

MINUTES OF REGULAR MEETING
OF
BOARD OF TRUSTEES
OF
YOUNGSTOWN STATE UNIVERSITY

Tod Hall
Friday, March 18, 2011

Pursuant to notice duly given, a regular meeting (the three hundred and first) of the Board of Trustees of Youngstown State University convened at 3:00 p.m., on Friday, March 18, 2011, in the Board Room in Tod Hall.

Nine trustees were present at the meeting, to-wit: Mr. Scott R. Schulick, chairperson of the board, who presided, Mr. Larry D. DeJane, Ms. Millicent S. Counts, Dr. John R. Jakubek, Mr. Harry Meshel, Mrs. Carole S. Weimer, Mr. Leonard D. Schiavone, Ms. Delores E. Crawford and Ms. Lyndsie A. Hall. Dr. Sudershan K. Garg and Mr. Ryan A. Meditz were absent.

Also present were: Dr. Cynthia E. Anderson, President; Dr. Ikram Khawaja, Provost and Vice President for Academic Affairs; Mr. Eugene P. Grilli, Vice President for Finance and Administration; Ms. Holly A. Jacobs, University General Counsel; Mr. John Fahey, Vice President for Student Affairs; Ms. Shannon Tirone, Executive Associate to the President and Mr. Franklin S. Bennett, Jr., Secretary to the Board of Trustees. Also present were approximately 30 persons, including deans, members of the faculty, students, administrators, and members of the news media.

ITEM I – PROOF OF NOTICE OF MEETING.

Evidence was available to establish that pursuant to Article II, Section 1, of the board's *Bylaws*; written notice of today's regular meeting was timely provided to each of the trustees, the student trustees, and to the president.

ITEM II – DISPOSITION OF MINUTES FOR MEETING HELD DECEMBER 15, 2010.

Prior to the meeting, the secretary had provided draft copies of the minutes of the board's regular meeting held December 15, 2010 (#300) to each trustee, the student trustees and the president. There being no additions, corrections, or revisions thereto, the minutes of the said meeting were approved as provided.

ITEM III – REPORT OF THE PRESIDENT OF THE UNIVERSITY.

Dr. Anderson reported that much time and effort has been devoted across campus in preparing for state budget reductions. Dr. Anderson stated that the university has been planning for some time for the \$7 million state funding reduction caused by the elimination of federal stimulus monies. Approximately 130 suggestions have been received from the campus

community for ways of enhancing revenue and reducing expenses. The overriding goal has been and will be maintaining, and in some cases enhancing, academic program quality.

ITEM IV – REPORTS OF THE COMMITTEES OF THE BOARD.

The chairperson asked whether any trustee had an objection to the approval by unanimous consent of the resolutions recommended for adoption by the committees of the board. There being no objection, the chairperson stated that the recommended resolutions would be considered for adoption by consent. The board considered the following committee reports and recommendations:

1. Academic and Student Affairs Committee

Dr. Khawaja provided an update on activities within the colleges.

A. In Fine and Performing Arts, the Homework Express program will be partnering with the Choffin Career Center and will also collaborating with the College of STEM for content development. The Department of Art, Graphic Design continues to attract a considerable student interest; this program is now the largest Degree program in the College. The new bachelor degree in Dance Management is awaiting the Chancellor's approval after receiving support of the Ohio Board of Regents (OBOR) staff. A new support group, Friend of University Theater, has been initiated and is progressing well, providing several thousands of dollars in support of the theater series. An alumni Invitational Exhibition organized to celebrate the 20th Anniversary of the McDonough Museum drew alumni from across the country and was a great success, attracting approximately 350 alumni to attend the event on February 18, 2011.

B. In the Beeghly College of Education, Dr. Lauren Cummins has received the OBOR 2011 Innovator Faculty Award, an award given to faculty who, through their innovation, help reduce the cost of textbooks to students. Dr. Cummins will be recognized in Columbus by sharing technologies she used in her graduate courses. Through the efforts of Dr. Karen Larwin, YSU has received the designation "Eligible Institution" under Title III and Title V programs of the Higher Education Act. This will allow the university to seek new grant funding under any of the Title III and Title V programs. Dr. Khawaja recognized faculty in attendance who have been working on the establishment of the School Psychology Program that is currently under review at OBOR. The Beeghly College of Education, the College of STEM, and Youngstown City Schools are collaborating on a grant to support placement of math tutors in East, Youngstown Early College, and Chaney for 1-on-1 tutoring for 9th and 10th graders.

C. In the College of Liberal Arts and Social Sciences, a new scholarship honoring Dr. Saul Friedman has been established for Jewish Studies. There is an increased student interest in the Master's Program in Applied Behavior Analysis and the program is moving well, as more faculty are being added in that sub-specialty. The student-led journalism project "News Outlet" is seeing growth and considerable interest by other institutions in Northeast Ohio.

D. The Bitonte College of Health and Human Services is currently in discussions with Eastern Gateway Community College to partner on a HOPE Grant. This will allow the two

institutions to serve individuals within a targeted population. Through this project, students are provided services through the grant to help them succeed in College. Dr. Khawaja reported that Nicolette Darkangelo, a 2010 Social Work graduate of 2010, was presented the President's Volunteer Service Award by President Obama on March 7 for her work at Camelot Center in South-ington, Ohio.

E. In the Williamson College of Business Administration, the Wean Foundation has provided funding for 12 interns for the non-profit sector. Additionally, students in non-profit classes this semester will be awarding funding to area non-profit agencies through a grant from the Ohio Campus Compact. The Williamson faculty has been recognized through appointments to editorship of several professional journals. Dr. Khawaja reported that research productivity of the Williamson faculty is on an upward trend, and it is hoped that this progress continues as the university transitions to a more defined Urban Research designation.

F. Dr. Khawaja reported that College of Science, Technology, Engineering, and Mathematics faculty continue to engage area K-12 students through hosted programs such as Lake-to-River Science Day, National Builders Association Estimating Competition, Miniature Bridge Building, Math Counts, Physics Olympics, National Ocean Sciences Bowl, Women in Science and more. Students are participating more and more in research and are encouraged and supported to share their findings at national, regional, and professional events. For example, students under mentorship of Dr. Graciela Perera of Computer Science and Information Systems will present their projects at the National Conference on Undergraduate Research on March 31 – April 2, 2011. On April 10, the university will host a local showcase where our STEM students will present their projects. Dr. Khawaja stated that the STEM Annual Awards Dinner has become an excellent occasion to recognize the accomplishments of our graduates. This year's event had over 200 in attendance, with alumni coming from across the United States.

The chairperson noted that the Academic and Student Affairs Committee was recommending seventeen resolutions for adoption by the board. There being no objection thereto, the chairperson declared the following resolutions adopted by general consent:

Resolution to Modify
Student Residency Status for Tuition Purposes Policy

YR 2011-63

WHEREAS, the Institutional 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 an Institutional Policy governing Student Residency Status for Tuition Purposes, policy number 8003.01 of the *University Guidebook*, shown as Exhibit A attached hereto.

A copy of the policy indicating changes to be made is also attached.

Resolution to Modify
Employment of Undergraduate Students (Other than Work-Study) Policy

YR 2011-64

WHEREAS, the Institutional 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 an Institutional Policy governing Employment of Undergraduate Students (Other than Work-Study), policy number 9003.02 of the *University Guidebook*, shown as Exhibit B attached hereto.

A copy of the policy indicating changes to be made is also attached.

Resolution to Modify
Employment of Students – Federal Work-Study Program Policy

YR 2011-65

WHEREAS, the Institutional 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 an Institutional Policy governing Employment of Students – Federal Work-Study Program, policy number 9003.04 of the *University Guidebook*, shown as Exhibit C attached hereto.

A copy of the policy indicating changes to be made is also attached.

Resolution to Authorize
Conferral of Honorary Degree – The Honorable Peter C. Economus

YR 2011-66

BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize the conferral of a Doctor of Laws (L.L.D.) degree, *honoris causa*, upon Peter Constantine Economus, with all the rights and privileges attendant thereto.

Resolution to Modify Faculty Policy

YR 2011-67

WHEREAS, the Institutional 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 Institutional Policies governing Faculty, policy number 1001.01 of the *University Guidebook*, shown as Exhibit D attached hereto, and does hereby rescind the former corresponding policy number 1001.02. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify Graduate Faculty Policy

YR 2011-68

WHEREAS, the Institutional 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 Institutional Policy governing Graduate Faculty, policy number 1002.01 of the *University Guidebook*, shown as Exhibit E attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify Affiliated Scholars Policy

YR 2011-69

WHEREAS, the Institutional 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 Institutional Policy governing Affiliated Scholars, policy number 1003.01 of the *University Guidebook*, shown as Exhibit F attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify
Admission, Retention, and Graduation Standards Policy

YR 2011-70

WHEREAS, the Institutional 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 Institutional Policy governing Admission, Retention, and Graduation Standards, policy number 1006.01 of the *University Guidebook*, shown as Exhibit G attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify
Organization of Instruction Policy

YR 2011-71

WHEREAS, the Institutional 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 Institutional Policy governing Organization of Instruction, policy number 1007.01 of the *University Guidebook*, shown as Exhibit H attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify
Sabbatical Leave for Department Chairpersons Policy

YR 2011-72

WHEREAS, the Institutional 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 Institutional Policy governing Sabbatical Leave for Department Chairpersons, policy number 1008.01 of the *University Guidebook*, shown as Exhibit I attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify
Teaching by Staff Policy

YR 2011-73

WHEREAS, the Institutional 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 Institutional Policy governing Teaching by Staff, policy number 1012.01 of the *University Guidebook*, shown as Exhibit J attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify
Integrity in Research – Use and Care of Animals Policy

YR 2011-74

WHEREAS, the Institutional 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 Institutional Policy governing Integrity in Research – Use and Care of Animals, policy number 1015.01 of the *University Guidebook*, shown as Exhibit K attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify
Establishing, Altering or Abolishing Educational,
Research, and Public Service Centers, Institutes and Laboratories Policy

YR 2011-75

WHEREAS, the Institutional 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 Institutional Policy governing Establishing, Altering, or Abolishing Educational, Research, and Public Service Centers, Institutes, and Laboratories, policy number 1021.01 of the *University Guidebook*, shown as Exhibit L attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Approve
Master of Respiratory Degree

YR 2011-76

WHEREAS, a Master of Respiratory Care degree will expand graduate education opportunities for respiratory therapists employed in Northeast Ohio and Western Pennsylvania; and

WHEREAS, graduate program development in respiratory care is supported nationally by the American Association for Respiratory Care, the Committee on Accreditation for Respiratory Care, and the National Board for Respiratory Care; and

WHEREAS, a graduate degree will provide the needed depth and breadth of content necessary to prepare respiratory therapists for critical roles beyond clinical practice, including education, management, and research; and

WHEREAS, full proposal documents for the program have been positively reviewed by the Graduate Curriculum Committee and their recommendation for approval has been confirmed by a positive vote of the Graduate Council of the University; and

WHEREAS, current Youngstown State University faculty have the requisite credentials to offer this degree; and

WHEREAS, resources for the administration of such a degree currently exist in the Bitonte College of Health and Human Services at Youngstown State University;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the offering of the Master of Respiratory Care degree subsequent to approval of said degree by the Ohio Board of Regents.

Resolution to Approve
Master of Education (M.Ed.) in Intervention Services Degree

YR 2011-77

WHEREAS, a Master of Education in Intervention Services degree will serve the critical needs of school psychology in the state of Ohio, particularly in the northeast and southeast sections of the state; and

WHEREAS, the degree will foster further skill development in low-incidence intervention and eligibility criteria, instructional support, behavioral analysis, re-

search and program evaluation, multi-tier interventions, organization of schools, mental health, life-span, legal and ethical practices, as well as diversity; and

WHEREAS, the program is based on National Association of School Psychology standards with a practice orientation and has a low-incidence focus, leading to licensure as a school psychologist, making it unique among school psychology graduate programs in northeast Ohio and elsewhere in the state of Ohio; and

WHEREAS, current Youngstown State University faculty have the requisite credentials to offer this degree; and

WHEREAS, resources for the administration of such a degree currently exist in the Beeghly College of Education at Youngstown State University;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the offering of the Master of Education in Intervention Services degree, subsequent to the approval of said degree by the Ohio Board of Regents.

Resolution to Approve
An Educational Specialist (Ed.S.) in School Psychology Degree

YR 2011-78

WHEREAS, an Educational Specialist in School Psychology degree will serve the critical needs of school psychology in the state of Ohio, particularly in the northeast and southeast sections of the state; and

WHEREAS, the degree will foster further skill development in dynamic assessment, consultation/collaboration, family-school systems, neuropsychology, research and program evaluation, plus low-incidence assessment/intervention; and

WHEREAS, the program is based on National Association of School Psychology standards and contains a 1500-clock-hour internship with a low-incidence focus, leading to licensure as a school psychologist, making it unique among school psychology graduate programs in northeast Ohio and elsewhere in the state of Ohio; and

WHEREAS, current Youngstown State University faculty have the requisite credentials to offer this degree; and

WHEREAS, resources for the administration of such a degree currently exist in the Beeghly College of Education at Youngstown State University;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the offering of the Educational Specialist in School Psychology degree, subsequent to the approval of said degree by the Ohio Board of Regents and the Higher Learning Commission.

Resolution to Approve
YSU 2020: The Strategic Plan of Youngstown State University, 2011-2020

YR 2011-79

WHEREAS, Youngstown State University revisited the mission, vision, and core values in 2008 in response to Ohio's *Strategic Plan for Higher Education 2008-2017*; and

WHEREAS, Dr. Cynthia E. Anderson and the Board of Trustees initiated the process of strategic planning for the next decade and defined the cornerstones upon which to build the University's next strategic plan; and

WHEREAS, the University created a Strategic Planning Steering Committee with wide representation to develop and implement a strategic plan for Youngstown State University, to support the intentions of the President and Board of Trustees for the years 2011 to 2020; and

WHEREAS, the Steering Committee, through the cornerstone Subcommittees, produced the Basic Framework and Core of the Strategic Plan for the Board's approval; and

WHEREAS, on December 15, 2010, the Board approved the Basic Framework and Core; and

WHEREAS, *YSU 2020: The Strategic Plan of Youngstown State University, 2011-2020* was developed by the Strategic Planning Steering Committee through cornerstone subcommittees for the Board's review and approval;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves *YSU 2020: The Strategic Plan of Youngstown State University, 2011-2020*, as set forth in Exhibit M.

[This resolution was read aloud by the Secretary.]

2. External Relations Committee.

The chairperson noted that the External Relations Committee was recommending three resolutions for adoption by the board. There being no objection thereto, the chairperson declared the following resolution adopted by general consent:

Resolution to Accept Development Gifts

YR 2011-80

WHEREAS, Board policy provides that the President shall compile a list of gifts to the University for each meeting of the Board of Trustees and present the list accompanied by her recommendation for action by the Board; and

WHEREAS, the President has reported that the gifts as listed in Exhibit N attached hereto are being held pending acceptance and she recommends their acceptance;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees does hereby accept these gifts on behalf of Youngstown State University and requests that the President acknowledge the acceptance of these gifts and express our gratitude to the donors for their generosity in support of the University.

Resolution to Name

The Candy and Eddie DeBartolo Family Field in the Watson and Tressel Training Site (WATTS)

YR 2011-81

WHEREAS, Youngstown State University implemented a Campaign in conjunction with the University's milestone Centennial Anniversary; and

WHEREAS, a significant capital component of the Centennial Campaign is a new indoor practice facility for Penguin Student Athletes; and

WHEREAS, the family of Candy and Edward DeBartolo Jr. has provided a leadership gift of \$750,000 to assist in the costs associated with the construction of this much-needed facility; and

WHEREAS, the family of Candy and Edward DeBartolo Jr., affectionately known as Eddie to his family and supporters, has a long history of philanthropic support to YSU, including the YSU Foundation and the Penguin Club; and

WHEREAS, Edward DeBartolo Jr. served as a member of the Youngstown State University Board of Trustees from 1974 to 1977; and

WHEREAS, in 1984, DeBartolo Hall on campus was named in honor of Edward DeBartolo Sr., the father of Edward DeBartolo Jr.; and

WHEREAS, the University and the Board of Trustees wish to provide appropriate recognition to the family of Candy and Eddie DeBartolo for their significant contribution and commitment to the students of Youngstown State University;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University designates the Field in the WATTS (Watson and Tressel Training Site), The Candy and Eddie DeBartolo Family Field; and

BE IT FURTHER RESOLVED, that a copy of this Resolution be presented to Candy and Edward DeBartolo Jr.

[This Resolution was read aloud by the secretary.]

Resolution to Rescind Penguin Club Policy

YR 2011-82

WHEREAS, the Institutional 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 ones, 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 the Policy governing the Penguin Club, policy number 5003.02 of the *University Guidebook*, shown as Exhibit O attached hereto.

3. Finance and Facilities Committee.

Mr. Grilli provided a staff report, beginning with a budget update. Starting with some positive news, Mr. Grilli stated that, according to the most recent monthly financial report published by the governor's Office of Budget & Management (OBM), state tax receipts this fiscal year continue to exceed budgeted estimates. With nearly two-thirds of fiscal year 2011 in the books, state tax revenues are now approximately \$470 million ahead of OBM estimates. Mr. Grilli said that this could have a direct and positive impact on YSU because it significantly raises the possibility for the restoration of roughly \$3 million in State Share of Instruction (SSI)

subsidy that was scheduled to “lapse” this fiscal year. In other words, it is possible that the university may avoid what would have effectively been a \$3 million cut in state funding this year.

In terms of next year’s FY 2012 budget, a great deal of uncertainty still exists. Governor Kasich released his FY12 and FY13 budget proposal earlier this week, which as expected, eliminated approximately \$300 million in annual SSI appropriations that have been funded by federal stimulus dollars for the past two years. However, the governor’s budget does include a 2.7% increase in the portion of the SSI that is funded with state tax revenues. Therefore, the net reduction in statewide SSI funding in FY 2012 is projected to be about 13% based on the governor’s budget proposal. The end result would be that the governor’s budget would reduce the university’s annual state funding allocation by between six and seven million dollars next year.

Mr. Grilli said that in light of reduced state funding levels, the governor’s budget proposal would permit state universities to raise undergraduate tuition by as much as 3.5% in both FY 2012 and 2013. The governor’s tuition guidelines are intended to help state institutions maintain academic quality, and provide a degree of revenue stability in an otherwise unstable funding environment. Mr. Grilli emphasized that all of this information is preliminary, and that the governor’s proposed budget is very likely to change as it makes its way through the legislative process.

Mr. Grilli reported that the university has been engaged in an ongoing budget planning process for the past several months. Mr. Grilli stated that in December, 2010, operating budgets across campus were permanently reduced by 8.5%, which will result in over \$1 million in ongoing cost savings. Mr. Grilli emphasized that this was only the first step in a much larger strategic process that will include not only reductions in expenses, but also creative enhancements to the university’s revenues. Mr. Grilli said that, given the current fiscal environment, the planning approach being undertaken is new and different. While the development of the university’s FY 2012 budget is an ongoing exercise, the final product will align with and support the 2020 Strategic Plan, and provide a solid foundation for the future.

Mr. Grilli provided an update on the university’s technology areas, noting that since Fiscal Year 2005, the Information Technology division has been guided by the Technology Master Plan. This Plan, developed with broad spectrum representation from across the university, speaks to academic, administrative and financial technology goals. Mr. Grilli reported that many of the initiatives outlined in the Plan have been achieved. Mr. Grilli said that the Technology division continues to maintain operations and move forward with initiatives especially regarding outstanding goals and operational efficiencies. These efforts are producing technology services that are complementary and integrated at the enterprise level which, in turn, reduces the higher costs associated with redundant or incompatible services.

Mr. Grilli provided brief updates on the university’s human resources and facilities areas, noting that the Early Incentive Retirement Program will present the university with challenges and opportunities going forward.

The chairperson noted that the Finance and Facilities Committee was recommending three resolutions for adoption by the board. There being no objection thereto, the chairperson declared the following recommended by the Finance and Facilities Committee adopted by general consent:

Resolution to Modify
Tuition and Fees, Reduction/Refund of Policy

YR 2011-83

WHEREAS, the Institutional 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 Institutional Policy governing Tuition and Fees, Reduction/Refund of, policy number 3002.01 of the *University Guidebook*, shown as Exhibit P attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Authorize
Bookstore Rental Program Charges, Effective Spring Term 2011

YR 2011-84

WHEREAS, Ohio law provides that each Board of Trustees of state-assisted colleges and universities may establish special purpose fees and service charges to be assessed on students; and

WHEREAS, the Youngstown State University Bookstore's textbook rental program is intended to reduce the cost of textbooks for students; and

WHEREAS, the Youngstown State University Bookstore must be permitted to recover costs associated with unreturned rented textbooks;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize the Office of Student Accounts and University Receivables to assess charges, as described in Exhibit Q, effective

Spring Term 2011 and to remain in effect until changed by the Board of Trustees, except as may otherwise be specifically noted.

Resolution to Approve Interfund Transfers

YR 2011-85

WHEREAS, Policy Number 3010.01, Budget Transfers, of the *University Guidebook*, requires Board of Trustees approval for interfund transfers of \$100,000 or more; and

WHEREAS, certain accounting adjustments and transfers outside the operating budget are necessary;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve transfers outside the operating budget, as detailed in Exhibit R.

Mr. Meshel reported that the Audit Subcommittee met recently and received reports from the Packer Thomas firm, the university's internal auditors.

Mr. Schiavone reported that the Investment Subcommittee met recently and received reports from Hartland & Co., the university's investment advisors. Mr. Schiavone reported that the subcommittee approved implementation of Phase IV of the reallocation and repositioning of the university's non-endowment investment portfolio.

4. Internal Affairs Committee.

The chairperson noted that the Internal Affairs Committee was recommending eleven resolutions for adoption by the board. There being no objection thereto, the chairperson declared the following resolutions recommended by the Internal Affairs Committee adopted by general consent:

Resolution to Approve
Possession of Weapons on Campus Policy

YR 2011-86

WHEREAS, the Institutional 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 creation of an Institutional Policy governing Possession of Weapons on Campus, policy number 7001.03 of the *University Guidebook*, shown as Exhibit S attached hereto.

Resolution to Modify
Development of Policies Policy

YR 2011-87

WHEREAS, the Institutional 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 Institutional Policy governing Development of Policies, policy number 0001.00 of the *University Guidebook*, to be retitled as Development of Guidebook Policies, shown as Exhibit T attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify
Equal Opportunity and Affirmative Action Recruitment and Employment Policy

YR 2011-88

WHEREAS, the Institutional 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 Institutional Policy governing Equal Opportunity and Affirmative Action Recruitment and Employment, policy number 2001.02 of the *University Guidebook*, shown as Exhibit U attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify
Administrative Appeal Process – Exempt Employees Policy

YR 2011-89

WHEREAS, the Institutional 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 Institutional Policy governing Administrative Appeal Process - Exempt Employees, policy number 7017.01 of the *University Guidebook*, to be retitled as Administrative Complaint Process – Professional/Administrative Exempt Employees, shown as Exhibit V attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify Resignation Policy

YR 2011-90

WHEREAS, the Institutional 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 Institutional Policy governing Resignation, policy number 7018.01 of the *University Guidebook*, to be retitled as Resignation/Exit Interviews, shown as Exhibit W attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify Employees Files Policy

YR 2011-91

WHEREAS, the Institutional 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 Institutional Policy governing Employee Files, policy number 7019.01 of the *University Guidebook*, shown as Exhibit X attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify Public Records Policy

YR 2011-92

WHEREAS, the Institutional 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 Institutional Policy governing Public Records, policy number 9007.01 of the *University Guidebook*, shown as Exhibit Y attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Rescind
Substance Abuse Assistance Policy

YR 2011-93

WHEREAS, the Institutional 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 the Institutional Policy governing Substance Abuse Assistance, policy number 7011.01 of the *University Guidebook*, shown as Exhibit Z, attached hereto.

Resolution to Ratify
Faculty/Staff Appointments

YR 2011-94

WHEREAS, the *Policies of the Board of Trustees* direct the President to appoint such employees as are necessary to effectively carry out the operation of the University; and

WHEREAS, new appointments have been made subsequent to the December 15, 2010, meeting of the Board of Trustees; and

WHEREAS, such appointments are in accordance with the 2010-2011 Budget and with the University policy on Equal Employment Opportunity;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby ratify and confirm the appointments as listed in Exhibit AA attached hereto.

Resolution to Modify
Scheduling of Intercollegiate Athletics
Activities During Final Examination Period Policy

YR 2011-95

WHEREAS, the Institutional 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 Institutional Policy governing Scheduling of Intercollegiate Athletics Activities During Final Examination Period, policy number 6001.01 of the *University Guidebook*, shown as Exhibit BB attached hereto. A copy of the policy indicating changes to be made is also attached.

Resolution to Modify
Intercollegiate Athletics Programs – Student Athletes Policy

YR 2011-96

WHEREAS, the Institutional 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

Institutional Policy governing Intercollegiate Athletics Programs - Student Athletes, policy number 6003.01 of the *University Guidebook*, shown as Exhibit CC attached hereto, and does hereby rescind the former corresponding policy numbers 6003.02 and 6003.03. A copy of the policy indicating changes to be made is also attached.

5. Trusteeship Committee.

A. Nomination of 2011-2012 Board Officers. The chairperson reported that in accordance with Article III, Section 9, Paragraph c., Subparagraph 2. of the board's *Bylaws*, the Trusteeship Committee had met and today makes its report to the board regarding its nominations of officers for the year starting this June. The chairperson stated today's report would constitute a first reading only, and that voting on the election of officers would take place at the board's June regular meeting. The Trusteeship Committee's recommendations for the 2011-2012 board officers are:

Chairperson	Dr. Sudershan K. Garg
Vice Chairperson	Dr. John R. Jakubek
Secretary	Mr. Franklin S. Bennett, Jr.

B. Announcement of Amendments to the Board's *Bylaws*. The chairperson that the Trusteeship Committee recently completed a review of the board's *Bylaws* and recommends that the *Bylaws* be amended as indicated in redlined *Bylaws* materials earlier distributed to the trustees. The chairperson stated that today's presentation of the recommended amendments to the *Bylaws* shall constitute an announcement only; any action on the proposed amendment shall take place at the next meeting of the board.

ITEM V – COMMUNICATIONS AND MEMORIALS

The chairperson recognized the secretary to the board who read aloud the following resolution:

Resolution of Appreciation – Larry D. DeJane

YR 2011-97

WHEREAS, in 2002 Larry D. DeJane was appointed to the Board of Trustees of Youngstown State University by Governor Bob Taft; and

WHEREAS, Mr. DeJane has served faithfully as a Trustee of Youngstown State University, and generously devoted his time, talents, skills and efforts to the best interests of the University, its students, faculty and staff; and

WHEREAS, Mr. DeJane served with distinction as a member of the Academic and Student Affairs Committee, External Affairs Committee, Finance and Facili-

ties Committee, and Internal Affairs Committee of the Board of Trustees of Youngstown State University; and

WHEREAS, the wisdom acquired by Mr. DeJane through his experiences as a Sergeant in the United States Marine Corps (including being stationed at the U.S. Naval Base at Guantanamo Bay during the Cuban Missile Crisis), Mayor of the City of Salem, Ohio, and his many other civic, labor and political activities enabled his calm, perceptive and no-nonsense approach to the many challenges faced during his tenure as Trustee; and

WHEREAS, from 2006 to 2009 Mr. DeJane served as Vice Chairperson of the Board of Trustees of Youngstown State University; and

WHEREAS, Mr. DeJane's wisdom and quietly-dignified approach to people and issues served the Board and the University well during times of both crisis and opportunity;

NOW, THEREFORE, BE IT RESOLVED, that the members of the Board of Trustees express their appreciation to Mr. Larry D. DeJane for his dedication and efforts to promote the welfare and best interests of the students, faculty, and staff of Youngstown State University and the community which it serves; and

BE IT FURTHER RESOLVED, that a copy of this Resolution be furnished to Mr. DeJane.

Following the secretary's reading of the Resolution of Appreciation, and upon motion by Dr. Jakubek, seconded by Mrs. Weimer, the trustees voted unanimously to adopt the Resolution. Mr. DeJane expressed his appreciation and thanks to the trustees and administration during his term as trustee

The chairperson recognized the secretary to the board who read aloud the following proposed resolution:

Resolution of Appreciation – Lyndsie A. Hall

YR 2011-98

WHEREAS, Lyndsie A. Hall was appointed a Student Trustee of Youngstown State University in 2009 by Governor Ted Strickland; and

WHEREAS, during her term as Student Trustee, Ms. Hall served on the Academic and Student Affairs, External Relations, Finance and Facilities, and Internal Affairs Committees of the Board of Trustees of Youngstown State University; and

WHEREAS, as a Student Trustee, Ms. Hall served Youngstown State University, its faculty, staff, and especially its students, with distinction, bringing to the Board

of Trustees a valued and respected perspective on student issues and concerns;
and

WHEREAS, Ms. Hall's term as Student Trustee has proved mutually enriching to her and to the Board of Trustees, exemplifying the value of the Student Trustee experience both to the student and to the University; and

WHEREAS, its members wish to thank Ms. Hall for the thoughtfulness and perspective which she brought to the Board of Trustees of Youngstown State University;

NOW, THEREFORE, BE IT RESOLVED, that the members of the Board of Trustees express their appreciation to Lyndsie A. Hall for her dedication and efforts to promote the welfare and best interests of the students, faculty, and staff of Youngstown State University and the community which it serves; and

BE IT FURTHER RESOLVED, that a copy of this Resolution be furnished to Ms. Hall.

Following the secretary's reading of the Resolution of Appreciation, and upon motion by Mrs. Weimer, seconded by Ms. Counts, the trustees voted unanimously to adopt the Resolution.

ITEM VI – UNFINISHED BUSINESS

The board considered no unfinished business.

ITEM VII – NEW BUSINESS

The chairperson reported that he had appointed an ad hoc subcommittee of the Trusteeship Committee for the purpose of reviewing the orientation and education processes for newly-appointed trustees.

