Computer Science students, 273 Information Technology students, and approximately 300 MCIS students, totaling around 900 students. To achieve a 20:1 student-to-faculty ratio for Computer Science students alone, the department would need to hire seven additional faculty members.

Achive curricular alignment with industry standards and ensure student preparation for current industry needs	Obtain ABET accreditation by 2030 Short-term action items: Creating a multi-year schedule to maximize course offerings to students Long-term action items: Determining assessment needs for accreditation and integrating with current assessment. Align course objectives to assessments Start collecting student works in various core classes Hire sufficient number of faculty for a reasonable faculty-to-student ratio. Develop an Industrial Advisory Board to assist in identifying skills required in the ever-changing environment of technology.
Achive curricular alignment with industry standards and ensure student preparation for current industry needs	

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COMPUTER AND INFORMATION SYSTEMS (MASTER'S)

PROGRAM PITCH:

The Master of Computing and Information Systems (MCIS) program at Youngstown State University prepares students for advanced roles in computing sciences and information systems by providing a rigorous, interdisciplinary curriculum grounded in both theoretical and practical foundations. The program equips students with expertise in critical areas such as artificial intelligence, cybersecurity, system modeling, programming, and team collaboration, while offering opportunities to explore electives in other STEM fields to broaden their skill sets.

Designed to meet the career aspirations of students from diverse backgrounds, the program emphasizes real-world applications and encourages engagement in internships to apply learned skills in professional settings. For those pursuing research, the MCIS program fosters innovation through opportunities to explore cutting-edge topics and develop methodologies that advance the fields of computing and information technology. Committed to community engagement, the program partners with local organizations to drive technological advancement and create meaningful societal impact.

SMART GOALS

Goal	Action
Conduct assessment to improve and maintain the quality of the program	To achieve this goal, we will need to conduct assessments to current and graduated students. For current students, we will assess their performance in core courses; for graduated students, exit suvey will be conduct.

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Hire 9 more tenure-track faculty in high-demand areas in computing and information systems by Fall 2025.	Recruit new faculty members with relevant expertise who can develop new courses and maintain an active research agenda involving our graduate students. Prioritize hiring new faculty members with research specialties in networking, cybersecurity, artificial intelligence, and multimedia/scientific visualizations. Fall 2024. One tenure track faculty is hired. Multiple lecturers are hired. November 2024 update: Currently, there are around 300 students in the program and six tenure-track or tenured faculty members, including the chair. To achieve a 20:1 ratio for graduate students alone, nine additional tenure-track faculty members will need to be hired. This calculation excludes the approximately 600 undergraduate students in the Computer Science and Information Technology program, who are currently served by five tenure-track or tenured faculty, the chair, and three lecturers.
Continue to expand courses to emerging fields such as AI, Cybersecurity, Internet of Things, and Virtual Reality.	To achieve this goal, additional tenure-track faculty will need to be hired in the targeted areas.
Increase enrollment into the 4+1 programs by 20% by Fall 2026	Increase efforts to actively market this program, automate the application process, and streamline the process for students to receive credit for dual courses.
Develop an all-online MCIS program for domestic students by Fall 2028.	To achieve this goal, additional tenure-track faculty will need to be hired to allow existing faculty the time to prepare the program and courses for online delivery, as well as to teach both in-person and online classes.
Develop a PhD program in Computing and Information Systems by Fall 2030	To achieve this goal, additional tenure-track faculty will need to be hired to give existing faculty the time to prepare the program and courses, advise PhD students, and teach PhD-level courses.

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COUNSELING (MASTER'S)

PROGRAM PITCH:

Mission -The Counseling Program equips students with knowledge and skills in specialized areas of counseling. Through innovative teaching, clinical supervision, a year-long field experience and meeting CACREP-accreditation standards, we develop graduates to serve as counselors and related-professionals in addiction counseling, clinical mental health counseling, school counseling, college counseling and student affairs settings.

Vision -Through teaching, scholarship, and service, the Counseling Program faculty envisions becoming a nationally renowned leader in the development of highly skilled counselors and related professionals that meet the needs of communities in Northeast Ohio and Western Pennsylvania. We aspire to cultivate graduates who provide evidenced based interventions to help individuals achieve their fullest potential.

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SMART GOALS

Goal	Action
	The Counseling Program will meet all requirements of the new 2024 CACREP Standards by July 1, 2026 by working together with faculty, administrators, and community partners to update our program assessment, course syllabi, and overall program operation.
	Increate undergraduate enrollment in counseling courses through the development of a Counseling Minor.
	By Fall, 2025, the program will implement a dual-enrollment program such that qualified psychology majors may co-enroll in graduate in counseling and school psychology in their senior year.
Facilitate student mental health support post-Covid	Utilize grant funding to support mental health programming for all YSU students.

CRIMINAL JUSTICE (ASSOICATE)

PROGRAM PITCH:

The Associate of Applied Science in Criminal Justice (AAS in CJ) program produces practitioner-scholars for immediate employment in entry-level positions within the criminal justice system. The AAS in CJ program is highly efficient and readies our students with quality teaching, guidance from evidence-based practice, and applied community engaging opportunities while serving as a stepping stone for the Bachelor of Science in Applied Science degree in Criminal Justice (BSAS in CJ). Everything that is covered in the AAS in CJ program is accepted and counts toward the BSAS in CJ.

Program PitchOur AAS in CJ program pitch varies depending on the audience and time allotted for delivery. All of the content specified above (Purpose, Academic Focus, State/Regional/National Needs, Community Impact, and Highlight) is helpful in communicating the tremendous value of the AAS in CJ program. In bullet points, these 4 resonate:

1) Student-centered (we offer courses taught by award-winning distinguished faculty both in-person and online—showcasing flexibility and affordability)
2) Comprehensive (our courses and certificates reflect the various parts of the criminal justice system and our services respond to the complete needs of our students such as full-time advising, career development, Police Academy, therapy dog, scholarships, and research assets)
3) Timely (cutting edge curriculum and opportunity to venture on to the accelerated BSAS/MS in CJ program that enables students to earn both their undergraduate and graduate degree in criminal justice in five years)
4) Engaged (research, internships, community collaborations, and four student organizations—Alpha Phi Sigma national honor society, Criminal Justice Club, YSU Chapter of Ohio Council of Criminal Justice Education Student Scholars, and YSU Chapter of the Ohio Innocence Project)

SMART GOALS

Goal	Action
Increase the scope of curriculum based on faculty research expertise, Criminal Justice system needs, and student interest (3-5 years)	

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Increase student networking opportunities (3-5 years)	
Grow interdisciplinary focus/assets/collaboration (3-5 years)	
Increase promotion of student lifelong learning opportunities (3-5 years)	
By December 2025, visit 5 agencies in all major areas of Criminal Justice (e.g. policing, law, corrections, and victim services) for recruitment/promotion as well as to develop community engagement	Visit 5 agencies representing in all major areas of Criminal Justice (e.g. policing, law, corrections, and victim services)
By December 2025, conduct 10 interviews of AAS in CJ graduates to help foster continuous quality improvement	Conduct 10 structured interviews with graduates of the of AAS
By December 2025, complete a competitive analysis of at least 5 other associate-level programs in Criminal Justice programs by evaluating their curriculum, unique features, tuition costs, and student outcomes, and use the findings to identify opportunities for enhancing the AAS in Criminal Justice program at BCHHS.	Complete a competitive analysis of at least 5 other associate-level programs in Criminal Justice
Continue to cultivate student-centered teaching and applied research by including both items on	Strategies will include advocating for equitable faculty release time, promoting YSU resources for research development, implementing a faculty development plan, encouraging best practices in teaching, maximizing use of the Institute for Teaching and Learning, and

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	the agenda at department meetings each semester (Strategies: Advocate for faculty release time in a fair manner; Promote the resources available at YSU to develop research; Promote a faculty development plan; Promote expectations that provide faculty to learn and apply best practices; Maximize resources available to faculty for teaching, i.e. Institute for Teaching and Learning; Promote the importance of the scholarship of teaching, life-long learning, and community-engaged research (by December 2025 and ongoing after that)	emphasizing the importance of the scholarship of teaching, lifelong learning, and community-based research. Progress will be evaluated annually through faculty feedback and departmental outcomes

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CRIMINAL JUSTICE (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Science in Applied Science in Criminal Justice (BSAS in CJ) program produces practitioner-scholars who have an applied fervor to critically understand evidence-based practices on how to keep society safe while advancing justice and equality. The BSAS in CJ program readies our students with quality teaching, innovative research, and practical community engaging opportunities for entry-level positions upon graduation with ample opportunity for promotion in various areas within the criminal justice system such as policing, corrections, and courts.

Program PitchOur BSAS in CJ program pitch varies depending on the audience and time allotted for delivery. All of the content specified above (Purpose, Academic Focus, State/Regional/National Needs, Community Impact, and Highlight) is helpful in communicating the tremendous value of the BSAS in CJ program. In bullet points, these 4 resonate:

1) Student-centered (we offer courses taught by award-winning distinguished faculty both in-person and online—showcasing flexibility and affordability)

2) Comprehensive (our courses and certificates reflect the various parts of the criminal justice system and our services respond to the complete needs of our students such as full-time advising, career development, Police Academy, therapy dog, scholarships, and research assets)

3) Timely (3+3 program with Akron Law School, cutting edge curriculum, and accelerated BSAS/MS in CJ program that enables students to earn both their undergraduate and graduate degree in criminal justice in five years)

4) Engaged (research, internships, community collaborations, and four student organizations—Alpha Phi Sigma national honor society, Criminal Justice Club, YSU Chapter of Ohio Council of Criminal Justice Education Student Scholars, and YSU Chapter of the Ohio Innocence Project)

SMART GOALS

Goal	Action
Continue to keep curriculum up to date and student-centered as possible (3-5 years)	

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Increase community engagement opportunities where faculty can contribute their research expertise (3-5 years)	
Increase student-centered research opportunities (3-5 years)	
Increase student networking opportunities (3-5 years)	
Grow interdisciplinary focus/collaboration (e.g., Public Health, Social Work, FSCI, PSYC, POL, …), 3-5 years	

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By December 2025, visit 5 agencies representing in all major areas of Criminal Justice (e.g. policing, law, corrections, and victim services) to promote the BSAS in Criminal Justice, support recruitment efforts, and strengthen for recruitment/promotion as well as to develop community engagement through collaborative initiatives	Visit 5 agencies representing in all major areas of Criminal Justice
ByDecember 2025, conduct 20 structured interviews with graduates of the of BSAS in CJ program graduates to gather qualitative and quantitative feedback, to inform help foster continuous quality improvement	Conduct 20 structured interviews with graduates

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	By December 2025, complete a competitive analysis of at least 5 other bachelor-level programs in Criminal Justice programs by evaluating their curriculum, unique features, tuition costs, and student outcomes, and use the findings to identify opportunities for enhancing the BSAS in CJ program	Complete a competitive analysis of at least 5 other bachelor-level programs

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Ensure that research and student-centered teaching are prioritized in the department by including both topics on the agenda at department meetings each semester. Strategies will include advocating for equitable faculty release time, promoting YSU resources for research development, implementing a faculty development plan, encouraging best practices in teaching, maximizing use of the Institute for Teaching and Learning, and emphasizing the importance of the scholarship of teaching, lifelong learning, and community-engaged research. Among other ways, progress will be evaluated annually through faculty feedback and departmental outcomes. (by December 2025 and continuously after that)	Strategies will include advocating for equitable faculty release time, promoting YSU resources for research development, implementing a faculty development plan, encouraging best practices in teaching, maximizing use of the Institute for Teaching and Learning, and emphasizing the importance of the scholarship of teaching, lifelong learning, and community-based research. Progress will be evaluated annually through faculty feedback and departmental outcomes

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CRIMINAL JUSTICE (MASTER'S)

PROGRAM PITCH:
The Master of Science in Criminal Justice (MS in CJ) program produces practitioner-scholars who are leaders in their field guided by evidence-based practice, and propelled by an applied fervor central to YSU's mission of lifelong learning and community engagement.

Program Pitch:
Our MS in CJ program pitch varies depending on the audience and time allotted for delivery. All of the content specified above (Purpose, Academic Focus, State/Regional/National Needs, Community Impact, and Highlight) is helpful in communicating the tremendous value of the MS in CJ program. In bullet points, these 4 resonate:
1) Student-centered (we offer courses taught by award-winning distinguished faculty both in-person and online—showcasing flexibility and affordability)
2) Comprehensive (our courses and certificates reflect the various parts of the criminal justice system and our services respond to the complete needs of our students such as full-time advising, career development, Police Academy, therapy dog, scholarships, and research assets)
3) Timely (cutting edge curriculum and accelerated BSAS/MS in CJ program that enables students to earn both their undergraduate and graduate degree in criminal justice in five years)
4) Engaged (research, internships, community collaborations, and four student organizations—Alpha Phi Sigma national honor society, Criminal Justice Club, YSU Chapter of Ohio Council of Criminal Justice Education Student Scholars, and YSU Chapter of the Ohio Innocence Project)

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SMART GOALS

Goal	Action
Continue to keep curriculum up to date and student-centered as possible (3-5 years)	

Increase utilization of students with graduate assistantships (helps with professionalization, enhances faculty relationships, and fosters research as well as community engagement opportunities), 3-5 years	
Increase and tailor the scope of the curriculum based on faculty research expertise, criminal justice system needs, and student interest (3-5 years)	
Increase community engagement opportunities where faculty can contribute their research expertise (3-5 years)	
Increase student-centered research opportunities (3-5 years)	
Increase student networking opportunities (3-5 years)	

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By December 2025, visit 5 agencies representing major areas of Criminal Justice (e.g. policing, law, corrections, and victim services) to promote the MS in Criminal Justice, support recruitment efforts, and strengthen community engagement through collaborative initiatives	Visit 5 agencies representing major areas of Criminal Justice (e.g. policing, law, corrections, and victim services)
By December 2025, conduct 10 structured interviews with graduates of the of MS in CJ program to gather qualitative and quantitative feedback, to inform continuous quality improvement	Conduct 10 structured interviews with graduates of the of MS in CJ program

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	By December 2025, complete a competitive analysis of at least 5 MS-level Criminal Justice programs by evaluating their curriculum, unique features, tuition costs, and student outcomes, and use the findings to identify opportunities for enhancing the MS in CJ program	Complete a competitive analysis of at least 5 MS-level Criminal Justice programs

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CURRICULUM AND INSTRUCTION (MASTER'S)

PROGRAM PITCH:

The master's degree in Curriculum and Instruction equips educators with specialized knowledge and skills in digital teaching, literacy, or leadership. The program fosters reflective, research-based practices that promotes collaboration, advocacy, and leadership, ensuring educators are prepared to enhance student success in a rapidly evolving educational landscape.

Online, asynchronous coursework and an optional accelerated track allow practicing teachers to individualize their students' completing the degree in less than a year or longer if pressures of work interfere. Coursework focuses on practical skills and cutting sedge topics such as, AI, trauma-informed teaching, and brain-based learning. Teachers who complete this program go on to be professional leaders, guiding colleagues in school discussions where they are employed.

SMART GOALS

Goal	Action
Foster professional growth of students and graduates.	By Fall 2027 or Spring 2028 the C & I program will provide an online conference that will encourage and empower current students or graduates in the programs to provide web conference presentations and/or resources that can support attendees in professional growth and practice. Faculty in these programs will also be encouraged to provide presentations.
Increase emphasis on leadership skills in all three program tracks (literacy, digital teaching and learning, and teacher leadership).	1. By 2028 each of the 3 programs will revisit courses updating curriculum in each course that has not been updated to address 21st century teaching and learning standards: communication, collaborative, and reflective practices. 2. Each program will take one applicable course per semester starting Fall 2025.
Increase student enrollment.	1. Increase in enrollment by 2028.

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DENTAL HYGIENE (BACHELOR'S)

PROGRAM PITCH:

The Dr. Madeleine Haggerty Bachelor of Science in Dental Hygiene program at YSU is one of only two bachelor-degree programs in the state of Ohio. The BSDH program equips students with the skills to become competent, ethical, and compassionate dental hygiene professionals. Our program combines a comprehensive curriculum, hands-on training, and expert faculty to prepare graduates for five board exams and a rewarding career as a registered dental hygienist.

All students gain the necessary skills to provide preventive services, radiographs, pain control, and restorative treatments. Students gain practical experience in two fully equipped dental hygiene clinics right here on campus, collectively providing services to approximately 1,000 patients each year from the YSU community and surrounding areas. Students also engage in service learning at the Mercy Health Dental Clinic in Youngstown, Ohio and Lisbon Community Health Center in Lisbon, Ohio. Additionally, our program works closely with the Rich Center for Autism to provide oral preventive services such as dental cleanings and fluoride treatments. Lastly, our students also engage with other agencies within the community to provide oral health education such as Wee Care Day Care and Lads N' Lasses Academy.

The program includes Expanded Functions Dental Auxiliary courses, digital radiography, and clinical supervision from licensed dental professionals. Graduates are well-prepared for diverse career opportunities, including clinical practice, medical/dental sales and marketing, textbook publishing, teaching at educational institutions, and public health. Graduates are eligible for licensing exams in Ohio and beyond. With growing demand for dental hygienists in the region, this program provides a fulfilling and stable career path with excellent job prospects in Northeast Ohio and Western Pennsylvania.

According to the U.S. Bureau of Labor Statistics, employment of dental hygienists is projected to grow by 9 percent from 2023 to 2033, which is much faster than the average growth rate for all occupations. On average, about 16,400 openings for

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dental hygienists are expected each year over the next decade. In addition, the median annual wage for dental hygienists was $87,530 in May 2023, highlighting the strong demand and competitive compensation in this field.

SMART GOALS

Goal	Action
Secure external funding to upgrade equipment in our labs and clinic, ensuring that students have access to the latest technology for hands-on learning and patient care. By proactively seeking grants and other funding opportunities, we strive to enhance program quality, maintain accreditation standards, and reduce financial burdens on the university	Specific: The Dental Hygiene Program Administrator and Faculty will identify and apply for at least one major external grant to support equipment upgrades and program enhancements. Measurable: Success will be tracked through the submission of a completed grant application and progress reports on funding outcomes. Achievable: The team will research potential funding sources by the end of 2025, collaborate on proposal development, and submit a grant application by the end of 2026. Relevant: Securing external funding will modernize dental hygiene lab and clinical equipment, ensuring students receive high-quality training while reducing financial strain on the university. Time-bound: A funding research phase will be completed by the end of 2025, grant proposals will begin to be drafted by mid-2026, and at least one full application will be submitted by December 2026.

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	We aim to enhance patient care and operational efficiency by integrating electronic health records (EHR) and an electronic grading system to streamline workflows, improve communication, and ensure better management of patient data.	Specific: Implement an integrated Electronic Health Records (EHR) system and electronic grading system to improve patient care, streamline workflows, and enhance data management efficiency. Measurable: Success will be measured by reducing paperwork, decreasing documentation errors, and improving communication efficiency among staff as tracked through internal audits and feedback surveys. Achievable: This will be accomplished by training all relevant staff on the new systems, conducting monthly progress evaluations, and providing ongoing IT support. Relevant: Aligns with our commitment to enhancing patient care and operational efficiency through modernized digital solutions. Time-bound: The research process of EHR options will begin at the end of this year, with proposals of top EHR options presented to Department Chair/BCHHS Dean by mid-2026. If possible, full implementation of chosen EHR system and staff training will be completed within 12 months of approval/purchase, followed by a performance review at 18 months to assess impact and make necessary refinements.

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	By the end of the 2025 academic year, conduct a comprehensive review of the Dental Hygiene Program's financial contribution to the university and implement a revised clinical schedule that aligns with minimum accreditation requirements, reducing instructional costs while maintaining program quality and accreditation approval.	Specific: Conduct a detailed financial analysis of the Dental Hygiene Program's financial contribution to the university by developing a cost-effective clinical schedule that aligns with accreditation standards. Measurable: Success will be measured by the completion of the financial review, the development of a revised clinical schedule, and a projected reduction in instructional costs while maintaining program quality. Achievable: The review will be conducted in collaboration with administrators and faculty ensuring data-driven decision-making and strategic scheduling adjustments. Relevant: Aligning the clinical schedule with minimum accreditation requirements will enhance operational efficiency, reduce unnecessary costs, and support the long-term sustainability of the program. Time-bound: · Financial review completed by December 2025 · Finalized revisions fully implemented by January 2026

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By the end of the 2025 academic year, conduct a comprehensive review of the Dental Hygiene Program's financial contribution to the university and implement a revised clinical schedule that aligns with minimum accreditation requirements, reducing instructional costs while maintaining program quality and accreditation approval.	Submit the proposed changes to the accrediting body for review and approval. Address any feedback or required modifications from the accrediting body. Roll out the new clinical schedule at the start of the spring semester. Monitor implementation to ensure compliance with accreditation standards and maintain program quality. Evaluate the financial impact and instructional efficiency of the new schedule.

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DIETETICS (BACHELOR'S)

PROGRAM PITCH:

Our Dietetics degree program is designed to meet the growing demand for skilled nutrition professionals by offering a comprehensive, evidence-based educational foundation in food and nutrition. With the option of a streamlined 4+1 BS-to-Master's pathway, students can accelerate their careers and gain advanced credentials in less time. We also offer nutrition minors for non-majors, broadening interdisciplinary learning and impact. Our curriculum emphasizes research, leadership, and mentoring, equipping graduates with the skills to innovate in healthcare, food service management, and public health. By strengthening this program, we enhance student success, increase enrollment in a high-demand field, and position our institution as a leader in nutrition education.

SMART GOALS

Goal	Action
Strengthen student path to dietetics credentials – 2022 - 2026	Promote BSAS-Dietetics alums seeking the Nutrition and Dietetic Tech, Registered (NDTR) credential. Measure: 70% of students will apply for eligibility. Promote BSAS-Dietetics majors to consider graduate degree at YSU – MHHS or MS, Counseling for eligibility for the Registered Dietitian credential. Measure: 50% of Juniors will begin the decision making process or elect to begin the 4+1 DPD-MHHS. Promote more (> 50%) applications for the Dietetic Internship through the Warehouse of ACEND-Accredited Dietetics Internships nationwide.

draft

Sports Nutrition Certificate	Collaboration between Dietetics and Exercise Science to develop a 12 semester hour certificate program that can be offered for YSU students and those in the community. Timeline for development Spring 2025 to Fall 2025 The program would cover basic physiological, metabolic and nutritional needs for athletic performance and enhancement. Pre-existing courses from both programs will be selected initially but there may be specific courses tailored for a focus on athletics.
Marketing .	Update Marketing Flyer – as needed. New flyer is completed (DEC 2024) and awaiting printing. New table-top Program Banner – Working with new BCHHS marketing agent to develop Fall 2024- early Spring 2025. Update Program Website – each Semester and as guided by Accreditation and YSU updates. Social media – links to program graduates and student organization. Instagram and Facebook sites for Dietetics student organization and Alumni group - already in place. Maintain consistent content stream through Students in Dietetics organization. Work with Nate Shick (Media & Communications faculty) to develop seasonal Instagram videos featuring dietetics majors – 2024 – 2026 (Spring and Fall) In-person visits to high schools & CTCs – Students in Dietetics organization and faculty to talk to students about the major and future careers. Schedule with institution, guidance counselors, Career days.

draft

Community Engagement	Expand Service Learning – in core course requirements, implement assignments that require students to engage with an organization, utilizing content-related skills, and reflect on the impact on them and the organization/population served. Require collaboration with: Dietetics Professional Affiliate Organization (MVAND, OAND and AND). Attend a webinar or live event related to dietetics practice (at least 1 per semester) Advocate for dietetics profession and services via PAC (Political Action Committee) contact (FNUT 4874 & 4895) (letter to Senator or Congressional representative) Engage students in community-based Health Fairs and Events to promote better disease prevention and wellness through nutrition (Mercy, Southwoods, GuinFit Grant, etc.) - 2 activities per semester per student) Engage students in dietetics organizations in supporting SGA initiatives to support communities (local and nationwide) in crises (hurricanes, tornadoes, natural disasters, etc.) - 1 project per year Work with Dean of Students office to support the student pantry and solicit donations – once per semester.

draft

EARLY CHILDHOOD – PRE-K (BACHELOR'S)

PROGRAM PITCH:

The Early Childhood Education Associates program provides an affordable and convenient path to a career in child care. Graduates of the program are qualified to own and direct their own childcare center, teach and/or provide care in a classroom setting, and/or provide family support in a clinical setting. They have a solid understanding of child development, best classroom practices, and family dynamics. This online program allows students to earn while they learn. Current childcare workers can earn their degree without disruption to their work schedule, while also providing those new to the field with an opportunity to quickly enter the classroom, find employment and make an impact on their community. YSU also partners with the TEACH Ohio program, allowing current childcare workers to earn their entire degree for only $2,500!

Our expert faculty have the knowledge, experiences and connections to ensure students not only get their career, but become leaders in the field. Students work closely with faculty, who provide personalized support for academic advising, classroom placements, and employment opportunities. Hand-on classroom experiences are important in ECE, so we partner with national programs like Head Start and Early Head Start, as well as a wide variety of public and private childcare centers in Ohio and across the entire United States.

SMART GOALS

Goal	Action
Develop support program for childcare center owners.	1. Reach out to WCBA small business group to explore development of business resources. (Fall 2025) 2. Reach out to local childcare centers to see what needs they have to support their centers. (spring 2026) 3. Develop workshop(s) for center owners to get the help that they need and start offering them. (Fall 2026)

draft

	Increase engagement with Ohio childcare providers to support recruitment.	We will increase enrollment by 20% by Fall 2026. 1. contacting ALL childcare centers in Ohio and pitching the program 2. offering support for the TEACH Ohio application process

draft

EDUCATIONAL ADMINISTRATION (MASTER'S)

PROGRAM PITCH:

The Master's in Educational Administration and Principal Licensure prepares ethically driven, culturally responsive school leaders who are committed to student-centered practices and collaborative partnerships. Graduates lead transformative efforts to create high-achieving school environments.

Through a combination of rigorous coursework and meaningful clinical experiences, candidates develop vision-driven leadership, instructional excellence, human resource management, data-driven, decision-making, and community engagement skills—essential for modern school leadership.

- Hands-On Learning – Real-world leadership experiences, field-based assignments, and school partnerships.
- Proven Success – High pass rates on licensure exams and strong job placement in leadership roles.
- Equity & Inclusion Focus – Training to lead diverse, high-achieving schools.
- Designed for Working Educators – Flexible coursework that fits your schedule.

SMART GOALS

Goal	Action
Strengthen Clinical Preparation and Licensure Exam Readiness	• Review and revise clinical experiences to mirror real-world leadership responsibilities. • Embed job-specific leadership tasks (e.g., vision development, instructional leadership, human resource management) into practicum coursework. • Implement licensure exam prep resources and candidate support strategies to increase exam readiness.
Build Stronger School-Community Partnerships	• Develop new collaborations with school districts, community groups, and educational organizations. • Integrate community engagement experiences into coursework and field placements. • Provide hands-on leadership experiences in stakeholder collaboration and organizational management.

draft

	Strengthen Instructional Leadership for Diverse Student Needs	• Embed inclusive instructional strategies into coursework, focusing on ELL students, special education, and culturally responsive teaching. • Provide faculty training on integrating differentiated instruction and equity-focused leadership practices. • Monitor candidate progress and confidence in supporting diverse student populations.

draft

EDUCATIONAL LEADERSHIP (DOCTORAL)

PROGRAM PITCH:

The Doctoral Program in Educational Leadership at Youngstown State University prepares visionary, ethically driven leaders who drive innovation and equity across education, healthcare, and community service organizations. Our graduates lead transformative initiatives that promote inclusivity, improve organizational outcomes, and create meaningful change in diverse professional settings.

Through rigorous coursework, research, and hands-on experiences, candidates will develop expertise in strategic leadership, data-driven decision-making, and culturally responsive practices, empowering them to become dynamic change agents in their respective fields.

The Doctoral Program in Educational Leadership at YSU envisions preparing visionary, ethically-driven leaders who drive innovation and equity across educational, health, and community service organizations. Our graduates will be equipped to lead transformative initiatives that promote inclusivity, improve organizational outcomes, and positively impact diverse communities.

A few highlights of the program are:

- Cross-Sector Leadership Training – Prepare to lead in education, healthcare, and community organizations, and higher education.
- Data-Driven– Develop strategic solutions that drive measurable impact.
- Applied, Hands-On Learning – Engage in real-world leadership challenges tailored to your career path.
- Designed for Working Professionals – Flexible coursework built to fit your busy schedule.
- Two different research tracks allow students to focus either on rigorous research skills leading to publishable results or practical solutions to real-world problems in a specific school setting.

draft

SMART GOALS

Goal	Action

Increase Program Enrollment through Targeted Recruitment Collaboration with RisePoint	• Partner with RisePoint to develop targeted recruitment campaigns. • Launch digital marketing strategies, informational webinars, and direct outreach initiatives. • Engage industry professionals and program alumni in recruitment efforts.
Improve Comprehensive Exam Administration and Completion	• Implement clear faculty guidelines for administering and tracking exams. • Develop a centralized system to monitor exam completion and issue resolution. • Provide student support resources, including exam checklists and troubleshooting protocols.
Enhance Leadership Training for Diverse Organizational Contexts	• Enrich coursework with real-world leadership scenarios from education, healthcare, and community service sectors. • Expand experiential learning opportunities, including field-based projects and leadership simulations. • Align assignments with cross-sector leadership competencies, ensuring practical application of skills.

draft

ELECTRICAL ENGINEERING (BACHELOR'S)

PROGRAM PITCH:

YSU's Bachelor of Engineering in Electrical and Computer Engineering is an ABET-accredited program that challenges you with advanced theoretical coursework paired with immersive, hands-on lab experiences—equipping you to emerge as an innovative leader in technology. Selecting from specialized concentrations—Traditional, Computer/Digital, or Biomedical—that align with your career goals, whether you're poised to revolutionize renewable energy, smart grids, integrated circuit design, embedded systems, consumer electronics, wireless communication, fiber optics, robotics, industrial automation, medical and imaging devices, AI-powered diagnostics, and smart hospital systems. In addition, the program fosters strong connections with industrial leaders such as the NASA, First Energy, Good Year, GE, Aptiv, and Ultium Cells through collaborative senior design projects, internships, and co-op opportunities. With a nearly 100% job placement rate, graduates enjoy impressive earning potential right from the start, with entry-level salaries ranging from $65,000 to $129,999 and internship/co-op wages between $15 and $38 per hour.

draft

SMART GOALS

Goal	Action
Enhance Hands-On Learning by Adding three New Sessions for Sophomore, Junior, and senior levels in Three Years	Secure funding for lab equipment, redesign courses, and collaborate with industry partners. Provide faculty at least 6 Workload Hour reassign-time for training on emerging technologies, such as generative AI to enhance course content.
To promote life-long learning, teamwork and leaderships	Purchase twenty new computer workstations that meet the program's needs for high-performance computing, design tools, and simulations.

ELECTRICAL ENGINEERING (MASTER'S)

PROGRAM PITCH:

At Youngstown State University, our master's program in Electrical and Computer Engineering fuses advanced theory with hands-on research and state-of-the-art lab experiences. Designed to empower you as a future technology leader, the program delves into advanced control systems, digital communications, power electronics, and computer hardware design, preparing you to drive innovation in rapidly evolving real-world applications. With flexible curriculum tracks—including thesis, course, management, internship, and accelerated options—you can customize your graduate journey to align with your career ambitions. Whether you're interested in pioneering new technologies in aerospace, advancing sensor systems, or revolutionizing AI systems, our program provides the specialized training you need. Benefit from close partnerships with top-tier organizations and a robust network of government agencies such as NCDMM, American Makes, NASA, DOT, DOD, and the Air Force Research labs. Our master's students engage in collaborative research projects by leveraging modern research laboratories, simulation tools, and state-of-the-art equipment. With a nearly 100% job placement rate, graduates enjoy impressive earning potential right from the start, with entry-level salaries ranging from $80,000 to $135,000.

draft

SMART GOALS

Goal	Action
Secure Two External Research Grants and Publish Five Peer-Reviewed Papers Annually by Year Three	Identify funding opportunities and assist faculty with grant applications. Encourage faculty-student collaboration on research projects. Establish a faculty research seminar series to share findings and foster collaborations.

	we are committed to developing comprehensive undergraduate and graduate programs in future Computer Engineering, featuring specialized tracks in robotics and cybersecurity to meet the evolving demands of the industry. Our focus includes increasing student enrollment and promoting diversity within our undergraduate and graduate programs, ensuring access and opportunities for students from all backgrounds. The program is fully accredited by the Engineering Accreditation Commission (EAC) of ABET, reflecting our commitment to high standards in curriculum and academic excellence	Give release time to work on new graduate level class materials by using the latest textbook editions
	Increase Enrollment by 20% Within Three Years	Develop partnerships with undergraduate institutions for direct admission pathways, especially from the international universities

draft

ELECTRICAL ENGINEERING TECHNOLOGY A (ASSOCIATE)

PROGRAM PITCH:

The Associate degree in Electrical Engineering Technology program at Youngstown State University prepares students for successful careers as electrical engineering technologists. The program emphasizes the application of engineering principles, standards, and modern technologies to equip graduates with the practical skills needed to excel in diverse industries.

By integrating hands-on learning, industry-informed curriculum, and guidance from experienced faculty with industrial backgrounds, the program ensures students are ready to meet the evolving demands of the workplace. With a focus on areas such as industrial automation, smart grid implementation, electric vehicles, and microelectronics, graduates are well-positioned to drive innovation and contribute meaningfully to their fields.

draft

SMART GOALS

Goal	Action
Maintain curriculum alignment with professional and accreditation standards	We will annually evaluate our curriculum and assessment techniques to maintain the quality of the program. This will be completed by collecting data, performing annual assessments, holding IAB meetings and writing the annual ABET report.
Maintain technical relevancy to local industries and employers	Conduct an annual meeting with YSU and industry partners to identify what is working and what ideas they have for improvement in the program. Additionally, meet with companies attending the STEM Expo to identify their needs and how well our students are prepared for the workforce
Improve the marketing and recruitment to increase enrollment	Work with YSU marketing to consistently update the EET digital media. This includes the YSU website as well as Instagram and Facebook. Plan and execute an annual Engineering Technology Department open house. Continue to support outreach events, Ignite, Penguin Preview, etc

Ensure a sufficient number of full-time faculty to cover teaching of offered courses and labs, development of new courses and labs, and maintaining lab equipment	Annually assess predicted staffing levels and ensure positions are created and filled as needed to meet current and future students' demands. Strive to have 75% of courses and labs taught by full-time faculty.

draft

ELECTRICAL ENGINEERING TECHNOLOGY B (BACHELOR'S)

PROGRAM PITCH:

The Bachelor's in Electrical Engineering Technology program at Youngstown State University prepares students for successful careers as electrical engineering technologists. The program emphasizes the application of engineering principles, standards, and modern technologies to equip graduates with the practical skills needed to excel in diverse industries.

By integrating hands-on learning, industry-informed curriculum, and guidance from experienced faculty with industrial backgrounds, the program ensures students are ready to meet the evolving demands of the workplace. With a focus on areas such as industrial automation, smart grid implementation, electric vehicles, and microelectronics, graduates are well-positioned to drive innovation and contribute meaningfully to their fields.

draft

SMART GOALS

Goal	Action
Maintain curriculum alignment with professional and accreditation standards	We will annually evaluate our curriculum and assessment techniques to maintain the quality of the program. This will be completed by collecting data, performing annual assessments, holding IAB meetings and writing the annual ABET report.
Maintain technical relevancy to local industries and employers	Conduct an annual meeting with YSU and industry partners to identify what is working and what ideas they have for improvement in the program. Additionally, meet with companies attending the STEM Expo to identify their needs and how well our students are prepared for the workforce
Improve the marketing and recruitment to increase enrollment	Work with YSU marketing to consistently update the EET digital media. This includes the YSU website as well as Instagram and Facebook. Plan and execute an annual Engineering Technology Department open house. Continue to support outreach events, Ignite, Penguin Preview, etc

Ensure a sufficient number of full-time faculty to cover teaching of offered courses and labs, development of new courses and labs, and maintaining lab equipment.	Annually assess predicted staffing levels and ensure positions are created and filled as needed to meet current and future students' demands. Strive to have 75% of courses and labs taught by full-time faculty.

draft

ENGINEERING MANAGEMENT (MASTER'S)

PROGRAM PITCH:

The Master of Science in Engineering Management program at Youngstown State University is designed to meet the diverse needs of engineering professionals by providing a flexible, career-oriented curriculum. With a focus on advanced mathematical knowledge, specialized expertise in engineering disciplines, and innovative research, the program prepares students to address complex engineering challenges and contribute to industry advancements.

Through rigorous coursework and state-of-the-art facilities, the program equips students with the skills to apply methodologies effectively, develop groundbreaking ideas, and enhance their technical writing and communication capabilities. Graduates are prepared to lead in dynamic engineering environments and drive meaningful progress in the field.

SMART GOALS

Goal	Action

draft

As part of our initiative to enhance the engineering management curriculum in data analytics, advanced manufacturing, and supply chain management, we aim to increase the number of master's courses incorporating these elements by 30% within three years. To achieve this, we will secure funding for faculty development in these fields and collaborate with industry experts to co-develop course content.	
Maintain current curriculum with additions of new class materials. Most engineering graduate faculty are teaching both undergraduate and graduate classes with heavy teaching loads.	Give release time to work on new graduate level class materials by using the latest textbook editions

draft

Develop new graduate level courses and labs with the latest technologies. Expand the special topic classes to include more research components. Increase the publication requirement for the thesis option students.	Recruit new graduate faculty to work on new graduate level class development
Increase research activities by attracting external funded researches and develop new Ph.D. engineering programs.	Increase the volume of external grant proposals and establish the research network.
Increase graduate student enrollments	
Research Equipment updates	

draft

ENGLISH (BACHELOR'S)

PROGRAM PITCH:

The Department of English & World Languages teaches close reading, critical, professional, and creative writing, and analytical thinking. Majors attend carefully to language, the cultural reception of texts, and processes of reading and writing. Faculty are eager to mentor and serve as academic advisors. Majors may capitalize on opportunities to work on Jenny, our student-run literary magazine, to undertake an undergraduate research project, or to work as an intern with a local business or nonprofit organization. Graduates go on to professional schools and graduate programs, work as professional writers and editors, and take on positions in the publishing industry.

SMART GOALS

Goal	Action
Maximize curricular efficiency	Place literature surveys on carousel-style rotation
Maximize faculty resources	Review structure of coursework in the major; evaluate the period approach and propose alternatives; decide whether majors will continue to be required to take a course in language study.
Review program outcomes	Review coursework, structure of major, and language studies course; realign outcomes to coursework

draft

Teach disciplinary knowledge and know-how (i.e. analytical & interpretative reading strategies, strategies to write effectively for intended audiences and purposes, linguistic analysis strategies to understand language structures and use, an understanding of the cultural & historical contexts in which language and literature function).	Assess Capstone papers annually, monitoring students analytical & interpretative reading strategies, strategies to write effectively for intended audiences and purposes, linguistic analysis strategies to understand language structures and use, and understanding of the cultural & historical contexts in which language and literature function.
Implement two strategies for growth.	Pursue cross-disciplinary opportunities, engage in recruitment activities, connect current majors to alumni.
Remain community engaged in order to exchange knowledge, enhance curriculum, and contribute to the public good.	Faculty will continue to serve on boards of local organizations, collaborate with community organizations to organize events, provide expertise when asked to public audiences.

draft

ENGLISH (MASTER'S)

PROGRAM PITCH:

The Graduate Program in the Department of English & World Languages teaches close reading, critical, professional, and creative writing, and analytical thinking. We provide students with an advanced understanding of literary and cultural history. Our study of language encompasses its technical and cultural functions and the way its structure is shaping the future of technology. We serve our community by cultivating graduates who possess advanced knowledge, experience, and skills and who are equipped for supervisory and leadership roles.

SMART GOALS

Goal	Action
Identify areas for potential growth	Get approval for a graduate TESOL teaching license endorsement; offer more web-based coursework to appeal to non-local students;
Teach disciplinary knowledge and professional skills.	Assess graduate portfolios and theses annually, monitoring students analytical & interpretative reading strategies, strategies to write effectively for intended audiences and purposes, linguistic analysis strategies to understand language structures and use, and understanding of the cultural & historical contexts in which language and literature function.
Implement two strategies for program growth.	Pursue cross-disciplinary opportunities, engage in recruitment activities, connect current majors to alumni, partner with regional school districts for CCP credentialing, international student populations, and other nontraditional demographics.
Enhance programmatic curricular efficiency.	Develop and implement new thematic classes, delete and replace outdated course offerings, and expand web-based and hybrid course offerings for greater flexibility in scheduling.

draft

ENVIRONMENTAL SCIENCE (BACHELOR'S)

PROGRAM PITCH:

The Bachelor's in Environmental Science program at Youngstown State University provides students with a comprehensive education in the fundamental principles of environmental systems, resources, and challenges. The curriculum integrates interdisciplinary knowledge from biology, chemistry, geology, health, and engineering to equip students with the skills needed to address pressing environmental issues and promote sustainability.

Through inquiry-based learning, research, and hands-on internships, students gain expertise in critical areas such as water and soil quality, environmental chemistry, sustainability, and regulatory frameworks. Graduates are prepared to make informed decisions that benefit both humanity and the environment, contributing to sustainable practices in industry, government, and community organizations. The program fosters a commitment to addressing environmental challenges at local, regional, and global levels, empowering students to make a meaningful impact on society and the world.

SMART GOALS

Goal	Action

draft

Post-COVID student engagement: seek ways to re-engage students and continue our promotion of student engagement in the community at YSU and beyond.	Purpose-Related Goal: Promote student involvement in both academic and extracurricular activities that connect them with the local community, industry professionals, and service organizations, enabling students to have a meaningful impact on their communities and develop valuable skills. Measurable Milestones: Restart Student Engagement Activities: Milestone: Relaunch at least 3 major student engagement activities or events per semester starting Fall 2025, focused on both campus and local community involvement. Measurement: Track the number of engagement events held each semester, including student participation rates, and gather student feedback to assess interest and satisfaction. Collaborations with Local Organizations: Milestone: Establish 5 new partnerships with local businesses, government agencies, or nonprofit organizations by Spring 2025, providing students with unique opportunities to engage with the community. Measurement: Track the number of collaborations and internships offered through these partnerships, and assess the quality of opportunities available for students. Community-Based Learning Opportunities: Milestone: Offer 3 community-based learning projects annually, allowing students to work directly with local communities, schools, or non-profits on issues related to environmental sustainability, education, or other fields. Measurement: Monitor the number of students participating in these projects, as well as the specific community impacts generated (e.g., improved local services, environmental initiatives). Virtual & In-Person Student Events: Milestone: Increase student participation in both virtual and in-person events by 30% by Fall 2025, targeting students who are newly entering YSU post-COVID. Measurement: Track student attendance and participation rates for virtual vs. in-person events, and assess which types of events resonate most with students. Promotion of Student Involvement in Service Organizations: Milestone: Engage 50% of the student body in service learning or community outreach programs by 2026, with increased involvement in local volunteer work and community projects. Measurement: Measure the participation rates in service learning and volunteer programs through records of volunteer hours, student involvement in community projects, and feedback from service organizations.

draft

	Increase in Student Leadership Roles: Milestone: Increase the number of students taking on leadership roles in campus and community organizations by 25% by 2026. Measurement: Track the number of students holding leadership roles, both on campus and in community-based organizations, and assess how these roles contribute to skill development and career readiness. Student Alumni Engagement in Community: Milestone: Launch an alumni mentorship or community outreach program that connects 20 alumni with current students by Spring 2025, fostering career development and community involvement. Measurement: Track alumni participation in mentoring and community-based projects, and assess the feedback from students about the value of alumni engagement in their personal and professional development.

draft

Prepare students for professional life following graduation	Objective: Support students in developing the necessary skills, knowledge, and professional connections to successfully transition from academia to their chosen career path, whether in industry, professional practice, or graduate school. Purpose-Related Goal: Ensure that students gain hands-on, practical experience, personalized advising, and networking opportunities that effectively prepare them for their post-graduation careers. Measurable Milestones: Proactive Advising and Career Development: Milestone: Provide proactive advising sessions to 100% of undergraduate students by Spring 2025, guiding them through the process of choosing courses, internships, and career paths (including industry roles or graduate school preparation). Measurement: Track the number of students who have engaged in at least one advising session each academic year and evaluate feedback to improve advising strategies. Alumni Engagement: Milestone: Invite at least 4 alumni per year to return to campus by 2025, sharing their career journeys with current students to offer insight into different professional pathways. Measurement: Monitor the number of alumni events conducted and collect student feedback on how these events helped shape their career planning. Internship Experience: Milestone: Achieve a 90% internship participation rate for graduating students by 2025. Measurement: Track internship participation for each cohort and ensure that each student has secured relevant experience in their field of study. Collect data on internship outcomes, such as job offers or valuable professional skills gained. Industry Partnerships and Internship Sites: Milestone: Expand the list of internship opportunities by securing 5 new industry partnerships annually, leading to a broader range of internship placements for students. Measurement: Track the number of new internship partners and the variety of industries offered to students, ensuring diverse exposure to potential career paths. Job Placement and Career Success: Milestone: Ensure that at least 70% of students who complete internships secure job offers or graduate school placements within 6 months

draft

		of graduation by 2026. Measurement: Track post-graduation outcomes of students who completed internships, focusing on job offers, graduate school admissions, and career trajectory. Internship-to-Job Conversion Rate: Milestone: Increase the internship-to-job conversion rate, with at least 25% of students offered permanent employment by their internship sites after graduation, by 2026. Measurement: Monitor the number of students who receive full-time job offers from their internship providers and the percentage of students who accept those offers.

draft

Improve recruitment to undergraduate department programs	Objective: Develop and operate engaging workshops and programs for middle and high school (K-12) students at the Williamson Innovation Park to increase awareness and interest in YSU's undergraduate department programs, particularly in the areas of geosciences, environmental science, and astronomy. Program Effectiveness Goals: Increase K-12 student engagement with YSU programs, fostering early interest in pursuing related undergraduate degrees. Establish long-term partnerships with local schools, environmental organizations, and other community groups to support sustainable recruitment efforts. Measurable Milestones: Workshops Launch: Milestone: Launch the first telescope workshop at Williamson Innovation Park in Summer 2025 in collaboration with Mahoning Soil & Water Conservation Service. Measurement: Successful completion of the first workshop with at least 30 high school students participating. Track the number of students who express interest in applying to YSU programs following the event. Partnerships and Collaboration: Milestone: Establish formal collaboration agreements with at least 3 local high schools and the Mahoning Soil & Water Conservation Service by Spring 2025. Measurement: Collect signed agreements and track the number of students involved in workshops or outreach activities with these partners. Program Expansion: Milestone: Expand the telescope workshop into 4-5 workshops per year (biannual or quarterly), each reaching at least 40 students by 2026. Measurement: Count the number of workshops held, total student participation, and track the conversion rate of students who apply to YSU after attending workshops. Student Follow-Up and Recruitment: Milestone: Develop and implement a follow-up process for students who attend the workshops, to track interest and application rates to YSU's relevant undergraduate programs by Fall 2026. Measurement: Track the number of students who express interest in applying to YSU after attending the workshops and compare application rates with baseline data for the department. Target a 10-15% increase in applications from participating students. Community Engagement and Impact: Milestone: Measure community outreach success through feedback surveys, with a goal of receiving 80% positive feedback on workshop effectiveness by Spring 2026.

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	Measurement: Collect post-workshop feedback from participants, teachers, and community partners to assess the effectiveness of the workshops. This data will be used to refine future workshop content and improve recruitment strategies. Increased Department Enrollment: Milestone: Achieve a 5-10% increase in undergraduate program enrollments in Geoscience, Environmental Science, and related departments by Fall 2027, specifically linked to workshop outreach efforts. Measurement: Track the number of students applying and enrolling in YSU's undergraduate programs from the workshop participants and compare it to overall departmental enrollment growth.

draft

Faculty Collaboration to improve teaching through research.	Expanding Research Opportunities and Student Engagement: Milestone: Establish the Large PAGES Research Group with participation from at least 50% of faculty and 30% of students within one year. Measurement: Track participation by faculty and students in department meetings, strategy sessions, and collaborative research efforts associated with the PAGES group. Develop Large- and Small-Scale Research Projects: Milestone: Launch 3 large-scale and 10 small-scale research projects across experimental and theoretical labs, engaging at least 15 students annually. Measurement: Track the number of research projects initiated and the number of students actively involved in these projects. Active Research Labs and National Recognition: Milestone: Increase the number of peer-reviewed journal publications by faculty and students by 15% each year, and present research at a minimum of 3 national conferences annually. Measurement: Monitor the number of publications in peer-reviewed journals and track student co-authorships, as well as the number of conference presentations involving students. Secure Internal and External Funding: Milestone: Secure at least 3 new internal or external grants per year for research projects, increasing total funding by 20% annually. Measurement: Track the number of grants awarded and the total amount of funding received, ensuring continuous growth in research resources. Increase Student-Faculty Publications and Presentations: Milestone: Increase student co-authorship in peer-reviewed publications by 20% annually, and increase student presentations at national conferences by 10% each year. Measurement: Track the number of publications co-authored by students and the number of student presentations at conferences annually. Enhance Student Research Training and Competitiveness: Milestone: Ensure that 75% of students engage in at least one capstone project or research opportunity with faculty members, providing exposure to diverse research methodologies. Measurement: Track the number of students participating in research projects or capstone experiences, ensuring they work with multiple faculty members across different research areas. Faculty Mentorship and Research Successes: Milestone: Achieve a 10% increase in the number of interdisciplinary student groups mentored by faculty, resulting in at least 3 peer-reviewed publications per year from these groups. Measurement: Track the number of student groups mentored, as well as the number of publications and student achievements resulting from faculty mentorship. Student Success Stories: Milestone: Increase the number of students achieving post-graduation success (graduate school acceptances, job placements, etc.) by 15% each year.

Draft

	Measurement: Track the number of students who secure graduate school placements, internships, or full-time employment after graduation, comparing yearly progress.

draft

Improve student success rates over historic averages by addressing DFW percentages in each discipline within the department.	A general approach with multiple actions will be implemented and the incoming data will be continuously analyzed. Specifically, faculty will strive to reach out to students after the "first exam check", that is, students with poor first exam scores and/or poor attendance/participation in class up to the first exam. Initially, the faculty will reach out in several ways. 1. Instructor sends notification to E.A.R.S. for D, F, and chronically absent students on first exam check. 2. Instructor emails D, F, and chronically absent students after first exam check to describe how success might still be achieved in the course. If the grading scheme allows for a drop exam or a replacement exam, or another grade redetermination, explain how this can help the student still earn a desirable grade. Instructor also describes alternate study methods or directs student to the CSP or MAC and asks for a student response to the email describing these suggestions. 3. In the syllabus, faculty require all students below a set grade at the first exam check to privately visit the instructor during office hours to discuss some of the points in #2 above and to offer more study suggestions specific to the individual student. 4. Instructor or department office checks student transcripts for D, F, and chronically absent students after first exam check to look for past withdrawal patterns. Possible early warning of underlying problems can be forwarded to counselors for intervention. 5. For D, F, and chronically absent students not responding to 1-4 above, faculty or departmental office will send notification to Clare Berardini to document procedures taken and to promote further attention.

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ENVIRONMENTAL SCIENCE (MASTER'S)

PROGRAM PITCH:

The Environmental Science program offers a multidisciplinary, interdepartmental graduate program leading to a Master of Science degree. The program office is housed in Ward Beecher Hall and is administered by the Department of Physics, Astronomy, Geology and Environmental Sciences. This pro-gram is intended for individuals who have undergraduate degrees in Environmental Science, other natural or social sciences, engineering, or health professions. It is designed to meet the needs of students and working professionals preparing for supervisory roles in environmen-tal science (research and management), with emphasis on a risk-based approach to the solving of environmental problems. The curriculum requires students to broaden their knowledge with core courses in Environmental Science, and related disciplines to deepen their expertise with elective courses, and to demonstrate their abilities to prepare a scholarly thesis or participation in an internship. This degree will benefit students who are planning careers with regulatory agencies, regulatory compliance and management, research facilities, and consulting firms providing state-of-the-art assessment, management, and remediation.

SMART GOALS

Goal	Action

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GET THE MS ENVIRONMENTAL SCIENCE PROGRAM ON A SUSTAINED GROWTH TRAJECTORY	The Master of Science in Environmental Science program has implemented significant changes aimed at reversing the decline in student enrollment over recent years. These changes include the introduction of two tracks for the program— a thesis track and an internship track, the latter designed to help students finance their two-year degree. To further enhance recruitment, faculty who directly recruit students into the program receive preference for existing TA positions, aligning students with faculty research interests and attracting top-quality applicants. A targeted international recruitment effort has also been launched through new websites and streamlined marketing materials, increasing applications across the nation and globally. As of June 13, 2023, there were 76 applicants for Fall 2023, with 32 admitted, and by November 15, 2024, 11 students remain in the program. In an effort to improve program effectiveness, goals include boosting the degree completion rate and providing measurable milestones to track success. Changes currently under development include the creation of a 4+1 program, which will allow eligible undergraduate Environmental Science students to complete both their BS and MS in just five years. Additionally, an interdisciplinary research initiative has been established, involving faculty from disciplines like Archaeology, Forensic Science, Geography, and Physics, to investigate the decomposition of human proxies in clandestine burial sites using advanced methods. Under consideration are the development of graduate certificates in specialized areas, such as Energy Resources, Environmental Sustainability, Environmental Safety, Environmental Risk Assessment, and Environmental Regulation and Compliance. These certificates would offer a pathway to the MS in Environmental Science through the completion of at least three "stackable" certificates, thus enhancing both the program's flexibility and the academic growth of its students.

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Improve Course Headcount	The undergraduate BS Applied Geology and BS Environmental Science programs offer several upper-division courses that could be paired with graduate-level courses in a "piggy-back" arrangement, allowing a single instructor to teach related content across both levels. This integration would enhance the efficiency and breadth of the curriculum. Examples of potential pairings include: ENST 6931 (Ecological Risk Assessment) and ENST 5830 (Toxicology and Risk Assessment) GEOL 6910 (Advanced Aquifer and Well Hydraulics) and GEOL 4804 (Ground Water) GEOL 6905 (Selected Topics in Geology) with GEOL 3709 (Subsurface Investigations) (Fall 2021) GEOL 6905 (Selected Topics in Geology) with GEOL 3708 (Geological Field Methods) GEOL 6905 (Selected Topics in Geology) with GEOL 3755 (Geological Research and Data Analysis) GEOL 6905 (Selected Topics in Geology) with GEOL 4806 (Engineering Geology) GEOL 6905 (Selected Topics in Geology) with GEOL 4812 (GIS Applications to Geology) GEOL 6905 (Selected Topics in Geology) with GEOL 4825 (Geophysical Well Log Analysis) Additionally, several 4800-level geology courses could be transitioned to 5800-level swing courses to facilitate this pairing. To further enhance program effectiveness, the department has implemented a strategic change in scheduling, offering fewer sections of courses required by MS students within the department, while now accepting relevant Environmental Science courses from other departments. This curriculum adjustment includes the addition of an internship track alongside the thesis track, allowing students to choose between these two paths while still engaging with similar course content. As of June 13, 2023, the department admitted 32 students for Fall 2023, significantly exceeding previous enrollment figures that typically hovered in the single digits. The number of actual registrants will be confirmed on the first day of Fall 2023. To measure the success of these changes, the program will track key effectiveness goals, including: Goal 1: Increase graduate enrollment and course participation by integrating undergraduate and graduate-level courses. Milestone 1: Achieve at least a 20% increase in graduate student enrollment each year. Goal 2: Improve program retention and completion rates. Milestone 2: Ensure at least 85% of students admitted to the program are registered and progress to graduation. These goals aim to foster a more integrated, flexible, and effective learning

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		environment, benefiting both undergraduate and graduate students while ensuring long-term program sustainability and growth.

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INCREASE PART-TIME FACULTY INVOLVEMENT IN GRADUATE RESEARCH	The Master of Science in Environmental Science would greatly benefit from the increased involvement of part-time faculty with professional experience and expertise in the field. Expanding part-time faculty participation could enhance the program's research capabilities and potentially improve both course offerings and enrollment numbers. The following part-time faculty members with research interests in Geology and Environmental Science are currently involved: Thomas E. Jordan, PhD, PG Diana Alexander, M.S. Sarah E. Johnson, M.S. Tamara Kerr-Sahli, M.S. Daniel Kuzma, M.S. As of June 13, 2023, the department is facing staffing challenges with the retirement of two full-time faculty, the illness of one full-time faculty, and a leave of absence from another full-time faculty. The department currently has no full-time Geology faculty and only one full-time faculty member in Environmental Science. While some part-time faculty can cover coursework in Environmental Science and supervise MS students, the department's ability to sustain the program is becoming precarious. To address this, it is crucial that the department continue to encourage part-time faculty to mentor students in research projects and work towards hiring a new full-time faculty member. Currently, two part-time faculty are actively engaged with students in research projects that benefit the community, particularly in law enforcement and environmental impact areas. Additionally, as of November 15, 2024, Lecturer Spieler is also actively mentoring students in research. Goal: To enhance student engagement in faculty-led research projects, increasing participation in both research and community-benefitting initiatives. Action: Actively recruit and involve part-time faculty in mentoring students on research projects while pursuing the hiring of a new full-time faculty member to ensure program sustainability and growth.

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EXERCISE SCIENCE (BACHELOR'S)

PROGRAM PITCH:

The Exercise Science curriculum is committed to providing an innovative, hands-on education that prepares students for success in the field of human movement, health, and performance. Students learn from scientifically driven faculty who engage in research and work in securing grants to support cutting-edge studies that enhance the student experience. Students actively participate in projects that lead to multiple annual publications and conference presentations at regional and national levels, including The American College of Sports Medicine (ACSM). Through these efforts, students in our program make an impact on the scientific community and are better prepared for advanced careers in exercise science or related fields.

The curriculum provides hands-on experience in state-of-the-art laboratories, where students learn how to teach movement to others, perform comprehensive health fitness evaluations, conduct graded exercise testing, and interpret electrocardiograms (EKGs). Through hands-on learning, students gain experience in exercise prescription for diverse populations, ranging from generally healthy individuals to those with Parkinson's disease as well as running an in-house cancer rehabilitation program. During a 400-hour internship, students gain hands-on experience through nationwide opportunities with over 100 partner organizations. This immersive experience not only reinforces their practical skills but also prepares them for certification through the American College of Sports Medicine (ACSM) as a Certified Exercise Physiologist (EP) and/or the National Strength and Conditioning Association (NSCA) as a Certified Strength and Conditioning Specialist (CSCS). At the conclusion of their internship, students sit for one of these exams, ensuring they graduate not only job-ready but also well-equipped for advanced studies in fields such as physical therapy, occupational therapy, or medical school.

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SMART GOALS

Goal	Action

Continue and increase interdisciplinary collaboration for high levels of community impact	Specific Expand the cancer rehabilitation program by incorporating additional professions such as nutrition and social work to provide comprehensive care for patients. Increase student participation in the Northeast Ohio Medical Schools' interprofessional activity each semester. Strengthen partnerships with local elementary schools, Special Olympics, and the VIVO Center to enhance community-focused, hands-on learning opportunities. Measurable Incorporate at least two new disciplines (nutrition and social work) into the cancer rehabilitation program by the end of the academic year. Ensure 100% of eligible students in relevant programs participate in at least one Northeast Ohio Medical Schools interprofessional activity each semester. Increase the number of student engagement hours in local elementary schools, Special Olympics, and the VIVO Center by 20% compared to the previous year. Achievable Collaborate with faculty from the nutrition and social work departments to develop a framework for their involvement in the cancer rehab program by mid-semester. Coordinate schedules with Northeast Ohio Medical Schools to make participation logistically feasible for students. Allocate resources and faculty support to ensure continued engagement with community partners. Relevant These goals align with the institution's mission of fostering interdisciplinary collaboration and providing impactful community services.

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		Participation in these activities enhances the educational experience and professional readiness of students. Time-Bound Launch the expanded cancer rehab program with nutrition and social work involvement by the next academic year. Track participation in the interprofessional activities each semester and achieve full implementation by the end of the academic year. Evaluate student engagement hours with community partners and show measurable improvement by the end of the academic year.

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Obtain grants and further research agenda	Specific Collaborate with interdisciplinary teams to secure additional grants focused on cancer research. Use interdisciplinary collaboration to analyze data and demonstrate research findings from multiple perspectives. Expand student involvement in research through participation in grant projects and conference presentations. Attend local conferences and have students present posters on research findings to increase visibility and experience. Measurable Submit at least two grant proposals for cancer research with interdisciplinary collaborators by the end of the academic year. Analyze and publish at least one study that incorporates perspectives from multiple disciplines within the next 12 months. Increase student participation in research by involving at least five additional students in cancer-related projects by the end of the academic year. Ensure at least three students present posters at local conferences each semester. Achievable Leverage existing partnerships across departments to identify grant opportunities and collaborators. Assign faculty mentors to guide student researchers and ensure projects align with conference submission deadlines. Schedule regular interdisciplinary meetings to review research progress and identify opportunities for data analysis. Relevant These goals align with the institution's mission to advance research,

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	interdisciplinary collaboration, and student professional development. Expanding research and student involvement enhances academic reputation and contributes to impactful community health initiatives. Time-Bound Submit grant proposals by the application deadlines of two funding agencies during this academic year. Complete data analysis and submit findings for publication by the end of the calendar year. Ensure increased student participation and conference attendance by the spring and fall conference seasons. Track progress on these goals quarterly to ensure timely completion.

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FINANCE (BACHELOR'S)

PROGRAM PITCH:

The BSBA in Finance at the Williamson College of Business Administration develops career-ready professionals with the technical expertise, industry experience, and strategic insight needed to thrive in today's financial sector. The program offers specialized concentrations in Certified Financial Planning (CFP) and Financial Management, aligning coursework with professional certification standards and reinforcing career preparation. Students gain exposure to data-driven financial decision-making through stock valuation projects and trading simulations using FactSet, MoneyGuidePro, and Excel-based modeling. The program's hallmark Student Investment Fund (SIF) is one of the largest student-managed funds in the nation, with assets exceeding $3.7 million. This experience allows students to actively manage a real investment portfolio, develop financial strategies, outperform market benchmarks, compete with top universities at the Quinnipiac Global Asset Management Education Forum and tour Morgan Stanley Headquarters in New York City, connecting with financial industry leaders. Finance case competitions, CFA research challenges, and business valuation projects like Penguin Shark Tank provide further opportunities to apply financial theories to real-world scenarios. Finance students play a key role in regional economic development, securing positions at KeyBank, PNC, Progressive Insurance, and the Federal Reserve, and contribute to financial literacy initiatives such as the Junior Achievement Stock Market Challenge, mentoring high school students in investment strategy and portfolio management. Faculty bring deep industry expertise, having worked in top financial institutions like PNC, and are leaders in research that focuses on corporate governance strategies, sustainable investment trends, and economic forecasting models. Graduates of the BSBA in Finance enter the workforce financially savvy, analytically skilled, and strategically prepared. Whether pursuing roles in wealth management, corporate finance, investment analysis, or risk assessment, they bring technical expertise, industry certifications, and real-world experience, making an immediate and lasting impact in the financial sector.

SMART GOALS

Goal	Action

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2.4 Facilitate Practical Work Experiences and Placements	By Spring 2026, the Finance program will establish three new employer partnerships to create more internships and job placement opportunities for students.
3.3 Establish Faculty as a Source of Expertise	"1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Finance, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Finance who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Finance will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Finance engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance. "

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1.4 Increase online learning opportunities	By Spring 2026, the Finance program will integrate LinkedIn Learning, Blackboard Ultra, and/or LOOM to improve engagement and accessibility.
2.1 Enhance Digital Literacy and Technological Proficiency	By Fall 2025, the Finance program will incorporate two industry-standard software platforms (e.g., FactSet, EDGAR, Federal Reserve) into its curriculum, ensuring students graduate with relevant technical skills.

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FIRST YEAR ENGINEERING (BACHELOR'S)

PROGRAM PITCH:

YSU's First-Year Engineering Program is your gateway to becoming an innovative engineering leader, offering a strategic pathway to explore and launch your engineering career. Through our three-course sequence, you'll discover your perfect fit among five ABET-accredited engineering majors: Chemical, Civil, Electrical, Industrial, or Mechanical Engineering. Our hands-on program combines real-world engineering analysis using industry-standard tools like Excel and MATLAB with collaborative projects that mirror professional practice. You'll develop essential professional skills while building connections with industry partners at our STEM Expo, where leading employers actively recruit our students for internships. Our inclusive, supportive environment eases your transition from high school to college-level engineering studies, equipping you with the technical foundation, professional network, and confidence to excel in your chosen engineering field. The program's proven track record helps students make informed decisions about their engineering pathway, with graduates successfully advancing into specialized engineering majors and securing competitive internships that launch their careers.

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SMART GOALS

Goal	Action
Major Selection and Career Development	• Guide students in selecting from five engineering disciplines: Chemical, Civil, Electrical, Industrial, and Mechanical • Develop professional skills through resume building and STEM Expo networking • Enable informed decisions about engineering as a career path
Technical Competency	• Master engineering data analysis using Excel and MATLAB • Apply analytical skills through hands-on projects • Develop technical communication through presentations and reports
Professional Development	• Build collaborative skills through group projects • Strengthen written and oral communication • Foster inclusivity and teamwork in engineering practice
Academic Success	• Support transition to college-level engineering coursework • Establish foundation for upper-division engineering studies • Develop time management and study skills

FORENSIC SCIENCE (BACHELOR'S)

PROGRAM PITCH:

The Forensic Science program at Youngstown State University prepares students to excel in addressing forensic science needs at community, regional, national, and international levels. By providing a strong foundation in the natural sciences and emphasizing theoretical, practical, and research methods, the program equips students with the professional competence needed to meet the evolving demands of the field.

Graduates are prepared for advanced study or careers in public and private laboratories, agencies, and departments. The program inspires students to achieve their highest potential while contributing to the advancement of forensic science and addressing the needs of a dynamic and complex society.

SMART GOALS

Goal	Action
Goal 4: Become recognized as one of the premier Forensic Science Programs in the state	(1) By Fall 2025, meet with appropriate YSU personnel to begin exploration of establishing an improved workspace designated for practical crime scene exercises (2) Following the addition of another full-time Forensic Science faculty member, create and disseminate promotional materials that emphasize the strengths and accomplishments of the Forensic Science program and alumni
Goal 1: Maintain a curriculum grounded in the natural sciences and aligned with the professional and accreditation standards in order to prepare Forensic Science graduates for direct admission to advanced programs or entry-level careers	(1) By Spring 2026, review 20% of the Forensic Science courses to ensure that content is current, aligned with existing industry standards, and allows for applied learning (2) Beginning in Fall 2025, perform a biennial review of the curriculum to ensure consistency with accreditation recommendations

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Goal 2: Maintain a high-quality and broad-based curriculum that optimizes student experience	(1) By Spring 2026, offer new Forensic Science course offerings explicitly developed to emphasize the academic strength of faculty members (2) By Spring 2026, add course content related to QA/QC procedures and policies to FSCI 3716 course
Goal 3: Offer a variety of meaningful internship opportunities for Forensic Science students	(1) By Spring 2026, create a database of historical and potential internship sites with relevant agencies in order to provide a wide range of internship options for students (2) Add one potential internship site per academic year to the internship database

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GENERAL STUDIES (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of General Studies program (BGS) at YSU is a degree completion program designed for students who have earned a significant amount of college credits but no bachelor's degree. BGS provides students with a degree completion option that maximizes the use of the credits they have earned and minimizes the path to completion of a degree. The BGS degree at YSU allows for ultimate flexibility in bachelor's degree completion and can be completed fully online if needed or desired.

The Bachelor of General Studies degree also offers students an opportunity to utilize Prior Learning Assessment Credit (PLA) towards degree completion hours. PLA is credit awarded to a student based on their professional experience. This includes documented trainings and certifications, department challenge exams, and experience gained on the job that is equivalent to college level learning.

Rather than one major, the Bachelor of General Studies degree is comprised of two areas of concentration. This enables the student to diversify their education and skills giving them an interdisciplinary perspective and edge. Through the concentrations and required Capstone course, BGS students will gain the ability to apply a variety of desirable skills such as critical analysis, communication, problem solving, and synthesis of information across disciplines. Concentrations can be as broad or specific as the student desires providing maximum flexibility to degree completion.

BGS students work closely with an academic advisor to determine their concentrations and path to BGS degree completion. Students who have earned an A.A. or an A.S. degree have automatically fulfilled all General Education Requirements for the BGS degree. Associates degrees in any area can potentially be embedded into the BGS degree. (AABA, AAS Pre K, ADN). This gives a student enrolled in a two-year program and pursuing a more technical career path the opportunity to utilize those credits towards completion of a bachelor's degree. An associates degree in any area also fulfills one of the two areas of concentration required for the BGS degree.

SMART GOALS

Goal	Action

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Improve student outcomes and completion.	Review course ordering to improve scaffolding and improved capstone completion in fall 2025. Evaluate and update capstone course to break it into two courses to "chunk" the capstone project and improve student completion. This should begin in fall 2025, with an evaluation in spring and fall 2026.
Improve integration of program with career readiness and graduate school preparation upon graduation.	Create professional development unit for capstone course to prepare students for post-graduation life in spring 2026; Work with YSU Career Services to create activities for students that will focus on exhibiting their strengths to possible employers/graduate school programs while showing how to critique their weaknesses, spring 2026.
Increase alumni outreach.	Send out a “sign-up” sheet that will open up the possibility of a BGS student to be a contact person for possible internship opportunities, fall 2025 Create tracking system to create an alumni network. spring 2026 Use the alumni list to start outreach to improve student internship opportunities, fall 2026

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GEOGRAPHY (BACHELOR'S)

PROGRAM PITCH:

In keeping with the mission of Youngstown State University, the YSU Geography and Urban-Regional Studies Program fulfills the YSU Mission in the following ways:

- Innovative lifelong learning experiences that inspire individuals, enhance futures, and enrich lives:
- The geography degree equips students with tools needed for the continued exploration of our planet. The geography mantra of "What is it and why is it there," is a mobile concept alumni can apply regardless of where their personal or professional lives take them.
- Students are instructed in the use of emerging technologies in Geospatial analysis and the use of scientific, social science, education, and business approaches to spatial analysis. These geographic principles drive decision-making that meets government, business, and societal needs.
- Empowering students to discover, disseminate, and apply their knowledge.
- Students explore, discover, and understand conditions associated with "place and location," and use technology to disseminate and apply the knowledge they gain through study and research.
- Enriches the region by fostering collaboration and advancement of civic, scientific, and technological development.
- The Geography and Urban-Regional Studies faculty, staff, and students routinely:
- Collaborate with fellow YSU faculty members in joint teaching and research efforts.
- Support K-12 teacher education initiatives.
- Engage in collaborative efforts with local, regional, national, and international colleagues.

SMART GOALS

Goal	Action
Improve Curricular Efficiency	• Complete curricular revision • Develop a 2-year course rotation • Look for ways to reduce independent study courses
Improve Student Success rates	• Lead discussions on departmental DFW rates • Encourage use of early alert systems for struggling students • Engage in departmental discussion of courses assessments

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Increase use of technology to enhance "field" experiences in the program	• Introduce use of lidar to courses and show relevance to Geography • Pilot program using VR headsets for virtual field experiences
Strengthen Community engagement and collaboration	continue close association of the Capstone class and Internships with communities within Colombiana county explore new partnerships within the local community through internships, capstone, and increased workshop opportunities
increase enrollment	explore the online degree option for geography recruitment of students through general studies classes incorporated graduate level classes into the proposed MS in data science and statistics

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GEOLOGY (BACHELOR'S)

PROGRAM PITCH:

The Geology program at Youngstown State University prepares students for rewarding careers and advanced study in environmental geology, geophysics, engineering geology, energy resources, and geospatial technology. Through a strong foundation in geology fundamentals and hands-on experiential learning—including fieldwork, applied courses, and faculty-directed research—students develop the skills needed to address complex challenges related to water, mineral, and energy resources.

Dedicated to student-centered education, research, and community service, the program empowers graduates to contribute meaningfully to their professions and to the understanding and sustainable management of Earth's resources in an ever-changing world.

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SMART GOALS

Goal	Action
To secure ongoing funding for high-profile community engagement, to maintain equipment, exhibits, and staffing levels (both full-time and student assistants), supporting its mission to deliver unique science education experiences for YSU students, K-12 school groups, and the general public.	Museum Specialist Funding for Mineral Museum: Securing long-term funding for the Mineral Museum is critical to its future success, including making the Museum Specialist role full-time. Efforts to secure such funding through endowments are ongoing. Long-Term Funding for Mineral Museum Operations: Continuous funding for the upkeep, maintenance, and outreach materials of the Mineral Museum (including kits for local schools) is essential for the museum's continued operation. This remains an ongoing priority.
Increase the number of declared geology majors at a rate 50% per year	Faculty recruitment. In this case, lecturer Spieler.

GOAL: GET THE GEOLOGY PROGRAM ON A SUSTAINED GROWTH TRAJECTORY Modify curriculum to place greater emphasis on technology applications in geology	Establish BS Applied Geology curriculum Addition of these core courses: GEOL 2600: Geology in the Field GEOL 3708: Geological Field Methods GEOL 3755: Geological Research Methods and Data Analysis Addition of five applied geology upper division electives courses to eight existing applied geology upper division elective electives: GEOL 3710: Petroleum Geology of the Appalachian Basin GEOL 3715: Advanced Environmental Geology GEOL 4806: Engineering Geology GEOL 4825: Geophysical Well Log Analysis GEOL 5808: Introduction to Energy Resources Expanded Department geophysical instrumentation Up graded existing ground penetrating radar instrument Secured donation of six different geophysical instruments from private industry
Distinguish the YSU geology program from programs at competing regional institutions	Establish BS Applied Geology curriculum Addition of these core courses: GEOL 2600: Geology in the Field GEOL 3708: Geological Field Methods GEOL 3755: Geological Research Methods and Data Analysis Addition of five applied geology upper division electives courses to eight existing applied geology upper division elective electives: GEOL 3710: Petroleum Geology of the Appalachian Basin GEOL 3715: Advanced Environmental Geology GEOL 4806: Engineering Geology GEOL 4825: Geophysical Well Log Analysis GEOL 5808: Introduction to Energy Resources Expanded Department geophysical instrumentation Up graded existing ground penetrating radar instrument Secured donation of six different geophysical instruments from private industry

draft

Increase student participation in faculty-directed research	Goal: Pair Undergraduate Students with MS Environmental Science Students to Enhance Research Opportunities Purpose-Focused Goal: The goal is to foster collaboration between undergraduate students and MS Environmental Science students to enhance hands-on research experiences, skill development, and mentorship. This initiative aims to bridge the gap between undergraduate and graduate-level research, helping students gain practical experience in environmental science while contributing to ongoing faculty research programs. Measurable Milestones: • Year 1 (Starting Fall 2025): o Establish partnerships between at least 10 undergraduate students and MS Environmental Science students, ensuring that students from both levels collaborate on at least 3 ongoing faculty-led research projects. o Develop a structured mentorship program where each MS student serves as a research mentor to an undergraduate student, guiding them through the research process. • Year 2 (Fall 2026): o Increase student participation to 15 undergraduate students paired with MS students, expanding research involvement across 5 faculty research projects. o Track and report the impact of this collaboration on undergraduate student performance, with at least 50% of participating undergraduates presenting research findings at department or national conferences. • Year 3 (Fall 2027): o Expand the program to include a wider variety of faculty research projects, ensuring that all participating MS students are matched with at least two undergraduate students for mentorship. o Aim for 100% of undergraduate participants to contribute to a peer-reviewed publication or conference presentation related to their research collaboration. Recruitment of Students for Faculty Research Programs Purpose-Focused Goal: The goal is to recruit undergraduate students to assist in faculty research programs, ensuring that students actively contribute to academic research and gain valuable experience to prepare them for graduate studies and careers in environmental science. Measurable Milestones: • Year 1 (Starting Fall 2025): o Recruit at least 10 undergraduate students to assist in faculty research programs in the Environmental Science department. o Develop a formal recruitment process for students to apply for research assistantships, ensuring that students from diverse backgrounds are considered. • Year 2 (Fall 2026): o Increase recruitment efforts, targeting a minimum of 15 students to participate in research assistantships, with at least 30% of students coming from underrepresented groups in environmental sciences.

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		o Provide students with opportunities to present their research in department seminars or at regional research conferences. • Year 3 (Fall 2027): o Expand the program to include more faculty across disciplines, aiming to involve at least 20 undergraduate students in faculty-led research projects. o Aim for at least 50% of participating students to secure internships or graduate school opportunities through their research involvement.

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Increase the number of declared geology majors at a rate 50% per year (4-6) (6-9) (9-14)	Purpose-Focused Goal: The goal is to expand and enhance the geology program through student engagement, curriculum updates, and hands-on experiences to attract more students into the geology major. This initiative includes upgrading facilities, creating exciting general education courses for non-majors, and promoting professional student organizations, with a target of increasing declared geology majors by 50% each year. Strategy and Measurable Milestones: Expand and Update Rock Lab: Progress Measure: The rock lab has added approximately $20,000 in new equipment, improving hands-on experiences for students. Next Steps: Work with the STEM Dean on upgrading the physical infrastructure (electricity and water) to better support lab activities. Planned Addition: Addition of a Ward Jet A1212 CNC materials cutting machine for advanced student projects. Develop GEOL 1503: Rock Studio – Understanding Geology Through Lapidary Experiences (for Non-Majors): Progress Measure: The course GEOL 1503 is currently under review by the University General Education Committee. This course is designed to engage non-majors in geology through hands-on lapidary experiences. Next Steps: Once approved, GEOL 1503 will be offered as part of the general education curriculum. The course is expected to attract non-major students, increasing their interest in geology and potentially inspiring future geology majors. Promote AIPG Student Chapter: Progress Measure: Faculty will actively promote the student chapter of the American Institute of Professional Geologists (AIPG) to engage students in professional development and networking. Next Steps: Encourage student participation in AIPG events, which will help foster community and raise the profile of the geology program. Increase Declared Geology Majors: Current Status (as of 6/13/23): Spring 2022: 15 declared geology majors. Spring 2023: 19 declared geology majors (a 25% increase). Additional students on the admit list express interest in geology. Target:

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		Increase the number of declared geology majors by 50% annually, aiming for a 30% increase in student enrollment by Fall 2024. Next Steps: Once GEOL 1503 starts running two sections per semester, this course is expected to significantly boost student interest in geology, contributing to future enrollment increases. By Fall 2024, expect a further rise in the number of declared majors, with an initial goal of reaching 30 declared geology majors. Ongoing Evaluation and Adjustments: Progress Measure: The program will be continuously evaluated based on the number of geology major declarations and student enrollment trends. Next Steps: Monitor student enrollment after each semester's course offerings and adjust recruitment strategies to maintain the 50% annual growth target. Expected Outcome: By focusing on engaging hands-on experiences, creating appealing courses for non-majors, and promoting professional involvement, the program expects to achieve a 50% increase in declared geology majors each year, with measurable growth beginning in Fall 2024. The combination of facility upgrades, exciting new coursework, and increased student engagement is expected to continue the upward trajectory of geology program enrollment.

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Improve student retention at a rate of 50% per year (most recent is 75%for 2019)	Purpose-Focused Goal: The goal is to enhance student retention in the Geology program by implementing proactive measures, refining assessment tools, and evaluating course sections for continuous improvement. This initiative aligns with broader goals of increasing declared geology majors and ensuring that students progress successfully through the program. Strategy and Measurable Milestones: Monitor and Address DFW Rates: Progress Measure: The STEM College has implemented a strategy to monitor DFW (Drop, Fail, Withdraw) rates in each course section, with a maximum cutoff rate of 25%. Course sections exceeding this threshold will be evaluated for improvement strategies. Next Steps: Faculty will review and analyze DFW data regularly to identify courses or sections with higher than acceptable rates. Develop targeted strategies to improve these sections, such as providing additional support, tutoring, or modifying course delivery methods to enhance student understanding and engagement. Use CRM Advise for Student Success: Progress Measure: All course sections in Physics are currently using CRM Advise to track students' academic progress and encourage early intervention. The system helps identify students at risk of low performance and informs the program administration of steps being taken to help improve student achievement. Next Steps: Implement CRM Advise across all Geology courses to identify at-risk students early. The system will be used to suggest interventions like study groups, office hours, or tutoring sessions to improve retention and academic success. Revamp Geology Program Assessment: Progress Measure: The Geology program assessment tools will be revamped to better evaluate student achievement. This includes developing new assessment measures to track student performance throughout their academic journey and provide more targeted feedback. Next Steps: Review existing assessment tools and revise them to better align with student retention goals. Integrate qualitative and quantitative data from assessments to make informed decisions about improving course content and teaching strategies. Implement Targeted Retention Strategies: Progress Measure:

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	In line with the goal of improving retention by 50% per year, the program will implement tailored retention strategies, such as student mentoring, faculty-student engagement activities, and proactive academic advising. Next Steps: Foster stronger relationships between faculty and students through personalized advising and mentorship programs. Continue to engage students through extracurricular activities, like the AIPG student chapter, to enhance community and student support networks within the department. Evaluate Progress Annually: Progress Measure: Student retention rates will be tracked and evaluated annually. The most recent retention rate for the Geology program is 75% (2019). The goal is to increase this retention rate by 50% each year. Next Steps: Regularly assess retention data and adjust interventions as needed. For example, if a section of the program has low retention, the program will investigate the causes (academic struggles, lack of engagement, etc.) and adapt strategies to better support students. Collaborate with STEM College on Retention Strategies: Progress Measure: Continued collaboration with the STEM College's broader retention strategies, including their DFW rate management program and CRM Advise, will help integrate successful strategies across departments. Next Steps: Work closely with the STEM College to share best practices and implement joint initiatives that promote student retention across all science-related programs.

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HEALTH AND HUMAN SERVICES (MASTER'S)

PROGRAM PITCH:

The Master of Health and Human Services is research and applied focused program. It's core faculty conduct grant funded research and sponsored programs, regularly publish in peer reviewed journals and present at state, national, and international research conferences.

Our faculty are established researchers and is well connected with grant funders, donors, state and national organizations dedicated to applied research in gerontology and healthcare administration.

Students are expected to do an internship or thesis. The internship has multiple options based on the student's career goals. They include health promotion: Working with organizations such as YSU athletics on sports performance and health and wellness for student athletes. Working with the YMCA, Cleveland Clinic and the YMCA of Youngstown.

Health Informatics: Students work to work with large health related data sets and Electronic Medical Records to help healthcare organizations analyze, interpret, and act upon evaluation findings.

Healthcare Administration: Health care administration is a growing field. Our students can learn and apply the leadership skills to work in healthcare administration across the entire spectrum of services and supports. This includes home and community-based services, hospital, assisted living, and skilled nursing facilities. Students can become Health Services Executives (HSE) through our nationally accredited program. This allows students to sit for licensure across the United States. The Administrator in Residence is an immersive 1,000-hour internship

Our program gives students the skillsets to learn and apply the NAB domains of practice in Apply the four domains of practice (Care, Services and Supports; Operations; Environment and Quality; Leadership and Strategy) to skilled nursing facilities, assisted living facilities and home and community-based care.

Our health promotion track allows students to work in many settings and pairs nicely with dietetics, exercise science, and other health related bachelors' degrees. Health Promotion: Working with organizations such as YSU athletics on sports performance and health and wellness for student athletes. Working with the YMCA, Cleveland Clinic and the YMCA of Youngstown.

Our MHHS program helps students learn the methods, concepts, and applications of health promotion, health informatics, and healthcare administration. This occurs through class projects and internships. Students have the critical thinking, applied,

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and communication skills to be successful in health promotion, informatics, and administration.

Continue to allow research and participation of our faculty in state and national conferences within health and human services related organization. Leadership positions by our faculty have allowed us to shape the future of marketing, research, and teaching involving/ our three tracks.

SMART GOALS

Goal	Action
Enhance the marketing of this online masters program to increase recruitment.	Work with YSU marketing on creating an improved website and marketing materials. Have hired as student assistant to help with social media marketing, Increased use of Linked-In. Engage part-time faculty to assist with social media push
Develop and Expand the Health infomatics certificate in this program	Implement a portfolio into the student coursework in this track. Increase the recruitment of CSIS Masters students into the informatics certificate through discussions with faculty.
Improve recruitment and retention of students. Recruit additional students into the established certificates.	Certificates are finalized for Applied Aging Across the Lifecourse. There needs to be a plan shared with BCHHS advisors and BCLASSE advisors for this to be "marketed" to the students. Introduce the Undergraduate certificate in applied aging to the appropriate associate and bachelors majors.
Discuss with faculty the internship process, the course, the student experience, and accountability	Currently this process is not well defined, or well organized. A curriculum retreat has been scheduled for 12/2023 and this will be a topic for discussion.

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HEALTH SCIENCES (DOCTORAL)

PROGRAM PITCH:

Our Health Sciences program prepares students with the knowledge and research skills required to become independent researchers who can effectively work within an interdisciplinary research team in an academic, clinical, or industrial environment. Our graduates are also very effective, evidenced-based educators whether to students, clients/patients, or community health partners.

SMART GOALS

Goal	Action
Consistently graduate 3-5 students per year resulting in 9-15 journal article submissions with a 75% publications rate on these projects	Facilitate completion of the graduate requirements through rapid turnaround of all written products by students in dissertation phase. Turnaround time from committee members to be 2 weeks or less. Recruit additional committee chairs from full time faculty
During 2025, the program will transition to an online option allowing us to attract outstanding students from excellent universities around the United States.	Complete the approval process through YSU and the State. Once approved increase recruitment through marketing the program.
Graduate the first students with the PhD while attaining all program SLOs.	Facilitate completion of the graduate requirements through rapid turnaround of all written products by student in dissertation phase. Turnaround time from committee members to be 2 weeks or less.

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HISTORY (BACHELOR'S)

PROGRAM PITCH:

History is not a static or backward-looking discipline, but rather one that actively engages with and informs real-world, present-day concerns. Rather than simply memorizing and collecting facts, historians compose narratives that interpret past events and provide essential context to every arena of contemporary life, including society, politics, and economics. History students train in the application of critical analysis to the interpretation of evidence—which may include any and all examples of human labor, thought, and creativity. As a result, history is an inherently interdisciplinary field that grounds collaborations across the liberal arts and humanities. Most importantly, history students train to effectively communicate their findings to diverse audiences in a variety of formats, including print and digital publications, exhibitions, and presentations. History graduates are prepared to be informed citizens, active in civic affairs as well as in the social and cultural lives of their communities. Their specialized skills in research, analysis, and interpretation are sought after by employers in government, law, business, communications, and non-profit organizations, especially in education, libraries, archives, and museums.

The History Program at YSU sustains important social, cultural, and economic institutions in the Mahoning Valley. Through its internship programs, annual conference, community-engaged courses, and public service projects, the YSU history program offers students a hands-on, meaningful educational experience that not only supports their professional development but also enhances the quality of life in the region. The YSU History Program is the only university program in the entire state to operate as a historic site management partner with the Ohio History Connection (the State Historical Society). Through this partnership, the History Program manages the Youngstown Historical Center of Industry and Labor (Steel Museum). This special relationship provides students with unique learning experiences, including museum-based class projects, internships, and employment. The museum is our primary vehicle for established and growing relationships with area businesses from the WOW Center to Vallourec Steel. The History Program also serves as one of eight rotating host sites for the AmeriCorps Ohio History Service Corps program. Not only does the program often employ YSU graduates, but it also provides training and support for local historical societies throughout the Valley. Through its community-engaged courses, the YSU History Program supports other non-profits, including the Trumbull County Historical Society, the Mahoning Valley

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Historical Society, and the Youngstown Area Jewish Federation. By nurturing these community partnerships, the YSU History Program provides students with competitive, marketable professional experience as well as direct job placement. Finally, by hosting the annual Waksmunski-Starr Memorial Conference, the History Program fosters and incentivizes original student research. It provides a peer-review setting for all YSU students to showcase their research, hone their communication skills, and network with fellow students from other colleges and universities.

The strength of the program rests on the integration of traditional instruction with community-engaged, career-oriented curriculum, enhanced by its partnerships with the Ohio History Connection, the Steel Museum, and a variety of other community organizations. Its emphasis on cultural history and the public application of historical scholarship prepares students for productive careers and impactful lives.

SMART GOALS

Goal	Action
Continue Marketing push for increased enrollment over next 3 to 5 years (100% increase)	Continuing to present at Penguin Preview Day Updating brochures for students (fall 2026) brochures and information at History Day and Steel Museum (Spring 2025)
Build student enthusiasm by exposing them to complimentary perspectives on disciplinary themes.	Develop new team taught and cross-listed courses anthropology and history on Pre-Contact Americas (Fall 2025) history and geography on Environmental History (spring 2026) history and literature on Russian history/literature (AY 26-27) history and literature on Irish history/literature (AY 26-27) meet and greet with the English department (Spring 2026) to discuss potential collaborations

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Raise the number of students taking internships outside of the History Practicum	1. 5 in 25/26 and 10 the year after. 2. Increase collaboration with local Historical Societies in Mahoning and Trumbull counties i. both for internships and research opportunities ii. increased number of local cemeteries interested in documenting grave locations and remains, increased requests for story maps of cemeteries liii. ocal community members are reaching out to work with the department on private property family cemeteries

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Increase participation in the annual Waksmunski-Starr Memorial Conference over the next 3 yrs	2024-2025 – reformatted the conference – changes below resulted in increase to 49 participants (20% increase) Name change and date held Hosted an abstract workshop with Honors College Added posters and capstones sessions Added virtual sessions for General Studies and other online programs Promoted through the Office of Research Services 2025 – 2026 In person visitation by Amy Fluker to other departments (expanding on success with English, Honors, ITL) to describe the conference and student benefits Increase number of capstone students in other disciplines (political science, communication, international programs, etc) Add a virtual session for international contributors 2026-2027 goal for participation – 100 students Continue outreach on campus Continue to contact other institutions regionally Post on Council on Undergraduate Research (international website for undergraduate research all disciplines)
Improve Curricular Efficiency	• Complete curricular revision • Develop a 2-year course rotation • Look for ways to reduce independent study courses
Grow enrollment	• Actions: Leverage History Day event in April, including with literature and an info table for the 300 or so middle and High School students at the event. • Increase presence at YSU new student orientation events.
Expand internships	• Actions: create general history internship section offering three credits toward degree for interning in non-applied history situations (we only offer applied History internship, currently). • Explore options for new partnerships in the local community.

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Increase community engagement through classes, workshops, and internships	development of classes for the CEL designation proposal of workshops
Steel Museum writing a grant for holographic equipment - digital Steel Town ambassador	working with YSU grant and research office to prepare and submit grant (Fall 29)
Host History Day majors fair	History Day 2025 workshop and/or major fair for participating high school students 1. Pilot run major 2025 with full roll out March 2026

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HISTORY (MASTER'S)

PROGRAM PITCH:

The Graduate Program in History offers rigorous, broad-based education with flexible applications across a wide range of rewarding career paths in education and research, law, media and journalism, consulting, business, and non-profits. It develops vital skills and perspectives not tied narrowly to specific and often transient jobs, technologies, or circumstances, but broadly applicable and always relevant in an ever-changing world. These include critical thinking, analytical and research skills, cogent argumentation and communication in both traditional and digital formats, historical imagination, and a deeper understanding of the human condition.

SMART GOALS

Goal	Action
Improve Curricular Efficiency	• Complete curricular revision • Develop a 2-year course rotation • Look for ways to reduce independent study courses
Increase enrollment	• Offer online and hybrid courses sufficient to allow path to degree entirely by distance learning. • Better advertise our status as lowest cost History MA in Ohio and fourth nationally. • Create American Studies track within History MA that would allow students to bring select courses in from other YSU graduate programs.
Increase paths to degree	• Similar to goal 2 (minus reference to advertising).

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HUMAN RESOURCE MANAGEMENT (BACHELOR'S)

PROGRAM PITCH:

The BSBA in Human Resource Management at the Williamson College of Business Administration develops career-ready HR professionals through a dynamic combination of industry certification, hands-on learning, and professional networking, preparing students to navigate complex HR challenges. Aligned with the Society for Human Resource Management (SHRM) Body of Applied Skills and Knowledge, the program ensures graduates are equipped with strategic HR expertise, ethical leadership, and a data-driven approach to workforce management. The program integrates SHRM-CP certification preparation, giving graduates a competitive advantage in the job market. Faculty-led applied learning projects allow students to develop HR strategies for real businesses, negotiate labor agreements, and design compensation structures, bridging classroom knowledge with practical workforce solutions. Students gain real-world HR experience through internships, consulting projects, and professional development initiatives, with nearly all HR students securing internships that frequently lead to full-time employment. The award-winning SHRM Student Chapter at YSU offers students direct engagement with HR professionals, alumni, and industry mentors. Through events like Shadow Day, HR Games, and networking mixers, students build professional connections, gain leadership experience, and access career opportunities. HR students and faculty play a vital role in regional economic development, supporting businesses through workforce planning, recruitment strategies, and HR consulting projects. Employers consistently praise YSU HR graduates for their professionalism, strategic insight, and SHRM certification readiness, reinforcing the program's reputation for producing top-tier HR talent. Faculty contribute to cutting-edge research in leadership, employee well-being, and workplace policies, influencing HR practices and policy development. Community engagement is a key focus, with students participating in volunteer initiatives, employer networking events, and leadership interviews with HR executives. Graduates of the BSBA in Human Resource Management leave certified, well-connected, and prepared to lead. Whether pursuing careers in talent acquisition, employee relations, compensation, or corporate HR leadership, they bring strategic expertise, real-world experience, and a commitment to workforce excellence, making an immediate impact on organizations and communities.

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SMART GOALS

Goal	Action

3.3 ESTABLISH FACULTY AS A SOURCE OF EXPERTISE	1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Human Resource Management, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Human Resource Management who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Human Resource Management will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Human Resource Management engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.

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2.2 INTEGRATE INDUSTRY-RECOGNIZED CERTIFICATIONS	1. By every three years, the Human Resource Management program will ensure all HR faculty maintain SHRM (Society for Human Resource Management) certification and engage in continuing education activities. Success will be measured by 100% faculty compliance with SHRM certification renewal and participation in at least one professional development activity per year. This initiative ensures students receive instruction from faculty with up-to-date HR expertise and best practices. 2. By the 2025-26 academic year, the Human Resource Management program will permanently embed SHRM-CP certification preparation into MGT 4844. Success will be measured by syllabus updates that include SHRM-CP exam preparation materials, case studies, and practice tests. Additional benchmarks include ensuring alignment with SHRM-CP certification requirements and incorporating real-world HR scenarios to strengthen student readiness for certification. 3. By Spring 2026, the Human Resource Management program will expand SHRM-CP certification opportunities to graduate students in the OMBA program and the local business community. Success will be measured by integrating SHRM-CP certification preparation into OMBA coursework, launching at least two specialized workshops on advanced HR topics, and partnering with at least three local businesses or HR organizations to promote SHRM-CP certification. This initiative ensures that both students and community members have access to career-enhancing HR credentials. 4. By Fall 2025, the Human Resource Management program will increase student support initiatives to encourage HR majors to pursue SHRM certification. Success will be measured by the implementation of study groups, information sessions, and a mentorship program that pairs students with SHRM-certified alumni or HR professionals. This initiative enhances certification success rates by providing structured guidance and peer support.

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3.2 DELIVER CURRICULA WITH INDUSTRY STANDARDS	1. By Fall 2025, the Human Resource Management program will maintain SHRM (Society for Human Resource Management) Body of Knowledge alignment by continuously updating course content to reflect the latest industry standards. Success will be measured by annual curriculum audits, student performance data analysis in SHRM-aligned courses, and implementation of at least two curriculum enhancements per year based on SHRM updates. This initiative ensures the program remains industry-relevant and enhances student preparedness for HR careers. 2. By Spring 2026, the Human Resource Management program will integrate advisory board insights into curriculum updates and strategic planning on an annual basis. Success will be measured by documented curriculum changes based on advisory board recommendations, with a goal of implementing at least three advisory board-driven improvements per year. This initiative strengthens the connection between academia and industry, ensuring graduates are equipped with the most relevant HR competencies.
Goal 3.4 COLLABORATE WITH INDUSTRY & COMMUNITY ORGANIZATIONS	By Fall 2025, the Human Resource Management program will establish a formal partnership with the Western Reserve Chapter of SHRM to enhance industry collaboration. Success will be measured by completing initial outreach and securing an agreement for ongoing engagement. This initiative strengthens networking opportunities, provides access to industry expertise, and fosters collaborative efforts benefiting students and professionals. Required resources include dedicated staff time for outreach and relationship management, as well as potential funding for joint initiatives.

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INDUSTRIAL & SYSTEMS ENGINEERING (BACHELOR'S)

PROGRAM PITCH:

The Bachelors in Industrial and Systems Engineering program at Youngstown State University prepares students to become future leaders in the field by delivering a transformative educational experience. Through rigorous coursework, cutting-edge research opportunities, and robust industry partnerships, the program fosters critical thinking, advanced problem-solving skills, and a commitment to continuous improvement.

Dedicated to innovation and collaboration, the program equips graduates to optimize complex systems while adhering to the highest ethical standards. By integrating advanced technologies and practical applications, students are empowered to make meaningful contributions to industry and society, addressing the evolving challenges of a dynamic global landscape.

SMART GOALS

Goal	Action
Enhance Curriculum	Specific: Integrate data analytics, advanced manufacturing, and human-centered design modules into the core ISE curriculum. Measurable: Increase the number of ISE courses incorporating these elements by 50% within 3 years. Achievable: Achieve this by securing funding for faculty development in these areas, partnering with industry experts to co-develop course content, and leveraging online learning platforms for flexible delivery. Relevant: This aligns with the vision of "revolutionizing ISE learning through a cutting-edge curriculum" and prepares graduates for Industry 4.0. Time-bound: Complete curriculum integration by the end of the 2026 academic year.

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Expand Research Impact	Specific: Increase the number of collaborative research projects with international partners focused on sustainable development. Measurable: Secure 3 new internationally funded research projects in sustainability within the next 5 years. Achievable: Achieve this by actively participating in international conferences, fostering partnerships with universities and research institutions abroad, and hiring faculty with expertise in sustainable development. Relevant: This aligns with the vision of "spearheading collaborative research initiatives with global partners" to address global challenges. Time-bound: Secure the targeted research projects by the end of 2029.
Foster Diversity and Inclusion	Specific: Increase the representation of underrepresented groups (women, minorities) in the ISE program. Measurable: Increase enrollment of underrepresented groups in the ISE program by 25% within 5 years. Achievable: Achieve this by developing targeted outreach programs to high schools with diverse student populations, offering scholarships specifically for underrepresented groups, and creating mentorship programs to support their success. Relevant: This aligns with the vision of "empowering a diverse generation of global leaders" and the mission's commitment to diversity and inclusion. Time-bound: Achieve the target enrollment increase by the Fall 2029 semester

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Strengthen Industry Partnerships	Specific: Establish a formal Industry Advisory Board to provide input on curriculum development and student career opportunities Measurable: Form an Industry Advisory Board with at least 5 members from diverse industry sectors within 2 years. Achievable: Achieve this by reaching out to industry leaders and alumni, organizing networking events, and offering incentives for participation (e.g., research collaborations, access to student talent). Relevant: This supports the mission's focus on strong industry partnerships and enhances the program's responsiveness to industry needs. Time-bound: Establish the Industry Advisory Board by the end of 2026.

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INDUSTRIAL & SYSTEMS ENGINEERING (MASTER'S)

PROGRAM PITCH:

The Master's in Industrial and Systems Engineering program at Youngstown State University prepares students to become future leaders in the field by delivering a transformative educational experience. Through rigorous coursework, cutting-edge research opportunities, and robust industry partnerships, the program fosters critical thinking, advanced problem-solving skills, and a commitment to continuous improvement.

Dedicated to innovation and collaboration, the program equips graduates to optimize complex systems while adhering to the highest ethical standards. By integrating advanced technologies and practical applications, students are empowered to make meaningful contributions to industry and society, addressing the evolving challenges of a dynamic global landscape.

SMART GOALS

Goal	Action
Enhance Applied Research and Project Experience	Specific: Expand applied research projects and internship opportunities in collaboration with industry partners or community organizations for master's students to engage in. Measurable: Achieve a participation rate of master's students under the thesis track in applied research projects and internships to 50% by the end of the 2029-2030 academic year. Achievable: Develop and strengthen partnerships with global/local industry and community organizations to provide real-world project and research opportunities, create a centralized database of these opportunities, and fully integrate applied projects and research as a core component of the master's curriculum. Relevant: Directly supports the mission's emphasis on hands-on learning experiences and the vision's focus on exceptional applied learning opportunities. Time-bound: Achieve the target participation rate by the end of the 2029-2030 academic year.

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Develop Cutting-Edge Specialized Master's Tracks	Specific: Create new master's specializations or concentrations in high-demand areas of ISE, such as supply chain engineering, manufacturing systems engineering, and data/predictive analytics. Measurable: Launch at least two new specialized master's tracks/concentrations within the next 5 years. Achievable: Conduct thorough market research to identify in-demand specializations, develop innovative and cutting-edge curriculum for these tracks, and secure all necessary approvals for implementation. Relevant: Directly supports the mission's focus on specialized master's programs and the vision's goal of offering cutting-edge specialized master's tracks. Time-bound: Launch the new tracks/concentrations by the end of the 2029-2030 academic year.
Enhance Career Development and Placement	Specific: Improve career services and professional development opportunities for master's students, leading to higher placement rates in relevant industry positions. Measurable: Increase the percentage of master's graduates employed in ISE-related fields within six months of graduation to 50% by the end of the 2029-2030 academic year. Achievable: Offer comprehensive career workshops, personalized resume and portfolio building assistance, expand networking events with industry professionals, provide realistic mock interviews, and strengthen relationships with potential employers to facilitate job placements. Relevant: Directly supports the mission's aim of developing highly skilled and sought-after practitioners and the vision's focus on achieving outstanding career placement rates. Time-bound: Achieve the target placement rate by the end of the 2029-2030 academic year.

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Increase Master's Program Enrollment	Specific: Increase applications and enrollment in the master's program, particularly from high-quality candidates. Measurable: Achieve a 20% increase in applications and a 15% increase in enrollment in the master's program over the next 5 years. Achievable: Enhance program visibility through targeted marketing and outreach campaigns, streamline and improve the application process, offer competitive funding and scholarship packages, and effectively highlight program strengths, specialized tracks, and career outcomes to attract top talent. Relevant: Directly supports the vision's goal of significantly growing master's program enrollment and building a vibrant community of ISE professionals. Time-bound: Achieve the targeted application and enrollment increases by the beginning of the 2029-2030 academic year.

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INFORMATION TECHNOLOGY A (ASSOCIATE)

PROGRAM PITCH:

The Associate in Information Technology program at Youngstown State University prepares students to become lifelong learners equipped with foundational theoretical knowledge and technical skills in computing technologies. The program emphasizes the planning, development, implementation, and maintenance of solutions in networking, data engineering, cybersecurity, software development, web technologies, and computing hardware and software systems, meeting the evolving needs of users and organizations.

Through a student-centered approach, the program fosters the ability to conceptualize, design, and implement high-quality information systems across a range of environments. Graduates are prepared to address challenges in information technology with ethical decision-making, a global perspective, and the technical expertise required to make meaningful contributions in their personal, organizational, and societal roles.

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SMART GOALS

Goal	Action
Active Local Recruitment to Increase Student Enrollment by 10% by Fall 2025	Increase participation in YSU's student campus visits. Increase activity on social media and STEM's newsletter. Also, work with local schools/middle and high schools to get students interested in the IT program. November 2024 update: The department is actively involved in college and university-organized student recruitment activities. It has also updated the informational materials for the public and prospective students. Enrollment is doubled in Fall 2024 as compared to Fall 2023
Align curriculum with expected professional and accreditation standards by 2035	To begin this process, the IT program faculty needs to understand the ABET criteria for an IT program. They should consider which courses will need to be assessed and begin gathering and assessing the data. Once 2-3 years of data have been gathered, the process to apply to ABET for program accreditation can begin. ABET also requires that the program graduates; however, this is already happening, so there is no need to wait 4-5 years.

INFORMATION TECHNOLOGY B (BACHELOR'S)

PROGRAM PITCH:

The Bachelor's in Information Technology program at Youngstown State University prepares students as lifelong learners and innovative problem-solvers, equipped with comprehensive theoretical knowledge and technical skills in networking, data engineering, cybersecurity, software development, web technologies, and computing systems. The program emphasizes the planning, development, implementation, and maintenance of advanced computing technologies to meet the dynamic needs of users, organizations, and society.

In addition to preparing students for immediate professional success, the program provides a robust foundation for pursuing advanced research and graduate studies in computing. Graduates are empowered with the expertise to independently design, integrate, and manage cutting-edge solutions that address complex challenges across diverse fields.

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SMART GOALS

Goal	Action
Align curriculum with expected professional and accreditation standards by 2035	Obtain ABET Accreditation by Fall 2030. To begin this process, the faculty in the IT program need to understand the ABET criteria for an IT program. Consider which courses will need to be assessed and begin the process of gathering the data and assessing the courses. Once there are 2-3 years of data gathered, the process to apply to ABET for the program accreditation can begin. ABET also requires that the program has graduated; however, this is already happening, so there is no need to wait 4-5 years. March 2022 update: A decision was made to give the focus to ABET accreditation for the CS program. June 2023 update: It was decided to cease ABET efforts for INFO at this time in favor of those efforts for CS

Align courses in Security concentration to CompTIA Security+ certificate by Fall 2025	Efforts are being made to align CSIS 3755 and CSIS 3756 to CompTIA Security+ certificate
Align courses in Data Engineering concentration to Oracle certificates by Fall 2026	Efforts are being made to align CSIS 3722 to Oracle Database certificate
Align concentrations to CompTIA and Cisco Certifications.	The new courses being developed in the security area be developed to align with Cisco certifications. The networking courses will be developed to align with Computing Technology Industry Association (CompTIA). March 2022 update: There has been significant progress in aligning course content to prepare students for industry certificates. CSIS 2620 course content has been modified to align with CompTIA A+ certificate. June 23 update: Some of the Networking concentration courses have been aligned with the Cisco CCNA certificate. July 24 update: Alignment of courses to CompTIA A+ and CISCO networking certificates is complete.

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JOURNALISM (BACHELOR'S)

PROGRAM PITCH:

At Youngstown State, you won't just study journalism – you'll work alongside industry veterans in our state-of-the-art production labs, contribute to award-winning student publications, and launch your career while still earning your degree. YSU's Anderson Program in Journalism puts you in the middle of the action in America's 116th media market. You'll learn from working professionals who are actively shaping today's news. Our program connects you directly with three local TV stations, three city publications, and a vibrant network of newsrooms that offer our students experience, internships and jobs. You'll build real-world skills in writing, reporting, video production, and digital storytelling while competing in national journalism contests and enjoying free membership in the Youngstown Press Club. Our graduates excel everywhere, from regional newsrooms to the world's largest media organizations. Our accelerated master's degree pathway in Professional Communication sets you up for long-term success. At YSU, you won't just study journalism – you'll join a new generation of media innovators who are redefining how stories are told and shaping the future of news.

SMART GOALS

Goal	Action
SMART GOAL Increase enrollment in the Journalism program by 5% by 2028.	o 2025: Host media specific high school visit days for sports communication and journalism o 2025: Create program brochure and update web content o 2026: Host media specific high school visit days for sports communication and journalism o 2026: Increase faculty participation in high school journalism events such as OSMA conferences, PA, Ohio, WV contests o 2027: Host media specific high school visit days for sports communication and journalism

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SMART GOAL Upgrade media production facilities with state-of-the-art technology by 2026.	o 2025: Consult with local and national media professionals about the best tools to invest in. o 2025: Utilize the course fees, grants, gifts, and other funds earmarked donation to purchase new cameras, editing software, and audio equipment. o 2026: Use course fees, grants, gifts and other funds to purchase an industry standard digital newsroom platform.
SMART GOAL Increase student membership is professional media organizations (e.g., Youngstown Press Club) and student media organizations (e.g., Society of Collegiate Journalist) by 5% by 2026.	o 2025: Host a dinner for interested students. o 2025: Create a display of the many, many journalism awards students have one in national and regional contests over the last 5 years. o 2026: Invite Youngstown Press Club members to speak in classes.
SMART GOAL Increase quality and amount of job placements for graduates by 2030.	o 2025: Develop a system to track graduates and begin to collect data. o 2025: Update coursework to keep up with emerging media trends. o 2026: Host a job fair specifically for students in media professions. o 2027: Create a mentor program with local media professionals. o 2028: Investigate possible apprenticeship program. o 2029: Use database to contact 2025 and up graduates to inquire about their jobs and assess success.
Revise curriculum to meet evolving needs of the journalism industry.	Creation of a Professional Advisory Board.
Create an assessment plan for Journalism	Work with Institute of Teaching and Learning to create a new assessment plan for the new and revised Journalism curriculum.

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MANAGEMENT (BACHELOR'S)

PROGRAM PITCH:
The BSBA in Management at the Williamson College of Business Administration develops career-ready leaders with the strategic decision-making, leadership, and business analytics skills necessary to excel in today's dynamic business landscape. A defining feature of the program is the Leadership Certificate integrated into the core curriculum, providing students with a structured foundation in leadership principles and management practices. Students in the Supply Chain concentration also earn the ERP certificate and have the opportunity to earn a Six Sigma Green Belt certification from the Institute of Industrial and Systems Engineering. Data analytics tools such as SAP, Tableau, and PowerBI provide students with the credentials and technical expertise needed to meet evolving employer expectations. Through coursework and applied learning opportunities, students develop the ability to lead teams, foster supportive organizational cultures, and make ethical, strategic decisions. Their experience is further enhanced by participation in case competitions such as MWDSI Supply Chain Management and X-Culture, collaboration with the Management Advisory Board, consulting for local businesses, and leadership development through organizations like WCBA Business Leaders, Beta Gamma Sigma, and the Student Nonprofit Leadership Organization. Management students play a key role in regional economic development through internships and partnerships with organizations such as the Ohio Small Business Development Center, the Ohio Export Internship Program, and the Ohio Procurement Internship Program, which allow students to work directly with regional businesses, contributing to business growth and economic resilience while gaining valuable professional experience. Faculty bring expertise in strategic leadership, supply chain management, healthcare operations, data-driven decision-making, and data-informed management strategies that inform classroom instruction, exposing students to emerging trends and best practices that keep the curriculum aligned with industry needs. Graduates of the BSBA in Management leave with the expertise, critical thinking skills, and leadership capabilities that position them for success in management roles, and the tools to make an immediate impact in their careers and contribute meaningfully to their organizations and communities.
Strategic decision-making, leadership, and business analytics skills necessary to excel in today's dynamic business landscape. A defining feature of the program is the Leadership Certificate integrated into the core curriculum, providing students

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with a structured foundation in leadership principles and management practices. Students in the Supply Chain concentration also earn the ERP certificate and have the opportunity to earn a Six Sigma Green Belt certification from the Institute of Industrial and Systems Engineering. Data analytics tools such as SAP, Tableau, and PowerBI provide students with the credentials and technical expertise needed to meet evolving employer expectations. Through coursework and applied learning opportunities, students develop the ability to lead teams, foster supportive organizational cultures, and make ethical, strategic decisions. Their experience is further enhanced by participation in case competitions such as MWDSI Supply Chain Management and X-Culture, collaboration with the Management Advisory Board, consulting for local businesses, and leadership development through organizations like WCBA Business Leaders, Beta Gamma Sigma, and the Student Nonprofit Leadership Organization. Management students play a key role in regional economic development through internships and partnerships with organizations such as the Ohio Small Business Development Center, the Ohio Export Internship Program, and the Ohio Procurement Internship Program, which allow students to work directly with regional businesses, contributing to business growth and economic resilience while gaining valuable professional experience. Faculty bring expertise in strategic leadership, supply chain management, healthcare operations, data-driven decision-making, and data-informed management strategies that inform classroom instruction, exposing students to emerging trends and best practices that keep the curriculum aligned with industry needs. Graduates of the BSBA in Management leave with the expertise, critical thinking skills, and leadership capabilities that position them for success in management roles, and the tools to make an immediate impact in their careers and contribute meaningfully to their organizations and communities.

SMART GOALS

Goal	Action

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3.3 ESTABLISH FACULTY AS A SOURCE OF EXPERTISE	1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Management, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Management who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Management will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Management engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.

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1.4 INCREASE ONLINE LEARNING OPPORTUNITIES	1. By Fall 2026, the Management program will ensure 100% of degree requirements for Management can be completed fully online in an accelerated format, providing completer students (age 25 and older with prior college credit) with a clear and accessible pathway to graduation. 2. By Spring 2025, the Management program will develop a strategic and efficient scheduling plan for accelerated online courses by Spring 2025. Achievability relies on having sufficient faculty to meet current demand for courses, and the additional online sections that are required. 3. By Fall 2025, the Management program will will hire 3 faculty to support the BSBA across majors, including to support online course delivery and meet instructional needs for the accelerated program. 4. By Spring 2025, the Management program will start the development of accelerated online courses through a formal instructional design process. 5. By Spring 2025, the Management program will gather faculty input to identify the essential skills and technologies needed for effective teaching in accelerated and online formats. 6. By Spring 2026, the Management program will equip faculty with the necessary skills and technologies to effectively teach in accelerated and online formats. 7. By Fall 2025, the Management program will develop at least 3 courses in an accelerated online format for each 7-week session.

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2.3 FOSTER PROFESSIONAL DEVELOPMENT AND CAREER MANAGEMENT SKILLS	(Principles of Management) and capstone courses. Success will be measured by an ex post survey evaluating student improvements in resume building, job search skills, and interview confidence. 2. By each academic year, the Management program will support student organizations in hosting and participating in professional development events and competitions. Success will be measured by the number of events hosted and student participation levels. Resources needed include staff support for securing student government funding. 3. By Spring 2027, the Management program will launch a mentorship program connecting students with alumni and business leaders. Success will be measured by the number of successful mentorship pairs per semester. Resources include funding to invite alumni and sustain mentorship engagement. 4. By Fall 2026, the Management program will invite hiring managers to conduct interview workshops and mock interviews to improve student career readiness. Success will be measured by student improvement across multiple mock interview attempts, tracked via a digital rubric. 5. By Spring 2027, the Management program will integrate professional certifications into the curriculum and offer students opportunities for independent certification study. Success will be measured by the number of students earning industry certifications and gathering employer feedback on certified graduates. Resources include faculty training, partnerships with certification bodies, and funding for exam preparation materials.

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2.3 FOSTER PROFESSIONAL DEVELOPMENT AND CAREER MANAGEMENT SKILLS	1. By Fall 2025, the Management program will identify existing courses where career-focused content can be embedded, including introductory (Principles of Management) and capstone courses. Success will be measured by an ex post survey evaluating student improvements in resume building, job search skills, and interview confidence. 2. By each academic year, the Management program will support student organizations in hosting and participating in professional development events and competitions. Success will be measured by the number of events hosted and student participation levels. Resources needed include staff support for securing student government funding. 3. By Spring 2027, the Management program will launch a mentorship program connecting students with alumni and business leaders. Success will be measured by the number of successful mentorship pairs per semester. Resources include funding to invite alumni and sustain mentorship engagement. 4. By Fall 2026, the Management program will invite hiring managers to conduct interview workshops and mock interviews to improve student career readiness. Success will be measured by student improvement across multiple mock interview attempts, tracked via a digital rubric. 5. By Spring 2027, the Management program will integrate professional certifications into the curriculum and offer students opportunities for independent certification study. Success will be measured by the number of students earning industry certifications and gathering employer feedback on certified graduates. Resources include faculty training, partnerships with certification bodies, and funding for exam preparation materials.

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3.2 DELIVER CURRICULA ALIGNED WITH INDUSTRY STANDARDS	1. By Fall 2025, the Management program will examine industry requirements for Six Sigma Green Belt, Certified Supply Chain Professional (CSCP), and other leadership-related certifications. Success will be measured by determining the percentage of overlap between these certifications and YSU course content to ensure curriculum alignment. 2. By Spring 2026, the Management program will align course content to meet at least 80% of certification requirements. Success will be measured by tracking curriculum modifications and ensuring courses integrate the skills and knowledge needed for certification exams. 3. By Spring 2027, the Management program will increase the number of faculty members holding industry certifications to enhance student learning and accreditation compliance. Success will be measured by the number of faculty earning certifications, with funding allocated for faculty training and exam preparation.

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MARKETING (BACHELOR'S)

PROGRAM PITCH:

The BSBA in Marketing at the Williamson College of Business Administration prepares career-ready professionals with the digital, analytical, and strategic expertise essential for success in today's marketing industry. By integrating industry tools such as IBM SPSS, Qualtrics, and Tableau, the program emphasizes technical proficiency, giving graduates a competitive edge. Students earn highly sought-after industry certifications from Hootsuite, HubSpot, and Google, ensuring they stay up to date with contemporary digital marketing trends and demands. The program places a strong emphasis on applied learning, with students working on real-world marketing campaigns with local companies, business analytics projects, and marketing simulations, and offers students the ability to specialize in sales with the Professional Selling concentration. Students collaborate on branding, digital campaigns, and customer engagement initiatives, gaining hands-on experience that directly impacts businesses while broadening their professional networks. Students engage with businesses, nonprofits, and regional employers through the YSU American Marketing Association (AMA) and Meet the Employers Day. Networking events, company visits, and professional engagement create valuable industry connections, and interns placed in local businesses play a direct role in the economic development of the region. Many interns go on to transition to full-time positions. Faculty are active researchers in digital marketing, consumer psychology, B2B marketing, advertising, and new media such as AI and influencer marketing, contributing cutting-edge insights to the field, informing classroom instruction, and preparing students to navigate the evolving marketing landscape. Employers consistently praise YSU marketing graduates for their strategic thinking, data analysis expertise, and ability to execute effective marketing solutions. Graduates of the BSBA in Marketing leave career-ready, highly skilled, and prepared to lead in digital marketing, branding, sales, and business analytics. Whether launching campaigns, securing sales, optimizing social media strategy, conducting market research, or managing brand development, students bring technical expertise, well-developed communication skills, industry certifications, and real-world experience, making an immediate impact in the business world.

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SMART GOALS

Goal	Action

3.3 ESTABLISH FACULTY AS A SOURCE OF EXPERTISE	1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Marketing, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Marketing who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Marketing will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Marketing engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.

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1.4 EXPAND ONLINE LEARNING OPPORTUNITIES	1. By each academic year, the Marketing program will increase the number of marketing and sales classes offered online. Success will be measured by tracking enrollment growth in online courses and expanding offerings based on demand. 2. By Fall 2026, the Marketing program will embed LinkedIn Learning modules and webinars into online courses and student organization events. Success will be measured by student engagement metrics, completion rates, and feedback on the effectiveness of these digital learning opportunities.
2.1 ENHANCE DIGITAL LITERACY AND TECHNOLOGICAL PROFICIENCY	1. By Spring 2026, the Marketing program will facilitate student use of AI tools for text and visual content creation, marketing research, sales, and personal branding. Success will be measured by the integration of AI-powered tools in course assignments and embedding at least two university-subsidized or free AI-related certifications (e.g., Google AI-powered performance ads certification) into courses. Resources needed include subscriptions for AI tools. 2. By Fall 2026, the Marketing program will identify which LinkedIn Learning courses are currently used in Marketing/Sales classes and determine where additional LinkedIn Learning courses can be incorporated. Success will be measured by the number of LinkedIn Learning modules embedded in coursework and student participation in these certifications.
2.2 INTEGRATE INDUSTRY-RECOGNIZED CERTIFICATIONS	1. By Fall 2025, the Marketing program will incorporate university-subsidized or free industry-recognized certifications into appropriate marketing and sales courses. Success will be measured by the number of courses embedding certifications such as Google AI certifications, Salesforce Associate Credential, AMA professional certifications, and SMEI sales professional certifications. 2. By Fall 2026, the Marketing program will expand certification opportunities beyond coursework by integrating them into student organization programming. Success will be measured by tracking the number of student organizations hosting certification workshops and the number of students completing certifications.