ITEM VIII – TIME AND PLACE OF UPCOMING REGULAR MEETINGS

Upon motion duly made and seconded, which received the affirmative vote of all trustees present, the trustees resolved to set the following dates and times for the next regular meetings of the board to be held in the Board Room in Tod Hall:

3:00 p.m., Friday, June 17, 2011
3:00 p.m., Friday, September 30, 2011
3:00 p.m., Wednesday, December 14, 2011

ITEM IX – EXECUTIVE SESSION

The chairperson recognized Mr. DeJane who moved that the board of trustees enter executive session to consider the appointment, employment, dismissal, discipline, promotion, demotion and/or compensation of one or more university employees. Mr. Meshel seconded the motion. The chairperson requested the secretary to conduct a roll call vote on the motion, the results of which are as follows (YES being a vote in favor of entering executive session):

Mr. DeJane	YES	Ms. Counts	YES
Mr. Schulick	YES	Dr. Jakubek	YES
Mr. Meshel	YES	Mrs. Weimer	YES
Mr. Schiavone	YES	Ms. Crawford	YES

The vote being unanimous, the chairperson declared the motion carried and the board entered executive session in the Manchester Room at 3:50 p.m. Present in executive session were the trustees and student trustee present at the meeting, Dr. Anderson, and the secretary to the board. While in executive session the trustees Dr. Anderson discussed a request made of her to chair a local charitable organization campaign in 2011-2012. The board returned to public session at 3:56 p.m.

ITEM X – ADJOURNMENT

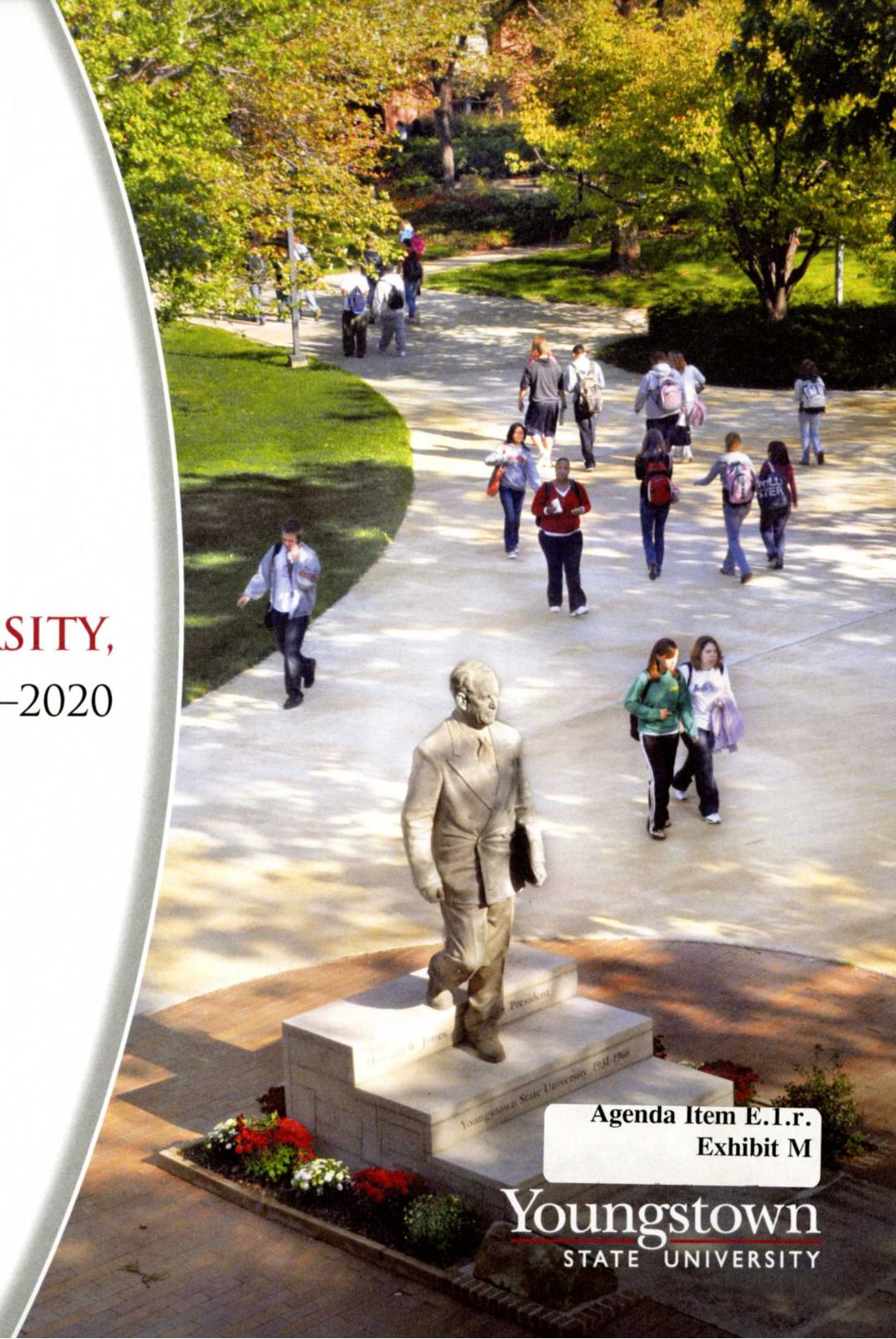
There being no further business to before the board of trustees, and upon motion duly made and seconded, the meeting was duly adjourned by unanimous vote of the trustees at 3:58 p.m.

Chairperson

ATTEST:

Secretary to the Board of Trustees

YSU 2020:
THE STRATEGIC PLAN OF
YOUNGSTOWN STATE UNIVERSITY,
2011–2020



**Agenda Item E.I.r.
Exhibit M**

Youngstown
STATE UNIVERSITY

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There's nothing particularly exciting about planning. While new buildings and new academic programs grab the headlines, the process and importance of planning oftentimes go unnoticed and unappreciated. Given the economic condition of the nation and the state and the financial challenges facing public higher education, planning is not only a good idea—it is imperative.

YSU 2020: The Strategic Plan of Youngstown State University outlines a dynamic and ambitious future for YSU. It will guide us in everything we do and help us align the University's priorities, investments, and initiatives in the second decade of the 21st century.

We thank the 52 members of the Strategic Planning Committee for their countless hours developing the plan that is before you today. We also thank the hundreds of individuals—students, faculty, staff, administrators, alumni, and community members—who participated in focus groups and forums. Your input was invaluable. We are eager to put the plan into action and make our vision and goals a reality.

Cynthia E. Anderson
Cynthia E. Anderson, Ed. D
President

Scott R. Schulick
Scott R. Schulick
Chairperson
Board of Trustees



YSU 2020:

The Strategic Plan of Youngstown State University, 2011–2020

2020 Strategic Vision:

Youngstown State University will become a national model for student success, academic excellence, resource stewardship, and regional engagement.

In summer 2010, Youngstown State University set out to envision the future: What will Youngstown State University “be” and “look like” in the year 2020? The result of that visioning process is the plan outlined here—YSU 2020: The Strategic Plan of Youngstown State University, 2011–2020.

The plan will chart institutional directions and help us align priorities, investments, and initiatives over the next decade. It establishes the framework for carrying out the Mission, Vision, and Core Values approved by the Youngstown State University Board of Trustees in December 2008:

Youngstown State University Mission Statement

Youngstown State University—an urban research university—emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.

The University

- Creates diverse educational experiences that develop ethical, intellectually curious students who are invested in their communities;
- Provides access to a broad range of undergraduate programs;
- Offers graduate programs in selected areas of excellence, including those that meet the needs of the region;
- Supports economic development through applied learning and research;
- Integrates teaching and learning, scholarship, and civic engagement;
- Fosters understanding of diversity, sustainability, and global perspectives; and
- Advances the intellectual and cultural life of the city, region, and world.

Youngstown State University Vision Statement

Youngstown State University will become a national model for university-community engagement that enhances teaching and learning, student and faculty research, and community well-being. The University will expand its regionally focused mission to include national and international emphases, while working with other colleges and universities, business and industry, and the K-12 community to stimulate the economic, technological, and cultural rebirth of Ohio.

This Vision will be supported by

- Leading scholars and practitioners using multidisciplinary approaches to address societal challenges;
- Engagement of undergraduate and graduate students in research;
- Strategic development of undergraduate and graduate programs;
- Curricular and co-curricular integration of professional and liberal education, problem-solving, critical thinking, and communication skills;
- An emphasis on applied learning and community engagement; and
- Respect for the deep and rich diversity of the communities we serve.

Youngstown State University Core Values

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the University’s mission:

Centrality of Students

We are a student-centered institution committed to the education, development, well-being, and success of students of all ages and from all walks in life. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth, as well as their capacities for lifelong learning, civic responsibility, and leadership.

Excellence and Innovation

We value excellence and innovation inside the classroom and out. Thus, we strive to integrate curricular and cocurricular activities; to offer outstanding academic programs; to foster intellectual inquiry, exploration, and discovery; to transcend traditional boundaries; to apply and perfect knowledge; to encourage creativity; to provide effective tools, technologies, and facilities for learning; and to excel in research and scholarly activity, including the “scholarship of teaching and learning”—an area of research that explores how individuals teach and learn.

Integrity/Human Dignity

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility. We value ethical behavior in scholarly and other endeavors; believe in the dignity and worth of all people; strive to foster an appreciation of, and respect for, differences among the human race; and celebrate the diversity that enriches the University and the world.

Collegiality and Public Engagement

As scholar-citizens of many extended and interconnected communities, we pledge to work collegially and cooperatively to enrich the cultural environment; establish productive partnerships; provide responsible leadership; address community and workforce needs; foster sustainability; and bring about the greater good of the collective whole—be it the University, the city of Youngstown, the state of Ohio, the region, or beyond.



Context for Planning:

YSU 2020, like the Mission, Vision, and Core Values, builds on a process that began in 2007–2008, when the Chancellor of the University System of Ohio issued Ohio’s *Strategic Plan for Higher Education 2008–2017*. That plan classified Youngstown State University as an “Urban Research University” with an obligation to “provide the Youngstown area with the talent and research base for the growth of new companies and industry to replace those that have been lost to a changing economy” (p. 48). The state plan also laid the groundwork for an outcomes-based (rather than enrollment-driven) state funding formula and established a mandate for dramatically increasing the number of students enrolled in Ohio’s colleges and universities by 230,000 students by the year 2017.

The new funding formula and YSU’s evolving mission—along with the declining state and national economy and shrinking state support—pose both challenges and opportunities that the University must address. In the words of YSU Board chair Scott Schulick, “the stakes are high.” We can’t just continue to do exactly what we’ve always done, in the way that we’ve always done it. YSU 2020 offers a framework for addressing challenges and opportunities. It offers direction for making Youngstown State University a dynamic and positive force for education, renewal, and poverty reduction in the region and beyond.

The Strategic-Planning Process:

Dr. Cynthia E. Anderson took office as YSU's seventh President on July 1, 2010. A few weeks later, the Youngstown State University Board of Trustees, President Anderson, and the President's Cabinet gathered for a planning retreat, facilitated by Dr. Ellen Chaffee, a consultant from the Association of Governing Boards of Universities and Colleges. This group defined four critical "**cornerstones**," or focuses, upon which to build the University's next strategic plan:

- **institutional accountability and sustainability**, or good stewardship of the institution's financial, physical, and human resources;
- **student success**;
- **transition to the urban research university mission**; and
- **regional engagement**.

The 52-member Strategic Planning Steering Committee—chaired by Dr. Ikram Khawaja, YSU's Provost and Vice President for Academic Affairs; and Mr. Eugene Grilli, Vice President for Financial Affairs—met for the first time on July 15, 2010. Committee members included faculty, staff, students, administrators, Board of Trustees members, and community representatives (see **Appendix A**). By the end of the meeting, all had received an overview of the focused and fast-paced planning process that would follow. In addition, each had volunteered to serve on one or more of the four "cornerstone groups" to begin the work of planning.

A fifth group volunteered to manage communications related to the planning process, so that the campus and area communities could stay informed about the planning process and participate if they desired. The University conducted more than 20 focus groups with various campus constituencies and members of the community at large. In addition, interested parties could respond anonymously to web-based questionnaires. Several hundred people participated in one or more of these data-gathering activities.

Instead of the typical 12–18 months normally devoted to a major strategic-planning process, the Steering Committee and cornerstone groups accomplished the task in four months: August, to get organized; September, to gather data; October, to organize components of the plan; and November, to write the document that would go to the Board of Trustees in December 2010.

Some Guiding Principles:

In addition to the core values stated earlier, YSU is committed to two overarching principles that can be seen in each of the four cornerstones and that must guide each of the University's activities and initiatives:

- commitment to diversity and inclusiveness, in the broadest sense; and
- commitment to "continuous quality improvement," or a "culture of assessment."

Commitment to inclusiveness and diversity must make itself felt in the University's daily activities; in hiring decisions; and in the University's recruitment and retention initiatives. It applies equally to employees in every category; to traditional and nontraditional students of every description; to campus visitors; and to companies that do business with the University.

Likewise, a commitment to widespread assessment, or continuous quality improvement, applies not only to teaching and learning but also to every initiative, activity, and Division of the University. By defining outcomes, evaluating how well we meet them, and using the results to adjust course if necessary, we can align budget with priorities, make informed budget decisions, and facilitate positive change.

Organization of the Planning Document:

Following this introductory "chapter" are four discrete chapters that form the core of the plan—one chapter for each of the four cornerstones of *YSU 2020*. The four chapters present the four cornerstones in detail.

Each cornerstone chapter, or section, is organized as follows:

- The cornerstone begins with a narrative overview, outlining three or four **themes**, or topics, around which that section of the plan is organized.
- After the narrative overview, a more detailed explanation follows, outlining priorities, initiatives, and metrics that can be used to measure progress in achieving that portion of the plan. The priorities are both listed and described in narrative format.

The **priorities** are significant strategic objectives or goals that span multiple divisions of the University and sometimes the University as a whole. **Initiatives** are specific projects or actions that will support achievement of the strategic priorities. **Metrics** are measurable data points that can be tracked *backward* to establish a baseline, and *forward* to 2020, to determine whether the University meets the 2020 goals.

Some of the metrics are particularly significant and constitute a set of measurements known as "**Institutional, or Board, Metrics**," since the Board of Trustees will track these metrics regularly to assess progress on the plan. The Institutional/Board Metrics appear in **Appendix B**.



Definition

Accountability and Sustainability

Accountability and sustainability entail aligning the University's resources and investments to meet broad strategic goals and maintain institutional vitality.

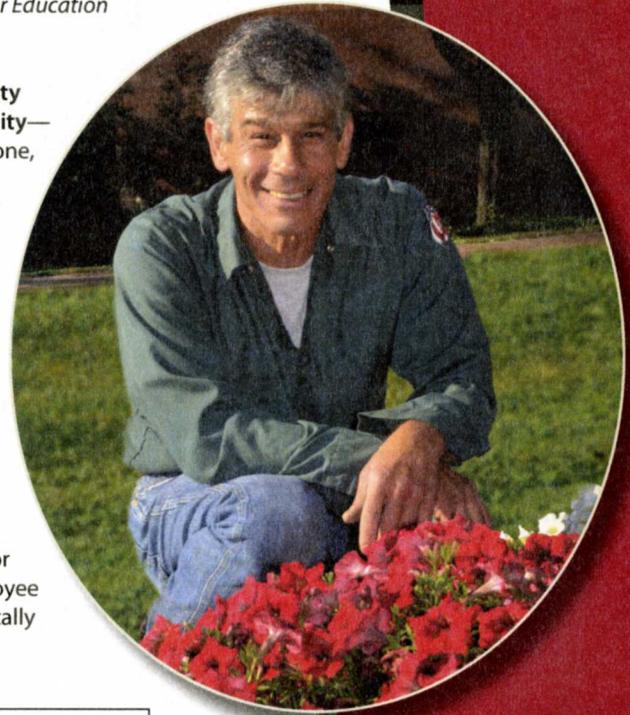
Although described as a cornerstone, **Accountability and Sustainability** are foundational to the *entire* strategic plan, in that the other cornerstones rest on the ability of the institution to manage its collective resources effectively; if one resource area is threatened, none of the other cornerstones will succeed. YSU aspires to become a national model for resource stewardship, which entails making careful choices about *all* of the University's resources—fiscal, physical, and human.

The first Accountability and Sustainability Cornerstone theme is Fiscal Health. The Fiscal Health section describes processes through which the YSU administration and Board of Trustees can align budget priorities with strategic initiatives. These processes will provide tools to make difficult budget decisions. As fiscal stewards, we must be efficient and strategic, focusing limited resources in ways that best advance the University's vision and goals. The ever-changing economic dynamics of the state, nation, and community challenge us to manage fiscal resources prudently. The Board Metric that gives the clearest "snapshot" of the University's fiscal health is the financial ratio index, an index based on three financial ratios that can be tracked from year to year.

The second Accountability and Sustainability theme is Human Resources Health. As stewards of human resources, we must collectively and individually develop and support *all* of the individuals who make up our campus community. We must examine YSU's policies, procedures, and processes to identify practices that build a climate of collegiality and mutual support. The Board Metric for this theme is an index based on an Employee Satisfaction Survey that will be administered every other year; the higher the index score, the more robust our human resources health.

The third cornerstone theme is Facilities Health. As stewards of our physical facilities, we need to create a comprehensive facilities plan that emphasizes maintenance, renovations, and safety of our physical resources, as well as environmentally sound practices. The Board Metric for this theme is the "percent of facilities in satisfactory condition or needing only minor rehabilitation," one of the accountability measures in Ohio's *Strategic Plan for Higher Education 2008–2017* (p. 104).

The final Accountability and Sustainability theme is a Culture of Shared Responsibility— a theme that spans not only this cornerstone, but the other three cornerstones as well. A transparent, inclusive culture involves respecting and valuing all employees, regardless of demographic identities. It also involves developing policies and procedures that improve administrative efficiencies and result in real savings of precious resources, broadly defined. At the same time, it acknowledges the *critical value of assessment* for monitoring not just student learning, but also the University's effectiveness in bringing about real strategic change and realignment of expenditures. The Board Metric for this theme is an index derived from Employee Satisfaction Survey questions that specifically address campus cultural change.



To summarize, the Board Metrics are	Fiscal Health:	An index of pertinent financial ratios
	Human Resources Health:	Employee Satisfaction index
	Facilities Health:	% of buildings in satisfactory condition or needing only minor rehabilitation
	Shared Responsibility:	Employee Satisfaction campus cultural change indicators

INITIATIVES

- Identify and implement a new approach to University budgeting, which includes cost-benefit analyses, that is transparent and flexible.
- Align budget priorities with strategic priorities.
- Identify and implement strategies to bring auxiliary revenues to a level at or above expenditures.
- Create a central database and financial analyses that support financial decisions.

THEME 1: FISCAL HEALTH

Institution/Board Metric: Index of Pertinent Financial Ratios (Senate Bill 6 Ratio)

Priorities/Rationale

1. A transparent and responsive budget system

The fiscal health of the University involves decisions that are supported and guided by the University's mission, vision, and profile. Clear communication, transparency, and understanding are vital as the University embarks on restructuring the process by which it budgets its funds.

The evolving character of YSU as defined by the strategic plan will need at its core a fiscal condition that is robust, well managed, and responsive to demands and challenges. The worldwide fiscal challenges of 2008 provided a harsh lesson to higher education. In an unstable economy, a structural budget deficit can occur with little warning, as evidenced by the October 2010 "lapse," or postponement, of \$3 million in state subsidy. Short-term budget crises invariably threaten long-term plans. Thus, the fiscal sustainability of institutions must be addressed at two levels: survival in the short term, and budgeting to achieve long-term goals and priorities.

Through fundraising/development, the University will support unmet needs for scholarships and projects as appropriate.

2. Strategic finance

Stable and sustainable revenue sources are the counter to fiscal hazard. As YSU aspires to higher levels of quality and transitions to an urban research institution, requests for spending to support programs will increase and the University budget will face increasing pressure. Financial equilibrium of identical increases in revenue and expenses will become more difficult to maintain.

Hence, the process by which the University budget is developed and implemented is a critical element of the strategic plan. The process needs to align budget with priorities, recognize revenue and spending needs, and provide for stability in the face of

short- or long-term interruptions in revenue resources. Analysis of current resources and spending patterns will lay the foundation for an improved budgeting process. Ideal outcomes may include enhanced effectiveness of spent dollars and incentives for resource growing.

As part of a comprehensive strategic-finance strategy, the University will develop a clearer understanding of the role of auxiliaries (e.g., the bookstore, parking) and assure that the business practices of each auxiliary are directed to achieving and maintaining the auxiliary's self-supporting capacity.

Core to the strategic plan and to strategic finance is a reliable, accurate, and well-developed database connected to a culture that embraces the need to systematically assess or measure its processes. Management of resources in all respects relies on measures that identify progress and problems, while enabling the University to address short-term needs and strategic priorities.

2020 METRICS

1. Financial health ratios
2. Standard & Poor's, Moody's ratings
3. Auxiliaries profit and loss
4. Extent to which annual development goals are met

theme 1

THEME 2: HUMAN RESOURCES HEALTH

Institution/Board Metric: Employee Satisfaction Index

Priorities/Rationale

1. Systematic and effective professional development

In a professional climate increasingly known for the serial careers of employees, complex organizations are challenged to recruit, develop, and retain excellent employees for the long term. Youngstown State University recognizes the critical role that effectively trained and cooperatively functioning staff and faculty play in the achievement of the University's mission. Thus, YSU will assure the professional health of its human resources by pursuing and/or maintaining the following priorities:

To achieve cross-training for efficient daily operations, development of employees qualified for advancement, an institution-wide spirit of teamwork and service-mindedness, a diverse workforce at all levels of the organizational chart, and enhanced employee satisfaction, YSU will provide access to broad-based programs of professional development. Employee development will be provided *internally* through organized mentoring systems and training offered by Human Resources, as well as throughout the academic and non-academic divisions. It will be facilitated *externally* through opportunities to travel for training.

2. Improved labor/management relations

Contract negotiation based on discovery of mutual interests has proven effective at YSU. Simultaneously with implementing principles of shared governance, YSU will seek the partnership of its four collective bargaining units to explore effective models of negotiation and achieve contracts that strengthen labor/management relations, institutional integrity, and employee satisfaction.

3. Exemplary customer service

"Customer service" is a phrase frequently encountered at the mall. However, to some extent all employees and all students, as well as external clients such as vendors, parents, and visitors, are "customers," and as such they will be treated with respect and courtesy at all levels. Seminars or workshops will be developed to enhance customer-service experiences throughout the University.



2020 METRICS

1. Number of employee development/ training opportunities per year
2. Number/% of participants in employee development/training opportunities
3. Diverse learning environment survey
4. Employee Satisfaction Survey results
5. Student FTE/FT faculty FTE

theme 2

INITIATIVES

- Develop effective mentoring systems for all employees, including those in leadership roles.
- Establish formal training opportunities for all employees, including those in leadership roles.
- Develop effective ways to improve campus community satisfaction.
- Negotiate labor contracts that strengthen labor-management objectives.
- Explore alternative negotiations models.
- Establish a culture of customer service.

INITIATIVES

- Utilize the Capital Campaign for facilities.
- Coordinate safety and the physical plant.
- Develop and implement a comprehensive facilities plan aligned with programming.
- Update the facilities master plan on a regular cycle.
- Develop an equipment-replacement policy.
- Engage employees and students in developing environmentally friendly policies and practices.

THEME 3: FACILITIES HEALTH

Institution/Board Metric: % of Buildings in Satisfactory Condition or Needing Only Minor Rehabilitation

Priorities/Rationale

1. A comprehensive facilities plan focused on cost-effectiveness, environmental responsibility, and safety of the physical plant

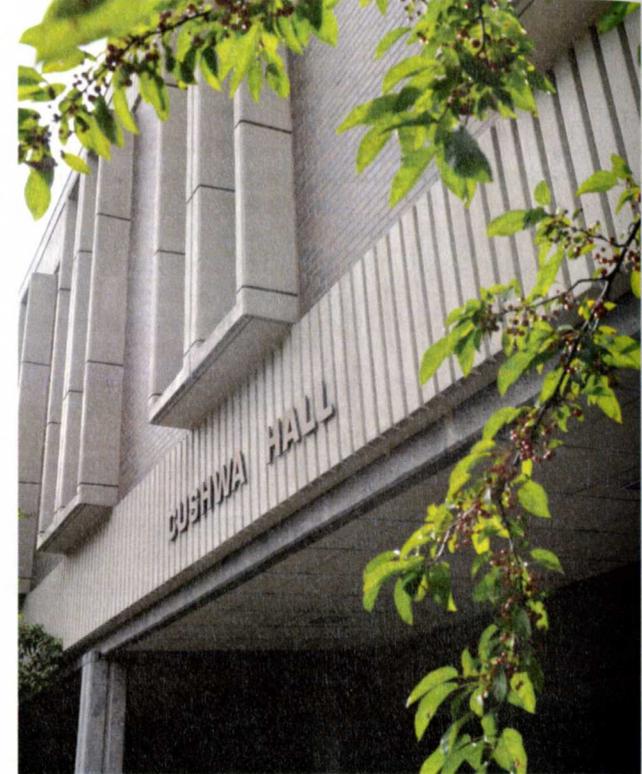
The University aspires to a comprehensive facilities plan that primarily emphasizes renovation of existing building stock. The focus of renovation will be on stabilization and modernization of existing structures. Inherent in these refurbishment projects will be the institution's commitment to cost efficiency, environmental responsibility, safety, and accommodation of the diverse needs of students, faculty, staff, and the community. Enhancing the existing infrastructure reflects a response that is consistent with Ohio's fiscal challenges and consequent lack of significant support for new capital projects.

2. Equipment-replacement and deferred-maintenance standards

Beyond major renovation projects, a policy will be established for scheduling equipment replacement and a plan will be set forth developing definitive and realistic standards for deferred maintenance. Equipment-replacement and deferred-maintenance standards will assure an inclusive, state-of-the-art learning environment that facilitates students' reaching their fullest potential. These standards will also lead to a quality physical plant that fosters the energy to maximize the talents and productivity of the University's human resources.

3. Environmental footprint reduction

Responsible stewardship of resources, alignment of budgetary priorities with campus needs, and concerted efforts at sustainable practices will result in a resurgence of the institution's infrastructure. This will contribute to facilities initiatives that complement enrollment growth, enhance and support academic program expansion, and establish laboratory settings that promote world-class research. The integrity of Youngstown State University's natural beauty will be retained as we engage in planning that emphasizes efficiency, environmental sustainability, thoughtfulness, and fiscal responsibility.



2020 METRICS

1. % of buildings in satisfactory condition or needing only minor rehabilitation
2. % of buildings over 25 years old (maintenance age)
3. Utilities costs per gross square foot (GSF) per FTE
4. Energy consumption/GSF
5. % of general fund used for maintenance
6. Deferred maintenance
7. Environmental footprint index

theme 3

THEME 4: CULTURE OF SHARED RESPONSIBILITY

Institution/Board Metric: Employee Satisfaction Campus Cultural Change Indicators

Priorities/Rationale

1. A transparent, inclusive culture

Throughout conversations related to the Accountability and Sustainability cornerstone ran an elusive theme related to our shared culture, our sense of belonging to a family or a team—the YSU team. Cultures change over time. We seek to build a transparent, inclusive culture characterized by respect for all employees and students regardless of identity and ability level. Ideally, all will perceive that they are cared for as members of the YSU team. Threads and initiatives that support this concept may be found throughout this and the other cornerstones.



2. Efficient and effective administrative processes and decision-making

One strongly voiced concern during the cornerstone conversations dealt with the frustrating inefficiencies often associated with YSU's business processes. Hence, solutions to these inefficiencies should improve employee morale as well as garner cost savings—especially important in these fiscally challenging times.

Other concerns focused on the interrelated topics of decision-making and communication. If employees perceive that decisions are top-down, made without input from those affected, morale declines. And when communication of decisions or processes or plans is intermittent, one-way, or nonexistent, morale declines further. A culture of shared responsibility requires respectful, ongoing, and open communication.

3. A culture of assessment

Measurement permeates this entire strategic plan. "Continuous quality improvement" requires that regular assessments be undertaken and that results be openly shared and used to facilitate needed change. Assessment should become as routine as checking one's e-mail—and decisions based on assessment should become the norm.

INITIATIVES

- Systematically review, simplify, and automate business processes.
- Explore and implement shared services as needed.
- Update and implement the Technology Master Plan on an ongoing basis.
- Form an IT steering committee to align IT priorities with strategic priorities.
- Implement shared-governance recommendations.
- Establish effective communication systems.
- Develop needed assessment instruments, and implement regular institutional assessments.

2020 METRICS

1. Employee satisfaction with culture
2. Savings garnered from improved administrative efficiencies
3. % of programs/units providing proficient or exemplary assessment reports

theme **4**



Definition

Student Success

Student success is defined as “academic achievement, satisfaction, and productive post-college performance.”

A student offered the definition above at one of the early Student Success Cornerstone group meetings. Student success, in each of these senses, is paramount for Youngstown State University; and thus the structure, policies, and practices of the institution must facilitate the success of students and graduates. The University offers countless avenues through which individuals can progress toward their educational, personal, and career goals. Strengthening those opportunities will remain a central driver for everything we do at YSU.

The profile of YSU students will change considerably over this planning cycle and beyond, reflecting state and national trends, demographic shifts, decreasing numbers of high school graduates, growth of the new community college, and characteristics of the “Millennial Generation.” Given these shifts, the range of student characteristics and needs will be broad. **The shifts represent an important opportunity to strengthen YSU’s infrastructure and resources to enhance the quality of the educational experience for a dynamic and diverse student body.**

Students from many backgrounds—including first-generation students, returning adults, students with disabilities, and international students—bring varied perspectives and skill sets to the institution. Regardless of their individual abilities and aspirations, undergraduate and graduate students who come to YSU need support to achieve their goals and be successful. They may require **differing types and amounts of support during different stages of their academic careers.** This is especially true for undergraduates. Addressing diverse student needs and providing multiple entry points for programs and services are key factors in supporting student success. In large part, student achievements depend on how well YSU’s mission, vision, goals, policies, and practices advocate for and adhere to basic tenets of student learning and development.

Specific measures to facilitate student success are outlined on succeeding pages.

The first Student Success theme is Academic Achievement. Experiencing success in the classroom reinforces students’ efforts to learn and master educational fundamentals, and this success leads to graduation. The Board Metric for this theme is the “6-year graduation rate” (i.e., the percentage of students who graduate within 6 years)—a standard state and national measure of student success.

The second Student Success theme is Student Satisfaction with Academic and Non-Academic Experiences. Students who are satisfied are likely to experience greater student and post-graduation success. The Board Metric for this theme is an index derived from satisfaction-measuring instruments such as the National Survey of Student Engagement (or NSSE, known as the “Nessie”).

The third Student Success theme is Readiness for Post-College Success. The Board Metric for this theme is an index of test and licensing-examination scores (e.g., Graduate Record Examination and Praxis scores).