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MATERIALS SCIENCE AND ENGINEERING (DOCTORAL)

PROGRAM PITCH:

The Ph.D. Program in Materials Science and Engineering at Youngstown State University aligns with the mission of the University and the College of STEM, emphasizing the interconnected core elements of graduate education, research, scholarship, and service. The program aims to provide a comprehensive, professional education that prepares students for careers in scientific and engineering communities, equipping them with a deep understanding of materials and their applications.

In scholarship, the program fosters the expansion of knowledge through faculty-guided research, encouraging students to develop critical thinking, problem-solving, and innovative skills. This research spans a wide range of materials, including metals, alloys, ceramics, semiconductors, and polymers, with a focus on synthesis, processing, characterization, and advanced manufacturing techniques, such as 3D printing.

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SMART GOALS

Goal	Action
GOAL: Provide cutting edge research opportunities for Ph.D. students	(1) Maintain state-of-the-art instrumentation facilities throughout the College and provide hands on access to these facilities to students engaged in research (2) Encourage and support faculty to pursue research projects and equipment grants that are fundable by highly competitive external grant agencies such as NSF, DOE, DoD, and others (3) Explore increased opportunities for technology transfer and IP partnerships with local companies
GOAL: Increase enrollment in the Materials Ph.D. Program	(1) Encourage and support faculty to seek funding to support Ph.D. students (2) Engage in proactive recruiting, including encouraging faculty to deliver recruitment/research seminars at other universities (3) Create a MS in Materials Science as a feeder to the Ph.D. program. (The MS Materials Scorecard has strong numbers)

GOAL: Increase efficiency of Program	Consider hiring Ph.D. students as Teaching Assistants for more efficient use of stipend funds
GOAL: Prepare students for professional life following graduation	(1) Encourage and assist students in disseminating results through professional meetings and/or peer-reviewed publications to enhance their competitiveness for industrial or academic positions (2) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students
GOAL: Increase the areas of faculty expertise in Materials-related research	Maintain/increase faculty strength in areas such as Additive Manufacturing, Electron Microscopy, Energy Storage, where expertise has been lost through attrition or where new opportunities in the region exist for collaboration

draft

MATHEMATICS (BACHELOR'S)

PROGRAM PITCH:

The Department of Mathematics and Statistics at Youngstown State University contributes to the University's mission of inspiring individuals, enhancing futures, and enriching lives through excellence in teaching, research, scholarship, and service. Our program challenges students to strengthen their mathematical reasoning skills and communicate mathematical ideas effectively while fostering a passion for continued engagement in the field.

We take pride in being one of the strongest undergraduate mathematics programs in the state, offering students research opportunities from their first semester and close interaction with faculty. This includes participation in summer Research Experiences for Undergraduates (REUs) and mentoring students in their involvement in local, regional, and national conferences and competitions, resulting in numerous prestigious awards.

The Department also promotes the value of mathematics within the community through outreach initiatives aimed at middle and high school students and mathematics teachers. Our student-centered approach ensures that students receive personalized attention and a high-quality education, preparing them for success in mathematics and related fields.

draft

SMART GOALS

Goal	Action

Post-COVID student engagement: Cultivate a community among math students and promote student engagement in the mathematics community at YSU and beyond. Increase student attendance and participation in local and national mathematics meetings by 10% and grow student participation in our clubs by 10% by Spring 2026.	Restart activities and engagement opportunities for current and future students
Revamping Math 1500: Examine ways to better identify and support students who require improved placement to begin their mathematics pathway. Increase outreach to students needing improved mathematics placement.	Explore establishing personalized study plans for students in need of improved math placement.

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Faculty Roundtables: Create opportunities for full-time, part-time, and TAs to exchange best practices and other ideas. Organize professional development for faculty at YSU and area high schools by Spring 2026.	Offer professional development in 2025-2026 and ongoing roundtables through the Fall semester
Sustainable Support: Devise sustainable ways to offer support to students participating in our Partnership Program and codify the expectations of graduate TAs in mentorship roles. Increase accountability of graduate students during the orientation and training phase of their professional development.	Require all graduate students to complete an ALEKS course in their assigned course prior to the start of the semester.
Extend outreach to middle school students: Increase engagement with local schools through MegaMath Day for middle school students and MathFest for high school students.	Examine ways to continue this momentum with the upcoming closure of Kilcawley Center.

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Program Review: Over the next two years, engage in a self-study and comprehensive review of our BS and MS programs as well as the math requirements in the AYA mathematics degree.	We applied for a grant through the Mathematical Association of America to provide support for our faculty to lead such a review and provide an external reviewer to engage with the process. If awarded, we will participate in either 2025-2026 or 2026-2027.
Math Honors Degree Pathway: in consultation with the Honors College, create an honors degree pathway for Honors College students.	Explore the possibility of creating a well-defined pathway for honors students to complete the degree.
Improve math methods ability of integrated math students.	Pilot a course taught by area secondary educators to address the need of our integrated math majors to learn more "tips and techniques" for teaching mathematics in the high school classroom.

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MATHEMATICS (MASTER'S)

PROGRAM PITCH:

The Department of Mathematics and Statistics at Youngstown State University contributes to the University's mission of inspiring individuals, enhancing futures, and enriching lives through excellence in teaching, research, scholarship, and service. Our program challenges students to deepen their mathematical reasoning and communication skills, fostering a passion for continued engagement in mathematics.

With a student-centered approach, we emphasize high-quality master's-level instruction, ensuring that students receive individualized attention from our faculty. Through our program, students gain advanced knowledge in mathematics, statistics, and data analytics, equipping them with the skills necessary for professional success in various industries or for continued graduate studies. In consultation with faculty, students craft a degree plan that meets their needs and provides opportunities for advanced mathematical study, research, internships, and experiential learning.

draft

SMART GOALS

Goal	Action
Program Review: Over the next two years, engage in a self-study and comprehensive review of our BS and MS programs as well as the math requirements in the AYA mathematics degree.	We applied for a grant through the Mathematical Association of America to provide support for our faculty to lead such a review and provide an external reviewer to engage with the process. If awarded, we will participate in either 2025-2026 or 2026-2027.

Sustainable Support: Devise sustainable ways to offer support to graduate TAs in instructor roles. Increase accountability of graduate students during the orientation and training phase of their professional development.	Require all graduate students to complete an ALEKS course in their assigned course prior to the start of the semester.
Further develop our data analytics program by offering special topics courses and exploring collaboration to enhance program offerings. Recruit students to participate in the YSU Data Mine. Offer at least one new course in data analytics by Spring 2026.	
Increase enrollment in our programs and look at course offerings. Offer at least one new online graduate class before Spring 2025.	Examine our course offerings and look to increase online offerings and hybrid offerings.

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Post-COVID student engagement: Cultivate a community among math students and promote student engagement in the mathematics community at YSU and beyond. Increase student attendance and participation in local and national mathematics meetings by 10% and grow student participation in our clubs by 10% by Spring 2026.	Restart activities and engagement opportunities for current and future students
Enhance Recruitment: Actively recruit students through 4+1 and other means. Stabilize or increase enrollment by 5% through Spring 2026.	Grow our graduate program through recruitment of 4+1 students and area educators looking for 18 graduate hours in mathematics or data analytics
Codify expectations for TAs for their work in the classroom and in the MAC.	Write a handbook that outlines the responsibilities of TAs.

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Faculty Roundtables: Create opportunities for full-time, part-time, and TAs to exchange best practices and other ideas. Organize professional development for faculty at YSU and area high schools by Spring 2026.	Offer professional development in 2025-2026 and ongoing roundtables through the following Fall semester

draft

MECHANICAL ENGINEERING (BACHELOR'S)

PROGRAM PITCH:

YSU's Bachelor of Engineering in Mechanical Engineering, an ABET-accredited program, is all about creativity, problem-solving, and innovation! It is the branch of engineering that designs, builds, and improves everything from smart phones, computers, self-driving cars and robots to drones, airplanes, and renewable energy systems. If you love hands-on projects, enjoy figuring out how things work, or dream to develop technology that shapes the future, YSU's Mechanical Engineering is the right place for you. With endless career opportunities in Northeastern Ohio, Northwestern Pennsylvania, and across the country, in fields like engineering design, manufacturing, aerospace, robotics, and sustainability, this path lets you turn ideas into reality and make a real impact on the world! With an almost 100% job placement rate, graduates enter the workforce with strong earning potential, securing competitive salaries that rival those in other engineering fields.

SMART GOALS

Goal	Action

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Provide professional services to local and regional industries by collaboration in senior design projects, meetings with industry, and internships. Number of senior design projects related to industry - 5 projects per academic year. Internship opportunities for students before their graduation - at least 75% of students to benefit from the internship opportunities. Deadline - end of the academic year.	Maintain ABET accreditation by collecting assessment data and showing continuous improvements in the student work.
Integrating teaching and design activities.	At least one class at the sophomore, junior, and senor level is involved in achieving this goal. Deadline - end of the academic year.
Increase the percentage of mechanical engineering students getting jobs in engineering fields before graduation or within the first six months after graduation. We aim for 80%. Deadline - end of the academic year.	Collect First Destination Survey and contact industries.

draft

MECHANICAL ENGINEERING (MASTER'S)

PROGRAM PITCH:

The YSU's Mechanical Engineering Master's program integrates advanced theory with hands-on research and cutting-edge lab experiences, equipping you to become a future technology leader. You will gain expertise in engineering design, heat transfer and fluid mechanics, advanced materials and manufacturing, control systems, and computer modeling—preparing you to drive innovation in rapidly evolving industries. With flexible curriculum tracks—including thesis, coursework, management, internship, and accelerated options—you can tailor your graduate experience to match your career goals. Whether you aspire to lead research initiatives or develop groundbreaking technologies in aerospace, automotive, renewable energy, or smart device hardware, our program provides the specialized training you need.

Our master's students collaborate on research projects with industry leaders and government agencies such as NCDMM, American Makes, NASA, DOT, DOD, and the Air Force Research Labs. With nearly 100% job placement and strong demand in Northeastern Ohio, Northwestern Pennsylvania, and beyond, YSU Mechanical Engineering graduates enter the workforce with high earning potential, securing competitive salaries that stand out among engineering fields.

SMART GOALS

Goal	Action
Maintain current curriculum with additions of new class materials. Most engineering graduate faculty are teaching both undergraduate and graduate classes with heavy teaching loads.	Give release time to work on new graduate-level class materials by using the latest textbook editions

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MECHANICAL ENGINEERING TECHNOLOGY A (ASSOCIATES)

PROGRAM PITCH:

The mission of the Mechanical Engineering Technology (MET) program is to provide a student-centered curriculum designed to prepare students for technical roles in the technology and engineering fields. The program enhances students' future by equipping them with the skills and knowledge necessary to succeed in a wide range of industries, while also positioning them for life-long learning pursuits such as graduate degrees, technical certifications, and professional licenses. Through hands-on training, including state-of-the-art research opportunities, industry internships, and globally recognized certifications, the MET program ensures students are prepared for real-world challenges. Since 2009, the program has been involved in significant engineering research projects at YSU, with all courses accredited by ETAC-ABET since the 1970's.

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SMART GOALS

Goal	Action
Maintain ETAC-ABET Accreditation	All required tasks by ABET
Recruit for levels of 24 students per class year	Plan Engineering Technology Open House in Spring Semester Support Ignite, Spark, Penguin Preview Days
Participate in Community Engagement	Industrial Advisory Boards Plant tours
Support research related to the MET programs by maintaining MET faculty count based on course and research workload	Release time for research-related activities & new tenure-track faculty are needed
Implement the revised AAS and BSAS curriculum as of Fall 2024	Work with faculty in MET to improve the curriculum

Pursue technical certification for students	Solid Modeling – CSWA Robot – FANUC Numerical Control - Haas

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MECHANCIAL ENGINEERING TECHNOLOGY B (BACHELOR'S)

PROGRAM PITCH:

The mission of the Mechanical Engineering Technology (MET) program is to provide a student-centered curriculum designed to prepare students for technical roles in the technology and engineering fields. The program enhances students' future by equipping them with the skills and knowledge necessary to succeed in a wide range of industries, while also positioning them for life-long learning pursuits such as graduate degrees, technical certifications, and professional licenses. Through hands-on training, including state-of-the-art research opportunities, industry internships, and globally recognized certifications, the MET program ensures students are prepared for real-world challenges. Since 2009, the program has been involved in significant engineering research projects at YSU, with all courses accredited by ETAC-ABET since the 1970's.

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SMART GOALS

Goal	Action
Maintain ETAC-ABET Accreditation	All required tasks by ABET
Recruit for levels of 24 students per class year	Plan Engineering Technology Open House in Spring Semester Support Ignite, Spark, Penguin Preview Days
Participate in Community Engagement	Industrial Advisory Boards Plant tours
Support research related to the MET programs by maintaining MET faculty count based on course and research workload	Release time for research-related activities & new tenure-track Develop a 10-year faculty succession plan
Implement the revised AAS and BSAS curriculum as of Fall 2024	Work with faculty in MET to improve the curriculum

	Pursue technical certification for students	Solid Modeling – CSWA Robot – FANUC Numerical Control - Haas

draft

MEDICAL LABORATORY SCIENCE (BACHELOR'S)

PROGRAM PITCH:

Unlike other institutions that have 5-year programs, our MLS program is completed in 4 years. Our MLS 3+1 design includes both lectures and hands-on laboratory instruction to prepare our students to function at a competent and professional level. Within the first three years, students complete structured coursework that covers essential topics such as clinical chemistry, hematology, immunohematology, microbiology, and molecular diagnostics. Extensive laboratory components are integrated into the curriculum, ensuring that students develop practical skills in handling lab equipment, analyzing specimens, and interpreting results. Collectively, our curriculum assures students gain comprehensive theoretical and hands-on knowledge that makes them highly competitive for limited year-long internships at Cleveland Clinic, Akron Children's Medical Center, and Trinity Health. Many of our students receive acceptance offers from all three clinical affiliates upon completion. One unique aspect of the curriculum is that we emphasize the importance of interprofessional collaboration. Each year, our students participate in interprofessional team collaboration events, working with interdisciplinary teams to contribute their expertise in a multidisciplinary approach to patient care.Our faculty, with diverse clinical backgrounds, bring global teaching strategies to our didactic curriculum. They present at national and state levels, representing Youngstown State University and continuously integrating new ideas from educational conferences into our curriculum.

Vision Statement

In response to the ever-evolving landscape of the healthcare system, our curriculum has undergone a comprehensive update. By integrating cutting-edge molecular diagnostic techniques, including PCR and Electrophoresis, we are positioning our students at the forefront of clinical excellence.

To further distinguish our online MLS-AP program on a national scale, we are committed to securing advanced equipment and expanding our faculty with leading experts in the field. This strategic enhancement will enable us to compete robustly with premier programs across the country.

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Our collaboration with Stem on nanoparticle research underscores our dedication to pioneering advancements. We aspire to extend our interdisciplinary reach by acquiring bench-top Chemistry and Hematology analyzers. This acquisition will not only foster partnerships across various scientific disciplines for laboratory testing but also facilitate the establishment of Simulation Labs. These labs will immerse our students in a realistic laboratory environment, significantly enriching their educational experience and preparing them to meet real-world challenges with confidence and competence.

By investing in these critical resources, we are poised to elevate our program to new heights, ensuring our graduates are exceptionally well-prepared to lead and innovate in the healthcare industry at State and National level. .

SMART GOALS

Goal	Action
The program director and faculty will develop a remedial course to improve retention and on time graduation.	Specific: To improve retention by developing remedial course Measurable: Achieve improvement in program retention with providing support in timely manner Achievable: Establish collaboration with the faculty to identify at-risk students and provide them with resources such as tutoring and study improvement skills. Develop course by May 2025. Relevant: Improve students' outcomes to affiliate with the accreditation standards and enhance program standards compared with other programs Timebound: This remedial course can then be submitted to the CIM system for approval beginning Fall 2026.

draft

	The program director and faculty will engage in Interprofessional Education (IPE) activities with other health professional programs and with other college	This collaboration will a focus on cultivating an inter disciplinary learning environment and help students to be a part of health care team that provides a holistic health care approach to patients Measurable: Participate in the interdisciplinary IPE activity within the next academic year. Collect feedback from of participants to evaluate the effectiveness of the activity. Achievable: Utilize existing faculty expertise, partnerships with other disciplines such as Exercise Science, Dietetics, Public Health and institutional resources to design and execute IPE activities. Relevant: Align these efforts with the college's mission to prepare students for collaborative roles in medical lab science field Time: Develop an action plan and participate to implement IPE activities by April 2025. Complete all planned activities, analyze outcomes, and reassess IPE action plan by December 2025.

draft

Enhance Marketing of Medical Lab Science programs	Specific: The program director will enhance program visibility by participating in promotional opportunities, including events, Penguin Preview days and doing presentations at local and state level. Measurable: Attend 6 or more promotional events over the next academic year. Attend Ohio Collaborative Conference in March of 2025 Attend Laboratory Educators Conference in March of 2025 Attend National meetings in July of 2025 Achievable: Collaboration with the marketing team, faculty, and community partners to identify and participate in relevant promotional events. Utilize existing resources to create engaging materials and presentations. Relevant: Increasing program awareness will boost enrollment and enhance the program's reputation within the community and the field of public health. Time-Bound: New table-top Program Banner by Spring 2025 New Flyers for the programs by Spring 2025 Update Program Website – each Semester and as guided by Accreditation and YSU updates. Social media – links to program graduates and student organization. Instagram and social media sites for marketing and promotion of medical lab science program by December 2025

draft

MEDICAL LABORATORY SCIENCE, ONLINE COMPLETER (BACHELOR'S)

PROGRAM PITCH:

Our Medical Laboratory Science Online program is designed to offer a flexible, online learning environment. Our accelerated seven-week course model enables students to align their busy work schedules with their educational aspirations seamlessly. Our MLS-AP program is built on a student-centered learning model with an online curriculum developed to ensure our students not only excel but surpass expectations in their professional fields.

Working MLT's nationwide can continue in their professional role while advancing to the Bachelor of Science in Medical Laboratory Science and become certified at the MLS level. Students can apply transfer credits toward the bachelor's degree and utilize current work-related experience for credit toward clinical competencies. Our experienced faculty are dedicated to students' success, providing personalized support and guidance throughout the educational journey.

Through virtual laboratories and real-world case studies and performing clinical competencies while working in the laboratory settings students gain practical experience and deepen their understanding of complex concepts, ensuring they are well-equipped to meet the demands of the Medical Laboratory field. Graduates of our MLSAP program have advanced from the role of MLT to MLS and many now hold leadership roles as department supervisors and laboratory directors.

Our faculty, with diverse clinical backgrounds, bring global teaching strategies to our didactic curriculum. They present at national and state levels, representing Youngstown State University and continuously integrating new ideas from educational conferences into our curriculum. The online MLS completion program makes education accessible to students who might otherwise face barriers to pursuing an advanced degree.

draft

SMART GOALS

Goal	Action

The program director will monitor program outcomes and reevaluate the current action plan as needed. As an accredited program the action plan is required.	Spring 2025: The current program director will work with the previous program director and update outcome data for accreditation. A comprehensive review and update of the MLSAP action plan will be completed by May 2025.
The program director and faculty will develop a remedial course to improve retention and on time graduation.	The Program director will develop a specific Medical Laboratory Science remediation course by May 2025. This remedial course can then be submitted to the CIM system for approval beginning Fall 2026. This establishes a course that can be used to remediate students, ensure they are prepared for internship, graduation, and certification and able to graduate on time. The program director will also establish a policy related to remediation by May 2025

draft

Enhance Marketing of Medical Lab Science programs	Collaborate with the marketing department at the college and university level improve recruitment of new students Collaborate with the marketing department to increase enrollment in the MLS-3+1 program and the MLT program. My objective is to attract recent high school graduates and working professionals to the medical laboratory profession. Given the national labor shortage, students often secure job placements while still in school or during their internships. By promoting our unique MLS-3+1 program, we can prepare graduates in a significantly shorter time compared to those who first obtain a bachelor's degree and then spend an additional year completing their internship to become Medical Laboratory Scientists. To achieve this, we will implement targeted marketing strategies, including: Digital Marketing Campaigns: Utilize social media platforms and search engine optimization (SEO) with updating the program website. Partnerships with High Schools and Community Colleges: Establish relationships with educational institutions to create a pipeline of students interested in the medical laboratory field. Alumni Testimonials and Success Stories: Highlight the achievements of our graduates to highlight the career opportunities and benefits of our programs. Career Fairs such as Penguin Preview: Participate in events to directly engage with prospective students and provide them with detailed information about our programs. Informational Webinars and Workshops: Offer online sessions to educate potential students about the MLS-3+1 and MLT programs, including the curriculum, career prospects, and the advantages of enrolling. By implementing these strategies, we aim to effectively communicate the value of our programs and attract a diverse group of students to the medical laboratory profession.

draft

Establish fall only admission by cohort for the MLSAP program	The program director will establish a policy for cohort admission for the MLSAP program, starting with Fall 2025 prospective students, to increase course enrollments and track student progression for accreditation. The success of cohort-based admission will be tracked by evaluation of course enrollments over the next academic year. The program director will collaborate with marketing to implement strategies to attract more students. This goal addresses the need for higher enrollment numbers and accurate student progression tracking for accreditation. The cohort admission policy will be established by the end of Spring 2025, and marketing efforts to increase enrollment will begin immediately thereafter, continuing through to the Fall 2025 semester.

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MIDDLE CHILDHOOD EDUCATION (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Science in Education Middle Childhood Education (4-9) program prepares students to be successful classroom teachers by combining educational methods with a variety of community field experiences. Teacher candidates participate in the incorporation of digital tools for instruction, collaboration, data collection, and data analysis. Our student-centered program allows teacher candidates to complete over 240 hours of pre-clinical field experiences in a variety of environments, including placements with diversity. In addition, we provide quality and experienced university supervisors to mentor our teacher candidates during field experiences. Graduates of the Middle Childhood Program are qualified to teach in the 4-9 classroom. Additional opportunities may be available in the private education sector.

SMART GOALS

Goal	Action
Assess students' dispositions using the EDA for CAEP accreditation.	All MCE pre-clinical faculty (100%) will assess the Fall 2025 teacher candidates' EDA disposition scores. Faculty will then meet to compare scores across content areas. Faculty will create a plan to improve any disposition score that does not average a 2 of "meets expectation."
Improve student success and pass rates in licensure exams, OAE scores.	All MCE pre-clinical faculty (100%) will create a module in Blackboard for Fall 2025 to include OAE content information and test-taking strategies. To ensure student access, faculty will create a participation assignment for students to review this information.

draft

MUSIC COMPOSITION (BACHELOR'S)

PROGRAM PITCH:
The Dana School of Music supports Youngstown State University's Strategic Plan and goals in the Mission and Vision Statement. Selected examples are included below:

"Provide innovative lifelong learning opportunities"
BM Music Composition provides individualized instruction that focuses on the professional development and unique career goals of each student. The degree includes seven or more semesters of studio instruction on an instrument or voice and in composition. In addition, students take courses in musicianship and music technology to ensure that they reach an appropriate level of music professionalism and are prepared for the variety of media in which contemporary composers work (e.g., concert stage, film, musical theatre, video games, advertising, internet, arranging, orchestration, etc.).

The intensive, comprehensive applied curriculum provides students with skills that are integral to their career paths. Skilled creators may find work writing for many types of ensembles and idioms (e.g., songwriting, diverse band and orchestral ensembles, electronic music, popular genres, musical theatre, recording studios, sacred groups, touring ensembles). Composition majors who find full-time work in teaching, arts administration, or other related field will have the knowledge and skills to compose for professional musicians, community ensembles and theatre groups, religious organizations, churches, and more. Composers also work extensively with the recording arts, writing music for advertising, video games, and scoring films.

"Enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development"
Music composers work in many fields that are important for the economy and culture of the region, including performing arts organizations, institutions of higher education, video game development, films, religious institutions, and advertisers. Their music provides an important component of civic life. The BM Composition curriculum includes courses in music technology, which helps to better prepare our composition students for work in multi-media industries. For example, as a composition major, Dana student Maxwell Franko scored ten short films, commercials for Students Motivated for the Arts, and episodes of the Point Park University TV show Point Blank Live! Music complements all areas of public and private life—it's

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nearly impossible to find areas of our culture where music isn't present to enhance the experience. Students in and alumni of the composition program also work as professional and community performers, conductors, and teachers.

SMART GOALS

Goal	Action
Decrease economic footprint of instruction	Consider changing individualized applied study to a seminar for all BM Comp. majors. Revision will also allow the Professor to contribute to the jazz area.
Increase enrollment	Increase funding for scholarships. We are often competing with larger, and better endowed, schools for the same students, and we lose excellent prospects because we cannot offer the similar financial packages Even if we account for the lower COA at YSU, R1 institutions and conservatories have more access to "full rides" and larger financial packages
Connect BM Composition Majors to Career Opportunities	Provide more instruction and experiential opportunities in film scoring, interdisciplinary arts, commercial composition, etc.
Decrease Time to Graduation.	Revised degree to 120 credits - new Curriculum will begin in Fall '21. Changes include increased instruction in music technology and joint instruction in MUED classes for increased economic efficiency.

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MUSIC COMPOSITION (MASTER'S)

PROGRAM PITCH:
The Dana School of Music supports Youngstown State University's Strategic Plan and goals in the YSU Mission and Vision Statement. Selected examples are included below:

"Provide innovative lifelong learning opportunities"
The Master in Music (MM) provides advanced individualized instruction that focuses on the professional development and unique career goals of each student, and they acquire advanced competencies in their degree major. The MM in Performance and Jazz Studies degrees include four semesters of studio instruction on either an instrument or voice and culminate in public solo recitals. The MM Composition and Music Education degrees culminate in capstone projects or original compositions. The intensive applied curriculum provides students with skills they will use throughout their professional careers. Performers with advanced training pursue careers in a myriad of fields (e.g., professional instrumental and vocal ensembles, educators and faculty, recording studio artists, composers, audio engineers). Graduates may also choose to pursue additional graduate work, including at the doctoral level.

Master's students in music work closely with a world-class faculty of performers, composers, and scholars who hold advanced academic degrees from some of the world's finest music institutions, such as: Juilliard, Cleveland Institute of Music, New England Conservatory, University of Southern California, Indiana University, Florida State University, University of Texas, University of Michigan, and the Cincinnati Conservatory.

"Enhance futures and enrich lives"
Music, like the other creative arts, is an integral part of modern life and studying and performing music opens up worlds of experience, meaning and creativity—not only to the students who pursue advanced studies in Music Composition but also to the consumers of their creativity (e.g., audiences who enjoy new compositions, consumers of video games, marketers/advertisers, performers, television/film scores) The MM in Composition can be a pathway to careers as a composer, performing artist, educator, film/video game music composer, arts administrator, or prepare student to begin doctoral studies.

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"Enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development"
A vibrant music scene enriches a region's culture and economy. The talents of MM graduates may be found in diverse performance venues, classrooms, sound booths, advertisements, professional recordings, movies, religious organizations, and throughout the fabric of our communities. Our alumni also continue to serve the larger national community, as well. Their artistry provide the core to life in a modern society. Those in research-oriented degrees create and disseminate compositions, professional recordings, reviews of music, conduct research, serve as journal editors, and more.

Music complements many areas of public and private life. Selected examples of musical contributions of our students and alumni include, performances with professional and community groups, providing music for special events, performing in the Cleveland Browns Drum Line, touring with competitive drum corps, and serving in military ensembles that accompany major Patriotic and political events (for example, The Army's "Pershing's Own" and the Marine's "President's Own" Bands).

"YSU's culture of enrichment flourishes in our diverse, accessible, and quality education"
Youngstown State University and the Dana School of Music offer Master's students the opportunity to receive one of the region's highest quality music education comparable to offerings at conservatories and R1 universities but at a more affordable cost. We are an accessible and economically feasible option for the students from throughout the region, nationally, and internationally.

Master's students in Dana have received numerous accolades for their successes, including admission to doctoral programs at the nation's finest music institutions (e.g., Sierra McCorvey received a Graduate Assistantship from the University of North Texas to pursue doctoral studies in vocal performance), recognition from the College of Graduate Studies' "Diversity of Scholarship" program (e.g., Stephen Harvey was selected for his MM Thesis/Composition, Suite Childhood), and awards such as the Edna K. MacDonald Cultural Awareness Award, a distinction offered to only one student on campus each year (Therese DeGenova).

SMART GOALS

Goal	Action
Increase Enrollment (1)	Add Ensemble-in-residence option for Graduate Assistantships. This step would also help with undergraduate recruitment and University outreach.

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Increase Enrollment (2)	More aggressive advertising of graduate programs and assistantships; graduate program is not visible enough although students have had great success.
Review MM Offerings	Sunset or reconfigure programs with little or no enrollment. Revise current programs to attract more diversified cohorts
Provide adequate space for performances on campus	Build multi-purpose performance facility on YSU Campus. This action would help with University outreach and recruitment. NASM Handbook requires that "All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors." Bliss Recital Hall—which was designed for organ performance—is a grossly inadequate space for the multiple and varying types of ensembles that our students need for their educational pursuits that lead to successful careers as successful performers, teachers, composers etc. It is not suitable, acoustically or logistically, for most kinds of musical performance. We currently rely on a number of local large and small venues, some which charge exorbitant rental fees, and require a large percentage of our operating budget.

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MUSIC EDUCATION (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Music in Music Education prepares future educators to teach music in inclusive, equitable, and innovative ways, ensuring they can serve diverse learners and teach the whole child. While our program includes traditional music education options such as choral music, concert and jazz band, and general music, what sets us apart is our emphasis on preparing students to teach a wide range of music genres and practices, including modern band, songwriting, composition, and audio and music production pedagogy. These experiences are gained not only on campus but within the community through pre-clinical and clinical work, ensuring that future music educators can engage all students, regardless of their background or musical interests. With a 100% job placement rate, our graduates inspire students in their teaching positions within the region and across the United States.

SMART GOALS

Goal	Action
SMART GOAL: Student and Faculty Discovery By the end of the 2025-2026 academic year, we will create a database to collect and track data on student and faculty research and creative works that reflect discovery, dissemination and application of knowledge. Our goal is to achieve a minimum 90% user engagement rate.	Set up a Microsoft form that will be accessible to all students for inputting creative and scholarly achievement data on a rolling basis. Arrange for the Dana Office admin to input the data received into a spreadsheet Action Step: faculty will assist with verifying data when necessary.

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SMART GOAL: Alumni Success By the end of the 2025-2026 academic year, create a database to collect graduate employment data and account for 75% of recent graduates within the first year. Data will include employment status, entrepreneurial ventures, career milestones, and industry impact among audio music performance, performance, and music education programs.	Set up a shared database among faculty on OneDrive. Faculty will verify the information and Dana office admin will tabulate and track.

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SMART GOAL: Community Engagement By the end of the 2025-2026 academic year, attract an average of at least 40 attendees per concert across four concerts, with each concert involving a variety of musicians that could include Dana faculty, students, alumni, and a diverse representation of community members.	Directors will plan events and track participants and audience members.

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SMART GOAL: Educational Outreach By the end of the 2025-2026 academic year, organize and host at least four educational outreach events involving Dana faculty, students, and K-12 students and teachers, with a focus on underserved communities, engaging a minimum of 20 schools total, and measuring success through participant satisfaction, learning impact, and interest in pursuing careers or further education in the musical arts.	Recruitment Committee will track outreach events.
Increase Graduation Rates and Decrease Time to Graduation	Lower number of credits for each track of the degree (Remove duplication of curricula between Dana and BCLASSE; Assess requirements for licensure and accreditation)
Increase enrollment (1)	Increase funding for scholarships. We are often competing with larger, and better endowed, schools for the same students, and we lose excellent prospects because we cannot offer the similar financial packages. Even if we account for the lower COA at YSU, R1 institutions and conservatories have more access to "full rides" and larger financial packages.
Increase enrollment (2)	Return to pre-COVID Recruitment Plan. In 2019-20, a new recruitment plan was implemented with much success; need to re-establish protocols and relationships.

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Increase outreach to community	Bring more HS students/ensembles/directors to YSU for clinics with Dana faculty and guest artists (will increase our assistance to the community and improve recruitment) and also visit area schools more often. Added bonus will be that more students will be prepared for college-level music instruction.
Update curriculum	Strengthen efforts to find a creative solution that will enable us to increase credits of upper-division methods courses (which would align with current practices and standards in other institutions) while simultaneously trimming the overall degree credits without jeopardizing quality.

draft

MUSIC COMPOSITION (MASTER'S)

PROGRAM PITCH:

The Online Master of Music Education degree is a flexible program designed to help students reach their professional goals without pausing their teaching careers. The degree can be earned in as little as one calendar year while teaching full time, or students can register in courses as they are able. A program advisor meets virtually each semester with every individual student to track progress; most courses are taught by full-time faculty; all courses have built-in collaborative components; and classes average no more than 15 students, allowing instructors to create individualized curricula tailored to student needs. The program emphasizes innovative course offerings that foster 21st-century skills such as audio and music production pedagogy, popular music education, and contemporary curriculum development. Additionally, online applied instrumental, voice, or conducting lessons are available for degree credit.

SMART GOALS

Goal	Action
Increase Enrollment (1)	Add Ensemble-in-residence option for Graduate Assistantships. This step would also help with undergraduate recruitment and University outreach.
Increase Enrollment (2)	More aggressive advertising of graduate programs and assistantships; graduate program is not visible enough although students have had great success.
Review MM Offerings	Sunset or reconfigure programs with little or no enrollment. Revise current programs to attract more diversified cohorts
Provide adequate space for performances on campus	Build multi-purpose performance facility on YSU Campus. This action would help with University outreach and recruitment. NASM Handbook requires that "All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors." Bliss Recital Hall—which was designed for organ performance—is a grossly inadequate space for the multiple and varying types of ensembles that our students need for their educational pursuits that lead to successful careers as successful performers, teachers, composers etc. It is not suitable, acoustically or logistically, for most kinds of musical performance. We currently rely on a number of local large and small venues, some which charge exorbitant rental fees, and require a large percentage of our operating budget.

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TITLE
PROGRAM PITCH: SMART GOALS

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MUSIC JASS STUDIES (MASTER'S)

PROGRAM PITCH:
The Dana School of Music supports Youngstown State University's Strategic Plan and goals in the YSU Mission and Vision Statement. Selected examples are included below:

"Provide innovative lifelong learning opportunities"
The Master in Music (MM) provides advanced individualized instruction that focuses on the professional development and unique career goals of each student and supports students' development of advanced competencies in their degree major. The MM in Performance and Jazz Studies degrees include four semesters of studio instruction on either an instrument or voice and culminate in public solo recitals. The MM in Composition and Music Education degrees culminate in a capstone projects or original compositions. The intensive applied curriculum provides students with skills they will use throughout their professional careers. Performers with advanced training develop careers in a myriad of fields (e.g., professional instrumental and vocal ensembles, educators and faculty, recording studio artists, composers, audio engineers). Graduates may also choose to pursue additional graduate work, including at the doctoral level.

Master's students in music work closely with a world-class faculty of performers, composers, and scholars who hold advanced academic degrees from some of the world's finest music schools, such as: Juilliard, Cleveland Institute of Music, New England Conservatory, University of Southern California, Indiana University, Florida State University, University of Texas, University of Michigan, and the Cincinnati Conservatory.

"Enhance futures and enrich lives"
Music, like the other creative arts, is an integral part of modern life and studying and performing music opens up worlds of experience, meaning and creativity—not only to the students who pursue advanced studies in Jazz Studies but also to the consumers of their creativity (e.g., audiences who enjoy the jazz idioms, consumers of diverse musical genres, school-aged students, marketers/advertisers, performers). The MM in Jazz Studies can be a pathway to careers performing with professional and community ensembles, teaching, working as a studio recording musician, sound

draft

engineering, arts administration, or a myriad of other careers in the creative industries. Students may also choose to pursue doctoral studies.

"Enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development":
A vibrant music scene enriches a region's culture and economy. The talents of MM graduates may be found in diverse performance venues, classrooms, sound booths, advertisements, professional recordings, movies, religious organizations, and throughout the fabric of our communities. Our alumni continue to serve the larger national community as well. Their artistry provides the core to life in a modern society. Those in research-oriented degrees create and disseminate compositions, professional recordings, reviews of music, conduct research, serve as journal editors, and more.

Music complements many areas of public and private life. Selected examples of musical contributions of our students and alumni include, performances with professional and community groups, providing music for special events, performing in the Cleveland Browns' Drum Line, touring with competitive drum corps, serving in military ensembles that accompany major Patriotic and political events (for example, The Army's "Pershing's Own" and the Marine's "President's Own" Bands).

"YSU's culture of enrichment flourishes in our diverse, accessible, and quality education"
Youngstown State University and the Dana School of Music offer Master's students the opportunity to receive one of the region's highest quality music education comparable to offerings at conservatories and R1 universities, but at a more affordable cost. We are an accessible and economically feasible option for the students from throughout the region, nationally, and internationally.

Master's students in Dana have received numerous accolades for their successes, including admission to doctoral programs at the nation's finest music institutions (e.g., Sierra McCorvey received a Graduate Assistantship from the University of North Texas to pursue doctoral studies in vocal performance), recognition from the College of Graduate Studies' "Diversity of Scholarship" program (e.g., Stephen Harvey was selected for his MM Thesis/Composition, Suite Childhood; Anthony Taddeo for his Alla Boara project), and awards such as the Edna K. MacDonald Cultural Awareness Award, a distinction offered to only one student on campus each year (Therese DeGenova).

SMART GOALS

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Goal	Action
Increase Enrollment (1)	Add Ensemble-in-residence option for Graduate Assistantships. This step would also help with undergraduate recruitment and University outreach.
Increase Enrollment (2)	More aggressive advertising of graduate programs and assistantships; graduate program is not visible enough although students have had great success.
Review MM Offerings	Sunset or reconfigure programs with little or no enrollment. Revise current programs to attract more diversified cohorts
Provide adequate space for performances on campus	Build multi-purpose performance facility on YSU Campus. This action would help with University outreach and recruitment. NASM Handbook requires that "All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors." Bliss Recital Hall—which was designed for organ performance—is a grossly inadequate space for the multiple and varying types of ensembles that our students need for their educational pursuits that lead to successful careers as successful performers, teachers, composers etc. It is not suitable, acoustically or logistically, for most kinds of musical performance. We currently rely on a number of local large and small venues, some which charge exorbitant rental fees, and require a large percentage of our operating budget.

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MUSIC PERFORMANCE (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Music Performance program equips students with the skills needed to excel as productive members and leaders of the music industry. The program's rigorous curriculum covers key music principles related to performing, arranging, composing, and teaching music. YSU B.M. Performance graduates have gone on to successful teaching careers in high schools, conservatories, and prestigious universities throughout the nation including the Peabody Conservatory. Our B.M. Performance graduates have gone on to be members of legendary big bands such as the Count Basie Orchestra and have performed on celebrated television soundtracks such as Star Trek Voyager. Graduates have also become members of renowned orchestras such as the New York City Ballet and members of elite military ensembles including the US Marine Band "President's Own."

The Bachelor of Music in Audio + Music Production provides students with the skills and hands-on experience needed to thrive in the audio and music production industry. Using state-of-the-art equipment like the Solid-State Logic Origin Analog Studio Console, students gain practical experience in our Dana Recording Studio and through innovative courses like Live Sound Production, Studio Ear Training, and Digital Sound Production. Students engage with the local community through internships at recording studios, schools, and other enterprises, applying their skills to real-world projects. Additional opportunities include the Dana Record Label, work-study positions, and a personalized capstone portfolio. With specialized training in Digital Audio Workstation (DAW) production and the ability to collaborate across industries, our graduates have gone on to work in music production, film, gaming, podcasting, and live events.

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SMART GOALS

Goal	Action

SMART GOAL: Student and Faculty Discovery By the end of the 2025-2026 academic year, we will create a database to collect and track data on student and faculty research and creative works that reflect discovery, dissemination and application of knowledge. Our goal is to achieve a minimum 90% user engagement rate.	Set up a Microsoft form that will be accessible to all students for inputting creative and scholarly achievement data on a rolling basis. Arrange for the Dana Office admin to input the data received into a spreadsheet Action Step: faculty will assist with verifying data when necessary.

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SMART GOAL: Alumni Success By the end of the 2025-2026 academic year, create a database to collect graduate employment data and account for 75% of recent graduates within the first year. Data will include employment status, entrepreneurial ventures, career milestones, and industry impact among audio music performance, performance, and music education programs.	Set up a shared database among faculty on OneDrive. Faculty will verify the information and Dana office admin will tabulate and track.

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SMART GOAL: Community Engagement By the end of the 2025-2026 academic year, attract an average of at least 40 attendees per concert across four concerts, with each concert involving a variety of musicians that could include Dana faculty, students, alumni, and a diverse representation of community members.	Directors will plan events and track participants and audience members.

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SMART GOAL: Educational Outreach By the end of the 2025-2026 academic year, organize and host at least four educational outreach events involving Dana faculty, students, and K-12 students and teachers, with a focus on underserved communities, engaging a minimum of 20 schools total, and measuring success through participant satisfaction, learning impact, and interest in pursuing careers or further education in the musical arts.	Recruitment Committee will track outreach events.By the end of the 2025-2026 academic year, organize and host at least four educational outreach events involving Dana faculty, students, and K-12 students and teachers, with a focus on underserved communities, engaging a minimum of 20 schools total, and measuring success through participant satisfaction, learning impact, and interest in pursuing careers or further education in the musical arts.
Increase enrollment (1)	Return to pre-COVID Recruitment Plan. In 2019-20, a new recruitment plan was implemented with much success; need to re-establish protocols and relationships.

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Provide adequate space for performances on campus	Build multi-purpose performance facility on YSU Campus. This action would help with University outreach and recruitment. NASM Handbook requires that "All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors." Bliss Recital Hall—which was designed for organ performance—is a grossly inadequate space for the multiple and varying types of ensembles that our students need for their educational pursuits that lead to successful careers as successful performers, teachers, composers etc. It is not suitable, acoustically or logistically, for most kinds of musical performance. We currently rely on a number of local large and small venues, some which charge exorbitant rental fees, and require a large percentage of our operating budget.
Provide appropriate spaces for instruction	Fortify faculty studios/offices with better sound proofing. During our last NASM accreditation, NASM visitors noted, "It is not clear how the Bliss Recital Hall is acoustically appropriate for conducive learning and performing; per NASM Handbook (NASM Handbook, 2010, II.F.1.f)). We tried to work with Wenger Corporation to fix a few of the rooms, but the non-rectangular construction of the offices is problematic.
Increase enrollment (2)	Increase funding for scholarships. We are often competing with larger, and better endowed, schools for the same students, and we lose excellent prospects because we cannot offer the similar financial packages Even if we account for the lower COA at YSU, R1 institutions and conservatories have more access to "full rides" and larger financial packages.
Increase diversity of students	Update curriculum to appeal to more students by offering programs in which they are interested to study (e.g., commercial music, study of current popular styles).

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MUSIC PERFORMANCE (MASTER'S)

PROGRAM PITCH:

The Master of Music in Performance is an intensive applied program that provides students with skills to further their professional careers as musicians and to support their development as artists and teachers. The degree also provides an excellent foundation for applied doctoral studies for students who wish to pursue that path. Our recently upgraded state-of-the-art Dana Recording Studio provides all Performance majors with the opportunity to graduate with a professionally produced audio recording suitable for auditions and portfolios. Master of Music students may also apply to serve as Graduate or Teaching Assistants and receive a tuition remission and stipend.

SMART GOALS

Goal	Action
SMART GOAL: Student and Faculty Discovery By the end of the 2025-2026 academic year, we will create a database to collect and track data on student and faculty research and creative works that reflect discovery, dissemination and application of knowledge. Our goal is to achieve a minimum 90% user engagement rate.	Set up a Microsoft form that will be accessible to all students for inputting creative and scholarly achievement data on a rolling basis. Arrange for the Dana Office admin to input the data received into a spreadsheet Action Step: faculty will assist with verifying data when necessary.

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SMART GOAL: Alumni Success By the end of the 2025-2026 academic year, create a database to collect graduate employment data and account for 75% of recent graduates within the first year. Data will include employment status, entrepreneurial ventures, career milestones, and industry impact among audio music performance, performance, and music education programs.	Set up a shared database among faculty on OneDrive. Faculty will verify the information and Dana office admin will tabulate and track.

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SMART GOAL: Community Engagement By the end of the 2025-2026 academic year, attract an average of at least 40 attendees per concert across four concerts, with each concert involving a variety of musicians that could include Dana faculty, students, alumni, and a diverse representation of community members.	Directors will plan events and track participants and audience members.

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SMART GOAL: Educational Outreach By the end of the 2025-2026 academic year, organize and host at least four educational outreach events involving Dana faculty, students, and K-12 students and teachers, with a focus on underserved communities, engaging a minimum of 20 schools total, and measuring success through participant satisfaction, learning impact, and interest in pursuing careers or further education in the musical arts.	Recruitment Committee will track outreach events.
Increase Enrollment (1)	Add Ensemble-in-residence option for Graduate Assistantships. This step would also help with undergraduate recruitment and University outreach.
Increase Enrollment (2)	More aggressive advertising of graduate programs and assistantships; graduate program is not visible enough although students have had great success.
Review MM Offerings	Sunset or reconfigure programs with little or no enrollment. Revise current programs to attract more diversified cohorts

draft

Provide adequate space for performances on campus	Build multi-purpose performance facility on YSU Campus. This action would help with University outreach and recruitment. NASM Handbook requires that "All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors." Bliss Recital Hall—which was designed for organ performance—is a grossly inadequate space for the multiple and varying types of ensembles that our students need for their educational pursuits that lead to successful careers as successful performers, teachers, composers etc. It is not suitable, acoustically or logistically, for most kinds of musical performance. We currently rely on a number of local large and small venues, some which charge exorbitant rental fees, and require a large percentage of our operating budget.

draft

NURSE ANESTHESIA (DOCTORAL)

PROGRAM PITCH:

The purpose of DNP Anesthesia program is to cultivate ethical, competent anesthesia providers who are well-prepared to contribute to their communities in need. The program aims to advocate for greater student involvement in professional organizations, fostering a deeper understanding of the challenges new graduates will face as CRNAs. Through the DNP program, faculty seek to empower clinicians to translate nursing research into practice, enhance clinical outcomes, and drive evidence-based improvements in healthcare. The program will enhance patient care and advance health policy by integrating scientific knowledge, promoting interprofessional collaboration, and utilizing technology. It aims to graduate qualified students who will stay and practice within local communities.

The Centofanti School of Nursing supports the missions of Youngstown State University and the Bitonte College of Health and Human Services. The Centofanti School of Nursing provides high quality baccalaureate and graduate nursing programs that are responsive to the health care needs of society. The Centofanti School of Nursing values high standards of professional ethics; cultural, racial, and ethnic diversity; and student-faculty relations that foster excellence in teaching, learning, scholarship, and public service.

draft

SMART GOALS

Goal	Action
The DNP anesthesia graduates have 100% pass rate on the National Certification Exam (NCE) for Certified Registered Nurse Anesthetists for successful entry into practice by Fall 2026.	All DNP courses and clinical practicums provide knowledge and skills that prepares the graduates to pass the National Certification exam and provide experience across the life span.

Increase the enrollment of the program by 5 students to each cohort to increase ethical, competent, anesthesia providers in the communities with the May 2025 cohort.	Due to the increased demand, continue to recruit competent studies via online marketing platforms and longer open dates in the CAS application system,

draft

NURSING BSN (BACHELOR'S)

PROGRAM PITCH:

The purpose of the undergraduate nursing program at YSU is to prepare nurses at the baccalaureate level with a strong foundation of general education, nursing practice, and clinical judgment. BSN graduates are equipped to function as competent generalists, demonstrating leadership in healthcare, legislation, and public service. Students are trained to provide evidence-based, culturally sensitive care across the lifespan, utilizing critical thinking, effective communication, and interdisciplinary collaboration. The program fosters a commitment to lifelong learning, ethical practice, and advocacy, aiming to address healthcare needs and improve healthcare delivery in diverse settings while contributing to resolution of the nursing shortage.

The Centofanti School of Nursing supports the missions of Youngstown State University and the Bitonte College of Health and Human Services. The Centofanti School of Nursing provides high quality baccalaureate and graduate nursing programs that are responsive to the health care needs of society. The Centofanti School of Nursing values high standards of professional ethics; cultural, racial and ethnic diversity; and student-faculty relations that foster excellence in teaching, learning, scholarship and public service.

SMART GOALS

Goal	Action
The entry-level BSN program will maintain curricular alignment with professional, accrediting and regulatory standards annually with a fully implemented revised program curriculum by Spring 2029	Beginning fall 2025, the newly approved curriculum will start with the new cohort. By fall 2028, the old curriculum will be phased out By Fall 2026, all new curriculum courses will be aligned with the new 2024 AACN essentials. Integrate more technology (VR headsets) into lab/simulations to develop and refine skills and if the program begins to accept more students per cohort, increased lab space would be needed to maintain student success

draft

The BSN program will increase the student retention rate above the national average >75% (per NLN, National average 75-80%) by 2029-2030 school year.	"All faculty to reach out to students at risk of failure prior to mid-term. Work with student to develop plan, offer tutoring services, remediation in lab skills, and recommend review tests with faculty each semester. Newly accepted nursing students will be reintroduced to student support services (tutoring services) during spring orientation. ATI will be Introduced to sophomore students during their first semester of the nursing program by fall 2025. Recruit nursing students in good standing to be tutors for younger nursing students so that all core nursing courses have a tutor by 2026-2027 school year. Support peer group study sessions by recommending use of the on-campus study rooms Students that did not pass the first exam of a course are referred to Resch Academic Success Center- do we need a formal process? Evaluate the TEAS test as a possible additional admission criterion"
The entry-level BSN program graduates will pass the NCLEX-RN licensure examination for successful entry into practice with an average pass rate of 85% by 2029-2030 school year	"All nursing courses and pre-requisite and co-requisite courses, including general education courses, provide a nursing curriculum that prepares our graduates to pass the licensure examination and provide nursing care across the lifespan. Focused faculty groups will incorporate ATI with successful integration into 2 core nursing courses per semester with the overarching goal of successful integration and utilization of ATI resources by 2027. Utilize the ATI assessment documents to identify areas of student weaknesses. Core faculty will meet to evaluate, report, and develop activities to strengthen understanding. Students will take practice and proctored ATI assessments as outlined by the ATI blueprint. Student remediation will be completed at the completion of ATI practice and proctored assessments. ATI content placement will be reviewed by core faculty and evaluation and curriculum committee to ensure appropriate integration. "

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Expand community engagement to provide care to our community and expand the availability of quality clinical sites by 5 new offsite clinical contracts and experiences by the end of 2028-2029 school year.	"Maintain clinical partnerships with larger hospitals and health care facilities, community agencies including home care, hospice and health promotion agencies. Network and collaborate with new clinical sites for potential new partnerships"
The BSN program will begin utilizing the OBN approved, new evidence based curriculum with alignment of the 2024 AACN essentials with the Fall 2025 cohort.	The new evidence based curriculum was developed by faculty. The changes to the curriculum were needed to meet the needs of students (align with AACN essentials and NCLEX test blueprint). Once approved by the OBN, all weekly content will be added to each new course.
The BSN program will increase student retention rate >85% by May 2025.	All faculty to reach out to students at risk of failure prior to mid-term. Work student to develop plan, offer tutoring services, remediation in lab skills, and recommend review tests with faculty.
The entry-level BSN program graduates will pass the NCLEX-RN licensure examination for successful entry into practice with a pass rate of 90% by December 2025.	All nursing courses and pre-requisite and co-requisite courses, including general education courses, provide a nursing curriculum that prepares our graduates to pass the licensure examination and provide nursing care across the lifespan.

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Expand community engagement to provide care to our community and expand the availability of quality clinical sites by 5 new offsite clinical contracts by the end of 2025-2026 school year.	Maintain clinical partnerships with larger hospitals and health care facilities, community agencies including home care, hospice and health promotion agencies.

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NURSING MSN (MASTER'S)

PROGRAM PITCH:

"The graduate nursing programs at YSU are designed to prepare nurses for advanced roles by providing a comprehensive education, building on their baccalaureate foundation. This includes two Advanced Practice Registered Nursing (APRN) programs (FNP and AG-ACNP) as well as a Nursing Education program. The MSN program emphasizes current professional issues, nursing science, and scholarly inquiry, equipping graduates with the essential competencies to take on leadership roles in healthcare within their communities and collaborate with other disciplines for the best patient outcomes. YSU nursing graduates are prepared to deliver evidence-based, holistic, and cost-effective healthcare across diverse settings and the lifespan. Graduates will also contribute to the advancement of nursing knowledge and healthcare delivery through collaboration, research, and innovation. MSN graduates currently employed are likely to advance in their roles and progress into APRN positions.

The Centofanti School of Nursing supports the missions of Youngstown State University and the Bitonte College of Health and Human Services. The Centofanti School of Nursing provides high-quality baccalaureate and graduate nursing programs that are responsive to the healthcare needs of society. The Centofanti School of Nursing values high standards of professional ethics, cultural, racial, and ethnic diversity, and student-faculty relations that foster excellence in teaching, learning, scholarship, and public service."

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SMART GOALS

Goal	Action
Increase enrollment in the FNP program by 10% each new academic year for the next 3-5 years.	Produce more advanced practice nurses in the region to care for those with health disparities within the community. Increase enrollment in the Family Nurse Practitioner programs via continued marketing of program by updating website and promotional material

In the MSN, FNP program, Establish at least 2 new clinical partnerships each academic year for the next 3-5 years.	Continue open comunications with local healthcare facilities. Expand communications to more distant health care facilities to create new partnerships. Continue marketing FNP program to enhance visability which will aide in establishing partnerships. Clinical partners will provide preceptors to assist in completion of clinical hours.
Produce more advanced practice nurses in the region to care for those with health disparities within the community by 10% by fall 2025	Increase enrollment in the Family Nurse Practitioner programs via continued marketing of program by updating website and promotional material
By the end of the 2025-2026 school year, the Master of Science in Nursing (MSN) program will establish new partnerships with at least 3 new clinical sites, to ensuring the availability of qualified preceptors for all clinical placements.	Clinical partners will provide preceptors to assist in completion of clinical hours.

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NURSING RN-BSN (BACHELOR'S)

PROGRAM PITCH:

The RN-BSN program at YSU prepares nurses to function at the baccalaureate level through a strong foundation in current nursing practice and clinical judgment. Graduates are equipped with the skills necessary to take on leadership roles in healthcare settings, influence healthcare policy, and engage in public service. This preparation enables them to contribute to improving patient care and shaping healthcare systems. Nurses are trained to provide evidence-based, culturally sensitive care across the lifespan, utilizing critical thinking, effective communication, and interdisciplinary collaboration. The program fosters a commitment to lifelong learning, ethical practice, and advocacy, aiming to address healthcare needs, contribute to solving the nursing shortage, and improve healthcare delivery in diverse settings. RN-BSN graduates currently employed are likely to advance in their roles and progress into leadership positions.

The Centofanti School of Nursing supports the missions of Youngstown State University and the Bitonte College of Health and Human Services. The Centofanti School of Nursing provides high-quality baccalaureate and graduate nursing programs that are responsive to the healthcare needs of society. The Centofanti School of Nursing values high standards of professional ethics, cultural, racial, and ethnic diversity, and student-faculty relations that foster excellence in teaching, learning, scholarship, and public service.

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SMART GOALS

Goal	Action
Increase Enrollment in the RN-BSN online completion program by 30% by the end the 2027-2028 academic year.	**Increase enrollment by 20% from 2024 to 2025 **Recruit students through online digital methods, advertisements in nursing journals, and feature stories on the website through Risepoint
Maintain excellence in the online teaching-learning environment	**Incorporate at least 1 new teaching strategy per semester by Fall 2025 **Continue to collect formative and summative evaluations to gauge student response to the online courses **Maintain full time faculty involvement in RN-BSN courses

YSU will accept Deferred Tuition from Bon Secours Mercy Health by 2026-2027 school year	**YSU administration will collaborate with Bon Secours Mercy Health Corporate personnel to implement the Deferred Tuition Program for the online programs beginning spring 2025**YSU will expand collaborative conversations with all 10 Bon Secour Mercy Health Regions by Fall 2025 **Deferred Tuition will be available to all 10 Bon Secours Mercy Health Regions by the end of the 2027-2028 academic year
Increase in enrollment in the RN-BSN online completion program by 25% from 2024 enrollment numbers to 2025 enrollment numbers.	Continue to recruit students. Recruitment is varied including online digital, advertisements in nursing journals and feature stories on the website
Maintain excellence in the online teaching-learning environment by incorporating at least 1 new teaching strategy per semester by Fall 2025.	Continue to collect formative and summative evaluations to gauge student response to the online courses. Maintain full time faculty involvement in courses
Collaborate with Corporate office in Mercy Health system to implement the Deferred tuition program, in all 10 Mercy Health regions by the end of 2025-2026 school year.	Encourage and maintain open communication with Mercy corporate offices. Conduct scheduled progress meetings to keep timeline in tact

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PHILOSOPHY (BACHELOR'S)

PROGRAM PITCH:

Philosophy cultivates a deep understanding and appreciation of philosophical inquiry, addressing fundamental questions about human experience, purpose, and knowledge. We offer diverse educational experiences that develop intellectually curious citizens who are committed to their communities and who excel in critical, logical, ethical, and creative thinking. This training produces sound judgment and effective communication, preparing students for successful careers in fields such as law, education, public policy, and all areas of business. Our graduates are equipped to apply philosophical reasoning to real-world problems, addressing ethical issues and theoretical complexities in various professional contexts.

The Philosophy program is particularly strong in the areas of ethics, applied ethics and social and political thought. Our students have numerous opportunities to apply what they have learned in the classroom. One such opportunity is through participation in our nationally ranked Ethics Bowl Team. The team has won our regional competition 7 out of the last 10 years and earned a trip to the national competition 9 out of the last 10 years. In those 9 showings at the national competition, we have earned a position in the top 2 teams in the country 3 times - winning 1st place in 2020. Additionally, we regularly mentor students on papers they present at national, professional conferences. Our students complete internships at local law offices, including the Mahoning County Prosecutor's Office. Our students have been accepted to law and graduate programs at some of the best schools in the country, including Harvard, Yale, University of Pennsylvania, and the University of Chicago. Our program affords opportunities for law bound students by offering several 3+3 partnerships with numerous law schools—Currently 3 such opportunities exist in Ohio, with 1 opportunity in Pennsylvania. These partnerships allow students to

Philosophy faculty believe in the traditional distribution of teaching, scholarship, and service. Program faculty are active in service at all levels of the university and regularly present papers at national and international conferences, and publish in peer reviewed journals.

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SMART GOALS

Goal	Action
Increase the enrollment over 3 to 5 years by 100%	a. Engage in direct outreach in introductory courses. b. Place emphasis in intro level courses on job and placement outcomes, specifically related to law. c. participate in the History Day workshop/major fair (March 2025 – March 2026 full roll out)
Become the premier regional undergraduate preparation for law school within 3 to 5 years	a. Promote 3+3 program to high school guidance counselors in the region through direct mailings and email contact twice a year (started summer 2024 continuous) i. Create new mailing materials for mailing; update mailing list; engage in mailings in spring and the first week in August (continuous) b. Expand the 3+3 program partnerships into PA by the start of fall 2025. i. Conversations started with Pennsylvania law schools 1. Current target schools are Pitt, Duquesne, and Widener Law Commonwealth. 2. Goal to advertisement AY 26-27 c. Promote pre-law advising via creation of a Bb course for resource gathering and community building by the end of spring 25. i. We will meet with pre-law advisors at other institutions to confirm the proper list of resources that need to be included in the course; Create resources in digital form related to all law school application materials; hold a social hour by the end of spring; plan a pre-law event to include local law schools. ii. The Bb shell has already been created, though it is not yet live for enrollment. We have been communicating to students that this is coming and that they keep an eye out for an email announcing it. d. Explore creation of Pre-law LLC AY 26-27, for starting fall 27 i. Meet with Joy Pokabla-Byers, fall 26 ii. Plan for needed items in fall 26 after meeting with Joy iii. Complete any needed curriculum and workshops needed in spring 27
Increase outreach to students in other departments, colleges, community. (ongoing)	a. Promote participation in the Philosophy Club both in classes and through on-campus advertising b. Promote participation on the Ethics Bowl Team. c. Create a Business Ethics Bowl team as well as a Bioethics Bowl team. d. Organize high school Ethics Bowl teams through on-campus demonstrations, workshops, and training

Draft

4. Continue research contributions and knowledge creation—5 years	a. Philosophy faculty will present at a minimum of one conference a year. (ongoing) b. Philosophy faculty will publish 2 journal articles or book chapters by spring 28 c. Philosophy faculty will publish 2 books at the end of the five-year period.
Increase professional (formal) marketing of program	Create a promotional video for online courses. update program brochures contact alumni for content
Improve Curricular Efficiency	• Complete curricular revision • Develop a 2-year course rotation • Look for ways to reduce independent study courses
Increase majors by 30% by the end of 2022	● Meet with all adjunct faculty via Zoom prior to F21 to discuss promotion of the major. ● Develop philosophy major promotional material that includes career options, earning, law, and graduate school opportunities. ● Require all adjunct faculty teaching on campus to spend a small portion of one class to pass out and discuss promotion material. ● Create a promotional video for online courses.
Increase student retention in all philosophy courses	● Require all instructors to contact students performing poorly after their first substantial evaluation (quiz, assignment, exam). ● Review and discuss high DFW rates with all department faculty.
Increase outreach to students in other departments, colleges, community.	● Promote participation in the Philosophy Club both in classes and through on-campus advertising Promote participation on the Ethics Bowl Team. Create a Business Ethics Bowl team as well as a Bioethics Bowl team. ● Organize high school Ethics Bowl teams through on-campus demonstrations, workshops, and training

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PHYSICAL THERAPY (DOCTORAL)

PROGRAM PITCH:

The Doctor of Physical Therapy (DPT) program at Youngstown State University (YSU) is designed to develop future leaders in healthcare. The program is competitively affordable nationwide. With an excellent faculty-to-student ratio of 1:12, students receive personalized attention and mentorship, promoting both academic and clinical success.

Our experienced faculty bring diverse expertise and cutting-edge research into the curriculum, ensuring students learn from the most current evidence-based practices. Students gain a comprehensive foundation in anatomy, biomechanics, neuroscience, and therapeutic exercise, while also developing essential skills in patient assessment, movement analysis, and rehabilitation techniques. Courses integrate active learning strategies, including problem-based learning, case studies, hands-on laboratory experiences, and simulation-based training, allowing students to apply theoretical knowledge to real-world patient care.

Community engagement is a core focus, with opportunities to provide pro bono care through student-run clinics and contribute to interprofessional wellness programs, fostering a deep sense of service and collaboration. These hands-on experiences allow students to develop critical thinking, communication, and leadership skills while giving back to the community.

Additionally, Clinical Education opportunities at premier healthcare facilities across the country provide students with progressive exposure to real-world patient care, from acute care to outpatient rehabilitation, pediatrics, geriatrics, sports medicine, and neurologic rehabilitation. These experiences enhance clinical decision-making and professional growth under the mentorship of skilled practitioners.

YSU is committed to continuous curriculum enhancement, ensuring the program stays at the forefront of physical therapy education, evolving healthcare needs, and research. Graduates of the program are prepared to excel as autonomous, evidence-driven practitioners, improving patient outcomes and advancing the field of physical therapy.

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SMART GOALS

Goal	Action

1. Increase the number of applicants to over 300, and the quality of the applicant to create an applicant pool with an average overall GPA >3.6.	Emphasize curriculum efficiently and the competitive cost of the program Identify possible grant and scholarship opportunities to attract students. Present at undergraduate health related meetings at other Universities ID alumnae to help reach out to their undergraduate schools/programs.
2. Enhance student success in the program by achieving a first time pass rate of >85% on the NPTE, and Ultimate pass rate to >95 % every year.	Contiue to evaluate and revise the Board Prep course annually. Formalize personal mentorship and coaching of students ofr the NPTE. refer to resources to impr5ove student self awareness and coping mechanisms. Cathy will lead this initiative and provide quarterly updates to the faculty on progress and outcomes."
4. Increase interdisciplinary oportunities that are engaged with community partners.	Participate in 1-2 events each year with a community partner and at least 1 other discipline. Increase the number of porgarms collaborating in community engaged opportunities by 1 each year.
3. Identify and specify the faculty research agendas and intentions of individuals and groups (yearly)	Faculty annually update scholarly agendas. Faculty/faculty groups seek to receive funding with 1 proposal every 2-3 years Train faculty to write proposals that inclkude funding for students to be engaged in research. Faculty have a scholarly project every 2-3 years.

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PHYSICS (BACHELOR'S)

PROGRAM PITCH:

The Department of Physics, Astronomy, Geology, and Environmental Science provides a high quality educational experience for undergraduate students by offering challenging and essential course work; by engaging majors and graduate students in significant research consistent with the faculty's realization of teaching through research; by expanding the research impact of the department and the University; and by nurturing the discourse between the public and the scientific community various outreach programs.

The Department embraces the mission and core values of Youngstown State University and the College of Science, Technology, Engineering, and Mathematics. The Department's primary goals are: 1) to prepare undergraduate students for productive professional careers and/or graduate studies in physics, astronomy, geology, environmental science, and related fields by rigorous coursework and frontier research experiences, and 2) to enable graduate students form leadership roles in environmental related research, management, and regulatory affairs.

Regular inclusion of undergraduate students as co-authors in peer-reviewed research journal articles and as research presenters at regional and national meetings supports the physics program mission of "Teaching through Research" connecting the Academic Distinction/Discovery of Knowledge and Student Futures/Lifelong Learning directives of the YSU "Taking Charge of our Future" Strategic Plan. Over 30% of all programs at YSU include physics courses to meet standards or accreditation requirements and the physics program provides a sustainable platform for all these other programs across campus for Student Futures/Lifelong Learning.

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SMART GOALS

Goal	Action

Recruitment and engagement abroad in Nepal	Pilot initiatives (a one week visit during the 2024 Spring break recess) suggest that South Asian communities such as Kathmandu, Nepal are fertile ground for recruitment efforts. AS of the current date, a two day effort (including visits to 13 schools in the Kathmandu metropolitan area) have yielded at least two students who have matriculated at YSU and are currently students here. This degree of success suggests that a lengthier effort (i.e. spanning several weeks) in August, when school is in session, could be fruitful in recruiting students to major in Physics & Astronomy at YSU.
Physics Honors Degree Pathway: in consultation with the Honors College, create an honors degree pathway for Honors College students.	Develop and implement a structured honors pathway that provides clear academic and research milestones for honors students to complete their degree efficiently. By Spring 2026, establish a formalized framework that includes course sequencing, research requirements, and faculty mentorship, ensuring honors students have a well-defined route to graduation.

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Improve recruitment (both locally and internationally) to undergraduate department programs. Develop ways to re-engage students post-COVID and continue promotion of student engagement in the community at YSU and beyond.	Restart Engagement Activities: Revitalize engagement opportunities for current and future students, ensuring continued interest and involvement in departmental initiatives. Middle & High School Workshops: Develop and operate day-long workshops and programs for middle and high school (K-12) students at the Williamson Innovation Park. The first summer workshops focused on telescopes and telescope operation (including nighttime observing) will be available by Summer 2026, with initial telescope purchases and testing scheduled for Summer 2025. South Asian Recruitment Pilot: Pilot initiatives, such as a one-week visit during Spring Break 2024, indicate that South Asian communities, particularly in Nepal, show great potential for recruitment. A recent two-day visit to 13 schools in the Kathmandu metropolitan area led to at least two students matriculating at YSU. This success suggests that a longer, more intensive recruitment effort in late summer, when schools are in session, could yield even greater results for attracting students to YSU's Physics or Physics & Astronomy programs. A significantly more extensive effort, leveraging the experiences and contacts established during the March 2024 pilot initiative will take place in August of 2025 when school resumes in South Asian communities such as Kathmandu, Nepal after the summer research. Kathmandu, with hundreds of academic institutions with students potentially receptive to our degree program, is unique in that many if not most of these schools are within a half hour drive of the city center. Recruitment visits abroad, and likely especially to Kathmandu, are expected to continue, with the principal in person component taking place in August. Job Shadowing & Day Visits: Faculty will continue offering 'job shadow' opportunities or day visits for high school students from the surrounding region to experience firsthand the opportunities available at YSU. Collaboration with Marketing & Enrollment: Faculty and staff will collaborate with the Marketing and Enrollment teams, as well as other related online initiatives, to develop both printed and digital materials that promote all PAGGES programs and majors to visiting high school students. This is part of the ongoing Focus+ initiative. Fulldome/Fisheye Presentation for High School Visits: Develop an immersive fulldome/fisheye presentation highlighting PAGGES programs to be shown at the Ward Beecher Planetarium during high school visits. This project will be undertaken after the completion of other production projects at the planetarium, requiring a high-resolution video camera with fisheye capabilities. The presentation will also involve a partnership with the new GIS program and the use of drones for photography. Expected completion by Summer 2026. Professor Crescimanno has successfully established research collaborations with local high schools. A similar initiative is proposed for Nepal, focusing on theoretical physics research in partnership with senior high school students from institutions such as Omega International College, which hosts some of the top students in Nepal. Generous baggage allowances from airlines like Qatar Airways would facilitate the transport of several computer workstations to Nepal, enabling Kathmandu-area high school students to use them as a

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		mini-supercomputer for research. This collaborative research project, aimed at producing one peer-reviewed publication each summer, would align with ongoing recruitment efforts. Over the past year, several successful strategies have been implemented to increase student engagement. The Society of Physics Students (SPS) has met quarterly for events such as pizza socials, planning sessions, and student presentations of their REU experiences. Notably, Nick Crescimanno, a recent physics graduate from OSU, gave a talk on his current job activities and shared a strategic approach for job searching as a physics graduate. Additionally, guest speaker Alex Giovannone from the University of California, Santa Barbara, presented his research in condensed matter physics and discussed REU opportunities. Astronomy students also presented their REU results to SPS members, including Beyer, McMillin, and Lao.
	Prepare students for professional life following graduation	(1) Engage in proactive advising to help students develop an optimal curriculum for their chosen career path, whether for an industrial position or for professional or graduate school. (2) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students (3)Have students present their work at conferences

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Strategic Initiatives for Program Growth	Establish a formal academic partnership between YSU and area universities, such as the University of Akron, to facilitate cross-curriculum exchange in physics and geology. This collaboration will enhance course offerings, provide students with expanded learning opportunities, and align with the state's goal of consolidating regionally duplicative programs. Interim Milestone (By 2026): Initiate discussions and pilot joint coursework or research collaborations with at least one partner institution. This phase will include faculty engagement, curriculum alignment, and the development of a framework for shared resources and student participation. Update Program Promotional Materials (Ongoing, with Completion by 2025): Revise and enhance both print and online promotional materials to effectively highlight the opportunities available within the program. These materials will showcase research opportunities, career pathways, and student success stories to attract prospective majors and increase enrollment. These initiatives will support the department's expansion goals while aligning with state objectives, ultimately increasing student engagement and enrollment in physics and geology.
Improve recruitment to undergraduate department programs	Develop and operate workshops and programs for middle and high school (or K-12) students at the Williamson Innovation Park towards.

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Faculty Collaboration to improve teaching through research.	Expanding Research Opportunities and Student Engagement: Milestone: Establish the Large PAGES Research Group with participation from at least 50% of faculty and 30% of students within one year. Measurement: Track participation by faculty and students in department meetings, strategy sessions, and collaborative research efforts associated with the PAGES group. Develop Large- and Small-Scale Research Projects: Milestone: Launch 3 large-scale and 10 small-scale research projects across experimental and theoretical labs, engaging at least 15 students annually. Measurement: Track the number of research projects initiated and the number of students actively involved in these projects. Active Research Labs and National Recognition: Milestone: Increase the number of peer-reviewed journal publications by faculty and students by 15% each year, and present research at a minimum of 3 national conferences annually. Measurement: Monitor the number of publications in peer-reviewed journals and track student co-authorships, as well as the number of conference presentations involving students. Secure Internal and External Funding: Milestone: Secure at least 3 new internal or external grants per year for research projects, increasing total funding by 20% annually. Measurement: Track the number of grants awarded and the total amount of funding received, ensuring continuous growth in research resources. Increase Student-Faculty Publications and Presentations: Milestone: Increase student co-authorship in peer-reviewed publications by 20% annually, and increase student presentations at national conferences by 10% each year. Measurement: Track the number of publications co-authored by students and the number of student presentations at conferences annually. Enhance Student Research Training and Competitiveness: Milestone: Ensure that 75% of students engage in at least one capstone project or research opportunity with faculty members, providing exposure to diverse research methodologies. Measurement: Track the number of students participating in research projects or capstone experiences, ensuring they work with multiple faculty members across different research areas. Faculty Mentorship and Research Successes: Milestone: Achieve a 10% increase in the number of interdisciplinary student groups mentored by faculty, resulting in at least 3 peer-reviewed publications per year from these groups. Measurement: Track the number of student groups mentored, as well as the number of publications and student achievements resulting from faculty mentorship. Student Success Stories: Milestone: Increase the number of students achieving post-graduation success (graduate school acceptances, job placements, etc.) by 15% each year. Measurement: Track the number of students who secure graduate school

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		placements, internships, or full-time employment after graduation, comparing yearly progress.

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Improve student success rates over historic averages by addressing DFW percentages in each discipline within the department.	A general approach with multiple actions will be implemented and the incoming data will be continuously analyzed. Specifically, faculty will strive to reach out to students after the "first exam check", that is, students with poor first exam scores and/or poor attendance/participation in class up to the first exam. Initially, the faculty will reach out in several ways. 1. Instructor sends notification to E.A.R.S. for D, F, and chronically absent students on first exam check. 2. Instructor emails D, F, and chronically absent students after first exam check to describe how success might still be achieved in the course. If the grading scheme allows for a drop exam or a replacement exam, or another grade redetermination, explain how this can help the student still earn a desirable grade. Instructor also describes alternate study methods or directs student to the CSP or MAC and asks for a student response to the email describing these suggestions. 3. In the syllabus, faculty require all students below a set grade at the first exam check to privately visit the instructor during office hours to discuss some of the points in #2 above and to offer more study suggestions specific to the individual student. 4. Instructor or department office checks student transcripts for D, F, and chronically absent students after first exam check to look for past withdrawal patterns. Possible early warning of underlying problems can be forwarded to counselors for intervention. 5. For D, F, and chronically absent students not responding to 1-4 above, faculty or departmental office will send notification to Clare Berardini to document procedures taken and to promote further attention.

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PHYSICS & ASTRONOMY (BACHELOR'S)

PROGRAM PITCH:

The Department of Physics, Astronomy, Geology, and Environmental Science provides a high quality educational experience for undergraduate students by offering challenging and essential course work; by engaging majors and graduate students in significant research consistent with the faculty's realization of teaching through research; by expanding the research impact of the department and the University; and by nurturing the discourse between the public and the scientific community various outreach programs.

The Department embraces the mission and core values of Youngstown State University and the College of Science, Technology, Engineering, and Mathematics. The Department's primary goals are: 1) to prepare undergraduate students for productive professional careers and/or graduate studies in physics, astronomy, geology, environmental science, and related fields by rigorous coursework and frontier research experiences, and 2) to enable graduate students form leadership roles in environmental related research, management, and regulatory affairs.

Regular inclusion of undergraduate students as co-authors in peer-reviewed research journal articles and as research presenters at regional and national meetings supports the physics program mission of "Teaching through Research" connecting the Academic Distinction/Discovery of Knowledge and Student Futures/Lifelong Learning directives of the YSU "Taking Charge of our Future" Strategic Plan. Over 30% of all programs at YSU include physics courses to meet standards or accreditation requirements and the physics program provides a sustainable platform for all these other programs across campus for Student Futures/Lifelong Learning.

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SMART GOALS

Goal	Action

Faculty Collaboration to improve teaching through research.	Hands-on Experience for Students: Milestone: Ensure that at least 80% of students (both majors and non-majors) in PAGES have participated in hands-on research experiences with faculty by the end of each academic year. Measurement: Track the number of students participating in research projects, including both majors and non-majors, through surveys or faculty reports. Establishing Large PAGES Research Group: Milestone: Form the Large PAGES Research Group with participation from at least 75% of faculty and 40% of students by the end of the first academic year. Measurement: Track faculty and student participation in department meetings and collaborative research projects related to the PAGES group. Development of Large- and Small-Scale Interdisciplinary Research Projects: Milestone: Launch 2 large-scale and 5 small-scale interdisciplinary research projects involving faculty and students, with at least 10 students engaged in these projects over the next year. Measurement: Track the number of projects initiated and the number of students actively involved in these projects across different research labs. Securing Internal and External Grants: Milestone: Secure at least 3 new grants or funding opportunities per year, increasing total research funding by 15% annually. Measurement: Track the number and total amount of internal and external grants awarded to faculty and student research collaborations. Increasing Faculty-Student Publications and Presentations: Milestone: Increase the number of student co-authors in peer-reviewed manuscripts and presentations by 20% annually. Measurement: Track the number of publications and presentations involving student co-authors, including national and international conference presentations. Faculty Release Time for Research Collaboration: Milestone: Advocate for and secure at least 2 additional faculty release times per year to facilitate robust research collaboration with students. Measurement: Track the number of faculty granted release time each year for research collaboration with students. Capstone Projects: Milestone: Ensure that 90% of students participate in at least one capstone project or research opportunity that involves faculty mentorship. Measurement: Track student participation in capstone projects and the number of students who work with faculty mentors on research initiatives. Astronomy Faculty and Student Research Involvement: Milestone: Engage at least 6 students in astronomy-related research projects (e.g., MIPP updates, planetarium programs) by the end of the academic year. Measurement: Track the number of students involved in the Massive Imaging Processing Place (MIPP) and other astronomy projects, as well as their contributions to planetarium shows and outreach activities. Impact of Science Education and Outreach:

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		Milestone: Increase student involvement in planetarium shows and outreach programs by 15% annually, with an emphasis on contributing to science education. Measurement: Track the number of students participating in planetarium shows and outreach programs, as well as feedback from these activities.

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To find and secure funding to maintain full-time staffing levels at both the Clarence R. Smith Mineral Museum and the Ward Beecher Planetarium in order to carry out their missions to not only present scientific material to YSU students, school groups, and the general public, but to develop new material to keep up with the myriad scientific advances in PAGES-related disciplines. We also need to maintain the facilities to be updated and safe post-COVID-19. 6/12/23 Revision: We must get the Planetarium back up and running after the fire.	To obtain funding (ideally via COVID-related CARE funds) to improve the HVAC system in the Ward Beecher Planetarium. This includes individual humidity/temperature and air-handling control of the planetarium, in order to protect the equipment (sensitive to heat and humidity) and keep the Planetarium functioning for a long time to come. To find and secure funding to maintain two full-time staff at the Planetarium. The Ward Beecher Planetarium has always had two full-time staff members to develop, coordinate and present astronomy and space-science related shows to school groups of all ages, the general public, and help with development of materials used in the ASTR 1504 courses. Recent budget cuts reduced the Planetarium Lecturer position to half-time, but this will severely reduce our ability to present school programs and develop new materials. This is of utmost priority. To maintain a large student complement working at the planetarium will also require two fulltime staff -- the Lecturer is largely in charge of co-ordinating student projects, including show presentations and presentations at local meetings. To secure long-term funding (through endowments) to make the Museum Specialist of the Mineral Museum a full-time position. To secure long-term, continuous funding (through an endowment) for continued operations of the Mineral Museum, including upkeep and maintenance, and funds for museum outreach materials (eg. kits for local schools) Integrate the planetarium projection system as parts of PAGES courses other than ASTR 1504 and 1504L. For example, ASTR 2609, or to develop or purchase shows that can be used by Geology classes.

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Prepare students for professional life following graduation	Proactive Advising: Milestone: Ensure that 90% of students receive personalized advising sessions that align with their career goals by the end of each academic year. Measurement: Track the number of advising sessions held, ensuring each student has an individual session that focuses on their academic and career plans. Use surveys to assess how well the advising supports their career alignment. Alumni Engagement: Milestone: Host at least 4 alumni events annually, with 30% increase in alumni attendance each year. Measurement: Track the number of alumni events hosted, the attendance rates of alumni and students, and collect feedback from both groups to measure the value of these interactions. Student Science Presentations: Milestone: Increase the number of student science presentations (including at conferences) by 15% annually, with students presenting in both introductory and advanced-level courses. Measurement: Track the number of students delivering presentations in courses and conferences. Keep a record of the topics presented and evaluate improvements in communication skills through peer and faculty feedback. Updated Computing Skills: Milestone: Ensure 100% of students in astronomy courses (e.g., ASTR 4811/2, 3711/2) complete assignments using updated computing tools (e.g., Python) with a proficiency rate of 85% or higher by the end of the course. Measurement: Track student completion of assignments involving Python and other computing tools, and assess proficiency using a grading rubric to ensure at least 85% of students are proficient.
Improve recruitment to undergraduate department programs	Develop and operate workshops and programs for middle and high school (or K-12) students at the Williamson Innovation Park towards.

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To secure ongoing funding for high-profile community engagement at the Ward Beecher Planetarium, to maintain equipment, exhibits, and staffing levels (both full-time and student assistants), supporting its mission to deliver unique science education experiences for YSU students, K-12 school groups, and the general public.	Planetarium's Community Impact: Milestone: Increase the number of K-12 school visits by 20% annually by offering enhanced programs and ensuring adequate staffing. Measurement: Track the number of school groups visiting the planetarium each semester and compare it to previous years' data. Post-Fire Rebuild & Repairs: Milestone: Complete all final repairs by October 2024, ensuring the planetarium is fully operational for students and community programs. Measurement: Monitor progress on the rebuild and repairs, ensuring that all work is completed on schedule and within budget. Full-Time Staffing for Planetarium: Milestone: Secure funding and hire a full-time Planetarium Coordinator by August 1, 2025. Measurement: Track the hiring process, with an anticipated hire date and progress toward securing funding by October 2024. Restart K-12 School Visits: Milestone: Resume school group visits to the planetarium by Fall 2025, contingent on the hire of a full-time Planetarium Coordinator. Measurement: Track the number of school visits scheduled and conducted, aiming for a return to the pre-2023 levels. In-House Fulldome Programs: Milestone: Begin developing new fulldome programs for YSU Astronomy classes starting Fall 2025, with the first program(s) debuting in Fall 2026. Measurement: Track the development process of the fulldome programs and ensure they are ready for debut in Fall 2026, including program content and materials. Warren M. Young Lecture Series: Milestone: Resume the Warren M. Young Lecture Series by Fall 2025, funded by the planetarium's endowments. Measurement: Track the organization and funding of the lecture series, ensuring the first event occurs in Fall 2025. Expanding Fulldome System Use: Milestone: Integrate the fulldome system into additional courses (e.g., Astro 2609, GIS program) by Spring/Fall 2025. Measurement: Track the number of courses and programs that use the fulldome system, starting with Astro 2609 in Spring 2025 and GIS integration in Summer/Fall 2025.

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Improve recruitment (both locally and internationally) to undergraduate department programs. Develop ways to re-engage students post-COVID and continue promotion of student engagement in the community at YSU and beyond.	Restart Engagement Activities: Milestone: Increase student participation in departmental engagement activities (such as workshops, socials, and REU presentations) by 20% annually. Measurement: Track attendance at various engagement events, including SPS meetings, social events, and guest speaker sessions, comparing yearly participation rates. Middle & High School Workshops: Milestone: Launch the first telescope-focused workshop in Summer 2026, with at least 100 middle and high school students participating in the inaugural session. Measurement: Track the number of students attending the workshops and their feedback, including the number of telescopes purchased and tested by Summer 2025. South Asian Recruitment Pilot: Milestone: Increase the number of South Asian students (especially from Nepal) matriculating to YSU's Physics or Physics & Astronomy programs by 30% following the intensive recruitment effort in August of 2025 with continuing similar efforts each summer. Measurement: Track the number of students recruited from Nepal and other South Asian regions, comparing the outcomes of the pilot initiatives to future recruitment efforts. Job Shadowing & Day Visits: Milestone: Provide at least 5 job shadowing or day visit opportunities for high school students annually, with 80% of participants reporting an increased interest in YSU's programs. Measurement: Track the number of job shadowing opportunities offered and gather feedback from participants on their interest in the Physics or Physics & Astronomy programs at YSU. Collaboration with Marketing & Enrollment: Milestone: Develop and distribute at least 2 new sets of promotional materials (printed and digital) annually, targeting high school students and increasing the number of inquiries about PAGGES programs by 25%. Measurement: Track the creation and distribution of promotional materials and measure the resulting increase in student inquiries, using web analytics and inquiry tracking. Fulldome/Fisheye Presentation for High School Visits: Milestone: Complete the development of the immersive fulldome/fisheye presentation by Summer 2026 and showcase it to at least 5 high school groups within the first year of its release. Measurement: Track the completion of the fulldome presentation, as well as the number of high school visits it is shown at, and gather feedback from students and teachers on the presentation's effectiveness. Theoretical Physics Research Collaboration with Nepal: Milestone: Successfully execute the first collaborative theoretical physics research project in Nepal, producing at least one peer-reviewed publication each summer, starting in Summer 2025. Measurement: Track the progress of the collaborative research, ensuring

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		the publication of a peer-reviewed paper each year, and measure the involvement of high school students in the research. Society of Physics Students (SPS) Events: Milestone: Increase participation in SPS events by 15% annually, with at least 3 major events per year (e.g., guest speakers, student presentations). Measurement: Track the number of students attending SPS events and the frequency of events held each year, as well as the number of students actively involved in presenting or organizing.

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Improve student success rates over historic averages by addressing DFW percentages in each discipline within the department.	A general approach with multiple actions will be implemented and the incoming data will be continuously analyzed. Specifically, faculty will strive to reach out to students after the "first exam check", that is, students with poor first exam scores and/or poor attendance/participation in class up to the first exam. Initially, the faculty will reach out in several ways. 1. Instructor sends notification to E.A.R.S. for D, F, and chronically absent students on first exam check. 2. Instructor emails D, F, and chronically absent students after first exam check to describe how success might still be achieved in the course. If the grading scheme allows for a drop exam or a replacement exam, or another grade redetermination, explain how this can help the student still earn a desirable grade. Instructor also describes alternate study methods or directs student to the CSP or MAC and asks for a student response to the email describing these suggestions. 3. In the syllabus, faculty require all students below a set grade at the first exam check to privately visit the instructor during office hours to discuss some of the points in #2 above and to offer more study suggestions specific to the individual student. 4. Instructor or department office checks student transcripts for D, F, and chronically absent students after first exam check to look for past withdrawal patterns. Possible early warning of underlying problems can be forwarded to counselors for intervention. 5. For D, F, and chronically absent students not responding to 1-4 above, faculty or departmental office will send notification to Clare Berardini to document procedures taken and to promote further attention.

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POLITICAL SCIENCE (BACHELOR'S)

PROGRAM PITCH:

Seek to develop students' critical understanding of both U.S. domestic and international politics, including the study of public administration, political theory, the basic institutions of government, U.S. and international law, theories of international relations, and the development and structure of international organizations. Provide students with important sources of analytical information, and opportunities for oral comment and argument, through classroom, internship, and extracurricular activities such as Moot Court.

The political science program works closely with students and agencies to place students with particular skills sets and interests in local, state, and national level internships for real world applications. These internships lead to high level placement rate in local and state governmental and non-governmental agencies. Skills learned in Moot Court in turn lead to a high acceptance rate into law school or legal offices within the area as researchers.

The strength of the program faculty is service to the local and national level community. Faculty serve as national commentators on political events, another faculty member serves program evaluation for the City of Youngstown and serves on multiple Boards. In addition, there is a close relationship between faculty and students which leads to high placement of students into internships and job placements.

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SMART GOALS

Goal	Action
Improve Curricular Efficiency (Spring 2025)	a. Complete curricular revision i. Upper international political courses are in a every other year rotation. b. Develop a 2-year course rotation i. Upper level electives focused on American Government are in a two year rotation to exploit the electoral calendar. c. Look for ways to reduce independent study courses i. Updated the Internship to repeatable (completed fall 2024 for Fall 2025)

Improve Student Success rates (ongoing)	a. Lead discussions on departmental DFW rates i. Meet with coordinator by end of summer semester 2025 to review DFW rates of courses (focusing on the D rates and part time faculty). b. use of early alert systems for struggling students i. every mid semester - CRM alerts should be done. c. Engage in departmental discussion of courses assessments d. Identify upper level students from past classes to recommend as peer tutors. (spring 2025)
Enhance student learning outcomes	a. Introduce a formal certification related to public management i. In process – change at state level to concentrations – curriculum needs to be checked (spring 2025) b. Refocus moot court program to maintain national standing i. Rehired former Moot Court professor (Fall 2024) c. Increase community partnerships for the Urban Internship Program i. Expanding (summer 2025)
Establish a 4 + 1 articulation agreement with Cleveland State University's Master in Public Administration. (spring 2026 in writing)	In discussions with the head of the Master program (AY 24-25) curriculum exchange (Summer -fall 2025) modeling off of 3+3 programs with CSU
Establish the Urban Internship as a Community Engaged Learning class (completed Spring 2025)	Identifying community partners for consistent placement
Reimagining African American Politics	a. rename it to be more descriptive of the course (Spring 2025) b. add a community engagement component i. Meet with community partners (summer 2025) ii. Submission of CE paperwork (Fall 2025)
Marketing 3+3 in Political Science with Akron	a. Course input Spring 2025 for 3+3 b. Curriculum identification for 3+3 (summer 2025)

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PRIMARY EDUCATION INTERVENTION SPECIALIST (BACHELOR'S)

PROGRAM PITCH:

The Primary/Primary Intervention Specialist Program prepares teachers with practical knowledge and skills to become caring and exceptional general education or special education elementary school teachers. This program leads to two different licenses: general education and special education. Through our partnerships with over 30 local school districts, students receive real-world classroom experience from their first semester onwards. A partnership with Youngstown City Schools provides opportunities for practical application of concept through small group tutoring. In their coursework, students learn strategies from experienced and talented supervisor teachers, often leading to job offers even before graduation.

SMART GOALS

Goal	Action
Strengthen community partnerships with locals schools to better support Mentor Teachers.	1. The ELIS Coordinator will host at least two optional virtual gatherings during the Fall and Spring semester for all Mentor Teachers that will assist with clarifying pre-clinical expectations, answer questions, and provide training on evaluation tools (i.e., CPAST and EDA) by Spring 2026 2. Distribute a mid-semester survey to Mentor Teachers to solicit feedback and provide an opportunity for questions and concerns to be expressed and then addressed by either the University Supervisor and/or ELIS Coordinator by Spring 2026
Increase the Foundations of Reading Ohio Assessments for Educators (OAE) test scores	1. Set up Blackboard modules to provide content and test-taking strategies to students needing to pass the Foundations of Reading OAE to improve our passage rate scores to at least 70% by spring 2027 2. Require students who did not pass the Foundations of Reading OAE after the first attempt to enroll in a "bootcamp" workshop to strengthen their content knowledge and test-taking skills to improve our passage rate scores to at least 70% by spring 2027

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PSYCHOLOGY (BACHELOR'S)

PROGRAM PITCH:

The Psychology Program at Youngstown State University provides a vibrant and supportive environment where students develop a deep scientific understanding of human behavior while gaining hands-on experience that prepares them for a wide range of careers. At YSU, our program is the right fit —large enough to offer expert faculty, extensive resources, and diverse opportunities, yet small enough to ensure personalized attention and strong faculty-student mentorship. We take pride in engaging teaching using the latest learning technology such as McGraw-Hill's Connect Learning Platform and social annotation tools including Feedback Fruits and Perusall, ensuring an interactive and meaningful educational experience. We offer in-person or online programs and apply that classroom knowledge through hands-on fieldwork experiences with organizations such as the Rich Center for Autism, the National Alliance on Mental Illness – OHIO, and the Mahoning County Prosecutor's Office. Students can work with faculty in research labs exploring their scientific curiosity leading to conference travel to present research and network with professionals. Students also have study abroad opportunities to gain global perspectives on human behavior. Our students are well-prepared for careers in academia, industry, and mental health services through personalized advising and career guidance. Many students continue their education with graduate programs in counseling and school psychology available within our department. We are committed to student success—whether to enter the workforce after graduation or pursue advanced studies. With expert faculty, hands-on experiences, and a supportive academic environment, our program provides everything for students to thrive in the field of psychology.

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SMART GOALS

Goal	Action

The program will develop a reduced credit hour BA degree for launch Fall, 2026 to facilitate early entry from undergraduate to graduate counseling and school psychology degree programs.	a) Revise curriculum and submit to CIM for approval (in progress). b) Write supporting documentation for approval by HLC and ODHE, as details are known (6 months – 1 year). c) Shepard the program through the approval process internally and externally (1-2 years). d) Market the program (3-4 years).
Expand experiential learning opportunities for psychology students by increasing participation in research projects, fieldwork experiences, and travel to professional conferences. Such opportunities enhance students' practical skills, improve career readiness, and strengthen graduate school applications, aligning with the program's mission to provide hands-on, applied learning experiences.	a) Increase awareness of available research opportunities through department communications, social media, classes, and advising (1-2 years). b) Establish new partnerships with local mental health agencies, schools, and community organizations (3-4 years). c) Identify a faculty member to serve as the fieldwork coordinator (1-2 years). d) Organize career panels and workshops featuring professionals and former students in psychology-related fields (on-going). e) Make students aware of financial support for presenting at or attending conferences (1-2 years). f) Promote conference opportunities through faculty advisors and student organizations (1-2 years). g) Establish a "Psychology Club" that will supplement membership beyond the Psi Chi honorary society (1-2 years).

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	Develop and implement a comprehensive tracking system to monitor the career placements of psychology program graduates. This system will collect data on employment status, job titles, industries, and further education pursuits. Understanding career outcomes and placements will help the program improve curriculum, enhance career services, and demonstrate its effectiveness.	a) Develop data collection tools such as Qualtrics online surveys for graduates; send follow-up surveys at six months and one year post-graduation (1-2 years). b) Collaborate with career services and alumni relations to integrate existing resources (1-2 years). c) Collect data from local employers (identified from the Chamber of Commerce, for example) about job placement needs and trends (2-3 years). d) Establish a LinkedIn alumni group for networking and tracking (2-3 years). e) Establish a community advisory board (3-5 years).

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PUBLIC & PROFESSIONAL WRITING (BACHELOR'S)

PROGRAM PITCH:

- Fostering life-long learning and intellectual curiosity, helping student learn to write, edit, and design electronic and paper documents for businesses, organizations, and institutions.
- Teaching students to analyze and produce clear, effective, and well-edited writing that serves the needs and interests of various audiences. Students gain an understanding of visual rhetoric, experience writing with data, practice with creative nonfiction and storytelling, and attention to writing in the public sphere.
- Encouraging students to develop a specialty in a specific field or working environment and apply their knowledge and skills.

SMART GOALS

Goal	Action
Revise curriculum to broaden appeal of major.	Revise program name, mission, and course offerings.
Improve curricular efficiency	Place courses on carousel-style rotation

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PUBLIC HEALTH (BACHELOR'S)

PROGRAM PITCH:

The BSAS Public Health program offers a flexible and interprofessional education tailored to students' career goals. Students receive instruction from highly qualified professionals with experience in diverse fields, including medicine, emergency management, epidemiology, environmental health, community health, and infectious disease. Students can select a curriculum path that aligns with their interests and engage in optional field experiences nationwide. The program also provides opportunities to network with mentors in various fields and gain practical experience through interprofessional collaborative simulation sessions. Program faculty have a strong history of collaborating with colleagues from other programs and departments, and they will continue to engage in joint research and community outreach initiatives. The field of public health is set to see career growth in areas such as environmental health, health data science and analysis, community health, and health education. Graduates of the public health program have found employment at prestigious institutions such as the Cleveland Clinic, The Wexner Medical Center at Ohio State, the US Department of Defense, and local and state health departments. Our graduates are not only eligible to become Certified Health Education Specialists (CHES) or Environmental Health Specialists, but the program also prepares them for advanced degrees by providing the necessary foundational knowledge and skills.

SMART GOALS

Goal	Action

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Strengthening our collaboration with community partners.	a. Specific- The program director will enhance program visibility by participating in promotional opportunities, including events, fairs, and presentations. b. Measurable: i. Attend or host 6 promotional events over the next academic year. ii. Distribute program materials to at least 200 prospective students or community members. iii. Track engagement metrics, such as inquiries or applications generated from each event. c. Achievable: Collaborate with the marketing team, faculty, and community partners to identify and participate in relevant promotional events. Utilize existing resources to create engaging materials and presentations. d. Relevant: Increasing program awareness will boost enrollment and enhance the program's reputation within the community and the field of public health. e. Time-Bound: i. Identify key events and finalize a promotional calendar by March 2025. ii. Participate in at least 3 events by August 2025 and complete all 6 events by December 2025. iii. iii. As part of an ongoing annual commitment, participate in at least 6 events by December each year.

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Increase program enrollment.	a. Specific: Develop and launch an accelerated online program starting in Fall 2025. b. Measurable: i. Develop a carousel of public health courses ii. Prepare 4 accelerated online courses to launch in Fall 2025 iii. Assess the number on newly enrolled students at the end of the academic year c. Achievable: The B.S.A.S. Public Health program will partner with RisePoint to develop, launch, and grown the accelerated online program. d. Time: i. Carousel of online accelerated courses will be developed by August 2025 ii. 4 accelerated courses will be developed and ready to launch by August 2025 iii. Assessment of the number of newly enrolled students will take place by August 2026

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Increase Interdisciplinary Collaboration	a. Specific: Engage in Interprofessional Education (IPE) and research activities with other health profession programs and other colleges, with a focus on fostering collaborative learning and knowledge sharing across disciplines. b. Measurable: i. Participate in at least 1 interdisciplinary IPE activity within the next academic year. ii. Achieve participation from at least 3 disciplines in the event. iii. Collect feedback from 80% of participants to evaluate the effectiveness of the activity. c. Achievable: Leverage existing faculty expertise, partnerships with other disciplines, and institutional resources to design and execute IPE activities. d. Relevant: Align these efforts with the college's mission to prepare students for collaborative roles in public health. e. Time: i. Develop an action plan to implement IPE activities by March 2025. ii. Participate in at least 1 IPE activity by May 2025. iii. Complete all planned activities, analyze outcomes, and reassess IPE action plan by December 2025.

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Increase Research Opportunities	a. Specific: Program faculty will actively engage in collaborative research opportunities with faculty from other programs, departments, or colleges to enhance interdisciplinary scholarship. b. Measurable: Program faculty will participate in at least one interdisciplinary research project or grant proposal within the next academic year. c. Achievable: Faculty will identify potential research collaborators, seek external or internal funding opportunities, and leverage existing research interests to form meaningful partnerships. d. Relevant: Expanding research collaboration aligns with program purpose statement, enhances scholarly impact, and increases access to research funding. e. Time-Specific: i. By the end of the 2025 academic year, faculty will have initiated or contributed to at least one interdisciplinary research effort, with progress assessed through mid-year and end-of-year faculty reports. ii. Beginning in the 2026 academic year, faculty will continue to engage in at least one interdisciplinary research collaboration annually to sustain and expand research opportunities.

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PUBLIC HEALTH (MASTER'S)

PROGRAM PITCH:

Are you ready to make a meaningful impact on public health? The Consortium of Eastern Ohio Master of Public Health (CEOMPH) program at YSU is designed to empower and prepare current and future public health professionals through accredited education, innovative research, and hands-on service. With a strong foundation in interdisciplinary collaboration, real-world application, and community engagement, our program equips students with the skills and experience needed to drive meaningful change in diverse populations.

Students in the Master of Public Health (MPH) program gain a comprehensive education covering core public health disciplines and specialized areas of expertise. The curriculum includes epidemiology, where students analyze disease patterns, assess health risks, and design interventions to improve community health. In biostatistics, they develop proficiency in data analysis and statistical methods to support evidence-based decision-making. Environmental health sciences explore how environmental factors impact public health and offer solutions for creating healthier communities. The program also covers social and behavioral sciences, where students study the social determinants of health, behavioral interventions, and strategies to promote health equity. Health policy and management provide insights into healthcare systems, policy development, and leadership strategies to enhance public health initiatives. Additionally, public health practice and community engagement allow students to apply their knowledge through hands-on service-learning projects, internships, and partnerships with local organizations.

At CEOMPH, we foster collaboration among faculty and students from multiple disciplines to enhance research opportunities and strengthen program enrollment. Through initiatives like the Consortium of Community Health, students engage in research-based experiences that contribute to critical public health solutions. Additionally, our Penguin Health: Peer Health Education Program provides students with opportunities to participate in faculty-led and independent research projects, allowing them to develop essential research and leadership skills.

Our commitment to curriculum innovation ensures that students remain at the forefront of emerging public health issues. We continuously expand course offerings to provide interdisciplinary learning opportunities, introducing new elective courses

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that enhance students' knowledge and expertise. Furthermore, our community-engaged learning courses emphasize real-world application by partnering with local organizations and supporting community-based initiatives. These experiences allow students to make a tangible impact on public health while gaining valuable field experience.

The CEOMPH program at YSU isn't just about education—it's an opportunity to lead, innovate, and improve health outcomes in eastern Ohio and beyond. Join a program where learning extends beyond the classroom and into the community, preparing you to be a public health leader of tomorrow.

SMART GOALS

Goal	Action
Establish a structured interdisciplinary research initiative (Consortium of Community Health) within BCHHS that fosters collaboration among faculty and students from multiple disciplines, with a specific focus on enhancing the MPH program's research opportunities and enrollment.	Measurable Targets: 1. Secure $5,000 annually to fund interdisciplinary research projects, reaching a total of $30,000 within six years. 2. Provide research opportunities for at least 15 MPH students over six years, emphasizing practical, research-based learning. Achievability Strategy: • Utilize university resources, grants, and partnerships with healthcare organizations and industry leaders to secure funding and mentorship, attracting MPH students interested in research. Relevance: • Enhancing interdisciplinary research strengthens BCHHS's academic reputation, increases student engagement, and aligns with institutional goals of innovation and collaboration. This will boost the MPH program's appeal, encouraging enrollment and establishing it as a leader in public health research. Time-bound Plan: • Launch up to five student-led interdisciplinary research projects (one per year) and secure $30,000 in funding by year six. These projects will be integrated into the MPH curriculum to attract prospective students.

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Increase MPH student engagement in faculty-led and independent research projects (Penguin Health: Peer Health Education Program).	Measurable Targets: 1. Increase student research participation by 30%, with at least 20 MPH students involved annually by year six. 2. Establish three mentorship programs, conduct five research workshops per academic year, and fund at least 10 student research projects annually. Achievability Strategy: • Implement mentorship programs, workshops, and funding opportunities to support MPH students, ensuring faculty guidance and resource access. • Pair each MPH student with a faculty mentor to enhance research support. Relevance: • Expanding research opportunities enhances academic excellence, career readiness, and BCHHS's scholarly reputation. Increased research engagement will attract more MPH students and support program growth. Time-bound Plan: • By year three, establish structured pathways for MPH student research. • By year six, achieve a 30% increase in MPH student participation, supporting program growth and research excellence
Enhance community engagement and public health practice through collaboration and service-learning initiatives (Community-engaged Learning Courses).	Measurable Targets: 1. Establish partnerships with at least five new community-based organizations within the next four years. 2. Increase student participation in community service projects by 25% within five years. Achievability Strategy: • Develop structured service-learning programs in partnership with local health departments and non-profit organizations. • Encourage faculty and student involvement in community-based initiatives to address local health challenges. Relevance: • Strengthening ties with the community will improve public health outcomes, provide practical learning experiences, and reinforce CEOMPH's mission of service and collaboration. Time-bound Plan: • Establish five new community partnerships by year four. • Achieve a 25% increase in student participation in service-learning projects by year five.

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Strengthen public health education by expanding course offerings and interdisciplinary learning opportunities (New MPH Elective Courses).	Measurable Targets: 1. Develop and implement two new interdisciplinary courses within the next three years. 2. Increase student enrollment in MPH courses by 20% within five years. Achievability Strategy: • Collaborate with partner universities to design and offer new courses that align with emerging public health issues. • Incorporate service-learning components to provide students with real-world applications of public health principles. Relevance: • Enhancing the curriculum will attract prospective students, improve academic engagement, and prepare graduates to address public health challenges effectively. Time-bound Plan: • By year three, introduce two new interdisciplinary courses. • By year five, achieve a 20% increase in course enrollment.

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RESPIRATORY CARE (BACHELOR'S)

PROGRAM PITCH:

The Youngstown State University, Dr Louis N. Harris Respiratory Care Entry into Practice program is dedicated to preparing highly skilled, compassionate, and innovative respiratory therapists. Through rigorous, evidence-based education, hands-on clinical experiences, Hi fidelity simulation and through collaborative research, we equip students with the expertise to improve patient outcomes, ease suffering, decrease healthcare costs and advance the field of respiratory care. Our commitment to excellence fosters critical thinking, professional leadership, and community engagement, ensuring graduates are prepared to meet the evolving demands of healthcare with integrity and expertise.

Our program is nationally accredited by the Commission on Accreditation for Respiratory Care (CoARC) and consistently upholds and meets or exceeds exceptional academic accreditation standards, with a 99% retention rate and a 94% pass rate on the national credentialing exams earning national credentialing success awards. The YSU program is ranked among the top 25 respiratory therapy programs in the nation by Value Colleges, and the only program of 22 in Ohio to have multiple accredited program options for students and one of 3 nationally. We provide students with a trusted pathway to both professional success and leadership in the field with a scholarly research agenda.

According to the Bureau of Labor and statistics employment in respiratory therapy is projected to grow 13% from 2023 to 2033, with a projected increase of 17,500 new respiratory therapists needed in the healthcare workforce by 2033 to keep pace with patient healthcare demands, far outpacing the average for all occupations, our program equips graduates with the critical skills needed to thrive in a rapidly expanding field. As demand for respiratory care rises due to an aging population, increasing rates of chronic respiratory diseases, and advancements in healthcare technology, our graduates are positioned for high employment demand, competitive salaries, and diverse career opportunities in hospitals, clinics, and specialized healthcare settings.

Our commitment to excellence ensures that students are not only well-prepared for national credentialing exams but also for specializations in critical care, neonatal and pediatric care, sleep medicine, pulmonary rehabilitation, leadership, education and

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research. By fostering interdisciplinary collaboration and a strong emphasis on reducing hospital readmission rates, and skilled management of highly sophisticated life support systems our graduates contribute to improving patient outcomes, enhancing healthcare efficiency, and shaping the future of respiratory therapy and societal health.

Our curriculum integrates state-of-the-art clinical simulation, real-world clinical patient care experiences, advanced mechanical ventilation training and airway management, specialized instruction in critical care, emergency response, neonatal and pediatric care, sleep medicine, and pulmonary rehabilitation, with each student providing over 1,000 hrs. of direct patient care and

community service. Our program also boasts a 4+1 advanced placement graduate option allowing student to pursue dual credit courses towards their master degree in respiratory care while completing their undergraduate entry into practice degree. Students benefit from interdisciplinary collaboration research opportunities, and strong healthcare partnerships with hospitals, pulmonologists, sleep labs and affiliations with other institutions of higher learning and learning from experienced educators and industry leaders who are passionate about shaping the future of respiratory care.

By emphasizing problem-solving, critical thinking, and evidence-based practice developed through research, we ensure that graduates are not only well-prepared for national credentialing exams but also capable of leading advancements in respiratory care, improving healthcare efficiency and quality, and improving care delivery through evidence-based research to directly impacting patient lives, societal health and outcomes.

At YSU, we don't just educate respiratory therapists—we shape the future of respiratory care.

SMART GOALS

Goal	Action

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Expand our CoARC required research program agenda within 1 year	.Advancing clinical practices, exploring new respiratory therapy QI projects, for improving patient outcomes, that is student and faculty based through research · Seek grants and funding opportunities to support research initiatives. Allocating resources for research activities, such as dedicated time for faculty and access to necessary equipment, that is crucial for sustaining a robust research program. · Encourage partnerships with local hospitals, healthcare organizations, and other academic institutions to conduct joint research projects. These collaborations can provide access to diverse patient populations and additional resources, enriching the research experience. -ongoing research · Acquire tenured faculty members with a specific discipline and skill set focused on research with a scholarly agenda-within 1 yr · Increase ongoing research collaboration with an interdisciplinary focus · Complete our established research lab-within 1 year

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Continual programmatic review	Continue to improve and adjust programmatic offerings to keep pace with ongoing and dynamic rigorous accreditation standards set forth by the Commission on accreditation for respiratory care (CoARC) and to further keep pace with the National Board for Respiratory Care (NBRC) Matrix standards for entry into practice educational standards. · Continue to expand and strengthen clinical affiliate relationships with new and current sites to ensure student educational and clinical affiliate needs are being met equitably, allowing an Increase in CoARC approved program enrollment · Improvement in virtual experiences within existing simulation-based learning to allow students to practice technical skills, enhance critical thinking, and improve patient interactions in a controlled environment. Simulation-based education has become a vital tool for preparing respiratory therapists. · Encourage continuous professional development among students and faculty to stay abreast of the latest advancements in respiratory care. A commitment to lifelong learning exceeds the former focus on specific diseases and tasks, promoting a more comprehensive approach to patient care. * Evidenced by yearly Report of Current Standards (RCS) required submitted reports that programmatic goals and standards are being met. *By implementing these strategies, YSU's Respiratory Care program can strengthen its research component, contributing to the advancement of the field and the improvement of patient care and patient outcomes.

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Marketing/Recruitment	Increase our marketing presence at local and state career events to entice inspiring young minds to health professions to insure future program enrollment. · Attend Health Occupation Students of America (HOSA) sponsored events · Attend Career days at local High schools · Continue to focus on Penguin preview days · Continual and dedicated marketing of the respiratory care programs · Attend AARC national and State events for marketing of RC programs · Continue to work with YSU marketing to achieve this goal
Retention remediation	Review, assess, develop and implement improvements in our retention remediation and recruitment policies to maintain accreditation standards and to maintain and improve marketability and credibility of the entry into practice respiratory care program. *By implementing these strategies, YSU's Respiratory Care program can strengthen its research component, maintain and exceed accreditation standards, market the program and contributing to the advancement of the field and the improvement of patient care and patient outcomes, evidence-based practices and research.

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RESPIRATORY CARE (MASTER'S)

PROGRAM PITCH:

The Youngstown State University Master of Respiratory Care Degree Advancement Program is an advanced graduate degree designed specifically for Registered Respiratory Therapists that are dedicated, licensed healthcare professionals, whose aim is to take their careers to the next level of expertise. Our MRC program has a strong focus on Education, leadership, research and interprofessional collaborative experiences that not only enhance clinical expertise but prepares graduates for careers in leadership, education, and research roles through innovation, that's focused on improving patient outcomes, decreased healthcare costs and length of stay, lending to a significant improvement in societal health and a patients' quality of life. The profession of respiratory care is noticeably at the forefront of modern medicine, and whether you aim to lead the quality of delivered care in the hospital settings, shape the future of respiratory education, or contribute to cutting-edge research, our MRC program provides the knowledge and expertise needed to excel in this rapidly evolving field, Moreover, to truly excel in this ever-evolving dynamic area of healthcare, advanced education and specialized expertise are key. To that end our MRC degree equips practicing respiratory therapists with the advanced skills and knowledge necessary to excel in various high-level roles, contributing significantly to patient care and the advancement of the respiratory care profession.

Our program is regionally accredited through Higher learning Commission (HLC) and is provisionally accredited nationally, through the Commission on Accreditation for Respiratory care (CoARC) Our MRC program is 100% online asynchronous ranked 6th by Best Colleges and is a graduate degree dedicated specifically to your profession, lending to advancement within your field of expertise

What makes our program stand out?

· Flexibility: We understand the demands of working professionals. That's why we offer online coursework, allowing you to balance your educational needs with your career goals and personal life.

· Expert Faculty: You will be learning from highly experienced educators and industry leaders who are passionate about shaping the future of respiratory care.

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· Career Advancement: A master's degree opens doors to higher-paying positions, leadership roles, research and the ability to influence healthcare policies and education.

· Cutting-Edge Curriculum: Our coursework covers advanced patient care techniques, evidence-based research, healthcare leadership, and emerging trends in respiratory therapy.

· Accelerated learning experiences Our program offers accelerated degree attainment with 7-week course offerings

· Second Masters degree. Our program allows the flexibility to earn a second master's degree with a little as 12 s.h. further core studies for practicing respiratory therapists

According to the Bureau of Labor and statistics employment in respiratory therapy is projected to grow 13% from 2023 to 2033, with a projected increase of 17,500 new respiratory therapists needed in the healthcare workforce by 2033just to keep pace with patient healthcare demands, far outpacing the average for all occupations, our program equips graduates with the critical skills needed to thrive in a rapidly expanding field. As demand for respiratory care rises due to an aging population, increasing rates of chronic respiratory diseases, and advancements in healthcare technology, our graduates are positioned for high employment demand, competitive salaries, and diverse career opportunities in hospitals, clinics, research facilities, the federal government and specialized healthcare settings.

SMART GOALS

Goal	Action

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Expand our existing research program objectives.	1.Advancing clinical practices, exploring new respiratory therapy QI projects, for improving patient outcomes, that is faculty led and student focused · Seek grants and funding opportunities to support research initiatives. Allocating resources for research activities, such as dedicated time for faculty and access to necessary equipment, that is crucial for sustaining a robust research program. · Encourage partnerships with local and national hospitals, healthcare organizations, and other academic institutions to conduct joint research projects. These collaborations can provide access to diverse patient populations and additional resources, enriching the research experience. -ongoing research · Acquire tenured faculty members with a specific discipline and skill set focused on research with a scholarly agenda-within 1 yr · Increase ongoing research collaboration with an interdisciplinary focus by fostering partnerships and engaging in collaborative healthcare initiatives. · Complete our established research lab-within 1 year

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	Continue to improve and adjust programmatic offerings to keep pace with ongoing and dynamic rigorous accreditation standards set forth by the Commission on accreditation for respiratory care (CoARC) for Degree advancement programs and to further keep pace with the American College for Respiratory Therapy Education (ACRTE) Evidenced by yearly Report of Current Standards (RCS) required submitted reports that programmatic goals and standards are being met	Improvement in virtual experiences within existing online simulation-based learning to allow students to practice skills, enhance critical thinking, and improve patient interactions in a controlled environment. Simulation-based education has become a vital tool for preparing respiratory therapists. · Encourage continuous professional development among students and faculty to stay abreast of the latest advancements in respiratory care. A commitment to lifelong learning exceeds the former focus on specific diseases and tasks, promoting a more comprehensive approach to patient care.

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Increase and support our marketing presence at state and national conference events to entice and recruit health professionals to our program to insure future program enrollment.	Expand and support faculty led student research projects culminating in an increase in a research presence at national conferences and events promoting the university and the program giving more national exposure- ongoing · Attend American Association for Respiratory Care national and State events for marketing and networking opportunities for the RC programs-ongoing · Continual and dedicated marketing of the respiratory care programs · Continue to work with YSU marketing to achieve this goal *By implementing these strategies, YSU's Respiratory Care program can strengthen its research component, maintain and exceed accreditation standards, market the program and contributing to the advancement of the field and the improvement of patient care and patient outcomes, evidence-based practices and research.

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RESPIRATORY CARE, ONLINE COMPLETER (BACHELOR'S)

PROGRAM PITCH:

The Youngstown State University, Bachelor of Science in Respiratory Care Degree Advancement Completion Program is designed specifically for registered respiratory therapists that are dedicated, licensed healthcare professionals, whose aim is to take their careers to the next level of expertise. Our BSRC DA program has a strong focus on Education, leadership, Research and Interprofessional collaborative experiences that not only enhance clinical expertise but prepares registered respiratory therapists for roles in leadership, education, and research settings, through driving innovation, resulting in an improvement in patient outcomes, decreased healthcare costs, length of stay, and a decrease in pain in suffering, lending to a significant improvement in societal health and a patients' quality of life. The profession of respiratory care is noticeably at the forefront of modern medicine, and whether you aim to lead the quality of delivered care in the hospital settings, shape the future of respiratory education, or contribute to cutting-edge research, our BSRC DA program provides the knowledge and expertise needed to excel in this rapidly evolving field. To excel within this ever-evolving dynamic healthcare discipline advanced education and specialized expertise are key and our BSRC DA degree equips practicing respiratory therapists with the advanced skills and knowledge necessary to excel in various high-level leadership roles, contributing significantly to patient care and the advancement of the respiratory care profession.

The YSU BSRC DA program is ranked among the top 25 respiratory therapy programs in the nation by Value Colleges, and the only program of 22 in Ohio to have multiple accredited program options for students and one of 3 nationally. We provide students with a trusted pathway to both professional success and leadership within the field with a scholarly student focused research agenda.

Our program is regionally accredited through Higher learning Commission (HLC) and is provisionally accredited nationally through the Commission on Accreditation for Respiratory Care (CoARC) and consistently upholds, meets or exceeds exceptional academic accreditation standards as evidence by our yearly RCS and a 98% retention rate. Our BSRC DA program is 100% online asynchronous and is a degree dedicated specifically to your profession, lending to professional advancement within your field of expertise.

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What makes our program stand out?

· Flexibility: We understand the demands of working professionals. That's why we offer online coursework, allowing you to balance your educational needs with your career goals and personal life.

· Expert Faculty: You will be learning from highly experienced educators and industry leaders who are passionate about shaping the future of respiratory care.

· Career Advancement: A baccalaureate degree opens doors to higher-paying positions, leadership roles, research and the ability to influence healthcare policies and education.

· Cutting-Edge Curriculum: Our coursework covers advanced patient care techniques, evidence-based research, healthcare leadership, and emerging trends in respiratory therapy.

· Accelerated learning experiences Our program offers accelerated degree attainment with 7-week course offerings

According to the Bureau of Labor and statistics employment in respiratory therapy is projected to grow 13% from 2023 to 2033, with a projected increase of 17,500 new respiratory therapists needed in the healthcare workforce by 2033 to keep pace with patient healthcare demands, far outpacing the average for all occupations, our program equips graduates with the critical skills needed to thrive in a rapidly expanding field. As demand for respiratory care rises due to an aging population, increasing rates of chronic respiratory diseases, and advancements in healthcare technology, our graduates are positioned for high employment demand, competitive salaries, and diverse career opportunities within the federal government, hospitals, clinics, and specialized healthcare settings.

By fostering interdisciplinary collaboration and a strong emphasis on reducing hospital readmission rates, and skilled management of highly sophisticated life support systems our graduates contribute to improving patient outcomes, enhancing healthcare efficiency, and shaping the future of respiratory therapy and societal health.

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Our curriculum integrates state-of-the-art virtual simulation, real-world clinical patient care experiences, advanced mechanical ventilation training and airway management, specialized instruction in critical care, sleep medicine, and pulmonary rehabilitation, Students benefit from interdisciplinary collaboration research opportunities, and strong healthcare community partnerships with hospitals, pulmonologists, polysomnography labs and affiliations with other institutions of higher learning and learning from experienced educators and industry leaders who are passionate about shaping the future of respiratory care.

By emphasizing problem-solving, critical thinking, and evidence-based practice developed through research, we ensure that graduates are well-prepared for national credentialing and certification exams and are capable of leading advancements in respiratory care, improving

healthcare efficiency and quality, and improving care delivery through evidence-based research, directly impacting patient lives, societal health and outcomes.

At YSU, we don't just educate respiratory therapists—we shape the future of respiratory care.