To summarize, the Board Metrics are	Academic Achievement:	6-year graduation rate
	Student Satisfaction:	Index of satisfaction measurements
	Post-College Success:	Index of pertinent educational testing and licensing scores



2020 METRICS

1. 6-year graduation rate
2. Graduation rates of minority and first-generation college students
3. Student-athlete graduation rate
4. Number of STEM graduates (a component of state funding formula)
5. Degrees awarded
6. Retention rates
7. Average ACT of entering freshmen (a component of state funding formula)
8. Collegiate Learning Assessment (CLA) scores
9. Enrollees age 25 and older
10. Course-completion rates (a component of state funding formula)
11. % of students on warning, probation, and suspension
12. Number of study-abroad students
13. Number of international students

- Formalize exit interviews.
- Use data to make improvements.
- Raise more money for scholarships.
- Expand service-learning initiatives.
- Ensure that courses are available when needed.
- Reduce cost to students by improving time to completion of degree.
- Streamline academic experiences—e.g., 3-yr degrees, credit for prior learning.
- Offer flexibly scheduled, alternative delivery, and distance-education courses and programs.

THEME 2:

STUDENT SATISFACTION WITH ACADEMIC AND NON-ACADEMIC EXPERIENCES

Institution/Board Metric: Index of Student Satisfaction Measures

Priorities/Rationale

1. Satisfaction with academic experiences related to

- *teaching and learning*
- *advising*
- *facilities*
- *technology*
- *learning outcomes*
- *engagement*

Academic achievement and satisfaction are inextricably linked. Academic achievement exerts a major influence on the college experience and ultimately on student satisfaction. The content knowledge that students acquire and their accompanying perception of preparedness to enter their chosen profession contribute to an overall sense of confidence, pride, and satisfaction. At the same time, satisfaction with the academic experience can lead to higher achievement. Engaged and satisfied learners are often more successful learners.

2. Satisfaction with non-academic experiences and campus life

While academic achievement is an important component of student satisfaction, alone it cannot yield the degree of satisfaction that we hope our students attain upon program completion. In addition to intellectual needs, we seek to meet the affective needs of our students.

Providing a variety of student organizations, sports events, artistic performances, wellness experiences, and other extracurricular activities that meet a myriad of interests encourages students to become involved in university life beyond the classroom. Such involvement promotes feelings of connectedness and a sense of belonging to our campus community. Participation in service learning and in community activities yields a sense of self-fulfillment and promotes the development of well-rounded individuals who better understand and are ready to assume their place in our diverse society.

As we provide experiences that engage the whole student, we offer opportunities for our students to grow, to reach their full potential,

and to enhance the quality of their lives. And as students feel an overall satisfaction with their YSU experience, they become both natural ambassadors for recruiting new students to YSU and supportive alumni who encourage the University's future growth and development.

3. Affordable programs

The "cost value" of a YSU education, particularly in comparison to the cost of education at peer institutions that offer programs of equal quality, has always been and continues to be a priority at YSU. As we constantly strive to increase private funds for scholarships, we ensure that higher education is affordable and within reach for all students—particularly first-generation college students—who desire to attend YSU.

A critical part of affordability that has received insufficient attention is the amount of time it takes students to complete a degree. We must take steps to improve students' ability to complete their degrees more quickly.

4. Flexible course and program delivery

Strategically developed alternative course and program delivery (e.g., online courses, 3-year baccalaureate programs) based on "best practices" provides greater flexibility for students who must juggle multiple responsibilities. Flexible delivery can help students graduate in a more timely manner, leading to savings of money and time and ultimately to greater satisfaction.

2020 METRICS

- | | |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 1. Index of student satisfaction survey results related to academic and non-academic experiences | 3. Exit-interview results |
| 2. Students' average out-of-pocket costs | 4. Number of courses and programs that are online, flexibly scheduled, or distance education |

theme 2

THEME 3: READINESS FOR POST-COLLEGE SUCCESS

Institution/Board Metric: Index of Pertinent Educational Testing and Licensing Scores

Priorities/Rationale

1. Preparation for work or further education in a diverse, global, and technological world

Public higher education in the twenty-first century is challenged by ever greater demands for both inclusion and accountability. The stakes are high for students and institutions alike.

Youngstown State University provides education of life-long value. Particularly to leverage the institution's impact on economic development, YSU seeks to prepare graduates for further education or for work in diverse, global, and technological environments.

YSU students will have access to appropriate resources to enable them to graduate with skills and experiences that make them competitive for employment or for higher study, and students will benefit from assistance in seeking post-college opportunities and making effective applications. Particularly important are the opportunities to explore careers through internships, cooperative-education experiences, service-learning experiences, and study-abroad experiences. Through such activities, students will additionally form relationships with mentors who will enhance the students' post-college success.

Recognizing the value that experience plays in the job market and other applicant pools, YSU will strive to increase opportunities for students to amass practical experience while they study.



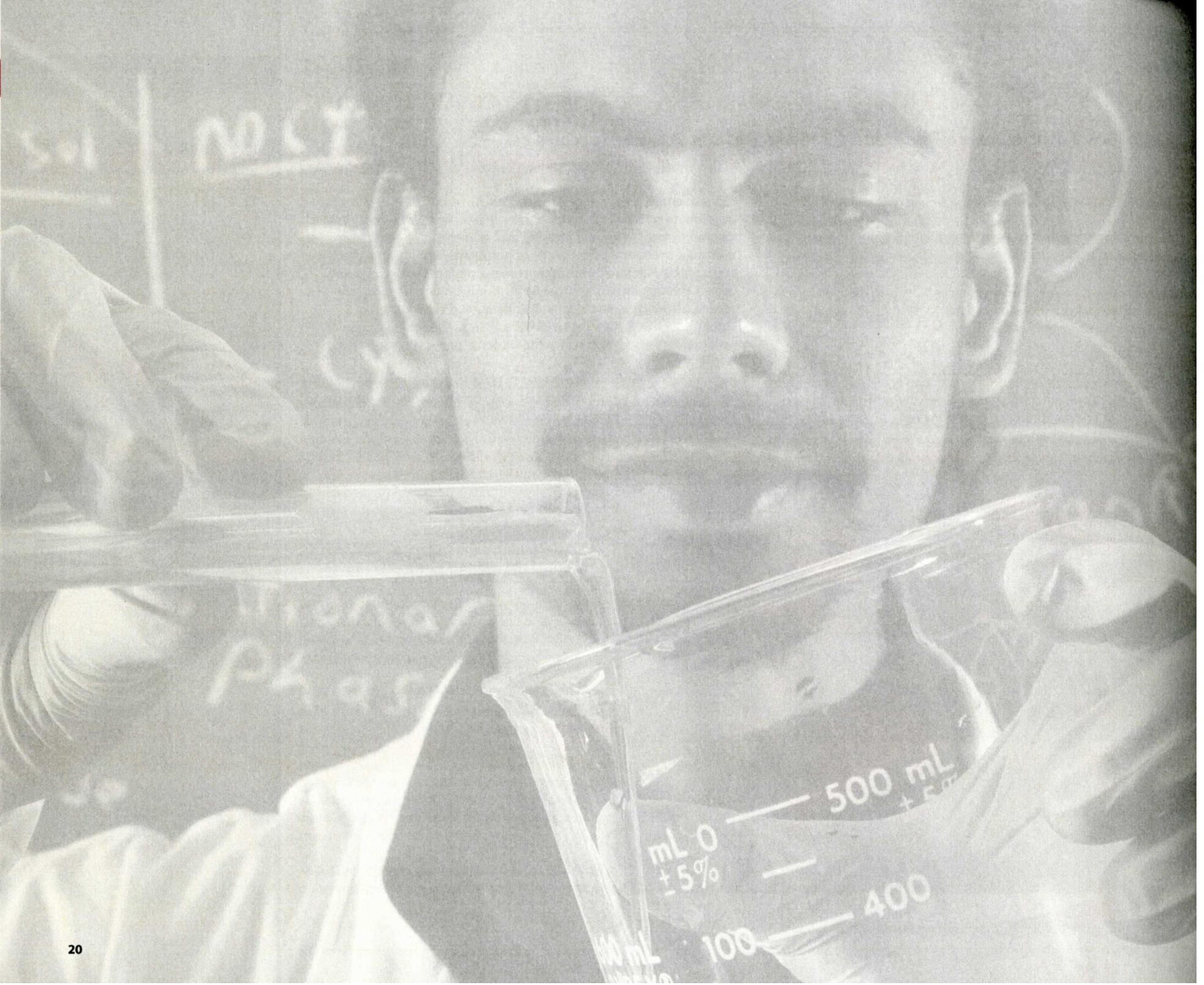
2020 METRICS

1. Job placements
2. Graduate-school placements
3. GRE, MCAT, LSAT scores
4. License and certification scores

theme 3

INITIATIVES

- Increase internship, cooperative-education, service-learning, and study-abroad opportunities.
- Enhance job fairs and professional days—e.g., Press Day.
- Provide interview training and preparation.
- Publish lists of companies/agencies that recruit on campus.



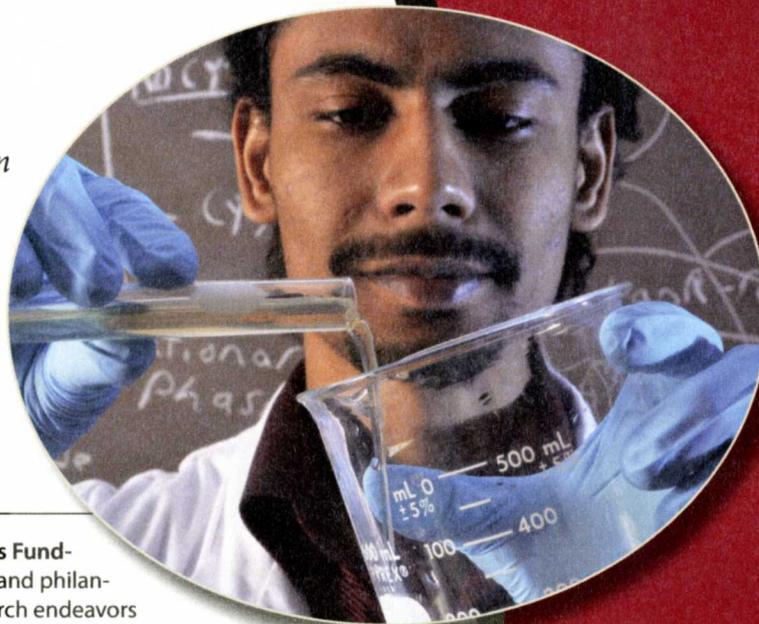
Definition

Urban Research University Transition

ADAPTED FROM THE SENATE-APPROVED DOCUMENT

Youngstown State University contributes to the development and application of knowledge for the betterment of students and, thus, the communities in which they live and work. The University strives to improve the quality of life in the region and is the primary link to the global community. As an urban research university, YSU is guided by three core principles:

- Faculty research and scholarship are integrated into teaching and learning to improve graduate and undergraduate student experiences;
- YSU answers important questions and solves real problems by sharing information, expertise, and resources with the community;
- YSU invests in research, academic, and other programs that enrich the intellectual, cultural, and economic life of the community.



In the *Strategic Plan for Higher Education 2008–2017*, the Chancellor designated Youngstown State University an “Urban Research University.” Early in 2010, the Academic Senate at YSU affirmed the designation and described in detail what it entails (see **Appendix C**). Subsequently, the Urban Research Transition Cornerstone Committee—in recognition of the fact that the University has a long way to go to fully embrace and fulfill an expanded research mission—added the word “Transition” to the cornerstone name. The work of the cornerstone group produced three broad themes, as well as numerous priorities and initiatives, described in the following pages. It should be noted here that many of the initiatives, in particular, overlap with initiatives in two other cornerstones: Student Success and Regional Engagement.

The first Urban Research University Cornerstone theme is **Innovation and Discovery**, which addresses research needs of the region as well as basic and applied research activities for faculty, graduate students, and undergraduate students. The Board Metric that tracks these activities is an index comprising total publications plus one-third of citations in a given year—the latter in recognition of the fact that citations come after publication and thus are a lagging indicator.

The second cornerstone theme is **Funding to Support Research**. Grants and philanthropic giving are critical to research endeavors of the institution, especially in lean budget times, and collaborative internal and external partnerships enhance our funding success. The Board Metric for this theme is total external research funding.

The third theme is **Quality Academic Programs**, a theme that entails an expansion of graduate programming, as well as academic relevance and rigor. While research enhances the education of undergraduate students, graduate students, especially, can be active and productive researchers. Further, academic relevance and rigor address the necessity that programs be relevant to “real world” careers and that they be challenging, so that students will be well prepared for life beyond the University and for the careers they enter. The two Board Metrics addressing academic programs are the ratio of graduate to undergraduate students and the ratio of full-time to part-time faculty.

To summarize, the Board Metrics are

Innovation and Discovery:
Funding to Support Research:
Quality Academic Programs:

An index of peer-reviewed publications and citations
Total external research funding
G/UG student ratio
FT/PT FTE faculty ratio

INITIATIVES

- Provide technical support for grant-writing and statistical analysis.
- Re-engineer processes to reduce time, paperwork, and divisional barriers to research and scholarly activity.
- Implement changes to increase time for faculty research without reducing teaching capacity.
- Expand and enhance undergraduate research opportunities.
- Publicize research outcomes.
- Create an outreach office to provide research and consulting services to the community.
- Establish a reward system to facilitate faculty applied research in the community.
- Create opportunities for interdisciplinary collaboration (e.g., "community of scholars").
- Develop an assessment system to evaluate outcomes of collaborative and regional research projects.

THEME 1: INNOVATION & DISCOVERY

Institution/Board Metric: Index of Peer-Reviewed Publications, Citations

Priorities/Rationale

1. Collaborative research to address urban and regional needs

We have a special obligation to the city and the region in which the University is located to develop and apply research expertise to improve the quality of life. Poverty, crime, chronic disease, an aging and under-educated population, and economic revitalization present research problems that require interdisciplinary approaches. We can partner within the University and with other educational institutions, businesses, and organizations to address such issues. Working collaboratively will require removal of impediments, such as duplicative paperwork and outdated regulations. We must examine and streamline policies and processes to become more efficient and make it easy for the community to access the expertise of the University. The outcomes (e.g., job creation, partner satisfaction) of these collaborative projects will be routinely assessed.

2020 METRICS

1. Peer-reviewed publications
2. Citations
3. Creative works
4. Inventions, patents, and licenses
5. Number and outcomes of regionally based research projects

theme 1

2. Faculty and student scholarship

Creation and dissemination of knowledge are the essence of a university. Youngstown State University encourages the full spectrum of scholarship, including basic and applied research, creative works, and other intellectual contributions. An increased emphasis on research productivity will enhance, rather than detract from, teaching. We will carefully cultivate the relationship between scholarship and teaching by expanding undergraduate research opportunities and encouraging the scholarship of teaching and learning.

YSU will strengthen its capacity for research by providing ongoing training, technical support, and recognition of faculty and staff efforts. Disseminating research outcomes more widely to the general public will increase public understanding of the value of faculty and student scholarship and enhance the academic reputation of the University.



THEME 2:

FUNDING TO SUPPORT RESEARCH

Institution/Board Metric: Total Research Funding from External Sources

Priorities/Rationale

1. Support for grant development and management

To transform YSU into an Urban Research University, limited resources must be redirected to research activities that are greater in scope than current research activities. YSU's four new Centers of Excellence need new funds in order to flourish. Expectations of research productivity from faculty and students are increasing. To address the economic-development and jobs-creation needs of the region, YSU's research and scholarly activities must be expanded. To that end, in these challenging times of significantly limited resources, the most prudent approach is to enhance external grants efforts.



The Office of Grants and Sponsored Programs drastically needs additional personnel to assist faculty in developing and managing grants. Given that no new money is available internally for this purpose, one solution is to increase grant activity to such a level that indirect costs will be able to support the additional personnel. In addition, faculty would benefit from workshops in grant development and management, so that they wouldn't depend so heavily on staff and might become more self-sufficient in this arena.

2. Philanthropic funding for academic initiatives

An additional source of revenue is from philanthropic donations directed to research enterprises, such as endowed chairs or a specific research program or project. Modest sums are occasionally given for such purposes; however, with more concerted efforts from the Development Office, these sums would expand. Further, fundraising workshops for the Academic Division could enhance philanthropic funding, since faculty, for example, might become effective at successfully soliciting donations for their projects.

The initiatives expand on these concepts.

2020 METRICS

1. Total external grant \$
2. Number of external grants funded
3. Philanthropic total targeted for academic initiatives
4. Academic endowments \$
5. Grants submission \$
6. Number of grant submissions
7. Funding received from for-profit organizations

theme 2

INITIATIVES

- Benchmark and apply best practices in grant management.
- Develop comprehensive policy re: start-up packages for new faculty to enhance their research activities.
- Provide training for faculty in grant development and management to develop self-sufficiency.
- Reevaluate indirect cost rate when eligible.
- Provide fundraising training for the academic sector.
- Reinvest funds from research into research.
- Design policies to work effectively with the Youngstown State University Research Foundation (YSURF) to enhance research accomplishments.

- Add/implement selected graduate programs.
- Develop combined bachelor's/master's programs.
- Create innovative mechanisms to fund graduate students.
- Develop marketing and recruitment strategies targeting graduate students and highly able undergraduate students.
- Examine admissions standards for graduate students.
- Conduct regional needs assessment.
- Examine/establish methods to regularly assess the quality of academic programs.
- Examine tenure and promotion guidelines to ensure quality faculty.
- Advance Centers of Excellence to national prominence.
- Review and revise General Education Requirements to address Higher Learning Commission issues.

THEME 3: QUALITY ACADEMIC PROGRAMS

Institution/Board Metrics: Graduate/Undergraduate Student Ratio; FT/PT FTE Faculty Ratio

Priorities/Rationale

1. Expansion of graduate education

As noted in Ohio's *Strategic Plan for Higher Education* (p. 48), past practices in the state have restricted the growth of both undergraduate and graduate programs at Youngstown State University. State policy now encourages the expansion of programs at YSU, especially graduate education, to provide the "talent and research base" needed to attract new businesses and create jobs. Expansion of graduate programs will require innovative approaches at a time of scarce resources. We must build on our strengths and carefully select programs to be added, to maintain quality and to meet demonstrated needs. Systematic needs assessment will identify programs that are most likely to contribute to economic development. We can attract more graduate students by providing funding and offering combined bachelor's/master's programs, which may reduce the time and cost needed to earn a degree. Graduate students recruited from outside the immediate locale contribute to the economy, vitality, and diversity of the community and may remain in the area after graduation.

2. Academic rigor and relevance

A relevant education exposes students to diverse points of view and cultures. Students learn not only from their teachers, but also from one another. The quality of classroom interaction is affected by the abilities and backgrounds of participating students. Therefore, we must recruit a diverse and academically motivated student body. To attract high-ability students, we will effectively communicate YSU's quality, opportunities, and distinctive characteristics to the region and beyond.

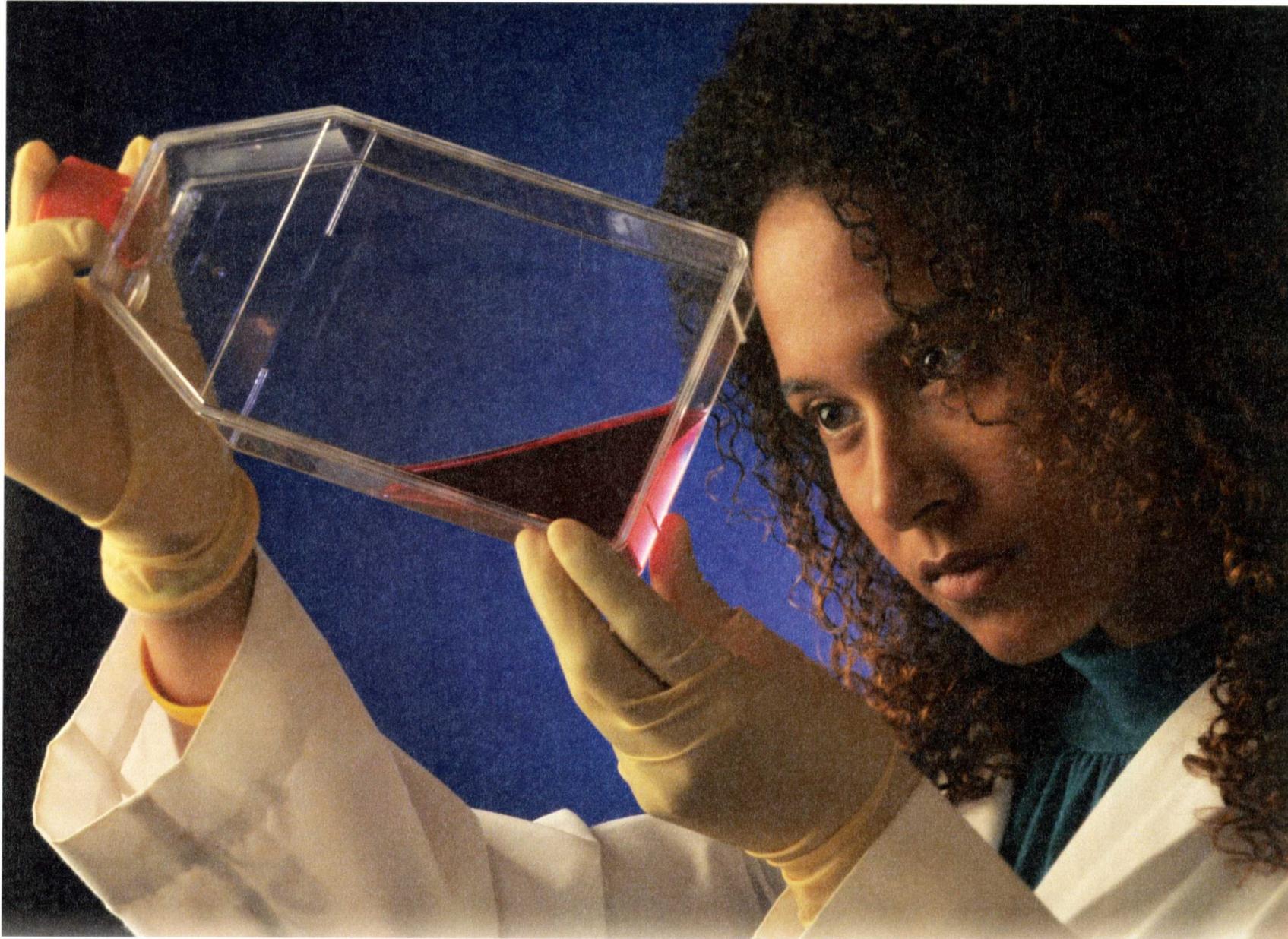
One of YSU's distinctive characteristics is its general education program. However, the innovative design of the program has proved difficult to implement and assess, and thus the Higher Learning Commission has challenged us to address general education compliance/assessment issues.

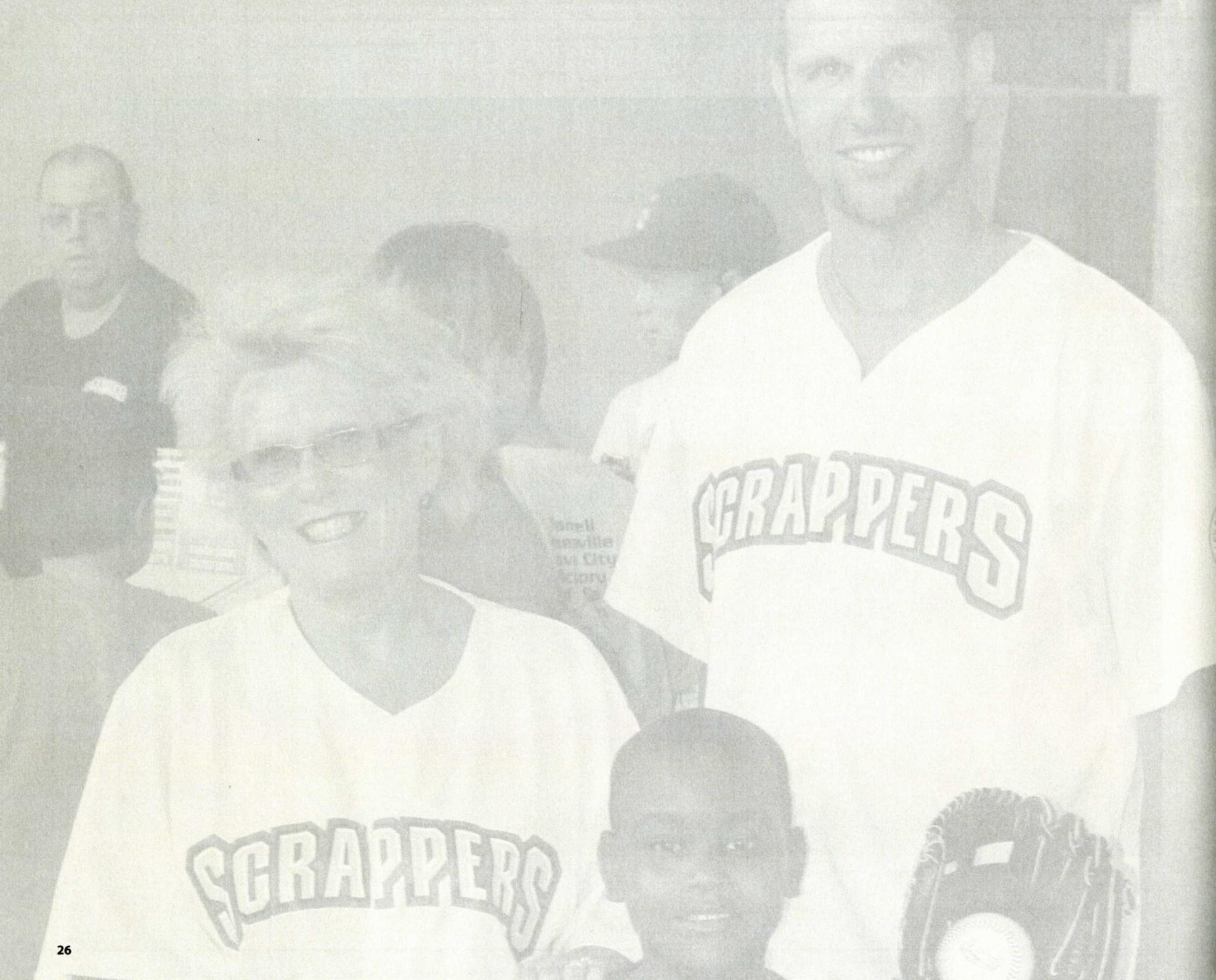
We will ensure the quality and continued relevance of academic programs through assessment processes, such as learning-outcomes assessment, annual program planning and reporting, and accreditation reviews. Because a quality faculty is key to the design and delivery of rigorous academic programs, we must recruit effective scholars and teachers, provide them ongoing development and support, and evaluate them appropriately. To that end, departments and colleges will be encouraged to examine their tenure standards and promotion guidelines in light of standard practices (e.g., external review of candidates) at peer institutions.

2020 METRICS

1. Graduate/undergraduate student ratio
2. FT/PT FTE faculty ratio
3. Number of degrees awarded
4. Number of master's and doctoral students
5. Number of graduate students from outside the region
6. Number of master's and doctoral degrees awarded
7. Mean Graduate Record Examination (GRE) score

theme 3





Definition

Regional Engagement

Regional engagement refers to activities that enhance the quality of life, well-being, and economic development of communities in and around Youngstown and the surrounding region. YSU has a positive impact on the region through active mutual engagement, not merely by existence.

The Regional Engagement Cornerstone supports positive change in the community and region. Economic, geopolitical, and tourism organizations have developed many “Quality of Life” indices over the last decade to examine cities across the globe. Common themes include safety and security, the economy and jobs, health, education, diversity, cultural and intellectual life, and competitive athletics, among others. By engaging components of the community in robust, collaborative partnerships, YSU can foster improvements in nearly all of these arenas, as well as provide appropriate access to educational opportunities to aid in poverty reduction. At the same time, endeavors such as athletics can build connections with alumni and citizens of the community.

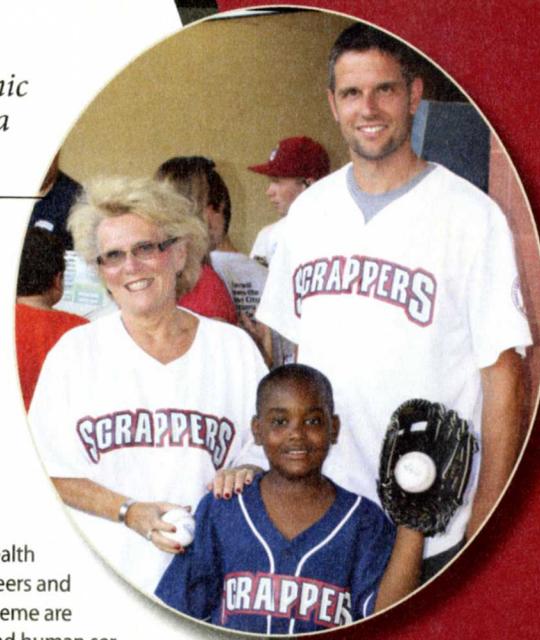
The first Regional Engagement Cornerstone theme is Providing Value to Business, Industry, and Non-Profit Organizations. Economic development and job creation are major themes across the state and nation. A quality education is critical for finding a job and keeping it, for starting one’s own company, and for strengthening the economy. However, providing community value goes beyond job training. The specific focus of this cornerstone theme is development of partnerships and joint projects with for-profit and not-for-profit organizations (NPOs) in the community. Faculty, staff, and students can engage collaboratively with these organizations for mutual benefit. The Board Metric for this theme is the number of community-engagement activities and projects.

The second cornerstone theme is Artistic and Cultural Engagement. Active engagement through artistic and cultural programming enriches the campus and regional communities. New partnerships can enhance this richness. An added benefit is that the region will become more attractive to businesses and industries seeking a home. Instead of reporting that Cleveland and Pittsburgh are nearby, communities can report the well-developed arts and cultural life of the immediate region. The Board Metric for this theme is an index based on number

of attendees at cultural programs plus the number of programs that broaden demographic diversity—e.g., that attract students in the region’s schools, that expand the age range of the populace served.

The third theme is YSU’s impact on the general Health and Wellness of the community. Undergraduate and graduate programs in the Bitonte College of Health and Human Services and in other colleges provide direct services to the community. Additionally, graduates of YSU’s health and human services programs work in the region. Students and faculty collaborate with community-based health organizations to prepare students to enter their chosen careers and benefit the community in turn. The Board Metrics for this theme are the number of students completing internships in health and human services and the percentage of students and graduates passing discipline-related certification/licensure exams.

The fourth theme is the impact of Intercollegiate Athletics in the greater Mahoning Valley. Athletic events and related activities engage the community, forge alumni relations, and aid in campus development. Athletic competitions and camps bring thousands of people to the campus each year. Furthermore, throughout the academic year, student-athletes and staff enrich the lives they touch by volunteering for hundreds of service events involving broad and diverse demographics. Collectively, these interactions build lasting bonds with the public, with both tangible and intangible benefits to the region and University. The Board Metrics for this theme are the number of individuals attending athletic events and clinics, and the number of service events completed by student-athletes and staff.



To summarize, the Board Metrics are	Business/NPO Value:	Number of community-engagement activities/projects
	Artistic/Cultural Engagement:	Index of no. of attendees + no. of programs that broaden demographic diversity
	Health and Wellness:	Number of students completing internships in health and human services, Percentage of students and graduates passing discipline-related certification/licensing exams
	Athletics:	Numbers of individuals attending athletic events and clinics Number of service events completed by student-athletes and staff

INITIATIVES

- Develop strong relationships with regional economic-development agencies.
- Improve coordination between community-outreach units and academic departments.
- Increase coordination and communication between academic units related to economic development and community engagement.
- Establish policies to reduce barriers to partnerships.
- Develop a partner-satisfaction instrument.

2020 METRICS

1. Number of relationships/partnerships, with development of partner-satisfaction instrument
2. Number of economic-development and community-engagement initiatives
3. Number of enrollments in continuing education (non-credit-bearing)
4. Number of students completing internships

theme 1

THEME 1:

PROVIDING VALUE TO BUSINESS, INDUSTRY, AND NON-PROFIT ORGANIZATIONS

Institution/Board Metric: Number of community-engagement activities/projects

Priorities/Rationale

1. Symbiotic partnerships and projects

Youngstown State University views economic impact as a symbiotic relationship with businesses, industry, technological enterprises, and non-profit organizations. Through technology innovation and transfer, dissemination of research in mutually beneficial ways, and promotion of economic-development collaborations, YSU will strive to seek, cultivate, and sustain appropriate bilateral engagements between faculty, staff, students, and regional business, technological enterprises, industry, and non-profit organizations. These efforts may, in some instances, intersect with priorities of the Urban Research University Transition Cornerstone. Furthermore, scholarship activities by faculty—especially those within the University Centers of Excellence in the Williamson College of Business Administration and the College of Science, Technology, Engineering, and Mathematics—will play a prominent role.

Work with non-profits will focus on developing relationships between University faculty and the respective organization's professional staff that result in collaborative research initiatives and resources for professional development. In addition, University students will have the opportunity to engage in both service-learning activities and internships. Such efforts will enhance organizational services while providing faculty with research venues and students with quality learning experiences.

YSU will also collaborate and coordinate programming among academic and outreach units to more effectively prioritize and engage in economic-development initiatives that bring value to the University and the region. By collaborating with regional initiatives that have an economic impact, YSU seeks to support innovation, the



creation of new businesses, the retention of businesses, poverty-intervention activities, and the activities of non-profit organizations. Through information-sharing and collaboration, we seek to learn about the complementary strengths of regional organizations and support a culture of shared objectives and inclusion. Although many factors influence economic development—some beyond the direct control of YSU—the collective efforts noted above will facilitate job creation and retention within the region as well as address those elements that undermine economic prosperity.

THEME 2: ENRICHING QUALITY OF LIFE THROUGH ARTISTIC AND CULTURAL ENGAGEMENT

Institution/Board Metric: Index of number of attendees + number of programs that broaden demographic diversity

Priorities/Rationale

1. Diverse on- and off-campus programming, both individual and collaborative, to enhance quality of life in the region

Creative culture is crucial to establishing and sustaining a region's quality of life. Varied and comprehensive cultural and artistic offerings, linked to quality academic programming, will allow Youngstown State University to take the lead in supporting arts and culture initiatives within the institution and the community at large. Urban renewal and economic vitality are positive byproducts of a community that prioritizes its cultural base, and YSU aspires to lead the region in diverse arts and culture programming, collaborations, and outreach activities. Such activities encourage and embrace diversity in all its forms.

2. Business attraction/retention via artistic and cultural programming

YSU commits itself to growth and sustainability in its arts and cultural programming, such that the economic impact of arts and culture—accomplished through the University's educational mission to its students and its mission of supporting cultural growth and sustainability in the region—is widely recognized in the region and beyond. As a regional leader in arts and cultural programming, the University also plays a role in business attraction and retention, as well as increased tourism.

Whether through museums, theater and music programming, art exhibitions, or other community-outreach activities—both on campus and within the community—we will offer accessible public programming to engage citizens of our region.



INITIATIVES

- Collect attendance/visitor demographic information to establish a baseline for target determination.
- Promote artistic and cultural offerings for business attraction and retention.
- Offer diverse arts and cultural programming to broaden audience demographics.

2020 METRICS

1. Number of attendees at University arts and cultural events
2. Number of programs targeting diverse demographics
3. Number of relationships with regional arts and cultural entities

theme 2

INITIATIVES

- Collaborate with stakeholders to secure training funds (e.g., federal grants) and sites for workforce development.
- Conduct health and human services symposia for the public, and offer continuing-education courses for providers.
- Use results of the Regional Health Assessment 2020 for improving the well-being of the community.
- Assure an adequate workforce to provide access to services for vulnerable populations; include education and prevention.
- Explore additional health-related academic programs, plus alternative delivery methods.
- Engage faculty and students with the community workforce re: health and wellness.

2020 METRICS

1. Number of students completing discipline-related internships in health and human services
2. Percentage of health and human services students and graduates passing national certification and licensing exams
3. Number of graduates employed by regional health-care, human services, public health, and correctional organizations

theme **3**

THEME 3:

INCREASING REGIONAL HEALTH AND WELLNESS

Institution/Board Metrics: Number of students completing discipline-related internships and Percentage of students and graduates passing discipline-related certification/licensing exams

Priorities/Rationale

1. Mutually sustaining relationships with health and human services entities

Youngstown State University has developed and will continue to develop productive collaborative relationships with health and human services entities. YSU works with these organizations to further develop the health and human services infrastructure through for-credit programming and continuing-education offerings.

In addition, the majority of YSU's health and human services students engage in clinical internships at regional health and human services organizations. Through these mutually beneficial collaborations, students develop professional skills and requisite professional ethics and values. For the majority of students, the process culminates in a high level of professional competence that ultimately leads to licensure and certification in their respective fields, which corresponds to an increased pool of well-qualified entry-level practitioners available for regional employment.

2. A strong health and human services infrastructure

Two major contributors to the quality of life in a given community are the health-care system and the network of human services. The comprehensiveness of the health and human services infrastructure, the level of employee expertise, the scope and depth of professionals in the workforce, and accessibility for consumers are all critical components that define the integrity of a community's care systems.

Youngstown State University excels at educating students in health and human services. The University's curricula in the health and human service disciplines prepare professionals with a strong theoretical foundation complemented by state-of-the-art, evidence-based practical skills—contributing to the region's health and human service enterprise both intellectually and pragmatically.



Producing qualified graduates for employment in the health and human service industries is only one aspect of YSU's multifaceted contribution to creating, sustaining, and retaining a viable workforce. Faculty engage with community organizations through service opportunities and share their expertise through board membership, professional consultation, provision of continuing-education seminars/workshops, and research collaboration. Links among YSU's programs in health professions, criminal justice, and sociology address civic priorities in crime prevention and community health, thereby enhancing economic prosperity and quality of life in the region and community at large. Moreover, these efforts contribute to stability of the health and human services workforce.

3. Health and human services prevention and education initiatives

In addition to for-credit programming and continuing-education offerings, YSU faculty and students work with health-care and social services professionals to offer education and both primary (i.e., prevention) and secondary (maintenance) interventions in the community. Residents well educated about their health-care options will have a greater life expectancy and higher quality of life. Residents who live in poverty require even greater efforts at education and prevention.

THEME 4: IMPACT OF INTERCOLLEGIATE ATHLETICS

Institutional/Board Metrics: Number of individuals attending athletic events and clinics, as well as the number of community service events completed by student-athletes and staff.

Priorities/Rationale

1. Providing competitive intercollegiate athletic programs

YSU athletics has a proud and storied history of rich traditions that have significantly enriched the culture of the Mahoning Valley for decades. This impact is based on the program's commitment to developing and maintaining competitive intercollegiate athletic programs. These efforts are reinforced by strategic investments into athletic infrastructure and personnel. The collective results not only help build positive relationships between athletics and the public, but also showcase the University as an outstanding regional academic institution.

2. Supporting community outreach activities by student-athletes and staff

YSU is committed to preparing student-athletes to undertake civic and leadership responsibilities that directly impact the community in which they live. By engaging in community service activities, student-athletes

and staff contribute to the quality of life of Mahoning Valley residents. The student-athletes also serve as role models for young people. Collectively, the participation of the student-athletes and staff in outreach activities communicates a positive image of YSU and the intercollegiate athletic program.

3. Enhancing the acquisition of external resources

YSU is committed to supporting the efforts of its student-athletes to achieve the highest levels of competition. This support requires strategic investments in infrastructure and support services, as well as reliable sources of funding for current and future initiatives. Enhanced marketing efforts will attract contributors by communicating the quality of YSU's athletic programs. Funding generated from these external constituents will aid in developing competitive teams that enrich both YSU and the Mahoning Valley.



INITIATIVES

- Provide equal access, participation, and support for male and female student-athletes.
- Field competitive teams that manifest the University's ethical, academic, and civic values.
- Enhance community outreach activities that promote a positive image of athletics and the University.
- Identify and secure sources of funding to support student athletes and enhance their competitiveness.

2020 METRICS

1. Title IX compliance
2. The number of teams that consistently finish in the top half of the league standings
3. The number of community service events completed by student-athletes and staff
4. The percent increase in fundraising for athletic programs
5. The number of individuals attending athletic events and clinics

4
theme

APPENDIX A

Members, Strategic Planning Steering Committee

Co-Chairs: Ikram Khawaja and Gene Grilli

COMMITTEE MEMBERS	Affiliation	CORNERSTONE GROUPS/COMMITTEES				
		Communication	Regional Engagement	Student Success	Accountability & Sustainability	Urban Research
Martin Abraham	YSU STEM				X	X
Cynthia Anderson*	YSU President					
Eugenia Atkinson	Community			X		
Jonelle Beatrice	YSU Student Affairs			X		
Dianne Bitonte Miladore	NEOUCOM Board of Trustees			X		
Bege Bowers*	YSU Provost's Office	X**				
Brian Brennan	YSU ACE				X	
Joyce Brooks	Community			X		
Ron Chordas	YSU University Outreach		X			
Ron Cole	YSU Marketing	X				
Chester Cooper*	YSU Academic Senate		X**			
Delores Crawford	YSU Board of Trustees		X			
Bryan DePoy*	YSU Fine & Performing Arts		X**			
Mary Lou DiPillo	YSU Beeghly College of Education			X		X
Adam Earnhardt*	YSU Fine & Performing Arts	X**				X
Janice Elias	YSU Bitonte College of Health and Human Services	X				X**
Jack Fahey*	YSU Student Affairs	X		X**		
Shearle Furnish*	YSU College of Liberal Arts & Social Sciences			X	X	
Patrick Gaughan	YSU Williamson College of Business Administration		X			
Michael Glonek	YSU APAS		X			
Gene Grilli*	YSU Financial Affairs				X**	
Bob Hogue	YSU Academic Senate	X				
Michael Hripko	YSU STEM		X			X
Sylvia Imler	YSU Beeghly College of Education			X		
Peter Kasvinsky	YSU Graduate Studies				X	X
Ikram Khawaja*	YSU Provost	X				X**
Betty Jo Licata	YSU Williamson College of Business Administration		X			
Sherry Linkon	YSU College of Liberal Arts & Social Sciences			X		

COMMITTEE MEMBERS	Affiliation	CORNERSTONE GROUPS/COMMITTEES				
		Communication	Regional Engagement	Student Success	Accountability & Sustainability	Urban Research
Rick Marsico	YSU Technology				X	
Neal McNally	YSU Budget				X	
Nicholas Meditz	YSU Student Government			X		
Cindy Miller	YSU Human Resources	X			X	
Ross Morrone	YSU Web Site	X				
Joseph Mosca	YSU Bitonte College of Health and Human Services		X		X	
Martin Pallante	Community		X			
Gabriel Palmer-Fernandez	YSU College of Liberal Arts & Social Sciences					X
Mark Peters	Community					X
C. Reid Schmutz	YSU Foundation			X**		
Scott Schulick*	YSU Board of Trustees					
Gary Sexton	WYSU-FM	X				
Raymond Shaffer	YSU Williamson College of Business Administration				X	
Bruce Sherman	Community/Alumni				X**	
Jan Strasfeld	Community/Youngstown Foundation		X			
Ronald Strollo	YSU Athletics				X	
David Stout	YSU Williamson College of Business Administration					X
Albert J. Sumell	YSU College of Liberal Arts & Social Sciences		X			
Shannon Tirone*	YSU President's Office					
Mark Van Tilburg	YSU Marketing	X				
Patricia Veisz	YSU Small Business Development Center	X	X			
Carole Weimer	YSU Board of Trustees			X		
Nancy White*	YSU OEA		X	X	X	X
Dante Zambrini	Eastern Gateway CC Board of Trustees			X		
52		12	14	14	13	11

*Strategic Planning Steering Committee Executive Subcommittee

** Cornerstone Group/Committee Co-Chairs

APPENDIX B

Youngstown State University in 2020

YSU: A national model for student success, academic excellence, resource stewardship, and regional engagement

INSTITUTIONAL, OR BOARD, METRICS
By 2020, YSU will achieve benchmark levels on each of the metrics below:

**Current
or Most
Recent 2020**

Student Success

Academic Achievement
 Student Satisfaction
 Post-College Success

Six-year graduation rate (standard nationally reported graduation rate)
 Index of pertinent student-satisfaction-measuring instruments
 Index of educational test scores + % passing certification/license exams

35.6 %	43%
TBD	TBD
TBD	TBD

Urban Research

Innovation, Discovery
 Funding for Research
 Quality Academic Programs

Index of peer-reviewed publications (P)+ citations (C) = $[P+1/3C]$
 Total external research funding
 Graduate FTE/Undergraduate FTE student ratio
 FT faculty FTE/PT FTE faculty ratio

193	270
\$7.2M	\$14M
.05	.12
1.39	1.50

Regional Engagement

Business/NPO Value
 Artistic, Cultural Engagement
 Health/Wellness
 Athletics

Number of community-engagement activities/projects
 Index of no. of attendees at cultural events + no. of projects with diverse groups
 Number of students completing health and human services internships
 % of HHS students/graduates passing certification/licensing exams
 Numbers of individuals attending athletic events and clinics
 Number of service events completed by student-athletes and staff

164	180
NA	^ 5%
1,180	1,239
91.8%	100%
TBD	TBD
TBD	TBD

Accountability/Sustainability

Fiscal Health
 Human Resources Health
 Facilities Health
 Cultural Health

Senate Bill 6 ratios
 Employee Satisfaction index (sum based on 10 questions)
 % of buildings in satisfactory condition or needing only minor rehabilitation
 Employee Satisfaction campus cultural change index

3.7	3.1
31.43	51
86.4%	95%
NA	NA

TBD = To be determined
 NA = Not available

APPENDIX C

Youngstown State University: An Urban Research University

Youngstown State University, as a member of the global community of scholars, contributes to the development and application of knowledge for the betterment of humankind. The University strives to improve the quality of life and strengthen the economy of the region, and forms the major regional conduit to the global community. As is fitting for an urban research university, YSU faculty and students participate in basic and applied scholarship that enriches teaching and learning and engages with local and global communities. Scholarship at YSU may be directed toward identifying and addressing the social, cultural, and economic needs of nearby urban neighborhoods and the city of Youngstown, but because not all nearby communities are urban, research at YSU is not confined to urban issues. YSU, as an urban research university, is made stronger and more competitive through linkage with its urban location, as the urban location is made stronger and more competitive through linkage with a high-quality research university.

Core Principles

Scholars/Teachers. *Faculty scholarship is integrated, as appropriate, into teaching and learning activities and facilitates undergraduate and graduate student research. Scholarship at YSU informs and energizes teaching but does not displace teaching and learning in importance. Scholarship at YSU provides an education that is both up-to-date and grounded in best practices—qualities necessary for developing a globally competitive workforce. At YSU, basic and applied scholarship is original and innovative, allowing for diverse scholarly interests and methodologies. It is not bounded by the walls of the University's labs or classrooms, but is disseminated according to the highest standards of each discipline. Faculty and students engage in scholarship that applies theory learned in the classroom to the world beyond in all fields, from the arts and humanities to the sciences. The University pursues scholarship opportunities within internships, service learning, and action research projects that may also benefit the community.*

Scholarly Engagement. *YSU is committed to seeking joint benefit through mutual sharing of information, expertise, and resources, with the recognition that expertise is also found in the community. Community engagement is necessary for university-based scholarship to be relevant to and advance the public sphere. Community is defined broadly and includes (but is not limited to) academic, discipline-specific, geographic, and professional communities. YSU faculty, staff, and students partner with local, regional, and global businesses,*

community agencies, and leaders to identify important community research needs. YSU shares its resources to answer important questions, solve community-related problems, and advance best practices in all disciplines. It provides access to equipment, to faculty and student expertise, and to other resources that foster collaboration on funded projects with community entities.

Resource Alignment. *The institution will invest in new and existing academic programs that will augment YSU's research-related skill base. To strengthen its research portfolio, YSU will continue to develop master and doctoral-level programs that advance the intellectual, cultural, and economic life of the region and nation. Innovative scholarship will enhance existing Centers of Excellence and create opportunities for new Centers of Excellence that facilitate faculty and student research, while also serving the community. Research, new academic programs, and Centers of Excellence will differentiate YSU as an urban research university meeting the distinct needs of the northeast Ohio community and beyond.*

Approved by the Youngstown State University Academic Senate April 7, 2010





Youngstown
STATE UNIVERSITY

One University Plaza
Youngstown, Ohio 44555

<http://web.ysu.edu/2020>

UNIVERSITY GUIDEBOOK

Title of Policy: Student Residency Status for Tuition Purposes

Responsible Division/Office: Undergraduate Admissions
Approving Officer: Vice President for Student Affairs
Revision History: March 1999; March 2007; month 2010
Resolution Number(s): YR 1999-69; YR 2007-27; YR 2011-
Board Committee: Academic & Student Affairs
EFFECTIVE DATE:
Next review: 2013

Policy: The University will develop a system of identifying student residency, for purpose of state subsidy and tuition surcharge, consistent with rules of the Ohio Board of Regents which comply with provisions of the *Ohio Revised Code*, at 3333.31, and the *Ohio Administrative Code*, at 3333-1-10.

Parameter:

- The purpose of the Ohio Board of Regents rules, to determine student residency for the purpose of state subsidy and tuition surcharge, is to exclude those persons entering the state for the primary purpose of receiving the benefit of a state-supported education.

Procedures:

1. Residency, for the purpose of assessing tuition and fee charges, is determined at the time of admission or readmission to the University.

2. Students immediately identified as Ohio residents for tuition purposes will include: dependents of parent(s)/guardian(s) who have resided in Ohio for at least the twelve consecutive months preceding enrollment and have supported the student; active duty military, guard, reserve, and honorably discharged veterans, who are domiciled in Ohio as of the first day of the semester; and those independent applicants who have resided in Ohio for at least the twelve consecutive months preceding enrollment and have demonstrated that they have supported themselves during that time. With documentation as required by the Ohio Board of Regents, various other student categories may also be considered for Ohio residency status.
3. Students having cause to question their residency status may present documentation supporting their position to the Residency Officer in the Office of Undergraduate Admissions. Those students providing appropriate documentation may be determined to qualify as Ohio residents.
4. Students continuing to question their residency status may file a written appeal with the Residence Classification Board of the University.
5. The Residence Classification Board is the final appeal authority and its decision is final.
6. Information regarding residency status and the Residence Classification Board is available in the Office of Undergraduate Admissions.

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject: Title of Policy: Student Residency Status for Tuition Purposes

Responsible Division/Office: Undergraduate Admissions ~~Student Affairs~~

Approving Officer: Vice President for Student Affairs

Revision History: March 1999; March 2007; month 2010

Resolution Number(s): YR 1999-69; YR 2007-27; YR 2011-

Board Committee: Academic & Student Affairs

EFFECTIVE DATE: _____

Next review: 2013

Developed by: Bassam Deeb
Executive Director
Enrollment Services

Authorized by: C. Anderson
Title: Vice-president Student Affairs

EFFECTIVE: March 16, 2007

Approved: March 12, 1999

Revised: March 16, 2007

Policy: The University will develop a system of identifying student residency, for purpose of state subsidy and tuition surcharge, consistent with rules of the Ohio Board of Regents which comply with provisions of the *Ohio Revised Code*, at 3333.31, and the *Ohio Administrative Code*, at 3333-1-10.

~~RESOLUTION NUMBER: YR 1999 69; YR 2007 27~~

Parameter:

- The purpose of the Ohio Board of Regents rules, to determine student residency for the purpose of state subsidy and tuition surcharge, is to exclude those persons entering the state for the primary purpose of receiving the benefit of a state-supported education.

Procedures:

1. Residency, for the purpose of assessing tuition and fee charges, is determined at the time of admission or readmission to the University.

2. Students immediately identified as Ohio residents for tuition purposes will include: dependents of parent(s)/guardian(s) who have resided in Ohio for at least the twelve consecutive months preceding enrollment and have supported the student; active duty military, guard, reserve, and honorably discharged veterans, who are domiciled in Ohio as of the first day of the semester; and those independent applicants who have resided in Ohio for at least the twelve consecutive months preceding enrollment and have demonstrated that they have supported themselves during that time. With documentation as required by the Ohio Board of Regents, various other student categories may also be considered for Ohio residency status.
3. Students having cause to question their residency status may present documentation supporting their position to the Residency Officer in the Office of Undergraduate ~~Recruitment and~~ Admissions. Those students providing appropriate documentation may be determined to qualify as Ohio residents.
4. Students continuing to question their residency status may file a written appeal with the Residence Classification Board of the University.
5. The Residence Classification Board is the final appeal authority and its decision is final.
6. Information regarding residency status and the Residence Classification Board is available in the Office of Undergraduate ~~Recruitment and~~ Admissions.

UNIVERSITY GUIDEBOOK

Title of Policy: Employment of Undergraduate Students (Other than Work-Study)

Responsible Division/Office: Student Life

Approving Officer: Vice President for Student Affairs

Revision History: June 1999; March 2007; month 2010

Resolution Number(s): YR 1999-117; YR 2007-27; YR 2011-

Board Committee: Academic & Student Affairs

EFFECTIVE DATE:

Next review: 2013

Policy: While the President has overall responsibility for the management of the University, the responsibility for decisions about the employment 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.

Purpose: These procedures are designed to create a fair and equitable process for employment of undergraduate students on campus. All procedures are in compliance with Federal and State of Ohio law as well as Ohio Public Employment Retirement System guidelines.

Parameters:

- The Executive Director of Student Life is responsible for the administration of the process of employing all student employees except for those employees participating in the federally funded work-study program and the employment programs administered by the Graduate School (Graduate Assistants, Teaching Assistants, Research Assistants, etc.).
- Students not employed under work-study may be employed through hourly student wages or a task-based stipend. In both categories, students are subject to the same eligibility requirements.
- To be eligible for employment under hourly student wages or task-based stipend, students must be currently enrolled for a minimum of one course and no less than three credits and be in good academic standing.

- Regulations regarding compliance with the Internal Revenue Service, PERS, and starting and ending dates of employment periods are maintained in the Office of Student Life and reviewed annually.

Procedures:

1. All positions for student employment, including Federal work-study, are described in written position descriptions maintained in the Office of Student Life.
2. All available positions for student employment, including Federal work-study, are posted through the Office of Student Life.
3. Students interested in a posted position apply directly to the employing department or unit. That department or unit makes the offer of employment.
4. Appointment to a student employment position requires processing the necessary forms with the Office of Student Life. Actual employment may begin only after these forms have been processed.
5. Appointment to student employment is continuous through the academic year. Re-appointment is necessary in accordance with regulations established by the Office of Student Life.
6. Concerns of student employees or those of their supervisor that cannot be resolved at the department or unit level may be referred to the Office of Student Life.

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject: Title of Policy: Employment of Undergraduate Students (Other than Work-Study)

Responsible Division/Office: Student Life

Approving Officer: Vice President for Student Affairs

Revision History: June 1999; March 2007; month 2010

Resolution Number(s): YR 1999-117; YR 2007-27; YR 2011-

Board Committee: Academic & Student Affairs

EFFECTIVE DATE:

Next review: 2013

Developed by: Judith Gaines

Title: Executive Director

Student Life

Approved: June 11, 1999

Revised: March 16, 2007

Authorized by: Cynthia E. Anderson

Title: Vice President for Student Affairs

EFFECTIVE: March 16, 2007

Policy: While the President has overall responsibility for the management of the University, the responsibility for ~~employment~~ decisions about the employment of personnel is delegated to the Provost/ and Vice Presidents ~~for Academic Affairs and executive officers or designee appointed by the President~~. Each divisional executive officer is responsible for making personnel decisions within the described University procedures.

~~RESOLUTION NUMBER: YR 1999 117; YR 2007 27~~

Purpose: These procedures are designed to create a fair and equitable process for employment of undergraduate students on campus. All procedures are in compliance with Federal and State of Ohio law as well as Ohio Public Employment Retirement System guidelines.

Parameters:

- The Executive Director of Student Life is responsible for the administration of the process of employing all student employees except for those employees participating in the federally funded work-study program and the employment programs administered by the Graduate School (Graduate Assistants, Teaching Assistants, Research Assistants, etc.).

- Students not employed under work-study may be employed through hourly student wages or a task-based stipend. In both categories, students are subject to the same eligibility requirements.
- To be eligible for employment under hourly student wages or task-based stipend, students must be currently enrolled for a minimum of one course ~~or~~ and no less than three credits and be in good academic standing.

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- ~~For student employees to be exempt from participation in the Public Employees Retirement System (PERS) they must be enrolled for the equivalent of one-half of a full academic load each academic term.~~
- Regulations regarding compliance with the Internal Revenue Service, ~~and~~ PERS, and starting and ending dates of employment periods are maintained in the Office of Student Life and reviewed annually.

Procedures:

1. All positions for student employment, including Federal work-study, are described in written position descriptions maintained in the Office of Student Life.
2. All available positions for student employment, including Federal work-study, are posted through the Office of Student Life.
3. Students interested in a posted position apply directly to the employing department or unit. That department or unit makes the offer of employment.
4. Appointment to a student employment position requires processing the necessary forms with the Office of Student Life. Actual employment may begin only after these forms have been processed.
5. Appointment to student employment is continuous through the academic year. Re-appointment is necessary for the summer term and subsequent academic years in accordance with regulations established by the Office of Student Life.
6. Concerns of student employees or those of their supervisor that cannot be resolved at the department or unit level may be referred to the Office of Student Life.

UNIVERSITY GUIDEBOOK**Title of Policy: Employment of Students - Federal Work-Study Program**

Responsible Division/Office: Financial Aid and Scholarships
Approving Officer: Vice President for Student Affairs
Revision History: June 1999; March 2007; month 2010
Resolution Number(s): YR 1999-118; YR 2007-27; YR 2011-
Board Committee: Academic & Student Affairs

EFFECTIVE DATE:

Next review: 2013

Policy: While the President has overall responsibility for the management of the University, the responsibility for decisions about the employment 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.

Purpose: The U.S. Department of Education provides a federal work-study allocation to Youngstown State University each fiscal year intended to encourage the part-time employment of undergraduate and graduate students with financial need. In addition to on-campus employment, community service opportunities, e.g., America Reads tutors, escort services, etc., are permitted and encouraged.

Parameters:

- The Office of Financial Aid and Scholarships administers federal work-study fund usage, compliance with federal regulations, determination of student eligibility, and fund awarding.
- The federal work-study match funds are budgeted in accordance with federal regulations.
- Fringe benefits are not paid from federal work-study funds.
- Federal work-study payments are administered by the Office of Payroll.

- Federal work-study awards are cancelled or reduced when students default on federal loans, become over-awarded due to changes in aid eligibility, or no longer maintain federal student aid satisfactory academic progress.

Procedures:

1. The U.S. Department of Education provides a federal work-study allocation to YSU each fiscal year.
2. Students must annually complete the Free Application for Federal Student Aid (FAFSA) after January 1 for the following aid year. They are encouraged to answer yes to the FAFSA question that asks if they are interested in the federal work-study program.
3. The Office of Financial Aid and Scholarships establishes packaging/awarding criteria for each fiscal year based upon the funding level received, federal regulations, and the number of students who demonstrate financial need and qualify and maintain good academic standing.
4. Students are awarded federal work-study by the Office of Financial Aid and Scholarships during financial aid packaging or through the student employment review process.
5. Students accept or decline federal work-study funding through the online Banner self-service functionality.
6. Students obtain employment on campus by applying for vacant positions posted on the Office of Student Life website.
7. The employing department completes the on-campus student appointment forms; and attaches all other required documents, i.e., I-9, state withholding, etc., and sends them to the Office of Financial Aid and Scholarships. All appointment forms are reviewed by the Office of Financial Aid and Scholarships to verify federal work-study eligibility before approval by the Office of Student Life.
8. The Office of Financial Aid and Scholarships Director reviews the individual student's federal work-study eligibility and signs the on-campus appointment forms after federal work-study eligibility has been confirmed.
9. The appointment forms, with all necessary paperwork, are sent to the Office of Student Life for final approval.

10. The on-campus appointment forms for students with federal work-study eligibility are returned to the Office of Financial Aid and Scholarships for record keeping purposes once approved and signed by the Executive Director of Student Life.
11. The student begins working on his/her approved start date.
12. The Office of Payroll issues federal work-study payments bi-weekly in the form of a pay check or direct deposit.
13. Bi-weekly federal work-study earnings from the Banner Payroll system are loaded to the Banner Financial Aid system through a Banner delivered process used to track payments received.
14. Year-to-date earnings are monitored by the Office of Financial Aid and Scholarships with an ad hoc report that compares YTD earnings to the federal work-study allocation in order to prevent student over awards and to notify the employing department and the human resources processing center when work-study funding has been exhausted.
15. Community Service is tracked throughout the year by the community service position identifications in Banner documented through the hiring process to monitor compliance with the percentage mandated by the U.S. Department of Education.
16. All Federal work-study earnings are reconciled between the Office of Financial Aid and Scholarships and the Office of General Accounting.
17. The Office of Financial Aid and Scholarships compiles and reports federal work-study information, including community services data, on the annual Fiscal Operations Report and Application to Participate (FISAP) due October 1 each year.