SMART GOALS

Goal	Action

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Define our existing research program objectives.	Advancing clinical practices, exploring new respiratory therapy QI projects, for improving patient outcomes, that is student and faculty based through research · Seek grants and funding opportunities to support research initiatives. Allocating resources for research activities, such as dedicated time for faculty and access to necessary equipment, that is crucial for sustaining a robust research program. · Encourage partnerships with local hospitals, healthcare organizations, and other academic institutions to conduct joint research projects. These collaborations can provide access to diverse patient populations and additional resources, enriching the research experience. -ongoing research · Acquire tenured faculty members with a specific discipline and skill set focused on research with a scholarly agenda-within 1 yr · Increase ongoing research collaboration with an interdisciplinary focus · Complete our established research lab-within 1 year

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Continual programmatic review	Continue to review, improve and adjust programmatic offerings to keep pace with ongoing and dynamic rigorous accreditation standards set forth by the Commission on accreditation for respiratory care (CoARC) and to further keep pace with the National Board for Respiratory Care (NBRC) educational practice standards. · Improvement in virtual experiences within existing simulation-based learning to allow students to practice technical skills, enhance critical thinking, and improve patient interactions in a controlled environment. Simulation-based education has become a vital tool for preparing respiratory therapists. · Encourage continuous professional development among students and faculty to stay abreast of the latest advancements in respiratory care. A commitment to lifelong learning exceeds the former focus on specific diseases and tasks, promoting a more comprehensive approach to patient care. * Evidenced by yearly Report of Current Standards (RCS) required submitted reports that programmatic goals and standards are being met. *By implementing these strategies, YSU's Respiratory Care program can strengthen its research component, contributing to the advancement of the field and the improvement of patient care and patient outcomes.

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Marketing/Recruitment	Increase our marketing presence at local and state career events to entice inspiring young minds to health professions to insure future program enrollment. · Expand and support faculty led student research projects culminating in an increase in a research presence at national conferences and events promoting the university and the program giving more national exposure-ongoing · Continual and dedicated marketing of the respiratory care programs · Attend American Association of Respiratory Care national and state events for marketing of RC programs · Continue to work with YSU marketing to achieve this goal Retention remediation 4. Review, assess, develop and implement improvements in our retention remediation and recruitment policies to maintain accreditation standards and to maintain and improve marketability and credibility of the DA completion program-ongoing *By implementing these strategies, YSU's Respiratory Care program can strengthen its research component, maintain and exceed accreditation standards, market the program and contributing to the advancement of the field and the improvement of patient care and patient outcomes, evidence-based practices and research.

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SCHOOL PSYCHOLOGY (ED. SPECIALIST)

PROGRAM PITCH:

Mission - The YSU School Psychology Program, in alignment with NASP professional standards, aims to cultivate a diverse group of highly effective school psychologists who emphasize data-driven decision-making and problem-solving to advocate for the academic and emotional well-being of students and families while committing to continuous professional growth and collaborative partnerships. The program strives to advance the field and practice of school psychology by integrating a practitioner-scientist model, preparing graduates to leverage data in decision-making to address academic, behavioral, and social-emotional challenges within a multi-tiered support system. In fostering the belief that all children can learn, the program provides extensive professional training rooted in research and theory through scholarly activities, a modern and diverse curriculum, ongoing trend analysis, continuous program assessment, and support for graduates.

Vision - Our vision is to establish the YSU School Psychology Program as a nationally recognized leader, where collaborative innovation between students and faculty fosters groundbreaking research and impactful community initiatives. We aim to develop school psychologists who embody ethical leadership and are empowered as changemakers, dedicated to driving transformative educational practices and advancing social justice within their communities and the broader educational landscape.

SMART GOALS

Goal	Action

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		The program will engage in targeted recruitment of high-quality students from diverse backgrounds, including international students, increasing the enrollment of students of color by 10% by Fall 2030. This will be accomplished by enhancing outreach efforts to undergraduate institutions, with specific attention to HBCUs. This goal supports our mission to cultivate a group of highly effective school psychologists, incorporating diverse perspectives to strengthen the collective impact of the program on the region.

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	The program will reduce the number of required credit hours in the School Psychology program to bring it into alignment with other Ohio training programs and to maximize curricular efficiency, with the additional benefit of becoming more cost-effective by Fall 2026. This will be accomplished by an audit of the existing curriculum, followed by resequencing/revision of required coursework. This goal supports our mission of enhancing the viability of the program.
Develop autism as a program focus	Collaborate with Rich Center on programming. Pursue grants with the Rich Center for early identification and treatment of autism.

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	The scientist-practitioner model will be utilized to unify the undergrad and graduate programs by Fall 2030. This will be accomplished through "soft-integration" (development of a pre-School Psychology curriculum track in Psychology to prepare existing undergraduate students and to market to potential graduate students) followed by "hard-integration" (development of a "3+3" program that will create dual enrollment / credit possibilities). This goal supports our mission of improving curricular efficiency while simultaneously meeting the needs of students.

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SOCIAL WORK (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Social Work program at Youngstown State University prepares students to become skilled, ethical, and community-driven social work professionals. Through a generalist curriculum and extensive fieldwork—450 hours of internship—students gain real-world experience addressing the needs of diverse, economically challenged communities. Our faculty have years of experience in the field as well as advanced education bringing research and evidence-based treatment to the classroom in such interventions as suicide prevention, trauma informed care, cognitive behavioral therapy, harm reduction and motivational interviewing.

Our program emphasizes self-determination, social justice, and strengths-based practices while aligning with YSU's mission to foster student-centered learning, ethical practice, and lifelong education. Our student-centered approach to students involves individualized advising, one point of contact throughout your studies in the major, small student to faculty ratios and a philosophy that accepts students challenges as our own. Each faculty member partners with their students to address barriers and celebrate achievements. Faculty work diligently with students to ensure social work values of dignity, and the worth of each person are modeled in the classroom and during advisement.

Graduates are ready to enter fields of practice in entry-level social work positions such as child welfare, schools, healthcare, and community organizations all across Ohio and Pennsylvania at long established agencies in healthcare such as Cadence Care, Village Network, Alta, Compass, Mercy Health, Arkon Children's Hospital, Cleveland Clinic, Children's Services and schools in every county just to name a few. With an increasing demand for social workers, students are consistently offered positions during their internship, with many students participating in paid employment-based field. The program boasts a high licensure exam pass rate, offering a dedicated class to prepare for the exam and providing all licensure exam materials to each student for free, ensuring equity in preparing students to enter the workforce as skilled professionals.

YSU's BSW program is deeply connected to for-profit and non-profit businesses across all of our communities, collaborating with social service agencies and empowering students to create meaningful change in their communities. With flexible program options, including virtual online courses and partnerships at local campuses throughout Northeast Ohio, we are committed to expanding access to education and making an impact beyond the classroom. With over 100 students in

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field internships our program provides 45,000 hours of service across our communities each year. Some graduates have gone on to create their own non-profit organizations to address the gaps in our current system. One such example is a student that created Club 7, an organization that understands the influence of group dynamics on the relationship between sports participation and mental health, targeting youth of all ages to impact peer relations, developmental experiences and healthy outcomes.

SMART GOALS

Goal	Action
Enhance marketing the social work program to increase enrollment by 10% by Fall 2026	Work with BCHHS Marketing person to: 1) Have social work included in the BCHHS social media campaign 2025 2) Promote specific aspects of the program (e.g., internships, community engagement opportunities) that differentiate us from competitors 2025 3) Find success stories of alumni who have made significant impacts in their fields and give to BCHHS Marketing person Ongoing/Yearly 4) Update programs webpage and brochures with testimonials and engaging design. Ongoing/Yearly
Improve overall licensure pass rates to meet or exceed state and national averages by Fall 2027	1. Align coursework with the core areas of the licensure exam in 2 courses per year. 2. Practice exam questions regularly throughout the curriculum to familiarize students with the format and timing adding questions across courses at a rate of 2 per year. 3. Invite 1 alumni per semester who have recently passed the exam to share insights, study strategies, and resources. 4. Collect per semester data on our capstone survey that assess' strengths and challenges of changes targeting the exam. 5. Ensure faculty are familiar with licensure exam requirements and integrate relevant content into their courses each semester.

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SOCIAL WORK (MASTER'S)

PROGRAM PITCH:

The Master of Social Work program at Youngstown State University prepares students to become skilled, ethical, and community-focused social work professionals. We believe that by producing qualified and passionate social workers we can powerfully impact our community through their work and dedication. Through a generalist curriculum and extensive fieldwork, students gain real-world experience by addressing the needs of diverse and economically challenged communities.

Our faculty have years of experience in the field and advanced education which allows us to bring research and evidence-based treatment to the classroom. Faculty have published works in all areas relevant to social work practice including social justice, mental health, substance use and spirituality as well as evidence-based teaching and learning. Recent publications include works related to keeping children safe in Africa and the impact of changing policies for LGBTQ persons domestically and across the globe. Faculty have years of experience as skilled practitioners in our communities and bring the latest interventions such as EMDR and Trauma Informed care to the classroom. The MSW program is set apart by the passion and dedication of YSU faculty who are often long-standing community members.

Our program emphasizes self-determination, advocacy, and strengths-based practices while aligning with YSU's mission to foster student-centered learning, ethical practice, and lifelong education. Our student-centered approach involves individualized advising, small student-to-faculty ratios, and a philosophy that accepts students' challenges as our own. Each faculty member partners with their students to address barriers and celebrate achievements. Faculty work diligently with students to ensure social work values of dignity, and the worth of each person are modeled in the classroom and during advisement.

Graduates in our program make an impact in their community through a wide range of careers including, therapy in both community mental health and private practice, child protective services, veteran affairs, forensics, and substance use. While some universities choose the internship for the student and primarily partner with a small number of agencies, we believe in supporting our students in gaining experience in areas of their specific interest. For this reason, we have established partnerships with more than 160 surrounding agencies. The passion and skill level of our students is evident as more than 86% of students are offered, or maintain, employment at their field agency following the completion of their internship.

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The MSW program is focused on reaching students from a variety of backgrounds, for this reason, we provide flexible program options, including virtual online or asynchronous courses and partnerships at two campuses in Northeast Ohio. By expanding our locations to include the Greater Cleveland area we have been able to impact a larger part of the state. We are committed to expanding access to education and making an impact beyond the classroom. Our students are taught to be advocates for their community. By fostering independence, critical thought, and confidence in the classroom students feel able to make a change within their community. For example, a current MSW student working in Child Protective Services identified a lapse in support for children aging out of the foster care system. She worked with her city to purchase a home, at a low cost, and utilized donations to fix up the house to create a 6-person residence. Funded by donations through fundraisers and word of mouth she now provides housing for children who have aged out of the child welfare system. During the first year of the program implementation, she resided in the home to maintain supervision and ensure the creation of a fully functioning program.

Our faculty are dedicated to advancing their scholarship and professional development, ensuring they remain at the forefront of social work and excel in preparing students for licensure. Their commitment to staying current in this ever-evolving field includes engaging in specialized training and dedicating time to initiatives that enhance licensure exam success.

SMART GOALS

Goal	Action
Increase student enrollment by 10% by Fall 2026	Work with BCHHS Marketing person to: 1) Have social work included in the BCHHS social media campaign 2025 2) Promote specific aspects of the program (e.g., internships, community engagement opportunities) that differentiate us from competitors 2025 3) Find success stories of alumni who have made significant impacts in their fields and give to BCHHS Marketing person Ongoing/Yearly 4) Update programs webpage and brochures with testimonials and engaging design. Ongoing/Yearly Engage in community activities to increase awareness of the program. 1) Attend community events. 2) Engage in social media campaigns which highlight the social work department and our students. 3) Attend university sponsored fairs and activities.

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Achieve retention of 95% of MSW students during the 2025-2026 school year.	1) Provide intentional advisement which focuses on the needs and preferences of each student. 2) Faculty will demonstrate a minimum of 2 attempts at contact for any students not registered for classes. 3) Faculty will demonstrate a minimum of 2 attempts at contact for students who have not been maintaining regular contact with the department.
Improve overall licensure pass rates to meet or exceed state and national averages by Fall 2027.	1. Align coursework with the core areas of the licensure exam in 2 courses per year. 2. Practice exam questions regularly throughout the curriculum to familiarize students with the format and timing adding questions across courses at a rate of 2 per year. 3. Invite 1 alumni per semester who have recently passed the exam to share insights, study strategies, and resources. 4. Collect per semester data on our capstone survey that assess' strengths and challenges of changes targeting the exam. 5. Ensure faculty are familiar with licensure exam requirements and integrate relevant content into their courses each semester.

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SOCIOLOGY (BACHELOR'S)

PROGRAM PITCH:

Sociology students examine the structural relationships between individuals and groups, relationships amongst groups, and how individuals both create and interact with social institutions. Critical to this analysis is understanding how these structural relationships lead to the social causes and consequences of human behavior. Sociology analyzes current events, case studies, demographic data, and ethnographic material as the basis for undergraduate research focusing on societal issues from multiple perspectives. The students' sociological lens, along with the diverse research methods, leads to employment in a variety of fields including governmental, non-profit, medical, education, and business.

The sociology curriculum is distinctive in its broad training, with students taking courses in social structures, socialization and stratification, and social problems unlike other programs which require a narrower focus. This comprehensive training serves the students in their in-depth research projects, internships, and career development. There is intensive mentoring of students' creation and completion of research projects which address social problems and solutions.

This is a teaching focused program in which faculty are participating in an in person/online 16 week program, an accelerated online program, and are proposing a reduced credit hour program.

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SMART GOALS

Goal	Action
Over the next 3 to 5 years - Increase majors by 200%	a. Focus Plus filming (Completed Spring 2025) b. Produce a brochure for Penguin Preview Day highlighting interdisciplinary experiences, research opportunities and internships tied to future employment. (completed Spring 2025) c. Participation in the History Day workshop/majors Fair i. Pilot spring 2025 ii. Full roll out 2026 d. participation in penguin preview day

Creating multidisciplinary relationships to enhance students' writing skills. (Fall 2025 submission)	a. Utilizing Professional and Technical Writing courses within curriculum. Identify PTW courses that would complement the Sociology curriculum, as well as courses in other disciplines. i. Discussed two different courses submission of curricular changes (fall 2025) ii. Providing opportunities for students to learn grant writing
Expose students to a multidisciplinary perspective	Plan co-teaching with Art History and/or other disciplines with the goal of teaching one additional course in the 26/27 academic year and 2 more in the following year.
AOP sociology	a. Continuing to transition classes into AOP format on schedule b. Outside calendar
Improve Curricular Efficiency	• Complete curricular revision • Develop a 2-year course rotation • Look for ways to reduce independent study courses
Strengthen student research	• Strengthen curriculum integrity and course sequencing following the ASA guidelines • Continue with faculty-guided student research through capstone courses • Encourage student conference and YSU Quest presentations
Increase the number of majors	• Strength academic advisement by sociology faculty and program coordinator • Recruit students through SOC 1500 and other courses through enhancing quality of teaching • Inform students graduate school and employment opportunities with the sociology degree

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SPECIAL EDUCATION (BACHELOR'S)

PROGRAM PITCH:

The mission of the Youngstown State University undergraduate dual Special Education Program is to prepare highly competent educators skilled in the design and implementation of evidence-based and reflective practices that facilitate and promote life-long learning, community integration and employment for a diverse population of students with and without exceptionalities. Linking theory to practice, culturally competent teacher candidates develop and demonstrate professional and dispositional skills essential to support inclusive and collaborative services that positively impact development and learning of students with and without exceptionalities.

SMART GOALS

Goal	Action
Assess students Dispositions using the EDA for CAEP accreditation.	Increase the EDA training for EDA scorers.
Improve student success and pass rates in licensure exams, OAE scores.	Set-up modules in BlackBoard where students have access to content and test taking strategies. Monitor how often and how long students spend time working through modules.

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SPECIAL EDUCATION (MASTER'S)

PROGRAM PITCH:

The mission of the Special Education Intervention Specialist (Mild/Moderate and Autism) programs at Youngstown State University is to prepare graduate students to be culturally competent practioners who hold high expectations for student achievement, collaborate with stakeholders, implement individualized and specialized instruction, and serve as compassionate and articulate advocates for all children, families, and their profession. Graduate students also develop and demonstrate professional and dispositional skills in preparation of each child from birth through 21with an exceptionality to live independent, responsible, productive, and personally satisfying lives to the fullest extent of their capabilities.

SMART GOALS

Goal	Action
To increase enrollment of students reaching a wider market.	By increasing marketing through Academic Partnerships.

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STUDIO ART (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Fine Arts in Studio Art program equips students with the technical skills, conceptual foundation, and professional preparation necessary for careers as artists and designers. What sets this program apart is its emphasis on hands-on learning, exhibition opportunities, and professional development. In collaboration with local businesses and organizations, students participate in experiential learning opportunities, such as mural projects and community engagement internships. A defining feature of the program is its culminating BFA exhibition at the McDonough Museum of Art, where students gain firsthand experience in exhibition curation, presentation, and documentation. This accredited program emphasizes creativity, concept development, critical thinking, and problem-solving skills that are highly sought after in the job market. To support students beyond graduation, the program provides personalized mentorship, career guidance, and networking opportunities, strengthened by the built-in business minor. Graduates build successful careers in education, museums, galleries, design and advertising agencies, multimedia companies, and community arts organizations. Many also apply their creative and analytical skills in entrepreneurship, marketing, communications, and emerging digital fields, demonstrating the broad application of a visual arts education in today's economy.

SMART GOALS

Goal	Action

draft

Strengthen Recruitment and Retention of Diverse and Talented Students	Specific: The Department of Art will implement a multifaceted outreach strategy to enhance recruitment and retention of diverse and talented students. Measurable: • Increase enrollment of diverse students by 20% within three years. • Establish two new articulation agreements with local high schools. • Conduct five engagement events annually with local high schools, such as Portfolio Review Days, hosting the annual Scholastics ceremony, hosting Open House events or Art Days. • Four visits to local high schools annually by faculty, students, and/or alumni. • Improve student retention rates to 85% over the same three-year period through mentorship programs and by fostering technological competency and innovation through coursework and programming. Achievable: Collaborate with CCCA Recruitment and Admissions Coordinator for outreach along with a dedicated committee for recruitment and retention to oversee implementation. Relevant: Aligns with the Department's mission to have a touch point with all stages of the student life cycle (high school reviews, current students, alumni as mentors). Time-bound: • The goal will be pursued over a three-year period, with annual assessments conducted to measure progress and make necessary adjustments. • Faculty visits yearly.
Enhance Experiential Learning Opportunities for Students	Specific: Increase the number of community-based projects and co-curricular activities offered to students by 30% over the next three years. Measurable: • Baseline measurement: Identify the current number of community-based projects and co-curricular activities provided in a year (7/year). • Target measurement: Increase from the current number to a total of (7 + 30%=9-10). Achievable: Collaborate with faculty and community organizations to increase frequency of student internships and events such as Red Press Collaborative as well as develop new initiatives and other co-curricular activities. Relevant: Supports student engagement and experiential learning. Time-bound: • Year 2: Increase 15% through forging more relationship with internship hosts and develop a new Studio Art Internship. • Year 3: Final 15% through offering the Studio Art Internship and planning additional co-curricular events.

draft

Support Professional Development and Career Readiness for Students	Specific: Enhance professional development for art and design students through programing, networking events and course work that begins on day one. Measurable: • Offer additional professional development opportunities for students over the next three years, that may include pop-up exhibitions, networking events, alumni/professionals working in the field presentations, and resume/cover letter workshops. • 25% increase in student participation in professional development opportunities in three years. • Update curriculum so that all are equipped with business practice and career readiness skills. Achievable: We will collaborate with faculty, industry professionals, and alumni to provide quality networking opportunities and career prep programs tailored to student needs. Relevant: This goal is aligned with our mission to prepare students for success in the workplace and enhance their career readiness in the competitive fields of art and design. Time-bound: We will implement these initiatives within the next three years, with our first set of graduates from the updated curriculum scheduled for 2028. Progress will be reviewed annually to ensure we meet our participation and development goals.
Expand Community Engagement and Outreach Initiatives	Specific: Increase participation in mural projects and begin offering the Community Engagement Internship course through community outreach. Measurable: • 25% increase in mural project participation within the community. • Establish guidelines and a structure for the community engagement internship course by the end of the 2025-2026 academic year. • Begin teaching the Community Engagement Internship course by the 2026-2027 academic year. Achievable: With dedicated efforts, resources for outreach, and collaboration, all outlined targets are realistic. Relevant: Enhances community connections and educational opportunities. Time-bound: • Mural participation increase over three years. • Internship course offered by 2026-2027.

draft

Redevelop Digital Media and Photography (DM+P) concentration within the BFA in Studio Art to better reflect enrollment trends, student interest, career pathway coursework, and needs of a progressive digital studio art program.	1. Review enrollment in Digital Media and Photography concentration 2. Discuss revamping of track with faculty (receive input) 4. Development of proposed new curricula by primary faculty member 3. Evaluate curricula with new and revamped courses 4. Make all necessary proposals through CourseLeaf
Begin process of transitioning the Graphic + Interactive track to a fully online program.	1. Meet with stakeholders in Cyberlearning, and leadership in Cliffe College 2. Map the courses that will need to be developed for online asynchronous delivery 3. Determine how transition will affect NASAD (National Association of School of Art & Design) specialized accreditation for the G+ID program 4. Meet with department faculty to determine timeline and participation in the transition to fully online program 5. Submit for on-line approval for all G+ID courses 6. Revise G+ID curriculum in support for fully on-line programing 7. Make all necessary proposals through CourseLeaf
Incorporate community engagement and experiential learning into curriculum through public art and other service-related projects	1. Faculty to discuss and develop opportunities for greater community engagement and experiential learning within the Studio Art curriculum. 2. Identify and strengthen corporate and institutional partnerships in the community. 3. Evaluate curricula with new and revamped courses. 4. Make all necessary proposals through CourseLeaf.

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Change name of the department to the Department of Art and Design	1. Submit name change request to the Cliffe Dean's office 2. Submit name change request to the Provost's office 2. Advertise appropriately to faculty and students 3. Advertise new name in local and national marketing and rebranding initiative
Achieve greater curricular efficiency such that we move away from stacking classes in order to have them achieve enrollment goals	1. Review curriculum and necessary offerings 2. Design a studio structure that increases student interaction 3. Address studio space to encourage more interaction and less isolation 4. Implement plan in CourseLeaf for approval 5. Adjust as necessary over the next two to three semesters
Realign space in collaboration with Dana School of Music and University Theater programs to address current curricular needs and student interest in puppetry courses.	1. Map department space to determine usage 2. Identify appropriate space based on usage and size 3. Move Digital Media 3000 computer lab to newly renovated 4047 Bliss lab. 4. Coordinate with University Theater chairperson for transfer of space resources.
Reassess tracks within the BFA in Studio Art to better reflect student interest and needs of a progressive studio art program	1. Review enrollment in all tracks 2. Discuss realignment of tracks with faculty (receive input) 3. Evaluate curricula with new alignment of tracks 4. Make all necessary proposals through CourseLeaf

draft

TEACHER EDUCATION (MASTER'S)

PROGRAM PITCH:

SMART GOALS

Goal	Action
To increase enrollment of students reaching a wider market.	By increasing marketing through Academic Partnerships.

draft

TELECOMMUNICATION STUDIES (BACHELOR'S)

PROGRAM PITCH:

At Youngstown State, you don't just earn a degree – from day one, you start to build a portfolio, a professional network, and a career path that puts you ahead of the competition. Our degree in Multimedia Communication puts you at the heart of America's 116th largest media market, where you'll gain hands-on experience through our professional broadcast equipment and state-of-the-art digital media labs. The Youngstown media market boasts three local TV stations, two minor league sports teams, a variety of public relations firms and three major publications. Our students don't just learn – they work in the industry before graduation, mastering everything from video production and editing to content creation and media management strategies. Located in a thriving urban media hub with numerous production houses, media relations firms, and independent studios, our program connects you directly with working professionals who keep our curriculum cutting-edge. Whether you're aiming for a career in broadcast technology, public relations, television production, or sports media, our project-based approach and real-world experiences prepare you for an evolving digital media landscape. Join our community of media innovators and you'll know why a bachelor's degree from Youngstown State is the best way to shape the future of digital communication.

SMART GOALS

Goal	Action
SMART GOAL Upgrade media production facilities with state-of-the-art technology by 2026.	o 2025: Consult with local and national media professionals about the best tools to invest in. o 2025: Utilize the course fees, grants, gifts, and other funds earmarked donation to purchase new cameras, editing software, and audio equipment. o 2026: Use course fees, grants, gifts and other funds to purchase an industry standard digital newsroom platform.

draft

SMART Goal Increase enrollment in the program by 5% by 2028.	o 2025: Host media specific high school visit days for sports communication and public relations o 2025: Create program brochure o 2026: Host media specific high school visit days for sports communication and public relations o 2026: Develop pathway for local high school media programs o 2027: Host media specific high school visit days for sports communication and public relations
SMART GOAL Increase quality and amount of job placements for graduates by 2030.	o 2025: Develop a system to track graduates and begin to collect data. o 2025: Update coursework to keep up with emerging media trends. o 2026: Host a job fair specifically for students in media professions. o 2027: Create a mentor program with local media professionals. o 2028: Investigate possible apprenticeship program. o 2029: Use database to contact 2025 and up graduates to inquire about their jobs and assess success.
SMART GOAL Pivot from a multicamera studio production based major to a more modern and inclusive mass media program by 2027.	o 2024: Change CIP code from Radio and TV to Digital Media and multimedia. o 2025: Start a public relations program. o 2025: Offer a class in social media content creation. o 2026: Create marketing materials the highlight the new program focus. o 2027: Expand internship placements beyond television and radio stations.
Revise curriculum to reflect an evolution of the media landscape from a broadcasting model to streaming and digital multimedia	1) Focus group with a range of employers to assess; (2) Creation of a Journalism Professional Advisory Board.
Recruit and retain students who will excel in a rigorous TCOM program	(1) Explore GPA and admission requirements, (2) examine the curriculum map to assess objective alignment across courses, (3) analyze DFW lists to assess and identify potential roadblocks to student persistence and graduation.
Create an assessment plan for Multimedia Communication	Work with Institute of Teaching and Learning to create a new assessment plan for the new and revised Journalism curriculum.

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Provide students with applied learning opportunities	Students will graduate with a portfolio featuring professional productions.

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THEATER STUDIES (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Arts in Theatre, Film Studies combines extensive practical training in the techniques of theatre, film, and video production with an array of liberal arts coursework. The core of the degree is an interdisciplinary collaboration with the Theatre, Media Communications, and English areas, creating experiential learning environments behind and in front of the camera, as well as on stage or behind the scenes. This rigorous program is student-centered and equips students with critical thinking, problem-solving, and hands-on skills that are highly valued in the workforce.

SMART GOALS

Goal	Action
SMART GOAL: The University Theatre aims to create theatre practitioners who are prepared for future success within entertainment industries or in another field.	A data base will be created in AY2024-25 to better track the careers of our alumni with a goal of 80% of the recent alumni reporting. The data base will be used to create benchmarks for alumni success in the field of theatre and dance that will be tracked in AY2025-26.
SMART GOAL: The University Theatre seeks to be leaders in the ongoing theatre practice, both on stage and behind the scenes.	UT faculty and students will participate in at least 3 regional, statewide, national, or international conferences or competitions during AY2024-25. Students will apply to participate and arrange travel to the conferences. The effectiveness of the conference and competition participation during AY2024-25 will be evaluated by the faculty and new benchmarks and processes for travel will be revised for AY2025-26.

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SMART GOALS: The University Theatre will play a vital role in the cultural life of the greater Youngstown area and help promote and foster community well-being and development.	UT students will audition for and participate in at least 3 community theatre productions during AY2024-25. UT will host at least 2 preview performances for local middle and high school drama clubs during AY2024-25. The Cliffe College Coordinator of Admissions and Recruitment will send an email to local school theatre departments to invite them to attend.
SMART GOAL: The University Theatre will actively engage with, and help shape, local, regional, and national dialogues.	Faculty will bring at least 5 students to the Southeastern Theatre Conference in April 2025 increasing the University Theatre presence by 100% and engaging our students in the local, regional, and national theatre dialogues. Students will apply for participation and the University Theatre office will arrange for travel to Baltimore, MD.
Realign space within the newly formed Department of Visual & Dramatic Arts to create a flexible classroom/maker space	1. Map department space to determine usage 2. Identify appropriate space based on usage and size 3. Identify appropriate equipment, already in our inventory, to install 4. Configure oversight of the facility
Comprehensive review of the BA Theatre Studies curriculum and program track in Film/Video.	1. Discuss curricular revision with faculty 2. Review guidelines and standards in NAST (National Association of Schools of Theatre) handbook to determine appropriate percentage breakdown for ideal curriculum 3. Review competitor programs 4. Review learning outcomes and update as necessary through the curriculum 5. Chair work with faculty and Department Curriculum Committee to begin the CourseLeaf process

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Determine if there are certificate programs or associate programs worth developing and for which we have necessary resources to support.	1. Look at comparable and aspirational institutions' program offerings 2. Review Gray data for market saturation and demand 3. Review NAST (National Association of Schools of Theatre) and look at USITT (United States Institute for Theatre Technology) to determine ideal curricular structure 4. Identify department weaknesses (staffing) to determine if they can be overcome
Increase diversity within the Theatre Program (BA and BFA)	1. Address diversity in recruitment plan 2. Increase diversity in University Theatre co-curricular season programming 3. Identify directors, music directors, costume, and scenic designers from diverse backgrounds and begin establishing relationship toward possible collaborations 4. Continue working toward collaboration with the Youngstown Playhouse given some of the very strong work they have done embracing diversity.

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THEATRE (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Fine Arts in Theatre prepares students to pursue a career as an actor and director. The program's flexibility and hands on approach provide students with an experience in scenic and costume design, a minor in an outside field, and a comprehensive understanding of the theatrical arts. Each year, the University Theatre stages numerous high-quality productions, providing opportunities for students to put skills learned in our classrooms into practice onstage and backstage. Our students are an integral part of the Northeast Ohio theatre community, performing with the Youngstown Playhouse, Millennial Theatre, Hopewell Theatre, ACTS, and more. Graduates have gone on to perform on Broadway and have received nominations and awards including The Tony's to The Grammys®.

The Bachelor of Fine Arts in Musical Theatre prepares students to pursue a career as a vocalist, actor, or director. The program's flexibility and hands on approach provide students with an experience in scenic and costume design, a minor in an outside field, individual voice lessons, and a comprehensive understanding of the theatrical arts. Each year, the University Theatre stages numerous high-quality productions, including two mainstage musicals and a Cabaret, providing opportunities for students to put skills learned in our classrooms into practice onstage and backstage. Our students are an integral part of the Northeast Ohio theatre community, performing with the Youngstown Playhouse, Millennial Theatre, Hopewell Theatre, ACTS, and more. Graduates have gone on to perform on Broadway and have received nominations and awards including The Tony's to The Grammys®.

The Bachelor of Fine Arts in Theatre Technical Design prepares theatre practitioners for future success in all aspects of the theatre and dance industries. YSU University Theatre is a creative and collaborative community of artists and technicians—a place where our students can learn, explore, innovate, and grow. Taking a student-centered approach, the expert faculty provides instruction, mentorship, experiential learning environments, and personal guidance to help each student prepare for their future. Whether focusing your energy on-stage, behind the scenes, in the costume or scene shop, or the design studio, this program equips students with critical thinking, problem-solving, and hands-on skills that are highly valued in the workforce.

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SMART GOALS

Goal	Action

SMART GOAL: The University Theatre aims to create theatre practitioners who are prepared for future success within entertainment industries or in another field.	A data base will be created in AY2024-25 to better track the careers of our alumni with a goal of 80% of the recent alumni reporting. The data base will be used to create benchmarks for alumni success in the field of theatre and dance that will be tracked in AY2025-26.
SMART GOAL: The University Theatre seeks to be leaders in the ongoing theatre practice, both on stage and behind the scenes.	UT faculty and students will participate in at least 3 regional, statewide, national, or international conferences or competitions during AY2024-25. Students will apply to participate and arrange travel to the conferences. The effectiveness of the conference and competition participation during AY2024-25 will be evaluated by the faculty and new benchmarks and processes for travel will be revised for AY2025-26.
SMART GOAL: The University Theatre will play a vital role in the cultural life of the greater Youngstown area and help promote and foster community well-being and development.	UT students will audition for and participate in at least 3 community theatre productions during AY2024-25. UT will host at least 2 preview performances for local middle and high school drama clubs during AY2024-25. The Cliffe College Coordinator of Admissions and Recruitment will send an email to local school theatre departments to invite them to attend.
SMART GOALS: The University Theatre will actively engage with, and help shape, local, regional, and national dialogues.	Faculty will bring at least 5 students to the Southeastern Theatre Conference in April 2025 increasing the University Theatre presence by 100% and engaging our students in the local, regional, and national theatre dialogues. Students will apply for participation and the University Theatre office will arrange for travel to Baltimore, MD.

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Move dance studio from Beeghly to Bliss Hall in order to consolidate facilities for the BFA program in Theatre/Musical Theatre track.	1. Secure funding from budget (done) 2. Identify location within Bliss Hall (done) 3. Preliminary conversations with Facilities (done) 4. Research flooring companies (in progress) 5. Choose company and plan for installation (TBD)
Update BFA Theatre curriculum to better reflect the professional degree and provide distinction with the BA in Theatre Studies.	1. Discuss curricular revision with Theatre faculty 2. Review guidelines and standards in NAST (National Association of Schools of Theatre) handbook to determine appropriate percentage breakdown for ideal curriculum 3. Review competitor programs 4. Review learning outcomes and update as necessary through the curriculum 5. Chair work with faculty and Department Curriculum Committee to begin the CourseLeaf process
Increase diversity within University Theatre (BA and BFA)	1. Address diversity in recruitment plan 2. Increase diversity in University Theatre co-curricular season programming 3. Identify directors, music directors, costume, and scenic designers from diverse backgrounds and begin establishing relationship toward possible collaborations 4. Continue working toward collaboration with the Youngstown Playhouse given some of the very strong work they have done embracing diversity.
Develop an in-house showcase that creates a more professional experience for graduating seniors such that their final performance work is seen by a broader audience that includes industry professionals.	1. Review schedule to configure how this could fit into the complex schedule of events 2. Investigate how this might affect the curriculum or how the curriculum might need to be responsive (adjustments will need to be made to current requirements) 3. Determine requirements for a live or virtual showcase 4. Compile possible names and industry associations 5. Draw up a budget

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Reassess the Co-curricular University Theatre Season to create greater balance between musical and non-musical theatrical offerings to best support the current curricula, recruitment, and program growth in both areas.	1. Work with department stakeholders to determine limits on resources 2. Work with Administration (Dean and Provost) to identify additional resources tied to Community Outreach 3. Approach season selection with an eye to moving toward a second musical or a musical in both fall and spring semester that will enable us to meet curricular goals 4. Continue to work with Dana School of Music to create meaningful collaboration 5. Continue to work with community stakeholders to create meaningful collaboration when appropriate (e.g. Youngstown Playhouse)

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APPENDIX

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Appendix A: Timeline of Collaboration

JUNE 2024

AMP Development Begins

SUMMER 2024

In Summer of 2024, we hosted an all-day retreat with approximately 50 support staff to determine how they perceived their areas as best positioned to contribute to student success.

FALL 2024

During early Fall of 2024, we sent out a series of surveys to determine areas of importance to our faculty members and academic staff.

LATE FALL 2024

In Fall of 2024, we hosted face-to-face meetings open to all faculty from each of the 20 academic departments. We took copious notes to ensure we understood pain and pride points. We listened to needs and categorized them as either readily achievable or longer-term goals (note: these later became our action steps and goals, respectively). We pulled this information together as the first template of the AMP. We had a great turnout to several townhall meetings where this version was first revealed. As a result of input gathered at the townhalls, we adjusted the look and feel of the AMP entirely.

WINTER BREAK 2024

During winter break of 2024, we turned our attention to the Academic Program Enhancement and Effectiveness Initiative (APEEI) process. The APEEI framework—which includes Continuous Quality Improvement and Detailed Analysis —reflects a comprehensive approach to evaluating and advancing our academic offerings. Our goal with APEEI is to ensure that every program aligns with best practices, institutional goals, and external standards, such as Ohio Revised Codes regarding low enrolled and duplicative courses and programs (ORC 3345.35).

SPRING 2025

In Spring of 2025, we tackled the qualitative portion of APEEI. Through collaborative discussions that consisted of individual virtual department meetings open to all faculty members, the purpose of the qualitative statements was revised to “program pitches” that would detail the uniqueness of each academic program. After this initial meeting regarding the qualitative statements, each program was asked to review and revise their **g**oals, **p**itch statements, and **a**ction steps (**GPA**’s) with the understanding that these would play a significant role in determining how resources, promotion, and tenure decisions would be made at the university.

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Guide to Writing Program Pitch Statements and SMART Goals

Purpose of the Statement: Think of your purpose statement as being designed to pitch your program to prospective students and parents. It clearly and concisely explains why your program stands out, what it offers, and how it will benefit the student. Think of it as an "elevator pitch" for your department, emphasizing the unique strengths and opportunities your program provides.

Key Components to Include:

Program Overview:
Start with a brief description of your program's goal.

> **Example:** "The Bachelor of Business Administration program prepares students to lead in the business world by combining theoretical knowledge with hands-on experience, offering real-world applications through internships and community involvement."

Unique Program Features:
What makes your program stand out? Consider the following:

> ***Internship and Career Opportunities:*** Highlight any partnerships with local businesses, government, or industries that provide internship or job placement opportunities.
>
> ***Hands-On Learning:*** Mention any lab work, creative projects, field studies, or unique assignments that allow students to gain practical experience.

Personalized Attention: Mention faculty mentorship or personalized career advising.

> **Example:** "Our program offers direct partnerships with *The DeBartolo Corporation* and *Hubbard-Harriett*, providing students with internships that lead to job offers at top firms in the region. Additionally, students engage in hands-on projects, from developing business plans to managing real investment portfolios in our active Student Investment Fund."

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Real-World Connections and Networking:
Highlight industry partnerships or networking opportunities for students to build relationships before they even graduate.

> Example: "In collaboration with the Youngstown-Warren Regional Chamber, we provide students with networking opportunities at business mixers, career fairs, and exclusive meetups with industry leaders, ensuring they are prepared to enter the workforce immediately after graduation."

Support Structures:
Explain how the program supports students through mentorship, career services, faculty involvement, and other support services.

> Example: "Our program boasts a 12:1 student-to-faculty ratio, allowing for personalized mentoring and career development. Faculty members, all with extensive industry experience, provide guidance on everything from choosing career paths to internship placements."

Program Rigor and Skill Development:
Make sure to emphasize how challenging the program is and how it equips students with critical thinking, problem-solving, and hands-on skills that are highly valued in the workforce.

> Example: "Our students graduate with a solid foundation in data analytics, business management, and strategic planning. Through case studies, research projects, and challenging coursework, they develop essential skills that are highly sought after by employers."

Post-Graduation Outcomes:
What do your graduates do after completing your program? Mention job placement rates, starting salaries, or career paths.

> Example: "With a 90% job placement rate within six months of graduation, our alumni are thriving in roles such as marketing managers, financial analysts, and operations directors at companies like *Cognizant Technology Solutions*, *Mercy Health*, and *Penn National Gaming*."

Opportunities for Further Learning or Specialization:

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If your program offers further learning opportunities, such as special certifications, graduate programs, or access to advanced coursework, be sure to mention them.

> **Example:** "Students in the Business Administration program have the opportunity to earn a specialized certificate in digital marketing or pursue an MBA through our seamless graduate pathway program."

Examples of Strong Program Pitch Statements:

> **Business Administration (Bachelor's)** "The Bachelor of Business Administration program prepares students to excel as leaders in the global business world. With partnerships with *The DeBartolo Corporation* and *Mercy Health*, students gain real-world experience through internships and service-learning projects. The program's rigorous curriculum covers key business principles like finance, marketing, and management, while also fostering critical thinking and ethical decision-making. Our graduates are not just prepared to work—they are prepared to innovate and lead, with 90% employed within six months of graduation at top firms like *Cognizant Technology Solutions*."
>
> **Nursing (Bachelor's)** "The Bachelor of Science in Nursing program at Youngstown State University prepares compassionate and skilled nurses who can meet the health care needs of our diverse population. Through hands-on clinical experiences at *St. Elizabeth Health Center* and *Mercy Health*, students develop the skills necessary to provide high-quality care in a variety of health settings. Our 98% NCLEX pass rate and 90% job placement rate prove that our graduates are ready to make a difference from day one. We prepare nurses who will lead in healthcare reform and deliver patient-centered care."
>
> **Mechanical Engineering (Bachelor's)** "The Bachelor of Science in Mechanical Engineering program at YSU equips students with the skills to design, analyze, and build mechanical systems. Through our collaboration with local companies such as *Youngstown Thermal* and *Hubbard Automotive*, students gain real-world experience in state-of-the-art labs and internships. The program integrates cutting-edge technology and innovation, preparing graduates for high-demand roles in fields like automotive engineering, robotics, and aerospace. With a strong 80% employment rate, our alumni go on to work with companies like *General Electric* and *NASA*."

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What to Avoid:

Vague Claims: Avoid being too general. Statements like "We offer a great education" or "Our program is excellent" don't provide tangible details that prospective students care about.

> **Weak:** "Our program offers a great education and helps students get jobs."
>
> **Strong:** "Through partnerships with local businesses, our students secure internships with *The DeBartolo Corporation* and *Cognizant Technology Solutions*, giving them the real-world experience they need to start their careers immediately."

Unsubstantiated Claims: Avoid unsupported claims. Always provide evidence or examples to back up any assertions, like partnerships, outcomes, or success stories.

> **Weak:** "We prepare students for successful careers."
>
> **Strong:** "90% of our graduates are employed within six months of graduation, with starting salaries averaging $60,000 per year."

Lack of Specificity: Avoid being too broad or generic in describing the program. Focus on what makes your program unique and relevant to the current job market.

> **Weak:** "Our program is for students who want to work in business."
>
> **Strong:** "Our Business Administration program prepares students for leadership roles in areas like marketing, finance, and human resources, with internships at top firms like *Mercy Health* and *The DeBartolo Corporation*."

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Final Tip:

As you write your program pitch, always ask yourself: What makes my program special, and how does it prepare students for real-world success? Use specific examples from your department to demonstrate this. This will make your statement not just an abstract description but a compelling pitch for why prospective students should choose your program at YSU.

Developing SMART Action Steps

As outlined in the January 2025 department meetings, goals should be geared to the time frame of the Academic Master Plan (AMP), or approximately 3-5 year out. Goals should also align with the focus of the program, and align with your program purpose statement or "program pitch."

Once you have your "program pitch" and goals, the next step is to create **SMART action steps** that outline the actions the program can commit to over the next 6-18 months (at the discretion of the program and as fit with the goals). The intent is that the program commits to work towards those action steps so that when the Provost, Dean, and Chair meet periodically, they can check in on progress towards those action steps. While the Provost is not looking for perfect compliance, the Provost will look for a good faith effort and progress towards goals through evidence of action step achievements.

Action steps should be outlined using SMART criteria—that is, they are **Specific**, **Measurable**, **Achievable**, **Relevant**, and **Time-bound**, ensuring they are clear and attainable. SMART criteria are defined as:

- **Specific**: Clearly define what you want to accomplish.
  - Example: "Increase student enrollment in the program in the next 18 months."
- **Measurable**: Identify how you will measure success.
  - Example: "Increase enrollment by 10% by fall 2026."
- **Achievable**: Ensure the goal is realistic given the resources available.
  - Example: "We will increase enrollment by enhancing outreach efforts to high school seniors."
- **Relevant**: The goal should align with your purpose and long-term vision.
  - Example: "This goal supports our purpose to grow the program and serve more students."
- **Time-bound**: Set a specific timeframe for achieving the goal.
  - Example: "Achieve a 15% increase in enrollment by Fall 2025."

How do SMART action steps look in relation to program goals?

Imagine that a program set a goal, "Increase engagement with area schools to support recruitment." The action steps may outline the progress toward that goal over the next 6-18 months. The action steps might include information like:

"We will increase the number of school recruitment events 10% by fall 2026 (**Specific, measurable, time-bound**), by developing relationships with 3 new schools, and

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determine the types of programs that would interest their students (m**easurable, achievable, relevant**). From those new school relationships, we will schedule one outreach event each semester, for a total of 3 new school events. (**measurable, time-bound).**

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Aviation Program Plan

Aviation options

1. To start: Associates of Individualized Studies with Focus on Aviation (60-64 credits). This program will consist of 23 credits of aviation coursework and 37-41 credits of general education/elective coursework.
2. Pending state approval: Associate of Applied Science in Aviation (60-64 credits). Will need to be formalized through the state and accreditation as a degree.
3. Two certificates (9 hours each) including only Aviation courses.

Associates of Individualized Studies with Focus on Aviation (60-64 credits)

1st Semester

YSU 1500	Success Seminar	1 sh
ENGL 1550	Writing 1	3 sh
MATH 1510	College Algebra	4 sh
AVT 1510	Private Pilot Ground	3 sh
AVT 1511	Private Pilot Flight Training 1	3 sh
		------
		14 sh

2nd Semester

ENGL 1551	Writing 2	3 sh
GEOG 2630/L	Weather	4 sh
PSYC 1560	General Psychology	3 sh
AVT 2610	Instrument Ground School	3 sh
AVT 1512	Private Pilot Flight Training 2	3 sh
		------
		16 sh

3rd Semester

GIS 2611	Introduction to GIS	3 sh
PHIL 1560	Introduction to Philosophy	3 sh
PHYS 1501	Physics	4 sh
AVT 1560	Aviation Laws and Regulation	3 sh
AVT 2611	Instrument Flight Training 1	3 sh
		-----
		16 sh

4th Semester

ECON 1505	Intro to Personal Financial Literacy	3 sh
STEM 3790	Internship in Aviation Operations	2 sh

DRAFT

ACCT 1503	Essentials of Accounting	3 sh
PHIL 2625	Introduction to Professional Ethics	3 sh
AVT 2612	Instrument Flight Training 2	3 sh
		-----
		14 sh

ELECTIVES

AVT 1520	Flight Time Builder (taken as needed)	1 sh
AVT 2620	Advanced Flight Time Builder (taken as needed)	1 sh

Aviation Certificates

Aviation Private Pilot Certificate

AVT 1510	Private Pilot Ground	3 s.h.
AVT 1511	Private Pilot Flight Training 1	3 s.h.
AVT 1512	Private Pilot Flight Training 2	3 s.h.

Aviation Instrument Certificate

AVT 2610	Instrument Ground	3 s.h.
AVT 2611	Instrument Flight Training 1	3 s.h.
AVT 2612	Instrument Flight Training 2	3 s.h.

Aviation Courses

AVT 1510 Private Pilot Ground 3 s.h.
Study of flight fundamentals, aircraft operations, weather, and regulations required for Private Pilot certification. Special course fees apply.
Co-Req: AVT 1511
Prereq: None
Fee: $800

AVT 1511 Private Pilot Flight Training 1 3 s.h.
First in a series of three courses that culminate in the attainment of a private pilot certificate with airplane single engine land privileges. FAA medical clearance and TSA approvals required prior to flights. Special course fees apply.
Co-Req or Prereq: AVT 1510
Prereq: FAA pilot medical third class, first class preferred
Fee: $9990

DRAFT

AVT 1512 Private Pilot Flight Training 2 3 s.h.
Second course in a series of three courses that culminate in the attainment of a private pilot certificate with airplane single engine land privileges. FAA medical clearance and TSA approvals required prior to flights. Special course fees apply.
Prereq: C or Better in AVT 1511
Fee: $7990

AVT 1520 Flight Time Builder 1 s.h.
Time practicing skills and techniques for flying aircraft. Course may be repeated. FAA medical clearance and TSA approvals required prior to flights. Special course fees apply. Grading is S/U.
Prereq: C or Better in AVT 1511
Fee: $2490

AVT 2610 Instrument Ground 3 s.h.
Study of flight by reference to instruments, IFR regulations, and procedures in the National Airspace System. Special course fees apply.
Prereq: C or better in AVT 1510 and AVT 1511
Fee: $800

AVT 2611 Instrument Flight Training 1 3 s.h.
Instrument flight operations, navigation, patterns, maneuvers, regulations, approach protocols, and flight planning and execution. FAA medical clearance and TSA approvals required prior to flights. Special course fees apply.
Prereq: C or better in AVT 2610
Fee: $6890

AVT 2612 Instrument Flight Training 2 3 s.h.
Advanced practice instrument flight operations, navigation, patterns, maneuvers, regulations, approach protocols, and flight planning and execution**.** FAA medical clearance and TSA approvals required prior to flights. Special course fees apply.
Prereq: C or Better in AVT 2611
Fee: $5490

AVT 2620 Advanced Flight Time Builder 1 s.h.
Time practicing skills and techniques for flying advanced aircraft. Course may be repeated. FAA medical clearance and TSA approvals required prior to flights. Special course fees apply. Grading is S/U.
Prereq: C or Better in AVT 2611
Fee: $2690

DRAFT

YSU Aviation Fees

Course	Course Name	Credit Hours	Type of Aircraft	Included Hours			Flight Fees
				Aircraft	Simulator	Ground	
AVT 1510	Private Pilot Ground	3	N/A	N/A	N/A	45	$800
AVT 1511	Private Pilot Flight Training 1	3	C-172	36	3	8	$9990
AVT 1512	Private Pilot Flight Training 2	3	C-172	24	2	8	$7990
AVT 1520	Flight Time Builder	1	C-172	10	3	2	$2490
AVT 2610	Instrument Ground	3	N/A	N/A	N/A	45	$800
AVT 2611	Instrument Flight Training 1	3	TAA-172	18	9	6	$6890
AVT 2612	Instrument Flight Training 2	3	TAA-172	12	6	4	$5490
AVT 2620	Advanced Flight Time Builder	1	TAA-172	10	3	2	$2690

YOUNGSTOWN STATE UNIVERSITY
Online degree programs*

Fee Description	AY 2025 Actual	AY 2026 Proposed	$ Change	% Change
Master of Business Administration				
In-state (per credit)	$450.00	$473.00	$23.00	5.1%
Non-resident (per credit)	$455.00	$478.00	$23.00	5.1%
Master of Science in Education				
In-state (per credit)	$415.00	$436.00	$21.00	5.1%
Non-resident (per credit)	$420.00	$441.00	$21.00	5.0%
Master of Science in Education, Educational Administration with Principal Licensure				
In-state (per credit)	$415.00	$436.00	$21.00	5.1%
Non-resident (per credit)	$420.00	$441.00	$21.00	5.0%
Doctor of Education, Education Leadership				
In-state (per credit)	$415.00	$428.00	$13.00	3.1%
Non-resident (per credit)	$420.00	$433.00	$13.00	3.1%
Registered Nurse to Bachelor of Science in Nursing[2]				
In-state (per credit)	$275.00	$275.00	$0.00	0.0%
Non-resident (per credit)	$280.00	$280.00	$0.00	0.0%
Master of Family Nurse Practitioner				
In-state (per credit)	$527.00	$543.00	$16.00	3.0%
Non-resident (per credit)	$532.00	$548.00	$16.00	3.0%
Master of Science in Nursing (Nursing Education)				
In-state (per credit)	$415.00	$428.00	$13.00	3.1%
Non-resident (per credit)	$420.00	$433.00	$13.00	3.1%
Master of Adult Gerontology Acute Care				
In-state (per credit)	$527.00	$543.00	$16.00	3.0%
Non-resident (per credit)	$532.00	$548.00	$16.00	3.0%
Adult Gerontology Acute Care Post Masters Certificate				
In-state (per credit)	$527.00	$543.00	$16.00	3.0%
Non-resident (per credit)	$532.00	$548.00	$16.00	3.0%
Family Nurse Practitioner Post Masters Certificate				
In-state (per credit)	$527.00	$543.00	$16.00	3.0%
Non-resident (per credit)	$532.00	$548.00	$16.00	3.0%
Advanced placement FNP Certificate				
In-state (per credit)	$527.00	$543.00	$16.00	3.0%
Non-resident (per credit)	$532.00	$548.00	$16.00	3.0%
Advanced placement AGAC Certificate				
In-state (per credit)	$527.00	$543.00	$16.00	3.0%
Non-resident (per credit)	$532.00	$548.00	$16.00	3.0%
Educational Leadership Certificate				
In-state (per credit)	$415.00	$428.00	$13.00	3.1%
Non-resident (per credit)	$420.00	$433.00	$13.00	3.1%
Undergrad bachelor degree programs				
In-state (per credit)	$460.00	$460.00	$0.00	0.0%
Non-resident (per credit)	$465.00	$465.00	$0.00	0.0%

*Online Programs offered through YSU's agreement with Risepoint (formerly known as Academic Partnerships). Rates are based on academic year, which begins summer or fall semester, depending on program curriculum. The number of required credit hours varies by program. First Day Ready materials, preceptor and graduation application fees may apply.

2. Up to 19 additional general education credits may be required at $275 per credit hour.

Proposed Commencement Speakers/Honorary Degree Recipients

Submitted by Events Committee of the YSU Academic Senate, March 12, 2025

The names of the following persons were submitted for consideration by the Events Committee of the YSU Academic Senate as candidates for Commencement Speakers and possible Honorary Degree recipients. The Events Committee has approved this list of nominees and hereby submits the list for formal approval by the Academic Senate prior to presentation to the University President, Provost, and YSU Board of Trustees.

These nominees are in addition to those that were previously vetted and approved by the Academic Senate and the YSU Board of Trustees. This list is attached at the end of this document.

Where provided, brief biographies for current nominees are included. In addition, as indicated, some nominees were nominated specifically to address graduates of the indicated college.

STEM

Dr. Peyman Givi – BE in Mechanical Engineering, 1980

Dr. Peyman Givi is Distinguished Professor of Mechanical Engineering and the James T. MacLeod Chair in School of Engineering at the University of Pittsburgh. Previously he held the rank of University Distinguished Professor in Aerospace Engineering at the State University of New York at Buffalo, where he received the Professor of the Year Award by Tau Beta Pi (2002). He also worked as a Research Scientist at the Flow Industries, Inc. in Seattle. Dr. Givi has had frequent visiting appointments at the NASA Langley & Glenn (Lewis) centers, and received the NASA's Public Service Medal (2005). He is amongst the first 15 engineering faculty nationwide who received the White House Presidential Faculty Fellowship from President George Bush. He also received the Young Investigator Award of the Office of Naval Research, and the Presidential Young Investigator Award of the National Science Foundation.

Katie Glass, PhD

2003 BE Mechanical Engineering
Principal scientist at Proctor and Gamble
https://www.linkedin.com/in/katie-kf-glass-ph-d-bb46b927/

Ben Detwiler

2011 BE Electrical Engineering
Software Engineer at Apple (since 2014)
https://www.linkedin.com/in/bendetwiler/

Andy Morgan, PhD
2017, Computer Science & Computer Engineering
Research Scientist, Boston Dynamics Institute
Andy brought his AI robot Spot to campus for a recent visit
https://www.linkedin.com/in/andrewsmorganrobot

BCHHS

Colonel Sarah Robinson-Evans – B.S. in Nursing, 1998, i
She is currently dual hatted as the Commander and Medical Training Facility Director of the 82d Medical Group, Sheppard Air Force Base, Texas. As the Group Commander, Col Evans oversees operations for 335 active duty and civilian personnel, enabling 45K outpatient appointments to 21K beneficiaries yearly across two Wings, and 65K trainees annually.

BCLASSE

Mary Beth Messner
2000 BA English & Education
Assistant Provost at Catawba College
Has worked extensively in online learning area of higher ed – passionate about reducing barriers to education; extremely involved as a student leader at YSU; engaged in community and continues to serve, instills a value of serving in her children
https://www.linkedin.com/in/mbmessner/

Matt VanSuch, JD
2002 BA Political Science
Partner in local law firm
Howland township trustee
Voice of the Marching Pride (for 9 years, ending in 2023)
https://www.linkedin.com/in/matthew-vansuch-baa1b149/

Alyssa Finamore, JD
2002 BE Chemical Engineering
Lead Administrative Patent Judge, USPTO
After a decade of experience in private practice, started with the USPTO in 2015, becoming lead judge in 2022
Interned at Delphi Packard while at YSU before pursuing career in patent law
https://www.linkedin.com/in/alyssa-finamore-7523585/

CCAC

Bill Mullane

Bill is an artist, educator, administrator and civic leader, and recipient of the Governor's Award for the Arts in the category of Community Development and Participation in 2022. He has served as adjunct curator and exhibition designer at the Medici Museum of Art in Warren and is on the board of the Community Foundation of the Mahoning Valley; the Raymond John Wean Foundation; the Trumbull Art Gallery; the Fine Arts Council of Trumbull County; Friends of the Fellows Riverside Gardens; the Medici Museum; and the Warren Philharmonic Orchestra. Mullane has worked to connect and inspire collaboration among local organizations and has created partnerships with Warren City Schools, the City of Warren, the Trumbull Neighborhood Partnership and Students Motivated by the Arts. He has co-curated several exhibitions at The Butler Institute of American Art, including multiple Northeast Ohio Scholastic Art Exhibitions and ceremonies.

Meghan Borsic – BFA in Graphic Design, 2005

Senior Vice President of Design at The Walt Disney Company
Previous management roles at Meta, Salesforce, Amazon, Oracle, and more
Maintains connections with the Cliffe College. Phyllis Paul indicates that she is "one of our shining stars".
https://www.linkedin.com/in/meghantrunick/

Meghan Borsic – Senior Vice President of Design at The Walt Disney Company I Disney Entertainment & ESPN (She is stunning and composed!) She only has her BFA so she is 100% ours.

Ryan Firm -has been very successful with Taylor Swift's Mobile App, among other impressive things as a designer – He has a UX/UI Master from Kent. His BFA is from YSU.

Dan Wegendt- He worked for the Weather Channel for nearly a decade and won an Emmy for his motion graphics. He also has a masters from Savannah and BFA from YSU.

Emily Stump has an MFA in Graphic Design from Herron School of Art and BFA from YSU. She is the program manager for experience design at Indiana University Health, an Indiana University hospital and medical school.

Erik Melvin is a rock star! He is a graduate of the photography program and has gone on to be wildly successful as a professional photographer. He photographed Michelle Obama, just one of the amazingly famous people he has photographed. He has also found his way into high fashion! Here is his website. http://www.erikmelvin.com/

WCBA

Catherine Mott – MBA from YSU
President / CEO
https://www.linkedin.com/in/catherinemott/
Catherine Mott is the founder of BlueTree Capital Group, BlueTree Allied Angels, and the BlueTree Venture Fund located in Pittsburgh, PA. As of December 2017, the BT entities have invested $50+ million in several startup companies. Ms. Mott is the past Chairman of the Angel Capital Association (ACA) and the Angel Resource Institute. Ms. Mott is a member of the ACA Public Policy Committee; she also just completed a third term as one of 21 individuals selected for the SEC Advisory Committee on Small and Emerging Companies.

Robert Bole, BSBA, YSU. MBA, New York University
https://www.linkedin.com/in/robertbole/details/education/

- Director, SMBC Capital Markets (Sumitomo Mitsui Banking Corporation – SMBC Group New York, New York, United States)
- Vice President, Innovation and New Products, Pagaya (Aug 2021 - Oct 2022)
- Executive Director, NA Head of Fixed Income Products, IHS Markit ·
- Head of Strategy and Portfolio Management for Sales, Research, and CM, Bank of America Merrill Lynch Bank , New York, United States

Heather Barnett - Chief of Staff in the Antifraud Team, Microsoft (BSBA – Marketing, 2010)
Heather Barnett is the Chief of Staff in the Antifraud team at Microsoft. In her current role, Heather is responsible for strategy and operations for team 200, focused on protecting, detecting, and responding to Nation-state actors, criminal syndicates, and common hackers who wish to cause financial and reputational harm to Microsoft, customers, and partners. As a form of cybercrime, fraud posts a serious threat to the integrity in our digital ecosystem and undermines the security, trust, and reputation of individuals, businesses, and organizations of all sizes and types, in every region and industry.