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject: Title of Policy: **Employment of Students - Federal Work-Study Program**

Responsible Division/Office: Financial Aid and Scholarships

Approving Officer: Vice President for Student Affairs

Revision History: June 1999; March 2007; month 2010

Resolution Number(s): YR 1999-118; YR 2007-27; YR 2011-

Board Committee: Academic & Student Affairs

EFFECTIVE DATE:

Next review: 2013

Developed by: Eileen Greaf

Authorized by: Cynthia E. Anderson

Title: Director

Title: Vice President for Student Affairs

Financial Aid and Scholarships

EFFECTIVE: March 16, 2007

Approved: June 11, 1999

Revised: March 16, 2007

Policy: While the President has overall responsibility for the management of the University, the responsibility for ~~employment~~ decisions about the employment of personnel is delegated to the Provost and Vice Presidents ~~for Academic Affairs and executive officers or designee appointed by the President~~. Each divisional executive officer is responsible for making personnel decisions within the described University procedures.

~~RESOLUTION NUMBER: YR 1999 118; YR 2007 27~~

Purpose: The U.S. Department of Education provides a Federal work-study funds allocation to Youngstown State University each fiscal year intended to encourage the part-time employment of undergraduate and graduate students with financial need ~~to assist with their cost of education~~. In addition to on-campus employment, community service opportunities, e.g., America Reads tutors, escort services, etc., are permitted and encouraged.

Parameters:

- The ~~Director for the~~ Office of Financial Aid and Scholarships administers federal work-study fund usage, compliance with federal regulations, ~~and determination of~~ student eligibility, and fund awarding.

- The YSU federal work-study matching funds are budgeted in accordance with federal regulations.
- Fringe benefits are not paid from federal work-study funds.
- ~~Disbursement of federal work-study funds is~~ payments are administered ~~through by~~ the Office of Payroll.
- Federal work-study awards are cancelled or reduced when ~~a student~~ is in default on a federal ~~student~~ loans, become in an over-awarded due to changes in aid eligibility situation, or ~~when cited for noncompliance with the no longer maintain~~ federal ~~Financial student Aid Satisfactory Academic Progress Policy~~.

Procedures:

1. The U.S. Department of Education provides a federal work-study allocation to YSU each fiscal year.
- ~~1.2.~~ Students must annually complete the Free Application for Federal Student Aid (FAFSA) after annually no earlier than January 1 for financial aid for the following aid academic year. They are encouraged to answer yes to the FAFSA question that asks if they are interested in the federal work-study program.
- ~~2.~~ The result of a student's FAFSA financial aid application utilizing the federal methodology identifies that student's financial need.
3. The Office of Financial Aid and Scholarships establishes packaging/awarding criteria for each fiscal the year based upon the funding level received, federal regulations, and the number of students who demonstrate financial applying, and each student's identified need and qualify and maintain good academic standing.
- ~~4.~~ In accordance with the established criteria, the Office of Financial Aid and Scholarships offers federal work-study awards to students in good academic standing.
4. Students are awarded federal work-study by the Office of Financial Aid and Scholarships during financial aid packaging or through the student employment review process.
5. Students accept or decline federal work-study funding through the online Banner self-service functionality.

~~5.6. Students obtain employment receiving a work study award may apply for positions available on campus by applying for vacant positions as posted on by the Office of Student Life website(see 9003.02 — Employment of Undergraduate Students). The Office of Student Life must review and approve all federal work study position descriptions in advance of job postings.~~

~~6.7. The employing department or unit hiring federal work study students is responsible for conducting interviews; completing completes all necessary paperwork, including the federal work study and the on-campus hourly student appointment forms; monitoring of job performance and attaches all other required documents, i.e., I-9, state withholding, etc., and duties, as well as ensuring that the duties are in the public interest; and the timely submission of time cards to the Office of Payroll sends them to the Office of Financial Aid and Scholarships. All appointment forms are reviewed by the Office of Financial Aid and Scholarships to verify federal work-study eligibility before approval by the Office of Student Life.~~

NUMBER

9003.04

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- ~~8. The Office of Financial Aid and Scholarships Director reviews the individual student's federal work-study eligibility and signs the on-campus appointment forms after federal work-study eligibility has been confirmed.~~
- ~~9. The appointment forms, with all necessary paperwork, are sent to the Office of Student Life for final approval.~~
- ~~10. The on-campus appointment forms for students with federal work-study eligibility are returned to the Office of Financial Aid and Scholarships for record keeping purposes once approved and signed by the Executive Director of Student Life.~~
- ~~11. The student begins working on his/her approved start date.~~
- ~~12. The Office of Payroll issues federal work-study payments bi-weekly in the form of a pay check or direct deposit.~~
- ~~13. Bi-weekly federal work-study earnings from the Banner Payroll system are loaded to the Banner Financial Aid system through a Banner delivered process used to track payments received.~~
- ~~14. Year-to-date earnings are monitored by the Office of Financial Aid and Scholarships with an ad hoc report that compares YTD earnings to the federal work-study~~

allocation in order to prevent student over awards and to notify the employing department and the human resources processing center when work-study funding has been exhausted.

15. Community Service is tracked throughout the year by the community service position identifications in Banner documented through the hiring process to monitor compliance with the percentage mandated by the U.S. Department of Education.
16. All Federal work-study earnings are reconciled between the Office of Financial Aid and Scholarships and the Office of General Accounting.
- ~~7. The Office of Financial Aid and Scholarships monitors disbursement reports and notifies students and the hiring department or unit of any change in the student's eligibility.~~
- 8.17. The Office of Financial Aid and Scholarships compiles and reports federal work-study information, including community services data, ~~onfor~~ the annual Fiscal Operations Report and Application to Participate (~~Fisap~~FISAP) due ~~each~~ October 1 each year.

UNIVERSITY GUIDEBOOK

Title of Policy: Faculty

Responsible Division/Office: Academic Affairs

Approving Officer: Provost & Vice President for Academic Affairs

Revision History: Dec 1997; March 2007; February 2011

Resolution Number(s): YR 1998-16; YR 2007-27; YR 2011-

Board Committee: Academic and Student Affairs

EFFECTIVE DATE:

Next review: 2013

Policy: The University employs faculty with the degrees and other credentials appropriate to their responsibilities.

Parameters:

1. Recruitment to fill faculty positions must be authorized by the Provost/Vice President for Academic Affairs. In accordance with Higher Learning Commission expectations, "faculty members must possess an academic degree at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established." Recruitment activities must conform to the Equal Opportunity and Affirmative Action procedures (see 2001.02).
2. Faculty are employed as either full-time or part-time status. Part-time faculty supplement the full-time faculty to meet departmental instructional needs and cannot acquire tenure.
3. The official offer of employment for full-time faculty is made by the Provost/Vice President for Academic Affairs upon the recommendation of the college dean, the chairperson of the department, and the Office of Human Resources.

4. Each full-time faculty member will be assigned a home department, which shall be that department in which the majority of the person's time is budgeted. In cases where the time assignment is evenly distributed, the home department shall be the department where the person holds academic rank.
5. Except for department chairpersons (who are excluded from the bargaining unit), the types of contracts and terms and conditions of employment of full-time faculty are outlined in the *Agreement Between Youngstown State University and the Youngstown State University Chapter of the Ohio Education Association*.
6. Faculty responsibilities of departmental chairpersons are described in the *Department Chair Handbook*.
7. Part-time faculty members are appointed by the appropriate college dean, upon the recommendation of the department chairperson, and subject to review by the Provost/Vice President for Academic Affairs. Such appointments are for one academic term or a portion thereof.
8. Part-time faculty may teach up to six workload hours per term, and up to twelve workload hours per academic year. The Provost/Vice President for Academic Affairs may waive this limitation when it is in the best interest of the University.
9. Part-time faculty are paid on the basis of workload hours taught and highest earned degree held. The rate of pay is identified in the annual "Operating Budget and Capital Funds" document approved by the Board of Trustees.
10. Procedures, benefits, and other matters affecting part-time faculty are found in the *Part-time Faculty Manual* available in the Office of the Provost/Vice President for Academic Affairs.

Cross Reference: This policy incorporates former Policy 1001.02, Part-Time Faculty. For information about faculty with graduate status, see Policy 1002.01; for information about adjunct faculty, see Policy 1009.01.

UNIVERSITY GUIDEBOOK

Subject: Title of Policy: **Faculty**

Responsible Division/Office: Academic Affairs

Approving Officer: Provost & Vice President for Academic Affairs

Revision History: Dec 1997; March 2007; ~~month~~February 2010

Resolution Number(s): YR 1998-16; YR 2007-27; YR 2011-

Board Committee: Academic and Student Affairs

EFFECTIVE DATE:

Next review: 2013

Developed by: Assistant Provost for Planning Authorized by: Provost

Approved: December 14, 1997

Revised: March 16, 2007

Effective: March 16, 2007

Policy: The University employs faculty with the degrees and other credentials appropriate to their responsibilities.

RESOLUTION NUMBERS: YR 1998 – 16; YR 2007 – 27

~~**Purpose:** These Procedures are designed to assure that qualified individuals are appointed to the faculty and that systems for their development and improvement are identified.~~

ProceduresParameters:

1. Recruitment to fill faculty positions must be authorized by the Provost/Vice President for Academic Affairs. In accordance with Higher Learning Commission expectations, “faculty members must possess an academic degree at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.” Recruitment activities must conform to the Equal Opportunity and Affirmative Action procedures (see 2001.02).
2. Faculty are employed as either full-time or part-time status. ~~Full-time faculty hold academic rank and are, term, tenure track, or tenured.~~ Part-time faculty supplement the full-time faculty to meet departmental instructional needs and cannot acquire tenure.

3. The official offer of employment for full-time faculty is made by the Provost/Vice President for Academic Affairs upon the recommendation of the college dean, ~~and~~ the chairperson of the department, and the Office of Human Resources.

4. Each full-time faculty member will be assigned a home department, which shall be that department in which the majority of the person's time is budgeted. In cases where the time assignment is evenly distributed, the home department shall be the department where the person holds academic rank.
5. Except for department chairpersons (who are excluded from the bargaining unit), the types of contracts and terms and conditions of employment of full-time faculty are outlined in the *Agreement ~~between~~ Between Youngstown State University and the Youngstown State University Chapter of the Ohio Education Association*.
6. Faculty responsibilities of departmental chairpersons are described in the *Department Chair~~Chairperson's~~ Handbook*.
7. ~~A p~~Part-time faculty members ~~may be~~ appointed by the appropriate college dean, upon the recommendation of the department chairperson, and subject to review by the Provost/Vice President for Academic Affairs. Such appointments are for one academic term or a portion thereof.
8. Part-time faculty may teach up to six ~~credit-workload~~ hours ~~in a given semester~~ per term, and up to twelve ~~credit-workload~~ hours ~~in a given~~ per academic year. The Provost/Vice President for Academic Affairs may waive this limitation when it is in the best interest of the University.
9. Part-time faculty are paid on the basis of ~~work-load~~ workload hours taught and highest earned degree held. The rate of pay is identified in the annual "Operating Budget and Capital Funds" document approved by the Board of Trustees.
10. Procedures, benefits, and other matters affecting ~~Additional information about~~ part-time faculty ~~may be~~ found in the *Part-time Faculty Manual* available in the Office of the Provost/Vice President for Academic Affairs.

Cross Reference: This policy incorporates former Policy 1001.02, Part-Time Faculty. For information about faculty with graduate status, see Policy 1002.01; for information about adjunct faculty, see Policy 1009.01.

UNIVERSITY GUIDEBOOK

RESCIND - to be combined with POLICY 1001.01

Subject/Title of Policy:	Part-Time Faculty
Responsible Division/Office:	Academic Affairs
Approving Officer:	Provost & Vice President for Academic Affairs
Revision History:	June 1999; March 2007; month 2010
Resolution Number(s):	YR 1998-16; YR 1999-82; YR 2011-
Board Committee:	Academic and Student Affairs
EFFECTIVE DATE:	
Next review:	2013

Developed by: Assistant Provost	Authorized by: Provost
Approved: June 11, 1999	
Revised: March 16, 2007	Effective: March 16, 2007

Policy: The University employs faculty with the degrees and other credentials appropriate to their responsibilities.

RESOLUTION NUMBERS: ~~YR 1998-16; 1999-82; YR 2007-27~~

Parameters:

- Part-time faculty supplement the full-time faculty to meet departmental instructional needs.
- Part-time faculty are appointed by the appropriate college dean upon the recommendation of the department chairperson, subject to review by the Provost/Vice President for Academic Affairs. Such appointments are for one academic term.
- Part-time faculty are paid on the basis of workload hours taught and highest earned degree held. The rate of pay is identified in the annual "Operating Budget and Capital Funds" document approved by the Board of Trustees.
- Part-time faculty may teach up to six semester hours per term and up to twelve semester hours per academic year. The Provost/Vice President for Academic Affairs may waive this limitation when it is in the best interest of the University.
- Procedures, benefits, and other matters affecting part-time faculty are found in the *Part-time Faculty Manual* available in the Office of the Provost/Vice President for Academic Affairs.

UNIVERSITY GUIDEBOOK

Title of policy: Graduate Faculty	
Responsible Division/Office:	School of Graduate Studies and Research
Approving Officer:	Provost & Vice President for Academic Affairs
<i>Revision History:</i>	December 1997; March 2007; February 2011
Resolution Number(s):	YR 1998-16; YR 2007-27; YR 2011-
Board Committee:	Academic & Student Affairs
EFFECTIVE DATE:	
Next review:	2013

Policy: The Graduate Faculty shall consist of the President of the University, the Provost/Vice President for Academic Affairs, the Associate Provost for Research and Dean of the School of Graduate Studies and Research, the Deans of the colleges, and faculty members qualified to teach graduate courses as determined by the Associate Provost for Research and Dean of Graduate Studies and Research and the Graduate Faculty.

Definition: Graduate Faculty membership includes:

- Adjunct Members, who are not employed by Youngstown State University and whose academic entitlements are determined by the Associate Provost for Research and Dean of Graduate Studies and Research in consultation with the Graduate Council;
- Designated Members, who may teach masters-level courses within a specifically delineated area;

- Associate Members, who may teach and supervise masters-level graduate work and participate fully in activities of Graduate Studies Committees; and
- Regular Members, who may teach and supervise masters- and doctoral-level work and have full rights and privileges in governance of the School of Graduate Studies and Research. In addition, those faculty serving as chairpersons of doctoral committees shall meet advanced requirements as approved by the Associate Provost for Research and Dean of Graduate Studies and Research in addition to those necessary for Regular Members.

Parameters:

1. The Graduate Council is the representative governance unit for the Graduate Faculty and the School of Graduate Studies and Research.
2. Criteria and internal college procedures for appointment to the Graduate Faculty are recommended by the individual colleges and approved by the Graduate Council.
3. The Graduate Faculty recommends and maintains standards for graduate admissions, courses, programs, and degrees, plus rules and procedures to give uniformity to the quality of graduate instruction throughout the University. It shall make recommendations concerning curricular activities required for graduate degrees and make suggestions to the departments concerning courses for graduate credit. It shall encourage the development and improvement of graduate work and research.
4. Graduate Council policies and procedures are found in the *School of Graduate Studies and Research Academic Policy Book*.

UNIVERSITY GUIDEBOOK

Subject:	Title of policy:	Graduate Faculty
<u>Responsible Division/Office:</u> School of Graduate Studies and Research		
<u>Approving Officer:</u> Provost & Vice President for Academic Affairs		
<u>Revision History:</u> December 1997; March 2007; month February 2010		
<u>Resolution Number(s):</u> YR 1998-16; YR 2007-27; YR 2011-		
<u>Board Committee:</u> Academic & Student Affairs		
EFFECTIVE DATE:		
<u>Next review:</u> 2013		

<u>Developed by:</u> Peter J. Kasvinsky	<u>Authorized by:</u> Provost
<u>Title:</u> Dean	
	School of Graduate Studies
<u>Approved:</u> December 14, 1997	
<u>Revised:</u> March 16, 2007	<u>Effective:</u> March 16, 2007

Policy: The Graduate Faculty shall consist of the President of the University, the Provost/Vice President for Academic Affairs, the Associate Provost for Research and Dean of the School of Graduate Studies and Research, the Deans of the colleges, and faculty members qualified to teach graduate courses as determined by the Associate Provost for Research and Dean of Graduate Studies and Research and the Graduate Faculty. ~~The Graduate Faculty recommends and maintains standards for graduate admissions, courses, programs, and degrees.~~

RESOLUTION NUMBERS: YR 1998 16; YR 2007 27

~~**Purpose:** These Procedures are designed to assure that qualified individuals are appointed to the graduate faculty and that systems for their development and improvement are identified.~~

Definition: Graduate Faculty membership includes:

- Adjunct Members, who are not employed by Youngstown State University and whose academic entitlements are determined by the Associate Provost for Research and Dean of Graduate Studies and Research –in consultation with the Graduate Council;
- Designated ~~members~~Members, who may teach masters-level courses within a specifically delineated area;

- Associate Members, who may teach and supervise masters-level graduate work and participate fully in activities of Graduate Studies Committees; and
- Regular Members, who may teach and supervise masters- and doctoral-level work and have full rights and privileges in governance of the School of Graduate Studies and Research. In addition, those faculty serving as chairpersons of doctoral committees shall meet advanced requirements as approved by the Associate Provost for Research and Dean of Graduate Studies and Research in addition to those necessary for Regular Members.

ProceduresParameters:

1. The Graduate Council is the representative governance unit for the Graduate Faculty and the School of Graduate Studies and Research.
2. Criteria and internal college procedures for appointment to the Graduate Faculty are recommended by the individual colleges and approved~~determined~~ by the Graduate Council ~~as ratified by the Graduate Faculty~~.
3. The Graduate Faculty recommends and maintains standards for graduate admissions, courses, programs, and degrees, plus rules and procedures to give uniformity to the quality of graduate instruction throughout the University. It shall make recommendations concerning curricular activities required for graduate degrees and make suggestions to the departments concerning courses for graduate credit. It shall encourage the development and improvement of graduate work and research.
4. Graduate Council policies and procedures are found in the School of Graduate Studies and Research Academic Policy Book.

UNIVERSITY GUIDEBOOK

Title of Policy: Affiliated Scholars

Responsible Division/Office: Academic Affairs
Approving Officer: Provost & Vice President for Academic Affairs
Revision History: March 1998; March 2007; February 2011
Resolution Number(s): YR 1998-22; YR 2007-27; YR 2011-
Board Committee: Academic & Student Affairs
EFFECTIVE DATE:
Next review: 2013

Policy: The University encourages the affiliation of non-University individuals engaged in appropriate scholarly activity. Such appointments are either externally funded or nonremunerative.

Definition: Affiliated Scholars are individuals with a record of ongoing scholarship or research, who are not full-time faculty. Affiliated Scholars are expected to hold the appropriate terminal degree and to be engaged in ongoing scholarly activity.

Parameters:

1. The Associate Provost for Research and Dean of the School of Graduate Studies and Research or designee, in cooperation with the college Dean and the University Research Council, is responsible for the nomination of Affiliated Scholars. Offers of appointment as Affiliated Scholars are the responsibility of the Provost/Vice President for Academic Affairs.
2. Affiliated Scholars will credit Youngstown State University in publications stemming from scholarly activity conducted while affiliated with the University. Copies of publications will be provided to the Associate Provost for Research and Dean of the School of Graduate Studies and Research.

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3. Affiliated Scholars have access to University facilities and services, as defined by the appropriate Dean.
4. Usual and customary charges for the use of University facilities and services are the responsibility of the Affiliated Scholar.
5. When applying for external funding and invoking the University affiliation, Affiliated Scholars will follow University procedures and will assign to Youngstown State University indirect cost reimbursement awarded by the grantor.
6. The University administers any grant monies awarded to the Affiliated Scholar whose grant application names Youngstown State University as the institutional affiliation.

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject:	Title of Policy:	Affiliated Scholars
Responsible Division/Office:		Academic Affairs
Approving Officer:		Provost & Vice President for Academic Affairs
Revision History:		March 1998; March 2007; month February 20102011
Resolution Number(s):		YR 1998-22; YR 2007-27; YR 2011-
Board Committee:		Academic & Student Affairs
EFFECTIVE DATE:		
Next review:		2013

Developed by:	Assistant Provost for Planning	Authorized by:	Provost
Approved:	March 13, 1998		
Revised:	March 16, 2007	EFFECTIVE:	March 16, 2007

Policy: The University encourages the affiliation of non-University individuals engaged in appropriate scholarly activity. Such appointments are either externally-funded or nonremunerative.
~~RESOLUTION NUMBER: YR 1998 22, YR 2007 27~~

Definition: Affiliated Scholars are individuals with a record of ongoing scholarship or research, who are not full-time faculty. Affiliated Scholars are expected to hold the appropriate terminal degree and to be engaged in ongoing scholarly activity.

ProceduresParameters:

1. The Associate Provost for Research and Dean of the School of Graduate Studies and Research or designee, in cooperation with the college Dean and the University Research Council, is responsible for the nomination of Affiliated Scholars. Offers of appointment as Affiliated Scholars are the responsibility of the Provost/Vice President for Academic Affairs.
- ~~2. Affiliated Scholars are expected to hold the appropriate terminal degree and be engaged in ongoing scholarly activity.~~
2. Affiliated Scholars will credit Youngstown State University in publications stemming from scholarly activity conducted while affiliated with the University. Copies of publications will be provided to the Associate Provost for Research and Dean of the School of Graduate Studies and Research.

3. Affiliated Scholars have access to University facilities and services, as defined by the appropriate Dean.
4. Usual and customary charges for the use of University facilities and services are the responsibility of the Affiliated Scholar.
5. When applying for external funding and invoking the University affiliation, Affiliated Scholars will follow University procedures and will assign to Youngstown State University indirect cost reimbursement awarded by the grantor.
6. The University administers any grant monies awarded to the Affiliated Scholar whose grant application names Youngstown State University as the institutional affiliation.

UNIVERSITY GUIDEBOOK

Title of Policy: Admission, Retention, and Graduation Standards

Responsible Division/Office: Academic Affairs

Approving Officer: Provost & Vice President for Academic Affairs

Revision History: March 1998; March 2007; February 2011

Resolution Number(s): YR 1998-22; YR 2007-27; YR 2011-

Board Committee: Academic & Student Affairs

EFFECTIVE DATE:

Next review: 2013

Policy: The University shall establish appropriate rules and regulations governing the requirements for admission to, retention in, and graduation from the University.

Procedures:

1. Undergraduate standards for admission, retention, and graduation are made by the Academic Senate in accordance with its Charter and Bylaws.
2. Graduate student admission, retention, and graduation standards are made by the Graduate Council in accordance with the *School of Graduate Studies and Research Academic Policy Book*.
3. Requirements for admission, retention, and graduation from specific curricula may be set by schools and departments and may be more selective than University requirements. Such recommendations are subject to review and approval by the appropriate dean, Provost/Vice President for Academic Affairs, and President.
4. Changes in University standards for admission, retention, and graduation are reported to the Academic and Student Affairs Committee of the Board of Trustees.
5. Academic standards can be found in the current editions of the *Undergraduate Bulletin* and the *Graduate Bulletin*.

UNIVERSITY GUIDEBOOK

Subject: Title of Policy: Admission, Retention, and Graduation Standards

Responsible Division/Office: Academic Affairs

Approving Officer: Provost & Vice President for Academic Affairs

Revision History: March 1998; March 2007; ~~month~~February 2010

Resolution Number(s): YR 1998-22; YR 2007-27; YR 2011-

Board Committee: Academic & Student Affairs

EFFECTIVE DATE:

Next review: 2013

Developed by: Office of the Provost Authorized by: Provost

Approved: March 13, 1998

Revised: March 16, 2007

EFFECTIVE: ~~March 16, 2007~~

Policy: The University shall establish appropriate rules and regulations governing the requirements for admission to, retention in, and graduation from the University.

~~RESOLUTION NUMBER: YR 1998 22; YR 2007 27~~

Procedures:

1. Undergraduate standards for admission, retention, and graduation are made by the Academic Senate in accordance with its Charter and Bylaws.
2. Graduate student admission, retention, and graduation standards are made by the Graduate Council in accordance with ~~its Charter and Bylaws~~ the School of Graduate Studies and Research Academic Policy Book.
3. Requirements for admission, retention, and graduation from specific curricula may be set by schools and departments and may be more selective than University requirements. Such recommendations are subject to review and approval by the appropriate dean, Provost/Vice President for Academic Affairs, and President.
4. Changes in University standards for admission, retention, and graduation are reported to the Academic and Student Affairs Committee of the Board of Trustees.
5. Academic standards can be found in the current editions of the *Undergraduate Bulletin* and the *Graduate Bulletin*.

UNIVERSITY GUIDEBOOK**Title of Policy: Instruction, Organization of**

Responsible Division/Office: Academic Affairs

Approving Officer: Provost & Vice President for Academic Affairs

Revision History: June 1998; March 2007; February 2011

Resolution Number(s): YR 1998-41; YR 2007-27; YR 2011-

Board Committee: Academic & Student Affairs

EFFECTIVE DATE:

Next review: 2013

Policy: The faculty, affiliated with an academic department and associated with a school or college, delivers instruction at Youngstown State University. Departments, schools, and colleges may be established, altered, or abolished by the President upon the recommendation of the Provost/Vice President for Academic Affairs and approval of the Board of Trustees.

Existing Colleges include:

- Williamson College of Business Administration
- Beeghly College of Education
- College of Fine and Performing Arts
- Bitonte College of Health and Human Services
- College of Liberal Arts and Social Sciences
- College of Science, Technology, Engineering, and Mathematics

Existing Schools include:

- Dana School of Music in the College of Fine and Performing Arts
- Lariccia School of Accounting and Finance in the Williamson College of Business Administration
- Rayen School of Engineering and Technology
- School of Engineering Technology
- School of Graduate Studies and Research

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject:	Title of Policy:	Instruction, Organization of
Responsible Division/Office:	Academic Affairs	
Approving Officer:	Provost & Vice President for Academic Affairs	
Revision History:	June 1998; March 2007; month February 2010	
Resolution Number(s):	YR 1998-41; YR 2007-27; YR 2011-	
Board Committee:	Academic & Student Affairs	
EFFECTIVE DATE:		
Next review:	2013	

Developed by:	Assistant Provost	Authorized by:	Provost
	Planning		
Approved:	June 26, 1998		
Revised:	March 16, 2007	EFFECTIVE:	March 16, 2007

Policy: The faculty, affiliated with an academic department and associated with a school or college, delivers instruction at Youngstown State University. Departments, schools, and colleges may be established, altered, or abolished by the President upon the recommendation of the Provost/Vice President for Academic Affairs and approval of the Board of Trustees.
RESOLUTION NUMBER: ~~YR 1998 41; YR 2007 27~~

Existing Colleges include:

- Williamson College of Business Administration
- Beeghly College of Education
- College of Fine and Performing Arts
- Bitonte College of Health and Human Services
- College of Liberal Arts and Social Sciences
- College of Science, Technology, Engineering, and Mathematics

Existing Schools include:

- Dana School of Music in the College of Fine and Performing Arts
- Lariccia School of Accounting and Finance in the Williamson College of Business Administration
- Rayen School of Engineering and Technology
- School of Engineering Technology
- School of Graduate Studies and Research

UNIVERSITY GUIDEBOOK

Title of Policy: Sabbatical Leave for Department Chairpersons

Responsible Division/Office: Academic Affairs
Approving Officer: Provost & Vice President for Academic Affairs
Revision History: Sept 1998; March 2007; February 2011
Resolution Number(s): YR 1999-1; YR 2007-27; YR 2011-
Board Committee: Academic & Student Affairs
EFFECTIVE DATE:
Next review: 2013

Policy: Academic chairpersons may be granted sabbatical leaves to pursue substantial scholarly or professional development activities.

Parameters:

- Up to three sabbaticals are provided each year for academic chairpersons.
- A chairperson who has served as a full-time faculty member and/or chairperson for the past seven years without a sabbatical is eligible for a sabbatical after having served at least two years as a chairperson.
- The sabbatical can be awarded for a twelve-month period. Sabbatical leave recipients will receive 100% of their nine-month budgeted faculty salaries for the period of their leave.
- Fringe benefits, including State Teachers Retirement System (STRS) provisions, will continue during the sabbatical period.

Procedures:

1. The Office of the Provost/Vice President for Academic Affairs distributes applications and deadline dates during the fall term.
2. A completed application should be submitted to the dean of the chairperson's college. The dean will submit the application with a recommendation to a committee appointed by the Provost/Vice President for Academic Affairs, consisting of one dean, one chairperson, and three full-service faculty. The committee will submit prioritized recommendations to the Provost/Vice President for Academic Affairs, who awards sabbaticals.
3. Along with the application, applicants are required to provide a statement detailing substitute administrative arrangements during the sabbatical. The statement will not be used to evaluate the merits of the proposal and will be detached from the proposal. The ultimate funding of a particular proposal may, however, depend upon the suitability of substitute arrangements.
4. Upon completion of the leave, recipients are required to submit a written report of the results of their work to the dean of their college. The report and the dean's written review are submitted to the Provost/Vice President for Academic Affairs for inclusion in the chairperson's personnel file in the Office of Human Resources.
5. Recipients of these sabbaticals must return to the University for a minimum of two years of full-time service following the leave (or reimburse the University, within a two-year period, for the full amount of the salary provided during the leave).

UNIVERSITY GUIDEBOOK

Subject/Title of Policy: Sabbatical Leave for Department Chairpersons

Responsible Division/Office: Academic Affairs

Approving Officer: Provost & Vice President for Academic Affairs

Revision History: Sept 1998; March 2007; ~~month~~February 2010

Resolution Number(s): YR 1999-1; YR 2007-27; YR 2011-

Board Committee: Academic & Student Affairs

EFFECTIVE DATE:

Next review: 2013

Developed by: Office of the Provost Authorized by: Provost

Approved: September 11, 1998

Revised: March 16, 2007

EFFECTIVE: March 16, 2007

Policy: Academic chairpersons may be granted sabbatical leaves to pursue substantial scholarly or professional development activities.

~~RESOLUTION NUMBER: YR 1999 1; YR 2007 27~~

Parameters:

- Up to three sabbaticals are provided each year for academic chairpersons.
- A chairperson who has served as a full-time faculty member and/or chairperson for the past seven years without a sabbatical is eligible for a sabbatical after having served at least two years as a chairperson.
- The sabbatical can be awarded for a ~~nine~~ or twelve-month period. Sabbatical leave recipients will receive 100% of their nine-month budgeted faculty salaries for the period of their leave. ~~Nine-month sabbatical leave recipients will have the option of teaching and serving as chairperson during the summer.~~
- Fringe benefits, including State Teachers Retirement System (STRS) provisions, will continue during the sabbatical period.

Procedures:

1. The Office of the Provost/Vice President for Academic Affairs distributes applications and deadline dates ~~in December of each year~~ during the fall term.
2. A completed application should be submitted to the dean of the chairperson's college. The dean will submit the application with a recommendation to a committee appointed by the Provost/Vice President for Academic Affairs, consisting of one dean, one chairperson, and three full-service faculty. The committee will submit prioritized recommendations to the Provost/Vice President for Academic Affairs, who awards sabbaticals.
3. Along with the application, applicants are required to provide a statement detailing substitute administrative arrangements during the sabbatical. The statement will not be used to evaluate the merits of the proposal and will be detached from the proposal. The ultimate funding of a particular proposal may, however, depend upon the suitability of substitute arrangements.
4. Upon completion of the leave, recipients are required to submit a written report of the results of their work to the dean of their college. The report and the dean's written review are submitted to the Provost/Vice President for Academic Affairs for inclusion in the chairperson's personnel file in the Office of Human Resources.
5. Recipients of these sabbaticals must return to the University for a minimum of two years of full-time service following the leave (or reimburse the University, within a two-year period, for the full amount of the salary provided during the leave).

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Title of Policy: Teaching by Staff

Responsible Division/Office: Academic Affairs

Approving Officer: Provost & Vice President for Academic Affairs

Revision History: June 1999; March 2007; February 2011

Resolution Number(s): YR 1999-86; YR 2007-27; YR 2011-

Board Committee: Academic & Student Affairs

EFFECTIVE DATE:

Next review: 2013

Policy: On occasion it is necessary and appropriate to have employees perform services above and beyond their normal scope of duties, and to pay employees for these additional services.

Definition: For purposes of this policy, a staff member is defined as any full-time employee who is not a member of the faculty bargaining unit.

Parameters:

- Assignment of a staff member to teach shall be based solely upon the academic needs of the University and the appropriateness of the individual's academic credentials.
- Staff members may not receive payment for any course taught during their paid work schedule. Staff members may teach only during the lunch hour, during approved leave time, or at times other than their paid work schedule.

- A staff member may teach no more than one course per term, without the express written consent of that staff member's supervisor and the approval of the Provost/Vice President for Academic Affairs.
- Prior to the assignment, the staff member's supervisor shall certify in writing that any teaching assignment will not interfere with the staff member's regular responsibilities.

Procedures

1. A staff member having appropriate academic credentials may request, or be requested by an academic chairperson, to teach in a department. Appropriate academic credentials must be documented.
2. The credentials will be forwarded to the chair of the department for departmental review and approval. Once approval is granted, the staff member becomes eligible to teach in the department.
3. A department chairperson wishing to have an eligible staff member teach a class will initiate the appropriate part-time teaching contract and secure the written approval of the staff member's supervisor.

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject:	Title of Policy:	Teaching by Staff
Responsible Division/Office:	Academic Affairs	
Approving Officer:	Provost & Vice President for Academic Affairs	
Revision History:	June 1999; March 2007; month February 2010	
Resolution Number(s):	YR 1999-86; YR 2007-27; YR 2011-	
Board Committee:	Academic & Student Affairs	
<u>EFFECTIVE DATE:</u>		
Next review:	2013	

Developed by:	Office of the Provost	Authorized by:	Provost
Approved:	June 11, 1999		
Revised:	March 16, 2007	EFFECTIVE:	March 16, 2007

Policy: On occasion it is necessary and appropriate to have employees perform services above and beyond their normal scope of duties, and to pay employees for these additional services.

RESOLUTION NUMBER: ~~YR 1999 86; YR 2007 27~~

Definition: For purposes of this policy, a staff member is defined as any full-time employee who is not a member of the faculty bargaining unit.

Parameters:

- Assignment of a staff member to teach shall be based solely upon the academic needs of the University and the appropriateness of the individual's academic credentials.
- ~~Normally, s~~Staff members ~~may not receive payment for any course taught during their regular-paid workdaywork schedule. Staff members may teach only during the lunch hour, during approved leave time, or at times other than their paid work schedule.~~
- ~~Staff members shall not receive payment for any course taught as part of their normal workload.~~

- A staff member may teach no more than one course per term, without the express written consent of that staff member's supervisor and the approval of the Provost/Vice President for Academic Affairs.
- Prior to the assignment, the staff member's supervisor shall certify in writing that any teaching assignment will not interfere with the staff member's regular responsibilities.

Procedures

1. A staff member having appropriate academic credentials may request, or be requested by an contact the appropriate academic chairperson, to express a willingness to teach in that a department. Appropriate academic credentials must be documented.

~~2. If it is determined that the staff member has the appropriate credentials and that there are occasions when the teaching services of the staff member might be needed, the staff member submits a formal written request, including credentials, to the department chairperson.~~

~~3.2.~~ The ~~staff member's request and accompanying~~ credentials will be forwarded to the faculty chair of the department for departmental review and approval. Once approval is granted, the staff member becomes eligible to teach in the department.

~~4.3.~~ A department chairperson wishing to have an eligible staff member teach a class will initiate the appropriate part-time teaching contract and secure the written approval of the staff member's supervisor.

UNIVERSITY GUIDEBOOK**Title of Policy: Integrity in Research - Use and Care of Animals**

Responsible Division/Office:	School of Graduate Studies & Research
Approving Officer:	Provost & Vice President for Academic Affairs
<i>Revision History:</i>	Dec 1999; March 2007; February 2011
Resolution Number(s):	YR 2000-30; YR 2007-27; YR 2011-
Board Committee:	Academic & Student Affairs
EFFECTIVE DATE:	
Next review:	2013

Policy: The University conducts research with integrity requiring the humane treatment and care of all animals utilized in such research. The University has developed and maintains procedures, which are in conformance with, but not limited to, relevant federal and state regulations to humanely, efficiently, effectively, and legally use live vertebrate animals in research.

Parameters:

- In accordance with the Health Research Extension Act of 1985 (Public Law 99-158), the Chief Executive Officer, i.e., the President, is required to annually appoint an Institutional Animal Care and Use Committee (IACUC) as specified by federal regulations. At Youngstown State University the Presidential authority to appoint the IACUC is delegated to the Associate Provost for Research and Dean of Graduate Studies and Research as the “Authorized Institutional Official” of the University.
- The IACUC is charged with reviewing all research projects and programs that involve animals. This review process will be in accordance with all state and federal regulations, and it will include authority to approve, require modification, disapprove, or suspend research activities involving vertebrate animals.

- The IACUC is further charged with:
 - Requiring adequate scientific justification prior to approval, including consideration of alternative or *in vitro* methods, of use of live animals, especially when any pain or suffering is a possible result.
 - Maintaining appropriate systematic continuing review and monitoring of approved protocols and a process to suspend or terminate approval of research that is not being conducted in accordance with the committee's requirements or that has been associated with unexpected results.
 - Overseeing a comprehensive veterinary care program for all animal colonies that includes diagnostic resources, preventative medicine, post-surgical care, and a mechanism for emergency care.
 - Assuring a training program for both researchers and animal care technicians that includes information on the humane practice of animal care and use and training to minimize animal distress.
 - Maintaining an adequate system to track, report, and maintain compliance with the Animal Welfare Act, *Guide for the Care and Use of Laboratory Animals*, the Health Research Extension Act of 1985, and applicable state and federal law.

Procedure: Persons contemplating research utilizing the use of live animals should contact the IACUC through the Office of Grants and Sponsored Programs for the proper forms and current procedures.

Note: Further information may be found in the *Guide to Sponsored Program Development*, Public Law 99-158, 1985, and Public Law 89-544, 1966, as amended, (P.L. 91-597, P.L. 94-279, and P.L. 99-198) 7 U.S.C. 2131 et se. Implementing regulations are published in the *Code of Federal Regulations (CFR)*, Title 9, Chapter 1, Subchapter A, Parts 1, 2, and 3, and are administered by the U. S. Department of Agriculture.

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject: Title of Policy: **Integrity in Research - Use and Care of Animals**

Responsible Division/Office: School of Graduate Studies & Research

Approving Officer: Provost & Vice President for Academic Affairs

Revision History: Dec 1999; March 2007; ~~month~~February 2010

Resolution Number(s): YR 2000-30; YR 2007-27; YR 2011-

Board Committee: Academic & Student Affairs

EFFECTIVE DATE:

Next review: 2013

Developed by: Peter J. Kasvinsky Authorized by: Provost
Title: Dean, Graduate Studies & Research

Approved: December 10, 1999

Revised: March 16, 2007 **EFFECTIVE: March 16, 2007**

Policy: The University conducts research with integrity requiring the humane treatment and care of all animals utilized in such research. The University has developed and maintains procedures, which are in conformance with, but not limited to, relevant federal and state regulations to humanely, efficiently, effectively, and legally use live vertebrate animals in research.

~~RESOLUTION NUMBER: YR 2000 30; YR 2007 27~~

Parameters:

- In accordance with the Health Research Extension Act of 1985 (Public Law 99-158), the Chief Executive Officer, i.e., the President, is required to annually appoint an Institutional Animal Care and Use Committee (IACUC) as specified by federal regulations. At Youngstown State University the Presidential authority to appoint the IACUC is delegated to the Associate Provost for Research and Dean of Graduate Studies and Research -as the "Authorized Institutional Official" of the University.
- The IACUC is charged with reviewing all research projects and programs that involve animals. This review process will be in accordance with all state and federal regulations, and it will include authority to approve, require modification, disapprove, or suspend research activities involving vertebrate animals.

- The IACUC is further charged with:
 - Requiring adequate scientific justification prior to approval, including consideration of alternative or *in vitro* methods, of use of live animals, especially when any pain or suffering is a possible result.
 - Maintaining appropriate systematic continuing review and monitoring of approved protocols and a process to suspend or terminate approval of research that is not being conducted in accordance with the committee's requirements or that has been associated with unexpected results.
 - Overseeing a comprehensive veterinary care program for all animal colonies that includes diagnostic resources, preventative medicine, post-surgical care, and a mechanism for emergency care.
 - Assuring a training program for both researchers and animal care technicians that includes information on the humane practice of animal care and use and training to minimize animal distress.
 - Maintaining an adequate system to track, report, and maintain compliance with the Animal Welfare Act, *Guide for the Care and Use of Laboratory Animals*, the Health Research Extension Act of 1985, and applicable state and federal law.

Procedure: Persons contemplating research utilizing the use of live animals should contact the IACUC through the Office of Grants and Sponsored Programs for the proper forms and current procedures.

Note: Further information may be found in the *Guide to Sponsored Program Development*, Public Law 99-158, 1985, and Public Law 89-544, 1966, as amended, (P.L. 91-597, P.L. 94-279, and P.L. 99-198) 7 U.S.C. 2131 et se. Implementing regulations are published in the *Code of Federal Regulations (CFR)*, Title 9, Chapter 1, Subchapter A, Parts 1, 2, and 3, and are administered by the U. S. Department of Agriculture.

UNIVERSITY GUIDEBOOK**Title of Policy: Establishing, Altering, or Abolishing Educational, Research, and Public Service Centers, Institutes, and Laboratories**

Responsible Division/Office: School of Graduate Studies & Research

Approving Officer: Provost & Vice-President for Academic Affairs

Revision History: Sept 2002; March 2007; February 2011

Resolution Number(s): YR 2003-11; YR 2007-27; YR 2011-

Board Committee: Academic & Student Affairs

EFFECTIVE DATE:

Next review:

Policy: Educational, Research, and Public Service Centers, Institutes, and Laboratories may be established, altered, or abolished upon recommendation by the President and approval by the Board of Trustees.

Purpose:

- Youngstown State University establishes centers, institutes, or laboratories (CIL) to strengthen and enrich the educational (teaching and learning), research (and scholarship), and public service activities of faculty and students. Centers, institutes, and laboratories will provide undergraduate and graduate students expanded facilities and opportunities for involvement in research, educational, and service programs in their discipline.

Definition:

- Resources used to establish a center/institute/laboratory budget may come from the general fund, endowment, or external grants or sponsored programs. The designation as a University Center/Institute/Laboratory does not refer to informal collaborations formed for short-term purposes (primarily grant-seeking).

Procedures:

1. Proposals to establish CIL will be forwarded to the President through the Provost/Vice President for Academic Affairs after review by the appropriate academic dean(s) or executive director.
2. Proposals will include:
 - Statement of need and purpose
 - Description of the CIL and manner in which the arrangement will meet the stated need
 - Identification of personnel/departments to be involved
 - Delineation of responsibilities of the University and other involved parties
 - Estimation of needs for fiscal resources, space, and equipment
 - Description of how these needs will be met
 - Work plan and budget for three years, including the sources of fiscal commitments
 - Description of where administrative responsibility is housed and the lines of responsibility. Where multiple resources are utilized in the establishment of a center or institute, the administrative unit contributing the largest fiscal resource will normally be designated as the responsible unit.
3. Proposals will be circulated to all entities or individuals that might be involved for review and feedback prior to submission to the President. All approvals to commit resources will be in writing and appended to the proposal during this process.
4. The Provost/Vice President for Academic Affairs will determine whether review by the Office of the General Counsel is required. When there are issues of ownership of intellectual property arising from the research or service mission of the CIL, the General Counsel will review the CIL proposal.

5. When the CIL involves research and/or sponsored programs, the Director of Grants and Sponsored Programs and the Associate Provost for Research and Dean of the School of Graduate Studies and Research must also review the proposal.
6. Upon completion of this consultative process, the President will submit the proposal with his/her recommendation to the Board of Trustees for authorization of the implementation of the proposed center, institute, or laboratory. Upon such authorization, the President will establish a budget sufficient to fund the CIL and identify the lines of responsibility.
7. Centers, institutes, and laboratories will be evaluated on a periodic basis. Newly established CIL will be evaluated within three years of their creation.
8. Further information is available in *Guidelines and Procedures for the Creation and Evaluation of Centers, Institutes, and Laboratories*, available in the School of Graduate Studies and Research.

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject: Title of Policy: **Establishing, Altering, or Abolishing Educational, Research, and Public Service Centers, Institutes, and Laboratories**

Responsible Division/Office: **School of Graduate Studies & Research**

Approving Officer: **Provost & Vice-President for Academic Affairs**

Revision History: **Sept 2002; March 2007; ~~month~~February 2010**

Resolution Number(s): **YR 2003-11; YR 2007-27; YR 2011-**

Board Committee: **Academic & Student Affairs**

EFFECTIVE DATE:

Next review: _____

Developed by: **School of Graduate Studies & Research** Authorized by: **Provost**

Approved: **September 24, 2002**

Revised: **March 16, 2007**

EFFECTIVE: March 16, 2007

Policy: Educational, Research, and Public Service Centers, Institutes, and Laboratories may be established, altered, or abolished upon recommendation by the President and approval by the Board of Trustees.

~~RESOLUTION NUMBER: YR 2003-11; YR 2007-27~~

Purpose:

- ~~In striving to fulfill its mission,~~ Youngstown State University **is actively involved in the creation of** ~~establishes~~ centers, institutes, or laboratories (CIL) to strengthen and enrich the educational (teaching and learning), research (and scholarship), and public service activities of faculty and students. Centers, institutes, and laboratories will provide undergraduate and graduate students expanded facilities and opportunities for involvement in research, educational, and service programs in their discipline. ~~These units will also enable student participation in professional and discipline-related job opportunities that can support the economic development of the state and region by providing technical assistance and training and facilitation of technology transfer.~~

Definition:

- ~~For purposes of this policy, a center, institute, or laboratory is defined as a budgetary unit of the institution.~~ Resources used to establish a center/institute/laboratory budget may come from the general fund, endowment, or external grants or sponsored programs. The designation as a University Center/Institute/Laboratory does not refer to informal collaborations formed for short-term purposes (primarily grant-seeking) ~~that do not receive budget lines in the Annual Budget.~~

Procedures:

1. Proposals to establish CIL will be forwarded to the President through the Provost/Vice President for Academic Affairs after review by the appropriate academic dean(s) or executive director.
2. Proposals will include:
 - Statement of need and purpose
 - Description of the CIL and manner in which the arrangement will meet the stated need
 - Identification of personnel/departments to be involved
 - Delineation of responsibilities of the University and other involved parties
 - Estimation of needs for fiscal resources, space, and equipment
 - Description of how these needs will be met
 - Work plan and budget for three years, including the sources of fiscal commitments
 - Description of where administrative responsibility is housed and the lines of responsibility. Where multiple resources are utilized in the establishment of a center or institute, the administrative unit contributing the largest fiscal resource will normally be designated as the responsible unit.
3. Proposals will be circulated to all entities or individuals that might be involved for review and feedback prior to submission to the President. All approvals to commit resources will be in writing and appended to the proposal during this process.
4. The Provost/Vice President for Academic Affairs will determine whether review by the Office of the General Counsel is required. When there are issues of ownership of intellectual property arising from the research or service mission of the CIL, the General Counsel will review the CIL proposal.

5. When the CIL involves research and/or sponsored programs, the Director of Grants and Sponsored Programs and the Associate Provost for Research and Dean of the School of Graduate Studies and Research must also review the proposal.
6. Upon completion of this consultative process, the President will submit the proposal with his/her recommendation to the Board of Trustees for authorization of the implementation of the proposed center, institute, or laboratory. Upon such authorization, the President will establish a budget sufficient to fund the CIL and identify the lines of responsibility, ~~if different from those suggested by the proposal.~~
7. Centers, institutes, and laboratories will be evaluated on a periodic basis. Newly established CIL will be evaluated within three years of their creation, ~~and all CIL will be evaluated at least once in every five-year period.~~
8. Further information is available in *Guidelines and Procedures for the Creation and Evaluation of Centers, Institutes, and Laboratories*, available in the School of Graduate Studies and Research.

**UNIVERSITY GIFTS
EXECUTIVE SUMMARY
FISCAL YEAR 2011 - SECOND QUARTER
OCTOBER-DECEMBER 2010**

Gifts Received	Number of Gifts	Amount
Alumni Relations	183	\$ 9,050
University Development	1815	\$ 1,377,180
WYSU-FM	847	\$ 90,202
Total University Gifts	2,845	\$ 1,476,432
YSU Foundation	530	\$ 818,953

Agenda Item E.2.a.
Exhibit N

**UNIVERSITY GIFTS
EXECUTIVE SUMMARY
FISCAL YEAR 2011 - SECOND QUARTER
OCTOBER - DECEMBER 2010**

	Number of Gifts	Amount
ALUMNI RELATIONS		
Cash-One Year Single & Joint Members	157	\$ 4,990
Cash-Four Year Single & Joint Members	18	\$ 1,635
Cash-Single & Joint Life Members	8	\$ 2,425
\$1,000 - \$9,999	0	-
Total Cash	183	9,050
Total Alumni Relations	183	\$ 9,050
UNIVERSITY DEVELOPMENT		
Major Gifts Campaign	90	\$ 689,623
Total Major Gifts Campaign Pledged Cash	90	\$ 689,623
Non-Cash	1	58,831
Total Major Gifts Campaign	91	\$ 748,454
Annual Fund		
\$50,000-\$99,000	2	\$ 151,100
\$10,000 - \$49,999	6	88,724
\$1,000 - \$9,999	113	197,367
\$500 - \$999	72	40,687
Below \$500	1516	129,188
Total Annual Fund Pledged Cash	1709	\$ 607,066
Non-Cash	4	9,500
Total Annual Fund	1713	\$ 616,566
Underwriting	11	\$ 12,160
Total Underwriting Pledge Cash	11	12,160
Non-Cash	0	-
Total Underwriting	11	\$ 12,160
Total University Development	1815	\$ 1,377,180
WYSU-FM		
Over \$9,999	1	\$ 10,000
\$1,000-\$9,999	5	\$ 11,291
\$500 - \$999	6	\$ 3,000
Below \$500	835	65,911
Total Pledged Cash	847	90,202
Total WYSU-FM	847	\$ 90,202
TOTAL GIFTS		
Grand Total Gifts	2845	\$ 1,476,432

Youngstown

STATE UNIVERSITY

ALUMNI RELATIONS CASH CONTRIBUTIONS BY RANK Fiscal Year 2010-2011 Second Quarter October 1, 2010-December 31, 2010

One Year Single and Joint Members

Alexander Adams	Anthony Giampetro
Gus Aivazis	Pauline Giampietro
Thomas Ash	Mary Goclano
Ted & Joanne Baker	Vikki Greene
John Barber	Thomas Groth
Elizabeth Basista	Richard Halaparda
Dennis & Faye Bensinger	Robert & Ellen Hall
Rosemarie Bisignani	William & Patricia Hamill
William Bletso	Charles Hanna
Joseph Boyle	Richard Hanni
Reese Bradburn	Mary Ann Harrell
John Bruno	Mary Hogan
Bruce Burge	Philip Howren
Natalie Burroughs	Mary Huber
Michael Buzulencia	Joseph Iesue
Dean Cavacos	James Itts
George Chmielewski	Joseph & Arlen Jenyk
Fred & Mary Cleary	Nancy Johnson
Delores Crawford	Nicholas Johnson
David & Carol Creps	Roy & Jeanne Johnson
Bonnie Cruickshank	Peter Joseph
Theodore Cubbison	Anthony Kariotis
Gregory Demetri	Mary Kinnard
John Desimone	William & Margaret Kinnick
Ray Dinunzio	Paul Klim
Frank & Mary Kay D'Isa	Frank Konya
Jack Dixey & Cassandra Donofrio	Michael Kroner
Jeanne Dovich	Martin Kubic
Michael Doyle	Jennifer Lenox
Brian Earich	Anthony Leone
Robert & Rose Eusanio	Vincent Lepore
Robert & Rosemarie Filips	James Lessick
Shelvie Fleming	Dale Lisko
Tom Flores	Craig Lobmiller
Floyd Folio	Bruce Luntz
Frederick Frank	Dori MacMillan
Jack & Ruth Frankenburg	Nancy Madonio
Joan Fuller	Robert Mahaffey
Ronald Galip	David Mayer
Benjamin Garner	Gemini McCornick
Gene & Bonnie Garritano	Daira McFarland
Gregory & Martha Gett	James McGliffin

Anna McGrath
Anthony Mehle
Howard Mettee
Pamela Mihalik
Roy Mimna
Lenora Mook
Richard Mooney
Dennis Moore
James Moore
Ronald & Claudia Moore
Edward Morgan
Margaret Nardy
Paul O'Connor
Diane Olive
Paul Orend
Wayne Pagani
Robert Pavelic
Charles Pierson
Merril & Susan Powell
Herbert Pridham
Thomas Pryor
Robert Raffle
Kanapathy Ramalingam
John & Nicole Ramson
Jill Rankin
Gary Rauschenberg
Thomas Reebel
William Reiner
John Riley
Katy Ritzler
Donald Roberts
Thomas Rogers
Jessica Rohrdanz
John Roman
Dan Roncaglione
Marie Rubino

Ernie & Judith Ruby
Nancy Ruggieri
Diana Russell
Charles Sammarone
Russell Sarkies
Thomas & Kelly Scurich
James Seiple
William Shriver
John & Marilyn Sich
Anthony Sinopoli
Christopher Smith
Constance Smith
William Snider
Manuel & Demetria Spirtos
Audrey Stas
Stephen Steh
Richard Sternagel
Charles Suchy
Edwin Torres
Paul Truhan
Marcel & Shirley Ulrich
Jenifer Unger
Norma Watkins
Garey Watson
Tina Watson
Herbert Williams
Irene Williams
Karen Willshaw
Eleanor Woodford
Raymond & Karen Wright
Mary Ann Wrobel
Eric Wyant
Norbert Yanek
Robert Zastany
George Zokle
Walter Zuhosky

Total One Year Single and Joint Members:

\$4,990.00

Four Year Single and Joint Members

Raymond Cannon
Jayne Carlini
Nicholas Diorio
John Edwards
Roland Fabrizio
Kenneth Fitzgerald
John & Annette Horner
James & Brenda Johnson
Francesca Kostek

James Kuba
Vera Mallory
Anthony & Irene Mehle
Peter Noll
Melvin & Bonita Pentecost
John & Janet Pierko
Erven & Connie Robinson
Joseph & Marlene Schiffer
Tina Watson

Total Four Year Single and Joint Members: \$1635.00

Single and Joint Life Members

Adeline Barone
James DeGregory
Gianni Di Nello
Mollie Hartup
John & Mary Lightner
Speranza Rongone
Roy & Dianne Setterberg
Jerome Yablonkai

Total Single and Joint Life Members: \$2,425.00

Youngstown

STATE UNIVERSITY

UNIVERSITY DEVELOPMENT
PLEGGED CASH CONTRIBUTIONS BY RANK
Fiscal Year 2010-2011 Second Quarter
October 1, 2010-December 31, 2010

MAJOR GIFTS

Mr. & Mrs. Mathew B. Bari	Mr. Dennis L. Klembara
Mr. & Mrs. Jeffrey S. Baytos	Estate of Edward Klipec Jr
Mr. Daniel E. Black	Mr. Phillip A. Larmon
Mr. & Mrs. Matthew R. Briggs	Mr. Scott J. MacDonald
Mr. Kevin D. Brown	Mr. Edmund R. Mackey
Mrs. Lucille M. Campana	Mr. Ron Mackie
Lt. & Mrs. Victor A. Ceglie	Mr. Jerry M. Mapes
Mr. E. Wayne Cliffe, Jr.	Mr. David T. McIntosh
Mr. Christopher L. Conwell	Mr. Thomas J. Meola
Dr. & Mrs. Chester R. Cooper, Jr.	Mr. Darren M. Morgan
Mr. Mark J. Cox	Mr. Evan R. Morris
Mr. & Mrs. Michael P. Cummings	Mr. Brian M. Palmer
Mr. Lorenzo E. Davis	Dr. & Mrs. James S. Paris
Atty. Matt L. DeVicchio	Mr. Jason A. Paris
Mr. Ian R. Dominelli	Mr. Robert Pavelic
Mr. Dwight Dumas	Mr. & Mrs. Richard R. Peterson
Mr. Tanner M. Dunlap	Mr. Vincent E. Peterson
Mr. John Eric Fankhauser	Mr. Paul J. Price
Estate of William H. Farnell	Mr. Tom L. Rakovec
Mr. & Mrs. Philip A. Feld	Mr. & Mrs. Daniel Reardon
Mr. Elliott Levar Giles	Mr. & Mrs. Raymond M. Repasky
Mr. & Mrs. Michael Gill-Jacobson	Mr. Maurice Reynolds
Mr. Justin M. Green	Mr. Thomas C. Rice
Mr. & Mrs. C. Lawrence Grist	Mr. Sanford D. Rivers
Mr. & Mrs. Stephen A. Guerriero	Mr. John M. Roberts
Mr. Leo A. Hawkins, Jr.	Mr. & Mrs. Jeffrey P. Ryan
Ronald A. Heim, Jr.	Estate of Irene W. Sample
Mr. Archie S. Herring	Mr. Ian C. Shirey
Mr. Guenther A. Hladiuk & Ms. Mary Ann Kessler	Mr. Nicholas A. Siciliano, Jr.
Mr. Paul J. Hulea	Atty. & Mrs. James H. Sisek
Mr. Daniel L. Inglis	Mr. William R. Skerratt
The Johnston Family	Mr. & Mrs. Michael G. Sloe
Mr. Jerry L. Johnson	Dr. Anthony M. Smaldino, Jr.
Mr. Steven C. Jones	Mr. & Mrs. Garry K. Smith
Mr. Kosta Karapetsas	Dr. Nancy J. Smith
Dr. Jane E. Kestner	Mr. Thomas Smolanovich
	Mr. & Mrs. Martin G. Solomon

Dr. & Mrs. James S. Tavolario
Mr. Jonathan E. Tekac
Mr. David A. Tesniarz
Mr. Scott B. Thiessen
Mr. Michael J. Thomas, Jr.
Mr. Montrial A. Thomas
Mr. & Mrs. John L. Toy
Mr. Troy R. Tuck
Mr. Timothy J. Tyrrell

Mr. Nathan E. Ward, Jr.
The Raymond John Wean Foundation
Mr. & Mrs. Jeffrey A. Wilkins
Mr. Herbert W. Williams, Jr.
Mr. Jamie L. Willis
Mr. & Mrs. Marty Willmitch
Mr. Francis D. Worthy
Ms. Janine M. Younkens

Total Major Gifts Campaign Pledged Cash Contributions: \$689,622.69

MAJOR GIFTS NON-CASH CONTRIBUTIONS

Schweitzer Engineering Laroratories, Inc.	<u>\$58,831.60</u>	STEM - Engineering Equipment for power System Courses
Total Non-Cash Contributions:	\$58,831.60	

ANNUAL FUND

1908 Society - \$50,000-99,000

Ms. Roberta M. Hannay

The Raymond John Wean Foundation

Heritage Society - \$10,000-\$49,999

Atty. & Mrs. Dennis Haines
Officer Michael Hartzell Golf Outing
Committee
Mr. John C. Landers

Dr. Duane F. Rost
The James & Coralie Centofanti Charitable
Foundation
Youngstown Foundation

Centennial Club - \$1,000-\$9,999

Mr. & Mrs. Michael J. Alexander
Altronic, Inc.
American Institute of Architects
Dr. & Mrs. James H. Andrews
Mr. & Mrs. Gary Balog
Mr. Merton J. Bartelmay, Sr.
Mr. Daniel H. Becker
Dr. & Mrs. Raymond E. Beiersdorfer
Mr. Joel A. Bender
Ms. Debra N. Beronja
Mr. R. Allan Blythe
B'nai B'irth Mahoning Lodge No. 339
Mrs. Sandra G. Borrow
Dr. Bege K. Bowers
Prof. Alfred & Dr. Virginia Bright

Bruce R. & Nancy W. Beeghly Family
Foundation
Mr. & Mrs. Richard J. Buchenic
Mr. Robert A. Calcagni
Dr. Gary P. Carlile
Mr. Craig N. Carlozzi
Josephine A. & Donald E. Clowes
Mrs. Jean F. Collins
Mr. Donald C. Cramb
Dr. & Mrs. Richard A. Crepage
Dr. Margaret A. Crishal
Mr. & Mrs. Troy Allen Cross
Mr. & Mrs. Ralph M. Crum
Curbstone Coaches, Inc
Ms. Kathy F. Daly

Dr. Donna DeBlasio &
Mr. Brian Corbin
Estate of Sara Louise Dickson
Mrs. Madeline DiRusso
Mr. Robert A. DiRusso
Mr. Jonathan M. Dorma
Mr. & Mrs. David S. Ferguson
Mr. & Mrs. C. Kenneth Fibus
Mr. Dennis J. Fiddler
Dr. & Mrs. Edward J. Fiffick
Friends Of Music Association
Mr. & Mrs. Jerry J. Fullum
Mr. & Mrs. Stephen R. Giangjordano
Ms. Linda R. Gooden
Mr. & Mrs. William J. Gorman
Mr. John F. Greenman & Dr. Mary
Alice Budge
Mr. & Mrs. Richard J. Hill
Dr. Cary L. Horvath &
Mr. James W. Horvath
Mr. Frank G. Horvath, Sr.
Mr. David R. Janofa
Mr. & Mrs. Thomas E. Jochman
Mr. Timothy M. Johnson
Hon. & Mrs. Nathaniel R. Jones
Mr. Charles L. Joseph
Drs. Carmen & Lyn Julius
Mr. Douglas A. Kearns
Mr. Lawrence F. Klonowski
Mr. & Mrs. Lance J. Kohut
Mr. Paul J. Kokos
Mr. George A. Kraynak
Prof. David Kurtanich
Ms. Christian S. LaLumia
Dr. Dennis & Susan Latess
Mr. & Mrs. Frank J. Lellio, Jr.
Ms. Nanette Lepore &
Mr. Robert Savage
Mr. Carter P. Lewis
Mahoning County Mental Health Board
Mahoning Valley Accounting Society
Dr. Hazel Marie
Dr. & Mrs. William T. Martin
John & Dorothy Masternick
Foundation
Dr. & Mrs. Gus Mavrigian

Mr. & Mrs. Ned Mervos
Dr. Howard D. Mettee
Dr. & Mrs. Daryl W. Mincey
Mr. Charles A. Mister
Ms. Joan D. Mock
Mr. & Mrs. Michal A. Naffah
Mr. Dayne L. Popa
Quaintance, Nina J.
Mr. Jeffrey B. Raub
Mr. J. Bruce Ricciuti
Mr. David M. Roberts
Larry & Patricia Sabino
Ms. Margaret M. Sadler
Mr. Lawrence E. Safarek
Mr. & Mrs. Dominic J. Salomone
Dr. & Mrs. Gary Salvner
Frances & Lillian Schermer Charitable
Trusts
Dr. & Mrs. James Schrode
Drs. Ronald V. Shaklee &
Sharon A. Stringer
Mr. & Mrs. Bruce E. Sherman
Dr. & Mrs. Thomas A. Shipka
Dr. Charles R. Singler
Mr. Philip A. Smaldino
Mr. Joseph R. Smith, II
Dr. Leonard B. Spiegel &
Ms. Joy Elder
State Teachers Retirement System Inc
Mr. Robert E. Steele
Drs. David & Roselyn Stephens
Mr. & Mrs. Mark S. Stricklin
Mr. & Mrs. Carl G. Swabek
UAW Local 1714
Mr. & Mrs. Sonny P. Vaccaro
Van Huffel Foundation
Vinylume Products, Inc.
Dr. & Mrs. Hai S. Wang
Warren City Schools
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 Dr. & Mrs. Philip J. Zitello
 Mr. & Mrs. Joseph A. Zitnik
 Mr. & Mrs. Richard J. Zitto
 Ms. John D. Zoutte
 Mr. & Mrs. Lawrence J. Zunic
 Ms. Cynthia M. Zwiren

Total Cash Contributions:

\$ 607,065.91

ANNUAL FUND NON-CASH CONTRIBUTIONS

Mrs. Carol A. Hart	\$ 100.00	SMARTS (Porcelain collector plates and picture frames)
Ms. Natalie M. Lariccia	49.99	SMARTS (Cookie Tray)
Pegasus Printing Group	350.00	Athletics Baseball Membership Brochures
Syncro Medical Innovations, Inc.	<u>9,000.00</u>	Electrical & Computer Engineering 20 Magnets
Total Non-Cash Contributions:	\$9,499.99	

UNDERWRITING

B & J Electric of Poland, Inc
 Boys & Girls Club of Youngstown
 Children's Hospital Medical Center of Akron
 Mr. Erik J. Cromer
 Mr. & Mrs. Charles R. Hale

Mahoning County Democratic Party
 Ms. Ronda Noel
 Mr. & Mrs. William G. Perrine
 PNC Financial Services Group
 Ms. Yasmin Rashid
 Mr. Robert L. Thompson

Total Underwriting Cash Contributions:

\$12,160.00

Youngstown

STATE UNIVERSITY

WYSU-FM
PLEDGED CASH CONTRIBUTIONS BY RANK
Fiscal Year 2010-2011 Second Quarter
October 1, 2010-December 31, 2010

\$10,000 and Above

Pollock Personal Foundation

\$1,000.00 - \$9,999.99

Nathalie & James Andrews Foundation

Beeghly Family Foundation

Mrs. Jo Ann Beh

Independent Charities

Family H. Proctor Foundation

\$500.00 - \$999.99

Dr. & Mrs. Denis R. Lunne

Atty. & Mrs. Charles Y. Mansell

Mr. Joseph J. Regna, Jr.