Andrew DeMaiolo
BSBA 2010
Experience Design Manager for PNC
https://www.linkedin.com/in/djdemaiolo

Others

Paul Mogg, YSU 1990 BA History
Lieutenant Colonel-Retired US Marines
School of Advanced Military Studies 2003-2004
Strategic Planner, US Central Command
Deputy Military Advisor, US Mission to the United Nations June 2007-June 2019

Carl James, Ohio Wesleyan, 1970 BA Economics
Attorney 1979-2016
CEO BI Canada 1992-present
President and CEO 2002-present
Trustee Butler Institute of American Art
Trustee Oak Hill Collaborative
Trustee Friends of Fellows Riverside Gardens

Bob Hannon, President, United Way

Dr. Brian Corbin, From Catholic Charities USA (YSU Grad)
Jeff Magada, Flying High Inc. (https://flyinghighinc.org/history/)

Aspasia Lyras-Bernacki and Richard Bernacki, owners of Penguin City Brewing Co.

Lt. Col. Ralph Crum, 91 alum, Arts and Sciences
Retired Lt. Colonel, US Army
https://www.wfmj.com/story/47050202/canfield-native-one-of-the-last-soldiers-out-of-afghanistan-receives-honor

Penny Wells
Retired YCS teacher, Founder of Sojourn to the Past, Civil Rights Hall of Fame inductee
https://www.wkbn.com/news/local-news/boardman-news/local-leader-to-be-inducted-into-ohio-civil-rights-hall-of-fame/

Dave Dravecky, non degreed alum
Former professional baseball player, cancer survivor, motivational speaker
https://ysusports.com/honors/hall-of-fame/dave-dravecky/71

Joseph Caruso, 89 MBA, YSU
President and CEO, COMPASS Family and Community Services
https://spanningtheneed.com/2023/05/24/potw-joseph-caruso-compass-family-and-community-services/

Barbara Orton, 80 alum, Arts and Sciences
Former Director of Equal Opportunity at YSU

Honorary Degree and Commencement Speakers
Approved since June, 2016

Dr. Amy Acton
Liberty native, was appointed director of health for the Ohio Department of Health by Governor Mike DeWine, and served through the state's initial response to the Covid-19 virus. A licensed physician in preventive medicine with a master's degree in public health. Dr. Acton has more than 30 years of experience in medical practice, government and community service, healthcare policy and advocacy, academic and nonprofit administration, consulting, teaching, and data analysis.

John Asimakopoulos
A YSU alum who retired as the CFO of Apex Paper Box in Cleveland. He was nominated because of his service to YSU and our students. He served as a committee member of the WCBA Dean's Business Advisory Panel for years, and has invited students to visit him at work in Cleveland. When students have shown up, he would spend a good portion of the day giving them a thorough tour of Apex's operations. He is a mensch -- humble, witty, engaged, generous, interested, encouraging, and friendly. He is a role model for a different image of a businessman.

Judge Carla J. Baldwin
Lifelong resident of the Mahoning Valley. She presently serves as the Administrative and Presiding Judge of Youngstown Municipal Court, and was the first African-American female elected as a judge in Mahoning County history. Prior to this appointment she worked for the Mahoning County Prosecutor's Office for eight years serving as an Assistant County Prosecutor in both the Criminal and Juvenile Divisions. Judge Baldwin served on numerous boards which serve the great community of the Valley.

Suzanne Barbati
An YSU Alumna from 1995, she served as the President and Executive Director of the OH WOW! The Rodger & Gloria Jones Children's Center for Science and Technology for 14 years, before taking on the role as their Director of Planned Giving in 2021 until her retirement in March 2023. An active leader in the Youngstown community, Ms. Barbati was instrumental in developing OH WOW! into the landmark institution it is today, which serves children and families across the entire Mahoning Valley.

Eric Bella, PE
YSU Alum from 2002; principal engineer with CJL with many years of experience in power distribution, lighting and safety design, and communications Eric has been involved in many projects in the Mahoning Valley including the Mahoning Valley Hospital, WCBA Leed Certified, and assisted in various electrical upgrades for the YSU campus and buildings.

Dr. Patty Bode

A Youngstown native, artist and educator who has gained national and international recognition for her work addressing civil rights in education Dr Bode has presented extensively on diversity, equity and inclusion.

Laurie Brlas

A Florida native and a YSU alumni, who has received a degree in Accounting in 1993. Worked as the Executive VP and CFO with Newmont Mining Corp. In her employment with Cliffs Natural Resources as Executive VP and CFO she oversaw all of global finance, and at various times oversaw human resources, information technology, business development and corporate strategy.

Sophia Brooks

An 80+ year-old native of Youngstown, she attended the Dana School of Music and the Cleveland Institute of Music. She was the first African American soloist at the First Christian, First Presbyterian and Saint John's Episcopal churches. She traveled across the nation as a vocalist as well as appeared with the Youngstown Symphony Orchestra. For over a decade, she was the first local female African American to host a television show, called "Expressions" with WKBN.

Dr. Barbara Brothers

Dr. Brothers earned her bachelor's degree in English from Youngstown University in 1958, a master's degree from Western Reserve University in 1962, and a Ph.D. in English from Kent State University in 1973. She taught English at Austintown High School and began her career at YSU as an adjunct instructor in 1960. While at YSU, Dr. Brothers' accomplishments were vast; she held various roles and spearheaded initiatives across campus, including state and federal grants for working with the public schools. Dr. Brothers was promoted to full professor in 1983, and from 1974-1992 chaired the Department of English. Examples of programs she significantly helped form include Professional Writing and Editing (now Professional and Technical Writing), Peace and Conflict Studies, Women's Studies and American Studies. After serving as the acting graduate dean in 1993, Dr. Brothers became the dean of the College of Arts and Sciences (now the Beeghly College of Liberal Arts, Social Sciences, and Education). In 2001, Dr. Brothers retired from YSU. In 2015 she received the University's Heritage award for professional accomplishments and community service. She continues to remain active in civic causes and to serve on the boards of the YWCA of Mahoning Valley, Youngstown Rotary, League of Women Voters of Greater Youngstown, WYSU, Garden Club of Youngstown, Lit Youngstown, and AAUW. SMARTS was the recipient of a naming gift and Sojourn to the Past is another organization serving the youth of our community to which she has a particular commitment.

William E. Brown

A Youngstown native, William Brown entered the U.S. Air Force in 1968 and began his distinguished career providing rescue and emergency medical services to downed pilots during the Vietnam war as a Pararescueman in the U.S. Air Force Special Operations Forces. He was awarded the Distinguished Flying Cross for "heroism" for the rescue of two pilots shot down behind enemy lines in North Vietnam in 1971. In addition, he was awarded an Air Medal with 3 oak leaf clusters, Vietnam Service Medal, Expeditionary Forces Medal, Good Conduct Medal, and Expert Rifleman Medal. Following his military service, he earned an AAS in nursing and political science, and a BSAS in Nursing and Law Enforcement Administration. He served as

President of Student Government and was recognized as Best-All-Around student. He earned a Master of Science degree in Health and Safety Education in 1979. He worked at Wishard Memorial Hospital Emergency Department, returned to YSU to serve as the Paramedic Program Director in the Department of Allied Health, completed two years of post-graduate education at the University of Akron and was appointed the Executive Director and CEO of the national EMS (Emergency Medical Services) certification agency, where he served for 25 years. During his service, he was appointed by the U.S. Department of Transportation to serve on many committees and lectured and presented in all 50 states. He was awarded many prestigious awards including the 2009 Rocco V. Morando Lifetime Achievement Award in EMS, the highest national recognition awarded to an EMS professional. In recognition of his service to YSU, the YSU EMS Paramedic program instituted the William E. Brown, Jr. Academic Excellence Award, given to students with the highest GPAs in the program.

Paul Brubaker

Paul Brubaker is a graduate of YSU in Political Science and Government. He has an MPA degree in Public Administration from Kent State University. He has extensive leadership experience in the private sector and government. He was nominated by President George W. Bush to serve as Administrator of the U.S. Department of Transportation's (DOT) Research and Innovative Technology Administration (RITA). Mr. Brubaker previously served as CEO of Procentrix; a firm that helps organizations plan, manage and achieve measurable performance improvement through the effective use of process and technology. Prior to this role, Mr. Brubaker served as Executive Vice President and Chief Marketing Officer of SI International, one of the nation's fastest growing government contractors. Mr. Brubaker previously served as Deputy Assistant Secretary and Deputy Chief Information Officer at the U.S. Department of Defense (DoD) where he was the Department's second highest-ranking technology official and supervised DoD's $50 billion annual Information Technology expenditure. Before serving at DoD, Mr. Brubaker held various executive positions within the public and private sectors, including Vice President of Strategic Programs for Litton PRC, Vice President of Business Development for Federal Data Corporation, and in senior positions within the U.S. Senate and General Accounting Office. He has also won numerous awards including the Association for Information Resource Management's (AFFIRM) Government Executive Leadership Award in 2000. He was named to Federal Computer Week's Federal 100 in 1996 and 2002, and was appointed to the board of the Virginia Innovative Technology Authority in 1998 where he served as chairman from 2001` to 2003. He recently ended terms as chairman of the technical committee of the Armed Force Communications and Electronics Association (AFCEA) and president of its D.C. Chapter. He lives with his family in Oakton, Virginia.

Atty. Bonnie Deutsch Burdman

An attorney, has served the Youngstown Area Jewish Federation as Director, and now Executive Director of Community Relations/Government Affairs for the past 26 years. In this capacity, Bonnie leads the Federation's interfaith and inter-group activities, as well as its social action agenda. She directs the Federation's efforts to combat antisemitism, to promote strong support for Israel, and to encourage broad-based Holocaust and anti-genocide education Bonnie also maintains strong relationships with public officials locally, in Columbus, and nationally in support of issues of importance to the Jewish community, and currently oversees the Federation's security work.

Gary Daichendt

Gary Daichendt is the founder and Chairman of the commercial real estate firm, Theory R Properties. Gary is best known for his work at Cisco Systems, Inc. during its period of highest and record achieving growth. He served as Executive Vice President of Worldwide Operations, Cisco's second highest ranking executive. His career also includes the position President and Chief Operating Officer of Nortel Networks Corporation in 2005. Gary has extensive public company board experience. He has served on the Board of Directors for Juniper Networks as it Lead Independent Director, Polycom as its Chairman, NCR Corporation, ShoreTel, Inc. and Emulex Corporation. He continues to advise multiple high-tech start-ups in the software and SaaS business. He has also served on the boards of multiple Christian organizations including Azusa Pacific University, Walk Thru the Bible, Living on the Edge, and NAEN Ministries. Gary joined Cisco in 1994 as Vice President of Intercontinental Operations and soon became Senior Vice President of Worldwide Operations. In 1998, Gary was promoted to Executive Vice President of Worldwide Operations with worldwide responsibility for sales, support, distribution, manufacturing, and strategic alliances. He led a team of 12,000 employees in over 100 countries, increasing operational revenues and profits by over 50% per annum. Prior to joining Cisco, he spent 10 years at IBM in various engineering, sales, marketing, and management positions and 8 years at Wang Laboratories serving as Vice President of Central Operations and Vice President of Marketing. He is co-author of the book, I-Operations. He holds a M.S. in Mathematics from Ohio State University and a B.A. from Youngstown State University. He and his wife, Cathy, reside in California.

Denise DeBartolo-York

Denise DeBartolo York began her business career working at the customer service counter at the Southern Park Mall during summer breaks while attending St. Mary's College. A lifelong resident of the Mahoning Valley, she continued to work for The DeBartolo Corporation, founded by her father, and worked her way up to become Chairman. Denise has been an integral part of four decades of 49ers football, including five Super Bowl victories. She is also an active member of the Pro Football Hall of Fame. Earlier in her career, Denise served as President of the Pittsburgh Penguins hockey team. Under her leadership, the Penguins won the team's first Stanley Cup. She is passionate about many philanthropic causes including the United Way of Youngstown and Mahoning Valley, Mercy Health, Boys & Girls Club of Youngstown, YSU, local veterans' groups and many others. Denise continues her parents' legacy of helping local youth to continue their education with the Edward J. DeBartolo Memorial Scholarship Foundation, which has awarded over $1.6M in scholarships over the last 25 years. (Taken from The Business Journal)

Governor Mike DeWine

Governor DeWine has demonstrated fact-based decision making, prudent, forward-thinking leadership, and informative and honest (yet empathetic) communication. Raised in Yellow Springs, Ohio, Mike DeWine and Fran (Struewing) met in the first grade and married while students at Miami University. They've been blessed with eight children and 27 grandchildren.

Family is at the core of everything Mike DeWine does, and that's why he has devoted his life to fighting for Ohio's families. He knows when families are strong, Ohio communities are stronger, and our future is bright. Mike DeWine loves Ohio and cares passionately about our state's future. He will fight for an Ohio that works for everyone – every person and every family in every corner of our state. From world class cities to some of the best small towns in America, Mike DeWine knows that to build our state into an economic powerhouse, we must have strong schools, a great quality of life, and compassion for those who need our help. Mike DeWine's family started a seed company in Yellow Springs. Working alongside his parents and grandparents, Mike learned early the value of hard work, strong leadership, and fiscal responsibility.

Growing up, he loaded seed bags onto trucks and boxcars, shoveled wheat out of trucks during harvest, worked in wheat fields to help ensure the purity of the seed, and basically did whatever it took to get the job done for their customers. Inseparable to the end, his parents were married for 65 years and died within four days of each other. The values he learned from them still live within him today. On November 6, 2018, Mike DeWine was elected to serve as the 70th Governor of the State of Ohio. The Governor has had a long and distinguished career in public service, focusing on protecting Ohio children and families. He was previously the 50th Attorney General of Ohio and has previously been elected to serve as Greene County Prosecutor, Ohio State Senator, U.S. Congressman, Ohio Lt. Governor, U.S. Senator.

Dave Grohl

Native of Warren, Ohio, is an American musician, singer, songwriter, and documentary filmmaker He was the drummer for rock band Nirvana and founded the band Foo Fighters, for whom he is the singer, guitarist, and primary songwriter. He has a long history of advocacy and philanthropy, using his platform to speak against drug misuse, including work on anti-drug films and documentaries, and also to advocate for the promotion of civil rights for LGBTQ people.

Joseph Hamrock

Former President and CEO of NiSource Inc. He previously served as executive VP and Group CEO for NiSource's Gas Distribution segment, which included local gas distribution companies in Kentucky, Maryland, Massachusetts, Ohio, Pennsylvania and Virginia. Hamrock joined NiSources in May 2012 after serving in a variety of senior executive positions with American Electric Power (AEP), including president and chief operating officer of AEP Ohio, and roles in engineering, transmission and distribution operations, customer service, marketing and information technology. He began his energy industry career as an electrical engineer in transmission and distribution planning at AEP in Steubenville, Ohio. He went on to work in commercial and industrial customer services, and held leadership roles in commercial marketing and customer services, strategic development and other executive roles. Prior to becoming president of AEP Ohio, Hamrock was senior vice president and chief information officer in AEP's Shared Services organization from 2003-2007, and from 2002-2003 was senior vice president - General Services. Hamrock received a bachelor's degree in electrical engineering from Youngstown State University and a master's degree in business administration from the Massachusetts Institute of Technology, where he was a Sloan fellow.

Phil Hirsch

Formerly at YSU as the Executive Director of Administrative Services, but is better known to most people as the long-time Director of Kilcawley Center. After retiring from YSU, he took a leadership position on the YSURA Board. Mr. Hirsch has a lasting and notable legacy of service to the University, including the Hirsch-Satrum Leadership Scholarship.

Ron Jaworski
Ronald Vincent Jaworski (born March 23, 1951), nicknamed "Jaws", is a former American football quarterback who played in the National Football League (NFL) for 17 seasons. He played college football at Youngstown State and was selected by the Los Angeles Rams in the second round of the 1973 Draft. After spending four seasons mostly as a backup for the Rams, Jaworski was traded to the Philadelphia Eagles in 1977, where he would lead the Eagles to four consecutive playoff appearances, including a division title and the franchise's first Super Bowl appearance in 1980. After ten seasons with the Eagles, Jaworski signed with the Miami Dolphins, where he would spend two seasons as a backup. He then spent one season with the Kansas City Chiefs as a backup before retiring after the 1989 season. After his playing career, Jaworski worked as an NFL analyst on ESPN from 1990 to 2017. From 2004 to 2019, he served as an executive of the Philadelphia Soul franchise of the Arena Football League, where he also briefly served as the league's Executive Committee Chair from 2018 to 2019. He is also the founder and CEO of Ron Jaworski Golf, which owns and manages several golf courses across the Delaware Valley region.

Nils P. Johnson
Johnson, of Canfield, graduated with honors from Dartmouth College and in 1976 graduated from Boston University Law School. Nils has served as a local Bar Association Trustee, as a member of the Ohio Supreme Court's Board of Grievances and Discipline, and as a member of the Ohio Supreme Court's Baord of Bar Examiners. In addition to his legal career, Mr. Johnson is something of a renaissance man - he is an active session musician in local ensembles and has recently been commissioned to create a large-scale mural for the Ohio Supreme Court.

Brenda Kimble
Recently completed her bachelors at YSU and is a community nominee, in recognition of the difficult journey she took to achieve her education. To quote, "achieving her degree is representative of the resilience of so many YSU students, of YSU itself, and of Youngstown and the region around it." Ms. Kimble's education was placed on hold due to the tragic loss of her husband. As a widowed mother, she put her children through school, served as an elected school board member, worked, and completed her own degree.

Rex Lee
Warren native, born to immigrant Korean parents. He has gone on to start in numerous series, including Entourage, Suburgatory, and Young & Hungry.

Shirley M. Martin
Received a degree from YSU in Home Economics in 1973. Vice President of Grants U.S. Soldiers Foundation, Served 12 years in the active Army as an enlisted soldier and an officer and 24 years in the Army Reserve, She was deployed to Germany to support contingency ops in Bosnia and mobilized for 14 months for Operation Iraqi Freedom. She is currently the Louisiana

Department President of the Reserve Officer Association to advise legislative officials on military issues. Lives in New Orleans, LA.

Maria Mitchell-Cichon
Received her degree in Criminal Justice from YSU in 1981. She worked as a professor/director at Thomas M. Cooley Law School. She was director of the Cooley Innocence Project which works to secure the release of factually innocent Michigan prisoners through the use of post-conviction DNA testing. She also works closely with the Access to Justice Clinic to assist individuals with the collateral consequences related to their involvement with the criminal justice system and family courts. She has received the Justice for All Award from the Criminal Defense Attorneys of Michigan in 2014.

Melissa O'Connor
Graduated with a Bachelor of Science degree in Biology and Bachelor of Applied Science degree in Forensic Science in August 2012 from YSU. After achieving her masters and engaging in cutting-edge research, Ms. O'Connor took on a position as a forensic scientist with the Philadelphia police department. While there, she has engaged in community outreach with grade-school children, created science webinars, and represented her new city as Miss Philadelphia in 2020.

Austin Pendleton
Warren native, is an American actor, playwright, theatre director and instructor. His work on and off Broadway has netted critical acclaim, including a Tony Award nominee and multiple Drama Desk and Obie Awards. His six-decade spanning career also includes work in film (Short Circuit, My Cousin Vinny, Amistad, et al), television (Oz, Homicide: Life on the Street), and new media. his role in A Beautiful Mind earned him a Screen Actors Guild Award for Outstanding Performance by a Cast in a Motion Picture nomination.

Marc Routh
This theatrical producer, entrepreneur, and professor from Girard cut his teeth at the Youngstown Playhouse before going on to success on Broadway and London's West End. He was the producer for such notable, award-winning hits as the original Broadway productions of The Band's Visit, Amelie, and Anastasia. These shows are only part of his extensive and successful resume. Mr. Routh holds two Tony Awards, and is the founder of Broadway Asia and the R/F/B/V group.

Heather Saniskowski, Ph.D.
YSU Alum. Received a Ph.D. in statistics from Duke University with an emphasis on health and environmental studies. As an Assistant Professor at Clemson University, she continued her research on the application of prediction and normalization methods in life sciences and health care. In 1998, she co-founded INCOGEN, where she served as the principal statistician, concentrating her research on clinical applications of gene expression microarray and protein mass spectrometry data toward diagnosis and prognosis of breast, prostate, and renal cancers; heart disease; and diabetic retinopathy. In addition to her background in statistics, Dr. Saniskowski holds a Master of Science in Operations Research from The College of William and Mary and served as INCOGEN's COO, running the company's day-to-day operations. Dr.

Saniskowski has served on numerous boards, including the Center for Excellence in Aging and Geriatric Health in Williamsburg, VA. In 2015, she co-founded VIRUS Health, a non-profit organization to inspire healthy living in the U.S.

Maciek Saniskowski
YSU Alum, Author, physician-scientist, educator and entrepreneur with over 20 years of experience in: bioinformatics; clinical and basic research, algorithm development; establishing and leading multi-institutional, interdisciplinary teams; software engineering and commercialization; clinical diagnostics; HEOR; clinical affairs; business development; and grantsmanship.

Neida Sims
Graduate from Youngstown City Schools, then went on to pursue a Bachelor of Science in Education. She graduated from YSU Cum Laude in 1998 and later went on to become a special education teacher and earn a Master of Education. She became the only black female high school principal in Howard County Public School System, one of the top performing school systems in the USA. Nelda eventually retired from the school system in 2020 and became an author. She is one of ten authors in a book titled "Discovering Strength, Hidden in Sight - An Educators Perspective". Her chapter, "Unlimited Possibilities" shares her journey as an educator. In honor of her parents, she also established the TJ and Annie Ruth Rushton Legacy Scholarship, awarded to minority students at YSU majoring in Education. Nelda attributes much of her success to adhering to her parents' principles and strong foundation. Now, Nelda is a travel agent and enjoys traveling and spending time with her family and friends. Her goal in life is to be a positive role model, encourage, inspire, and motivate others.

Sue Thomas
From Boardman, Ohio, is an author and former FBI agent. Profoundly deaf from the age of 18 months, she used her skills in lip-reading to work as part of an undercover surveillance team. Her career inspired a television snow (Sue Thomas: F.B.Eye) and she has published two memoirs on her experiences.

John Paul Vincent “Sonny” Vaccaro
A former sports marketing executive. Vaccaro is best known for his tenure with Nike, Inc, where he signed Michael Jordan to his first sneaker deal. Vaccaro left Nike for Adidas, then Reebok. He founded the ABCD Camp, an elite showcase of high school basketball standouts, which ran from 1984 to 2007. It featured furture stars Kobe Bryant, Dwight Howard, and LeBron James. Vaccaro cofounded the first national high school All-Star game, The Dapper Dan roundball Classic, with concern promoter and boyhood friend Pat DiCesare in Pittsburgh in 1965 The game endured for 43 years and its alumni includes such greats as Calvin Murphy, Shaquille O'Neal, Kobe Bryant, Chris Webber, Alonso Mourning, Kevin Garnett, Vince Carter, Tracy McGrady, Patrick Ewing, Rasheed Wallace and Stephon Marbury. Vaccaro's story is featured in the film "Air," where he will be portrayed by Matt Damon.

Gary Wagner

Gary Wagner is the vice president and senior regional officer of the Cincinnati branch of the Federal Reserve Bank of Cleveland. Wagner serves as the bank's senior official in the Cincinnati region, with responsibility for managing relationships with regional stakeholders, monitoring the region's economic environment, and conducting economic research and analysis. "Gary brings with him significant expertise on issues such as regional economics, state tax structures, and municipal pension systems, expertise gained through his work at the Federal Reserve Bank of Philadelphia and in academia," says Mark Schweitzer, senior vice president of the Cleveland Fed's External Outreach and Regional Analytics Department. "Gary's appointment is part of our ongoing commitment to outreach and engagement in the region, allowing the bank to gather information regarding economic developments in the Cincinnati region and to better inform our decision making." Since 2015, Wagner has served as the Philadelphia Fed's regional economic advisor, conducting applied research on regional and public finance issues. Prior to his work at the Philadelphia Fed, Wagner was a professor of economics for 15 years, most recently at Old Dominion University in Norfolk, Virginia. During his tenure there, he served as associate director of Old Dominion's Economic Forecasting Project and as co-editor of the State of the Region Report (2013–2014). Wagner has been a visiting scholar in the research department of the Federal Reserve Bank of St. Louis, as well as a member of the Governor's Council of Economic Advisors in Arkansas from 2008 to 2011 while serving as professor of economics at the University of Arkansas. Wagner holds a doctorate and a master's in economics from West Virginia University and a bachelor's in economics and political science from Youngstown State University.

Mel Watkins
Born in Memphis but raised in Youngstown, was the first African-American editor of the NYTimes book review. He has a notable career as an author, historian, and essayist. Some of his notable books include Stepin Fetchit: The Life and Times of Lincoln Perry; Dancing with Strangers, a Literary Guild Selection; and the highly acclaimed On the Real Side: A History of African American Comedy.

Kelly Ziccardi
Is an engineer at Honda of American Mfg., Inc. (HAM), and currently serves as a New Model Project Leaders in the New Model Department at Honda's Marysville Auto Plant (MAP). Born and raised in Ohio, Ziccardi grew up in Mineral Ridge and attended YSU on a valedictorian scholarship. She was named YSU's Engineering Woman of the Year for the graduating class of 2007, based on scholarship, service, and engineering achievement.

STEM & Workforce Education & Innovation

Key Performance Indicators and Initiatives

Wim Steelant, March 12, 2025

YOUNGSTOWN STATE UNIVERSITY

College of Science, Technology, Engineering & Mathematics

Workforce Education & Innovation
Youngstown State University

Key Performance Indicators



YOUNGSTOWN STATE UNIVERSITY

College of Science, Technology, Engineering & Mathematics

Workforce Education & Innovation

Youngstown State University

January 24, 2024

DATA MINE — REAL DATA, REAL PROBLEMS, REAL SOLUTIONS

The Excellence Training Center, Youngstown State University

Online Skills Accelerator

Williamson Innovation Park

IT Workforce Accelerator Training Center

FOXCONN Electric Vehicle Academy Powered by Youngstown State University



YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN STATE UNIVERSITY

College of Science, Technology, Engineering & Mathematics

STEM 5.0

Workforce Education & Innovation

Youngstown State University

January 24, 2025

REAL DATA · REAL PROBLEMS · DATA MINE · REAL SOLUTIONS

IT Workforce Accelerator Training Center

Online Skills Accelerator



Williamson Innovation Park

ETC The Excellence Training Center Youngstown State University



CDL



Flight School





YOUNGSTOWN STATE UNIVERSITY

KPI's of Success

WEI Synchronized with

YSU Strategic Plan: Taking Charge of out 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.

2023	***2024 and Beyond***
DriveOhio Advancing Smart Mobility	DriveOhio Advancing Smart Mobility; YOUNGSTOWN STATE UNIVERSITY Student Experience; TravelCenters of America; Athletics
1 CONTRACT	**4 CONTRACTS**
	
7 STUDENTS	**32 STUDENTS**

KPI's of Success

WEI Synchronized with

YSU Strategic Plan: Taking Charge of out Future: 2020 and Beyond

Williamson Innovation Park

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.

January 24, 2024

2023	***2024 and Beyond***
0 STUDENTS (K-12)	**240** STUDENTS (K-12)
0 CREDENTIALS	**50** CREDENTIALS



YOUNGSTOWN STATE UNIVERSITY

WILLIAMSON INNOVATION PARK

YOUNGSTOWN STATE UNIVERSITY

Grand opening!

January 24, 2025

April 26, 2025

April 29, 2025

May 3, 2025



Lab/Educational Building



K8YSU Amateur Radio SHOWCASE

20-25 K5-8 participants



Drone Flying Show Case
YSU - ESC

150 High school participants

Boy Scouts Merrit Badge

20 -30 participants

YOUNGSTOWN STATE UNIVERSITY

KPI's of Success

WEI Synchronized with

YSU Strategic Plan: Taking Charge of out 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

January, 2024

6467
PEOPLE



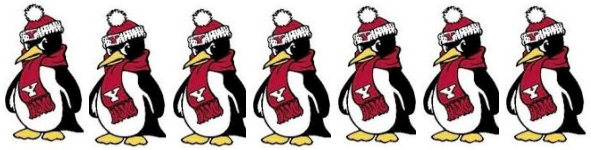
The Excellence Training Center has hosted 125 different events that have brought in more than 6000 people since the Grand Opening



304
COMPANIES

Throughout the Mahoning, Trumbull, Columbiana and multiple neighboring counties, over 300 unique companies have come through the facility.

2019+
YSU Students have taken classes at the



The ETC has hosted 89 for-credit classes including STEM First Year Engineering, FANUC Robotics and Machining.

470
WORKFORCE CREDENTIALS



Issued at the ETC

154 K-12 Certificates of Participation

Totaling 624 credentials since July 2021



2041
K-12 STUDENTS

More than 400 students from area schools have toured the ETC exploring STEM degree opportunities and alternative educational pathways in 2023

YOUNGSTOWN STATE UNIVERSITY

KPI's of Success

WEI Synchronized with

YSU Strategic Plan: Taking Charge of out 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

2025 and Beyond

January, 2025

7884+ PEOPLE



The Excellence Training Center has hosted 163 different events that have brought in more than 7000 people since the Grand Opening.

332 COMPANIES

Throughout the Mahoning, Trumbull, Columbiana and multiple neighboring counties, over 300 unique companies have come through the facility.

1183 WORKFORCE CREDENTIALS



Issued at the ETC

178 K-12 Certificates of Participation

Totaling 1361 credentials since July 2021

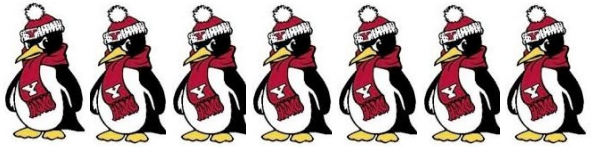
205 Online Classes



The Excellence Training Center has had over 200 Advanced Manufacturing online classes

2172+

YSU Students have taken classes at the



The ETC has hosted 100 for-credit classes including STEM First Year Engineering, FANUC Robotics and Machining.

2463 K-12 STUDENTS



More than 2000 students from area schools have toured the ETC exploring STEM degree opportunities and alternat[illegible] educational pathways.

13 SCHOOL DISTRICTS

Bridge the GAP between K-12 and STEM4.0

Goals 6-6-2024 (BOT)

Most of this funding had to be used for financial cleanups

Title: *Continued education (Revenue Producing)*

FOAP: *112013-140601-XXXXXX-12 (ETC)*

Units	Role	Return on Investment	FY 23	FY 24	FY 25-28
Commercial	Low volume productions, prototyping, testing, regional manufacturing support	Produces revenue generated dollars supporting ETC operations	$457,388	$433,539	$1,500,000

Predictions made 6-6-24

Available Balance as of 12-31-2024: $485,679

Goal: $1,000,000 by the end of FY 25



Important reminder: WEI needs to be self sustaining!

YOUNGSTOWN STATE UNIVERSITY

KPI's of Success

WEI Synchronized with

YSU Strategic Plan: Taking Charge of out 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

IT Workforce Accelerator Training Center

January, 2024

Overview

As we wrap up 2023, YSU's IT Workforce Accelerator has been officially launched and is settling into Silvestri Hall. We have begun to lay the foundation for growth and impact. Our focus has been on establishing a sustainable model, expanding credentialing opportunities, and aligning with regional workforce demands. These efforts set the stage for even greater expansion and innovation in 2024 as we continue to strengthen our role in workforce development.

417
CREDENTIALS ISSUED
Through ITWA

**Formally IT, Business, and Professional Skill focused areas.*

0
COMPANIES

We look forward to welcoming companies from Mahoning, Trumbull, Columbiana, and other neighboring counties.

0
VISITORS

The IT Workforce Accelerator moved into Silvestri Hall in October 2023.

0
CREDENTIALS ISSUED
through ITWA/WCBA Ohio EIP collaboration
**In planning phase.*
Class to start Spring 2024

YOUNGSTOWN STATE UNIVERSITY

KPI's of Success

WEI Synchronized with

YSU Strategic Plan: Taking Charge of out 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

IT Workforce Accelerator Training Center

2025 and Beyond

January, 2025

Current Overview

YSU's IT Workforce Accelerator (ITWA) has made significant strides compared to where we stood at the end of 2023. Over the past year, we have streamlined our programs, strengthened partnerships within industry and the community, and enhanced our efforts in building clear pathways from training to high-quality jobs, ensuring individuals gain the skills needed to succeed in today's workforce. We remain committed to driving innovation and workforce readiness in the evolving tech landscape.

As we look ahead, ITWA is evolving into the Advanced Technology Workforce Accelerator (ATWA) to better align with the integration of IT, operational technology (OT), and advanced wireless technologies. This transformation reflects a broader vision of preparing a workforce for Industry 4.0 by offering training in areas like IoT, industrial cybersecurity, and 5G-enabled smart factories. ATWA distinguishes itself by merging IT, OT, and connectivity solutions into a cohesive learning experience driven by industry needs. Through innovative curriculum and strategic employer partnerships, ATWA aims to help position YSU as a leader in advanced technology workforce development, fostering economic growth and career opportunities.

604
CREDENTIALS ISSUED
through ITWA

34
YSU STUDENTS CERTIFIED
79 Industry-Recognized Credentials Issued
**Count included in total # of credentials issued*

32
COMPANIES
Over 30 unique companies have visited from Mahoning, Trumbull, Columbiana, and other neighboring counties.

371
VISITORS
The IT Workforce Accelerator has hosted 5 different events that have brought in more than 350 people.

90
CREDENTIALS ISSUED
through ITWA/WCBA Ohio EIP collaboration
**Next class to start Spring 2025*

YOUNGSTOWN STATE UNIVERSITY

KPI's of Success

WEI Synchronized with

YSU Strategic Plan: Taking Charge of out 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

2025 and Beyond

January, 2025

ITWA is driven by grant funding

New

2025 and beyond

ITWA will offer training modules on 'NT'

Important reminder: WEI needs to be self sustaining!

KPI's of Success

WEI Synchronized with

YSU Strategic Plan: Taking Charge of out 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

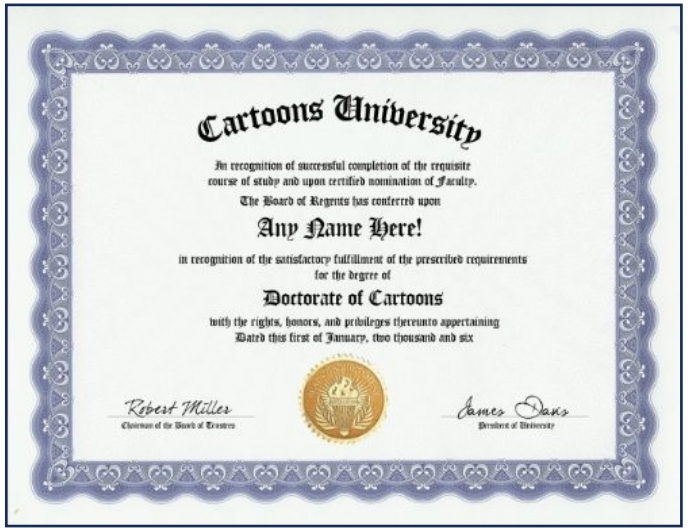
Strategy: Develop a mechanism to continually identify, assess, and implement new academic programs, badges, credentials, certifications or coursework integration

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*

2024 and Beyond





YOUNGSTOWN STATE UNIVERSITY



YOUNGSTOWN STATE UNIVERSITY

Credential	Credential Name	YSU Appr Course	YSU Course Name
ITIR001	Industrial Robotics	MET 4860+L (3Cr)	Robotics Technology
ITEET022	PLCs and automation	EET 3712+L (3 Cr)	Programmable Logic Controllers
ITMET005	Computer Aided Design	CCET 1503, 1504 (3 Cr)	CAD Technology & Drafting and Plan Reading
ITITN017	IT Networking	CSIS 3782 (3 Cr)	Cisco Academy Networking 1
ITITN018	IT Networking	CSIS 3783 (3 Cr)	Cisco Academy Networking 2
ITITN002	CompTia Network+	CSIS 3723 (3 Cr)	Networking concepts and administration

To be submitted

In Progress

UPDATE NEW PROJECTS

YOUNGSTOWN STATE UNIVERSITY



STEM 5.0



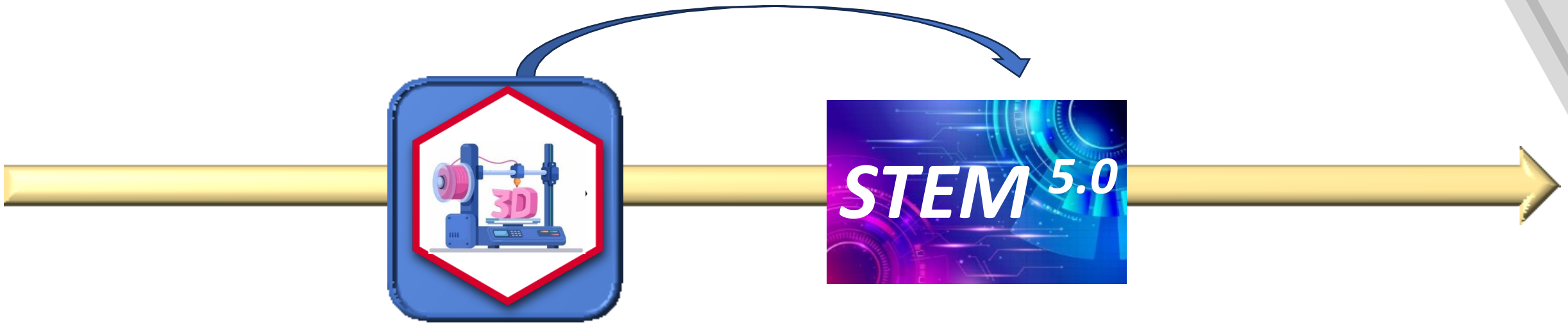
- Director of Driving School: Brian Beckett
- Homebase is Youngstown, with offerings in Steubenville
- We have two trucks donated (tanker trailer)
- Working out the details for fuel donation and truck maintenance
- Hoping to start Summer 2025

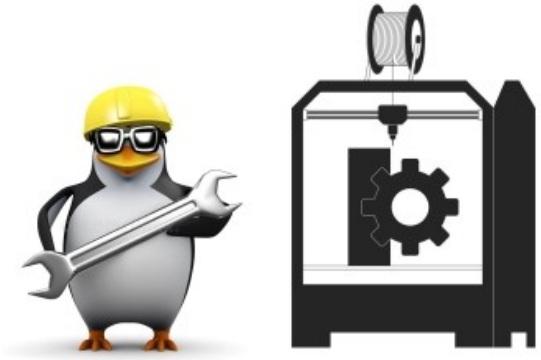


- AAS Aviation Curriculum to the State/HLC
- Youngstown-Warren Regional Airport - Jets
- Hoping to start late Spring Semester 2026

JETS







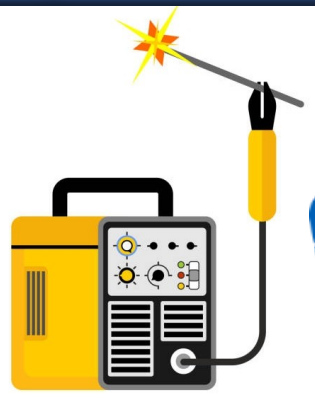
America Makes

- *$2,000,000 3D-printing material at EGCC – Youngstown Campus*
- *Transferred successfully to WEI and located at the ETC*
- *Integrated in STEM Programs/Courses*
- *Training*
- *K-12 Summer camps*

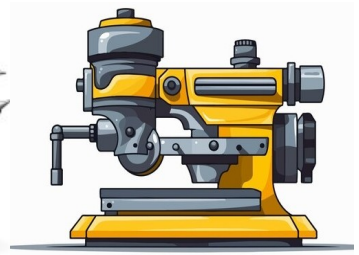
OAA support

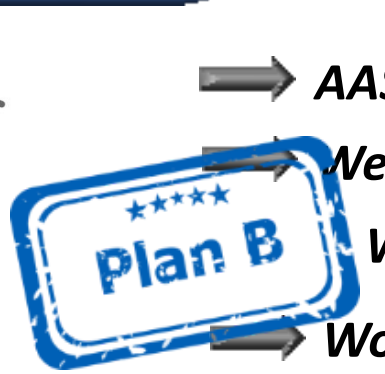
YOUNGSTOWN STATE UNIVERSITY





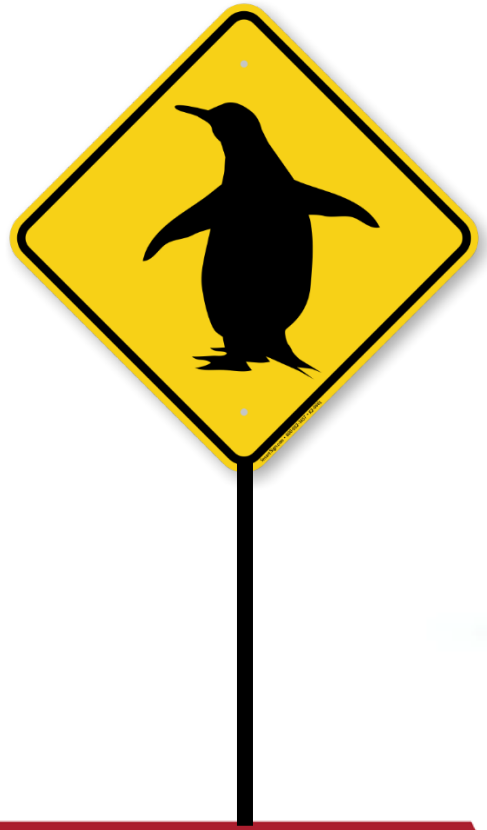




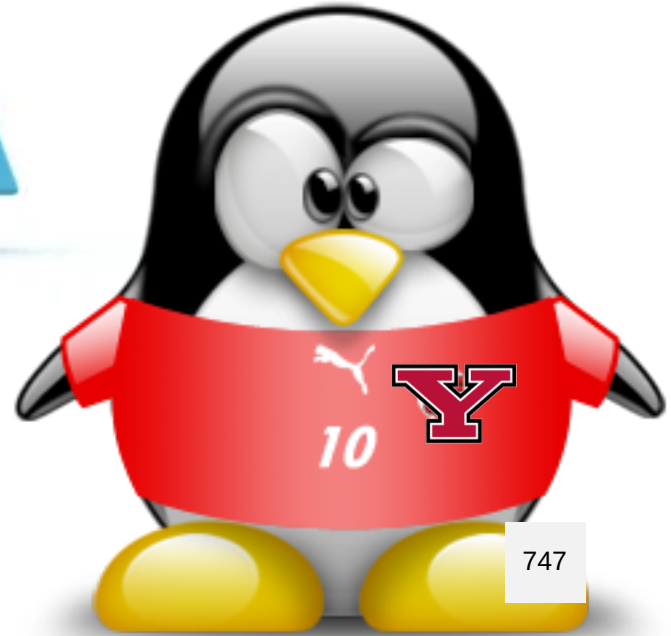


- *AAS Welding approved by HLC and ODHE*
- *We do not have access to the equipment at EGCC*
- *We obtained the funding via Rapids 7, still missing PPE*
- *Working out the details for a location*
- *Hoping to start late Fall Semester 2025*

- *AAS Machining approved by HLC and ODHE*
- *We do not have access to the equipment in ETC or Steubenville*
- *Similar situation for Industrial Maintenance Equipment*







YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN STATE UNIVERSITY

RESOLUTION TO AMEND THE BYLAWS OF THE BOARD OF TRUSTEES OF YOUNGSTOWN STATE UNIVERSITY

WHEREAS, the Board of Trustees of Youngstown State University is a self-governing body established under Chapter 3356 of the *Ohio Revised Code;*

WHEREAS, the Board of Trustees has adopted *Bylaws of the Board of Trustees of Youngstown State University* (the *"Bylaws")* regarding its governance and policies regarding its procedures;

WHEREAS, a motion was made and seconded at the December 11, 2024 meeting of the Governance Committee of the Board to amend the Bylaws to:

- Permit exceptions to the Guidelines related to global/national trustee

WHEREAS, this is the second reading of the proposed adjustments to the Bylaws.

NOW, THEREFORE, BE IT RESOLVED, that effective immediately, the Board of Trustees of Youngstown State University does hereby amend its *Bylaws* as shown attached hereto.

Board of Trustees Meeting
March 13, 2025
YR 2025 -

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, to which exceptions can be made:

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(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.

(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 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.

(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;

(b) Custody and investment of any funds which are now under or may in the future come under control of the 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)(d)(ii) of this rule, or as assigned by the board or its executive committee.

(e) Intercollegiate athletics committee.

(i) To consider those matters that warrant board attention or require board action relating to:

(a) Policies that provide for and govern the university's participation in intercollegiate athletics;

(b) Personnel matters; however, approval of personnel actions will occur in the university affairs committee;

(c) Policies that provide for the effectiveness of the NCAA compliance program;

(d) Policies that provide for the effectiveness of ensuring and promoting the academic, health, and social welfare of student-athletes;

(e) Policies that assure the effectiveness of implementing the committee's endorsed budget;

(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:

(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;

(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;

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

(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

(h) Consider other matters as appropriate to a governance committee, or as assigned by the executive committee of the board.

(7) Ad hoc committees. The chairperson may appoint from time to time such ad hoc committees as may be required for the proper and continuous operation of the university; however, an ad hoc committee shall not be appointed to consider matters which lie entirely within the purview of a standing committee. The chairperson shall determine the membership of the ad hoc committee and when the work of the ad hoc committee is completed.

(E) Article V. Administration of the university.

(1) President of the university, faculty, and staff. The board shall employ the president of the university; and shall employ, fix the compensation of, and remove employees as may be necessary. The board shall do all things necessary for the proper maintenance and successful continuous operation of the university and may act under such policies and bylaws as it may approve.

(2) Other personnel. The employment, classification, wage scales, and dismissal of all personnel, not otherwise under contract to the board of trustees, shall follow the policies established by the board and the laws of the state of Ohio.

(3) Reports to the board.

(a) Budget. At a meeting of the finance and facilities committee prior to the board's last regular meeting of the university's fiscal year, the president shall present to the board the draft budget for the ensuing fiscal year. The budget shall be presented in a form showing estimated income and the allocations for the university's major areas of expenditure in accordance with general account classifications of the state of Ohio and shall be accompanied by a review describing the major changes.

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. 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.

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, to which exceptions can be made:

(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.

(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 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.

(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;

(b) Custody and investment of any funds which are now under or may in the future come under control of the 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)(d)(ii) of this rule, or as assigned by the board or its executive committee.

(e) Intercollegiate athletics committee.

(i) To consider those matters that warrant board attention or require board action relating to:

(a) Policies that provide for and govern the university's participation in intercollegiate athletics;

(b) Personnel matters; however, approval of personnel actions will occur in the university affairs committee;

(c) Policies that provide for the effectiveness of the NCAA compliance program;

(d) Policies that provide for the effectiveness of ensuring and promoting the academic, health, and social welfare of student-athletes;

(e) Policies that assure the effectiveness of implementing the committee's endorsed budget;

(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:

(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;

(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;

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

(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

(h) Consider other matters as appropriate to a governance committee, or as assigned by the executive committee of the board.

(7) Ad hoc committees. The chairperson may appoint from time to time such ad hoc committees as may be required for the proper and continuous operation of the university; however, an ad hoc committee shall not be appointed to consider matters which lie entirely within the purview of a standing committee. The chairperson shall determine the membership of the ad hoc committee and when the work of the ad hoc committee is completed.

(E) Article V. Administration of the university.

(1) President of the university, faculty, and staff. The board shall employ the president of the university; and shall employ, fix the compensation of, and remove employees as may be necessary. The board shall do all things necessary for the proper maintenance and successful continuous operation of the university and may act under such policies and bylaws as it may approve.

(2) Other personnel. The employment, classification, wage scales, and dismissal of all personnel, not otherwise under contract to the board of trustees, shall follow the policies established by the board and the laws of the state of Ohio.

(3) Reports to the board.

(a) Budget. At a meeting of the finance and facilities committee prior to the board's last regular meeting of the university's fiscal year, the president shall present to the board the draft budget for the ensuing fiscal year. The budget shall be presented in a form showing estimated income and the allocations for the university's major areas of expenditure in accordance with general account classifications of the state of Ohio and shall be accompanied by a review describing the major changes.

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. 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.

Youngstown State University

Ruffalo Noel Levitz (RNL)
Strategic Enrollment Plan (SEP) + Student Success (SS) Update

Board of Trustee's Meeting
March 12, 2025

Introduction

The partnership with RNL has successfully completed the fifth and final Student Success visit, marking the completion of Phase 1 of the Strategic Enrollment Planning strategy. This visit brought together key enrollment support areas, including undergraduate and graduate admissions, financial aid, the registrar's office, international programs, student success, marketing and communications, online education, and the Office of Academic Affairs.

As a result, key focus strategies have been identified and categorized into four areas: Quick Wins, Low-Hanging Fruit, Strategic Investment, and Time Investment. Each strategy has also been assessed based on its projected return on investment (ROI), categorized as either high or low.

Strategic Investment

Academic Master Plan (AMP) | Strategic Enrollment Plan (SEP) | Student Success (SS)

Higher Time Commitment

Lower Financial Cost

- Implement a Student Success Taskforce to complete annual goals and metrics (SS)
- Implement a Strategic Enrollment Planning Taskforce (SEP) to complete annual goals and metrics (SEP)
- Design a framework to support individual success plans (SS)
- Design Year 2, Year 3, Year 4+ intervention and continuing enrollment plans for degree completion (SS)
- Design customized advising plans for CCP/YREC, UG online, Associate seeking and transfer populations (SS)
- Develop pathway plans for 3+1, 4+1 academic programs (AMP/SEP)
- Develop progression curriculum paths through the AMP (SEP)
- Review financial aid budget and align with SEP strategies (AMP/SEP)
- Adopt a comprehensive early alert policy and procedure (SS)
- Deploy a C/D/F/W grade intervention plan
- Redesign first year undergraduate transition plan
- Continue Focus+ KPIs and strategies for identified programs
- Establish accessible monitoring dashboards to assess enrollment, retention, graduation and market trends (AMP/SEP)

Lower Time Commitment

Lower Financial Cost

- Assess pricing and cost analysis for international recruiting and attendance (SEP)
- Educate campus on at-risk level for all students to build intervention support (SS)
- Design communication, marketing and recruitment strategies for all student types: CCP/YREC, Associate, Bachelor, Transfer, International and Graduate (AMP/SEP)
- Create a direct admission CCP/YREC strategy aligned with academic department strategies (SEP)
- Align AMP Program Pitch Statements with SEP Strategies (AMP/SEP)
- Continue reviewing FAFSA completion rates, financial literacy initiatives and identify gaps (AMP/SEP/SS)
- Redesign of orientation and on-boarding support materials for all student types (SS)

- Redesign advising roles, strategies, standards, training and professional development to support all student types at the undergraduate and graduate levels (AMP/SEP/SS)
- Design marketing strategies for all programs (AMP/SEP/SS)
- Identify program market shits and enrollment trends (AMP/SEP/SS)
- Review and prioritize student-centric tasks; automate where possible (AMP/SEP/SS)

Higher Time Commitment

Higher Financial Cost

- Develop academic preparedness interventions for identified at-risk incoming students (SS)

Lower Time Commitment

Higher Financial Cost

Academic Master Plan (AMP) Integration with Strategic Enrollment Planning (SEP)

The alignment between the Academic Master Plan (AMP) and Strategic Enrollment Planning (SEP) is essential for sustainable growth and long-term student success. This crosswalk ensures that academic programs are strategically positioned to meet enrollment goals, market demands, and institutional priorities. By integrating academic planning with enrollment strategies, YSU can develop data-driven approaches that enhance recruitment, retention, and program viability.

Key Areas of Focus:

- Strengthen program recruitment and marketing strategies.
- Expand the Focus+ initiative, defining Key Performance Indicators (KPIs) and forming a dedicated task force.
- Identify enrollment trends, program shifts, and market dynamics.
- Align AMP program "Pitch Statements" with SEP strategies for consistent messaging.
- Integrate academic planning with College Credit Plus (CCP) direct admit strategies.
- Define faculty and professional support roles across the student journey (from admission to outcomes).
- Develop interventions and bridge programs to enhance academic preparedness.
- Redesign degree maps to improve course sequencing, resolve scheduling conflicts, and eliminate bottlenecks.

New Student Enrollment Strategies

A comprehensive enrollment strategy is essential for attracting and retaining diverse student populations, including graduate, international, first-time, transfer, and associate degree students. This focus area examines recruitment, admissions processes, financial aid alignment, and student support systems to optimize enrollment outcomes.

Graduate Enrollment

Graduate programs require targeted strategies to enhance visibility, streamline admissions, and improve student experiences.

- Develop a comprehensive graduate marketing and enrollment strategy.
- Assess and expand articulation agreements for 3+1 and 4+1 pathways.
- Implement graduate coordinator training aligned with SEP best practices.
- Document the graduate student journey and advising processes.
- Analyze graduate enrollment and retention at the program level.

International Enrollment

Maintaining international student enrollment stability is critical for campus diversity and financial sustainability.

- Stabilize enrollment at 1,300 students.
- Evaluate international pricing and cost structures for recruitment, admissions, and education.
- Conduct a situational analysis on housing, community integration, co-curricular support, academic programs, Optional Practical Training (OPT), and transfer patterns.

First-Time (Direct from High School) Enrollment

A streamlined, targeted approach is necessary to enhance direct-from-high-school recruitment efforts.

- Assess and optimize the high school enrollment funnel.
- Design a strategic communication plan for first-time student recruitment.

Transfer Enrollment

Transfer students require specialized pathways to ensure smooth transitions and academic success.

- Conduct a situational analysis of transfer student recruitment, admission processes, financial aid, and credit evaluation.

Associate Degree Enrollment

Associate degree programs should be positioned as gateways for continued educational attainment.

- Develop a tailored recruitment, communication, and retention strategy.
- Align curriculum pathways within the AMP to facilitate seamless progression from associate to bachelor's and graduate programs.

Financial Aid Alignment

Financial aid plays a crucial role in enrollment decisions and student retention.

- Review the financial aid budget and align it with SEP strategies.
- Analyze FAFSA completion rates, financial literacy initiatives, and gaps in financial support.

Student Success and Retention Strategies

Student success efforts must go beyond traditional support services to create a proactive, data-driven approach that improves persistence and graduation rates. The development of a Student Success Task Force will ensure a coordinated effort to implement best practices in advising, academic support, and student engagement.

Task Force Recommendations:

- Establish a transition plan for the incoming Associate Provost for Student Success.
- Ensure every student receives a personalized navigation chart to track their academic progress.
- Implement structured training and professional development for student success roles.
- Adopt an "all students are at risk" philosophy, emphasizing proactive interventions.
- Prioritize and categorize student-centric tasks into transactional, mentoring, and proactive activities.
- Automate administrative processes where possible to free up resources for student engagement.
- Expand student success roles beyond course registration to include holistic support.

Retention and Academic Support Initiatives:

- Design an intrusive, analytics-driven continuing enrollment strategy for year two through graduation, incorporating multiple engagement points and a structured communication plan.
- Strengthen advising and faculty mentoring for customized student support.
- Develop individual student success plans with predictive tracking and early notifications.
- Improve course scheduling by aligning offerings with student demand and program requirements.
- Expand Early Alert Systems to identify and support at-risk students.
- Conduct in-depth analysis and intervention strategies for students receiving grades of C, D, F, and W.
- Enhance academic support structures, including tutoring, supplemental instruction, learning communities, and first-year transition programs.
- Develop targeted onboarding strategies for associate, CCP, and transfer students.
- Implement intentional interventions from the second year through graduation to sustain student engagement.

Career and Advising Integration:

- Strengthen connections between academic programs and Career Services to improve career readiness.
- Customize advising models for undergraduate online students, associate degree seekers, and transfer students.
- Improve persistence strategies from year two through graduation.
- Align financial aid compliance with advising strategies for retention.
- Standardize advising processes for consistency and efficiency.
- Establish clear roles and expectations across student support units.

Hyper-Focused Support for Key Student Populations:

- Undeclared Majors – Provide structured exploration programs and career alignment tools.
- Conditional Bachelor Admits – Implement intensive advising and academic coaching.
- Default Associate Admits – Strengthen pathways for transition into bachelor's programs.

2024 Board-Level
Key Performance Indicators (KPI)

YOUNGSTOWN STATE UNIVERSITY

Prepared March 2025

The following variables are those chosen by the Board of Trustees upon adoption of the *Plan for Strategic Actions to Take Charge of Our Future*. Observations and actions steps as a narrative are included following the Key Performance Indicator illustrations.

These “lag” indicators attest to overall institutional performance across selected variables. Available in On Board Resources are the variables identified as “lead” indicators that YSU tracks that more directly influence actions on a day-to-day and operational basis.

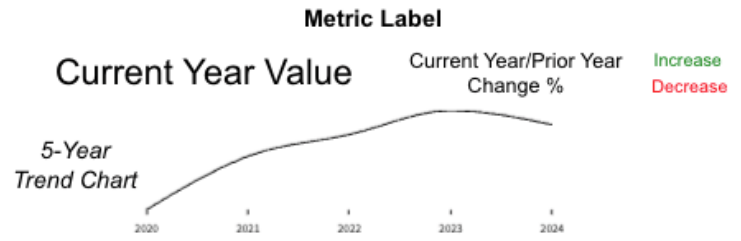
It is intended that TAKING ACTION associated with the Goals of the Plan will positively influence the “lead” indicators producing consequential improvement in the “lag” indicators.

This is not withstanding the many other typical measures that indicate additional aspects of institutional well-being, such as the annual Audited Financial Statement, HLC annual data feed, legislatively required and/or Ohio Department of Education implemented assessment outcomes, etc.

Youngstown State University
Board-Level KPIs

Prepared March 2025

How to Read the KPI

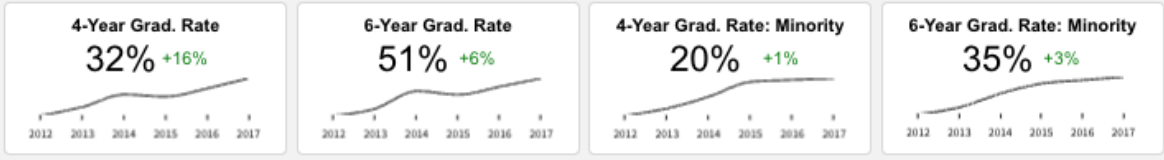


Note: Report excludes College Credit Plus (CCP) and Early College headcount and credit hours, unless otherwise indicated.