Mr. & Mrs. John W. Rose

Frances & Lillian Schermer

Charitable Trust

Mr. Arthur D. Wolfcale, Jr.

Below \$500.00

Dr. Martin A. Abraham

Mrs. Evaline E. Abram-Diroll

Ms. Stacey L. Adger

Mr. & Mrs. Fred Alexander

Dr. Laurel L. Alexander

Mr. Brian L. Alleman

Mr. & Mrs. Rich J. Allen

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Mrs. Leigh Altier

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Dr. & Mrs. J. James Anderson

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Mrs. Amy Anos

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Mr. & Mrs. William Bagnola

Ms. Gina L. Bagnoli

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Mrs. Cynthia Baringer

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Mr. Ben Barnes & Dr. Diane Barnes

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Mr. Nicholas W. Baron

Ms. Beth Bartlett

Ms. Shirley A. Bartlett

Mr. & Mrs. James D. Battafarano

Ms. Janet M. Baumann

Mr. Doug Beach

Mrs. Jennifer L. Bear

Mr. & Mrs. John E. Beard

The Beat Coffee House

Dr. & Mrs. Jack R. Becker, Jr.

Ms. Janice E. Beebe

Dr. & Mrs. George Beelen

Dr. & Mrs. Raymond E. Beiersdorfer

Mrs. Susan C. Beil

Ms. Bonnie I. Bennett

Mr. Leonard Berenholz

Mr. & Mrs. Joe Berg

Mr. Richard H. Berg
Dr. & Mrs. Martin Berger
Rabbi Joel A. Berman
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Mr. Scott Blevins
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Mr. Harvey & Dr. Jodie Litowitz
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Trinity United Methodist Church
Father Fred E. Trucksis
Mr. & Mrs. Timothy N. Tryon
Ms. Phyllis Turk
Mr. & Mrs. William F. Tyger
Mrs. Anne Ungard
Mr. & Mrs. James P. Valiensi
Mr. & Mrs. Jack J. Valley
Mr. Richard D. Vanderveen
Ms. Beth R. VanL. uven
Mr. & Mrs. Thomas G. Van Wert
Mr. Daniel A. Vargo
Ms. Mary Ann Varner
Atty. & Mrs. Frank G. Verterano
Ms. Alena Vollner
Ms. Barbara L. Von Thae
Mr. David L. Vosburgh
Mr. Gordon D. Vujevic
Mr. Mark Vuksanovich
Mr. Joseph D. Wade
Mrs. Deborah L. Wagner
Dr. Gary R. Walker
Ms. Marjorie Walker
Mr. & Mrs. Scott W. Walls
Ms. Sally Walters
Dr. Frank B. Wanat
Ms. Regina A. Waris
Dr. Homer B. Warren
Mr. & Mrs. Larry Warren
Dr. & Mrs. Ross A. Wastvedt
Ms. Anne W. Waters
Ms. Maryann Weber
Rev. & Mrs. Richard Lee Weber
Mr. & Mrs. M. Frederic Welter
Dr. & Mrs. Gordon G. Wepfer
Ms. Jane F. Westenfeld

Total Cash Contributions

Ms. Marilyn White
Mr. & Mrs. Mark Wilds
Ms. Diana R. Williams
Mrs. Juli K. Williams
Mr. Kurtis P. Williams
Mr. & Mrs. Matthew A. Williams
Mr. & Mrs. Richard A. Williams
Mr. Warren P. Williamson, III
Mr. & Mrs. David L. Williford
Mr. Fred R. Wilson
Mr. & Mrs. Larry Wilson
Dr. & Mrs. Eric J. Wingler
Mr. & Mrs. James E. Witt
Miss Laurie B. Wittkugle
Mr. Vincent J. Wloch
Mr. Joseph A. Wojtowicz
Mrs. Patricia Wojtowicz
Ms. Veronica E. Wood
Dr. & Mrs. Samuel C. Woodings
Dr. & Mrs. Doug Woodring
Dr. Robert Woodruff, Jr.
Mrs. Leatrice B. Wright
Mr. Paul Wysocki
Ms. Christina Yanssens
Ms. Kate Yasgur
Mr. David J. Yash
Dr. & Mrs. Joseph D. Yenerall
Dr. & Mrs. Warren M. Young
Youngstown Jewish Community Center
Mr. Richard K. Zacharias
Mr. & Mrs. Terry L. Zahniser
Mrs. Sheree Zamar
Dr. & Mrs. William P. Zeiger
Mr. & Mrs. Hank Zimmerman
Mr. Scott Zimmerman
Mr. & Mrs. Richard J. Zitto
Mrs. Helene K. Zlotnick
Dr. & Mrs. Louis A. Zona
Mrs. Sarah G. Zuckerman

\$ 90,202.00

UNIVERSITY GUIDEBOOK

RESCIND

Subject: Penguin Club

Developed by: Vice President Development and Community Affairs	Authorized by: President
Approved: March 13, 1998	EFFECTIVE: March 16, 2007
Revised: March 16, 2007	

Policy: The President of the University shall be responsible for coordination with outside organizations such as the Youngstown State University Alumni Association, the Youngstown State University Foundation, and the Penguin Club.

RESOLUTION NUMBER: YR 1998 – 27; YR 2007-27

- The Penguin Club is a separately chartered 501(c)(3) charitable organization. The Penguin Club, subject to the terms and conditions of its Charter, is organized to provide funds for the support of intercollegiate athletics at Youngstown State University.
- The Executive Director of Intercollegiate Athletics serves as the Executive Director of the Penguin Club.
- All funds raised in support of intercollegiate athletics are to be used in a manner consistent with the Charter of the Penguin Club.

UNIVERSITY GUIDEBOOK**Title of Policy: Tuition and Fees, Reduction/Refund of**

Responsible Division/ Office: Financial Services

Approving Officer: Vice President for Finance & Administration

Revision History: March 1998; March 2007; February 2011

Resolution Number(s): YR 1998-25; YR 2007-27; YR 2011-

Board Committee: Finance & Facilities

EFFECTIVE DATE:

Next review: 2013

Policy: The Board of Trustees of Youngstown State University shall review and approve the schedule of student tuition and fees. This schedule, and the associated refund procedures, will be published in University *Bulletins* and other official University documents.

Parameters:

- A full or partial reduction of the instructional, general, information services, performance, music, college, and lab & materials fees, and the nonresident surcharge will be provided for all withdrawals or reductions which take place during a specified period of time outlined in the current University *Undergraduate* and *Graduate Bulletins*, or as modified by action of the Board of Trustees.
- Students suspended or dismissed from the University for non-academic reasons are not entitled to any reduction of fees.

Procedures:

1. To receive a reduction of fees, a student must officially withdraw or complete an official change of registration.

2. Students who withdraw or reduce hours **after** the specified refund period, and who do so for reasons beyond their control (physician's request, induction into military service, change in work shifts or transfer of employment, or other special circumstances), may request to have their fees reviewed in accordance with the Fees and Charges Appeal Board process. If approved, the fees may be revised on a prorated basis.
3. Students withdrawing from all classes as a result of being called to active military service are eligible for a full reduction of fees. Students must officially withdraw and must provide the Fees and Charges Appeals Board with supporting documentation validating the withdrawal.
4. Individuals seeking additional information on the reduction/refund of fees and charges should refer to the current Youngstown State University *Undergraduate Bulletin*, *Graduate Bulletin*, and the Office of Student Accounts & University Receivables' website (<http://www.yosu.edu/vpadmin/studaccts/>).

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject: Title of Policy: **Tuition and Fees, Reduction/Refund of**

Responsible Division/ Office: **Financial Services**

Approving Officer: **Vice President for Finance & Administration**

Revision History: **March 1998; March 2007; February 2011**

Resolution Number(s): **YR 1998-25; YR 2007-27; YR 2011-**

Board Committee: **Finance & Facilities**

EFFECTIVE DATE:

Next review: **2013**

Developed by: **Financial Services**

Authorized by: **E. Grilli**

Title: **Vice President Finance & Admin**

Approved: **March 13, 1998**

EFFECTIVE: March 16, 2007

Revised: **March 16, 2007**

Policy: The Board of Trustees of Youngstown State University shall review and approve the schedule of student tuition and fees. This schedule, and the associated refund procedures, will be ~~printed~~ published in University *Bulletins* and other official University documents.

~~RESOLUTION NUMBER: YR 1998 25; YR 2007-27~~

Parameters:

- A full or partial reduction of the instructional, general, ~~technology, information services~~, performance, music, college, and ~~course lab & materials~~ fees, and the nonresident surcharge will be provided for all withdrawals or reductions which take place during a specified period of time outlined in the current University *Undergraduate* and *Graduate Bulletins*, or as modified by action of the Board of Trustees.
- Students suspended or dismissed from the University for non-academic reasons are not entitled to any reduction of fees.

Procedures:

1. To receive a reduction of fees, a student must officially withdraw or complete an official change of registration.

2. Students who withdraw or reduce hours **after** the specified refund period, and who do so for reasons beyond their control (physician's request, induction into military service, change in work shifts or transfer of employment, or other special circumstances), may request to have their fees reviewed in accordance with the Fees and Charges Appeal Board process. If approved, the fees may be revised on a prorated basis.
3. Students withdrawing from all classes as a result of being called to active military service are eligible for a full reduction of fees. Students must officially withdraw and must provide the Fees and Charges Appeals Board with supporting documentation validating the withdrawal.
4. Individuals seeking additional information on the reduction/refund of fees and charges should refer to the current Youngstown State University *Undergraduate Bulletin*, *Graduate Bulletin*, and the ~~*Schedule of Classes*~~ Office of Student Accounts & University Receivables' website (<http://www.yzu.edu/vpadmin/studaccts/>).

YSU Bookstore Rental Program Charges

The YSU Bookstore began a textbook rental program in the fall 2010 semester. The Bookstore initially tested the program with 19 titles. In lieu of purchasing a textbook, students may rent a used copy for 40% of the new retail price, or a new copy for 55% of the new retail price. This program is intended to make the cost of books more affordable for students.

Program participants must agree, in writing, to (1) return the book(s) by the Monday after the last day of finals; and (2) pay any replacement costs associated with books not returned. The Bookstore sends out approximately five emails reminding the customer of the return due date and replacement cost; this process starts about one month before the rental return due date.

For the fall 2010 semester, approximately 11% of program participants failed to return rented books, and 5% was uncollectible (i.e., declined credit cards). As the program continues to grow, the uncollectible debt could exceed \$10,000 per semester. The Bookstore currently has 169 titles available for rent for the spring 2011 semester.

The proposal before the Board of Trustees would allow the Office of Student Accounts & University Receivables to bill students who fail to return rented textbooks. Students would be billed an amount equal to the replacement cost (i.e., retail price of a new textbook), less the rental cost, plus a \$35 penalty. Billing students for the balance of the unreturned textbook is intended to allow the Bookstore to recover costs incurred, and the \$35 penalty is intended to encourage students to return rented textbooks on time.



YOUNGSTOWN STATE UNIVERSITY
Interfund Transfers Requiring Board Approval
Transfers Outside of the Operating Budget
Requested Transfers for Third Quarter 2011

FROM	TO	AMOUNT	REASON
Housing Services Plant Reserve (Unrestricted Plant Fund)	Kilcawley House Renovation - Phase I (Unrestricted Plant Fund)	\$400,000	Transfer to fund phase one of a three phase project to renovate the six resident floors of Kilcawley House. Phase one will occur during summer 2011; whereas phases two and three are tentatively scheduled for summer 2012 and summer 2013. Phase one includes hot water transition to integrate heating and cooling to one unit and eliminate the use of the old heating units, complete renovation of two floors, including replacement of ceiling tiles, carpet, room furniture, lounge furniture, and paint and replacement of current metal doors with wood doors and updated, ADA compliant handles..
Residual WCBA Bond Proceeds (Restricted Plant Fund)	Kilcawley Center Renovations - Bond Proceeds (Restricted Plant Fund)	\$750,000	Transfer to provide additional funding for Kilcawley Center Project. See attached funding plan.
Kilcawley Center Plant Reserve (Unrestricted Plant Fund)	Kilcawley Center Renovations (Unrestricted Plant Fund)	\$650,808	Transfer to provide additional funding for Kilcawley Center Project. See attached funding plan.
Technology/Banner Fund (Designated Fund)	Kilcawley Center Renovations (Unrestricted Plant Fund)	\$300,000	Transfer to provide additional funding for Kilcawley Center Project. See attached funding plan.
Housing Services Plant Reserve (Unrestricted Plant Fund)	Kilcawley Center Renovations (Unrestricted Plant Fund)	\$250,000	Transfer to provide additional funding for Kilcawley Center Project. See attached funding plan.
Ohio Room Refurbishment (Unrestricted Plant Fund)	Kilcawley Center Renovations (Unrestricted Plant Fund)	\$185,000	Transfer to provide additional funding for Kilcawley Center Project. See attached funding plan.
Centennial Master Plan Contingency (Restricted Plant Fund)	Kilcawley Center Renovations - CCMPC (Restricted Plant Fund)	\$100,000	Transfer to provide additional funding for Kilcawley Center Project. See attached funding plan.

**Kilcawley Center Project
Funding Plan**

Funding Sources in Place:

Series 2010 Bond Proceeds	\$10,000,000
Sodexo Food Service Facility	270,000
Kilcawley Center Renovation Fund	64,922
Dining Facilities Renovations	27,410
Kilcawley Staff Office Refurbish	1,960
Subtotal	<u>10,364,292</u>

Funding Sources Pending Board Approval:

Residual WCBA Bond Proceeds	750,000
Kilcawley Center Plant Reserve	650,808
Technology/Banner Fund	300,000
Housing Services Plant Reserve	250,000
Ohio Room Refurbishment	185,000
Centennial Master Plan Contingency	100,000
Subtotal	<u>2,235,808</u>

Future Potential Funding Sources:

New Dining Contract Funds	1,000,000
Centennial Master Plan Contingency	100,000
Residual Pollock House Bond Proceeds	TBD
Fund Raising	TBD
Subtotal	<u>1,100,000</u>

Total Resources \$13,700,100

NEW POLICY
UNIVERSITY GUIDEBOOK

Title of Policy: Possession of Weapons on Campus

Responsible Office/Division: Police Department

Approving Officer: President

Revision History:

Resolution Number(s): 2011-

Board Committee:

EFFECTIVE DATE:

Next review: 2013

Policy: Youngstown State University prohibits carrying, displaying or usage of any firearm and/or other weapon by all persons while on University property.

Purpose: This policy is designed to create and maintain an environment that sustains the general health and well-being of students, employees, and visitors.

Definitions:

1. **All Persons** applies to students, faculty, staff, visitors, vendors, contractors, as well as any other individuals on University property.
2. **University Property** applies to all Youngstown State University owned or controlled property and all University-sponsored functions and events.
3. **Firearms and Weapons** include, but are not limited to, all firearms whether functional, non-functional, or simulated; live ammunition; knives (any sharp-pointed or edged instrument **except** instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance); swords; metal or brass knuckles; air tasers; collapsible batons; clubs; blackjacks; ku batons; paintball guns; bb guns; pellet guns; slingshots; airsoft guns; nerf guns; and any other item modified from its original purpose to be used as a weapon. The Youngstown State University Police Chief, or designee, has the authority to modify or determine a weapon's status.

Agenda Item E.4.a.
Exhibit S

Exceptions:

The following persons or groups shall be an exception to the policy and are permitted the utilization of weapons under certain circumstances:

1. Any Federal, State, Local and/or Youngstown State University Law Enforcement Officer who is authorized to carry a firearm in the normal scope of their duties shall be permitted to carry one while on campus.
2. Faculty members with prior authorization from their Department Chair and the YSU Police Chief shall be permitted to transport and/or display certain prohibited weapons for educational or artistic usage provided they abide by the following conditions:
 - a. Notification to the YSU Police Chief must be made three (3) days prior to the intended usage date. The weapon(s) will be subject to inspection by the YSU Police Department.
 - b. Functional firearms and live ammunition are **strictly prohibited**.
 - c. The weapon must be contained in a case while being transported and must not be removed unless inside a classroom or office.
 - d. Any simulated /non-functional firearm used for artistic or theatrical purposes must be inspected by the YSU Police prior to its intended use. The usage of the weapon must be confined to rehearsal spaces, the theater, and the immediate vicinity of the theater and/or exhibition space.
3. Any member of the United States Military and/or student of the Military Science Program acting in their official capacity shall be permitted to utilize such weapons as prescribed by their own policy.
4. Any employee of Youngstown State University who is employed as a Maintenance Worker, Technician, Groundskeeper, Storekeeper, Parking Employee, Vendor, Contractor, or other position not listed above whose normal duties require the use of knives, utility knives, leatherman tools, or other cutting instruments shall be permitted to possess, carry, and use those instruments while engaged in his or her normal course of duties.
5. Any Youngstown State University Police Academy Instructor employed as a law enforcement officer, or who is a retired law enforcement officer, who is within the scope of his or her duties shall be permitted the use of such weapons.

6. Any Youngstown State University Police Academy Cadet, under the instruction of YSU Police Academy Instructors, shall be permitted the use of such weapons provided or approved by the YSU Peace Officer Training Academy and/or the Youngstown State University Police Department.
7. Any Instructor of, or student enrolled in, the Marksmanship class shall be permitted the utilization of firearms provided by Youngstown State University while on the range during class hours.

Violations:

Any student, faculty member or staff member who knowingly violates this policy could be subject to the appropriate disciplinary process. This includes Student Discipline and/or the process for discipline set forth in the respective collective bargaining agreements.

Any visitor who knowingly violates the policy could be barred from campus property.

UNIVERSITY GUIDEBOOK

Title of Policy: Development of Guidebook Policies

Responsible Division/Office: Office of the President

Approving Officer: President

Revision History: June 1997; March 2007; February 2011

Resolution Number(s): YR 2000-63; YR 2007-27; YR 2011-

Board Committee: Internal Affairs

EFFECTIVE DATE:

Next review: 2015

Authority: “The Board shall do all things necessary for the creation, proper maintenance, and successful continuous operation of the university.” (*ORC*, Section 3356.03, cited in *Bylaws, Board of Trustees*, p. 2)

Purpose: Policies provide guidance to administrators in reaching decisions with respect to the particular matters entrusted to their care to accomplish the mission and goals of the University. Policies are defined as general principles or statements of intent or direction. Policies are typically brief and provide a framework within which the University is expected to operate. All Guidebook Policies are approved by the Board of Trustees.

Action Steps:

1. A new institutional policy or a proposed revision of an existing policy may be initiated by the individual accountable for any department or unit, such as a chairperson, director, executive director; Senates; Councils; and Committees. The formal submission of a new or revised policy shall originate from a divisional Vice-President or Senior Executive; the President; or the Board of Trustees. Each division vice-president or senior executive is responsible for ensuring that all existing policies assigned to his/her division are reviewed for possible revision on a five-year cycle or earlier as needed.

2. When revising existing Policies, proposed modifications should be clearly identified and contrasted with existing language. A new policy should contain a policy title, policy statement, effective date, definitions if appropriate, and procedures if appropriate.
3. A draft copy of the new policy or the revised policy should be first forwarded to the Cabinet and then to departments, units, committees, or others affected, for timely review and feedback to the individual initiating the review. The policy will also be reviewed by the individual(s) or committee designated by the President for consistency with existing policies and state and/or federal laws and regulations.
4. The President may utilize any appropriate council, committee or forum to obtain campus-wide perspective or input.
5. After all reviews have taken place, the person initiating the new or revised policy may modify the proposal based on the above review process. If this is the case, the final draft will be again circulated by the initiating person to the Cabinet for final review. The President will then submit the final draft to the Board for approval.

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject:	Title of Policy: Development of <u>Guidebook</u> Policies
<u>Responsible Division/Office:</u> Office of the President	
<u>Approving Officer:</u>	President
<u>Revision History:</u>	June 1997; March 2007; February 2011
<u>Resolution Number(s):</u>	YR 2000-63; YR 2007-27; YR 2011-
<u>Board Committee:</u>	Internal Affairs
<u>EFFECTIVE DATE:</u>	
<u>Next review:</u>	2015

<u>Developed by:</u> Office of the President	<u>Authorized by:</u> David C. Sweet
	<u>Title:</u> President
	<u>EFFECTIVE:</u> March 16, 2007
<u>Approved:</u> June 2, 1997	
<u>Revised:</u> March 16, 2007	

Authority: “The Board shall do all things necessary for the creation, proper maintenance, and successful continuous operation of the university.” (*ORC*, Section 3356.03, cited in *Bylaws, Board of Trustees*, p. 2) ~~YR 2000-63; YR 2007-27~~

Purpose: Policies provide guidance to administrators in reaching decisions with respect to the particular matters entrusted to their care to accomplish the mission and goals of the University. Policies are defined as general principles or statements of intent or direction. Policies are typically brief and provide a framework within which the University is expected to operate. All Guidebook Policies are approved by the Board of Trustees.

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2. When revising existing Policies, proposed modifications should be clearly identified and contrasted with existing language. A new policy should contain a policy title, policy statement, effective date, definitions if appropriate, and procedures if appropriate.
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4. The President may utilize any appropriate council, committee or forum to obtain campus-wide perspective or input.
5. After all reviews have taken place, the person initiating the new or revised policy may modify the proposal based on the above review process. If this is the case, the final draft will be again circulated by the initiating person to the Cabinet for final review. The President will then submit the final draft to the Board for approval.
- ~~6. After the Board has approved the Policy statement, the Office of the President will complete the "Authorization" sections of the form. In the case of a revision, the date of the most recent revision will be recorded. The policy will then be appropriately distributed and posted on the University web site.~~

UNIVERSITY GUIDEBOOK**Title of Policy: Equal Opportunity and Affirmative Action
Recruitment and Employment**

Responsible Division/Office: Office of Equal Opportunity & Diversity

Approving Officer: President

Revision History: May 1998; Sept 2007; February 2011

Resolution Number(s): YR 1997-14/1999-2; YR 2008-04; YR 2011-

Board Committee: Internal Affairs

EFFECTIVE DATE:

Next review: 2013

Policy: Youngstown State University is committed to a campus environment that values all individuals and groups, and to non-discrimination and equal opportunity for all persons without regard to sex, race, religion, color, age, national origin, sexual orientation, gender identity and/or expression, disability, or veteran status or any other basis protected by law. The University is also committed to the principles of affirmative action and acts in accordance with state and federal laws.

Principles:

- It is the responsibility of the University to create a campus environment that values all individuals and groups.
- The University will maintain openness to the diversity of ideas and peoples that constitute the American and world cultures. The overall quality of the University experience is dependent on such diversity.

- The entire University community shares the responsibility to develop and implement a full program of affirmative action designed to promote true equality of opportunity in all aspects of the University.
- The commitment of the University is promulgated, in part, by the Affirmative Action Plan.
- 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.

Procedures:

1. The Office of Equal Opportunity and Diversity provides guidance in the implementation of the Equal Opportunity and Affirmative Action Policy.
2. Specific information regarding equal opportunity recruitment and employment is found on the Office of Equal Opportunity and Diversity's website at www.ysu.edu/eod/.
3. Copies of the Affirmative Action Plan are also available in the Office of Equal Opportunity and Diversity.

REDLINE VERSION

UNIVERSITY GUIDEBOOK

**Subject: Title of Policy: Equal Opportunity and Affirmative Action
Recruitment and Employment**

Responsible Division/Office: Office of Equal Opportunity & Diversity

Approving Officer: President

Revision History: May 1998; Sept 2007; February 2011

Resolution Number(s): YR 1997-14/1999-2; YR 2008-04; YR 2011-

Board Committee: Internal Affairs

EFFECTIVE DATE:

Next review: 2013

Developed by: Director Authorized by: President

Title: Office of Equal Opportunity & Diversity

Date: May 1, 1998

Revised: September 28, 2007 **EFFECTIVE: September 28, 2007**

Policy: Youngstown State University is committed to a campus environment that values all individuals and groups, and to non-discrimination and equal opportunity for all persons without regard to sex, race, religion, color, age, national origin, sexual orientation, gender identity and/or expression, ~~handicap~~/disability, or ~~veteran status or any other basis protected by law. identification as a disabled and/or Vietnam Era veteran.~~ The University is also committed to the principles of affirmative action and acts in accordance with state and federal laws.

~~RESOLUTION NUMBER: YR 1997 14/1999 2; YR 2008 04~~

Principles:

- It is the responsibility of the University to create a campus environment that values all individuals and groups.
- The University will maintain openness to the diversity of ideas and peoples that constitute the American and world cultures. The overall quality of the University experience is dependent on such diversity.

- The entire University community shares the responsibility to develop and implement a full program of affirmative action designed to promote true equality of opportunity in all aspects of the University.
- The commitment of the University is promulgated, in part, by the Affirmative Action Plan.
- 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.

Procedures:

1. The Office of Equal Opportunity and Diversity provides guidance in the implementation of the Equal Opportunity and Affirmative Action Policy.
2. Specific information regarding equal opportunity recruitment and employment is found ~~in *Searches and the Search Committee*. Copies are available in the Office of Equal Opportunity and Diversity.~~ on the Office of Equal Opportunity and Diversity's website at www.yzu.edu/eod/.
3. Copies of the Affirmative Action Plan are also available in the Office of Equal Opportunity and Diversity.

UNIVERSITY GUIDEBOOK

Title of Policy:	Administrative Complaint Process – Professional/Administrative Exempt Employees
Responsible Office/Division:	Human Resources
Approving Officer:	Vice President for Finance & Administration
Revision History:	July 1999; Dec 2010
Resolution Number(s):	YR 2000-24; YR 2011-
Board Committee	Internal Affairs
EFFECTIVE DATE:	
Next review:	2013

Policy: The University is committed to equitable employment practices and maintains a complaint process that may be utilized by Professional/Administrative exempt employees to provide prompt and equitable resolution of disputes resulting from certain administrative decisions.

Parameters:

- Employees with a complaint about an administrative decision are encouraged to initiate informal discussion with their immediate supervisor prior to filing a formal complaint.
- Employees may file a formal complaint of an administrative decision regarding termination, discipline, or disputes concerning working conditions or promotion.
- This policy is not applicable to members of collective bargaining units.
- The Chief Human Resources Officer is authorized to develop procedures for the implementation of this policy.

Procedures:

1. A formal written complaint identifying the specific grounds must be filed no later than ten working days of the occurrence or knowledge of the occurrence. This complaint is to be directed to the person's immediate supervisor.
2. The supervisor will conduct an appropriate review and respond to the complaint in writing within ten working days of its receipt.
3. If the person filing the complaint is not satisfied with the supervisor's response, the employee may forward a written notification within ten working days, with particulars, to the appropriate Dean, Executive Director, or other appropriate University official for review. A written response will be provided the employee within ten working days of its receipt.
4. If this response does not satisfy the employee, a written complaint may be sent to the Chief Human Resources Officer within ten working days. The Chief Human Resources Officer in consultation with the appropriate Vice President, will appoint a three-person panel to review all information submitted and render a final written decision. Said written decision will be provided within twenty-one working days from the date on which the panel meets to review the submitted information.