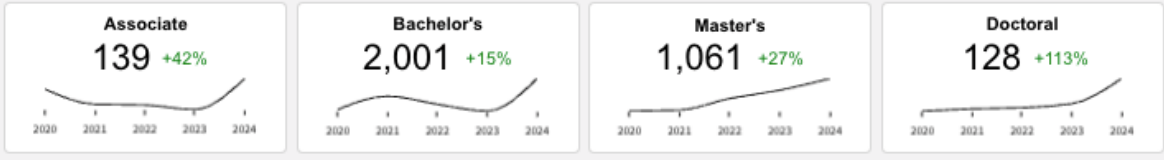
Fall Headcount and Full-Time Equivalent (FTE) Enrollment

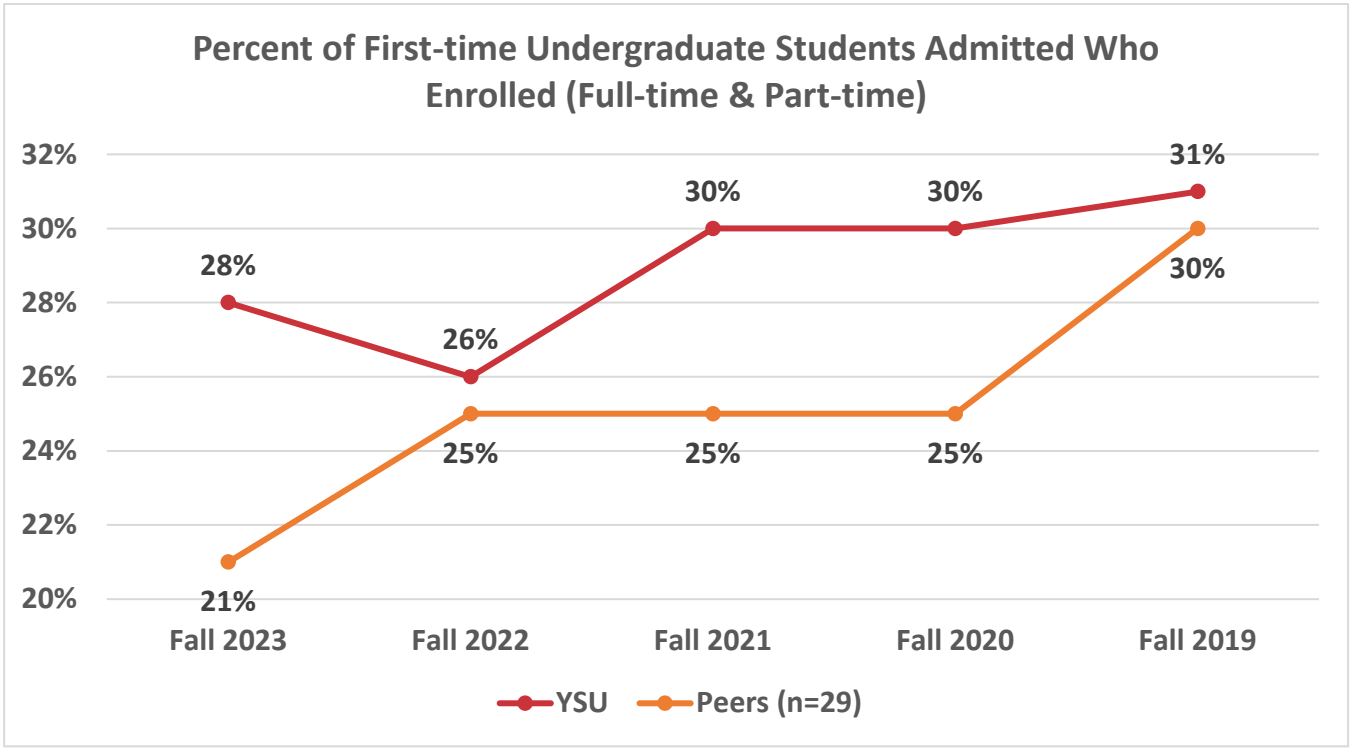


2017 Bachelor's Cohort Graduate Rate



Annual Degrees Awarded

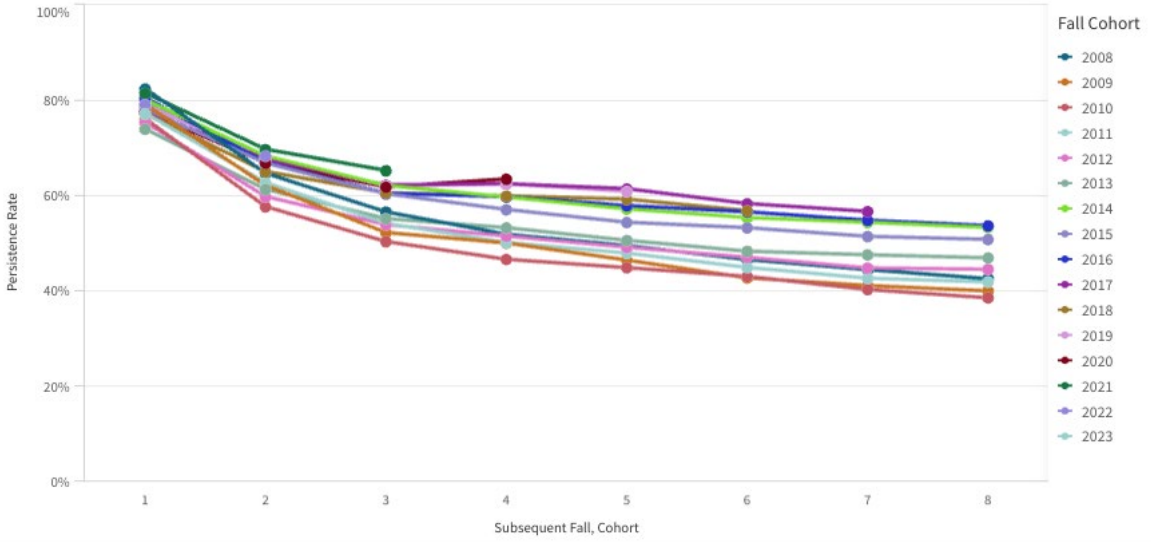



Percent of First-time Undergraduate Students Admitted Who Enrolled (Full-time & Part-time)
32%
30%
28%
26%
24%
22%
20%
28%
26%
30%
30%
31%
21%
25%
25%
25%
30%
Fall 2023
Fall 2022
Fall 2021
Fall 2020
Fall 2019
YSU
Peers (n=29)

Persistence through Eight Years after Entrance

YSU's Persistence Rate

First-Time Full-Time Bachelor's Degree-Seeking



Source: YSU IR Datasets and ODS_ST_ACADEMIC_OUTCOMES. Persistence means graduated or retained by the University to the next subsequent fall term. It does NOT indicate a continuation in the entering college or major.

Persistence Rate: First-Time Full-Time Bachelor's Degree-Seeking

Fall Cohort	Subsequent Fall 1	2	3	4	5	6	7	8
2008	82.3%	64.6%	56.5%	51.8%	49.4%	46.5%	44.4%	42.5%
2009	78.9%	62.0%	52.2%	50.0%	46.4%	42.7%	41.1%	40.0%
2010	76.0%	57.6%	50.3%	46.6%	44.8%	43.0%	40.3%	38.5%
2011	77.1%	62.6%	54.1%	50.1%	47.9%	44.9%	42.6%	41.8%
2012	75.2%	59.7%	53.8%	51.4%	49.1%	47.0%	44.8%	44.5%
2013	73.9%	61.2%	55.1%	53.2%	50.5%	48.3%	47.5%	46.9%
2014	80.0%	68.2%	62.0%	59.6%	57.1%	55.3%	54.3%	53.2%
2015	78.0%	66.7%	60.3%	57.0%	54.3%	53.2%	51.4%	50.7%
2016	80.3%	66.8%	60.4%	59.6%	57.8%	56.5%	54.7%	53.6%
2017	77.6%	67.5%	62.1%	62.4%	61.3%	58.2%	56.6%	-
2018	77.1%	64.9%	60.5%	59.8%	59.1%	56.7%	-	-
2019	78.9%	67.7%	61.9%	62.4%	60.8%	-	-	-
2020	77.4%	66.7%	61.7%	63.4%	-	-	-	-
2021	81.3%	69.6%	65.1%	-	-	-	-	-
2022	79.0%	68.2%	-	-	-	-	-	-
2023	77.1%	-	-	-	-	-	-	-

GRADUATE OUTCOME REPORT FOR ACADEMIC YEAR 2023-2024

EXECUTIVE SUMMARY

The Graduate Outcome Report is a summary of employment and continuing education decisions made by Youngstown State University graduates who completed degrees during the 2023-2024 academic year. They are collectively referred to as the Class of 2024.

Who had the opportunity to take the survey: The survey was distributed through Handshake (the university's career management system) to 2,813 individuals who received degrees in August 2023, December 2023, and May 2024.

How the data was collected: Students who did not respond to the survey mentioned above, were sent multiple emails over a period of six months after graduation. In addition, staff gathered student knowledge rate data (defined by the national Association of Colleges and Employers) via current social media profiles, information reported by the Alumni Office and faculty, and pre-graduation exit interviews.

Knowledge Rate: The YSU total knowledge rate is **54.25%.** Out of 2,813 graduates, there were 1,526 reported student outcomes.

"Career" Outcomes Definition: Respondents that are working as an employee, freelancer, or contract worker; accepted into a program of additional education; in the military; started a business; or in a service position (AmeriCorps, Peace Corps, etc.).

Career Outcomes Rate: The YSU total career outcome rate is **90.62%.** Out of the 1,526 respondents, 1,383 had outcomes related to a career. (Of those respondents, approximately 72% are working or in the military and 18% are continuing their education.)

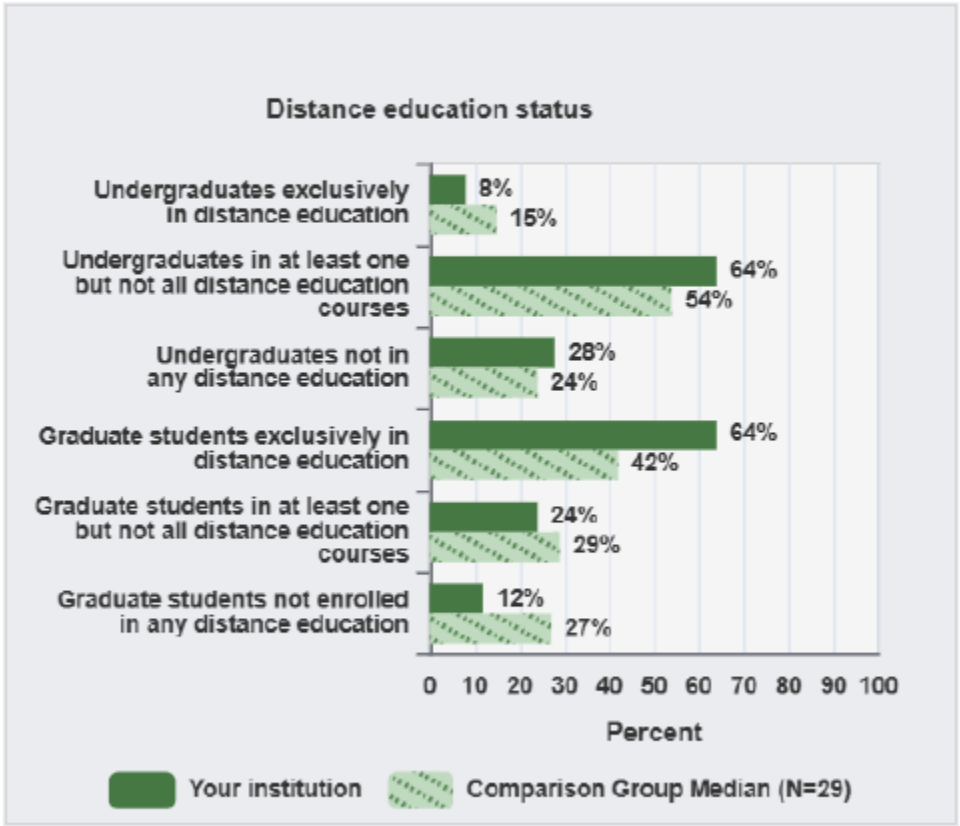
Ohio Retention Rate: 79.83% of respondents remained in Ohio.

Reported Salaries by Degree Type:

Associate	Bachelor	Master	Doctorate
Responses = 7	**Responses =169**	**Responses = 88**	**Responses = 4**
Mean: $39,094	Mean: $57,078	Mean: $75,465	Mean: $188,700
Median: $36,400	Median: $60,000	Median: $65,500	Median: $193,900

Prepared January 2025

Figure 15. Percent of students enrolled in distance education courses, by distance education status and student level: 2022-23

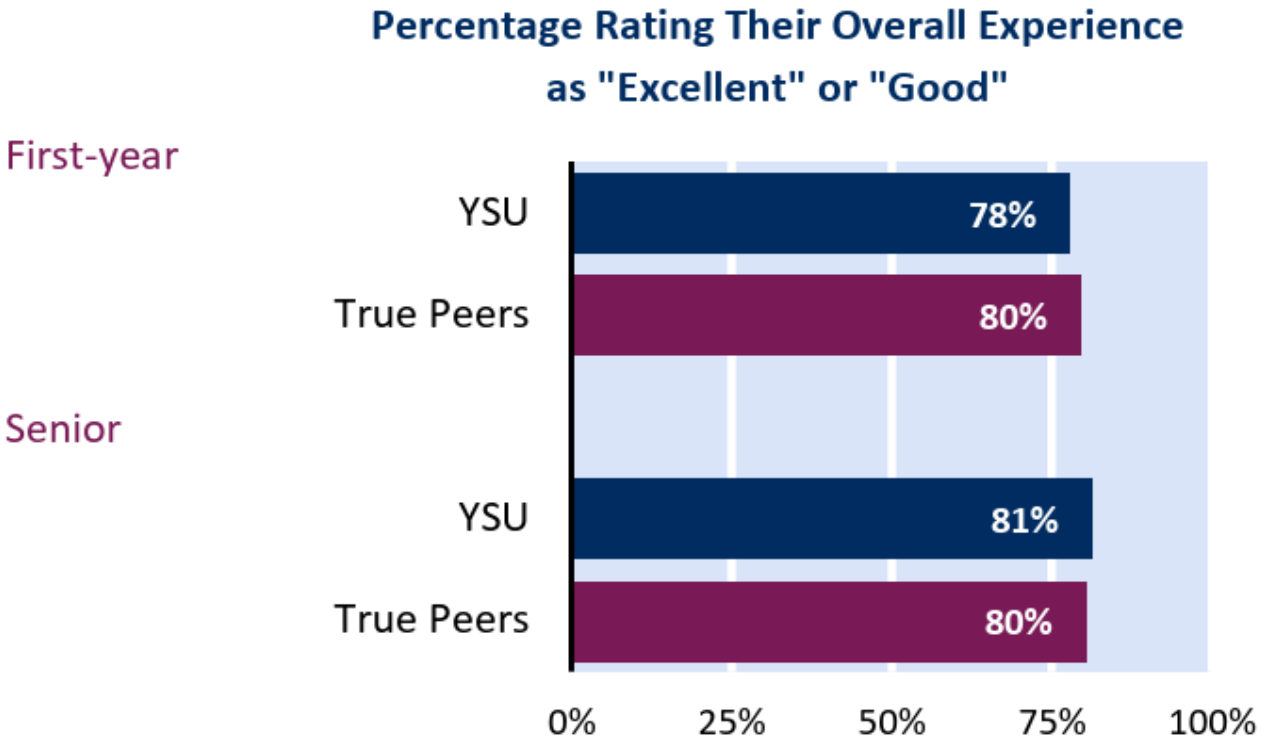


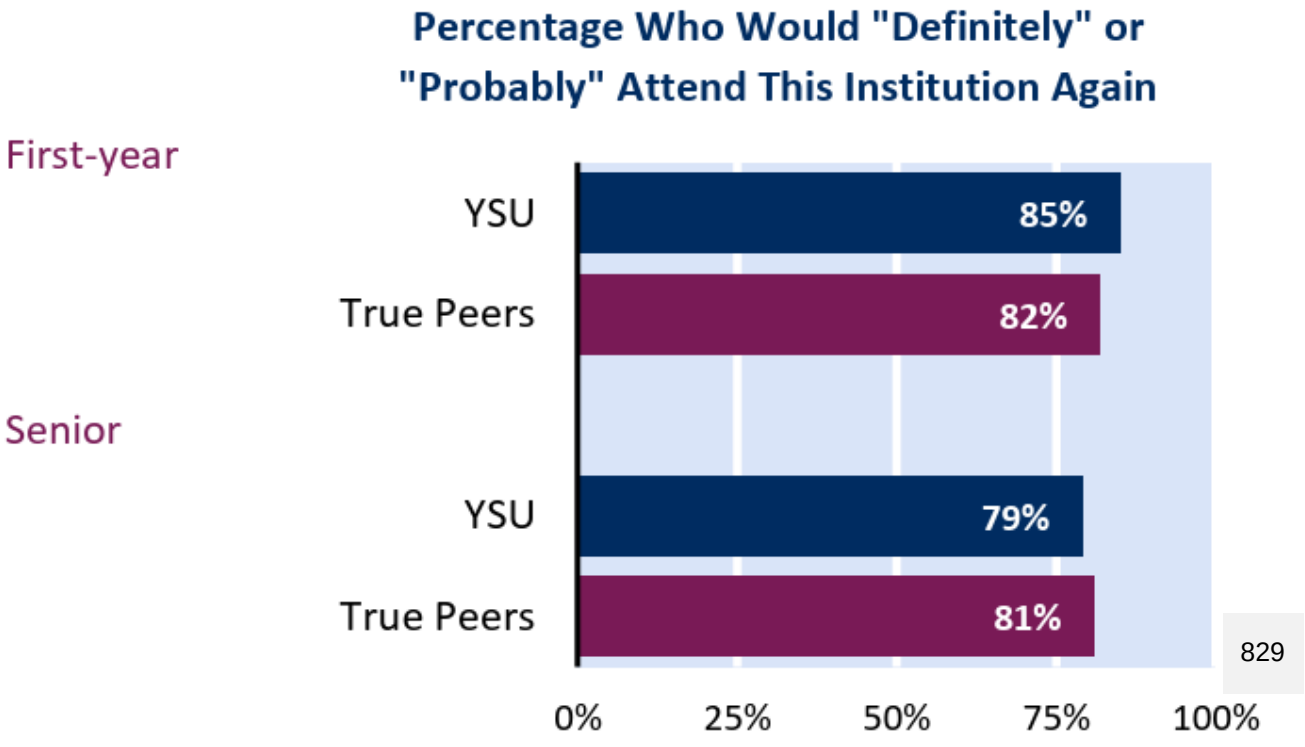
NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, 12-month Enrollment survey component.

Satisfaction with YSU

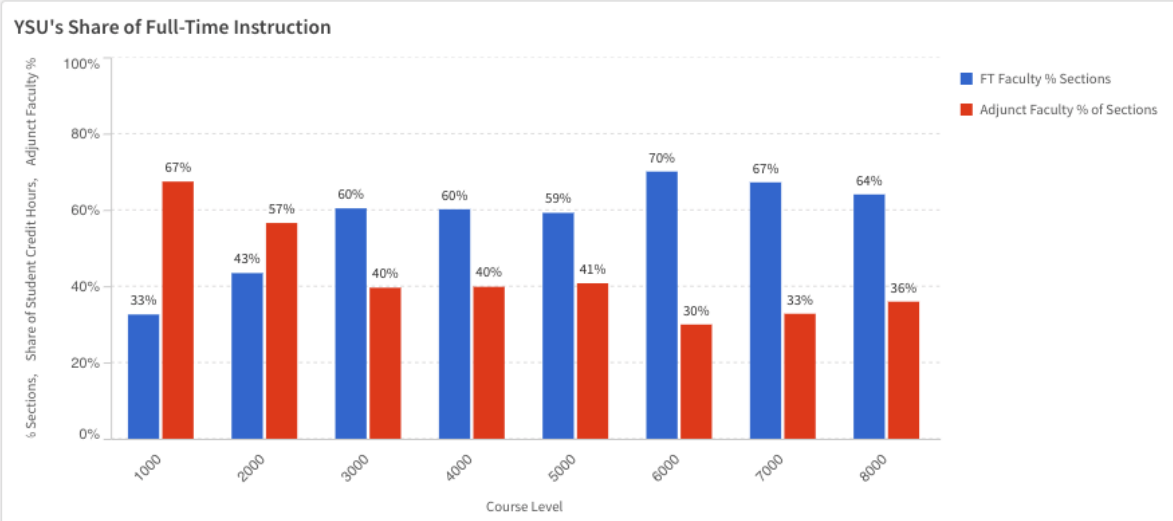
Students rated their overall experience at the institution, and whether or not they would choose it again.





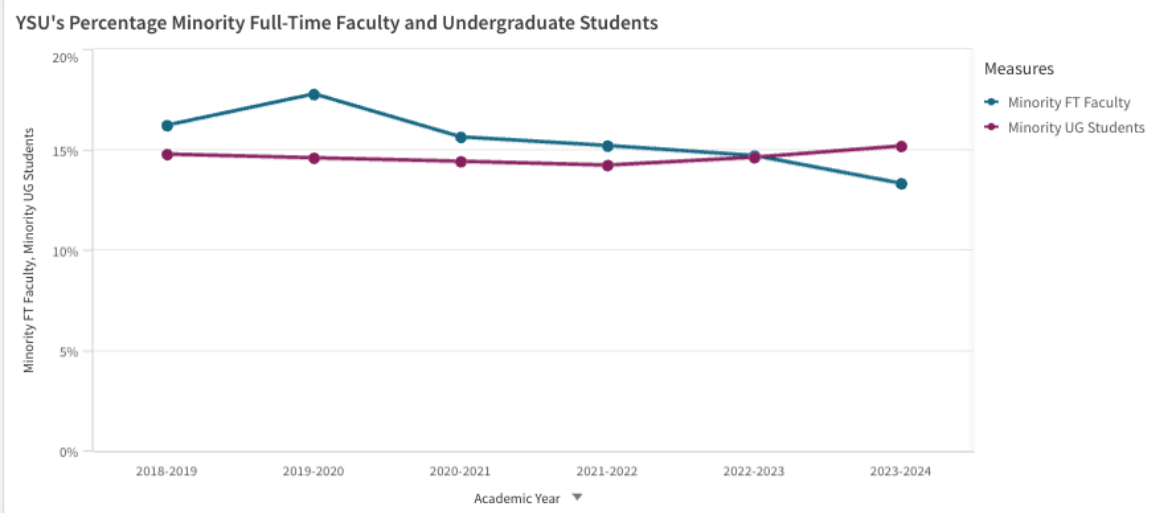
SHARE OF FULL-TIME FACULTY TEACHING

Full-Time Faculty Instruction by Course Level (2023-24)



DIVERSITY OF INSTRUCTION

Percentage Minority: Full-Time Faculty and Undergraduate Students



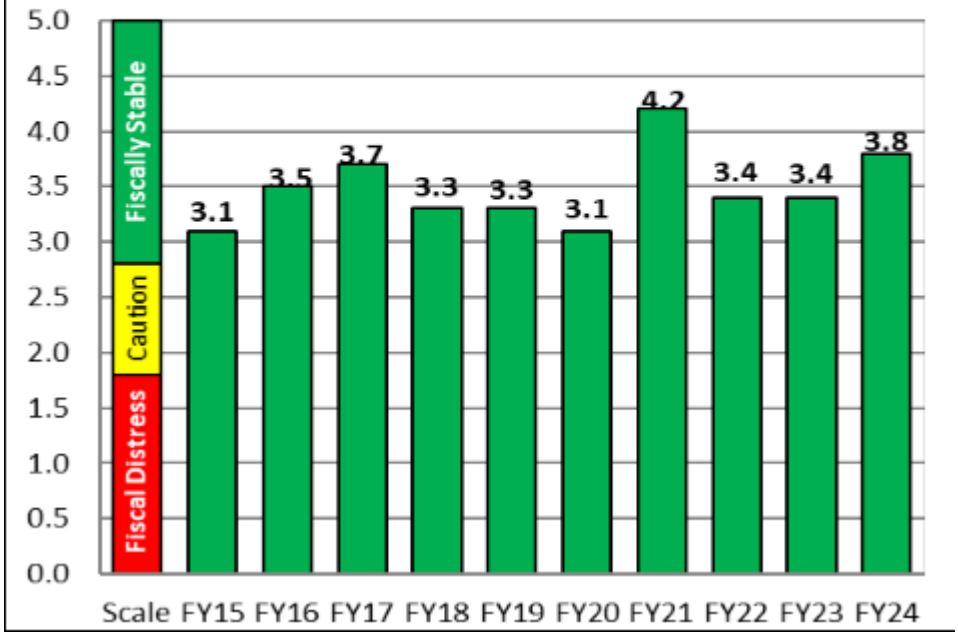
Source: YSU Banner data reported via IPEDS Human Resources Survey.

Percentage Minority Full-Time Faculty and Undergraduate Students

Minority	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	One-Year Change	One-Year Change %	Five-Year Change	Five-Year Change %
FT Faculty	16.2%	17.8%	15.7%	15.2%	14.7%	13.4%	-0.01	-9%	-0.03	-17.78%
Undergraduates	14.8%	14.6%	14.5%	14.3%	14.7%	15.2%	0.01	4%	0.00	2.74%

Historical Data

YSU's S.B. 6 composite scores have fluctuated over the last 10 years but have remained stable since inception.



The following are observations and actions steps as appropriate for each of the Board of Trustees Key Performance Indicators. These observations are from Key Performance Indicators in 2024.

- ***Yield of admitted students:*** For Fall 2023, the YSU yield of admitted students was 7% than that of the 29 peer institutions. While over five-years the YSU yield of admitted student decreased by 3%, the yield of admitted students for the 29 peer institutions declined by 8%. YSU will continue to refined efforts known to increase yield such as offering earlier and easier access to signing up for Orientation sessions.
- ***Headcount and full-time equivalent enrollment:*** Both headcount and full-time equivalent enrollment have increased over a one-year period (8%; 6%) but declined over a five-year timeframe (-2%; -9%). The Enterprise Enrollment strategy focusing on market share is intended to stabilize and/or reverse this trend.
- ***Cohort persistence through eight-years after entrance:*** While persistence there is 9% attrition from year 1 to year 2, there is an additional 11% attrition from year 2 to year 6. Implementing a student anticipatory and preventative advising and support strategy as well as having advising overseen by the associate provost for student success are intended to improve persistence across all years.
- ***4- and 6-y graduation rates (2017 cohort):*** Both 4- and 6-year graduation rates have increased over a 5-year period (+98%; +32%). The 4- and 6-y graduation rates are now 33% and 51%, respectively, for the Fall 2017 cohort while they were 16% and 39%, respectively, for the Fall 2012 cohort.
- ***4- and 6-y graduation rates minorities (2017 cohort):*** The 4- and 6-year graduation rates for minority students have increased over a 5-year period (+138%; +83%). This remains 13% and 16% lower, respectively, compared to all students (20%, 35%). Further analysis is required to understand the underlying reason(s) for such an outcome so support can be enhanced in strategic ways.
- ***Associate's degrees awarded:*** The number of Associate degree completions increased 42% year-over-year. Given the increased offerings of Associate degree programs, it is anticipated this number will increase substantially over time.
- ***Bachelor's degrees awarded:*** Bachelor's degrees awarded increased 15% year-over-year, and 24% over 5 years. While increasing the number of graduates is a measure of academic program success, this does create a dynamic tension with constructing the incoming classes. Beginning in fall 2025, 15 online undergraduate degrees, 5 per year over three years, will increase the number of Bachelor's degrees awarded. While primary focus of these programs is adults 25 y or older with some college and no degree, these programs will also attract students younger than 25-y with similar characteristics or perhaps those enrolled for the first-time.

- ***Master's degrees awarded:*** The number of Master's degrees awarded has increased 161% over 5 years and 27% over 1 year. This is the result of a very purposeful implementation of offering Master's degree programs online. It is also related to strategic marketing of Master's degree in the College of Science, Technology, Engineering, and Mathematics. Strategies are emerging to align Master degree offerings to businesses/industries and governmental agencies requiring Master's degree for career advancement (Air Force, etc.).
- ***Doctoral degrees awarded:*** The number of Doctoral degrees awarded has increased 161% and 113% over 5- and 1-year(s), respectively. This is the result of a very purposeful enhancement of Physical Therapy and the Ed.D., as well as implementation of such degrees in recent years (Nurse Practitioner and Anesthetist).
- ***Percent of full-time faculty teaching:*** It is known that the more exposure students have to full-time faculty the better the student experience. Except for 1000- and 2000-level courses, 60% or more of higher-level courses are taught by full-time faculty.
- ***Diversity of instruction:*** The diversity of the students and that of the full-time faculty are roughly equivalent over the past five years. There are no established criteria for this measure other than to be aware of this relationship. Should this remain a Board Key Performance Indicator?
- ***Distance education enrollment:*** A substantially larger proportion of undergraduate students enroll in at least one online course compared to peers. As expected, given the implementation of online Master's programs, a substantially larger proportion of graduate students, compared with peers, are enrolled totally in online degree programs.
- ***Graduate compensation outcomes:*** Individuals in Mahoning County with a high school diploma earn on average $23,923. Average earning for Mahoning County with a Bachelor's degree is on average $41,875. Given these facts, a Bachelor's degree from YSU adds value given the average mean income for a YSU Bachelor's degree recipient is $57,078, potentially providing a $15,203 compensation boost. One must keep in mind there might be a sampling bias in terms of the number of respondents, and those with higher earnings may be more inclined to respond to the survey.

How Much Money Do Ohioians Make: See a City by City List (Feb 23, 2024)

- ***National Survey of Student Engagement:*** The most recent administration of this survey instrument (2023) indicates that YSU students in both their first- and senior-years are satisfied with their experiences overall. In addition, most students both in their first- and senior-years would choose to attend YSU again. These results not dissimilar to those of 2021.
- ***Senate Bill 6 Score:*** Senate Bill 6 composite score is a measure of institutional fiscal stability. YSU's score has consistently been above 3.0 and has been as high as 4.2 for FY21, as influenced by federal relief funds related to COVID.

YOUNGSTOWN STATE UNIVERSITY

Board of Trustees

March 12, 2025

2024 IPEDS Data Feedback Report

Data is mostly from Fall 2023, FY 23 or AY 2022-23 (unless otherwise specified)

Variable (avg or numerical)	YSU	29 Peers	13 Public Institutions in Ohio	Three public institutions in Northeast Ohio[1]
Enrollment				
% Applicants admitted	80%	92%	85%	87%
Yield	28%	21%	21%	19%
Students				
% Pell	35%	40%	29%	32%
Full-time retention rate	77%	71%	78%	73%
Six-year graduation rate	53%	47%	60%	49%
Eight-year graduation rate-Pell	36%	38%	47%	44%
Eight-year graduation rate-non-Pell	57%	53%	65%	58%
Transfer-out Rate	17%	26%	24%	25%
Cost of Attendance				
Tuition and Required Fees	$10,791	$9,254	$12,823	$12,799
Any loans	$6,205	$5,877	$7,832	8,111
Avg. net price of attendance	$11,740	$13,156	$18,751	$16,307

[1] Cleveland State University, Kent State University, and The University of Akron

YOUNGSTOWN STATE UNIVERSITY

Board of Trustees
March 12, 2025
High Level Summary
2024 IPEDS Data Feedback Report

Data is mostly from Fall 2023, FY 23 or AY 2022-23 (unless otherwise specified)

Summary (in the context of three comparison groups as illustrated in the preceding table)

YSU continues to be an affordable institution of choice considering lower tuition and fees, net cost of attendance, and student loan amounts. From a student attraction and retention/persistence point-of-view, YSU yields a larger percent of those admitted and has a lower transfer-out rate. YSU has a larger percent of students who receive federal Pell funding provided to students who have exceptional financial need who are typically at-risk for persistence and completion-higher attrition rates. There is an achievement gap for Pell vs. non-Pell students compared to the 29 peer institutions (Peer-29) that has been addressed via adjustments in initial support services and advising enhancements. This is demonstrated by the fact that for the Peer-29, the 2011-12 first-time, full-time degree/certificate seeking students, the eight-year graduation rates were identical, whereas YSU is 3% higher for this report. For the earlier cohort, YSU had a 10% lower Pell graduation rate that is now only 2% different from the Peer-29. The eight-year graduation rate for Pell in this report is 36%, whereas for the earlier cohort it was 24%, a 12% improvement.

Enrollment

- YSU is slightly more selective, with an acceptance rate of 80%, with a 7% to 9% higher yield of 28%, compared to all comparison groups.

Students

- At YSU, 35% of degree/certificate-seeking undergraduates were awarded federal Pell grants, which is lower than the average for the 29 peer institutions (Peer-29), but 3% to 6% higher compared to other public institutions in Ohio (OH-13), including three public institutions in Northeast Ohio (NEO-3).
- The retention rate for first-time full-time degree/certificate-seeking students (FTFT) for Fall 2022 cohort is 4% to 6% higher at YSU (77%) compared to the Peer-29 and the NEO-3. The retention rate for the OH-13 is only one percentage point higher than YSU.
- Six-year graduation rate for 2017 cohort is 4% to 6% higher for YSU (53%) compared to the Peer-29 and the NEO-3. However, the YSU graduation rate is 7% lower when compared to the OH-13, several of which are highly selective institutions.
- For the 2015-2016 FTFT cohort:
  - Amongst Pell recipients, the YSU graduation rate (36%) is 2%, 11% and 8% lower compared to Peer-29, NEO-3, and OH-13.

  - Among non-Pell recipients, YSU graduation rate (57%) is 4% higher than that of the Peer-29, but 1% and 8% lower than the NEO-3 and the OH-13, respectively.
- The transfer-out rate for YSU (17%) is 8% lower than the transfer-out rate compared to the average of the three comparison groups.

Cost of attendance

- Tuition and required fees for FTFT are higher for YSU compared to the Peer-29, but $2,020 lower than the average for the OH-13 and NEO-3.
- The average amount of any loans awarded to YSU FTFT is higher than the Peer-29, but $2,819 lower compared to the average for the OH-13 and NEO-3.
- The average net price of attendance for YSU FTFT undergraduate students is lower than that of all comparison groups. It is $7,011 lower compared to the OH-13.

3356-5-02 Advertising/sponsorship policy.

Responsible Division/Office:	University Relations
Responsible Officer:	~~Associate VP of University Relations~~Vice President of Strategic Communications/Chief of Staff
Revision History:	September 1997; June 2010; June 2015; December 2019; March 2025
Board Committee:	Institutional Engagement
Effective Date:	**~~December 12, 2024 (reviewed; no changes)~~March 13, 2025**
Next Review:	~~2029~~2030

(A) Policy statement. Institutional publications, statements, and advertisements must represent the highest professional standards for design and content, shall be truthful, informative and constructive, and avoid misleading or exaggerated impressions with respect to the university.

(B) Purpose. To maintain the consistency of the university's public image and to ensure appropriate use of the university's name and brand, the efficient use of university resources, and to provide information regarding the use of university funds in support of community activities and events.

(C) Scope. This policy applies to all advertising, including sponsorships, done by the university. Adherence to the highest professional content, design, and production standards is required to ensure that core institutional messaging, imaging and branding is accurately and effectively expressed and presented to the public in all media.

(D) "Sponsorship." The use of university funds for the betterment of agencies/ community partners that work in collaboration with the university but are not a part of the university system. Sponsorship includes underwriting, advertising, or attendance sponsorship, such as a seat or table fifteen hundred dollars and above.

(E) Guidelines.

(1) The success and public acceptance of effective advertising is dependent on a strategy built upon research, credibility and consistency; and it must be based on a well-planned and executed program. The office of marketing and communications is responsible for assuring that these standards are met.

(2) The YSU contact that requests or receives table seats as part of sponsorship is responsible to assure the table is full and provides a great opportunity for faculty, students, or administrators to appropriately represent the university and expand their learning experiences while mutually benefitting the partner organization.

(E) Procedures.

(1) University departments and offices wishing to use university resources for a sponsorship to advertise in any medium (e.g., internet websites, print publications, outdoor media, radio, television) must do so in consultation with the office of marketing and communications.

(2) A written request for advertising or sponsorship planning, design and/or placement services must be submitted to the office of marketing and communications prior to the commitment of any university funds at least three weeks in advance of the advertisement or sponsorship deadline. At that time, the office of marketing and communications will provide the requester with final production and placement cost estimates before proceeding.

(3) Once a final design and budget are agreed upon, the office of marketing and communications will be responsible for quality control in the design, content, and timely placement of the final advertisement or sponsorship.

(4) With respect to the department of intercollegiate athletics, the Cliffe college of creative arts ~~and communication~~, and employment advertising by the department of human resources, written requests for advertising are not required to be submitted to the office of marketing and communications. However, the marketing and/or advertising of these units must adhere to the guidelines and intent of this policy. The office of marketing and

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YOUNGSTOWN STATE UNIVERSITY

RESOLUTION TO MODIFY
ADVERTISING/SPONSORSHIP POLICY 3356-5-02

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
March 13, 2025
YR 2025-

Youngstown State University Foundation
Gift Processing Summary

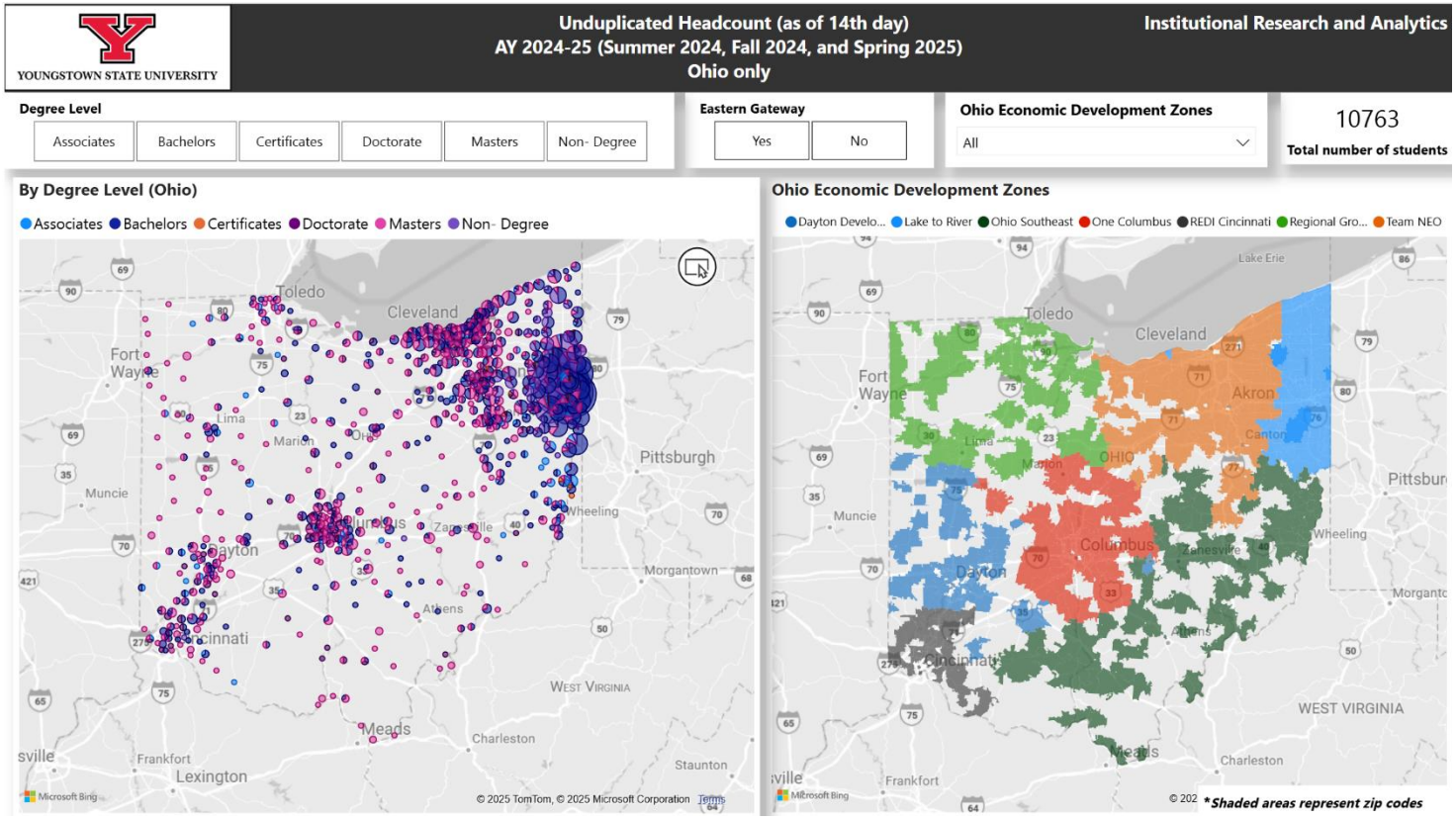
	Second Quarter			Year-to-Date		
	FY'25	FY'24	Difference FY25/FY24	FY'25	FY'24	Difference FY25/FY24
Development (New Gifts and New Pledges):						
YSU	$2,047,622.60	$2,120,736.56	-$73,113.96	$3,006,469.60	$3,511,739.45	-$505,269.85
YSUF	$4,083,433.03	$2,063,671.67	$2,019,761.36	$5,119,746.89	$3,106,936.06	$2,012,810.83
Total Development (New Gifts and New Pledges)	$6,131,055.63	$4,184,408.23	$1,946,647.40	$8,126,216.49	$6,618,675.51	$1,507,540.98
Planned Giving/Charitable Gift Annuities	$3,010,000.00	$200,000.00	$2,810,000.00	$6,810,000.00	$490,000.00	$6,320,000.00
Pledge Payments (For Pledges Currently or Previously Included as Development):						
YSU	$910,641.26	$965,681.35	-$55,040.09	$1,727,597.09	$1,226,772.50	$500,824.59
YSUF	$544,781.47	$550,850.52	-$6,069.05	$703,688.87	$618,193.80	$85,495.07
Total Pledge Payments	$1,455,422.73	$1,516,531.87	-$61,109.14	$2,431,285.96	$1,844,966.30	$586,319.66
Number of Gifts						
New Gifts	1,290	1,567	-277	1,665	2,007	-342
Pledges	44	35	9	54	43	11
Payments	109	107	2	191	184	7
Planned Gifts/Charitable Gift Annuities	2	1	1	5	3	2

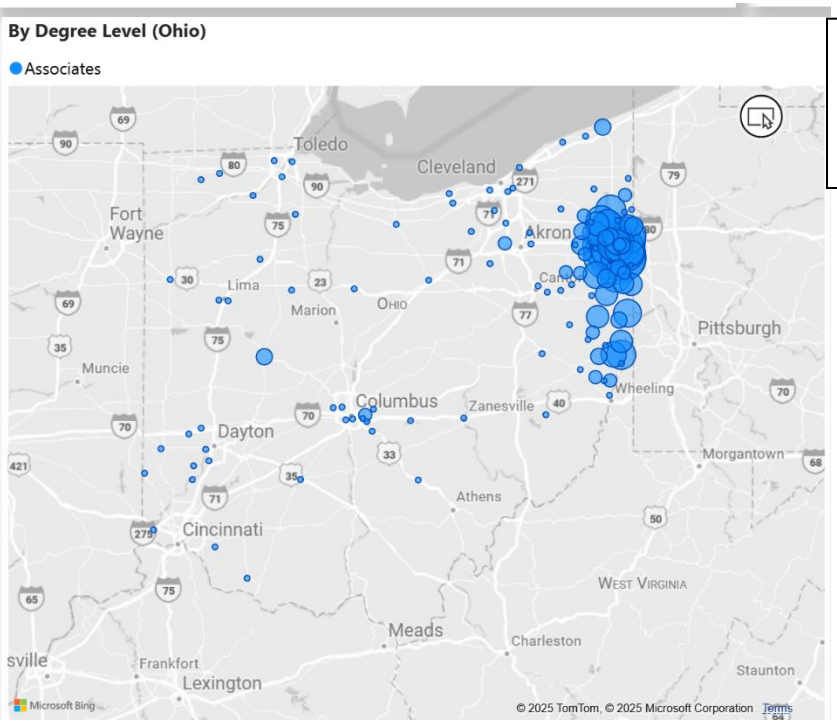
Youngstown State University
Board of Trustees
Governance Committee
March 12, 2025

HEAT-MAPS TO STRATEGIZE GAINING MARKET SHARE

Left illustration: Distribution of students in Ohio by degree/certificate/non-degree status using permanent residence zip code. The size of the circle increases with increasing student numbers.

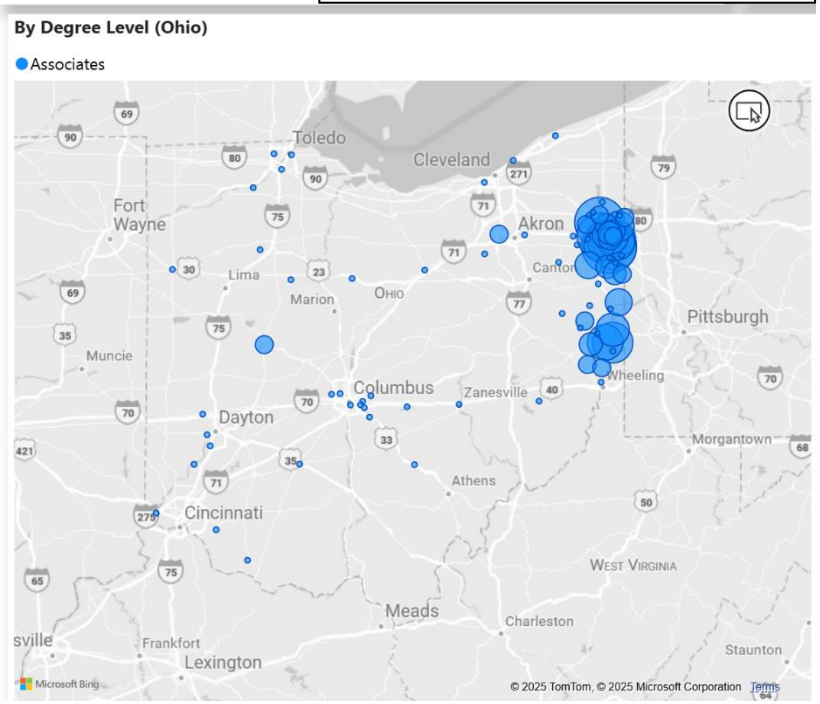
Right illustration: Distribution of students in Ohio, by Ohio economic development zones. If one student is enrolled, the entirety of the zip-code is highlighted

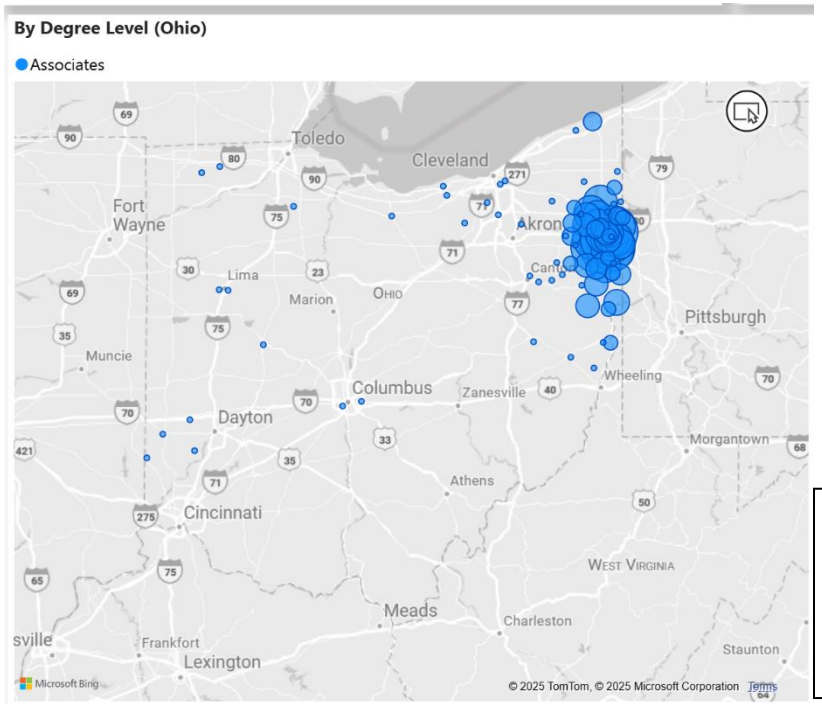




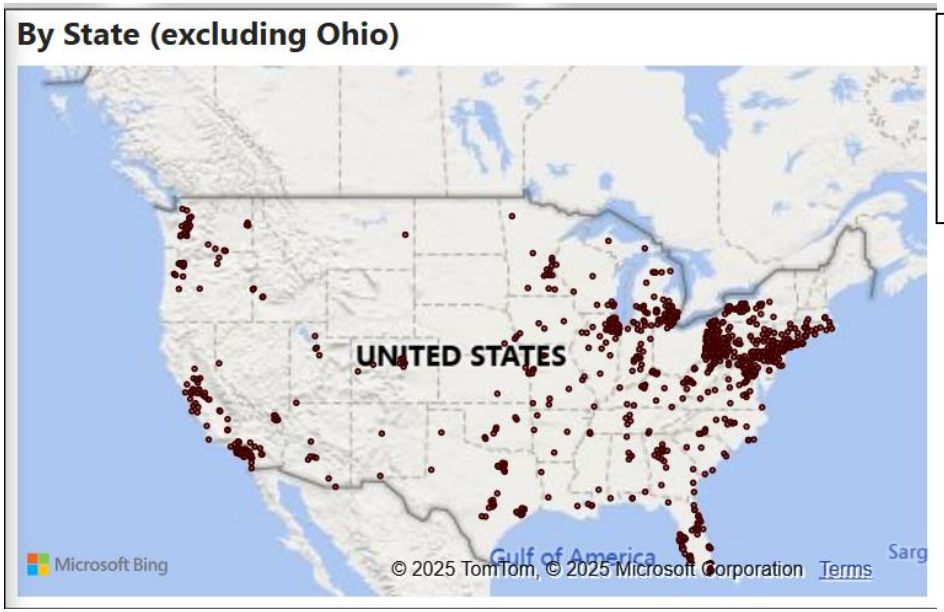
647 Ohio Associate degree-seeking students by permanent address zip code. Size of circle represents number of students.

222 Ohio EGCC Associate degree-seeking students by permanent address zip code. Size of circle represents number of students.



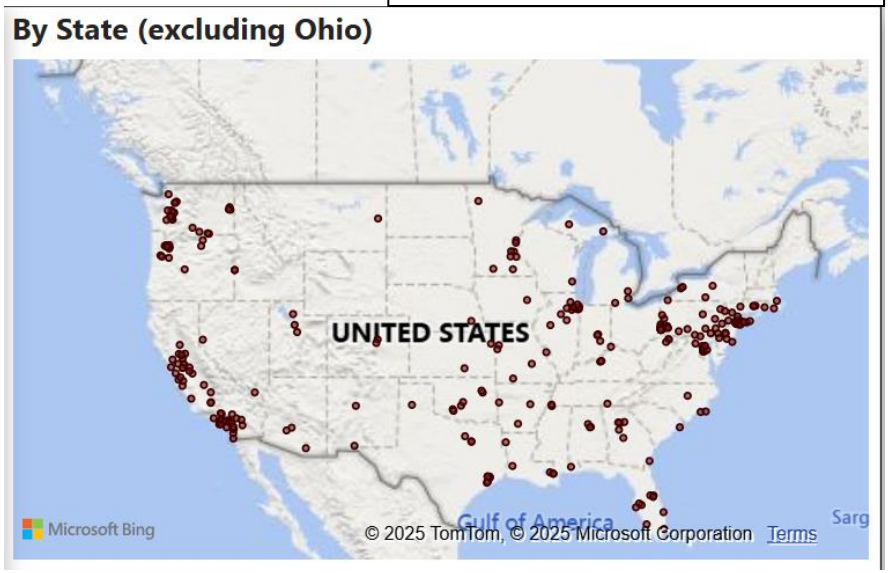


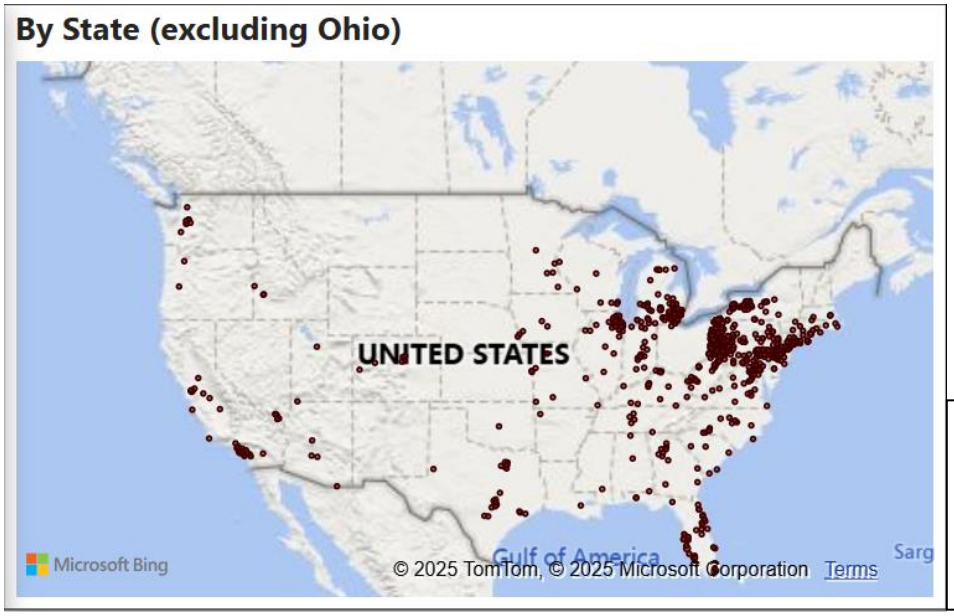
425 Ohio non-EGCC Associate degree-seeking students by permanent address zip code. Size of circle represents number of students.



2,021 national (not including Ohio) Associate degree-seeking students by permanent address zip code. Size of circle represents number of students.

293 national (not including Ohio) EGCCAssociate degree-seeking students by permanent address zip code. Size of circle represents number of students.





1,728 national (not including Ohio) non-EGCC Associate degree-seeking students by permanent address zip code. Size of circle represents number of students.

BOT Report
Sarah Keeler, Vice President
Office of Government Affairs
March 12, 2025

- State Operating Budget
  - Seeking $2.65M in addition to SSI allotment
  - Seeking to protect the 25 percent budget increase for the Tech Prep program

- Federal Appropriations Requests (pending)
  - Working on application for an expanded circle outside the student center on Tressel Way
  - Requests from FY25

- State Elected Officials
  - Meeting with House and Senate Leadership, Finance, and Higher Education Committees
  - March 10-11 IUC Day at the Statehouse

- Grants
  - $50K Campus Security Grant
  - In the process of submitting several corporate grants for the Student Center

- Greater Community Objectives
  - YBI application for an innovation hub –
  - Youngstown Warren Regional Chamber's Government Affairs Council
  - Chairing campus committee to review Joint Use Agreements with community partners.

- IUC Objectives
  - Be a voice for Youngstown State at the IUC regarding policy and funding decisions

- Campus Community Objectives
  - Advocate for legislative priorities, as per the President and the Board of Trustees

YOUNGSTOWN STATE UNIVERSITY

RESOLUTION TO MODIFY
MILITARY (UNIFORMED SERVICE LEAVE) POLICY, 3356-7-12

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Board of Trustees Meeting
March 13, 2025
YR 2025-

3356-7-12 Military ~~(uniformed service)~~ leave.

Responsible Division/Office:	~~Legal Affairs and~~ Human Resources
Responsible Officer:	VP for ~~Legal Affairs and Human Resources~~Strategic Communications/Chief of Staff
Revision History:	October 1998; December 2010; March 2015; March 2020; March 2025
Board Committee:	University Affairs
Effective Date:	**~~March 5, 2020~~March 13, 2025**
Next Review:	~~2025~~2030

(A) Policy statement. Youngstown state university recognizes the need to have a policy that addresses the employment and reemployment rights of full and part-time employees who serve in the uniformed services. It is the policy of the university to comply with the Uniformed Services Employment and Reemployment Act of 1994 ("USERRA"), as revised, and applicable state laws which protect job rights and benefits for veterans and members of the reserves.

(B) Purpose. The purpose of this policy is to demonstrate the university's support for its employees who are part of the uniformed services and to outline the rights and responsibilities of such employees.

(C) Scope. This policy applies to permanent public employees who are performing service in the uniformed services as defined in section 5923.05 of the Revised Code.

(D) Definition, as defined in section 5923.05 of the Revised Code:

(1) "Uniformed services means the armed forces; the Ohio organized militia, when engaged in active duty for training, inactive duty training, or full-time national guard duty; the commissioned corps of the public health service; and any other category of persons designated by the president of the United States in time of war or emergency."

(2) "Permanent public employee" means any person holding a position in public employment that requires working a regular schedule of twenty-six consecutive biweekly pay periods or any other regular

schedule of comparable pay periods which is not limited to a specific season or duration. Permanent public employee does not include student help, intermittent, seasonal or external interim employees, or individual covered by personal services contracts.

(E) Parameters.

(1) Employees defined in this policy are eligible for uniformed services benefits and reemployment rights in accordance with state and federal law.

(2) Leaves of absence for service in the uniformed services shall be granted in accordance with Chapters 5903. and 5923. of the Revised Code and Chapter 123:1-34 of the Administrative Code.

(3) Reinstatement and reemployment of employees in the uniformed services shall be in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 (38 U.S.C. 4301, et seq.) and Chapter 123:1-34 of the Administrative Code.

(4) Generally, permanent public employees, as defined in section 5923.05 of the Revised Code, who are members of uniformed services, as defined in paragraph ~~(A)~~(D) of this rule, are entitled to a leave with pay for such time as they are performing service in the uniformed services for up to one month~~, as defined in 5923.05, days~~ in any calendar year. Paid leave may not exceed one hundred seventy-six hours in any calendar year.

(5) Any permanent public employee called to the uniformed services for a period in excess of one month (one hundred seventy-six hours) because of an executive order issued by the president of the United States or because of an act of congress or because of an order to perform duty issued by the governor, pursuant to section 5919.29 or 5923.21 of the Revised Code, may receive during this period the difference between the employee's gross monthly wage or salary from the university and his/her gross uniformed service pay and allowances received in a particular month.

(6) Leave without pay will be granted in the event of voluntary or involuntary induction into uniformed service and in compliance with federal and state statutes.

(7) Employees on uniformed service leave without pay beyond thirty days have the right to elect continuation of health care coverage for up to eighteen months, but will be responsible for the full premium for the coverage elected. Employees on uniformed service leave without pay for up to thirty days will be given the option of making direct payments of the employee's share of the health insurance premium.

(8) Employees who accrue more than five years of cumulative uniformed service leaves of absence are excluded from university reemployment and fringe benefit rights, except as provided in 38 U.S.C. 4312, as amended.

YOUNGSTOWN STATE UNIVERSITY

Explanation of policy modification:

3356-2-02 Equal Opportunity and Affirmative Action Recruitment and Employment

Presidential Executive Order 14173, Ending Illegal Discrimination and Restoring Merit Based Opportunity, issued January 21, 2025, rescinded Executive Order 11246 which imposed affirmative action duties and obligations regarding sex and race.

The amendments contained in University Policy 3356-2-02 are in conformance with the required changes and must be completed within ninety days (90) of issuance of the new Executive Order.

YOUNGSTOWN STATE UNIVERSITY

RESOLUTION TO MODIFY AND RETITLE
EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION
RECRUITING AND EMPLOYMENT POLICY, 3356-2-02

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
March 13, 2025
YR 2025-

3356-2-02 Equal opportunity ~~and affirmative action recruitment and employment~~.

Responsible Division/Office:	Equal Opportunity, Policy Development and Title IX
Responsible Officer:	Executive Director, Equal Opportunity~~, Policy Development and Title IX~~ and Human Resources
Revision History:	August 2010; March 2011; September 2016; September 2021; March 2025
Board Committee:	University Affairs
Effective Date:	**~~September 2, 2021~~March 13, 2025**
Next Review:	2026

(A) Policy statement. Youngstown state university is committed to the principles of ~~affirmative action and~~ equality of treatment and opportunity without regard to sex (including pregnancy), race, religion, color, age, national origin, sexual orientation, gender identity and/or expression, disability, veteran or military status or any other basis protected by law (protected class status).

(B) Principles.

~~(1)~~ It is the responsibility of the entire university to create a campus environment that values all individuals and groups, to provide for equality of opportunity, and to maintain openness to diversity of ideas and experiences.

~~(2) The commitment of the university is directed, in part, by the affirmative action plan.~~

~~(3) The affirmative action plan outlines the parameters of the university's affirmative action practices in recruitment and employment, which are reported regularly to the board of trustees.~~

(C) Procedures.

(1) University employment and personnel actions and access to university-sponsored training, education, tuition assistance, social and recreational programs will be administered in accordance with

applicable state and federal regulations, executive orders, and university policies.

(2) The office of equal opportunity, ~~title IX and~~ policy development and Title IX is responsible for the development and implementation of the university's equal opportunity ~~and affirmative action~~ policies and for receiving complaints of discrimination or harassment based on protected class status.

(3) The office of equal opportunity, ~~title IX and~~ policy development and Title IX, in coordination with the office of human resources, shall monitor recruitment and employment practices for compliance with applicable legal requirements and university policies.

~~(4) The office of equal opportunity, title IX and policy development in conjunction with the office of human resources may require additional and/or specific efforts outside of the standard employment search process in furtherance of the university's equal employment and affirmative action goals. Such efforts include but are not limited to the drafting of job postings, the selection of applicants for interview, and advertisement and recruitment methods.~~

~~(5)~~(4) Specific information regarding equal opportunity recruitment and employment is found on the office of equal opportunity, policy development and Title IX website.

~~(6) The university's affirmative action plan is available for viewing in the office of equal opportunity, title IX and policy development.~~

YOUNGSTOWN STATE UNIVERSITY

RESOLUTION TO MODIFY
SELECTION, APPOINTMENT, AND EVALUATION OF EXECUTIVE OFFICERS, ADMINISTRATIVE OFFICERS, AND PROFESSIONAL/ADMINISTRATIVE STAFF POLICY, 3356-7-56

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
March 13, 2025
YR 2025-

3356-7-56 Selection, appointment, and evaluation of executive officers, administrative officers, and professional/administrative staff.

Responsible Division Office:	Human Resources
Responsible Officer:	VP of Strategic Communications/Chief of Staff~~for Legal Affairs and Human Resources~~
Revision History:	March 2025~~December 2024~~
Board Committee:	University Affairs
Effective Date:	**March 13, 2025~~December 12, 2024~~**
Next Review:	2029

(A) Policy statement. The board of trustees is committed to establishing and developing processes designed to select, appoint, and evaluate effective, innovative, and strategic executive officers, administrative officers, and professional/administrative staff. In the selection, appointment, and evaluation of said staff, the board of trustees is committed to the principle of collegiality, where, as appropriate, members of the university community (students, faculty, and staff) have an opportunity to participate in the decision-making processes of the university. The board of trustees acknowledges the need for the establishment of processes for the selection, appointment and evaluation of said staff.

(B) Purpose. To provide guidelines and processes necessary to meet the need for selection, appointment, and evaluation of executive officers, administrative officers, and professional/administrative staff.

(C) The procedures that follow provide an overall structure for the selection, appointment, and evaluation of executive officers, administrative officers, and professional/administrative staff. It is recognized that these procedures may need to be adjusted in consultation with the chief human resources officer to accommodate a particular situation. The following is a general description of the selection, appointment, and evaluation process.

(D) Definitions.

(1) "Executive officers" – maintain overall leadership for a particular division or unit. As university officials, each has the responsibility to represent the university and provide leadership in the specified

areas of responsibility. The executive officers serve as primary advisors and the members of the president's cabinet. In addition, the president may designate others to serve as members of the cabinet. Executive officers of the university include:

(a) The provost and vice president for academic affairs is the chief academic officer of the university. As the president's first delegate, the provost and vice president for academic affairs has primary responsibility for the overall administration of the academic programs of the university.

(b) The vice president for institutional effectiveness and board professional is responsible for the university's institutional effectiveness agenda, provides leadership for institutional research and strategic planning implementation and assessment, supports the president internally and externally, and supports the successful functioning of the board of trustees as a board professional.

(c) The vice president for student affairs is the chief student personnel officer for the university and provides leadership for the division of student affairs and its major units.

(d) The vice president for finance and business operations is the chief fiscal officer for the university, provides leadership for the division of finance and business operations, recommends fiscal policy to the president for consideration by the board of trustees, and is responsible for implementation of these policies.

(e) The vice president of legal affairs and human resources and university general counsel is the chief legal officer of the university and provides leadership for the division of legal affairs and human resources.

(f) The vice president for government affairs is the chief government affairs officer and provides strategic leadership in building effective relationships with federal, state, and local officials as well as key community stakeholders to advance the university.

(g) The vice president for strategic communications provides a comprehensive leadership vision for development and implementation of a communications, marketing, branding, and public relations strategy. Serves as the university's chief spokesperson and representative to the news media.

(h) Other positions designated by the president with the approval of the board of trustees.

(2) "Administrative officers" – maintain management responsibilities for a specific segment of the campus. They also serve as an integral part of the university's leadership team that is responsible for the overall direction of the institution. Each serve as a primary advisor on the various divisional advisory committees and as members of the executive and administrative staff council. Each dean, associate dean, and chair has certain responsibility for one of the colleges and reports directly or through the chain of command to the provost and vice president for academic affairs. Associate vice presidents, associate provosts, assistant provosts, and executive directors are responsible for a major administrative unit.

Administrative officers of the university include:

(a) College deans, associate deans, and chairs.

(b) Associate vice presidents.

(c) Executive directors.

(d) Associate provosts.

(e) Assistant provosts.

(f) Executive director of equal opportunity, policy development, and Title IX.

(g) Chief human resources officer.

(h) Other positions designated by the president.

(3) "Professional/administrative staff" (including part-time and externally funded) – perform nonteaching duties of a professional, administrative, or research nature and are not in the classified civil service or in a bargaining unit. Includes intercollegiate athletic coaches who have instructional responsibilities in the division of intercollegiate athletics.

(E) Selection.

(1) Executive officers.

(a) Posting requirements.

(i) Vacant or new positions shall be posted on the university website and on other appropriate platforms, as determined by the office of human resources.

(ii) Postings shall identify the minimum qualifications to fill the position and may identify preferred qualifications.

(b) Search committee.

(i) The president will appoint a search committee to fill a vacant or new executive level position and shall identify one member of the committee to serve as chair.

(ii) The search committee shall include representatives of the affected university division, member(s) of the board of trustees, as designated by the board chair, and may include other members of the university community and other external members, as appropriate.

(iii) Prior to serving on a search committee, all search committee members shall attend and complete search committee training.

(iv) All timely applications received shall be reviewed by the search committee chair or a representative of human resources to identify those candidates who meet the minimum qualifications.

(v) The candidates who meet the minimum qualifications shall be forwarded to the search committee for further review. The search committee shall rate each candidate.

(vi) The search committee chair shall complete a review of references provided by the qualified candidates and shall determine and review additional references germane to the candidates' prior employment history. Based upon the ratings and the reference check review, the search committee chair will identify candidates to interview. Alternatively, the president may authorize the use of a search firm.

(vii) An on-campus interview shall be conducted by the search committee and may include a broad representation of each division of the university, other members of the university community, including the board of trustees and others identified by the appropriate executive level officer or designee appointed by the president.

(viii) The president will host a meeting with each of the final candidates and members of the board of trustees.

(ix) The president, in consultation with the board of trustees, will identify the candidate to be extended the offer.

(c) Exceptions to the selection process.

(i) Search waiver. A waiver of the search process may be requested in accordance with rule 3356-7-55 of

the Administrative Code, “Search waivers for hiring of faculty, executive officers, administrative officers, and professional/administrative staff.”

(ii) Interim appointment. Positions may be filled on an interim basis without initiating the search process (see rule 3356-9-10 of the Administrative Code, “Acting/interim appointments of university executive and administrative employees”).

(2) Administrative officers.

(a) Posting requirements.

(i) Vacant or new positions shall be posted on the university website and on other platforms, as determined by the office of human resources.

(ii) Postings shall identify the minimum qualifications to fill the position and may identify preferred qualifications.

(b) Search committee.

(i) The appropriate executive level officer or the president’s designee shall appoint a search committee to fill a vacant or new administrative officer level position and shall identify one member of the committee to serve as the chair.

(ii) The search committee shall include representatives of the affected university division and may include other members of the university community and other external members, as appropriate.

(iii) Prior to serving on a search committee, all search committee members shall attend and complete search committee training.

(iv) All timely applications received shall be reviewed by the search committee chair or a representative of

human resources to identify those candidates who meet the minimum qualifications.

(v) The candidates who meet the minimum qualifications shall be forwarded to the search committee for further review. The search committee shall rate each candidate.

(vi) The search committee shall complete a review of references provided by the qualified candidates and shall determine and review additional references germane to the candidates' prior employment history. Based upon the ratings and reference check review, the search committee chair will identify candidates to interview. Alternatively, the president may authorize the use of a search firm.

(vii) An on-campus interview shall be conducted by the search committee and may include a broad representation of each division of the university, other members of the university community, including the board of trustees and others identified by the appropriate executive level officer or designee appointed by the president.

(viii) Upon conclusion of the interview process, the search committee shall submit a list of candidates that are well-qualified to fill the position to the appropriate executive level officer or designee appointed by the president.

(ix) The appropriate executive level officer or designee appointed by the president, in consultation with the president, shall review the list of well-qualified candidates and identify the person to be extended an offer of employment.

(c) Exceptions to the selection process.

(i) Search waiver. A waiver of the search process may be requested in accordance with rule 3356-7-55 of the Administrative Code, "Search waivers for hiring of faculty, executive officers, administrative officers, and professional/administrative staff."

(ii) Interim appointment. Positions may be filled on an interim basis without initiating the search process (see rule 3356-9-10 of the Administrative Code, "Acting/interim appointments of university executive and administrative employees").

(3) Professional/administrative staff.

(a) Posting requirements.

(i) Vacant or new positions shall be posted on the university website and on other platforms, as determined by the office of human resources.

(ii) Postings shall identify the minimum qualifications to fill the position and may identify preferred qualifications.

(b) Search committee.

(i) The hiring manager will follow the prescribed electronic process to seek approval to post a professional/ administrative position.

(ii) The hiring manager shall appoint a search committee to fill a new or vacant professional/ administrative position and shall identify one member of the search committee to serve as chair.

(iii) Prior to serving on a search committee, all search committee members shall attend and complete search committee training.

(iv) All timely applications received shall be reviewed by the search committee chair or a representative of human resources to identify those candidates who meet the minimum qualifications.

(v) The candidates who meet the qualifications shall be forwarded to the search committee for further review. The search committee shall rate each candidate. Based upon the ratings and the reference check review, the search committee chair will identify candidates to interview.

(vi) Upon conclusion of the interview process, the search committee shall submit to the hiring manager a list of the candidates that are well-qualified for the position.

(vii) The hiring manager shall interview the well-qualified candidates and identify the person to be extended an offer of employment.

(c) Exceptions to the selection process.

(i) Search waiver. A waiver of the search process may be requested in accordance with rule 3356-7-55 of the Administrative Code, "Search waivers for hiring of faculty, executive officers, administrative officers, and professional/administrative staff."

(ii) Interim appointment. Positions may be filled on an interim basis without initiating the search process (see rule 3356-9-10 of the Administrative Code, "Acting/interim appointments of university executive and administrative employees").

(F) Appointments.

(1) Executive officers.

(a) For an executive level position, the president, in consultation with the board of trustees, will identify the

candidate to be extended the offer. The office of human resources will extend an offer of employment that is contingent upon the approval of the board of trustees. The offer will be in the form of either an appointment or employment contract.

(i) Appointments will include a ninety-day notice of termination clause.

(ii) When it is in the best interest of the university, the president may issue an employment contract for multiple years.

(iii) Both appointments and employment contracts of an executive officer must be approved by the board of trustees prior to the employment start date.

(b) Employment is contingent on acceptable background checks. The requirement for a background check cannot be waived.

(c) The chief human resources officer will prepare and submit a summary of all personnel actions for executive level officers to the university affairs committee for recommendation for approval by the board of trustees. The personnel actions shall be contingent upon approval by the board.

(2) Administrative officers.

(a) For an administrative officer level position, the office of human resources will extend an offer of employment that is contingent upon approval of the board of trustees. The offer will be in the form of either an appointment or an employment contract.

(i) Appointments will include a ninety-day notice of termination clause. Appointments are contingent upon board approval; however, employees may begin employment prior to board approval. Administrative officers with tenure may be returned

to faculty without providing the ninety-day notice period. See rule 3356-9-05 of the Administrative Code, "Faculty rank and tenure for designated administrators."

(ii) When it is in the best interest of the university, the president may issue an employment contract for multiple years. Employment contracts must be approved by the board of trustees in advance of the employment start date.

(iii) Employment is contingent on acceptable background checks. The requirement for a background check cannot be waived.

(iv) The chief human resources officer will prepare and submit a summary of all personnel actions for administrative level officers to the university affairs committee for recommendation for approval by the board of trustees. The personnel actions shall be contingent upon approval by the board.

(3) Professional/administrative staff.

(a) The offer of employment may only be extended by the office of human resources in collaboration with the hiring manager.

(b) The offer will be in the form of either an appointment or an employment contract.

(i) Appointments, including multi-year appointments, will include a sixty-day notice of termination clause. Appointments are contingent upon board approval; however, employees may begin employment prior to board approval.

(ii) In the event that a multi-year appointment for an intercollegiate athletic coach reaches the conclusion of the appointed term and an additional multi-year appointment is not considered, the appointment

shall be determined to be a continuing appointment with no interruption in employment status and will be subject to a sixty-day termination clause.

(iii) When it is in the best interest of the university, the president may issue an employment contract for multiple years. Employment contracts must be approved by the board of trustees in advance of the employment start date, except for head intercollegiate athletic coaches.

(iv) The president will keep the board of trustees informed of negotiations involving employment contracts for multiple years.

(c) Employment is contingent on acceptable background checks. The requirement for a background check cannot be waived.

(d) The chief human resources officer will prepare and submit a summary of all personnel actions for professional/ administrative staff, to the university affairs committee for recommendation for approval by the board of trustees. The personnel actions shall be contingent upon approval by the board.

(G) Evaluation of executive officers, administrative officers, and professional/ administrative staff.

(1) The procedures that follow provide an overall structure for evaluation. The university will maintain an electronic process. However, it is recognized that these procedures may need to be adjusted to accommodate a particular situation.

(2) The evaluation process is conducted on an annual basis; for intercollegiate athletic coaches, the evaluation process will be conducted at the end of each season.

(3) For executive and administrative officers, the board of trustees considers it important to have the evaluation of executive and administrative officers include the perspective of their constituents

and subordinates. Therefore, an important component of the overall evaluation may be input from a sample of constituents and subordinates.

(4) The president will consult with the board of trustees during the evaluation process as to the performance of executive level officers and will inform the board of trustees about the results of their evaluation of each executive level officer.

(H) Salary adjustments.

(1) Executive officers.

(a) At year's end, during a one-on-one session between the executive level officer and the president, preliminary salary adjustment considerations may be discussed.

(b) When considering salary adjustments for executive level officers, the president will submit proposed adjustments to the university affairs committee for its review and approval prior to implementing said adjustment(s).

(2) Administrative officers.

(a) At year's end, during a one-on-one session between the administrative officer and the executive officer, preliminary salary adjustment considerations may be discussed.

(b) When considering salary adjustments for administrative officers, the president will submit proposed adjustments to the university affairs committee for its review and comment prior to implementing said adjustment(s).

(3) Professional/administrative staff, not including intercollegiate athletic coaches.

The president may consider a merit pay policy with the approval of the board of trustees.

(4) Intercollegiate athletic coaches.

(a) Determinations regarding merit increases, if any, will be based on achievements, change in duties or responsibilities, and competitive or equity adjustments.

(b) Salary adjustments may not exceed the resources allocated by the university to the athletic department budget.

(c) For sports that utilize assistant coaches, the head coach, in consultation with the executive director of athletics, has the authority to allocate funds budgeted for their assistant coaches at their discretion and within budgetary limitations at any point during the fiscal year.

(d) Unsuccessful competitive performance may affect salary adjustments.

(e) The executive director will recommend merit increases to the president for approval.

YOUNGSTOWN STATE UNIVERSITY

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 December 12, 2024, meeting of the Board of Trustees; and

WHEREAS, such personnel actions are in accordance with the 2024-2025 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; 3356-7-36, Hiring and Selection Process, Evaluation and Compensation for Intercollegiate Athletic Coaches; and 3356-7-46, Supplemental Pay Assignments for Full and Part-time Faculty and Professional/Administrative Staff and Secondary Appointments for Full-time Faculty;

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

YOUNGSTOWN STATE UNIVERSITY

SUMMARY OF PERSONNEL ACTIONS

Faculty & Department Chairs

10/16/2024 through 1/15/2025

Separations – 5

- Faculty Tenured – 2
- Faculty Term – 3

Appointments – 7

New Positions – 2

- Faculty Term – 2

Replacement Positions – 5

- Faculty Tenure Track – 1
- Faculty Term – 4

Position Adjustments – 2

- Faculty Tenured – 1
- Department Chair – 1

YOUNGSTOWN STATE UNIVERSITY
FACULTY DEPARTMENT CHAIRS
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
SEPARATIONS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT/PROGRAM	DATE OF SEPARATION	FTE	SALARY	SEPARATION TYPE
Term Appointments							
Adewole, Babatunde	Faculty	Lecturer	Computer Science Info. Systems	1/10/2025	1.00	$ 60,000.00	Withdrawn
Hudson, Monica	Faculty	Lecturer	Nursing	12/31/2024	1.00	$ 53,000.00	Resignation
Lyda, Kelsey	Faculty	Senior Lecturer	Mechanical Engineering	12/16/2024	1.00	$ 59,358.48	Resignation
Tenured Appointments							
Krummel, Christopher	Faculty	Professor	Dana School of Music	12/31/2024	1.00	$ 93,136.71	Retirement
Matanin, Marcia	Faculty	Professor	Teacher Education	12/31/2024	1.00	$ 97,263.90	Retirement

YOUNGSTOWN STATE UNIVERSITY
FACULTY DEPARTMENT CHAIRS
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT/PROGRAM	APPOINTMENT DATE	FTE	SALARY
Term Appointments						
Jacobs, Gary*	Faculty	Principal Lecturer and Program Coordinator	Teacher Education	1/1/2025	1.00	$ 86,067.00
Adewole, Babatunde	Faculty	Lecturer	Computer Science & Info Systems	1/1/2025	1.00	$ 60,000.00
Alelaiw, Ali	Faculty	Temporary Lecturer	Mechanical Engineering	1/1/2025	1.00	$ 60,000.00
Ismail, Hiba*	Faculty	Lecturer	Health Professions	1/1/2025	1.00	$ 51,000.00
Martuccio, Mason	Faculty	Lecturer	Mathematics & Statistics	1/1/2025	1.00	$ 49,000.00
Nachim, Paul	Faculty	Lecturer	Mathematics & Statistics	1/1/2025	1.00	$ 49,000.00
Tenure Track Appointments						
Shilling, Erin	Faculty	Assistant Professor	Physical Therapy	1/1/2025	1.00	$ 72,000.00
**New Positions*						

YOUNGSTOWN STATE UNIVERSITY
FACULTY DEPARTMENT CHAIRS
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
POSITION/SALARY ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	NEW POSITION TITLE/ OLD POSITION TITLE	NEW DEPARTMENT/ OLD DEPARTMENT	APPOINTMENT DATE	FTE	NEW SALARY	OLD SALARY
Christiansen Erb, Joy	Chair	Chair and Professor/Acting Chair and Professor	Art	10/1/2024	1.00	$ 106,923.35	$ 106,923.35
Genna, Douglas	Faculty	Professor	Chemistry	1/13/2025	1.00	$ 109,928.00	$ 82,445.58

YOUNGSTOWN STATE UNIVERSITY

SUMMARY OF PERSONNEL ACTIONS

Professional Administrative - (Excludes Athletics)

10/16/2024 through 1/15/2025

Separations – 11

- Professional Administrative Staff – 2
- Professional Administrative Excluded – 7
- Professional Administrative Externally Funded – 2

Appointments – 13

Replacement Positions – 13

- Professional Administrative Staff – 8
- Professional Administrative Excluded – 4
- Professional Administrative Externally Funded – 1

New Positions – 0

Search Waivers – 0

Reclassifications/Position Adjustments – 7

- Professional Administrative Staff – 1
- Professional Administrative Excluded – 4
- Professional Administrative Externally Funded – 2

Promotions – 8

- Professional Administrative Staff – 3
- Professional Administrative Excluded – 5

Search Waivers – 4

Salary Adjustments – 9

- Professional Administrative Staff – 4
- Professional Administrative Excluded – 2
- Professional Administrative Externally Funded – 3

YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
SEPARATIONS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	DATE OF SEPARATION	FTE	SALARY	SEPARATION TYPE
Adler, Alexandra	APAS	Case Manager	Dean of Students	10/18/2024	1.00	$ 47,003.25	Resignation
McEldowney, Cara	APAS	Technology Trainer	IT Training Services	11/30/2024	1.00	$ 49,140.00	Resignation
Cohol, Marianne	Excluded	Director Information Technology Application and Project Management Office	Chief Information Officer	1/2/2025	1.00	$ 122,672.40	Resignation
Ewing, David	Excluded	Associate Director	Grounds	12/31/2024	1.00	$ 79,590.60	Retirement
Lamb, Carol	Excluded	Interim Associate Dean	Dean - STEM	11/22/2024	0.23	$ 21,916.00	Temp Appt. Ended
Markowitz, Ronald	Excluded	Associate Director Operations and Events	Kilcawley Center	11/26/2024	1.00	$ 59,302.80	Resignation
Nave, Lance	Excluded	Associate Director Residence Life	Housing	10/16/2024	1.00	$ 60,863.40	Resignation
Sanders, Salvatore	Excluded	Dean and Assistant Provost	Dean-College of Graduate Studies	12/31/2024	1.00	$ 150,358.29	Retirement
Varian, Becky	Excluded	Director	Academic Success Center	10/31/2024	1.00	$ 75,942.13	Retirement
Chapman, Chaste	Externally Funded	Instruction Specialist	Rich Center for Autism	11/29/2024	1.00	$ 23,132.00	Resignation
Morgione, Dominic	Externally Funded	Associate Director of Business Development and Industry Partnerships	Center for Workforce Education & Innovation	10/31/2024	1.00	$ 66,585.60	Resignation

YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	APPOINTMENT DATE	FTE	SALARY
Colyer, Llita	APAS	Counselor Financial Aid	Financial Aid and Scholarships	1/6/2025	1.00	$ 40,000.00
Dodge, Alisha	APAS	Assistant Director	Honors College	10/16/2024	1.00	$ 45,500.00
McCurry, Nicole	APAS	Financial Aid Counselor	Financial Aid and Scholarships	12/16/2024	1.00	$ 40,000.00
Osborne, Jacob	APAS	Academic Advisor 2	Dean - WCBA	11/1/2024	1.00	$ 44,000.00
Osman, Alyssa	APAS	Coordinator Enrollment Marketing and Recruitment	Dean - HHS	12/2/2024	1.00	$ 50,000.00
Spence, William	APAS	Reference Librarian Health & Human Services	Maag Library	12/2/2024	1.00	$ 43,888.00
Townsend, Yvonne	APAS	Academic Advisor 2	Dean - WCBA	11/1/2024	1.00	$ 44,000.00
Zero, Tyler	APAS	Academic Advisor 1	Dean - HHS	11/18/2024	1.00	$ 43,805.00
De'Armond Szucs, Laura	Excluded	Associate Director International Admissions	International Programs Office	10/16/2024	1.00	$ 70,000.00
Jurczak, Jade	Excluded	Assistant Registrar	Registration & Records	10/16/2024	1.00	$ 64,000.00
Lamb, Carol	Excluded	Interim Associate Dean	Dean - STEM	10/28/2024	0.23	$ 21,916.00
Swisher, Sarah	Excluded	Intermittent Intramural Athletic Trainer	Club Sports	10/28/2024	0.25	$ 31,200.00
Davis, Kyle	Externally Funded	Instruction Specialist	Rich Center for Autism	10/16/2024	1.00	$ 28,000.00

YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
RECLASSIFICATIONS/POSITION ADJUSTMENTS

EMPLOYEE NAME	NEW EMPLOYEE TYPE / PREVIOUS EMPLOYEE TYPE	NEW POSITION TITLE/ PREVIOUS POSITION TITLE	NEW DEPARTMENT/ PREVIOUS DEPARTMENT	APPOINTMENT DATES	NEW FTE/ OLD FTE	NEW SALARY	PREVIOUS SALARY
Schaper, Michele	APAS	Assistant Director, Degree Audit and Curriculum/Assistant Director	Registration & Records	7/1/2024	1.00	$ 74,743.85	$ 71,184.62
Donaldson, Rosalyn	Excluded	Director IT Project Management Office & Training Services/Director IT Training & Academic Continuity Team Program Manager	IT Training Services	1/1/2025	1.00	$ 114,704.10	$ 109,242.00
Herman, Jeanne	Excluded	Associate Vice President Strategic Enrollment/Associate Vice President Institutional Effectiveness	Student Enroll & Business Services	9/1/2024	1.00	$ 140,000.00	$ 127,703.10
Geilhard, Tasha	Excluded	Director IT Enterprise Data & Application Services/Director Data Analytics	IT Data Analytics	1/1/2025	1.00	$ 114,704.10	$ 109,242.00
O'Connell, Christina	Excluded	Executive Director Center of Career Management/Director Center of Career Management	Dean - WCBA	11/16/2024	1.00	$ 73,601.00	$ 57,147.24
Binsley, Jenna	Externally Funded	Program Administrator/Associate Director Marketing and Communications	Tressel Institute Leadership & Teamwork	10/16/2024	1.00	$ 59,390.00	$ 69,870.00
Dobson, Rachael	Externally Funded	Director/Associate Director for Behavioral Programming	Rich Center for Autism	11/1/2024	1.00	$ 84,597.49	$ 76,906.81

YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
PROMOTIONS

EMPLOYEE NAME	EMPLOYEE TYPE / PREVIOUS EMPLOYEE TYPE	NEW POSITION TITLE / PREVIOUS POSITION TITLE	NEW DEPARTMENT/ PREVIOUS DEPARTMENT	APPOINTMENT DATE	FTE	NEW SALARY	PREVIOUS SALARY
Campbell, Rebecca	APAS	Assistant Director/Coordinator	Undergraduate Admissions	11/1/2024	1.00	$ 49,000.00	$ 41,814.00
Eisnaugle Bika, Sarah	APAS	Assistant Director/Coordinator	College Access and Transition	12/1/2024	1.00	$ 62,000.00	$ 51,721.43
Merlino, Aaron	APAS	Information Security Architect/ Information Security Engineer	IT Security Services	11/16/2024	1.00	$ 96,847.00	$ 79,261.84
Conway, E. Rich	Excluded	Associate Director Grounds and Motor Pool/Groundskeeper 3	Grounds	1/12/2025	1.00	$ 68,000.00	$ 55,265.60
Greco, Michael**	Excluded	Director/Associate Director	Academic Success Center	11/1/2024	1.00	$ 70,000.00	$ 61,123.63
Harrington, Timothy**	Excluded	Vice President Strategic Communications & Chief of Staff/Special Assistant President Strategic Communications	University Relations	12/16/2024	1.00	$ 170,000.00	$ 140,000.00
Van slambrouck, Severine**	Excluded	Associate Provost, Research Services & Graduate Studies/ Director	Office of Research Services/Office of Research Services & Graduate Studies	1/1/2025	1.00	$148,000	$ 107,712.61
Wormley, Jeffrey**	Excluded	Associate Director/ Senior Project Manager	IT Training Services	12/16/2024	1.00	$ 94,251.00	$ 89,762.87
***Search Waiver*							

YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
SALARY ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	APPOINTMENT DATES	NEW FTE	NEW SALARY	OLD FTE	PREVIOUS SALARY
Dodge, Alisha	APAS	Assistant Director	Honors College	1/1/2025	1.00	$ 46,000.00	1.00	$ 45,500.00
Nuskievicz, Joseph	APAS	Environmental Health and Safety Specialist	Environmental Health and Safety	1/1/2025	1.00	$ 71,373.80	1.00	$ 70,873.80
Reichert, Lisa	APAS	Special Assistant to AVP/Controller	Controller's Office	1/1/2025	0.75	$ 66,104.97	0.50	$ 44,069.98
Reichert, Lisa	APAS	Special Assistant to AVP/Controller	Controller's Office	12/1/2024	0.50	$ 44,069.98	0.75	$ 66,104.97
Cossentino, Amy	Excluded	Dean and Associate Provost	Provost VP - Academic Affairs	10/16/2024	1.00	$ 158,561.55	1.00	$ 151,011.00
Herman, Jeanne	Excluded	Associate Vice President Strategic Enrollment	Student Enroll & Business Services	1/1/2025	1.00	$ 147,000.00	1.00	$ 140,000.00
Seagroves, Reilly	Externally Funded	Instruction Specialist	Rich Center for Autism	11/1/2024	0.80	$ 20,400.00	1.00	$ 25,500.00
Smith, Donivan	Externally Funded	Registered Behavior Technician	Rich Center for Autism	1/1/2025	0.60	$ 21,767.62	1.00	$ 36,279.36
Veisz, Patricia	Externally Funded	Temporary Director	Dean - WCBA	1/1/2025	1.00	$ 84,896.64	0.80	$ 67,917.31

SUMMARY OF PERSONNEL ACTIONS
Athletic Employees
10/16/2024 through 1/15/2025

Separations – 6

- Professional Administrative Excluded – 6

Appointments – 1

Replacement Positions – 1

- Professional Administrative Externally Funded – 1

Multi-Year Appointments - 1

- Professional Administrative Excluded – 1

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
SEPARATIONS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	DATE OF SEPARATION	FTE	SALARY	TYPE OF SEPARATION
Berassa, Jelani	Excluded	Assistant Coach	Football	12/31/2024	1.00	$ 65,524.80	Resignation
Dukes, Christian	Excluded	Assistant Coach	Football	12/31/2024	1.00	$ 56,161.20	Resignation
Green, Joshua	Excluded	Assistant Coach	Soccer - Women's	1/7/2025	1.00	$ 49,588.21	Nonrenewal
Larkin, Jeremy	Excluded	Assistant Coach	Football	12/31/2024	1.00	$ 56,161.20	Resignation
Maryskova, Anita	Excluded	Assistant Coach	Soccer - Women's	1/7/2025	1.00	$ 31,680.18	Nonrenewal
Shrum, Brian	Excluded	Head Coach	Soccer - Women's	1/7/2025	1.00	$ 72,848.96	Resignation

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Law, Nicole	Externally Funded	Athletic Academic Coordinator	Athletic Administration	12/2/2024	1.00	$ 43,947.00

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
MULTI-YEAR APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Wall, Richard	Excluded	Head Coach	Soccer - Women's	1/6/2025 - 6/30/2028	1.00	$ 75,000.00

YOUNGSTOWN STATE UNIVERSITY

SUMMARY OF PERSONNEL ACTIONS

Supplemental and Secondary Pay Assignments

10/16/2024 through 1/15/2025

Supplemental Pay Assignments – 60

General/Restricted Funded Assignments – 52

- Professional Administrative Staff – 5
- Professional Administrative Excluded – 3
- Professional Administrative Externally Funded – 1
- Full-time Faculty – 21
- Part-time Faculty – 22

Grant Funded Assignments – 8

- Professional Administrative Externally Funded – 2
- Full-time Faculty – 2
- Part-time Faculty – 4

Faculty Secondary Appointments – 0

YOUNGSTOWN STATE UNIVERSITY
SUPPLEMENTAL PAY ASSIGNMENTS AND SECONDARY APPOINTMENTS
RECEIVED 10/16/2024 - 1/15/2025
GENERAL FUND SUPPLEMENTAL PAY ASSIGNMENTS

LAST NAME	FIRST NAME	EMPLOYMENT TYPE	ORIGINATING DEPARTMENT	RECEIVED IN HR	DATES DUTIES PERFORMED	PAYMENT AMOUNT
Eisnaugle Bika	Sarah	APAS	College Access and Tradition	10/25/2024	12/09/24 - 02/28/25	$2,400.00
Eisnaugle Bika	Sarah	APAS	Chemical Biological Sciences	1/7/2025	01/06/25 - 04/26/25	$2,000.00
McCormick	Dan	APAS	Communication	11/5/2024	11/04/24 - 03/01/25	$4,350.00
Robich	Laura	APAS	Nursing	11/27/2024	01/06/25 - 05/06/25	$5,000.00
Vinkler	Susan	APAS	Nursing	11/6/2024	01/06/25 - 05/06/25	$5,000.00
De'Armond Szucs	Laura	Excluded	International Programs Office	1/7/2025	12/16/24 - 06/15/25	$5,400.00
Saenger	Christina	Excluded	Distance Education	11/18/2024	10/21/24 - 12/14/24	$12,300.00
Sanders	Sal	Excluded	BCLASSE	12/16/2024	01/01/23 - 09/01/23	$625.00
Italiano	Kristen	Externally Funded	Teacher Education Leadership Studies	11/1/2024	11/15/24 - 06/30/25	$4,820.85
Beese	Jane	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$500.00
Chung	Miri	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$450.00
Eunni	Rangamohan	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$3,100.00
Hinz	Jessi	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$4,750.00
Jeffords	Charles	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$750.00
Jeffords	Charles	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$750.00
Jeffords	Charles	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$250.00
McClusky	Paula	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$1,250.00
Mikula	Vincent	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$250.00
Mikula	Vincent	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$750.00
Myers	Nathan	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$750.00
Peck	Teresa	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$1,250.00
Ratican	Crystal	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$750.00
Shields	Cynthia	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$750.00
Shields	Cynthia	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$1,250.00
Shortreed	Mary	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$250.00
Thomas	Wendy	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$250.00
Tyus	Jeff	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$500.00
Van Dussen	Dan	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$1,000.00

YOUNGSTOWN STATE UNIVERSITY
SUPPLEMENTAL PAY ASSIGNMENTS AND SECONDARY APPOINTMENTS
RECEIVED 10/16/2024 - 1/15/2025
GENERAL FUND SUPPLEMENTAL PAY ASSIGNMENTS

LAST NAME	FIRST NAME	EMPLOYMENT TYPE	ORIGINATING DEPARTMENT	RECEIVED IN HR	DATES DUTIES PERFORMED	PAYMENT AMOUNT
Wallace	Debra	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$750.00
Weaver	Amy	Full-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$2,000.00
Balestra	Ruth	Part-time Faculty	University Theatre	11/6/2024	11/06/24 - 12/13/24	$350.00
Borovitcky	Cheryl	Part-time Faculty	Teacher Education Leadership Studies	12/19/2024	08/26/24 - 12/13/24	$75.00
Campagna	Anna	Part-time Faculty	Teacher Education Leadership Studies	12/17/2024	10/14/25 - 12/13/25	$300.00
Foster	Susan	Part-time Faculty	Dana School of Music	12/16/2024	01/06/25 - 04/13/25	$2,000.00
Hendershott	Joseph	Part-time Faculty	Teacher Education Leadership Studies	12/16/2024	01/01/24 - 06/01/24	$1,250.00
Isaacs	Diana	Part-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$250.00
Janek	Mary	Part-time Faculty	Chemical Biological Sciences	1/3/2025	01/06/25 - 05/03/25	$1,500.00
Jesko	Bernadette	Part-time Faculty	Teacher Education Leadership Studies	12/19/2024	08/26/24 - 12/13/24	$200.00
Johnson	Janis	Part-time Faculty	Teacher Education Leadership Studies	12/17/2024	08/26/24 - 12/13/24	$300.00
Johnson	Janis	Part-time Faculty	Teacher Education Leadership Studies	1/9/2025	01/06/25 -05/02/25	$3,075.00
Marino	Robert	Part-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$1,500.00
Masucci	Mike	Part-time Faculty	Teacher Education Leadership Studies	12/19/2024	08/26/24 - 12/13/24	$300.00
Meadows	Dana	Part-time Faculty	Nursing	11/4/2024	01/06/25 - 05/04/25	$2,250.00
Schafer	Holly	Part-time Faculty	Teacher Education Leadership Studies	12/16/2024	01/01/24 - 12/01/24	$1,250.00
Scotch	Shannah	Part-time Faculty	Teacher Education Leadership Studies	12/19/2024	08/26/24 - 12/13/24	$200.00
Spinosa	Amanda	Part-time Faculty	ART	12/9/2024	01/06/25 - 05/05/25	$3,550.00
Tomko	Ron	Part-time Faculty	Teacher Education Leadership Studies	12/19/2024	08/26/24 - 12/13/24	$125.00
Tomko	Ron	Part-time Faculty	Teacher Education Leadership Studies	12/19/2024	08/26/24 - 12/13/24	$125.00
Toy	Lisa	Part-time Faculty	Teacher Education Leadership Studies	12/19/2024	08/26/24 - 12/13/24	$200.00
Toy	Lisa	Part-time Faculty	Teacher Education Leadership Studies	12/19/2024	08/26/24 - 12/13/24	$300.00
Varga	Barbara	Part-time Faculty	Distance Education	11/18/2024	10/21/24 - 12/14/24	$250.00
Welch	Holly	Part-time Faculty	Teacher Education Leadership Studies	12/16/2024	01/06/25 - 04/27/25	$2,150.00

YOUNGSTOWN STATE UNIVERSITY
SUPPLEMENTAL PAY ASSIGNMENTS AND SECONDARY APPOINTMENTS
RECEIVED 10/16/2024 - 1/15/2025
GRANT FUNDED SUPPLEMENTAL PAY ASSIGNMENTS

LAST NAME	FIRST NAME	EMPLOYMENT TYPE	ORIGINATING DEPARTMENT	RECEIVED IN HR	DATES DUTIES PERFORMED	PAYMENT AMOUNT
Campolito	Erika	Externally Funded	Rich Center for Autism	10/30/2024	11/01/24 - 04/30/25	$3,458.70
Dobson	Rachael	Externally Funded	Rich Center for Autism	10/30/2024	07/01/24 - 10/31/24	$3,200.00
Borra	Vamsi	Full-time Faculty	Rayen School of Engineering	11/19/2024	09/01/24 - 12/15/24	$7,000.00
Mercer	Jacklynn	Full-time Faculty	English and World Languages	12/10/2024	09/01/24 - 11/30/24	$400.00
Dick	Jeffrey	Part-time Faculty	Physics Astronomy Geology Environmental Science	12/20/2024	07/15/24 - 06/30/25	$3,562.00
McCaughtry	Michele	Part-time Faculty	Teacher Education Leadership Studies	12/5/2024	08/01/24 - 12/31/24	$400.00
McCormick	John	Part-time Faculty	Physics Astronomy Geology Environmental Science	12/20/2024	07/15/24 - 06/30/25	$3,000.00
Sammartino	Carrie	Part-time Faculty	Teacher Education Leadership Studies	12/5/2024	08/01/24 - 12/31/24	$400.00

Youngstown State University
Board of Trustees Meeting March 2025
Human Resources Update

Equal Opportunity and Title IX

The Equal Opportunity and Title IX Office continues to review and update university policies and procedures to reflect both state and federal law changes. To date we have completed the following: submitted for BOT approval amended University Policy 3356-2-02 which removes affirmative action as required by the recission of Executive Order 11246; continued compliance with the 2020 Title IX regulations; removed DEI language from position descriptions and job postings; and eliminated diversity statement application requirements.

Benefits and Wellness

We welcome Donna Boggs, a new generalist assigned to the Benefits team.

We completed a year of in person orientation regarding benefits, training, wellness, EO/Title IX and other related topics. The feedback was positive, and we expect to see greater utilization of the programs and benefits offered by the University. To reach all our staff and faculty, we will launch a new program this year where we travel to each building on campus and share updates on programs, activities, and trainings and our staff will be available to answer questions.

Training

Our training division will continue to offer monthly trainings for managers and employees. We will launch the LEARN module. LEARN is an online module which tracks raining and provides a platform to participate in trainings. Employees and supervisors will have access to a dashboard to efficiently monitor compliance and training opportunities.

Labor Relations

APAS Grievance #97 – Employee received written reprimand for utilizing sick time while working secondary employment. Grievance denied. Union seeking arbitration and University objects as written reprimand is not subject to grievance process under the discipline article of the collective bargaining agreement.

HR Operations

The Office of Human Resources continues to update and create new electronic workflows to streamline and improve operations in the NEOED system. Various Banner processes have also been updated to store and feed data into the Faculty Success by Watermark System, in order to automate the tenure and promotion process and generate reports previously not available. We are also working with student employment in the implementation of JobX, the new automated employment hiring software that will streamline the student employment hiring process. JobX is expected to be rolled out in mid-March.

Current Postings 2/03/2025

Full-time Faculty		
Job Title	**Division**	**Department/Major**
Assistant Professor, Organic Chemistry (Tenure-Track)	Academic Affairs	Chemistry
Assistant Professor, Criminal Justice (Tenure-Track)	Academic Affairs	Criminal Justice
Assistant Professor, Engineering Education – Electrical Engineering (Tenure-Track)	Academic Affairs	Electrical Engineering
Assistant Professor, Forensic Sciences – Chemical and Biological Sciences (Tenure-Track)	Academic Affairs	Forensic Science
Assistant Professor, Mathematics and Statistics (Tenure-track)	Academic Affairs	Mathematics & Statistics
Assistant Professor, Plant Ecology – Biology (Tenure-Track)	Academic Affairs	Biology
Assistant Professor, Chemical Engineering (Tenure-Track)	Academic Affairs	Civil Environmental Chemical Engineering
Assistant Professor, Electrical and Computer Engineering (Tenure-Track)	Academic Affairs	Electrical Engineering
Lecturer, Management (Term)	Academic Affairs	Management
Assistant Professor, Forensic Biology – Chemical and Biological Sciences (Tenure-Track)	Academic Affairs	Biology
Assistant Professor, Computer Science and Information Systems (Tenure-Track)	Academic Affairs	Computer Science & Info Systems
Assistant Professor, Civil Engineering (Tenure-Track)	Academic Affairs	Civil Environmental Chemical Engineering
Assistant Professor, Mechanical Engineering (Tenure-Track)	Academic Affairs	Mechanical Engineering
Part-time Faculty		
Job Title	**Division**	**Department/Major**
Part-time Faculty, Materials Science and Engineering	Academic Affairs	Materials Science and Engineering
Part-time Faculty, STEM Careers	Academic Affairs	Dean - STEM
Part-time Faculty, Master in Athletic Training	Academic Affairs	Master of Athletic Training
Part-time Faculty, Radiologic Technology – Health Professions	Academic Affairs	Health Professions
Part-time Faculty, Healthcare Administration – Health Professions	Academic Affairs	Health Professions
Part-time Faculty, Sociology	Academic Affairs	Sociology & Anthropology
Part-time Faculty, Paralegal	Academic Affairs	Philosophy & Religious Studies
Part-time Faculty, Mathematics	Academic Affairs	Mathematics & Statistics
Part-time Faculty, Student Teaching/Pre-Clinical Supervisor- Teacher Education	Academic Affairs	Teacher Education
Part-time Faculty, Higher Education Administration – Teacher Education	Academic Affairs	Teacher Education
Part-time Faculty, Teacher Education and Leadership Studies	Academic Affairs	Teacher Ed & Leadership Studies

Current Postings 2/03/2025

Part-time Faculty Continued		
Job Title	**Division**	**Department/Major**
Part-time Faculty, Management Undergraduate Courses	Academic Affairs	Management
Part-time Faculty, Management	Academic Affairs	Management
Part-time Faculty, First Year Student Services	Academic Affairs	Student Success
Part-time Faculty, Teacher Education (Undergraduate Courses)	Academic Affairs	Teacher Education
Part-Time Faculty, Humanities and Social Sciences - Anthropology	Academic Affairs	Sociology & Anthropology
Part-Time Faculty, Geography	Academic Affairs	Geography
Part-Time Faculty, World Languages	Academic Affairs	English
Part-time Faculty, Photography	Academic Affairs	Art
Part-time Faculty, Master of Health and Human Services (MHHS)	Academic Affairs	Master of Health & Human Services
Part-time Faculty, Physical Therapy - Pediatrics	Academic Affairs	Physical Therapy
Part-Time Faculty, Health Professions - Kinesiology and Sport Science	Academic Affairs	Kinesiology and Sport Science
Part-time Faculty, Physics	Academic Affairs	Physics & Astronomy
Part-time Faculty, Medical Practices	Academic Affairs	Honors College
Part-time Faculty, Honors	Academic Affairs	Honors College
Part-time Faculty, PAGES - Geology	Academic Affairs	Geology & Environmental Studies
Part-time Faculty, Environmental Science	Academic Affairs	Geology & Environmental Studies
Part-time Faculty, Mechanical Engineering Technology	Academic Affairs	School of Technology
Part-time Faculty, Graphic Design	Academic Affairs	Art
Part-time Faculty, Visual Arts	Academic Affairs	Art
Part-time Faculty, Physical Therapy	Academic Affairs	Physical Therapy
Part-time Faculty, Pharmacology for Nurse Anesthetist Students	Academic Affairs	Nursing
Part-time Faculty, Dana School of Music	Academic Affairs	Dana School of Music
Part-time Faculty, Director of Dana Gospel Choir	Academic Affairs	Dana School of Music
Part-time Faculty, Teacher Education (Graduate Courses)	Academic Affairs	Teacher Education
Part-time Faculty, Literacy Education	Academic Affairs	Teacher Ed & Leadership Studies
Part-time Faculty, Adolescent/Young Adult Education	Academic Affairs	Teacher Ed & Leadership Studies
Part-time Faculty, Civil and Construction Engineering Technology	Academic Affairs	School of Technology
Part-time Faculty, Electrical Engineering Technology	Academic Affairs	School of Technology

Current Postings 2/03/2025

Part-time Faculty Continued		
Job Title	**Division**	**Department/Major**
Part-time Faculty, Nursing Clinical	Academic Affairs	Nursing
Part-time Faculty, Mathematics	Academic Affairs	Mathematics & Statistics
Part-time Faculty, Marketing	Academic Affairs	Marketing
Part-time Faculty, Dietetics Program (Undergraduate)	Academic Affairs	Health Professions
Part-time Faculty, History	Academic Affairs	History
Part-time Faculty, Public Health	Academic Affairs	Health Professions
Part-time Faculty, Medical Laboratory Programs	Academic Affairs	Health Professions
Part-time Faculty, Health Professions - Dental Hygiene	Academic Affairs	Health Professions
Part-Time Faculty, Middle Childhood Education	Academic Affairs	Teacher Ed & Leadership Studies
Part-Time Faculty, Special Education	Academic Affairs	Teacher Ed & Leadership Studies
Part-Time Faculty, Nurse Practitioner (Online)	Academic Affairs	Nursing
Part-Time Faculty, Nursing - Graduate	Academic Affairs	Nursing
Part-Time Faculty, Politics and International Relations	Academic Affairs	Politics and International Relations
Part-Time Faculty, Counseling and School Psychology	Academic Affairs	Psychological Sciences & Counseling
Part-time Faculty, Mathematics and Statistics	Academic Affairs	Mathematics & Statistics
Part-Time Faculty, Psychology	Academic Affairs	Psychological Sciences & Counseling
Part-time Faculty, Respiratory Care	Academic Affairs	Health Professions
Part-Time Faculty, Humanities and Social Sciences - Political Science	Academic Affairs	Politics and International Relations
Part-time Faculty, Forensic Sciences	Academic Affairs	Forensic Science
Part-time Faculty, English Composition	Academic Affairs	English
Part-time Faculty, Philosophy	Academic Affairs	Philosophy & Religious Studies
Part-time Faculty, Hospitality Management	Academic Affairs	Hospitality Mgt & Merchandising
Part-Time Faculty, Chemical Engineering	Academic Affairs	Civil Environmental Chemical Engineering
Part-time Faculty, Criminal Justice	Academic Affairs	Criminal Justice
Part-time Faculty, Merchandising - Fashion and Interiors	Academic Affairs	Hospitality Mgt & Merchandising
Part-Time Faculty, Visual Arts Foundations	Academic Affairs	Art
Part-Time Faculty, Communication - Journalism and Telecommunication Studies	Academic Affairs	Strategic Communication and Media
Part-Time Faculty, Chemistry Lab	Academic Affairs	Chemistry

Current Postings 2/03/2025

Part-time Faculty Continued		
Job Title	**Division**	**Department/Major**
Part-Time Faculty, Civil, Environmental and Chemical Engineering	Academic Affairs	Civil Environmental Chemical Engineering
Part-time Faculty, Chemistry	Academic Affairs	Chemistry
Part-Time Faculty, Computer Science and Information Systems	Academic Affairs	Computer Science & Info Systems
Part-Time Faculty, Mechanical Engineering	Academic Affairs	Mechanical Engineering
Part-Time Faculty, Early Childhood Education/Early Childhood Intervention Specialist	Academic Affairs	Teacher Ed & Leadership Studies
Part-Time Faculty, Industrial Engineering	Academic Affairs	Mechanical Engineering
Part-Time Faculty, Social Work - Lakeland & Lorain CC Campuses	Academic Affairs	Social Work
Part-Time Faculty, Plant Biology	Academic Affairs	Biology
Part-time Faculty, Theatre and Dance Performance	Academic Affairs	Theatre and Dance
Part-Time Faculty, Social Work	Academic Affairs	Social Work
Part-Time Faculty, Electrical and Computer Engineering	Academic Affairs	Electrical Engineering
Part-Time Faculty, Art History	Academic Affairs	Art
Part-time Faculty, Anatomy and Physiology	Academic Affairs	Biology
Professional Administrative		
Job Title	**Division**	**Department**
Coordinator	Institutional Effectiveness	Undergraduate Admissions
Associate Director	Academic Affairs	Academic Success Center
Assistant Director, Athletic Sales and Development	President	Athletic Administration
Assistant Dean of Students, Advocacy, Support & Wellbeing	President	Dean of Students
Director	President	Kilcawley Center
Project Manager	Finance & Business Operations	IT Training Services
Coordinator, College Access and Transition	Academic Affairs	College Access and Transition
Assistant Director, Accessibility Services	Academic Affairs	Accessibility Services
Assistant Director, Operations and Event Services	President	Kilcawley Center

Current Postings 2/03/2025

Professional Administrative Continued		
Job Title	**Division**	**Department**
Associate Provost, Student Success	Academic Affairs	Student Success
Assistant Coach, Soccer	President	Soccer - Women's
Executive Assistant	President	Student Experience
Coordinator, Grants	Academic Affairs	Office of Research Services
Associate Director, Enterprise Data and Applications	Finance & Business Operations	IT Application Services
Technology Trainer	Finance & Business Operations	IT Training Services
Capital Funds Analyst	Finance & Business Operations	Facilities Maintenance
Assistant Director, Awards, Contracts and Subawards	Academic Affairs	Office of Research Services
Associate Provost, Academic Administration	Academic Affairs	Provost VP - Academic Affairs
Coordinator	Academic Affairs	Ward Beecher Planetarium
Associate Director, Residence Life	President	Housing
Instructional Designer	Academic Affairs	Youngstown State Online
Program Advisor and Academic Coach, Strong Start	Academic Affairs	Academic Success Center
Dean	Academic Affairs	Dean - HHS
University Architect	Finance & Business Operations	Facilities Maintenance
Academic Advisor 1	Academic Affairs	Dean - STEM
Manager	Institutional Effectiveness	Undergraduate Admissions
Assistant Coach, Swimming	President	Swimming & Diving - Women's
Coordinator, Choose Ohio First Scholarship Program and STEM Scholarship	Academic Affairs	Dean - STEM
Web Developer	Institutional Effectiveness	Marketing & Communications
Assistant Coach, Softball	President	Softball
Coordinator, STEM K-12 Access and Outreach	Academic Affairs	Dean - STEM

Current Postings 2/03/2025

Professional Administrative Continued		
Job Title	**Division**	**Department**
Coordinator, Career, Internships & Co-Ops	Academic Affairs	Dean - STEM
Instruction Specialist	Academic Affairs	Rich Center for Autism
Coordinator, Regional Admissions (10 month)	Institutional Effectiveness	Undergraduate Admissions
Classified		
Job Title	**Division**	**Department**
Groundskeeper 2	Finance & Business Operations	Grounds
Maintenance Repair Worker 1 – Afternoon Shift	Finance & Business Operations	Facilities Maintenance
Business Operations Specialist 2	Academic Affairs	Dean-College of Graduate Studies
University Dispatcher	Finance & Business Operations	YSU Police
Payroll Specialist 1	Finance & Business Operations	Payroll
Business Operations Specialist 2	Academic Affairs	Belonging, Empowerment & Engagement
Technology Support Technician 2	Finance & Business Operations	IT Customer Services
Business Operations Specialist 1	Academic Affairs	Provost VP - Academic Affairs
Boiler Technician	Finance & Business Operations	Facilities Maintenance
Locksmith	Finance & Business Operations	Facilities Maintenance
Business Operations Specialist 2	Institutional Effectiveness	Undergraduate Admissions

Current Postings 2/03/2025

Classified Continued		
Job Title	**Division**	**Department**
Parking Facilities Attendant (.75)	Finance & Business Operations	Parking Services
Parking Facilities Attendant (Intermittent)	Finance & Business Operations	Parking Services
Police Officer 1	Finance & Business Operations	YSU Police
Unclassified		
Job Title	**Division**	**Department**
Activity Leader - Multiple Locations	Academic Affairs	Community Engagement

YOUNGSTOWN STATE UNIVERSITY

SUMMARY OF PERSONNEL ACTIONS

Classified Employees

10/16/2024 through 1/15/2025

Separations – 5

- Classified Civil Service – 4
- FOP – 1

Appointments – 12

- Classified Civil Service – 9
- Classified Excluded – 3

Reclassifications/Position Adjustments – 4

- Classified Civil Service – 4

Promotions – 1

- Classified Excluded – 1

Salary Adjustments – 4

- Classified Externally Funded – 1
- FOP – 3

YOUNGSTOWN STATE UNIVERSITY
CLASSIFIED EMPLOYEE
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
SEPARATIONS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT / APPOINTMENT DATES	FTE	SALARY	SEPARATION TYPE
Cerimele, Richard	ACE	Groundskeeper 2	Grounds	12/27/2024	0.60	$ 21,253.44	Resignation
Bowman, Michael	ACE	Business Operations Specialist 2	Student Counseling Services	10/31/2024	1.00	$ 72,051.20	Retirement
Capaldi, Stacey	ACE	Payroll Specialist 1	Payroll	1/3/2025	1.00	$ 47,070.40	Resignation
Matasy, Michael	ACE	Boiler Technician	Central Utility Plant & Distribution	11/4/2024	1.00	$ 60,736.00	Resignation
Guerrieri, Adam	FOP	University Dispatcher	YSU Police	1/11/2025	1.00	$ 56,264.00	Resignation

YOUNGSTOWN STATE UNIVERSITY
CLASSIFIED EMPLOYEE
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Crescimanno, Clare	ACE	Business Operations Specialist 2	Dean - STEM	12/2/2024	1.00	$ 35,360.00
Gonzalez, Noel	ACE	Maintenance Repair Worker 2	Facilities Maintenance	12/23/2024	1.00	$ 40,643.20
Grissett, Sarde	ACE	Business Operations Specialist 2	Undergraduate Admissions	11/4/2024	1.00	$ 35,360.00
Hall, Warren	ACE	Office Administrator	Student Counseling Services	11/12/2024	1.00	$ 45,219.20
Jesih, David	ACE	Print Specialist	Printing Services	12/2/2024	1.00	$ 38,584.00
Jones, Jeffrey	ACE	Electrician	Facilities Maintenance	12/2/2024	1.00	$ 55,598.40
Lavender, Rachael	ACE	Business Operations Specialist 2	Registration & Records	12/30/2024	1.00	$ 35,360.00
Maderitz, Rosemarie	ACE	Academic Operations Specialist 1	Dean-College of Graduate Studies	11/12/2024	1.00	$ 32,240.00
Smrek, Tracey	ACE	Academic Operations Specialist 2	Dean BCLASSE	12/2/2024	1.00	$ 35,360.00
Boggs, Donna	Excluded	Human Resources Generalist	Human Resources	1/6/2025	1.00	$ 42,868.80
Carwile, Gunnar	Excluded	Intermittent Coordinator Theatre Production	Dana School of Music & University Theatre	12/29/2024	0.25	$ 20,800.00
Dayan, Ellen	Excluded	Intermittent Coordinator Costume Shop	Dana School of Music & University Theatre	1/13/2025	0.25	$ 15,600.00

YOUNGSTOWN STATE UNIVERSITY
CLASSIFIED EMPLOYEE
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
RECLASSIFICATIONS/POSITION ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	NEW POSITION TITLE/ OLD POSITION TITLE	NEW DEPARTMENT/ OLD DEPARTMENT	APPOINTMENT DATES	NEW FTE /OLD FTE	NEW SALARY	PREVIOUS SALARY
Freudenberg, Amber	ACE	Environmental Specialist/ Business Operations Specialist 2	Environmental Health and Safety	7/28/2024	1.00	$ 47,028.80	$ 36,067.20
Kominar, Jakub	ACE	Software Integration Analyst 2/ Software Integration Analyst 1	IT Application Services	10/6/2024	1.00	$ 68,640.00	$ 63,648.00
Miller, Jenifer	ACE	Academic Operations Specialist 3/ Academic Operations Specialist 1	Dean Bitonte College Health & Human Services	12/19/2024	0.75	$ 29,640.00	$ 24,663.60
Texter, Christina	ACE	Business Operations Specialist 2/ Business Operations Specialist 1	University Events	8/25/2024	1.00	$ 56,513.60	$ 53,830.40

YOUNGSTOWN STATE UNIVERSITY
CLASSIFIED EMPLOYEE
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
PROMOTIONS

EMPLOYEE NAME	EMPLOYEE TYPE	NEW POSITION TITLE/ OLD POSITION TITLE	NEW DEPARTMENT/ OLD DEPARTMENT	APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Lisi, Michael	Excluded	Receiving and Distribution Supervisor/ Library Assistant	Delivery Services/ Maag Library	10/21/2024	1.00	$ 42,764.80	$40,726.40

YOUNGSTOWN STATE UNIVERSITY
CLASSIFIED EMPLOYEE
PERSONNEL ACTIONS 10/16/2024 THROUGH 1/15/2025
SALARY ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	NEW FTE	NEW SALARY	OLD FTE	PREVIOUS SALARY
Carballo, John	Externally Funded	Hybrid Machine Operator	Excellence Training Center	12/1/2024	1.00	$ 85,009.60	1.00	$ 72,612.80
Kane, Caitlin	FOP	University Police Officer	YSU Police	11/21/2024	1.00	$ 53,913.60	1.00	$ 52,249.60
Satterthwaite, Travis	FOP	University Police Officer	YSU Police	11/24/2024	1.00	$ 57,574.40	1.00	$ 55,723.20
Stoner, Hope	FOP	University Police Officer	YSU Police	11/21/2024	1.00	$ 53,913.60	1.00	$ 52,249.60

Youngstown State University (YSU)
ARP, 403(b) and 457(b) Retirement Plans
Activity Report
of
Fiduciary Committee
to
Board of Trustees

January 13, 2025

The Fiduciary Committee (Committee) was appointed by the Board of Trustees of YSU to be the fiduciary committee for the ARP, 403(b) and 457(b) Retirement Plans (Plan). This report is provided periodically to inform the Board, at a high level, of the activities of the Committee.

The Committee actively carried out its responsibilities during the 12-month period from January 1, 2024, to December 31, 2024 (Reporting Period), taking the following actions, among others:

1. The Committee met twice during the Reporting Period.
2. Plan assets as of 9/30/24 were $112.7M. This was an increase of $16.5M from 9/30/23.
3. The Committee reviewed semi-annual reports from CAPTRUST, its independent investment advisor, and investment co-fiduciary, on the investments offered in the Plan. This reporting included a review of the following elements, among others: (a) any matters affecting the Plan's investment firms, (b) any matters affecting the investment managers and their staff, (c) any variance from the investment manager's stated investment style, (d) performance of the investments relative to peers and an appropriate benchmark, (e) risk and (f) costs.
4. The IUC Ohio renewed its contract with CAPTRUST. The new contract allowed YSU to move to a discretionary advisory relationship with CAPTRUST beginning in 2025. In addition, YSU adopted CAPTRUST at Work, a financial wellness program offered through the IUC Ohio contract.
5. At each semi-annual meeting the Committee's investment advisor provided an overview of the domestic and international capital markets.
6. The Committee received a detailed report on the underlying investments that make up the Plan's target date retirement fund offering.
7. The Committee periodically reviewed plan participant demographic information from the plan recordkeeper.

8. The Committee received Cyber Security reports on its major recordkeepers (Corebridge, TIAA and Voya) which were provided by CAPTRUST.
9. From time to time the Committee received education on investment-related items.
10. The Committee received semi-annual updates on legal and regulatory developments that affect the Plan.
11. Minutes were kept of each meeting.

Neal P. McNally

Neal P. McNally, Committee Chair

JAN. 15, 2025

Date signed