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject: Title of Policy: **Administrative ~~Appeal~~ Complaint Process – Professional/Administrative Exempt Employees**
Responsible Office/Division: Human Resources
Approving Officer: Vice President for Finance & Administration
Revision History: July 1999; Dec 2010
Resolution Number(s): YR 2000-24; YR 2011-
Board Committee: Internal Affairs
EFFECTIVE DATE:
Next review: 2013

Developed by: Jean R. Wainio _____ Authorized by: G. L. Mears _____
 Title: Interim Executive Director _____ Title: Executive Vice President _____
 _____ Human Resources _____ **EFFECTIVE:** September 10, 1999
 Date: July, 1999 _____

Policy: The University is committed to equitable employment practices and maintains ~~an appeal~~ a complaint process that may be utilized by Professional/Administrative exempt employees to provide prompt and equitable resolution of disputes resulting from certain administrative decisions.

~~RESOLUTION NUMBER: YR 2000-24~~

Parameters:

- ~~Exempt~~ Employees ~~disputing~~ with a complaint about an administrative decision are encouraged to initiate informal discussion with their immediate supervisor prior to filing a formal ~~appeal-complaint~~.
- ~~Exempt~~ Employees may file a formal ~~appeal~~ complaint of an administrative decision regarding termination, ~~contract non-renewal~~, discipline, or disputes concerning working conditions or promotion, ~~or alleged discrimination~~.
- This policy is not applicable to ~~M~~members of collective bargaining units ~~should refer to their respective agreement~~.
- The Chief Human Resources Officer is authorized to develop procedures for the implementation of this policy.

Procedures:

1. A formal written **appeal complaint** identifying the specific grounds must be filed no later than **sixty ten calendar working** days of the occurrence or knowledge of the occurrence. This **appeal complaint** is to be directed to the person's immediate supervisor.
2. The supervisor will conduct an appropriate review and respond to the **appeal complaint** in writing within **thirty ten calendar working** days of its receipt.
3. If the person filing the **appeal complaint** is not satisfied with the supervisor's response, the employee may forward a written notification within ten **calendar working** days, with particulars, to the appropriate Dean, **or** Executive Director, **or other appropriate University official** for review. A written response **from the Dean or Executive Director** will be provided the employee within ten **calendar working** days of its receipt.
4. If this response does not satisfy the employee, a **third** written **appeal complaint** may be sent to the **Provost** Chief Human Resources Officer within ten **calendar working** days. The **Provost or designee** Chief Human Resources Officer in **collaboration** consultation with the appropriate Vice President, will **appoint a three-person panel have up to twenty one calendar days** to review all information submitted and render a final written decision. Said written decision will be provided within twenty-one working days from the date on which the panel meets to review the submitted information.

UNIVERSITY GUIDEBOOK

Title of Policy:	Resignation/Exit Interviews
Responsible Office/Division:	Human Resources
Approving Officer:	Vice President for Finance & Administration
Revision History:	May 1998; April 2010
Resolution Number(s):	YR 1999-64; YR 2011-
Board Committee:	Internal Affairs
EFFECTIVE DATE:	
Next review:	2013

Policy: It is the policy of the University to obtain a written resignation from all employees who are voluntarily terminating their employment with the University.

Parameters:

- Employees proposing to resign from the University shall provide a thirty calendar-day written notice unless otherwise specified by the applicable collective bargaining agreement.
- Unless otherwise specified by a collective bargaining agreement, vacation benefits will not be paid without at least a thirty calendar-day written resignation notice. (See 7002.05)
- The Chief Human Resources Officer is authorized to develop procedures necessary for the implementation of this policy.

Procedures:

1. In advance of formally submitting a letter of resignation, it is advised that employees discuss their intent with their immediate supervisor.
2. Employees, except Classified Civil Service staff members, shall send a formal letter of resignation to their supervisor, with copies to the Provost or appropriate Vice President and the Office of Human Resources.
3. Classified Civil Service staff members are expected to provide a minimum two-week notice of resignation and are required to sign a Record of Separation form. These forms are available in the Office of Human Resources.

4. Upon receipt of the letter of resignation, the Office of Human Resources will prepare a letter officially accepting the resignation to be sent by the hiring authority or Chief Human Resources Officer. This office will also notify the appropriate departments, units, and offices of the impending-resignation. The employee who is resigning will be offered the opportunity to participate in an exit interview with a Human Resources staff member.
5. The Office of Human Resources will process all resignations and authorize any payment of vacation benefit applicable.
6. The Office of Human Resources will provide a checklist to the resigning employee's supervisor who will secure all University property available to the employee (e.g., keys, tools, identification card, parking permit, etc.) prior to the date of separation.
7. Normally, the final payroll check will be released within 30 days of the date of separation pending audits and the clearance of all applicable offices and the return of all University property.

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject: Title of Policy:	Resignation/Exit Interviews
Responsible Office/Division:	Human Resources
Approving Officer:	Vice President for Finance & Administration
Revision History:	May 1998; April 2010
Resolution Number(s):	YR 1999-64; YR 2011-
Board Committee:	Internal Affairs
EFFECTIVE DATE:	
Next review:	2013

Developed by: Jean R. Wainio	Authorized by: G. L. Mears
Title: Interim Executive Director	Title: Executive Vice President
Human Resources	EFFECTIVE: March 12, 1999
Date: May, 1998	

Policy: ~~The University will establish guidelines to process resignations that facilitate the best interest of both the individual and the institution.~~ It is the policy of the University to obtain a written resignation from all employees who are voluntarily terminating their employment with the University.

~~RESOLUTION NUMBER: YR 1999-64~~

Parameters:

- Employees proposing to resign from the University shall provide a thirty **calendar**-day written notice unless **otherwise** specified by the applicable collective bargaining agreement.
- Unless otherwise specified by a collective bargaining agreement, vacation benefits will not be paid without at least a thirty **calendar**-day written resignation notice. (See 7002.05)
- **The Chief Human Resources Officer is authorized to develop procedures necessary for the implementation of this policy.**

Procedures:

1. In advance of formally submitting a letter of resignation, it is advised that employees discuss their intent with their immediate supervisor.
2. Employees, except Classified Civil Service staff members, shall send a formal letter of resignation to their supervisor, with copies to the Provost or appropriate Vice President and the Office of Human Resources.

3. Classified Civil Service staff members are expected to provide a minimum two-week notice of resignation and are required to sign a Record of Separation form. These forms are available in the Office of Human Resources.
4. Upon receipt of the letter of resignation, ~~the~~ the Office of Human Resources will prepare a letter officially accepting the resignation ~~to be sent by the hiring authority or Chief Human Resources Officer. for the Provost or appropriate Vice President.~~ This office will also notify the appropriate departments, units, and offices of the impending resignation. The employee who is resigning will be offered the opportunity to participate in an exit interview with a Human Resources staff member.
5. The Office of Human Resources will process all resignations and authorize any payment of vacation benefit applicable. ~~This office will also notify the appropriate departments, units, and offices of the impending resignation.~~
6. The Office of Human Resources will provide a checklist to ~~the~~ the resigning employee's supervisor who will secure all University property available to the employee (e.g., keys, tools, identification card, parking permit, etc.) prior to the date of separation.
7. Normally, ~~the~~ the final payroll check will be released ~~within 30 days of the~~ ~~on the regular pay date following the official~~ date of separation pending audits and the clearance of all applicable offices and the return of all University property.

UNIVERSITY GUIDEBOOK

Title of Policy:	Employee Files
Responsible Division/Office:	Human Resources
Approving Officer:	Vice President for Finance & Administration
Revision History:	May 2000; April 2013
Resolution Number(s):	YR 1999-111; YR 2010-
Board Committee:	Internal Affairs
EFFECTIVE DATE:	
Next review:	2013

Policy: The University shall establish and maintain such employee files as necessary in accordance with state and federal laws and applicable collective bargaining agreements. The Office of Human Resources is the sole repository of the Official Employee Personnel Files, and as such maintains a file for each full-time member of the faculty and full-time and part-time members of the professional/administrative and classified civil service staffs. The Chief Human Resources Officer serves as the custodian of these official files.

Procedures:

1. Employees may examine their own file during regular business hours.
2. Employees may place into their file a written statement commenting on or disagreeing with any document contained in the file.
3. Employees will receive a copy of each document placed in their file by others, at the time it is placed in the file.
4. The Office of Human Resources maintains a log of all persons accessing these files. This office will notify employees and the appropriate bargaining unit when a non-University employee has accessed their file.
5. Periodically, the President, or designee, shall identify a person or persons to conduct an unannounced spot check of the Official Employee Personnel Files and provide a written report of the findings.

NUMBER

7019.01

PAGE 2 of 2

6. Information contained in these files will be used in a manner appropriate to the normal operation of the University and may be reported to the appropriate state or federal agency as required by law.
7. Employee files are subject to Ohio's public records law.
8. All files maintained are periodically examined for the purpose of purging the files of material no longer appropriate for retention.

REDLINE VERSION

UNIVERSITY GUIDEBOOK

Subject:	Title of Policy:	Employee Files
Responsible Division/Office:		Human Resources
Approving Officer:	Vice President for Finance & Administration	
Revision History:	May 2000; April 2013	
Resolution Number(s):	YR 1999-111; YR 2010-	
Board Committee:	Internal Affairs	
EFFECTIVE DATE:		
Next review:	2013	

Developed by:	Jean R. Wainio	Authorized by:	G. L. Mears
Title:	Interim Executive Director	Title:	Executive Vice President
	Human Resources	EFFECTIVE:	June 1, 2000
Date:	May, 2000		

Policy: The University shall establish and maintain such employee files as necessary in accordance with state and federal laws and applicable collective bargaining agreements. The Office of Human Resources is the sole repository of the Official Employee Personnel Files, and as such maintains a file for each full-time member of the faculty and full-time and part-time members of the professional/administrative and classified civil service staffs. The Chief Human Resources Officer serves as the custodian of these official files.

~~RESOLUTION NUMBER: YR 1999-111~~

Procedures:

1. Employees may examine their own file during regular business hours.
2. Employees may place into their file a written statement commenting on or disagreeing with any document contained in the file.
3. Employees will receive a copy of each document placed in their file by others, at the time it is placed in the file.
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5. Periodically, the President, or designee, shall identify a person or persons to conduct an unannounced spot check of the Official Employee Personnel Files and provide a written report of the findings.

NUMBER
7019.01

PAGE 2 of 2

6. Information contained in these files will be used in a manner appropriate to the normal operation of the University and may be reported to the appropriate state or federal agency as required by law.
7. Employee files are subject to Ohio's public records law ~~public records and as such members of the public, including University employees, may request access to them.~~
8. All files maintained are periodically examined for the purpose of purging the files of material no longer appropriate for retention.

UNIVERSITY GUIDEBOOK

Title of Policy: Public Records Policy

Responsible Division/Office: Office of Legal Counsel
Approving Officer: Provost & Vice President for Academic Affairs
Revision History: Nov 2007; month 2010
Resolution Number(s): YR 2008-17; YR 2011-
Board Committee: Internal Affairs
EFFECTIVE DATE:
Next review: 2013

Policy: It is the policy of the University that openness leads to a better informed citizenry, which leads to better government and better public policy. It is the policy of the University to strictly adhere to the state's Public Records Act.

Purpose: The purpose of this policy is to define the procedures that the University will follow in administering the Public Records Law.

Procedures:

1. A Public Record is defined as: Any document – paper, electronic (including, but not limited to, e-mail), or other format – that is created or received by, or comes under the jurisdiction of a public office that documents the organization, functions, policies, decisions, procedures, operations, or other activities of the office. All records of the University are public unless they are specifically exempt from disclosure under the Ohio Revised Code Section 149.43.
2. It is the policy of the University that, as required by Ohio law, records will be organized and maintained so that they are readily available for inspection and copying. Record retention schedules are to be updated regularly and posted prominently.

3. Each request for public records should be evaluated for a response using the following guidelines:
 - a. Although no specific language is required to make a request, the requester must at least identify the records requested with sufficient clarity to allow the public office to identify, retrieve, and review the records. If it is not clear what records are being sought, the records custodian must contact the requester for clarification.
 - b. The requester does not have to put a records request in writing, and does not have to provide his or her identity or the intended use of the requested public record.
 - c. Public records are to be available for inspection during regular business hours, with the exception of published holidays. Public records must be made available for inspection promptly. Copies of public records must be made available within a reasonable period of time. "Prompt" and "reasonable" take into account the volume of records requested; the proximity of the location where the records are stored; and the necessity for any legal review of the records requested.
 - d. Public records requests should be directed to the Office of the General Counsel, Tod Hall - Suite 312B, Youngstown State University, One University Plaza, Youngstown, Ohio 44555 or call (330) 941-2340. "Routine requests" are those that certain departments receive on a consistent basis and that request basic information. These routine requests do not need to go to the Office of the General Counsel but may be processed by the office that retains the information, after having first discussed the process with the Office of the General Counsel. "Non-routine requests" or requests that produce voluminous documents must be processed through the General Counsel's Office.
 - e. Routine requests for information that are easily accessed will be processed as quickly as is reasonable. Non-routine or voluminous requests that require extensive copying or research will be accompanied by an acknowledgment including:
 - 1) An estimated number of business days it will take to satisfy the request.
 - 2) An estimated cost if copies are requested.
 - 3) Any items within the request that may be exempt from disclosure, if known at the time of the acknowledgment.

- f. Any denial of public records requested must include an explanation, including legal authority. If portions of a record are public and portions are exempt, the exempt portions are to be redacted and the rest released. If there are redactions, each redaction must be accompanied by a supporting explanation, including legal authority.
- g. Those seeking public records will be charged only the actual cost of making copies. The University is permitted to request payment in advance.
- 1) The charge for paper copies is five (.05) cents per page.
 - 2) The charge for downloaded computer files to a compact disc is one (\$1) dollar per disc.
 - 3) There is no charge for documents e-mailed.
 - 4) Requesters may ask that documents be mailed to them. They will be charged the actual cost of the postage and mailing supplies.
- h. Documents in electronic mail format are records as defined by the Ohio Revised Code when their content relates to the business of the office. E-mail is to be treated in the same fashion as records in other formats and should follow the same retention schedules.
- 1) Records in private e-mail accounts used to conduct public business are subject to disclosure, and all employees or representatives of the University are instructed to retain their e-mails that relate to public business.
- i. The University recognizes the legal and non-legal consequences of failure to properly respond to a public records request. In addition to the distrust in government that failure to comply may cause, the University's failure to comply with a request may result in a court ordering the University to comply with the law and to pay the requester attorney's fees and damages.

REDLINE VERSION
UNIVERSITY GUIDEBOOK

Subject: Title of Policy: **Public Records Policy**

Responsible Division/Office: Office of Legal Counsel

Approving Officer: Provost & Vice President for Academic Affairs

Revision History: Nov 2007; month 2010

Resolution Number(s): YR 2008-17; YR 2011-

Board Committee: Internal Affairs

EFFECTIVE DATE:

Next review: 2013

Developed by: Holly A. Jacobs

Authorized by: David C. Sweet

Title: General Counsel

Title: President

Date: November 16, 2007

Date: November 16, 2007

EFFECTIVE: December 12, 2007

Policy: It is the policy of the University that openness leads to a better informed citizenry, which leads to better government and better public policy. It is the policy of the University to strictly adhere to the state's Public Records Act.

~~RESOLUTION NUMBER: YR 2008-17~~

Purpose: The purpose of this policy is to define the procedures that the University will follow in administering the Public Records Law.

Procedures:

1. A Public Record is defined as: Any document – paper, electronic (including, but not limited to, e-mail), or other format – that is created or received by, or comes under the jurisdiction of a public office that documents the organization, functions, policies, decisions, procedures, operations, or other activities of the office. All records of the University are public unless they are specifically exempt from disclosure under the Ohio Revised Code Section 149.43.
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- a. Although no specific language is required to make a request, the requester must at least identify the records requested with sufficient clarity to allow the public office to identify, retrieve, and review the records. If it is not clear what records are being sought, the records custodian must contact the requester for clarification.
 - b. The requester does not have to put a records request in writing, and does not have to provide his or her identity or the intended use of the requested public record.
 - c. Public records are to be available for inspection during regular business hours, with the exception of published holidays. Public records must be made available for inspection promptly. Copies of public records must be made available within a reasonable period of time. "Prompt" and "reasonable" take into account the volume of records requested; the proximity of the location where the records are stored; and the necessity for any legal review of the records requested.
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 - e. Routine requests for information that are easily accessed will be processed as quickly as is reasonable. Non-routine or voluminous requests that require extensive copying or research will be accompanied by an acknowledgment including:
 - 1) An estimated number of business days it will take to satisfy the request.
 - 2) An estimated cost if copies are requested.
 - 3) Any items within the request that may be exempt from disclosure, if known at the time of the acknowledgment.

- f. Any denial of public records requested must include an explanation, including legal authority. If portions of a record are public and portions are exempt, the exempt portions are to be redacted and the rest released. If there are redactions, each redaction must be accompanied by a supporting explanation, including legal authority.
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- h. Documents in electronic mail format are records as defined by the Ohio Revised Code when their content relates to the business of the office. E-mail is to be treated in the same fashion as records in other formats and should follow the same retention schedules.
 - 1) Records in private e-mail accounts used to conduct public business are subject to disclosure, and all employees or representatives of the University are instructed to retain their e-mails that relate to public business.
- i. The University recognizes the legal and non-legal consequences of failure to properly respond to a public records request. In addition to the distrust in government that failure to comply may cause, the University's failure to comply with a request may result in a court ordering the University to comply with the law and to pay the requester attorney's fees and damages.

UNIVERSITY GUIDEBOOK

Rescind

Subject: Substance Abuse Assistance

Developed by: Jean R. Wainio
Title: Interim Executive Director
Human Resources
Date: January, 1998

Authorized by: G. L. Mears
Title: Executive Vice President
EFFECTIVE: March 13, 1998

Policy: Youngstown State University prohibits the manufacture, distribution, dispensing, possession, and use of illegal drugs, and the abuse of alcohol or other substances on University property and at locations where official University business is being conducted.

RESOLUTION NUMBER: YR 1998 - 16

Purpose: The Procedures are designed to assist employees or students whose employment or educational performance is affected by the use or abuse of alcohol or other drugs before the behavior renders them unable to continue their employment or educational pursuit.

Procedures:

1. Employees and students with concerns about alcohol or other drug abuse are encouraged to seek assistance.
2. Assistance is available in the University Counseling Center to any employee or student concerned about alcohol or other drug abuse.
3. Anyone having reason to believe a student has a problem with alcohol or drug use should refer the student to the University Counseling Center.
4. Employees who have reason to believe that a co-worker has a problem with alcohol or drug use should report the concern to the immediate supervisor of the co-worker.
5. Employees who have reason to believe that their supervisor has a problem with alcohol or drug use should report this concern to the next highest level administrator.

**Agenda Item E.4.h.
Exhibit Z**

6. Supervisors who have sufficient reason to believe that a member of their staff has a problem with alcohol or drug use should consult with the Office of Human Resources.
7. Depending upon the circumstances, the Office of Human Resources will either address the matter or advise the supervisor to act accordingly:
 - If the employee is covered by collective bargaining, refer to the language in the applicable labor agreement for guidance.
 - If the employee is not covered by collective bargaining or if the issue is not addressed in a labor agreement, the supervisor should discuss the concern with the individual. If appropriate, the supervisor will refer the employee to the Drug and Alcohol Specialist in the University Counseling Center.
 - If an employee refuses to follow through with the referral, the supervisor should inform the Office of Human Resources of the employee's action.
8. All referrals are treated in a confidential manner and employees are encouraged to seek assistance if they suspect they have a problem.
9. Requests for leaves of absence, in accordance with existing leave Policies or a labor agreement, will be considered for employees seeking residential treatment for abuse of alcohol or other drug.
10. Any employee who refuses to fully participate in a prescribed program for alcohol or drug abuse rehabilitation is subject to disciplinary action up to and including dismissal.
11. University sanctions relating to the violation of this Policy are independent of any criminal sanctions.

**YOUNGSTOWN STATE UNIVERSITY
PERSONNEL ACTIONS
OCTOBER 1, 2010 - DECEMBER 31, 2010**

FACULTY APPOINTMENTS FOR BOARD OF TRUSTEES APPROVAL							
NAME	GENDER/RACE*	POSITION NEW or REPLACEMENT (Vacated Salary)	TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	SALARY	COMMENTS
October 2010							
None.							
November 2010							
None.							
December 2010							
None.							

PROFESSIONAL/ADMINISTRATIVE APPOINTMENTS FOR BOARD OF TRUSTEES APPROVAL							
NAME	GENDER/RACE*	POSITION NEW or REPLACEMENT (Vacated Salary)	TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	SALARY	COMMENTS
October 2010							
Ms. Patricia Matthews	F/C	New	Bridges Coordinator	Center for Urban and Regional Studies	10/1/10	\$15,000 .40 FTE	
November 2010							
Mr. Grant Springer	M/B	New	Coordinator of Facilities and Programs	Athletics	11/1/10	\$47,724	
Ms. Diane Scacchetti	F/C	New/Temporary	HR Generalist	Human Resources	11/22/10	\$57,200	Temporary for 3 months : actual salary \$16,033
December 2010							
Ms. Leigh Ann Waring	F/C	Replacement \$68,220	Director, Undergraduate Services	College of Business Administration	12/1/10	\$54,810	\$13,410 decrease
Ms. Jennifer Tomerlin	F/C	Replacement \$41,186	Financial Aid Counselor	Office of Financial Aid and Scholarships	12/20/10	\$30,141	\$11,045 decrease

**YOUNGSTOWN STATE UNIVERSITY
PERSONNEL ACTIONS
OCTOBER 1, 2010 - DECEMBER 31, 2010**

CLASSIFIED APPOINTMENTS FOR INFORMATION ONLY							
NAME	GENDER/RACE*	POSITION NEW or REPLACEMENT (Vacated Salary)	TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	SALARY	COMMENTS

October 2010

Mr. Rodney Harden	M/B	Replacement \$58,011	Network Services Technician 3	Network Telecommunications	10/25/10	\$52,666	\$5,345 decrease
Mr. Robert Ferguson	M/C	Replacement \$80,413	Network Services Technician 3	Network Telecommunications	10/11/10	\$52,666	\$27,747 decrease

November 2010

Ms. Ashleigh Santillo	F/C	New	Administrative Assistant I	Kilcawley Center	11/1/10	\$33,862	
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December 2010

Mr. Jeffrey Logan	M/C	Replacement \$55,640	Network Services	Network Telecommunications	12/20/10	\$44,325	\$11,315 decrease
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SEPARATIONS

NAME	GENDER/RACE*	CATEGORY OF EMPLOYMENT	TITLE	DEPARTMENT	SEPARATION DATE	VACANT POSITION BUDGETED SALARY	COMMENTS
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RETIREMENTS:

Dr. Patricia Gilmartin	F/C	Faculty	Professor	Sociology	12/31/10	\$91,163	
Dr. Lyn Hemminger	F/C	Faculty	Assistant Professor	Human Performance	12/31/10	\$83,292	
Dr. Anne McMahon	F/C	Faculty	Professor	Management	12/31/10	\$117,917	
Dr. Charles Nelson	M/C	Faculty	Professor	English	12/31/10	\$90,021	
Dr. Gail Okawa	F/A	Faculty	Professor	English	12/31/10	\$79,230	

**YOUNGSTOWN STATE UNIVERSITY
PERSONNEL ACTIONS
OCTOBER 1, 2010 - DECEMBER 31, 2010**

SEPARATIONS:							
Dr. Martin Manning	M/C	P/A	Associate Director of Student Life	Student Life	10/6/10	\$57,240	Employee passed away
Ms. Mary Bodnovich	F/C	P/A	Project Specialist	Office of the Registrar	11/16/10	\$16,696	Resigned
Mr. Ron Granger	M/C	Classified	Administrative Assistant 3	Payroll	11/15/10	\$64,938	Resigned
Ms. Kellie Gabriel	F/C	P/A	Academic Advisor	College of Business Administration	12/20/10	\$37,534	Resigned
Dr. James Carroll	M/C	Faculty	Professor	Physics	12/31/10	\$84,652	Resigned
Dr. Barbara Nykiel-Herbert	F/C	Faculty	Assistant Professor	English	12/31/10	\$54,157	Resigned

A = Asian or Pacific Islander, origins in any of the original peoples of the Far East, Southeast Asia, Pacific Islands, or Indian subcontinent.

B = Black (not of Hispanic origin), origins in any of the black racial groups.

C = White (not of Hispanic origin), origins in the original peoples of Europe, North Africa, or the Middle East.

H = Hispanic, Mexican, Puerto Rican, Cuban, Central/South American or other Spanish culture.

N = American Indian or Alaskan Native, origins in any of the original peoples of North America.

UNIVERSITY GUIDEBOOK

Title of Policy:	Scheduling of Intercollegiate Athletics Activities During Final Examination Period
Responsible Division/Office:	Intercollegiate Athletics
Approving Officer:	President
<i>Revision History:</i>	June 1998; March 2007
Resolution Number(s):	YR 1998-25; YR 2007-27; YR 2011-
Board Committee:	Internal Affairs
EFFECTIVE DATE:	
Next review:	2013

Policy: Only NCAA and conference-sponsored events may be scheduled during any final examination period. Student athletes are to miss no final examinations due to University-sponsored intercollegiate athletic event.

Procedures:

1. The Executive Director of Intercollegiate Athletics, or designee, is responsible for scheduling intercollegiate athletic events.
2. When scheduling intercollegiate athletic events, the "University Schedule of Operations" will be used as a guide in establishing dates and times.
3. Only NCAA or conference sponsored events, may be scheduled during final examination period. Student athletes are to miss no part of examination week due to travel for a regular athletic event.
4. The Executive Director of Intercollegiate Athletics, or designee, will prepare a list of all students participants traveling to an NCAA or conference-sponsored event during final examination period and will distribute the list to appropriate faculty members.
5. Student athletes are responsible for making arrangements to complete all assignments and/or examinations that are missed because of NCAA or conference-sponsored events.

**Agenda Item E.4.j.
Exhibit BB**

REDLINE VERSION
UNIVERSITY GUIDEBOOK

**Subject/Title of Policy: Scheduling of Intercollegiate Athletics Activities
During Final Examination Period**

Responsible Division/Office: Intercollegiate Athletics

Approving Officer: President

Revision History: June 1998; March 2007

Resolution Number(s): YR 1998-25; YR 2007-27; YR 2011-

Board Committee: Internal Affairs

EFFECTIVE DATE:

Next review: 2013

Developed by: Executive Director _____ Authorized by: President
Intercollegiate Athletics _____

Approved: June 26, 1998 _____

Revised: March 16, 2007 _____ **EFFECTIVE: March 16, 2007**

Policy: Only NCAA and conference-sponsored events, may be scheduled during any final examination period. Student athletes are to miss no final examinations due to University-sponsored intercollegiate athletic event.

~~RESOLUTION NUMBER: YR 1998 52; YR 2007-27~~

Procedures:

1. The Executive Director of Intercollegiate Athletics, or designee, is responsible for scheduling intercollegiate athletic events.
2. When scheduling intercollegiate athletic events, the "University Schedule of Operations" will be used as a guide in establishing dates and times.
3. Only NCAA or conference sponsored events, may be scheduled during final examination period. Student athletes are to miss no part of examination week due to travel for a regular athletic event.
4. The Executive Director of Intercollegiate Athletics, or designee, will prepare a list of all students participants traveling to an NCAA or conference-sponsored event during final examination period and will distribute the list to appropriate faculty members.
5. Student athletes are responsible for making arrangements to complete all assignments and/or examinations that are missed because of NCAA or conference-sponsored events.

UNIVERSITY GUIDEBOOK

Title of Policy: Intercollegiate Athletics Programs - Student Athletes

Responsible Division/Office: Intercollegiate Athletics
Approving Officer: President
Revision History: Sept 1999; March 2007; February 2011
Resolution Number(s): YR 2000-15; YR 2007-27; YR 2011-
Board Committee: Internal Affairs
EFFECTIVE DATE:
Next review: 2013

Policy: In conjunction with the mission and goals of Youngstown State University, intercollegiate athletics offers broad-based programs that support the educational objectives and academic progress of student athletes; comply with the regulations of the National Collegiate Athletic Association (NCAA) and University affiliated intercollegiate athletic conferences; and accommodates the institution's intercollegiate athletic competitive interest of students while providing spectator events of interest to students, faculty, staff, and members of the broader community. The Intercollegiate Athletics Department and its staff is committed to the welfare of student athletes, academic integrity, sportsmanship and ethical integrity, fiscal integrity, racial diversity of student-athletes and staff, gender equity, and community outreach.

Parameters:

- The President has overall responsibility for the administration of all aspects of the intercollegiate athletics program of the University.
- The Executive Director of Intercollegiate Athletics has been delegated the overall accountability for the Intercollegiate Athletics Program and its compliance with all conference and NCAA regulations.
- The Associate Director of Intercollegiate Athletics is delegated the responsibility for the development, maintenance, management of conference and NCAA compliance programs.
- Compliance with university, conference and NCAA regulations is a primary responsibility of coaches, departmental staff, student-athletes, parents, boosters, and others associated with the Department of Intercollegiate Athletics, as well as all fiscal matters, including fundraising, must be conducted within such stated regulations.
- Members of the University community are expected to follow conference and NCAA regulations.
- The effectiveness of the compliance program will be evaluated on a regular basis.

- The primary objective of the Intercollegiate Athletics Program is to promote the physical, emotional, and educational welfare of student-athletes, while utilizing prudent management and fiscal practices in providing opportunities for competition as an integral part of their quality educational experience.
- Both academic and athletic abilities are considered during the student athletic recruitment process, and followed up with offering a variety of support services upon enrollment, including academic and personal counseling, tutorial services, and substances abuse education and testing.
- The Department of Intercollegiate Athletics maintains revenue-producing team in NCAA Division I men's and women's basketball and football at the Division I Football Championship Subdivision level.
- A variety of other historically non-revenue producing intercollegiate athletic men's and women's teams are also supported.
- Each of the intercollegiate athletics teams and staff members must exercise ethical conduct and support the principles of amateur athletic competition, fair play, and sportsmanship, and follow the NCAA goals regarding gender equity and minority opportunity.

Procedures

1. The Executive Director of Intercollegiate Athletics reports quarterly to the Board of Trustees.
2. The Associate Director of Athletics has a direct reporting line to the President in matters of NCAA rule compliance.
3. The Faculty Athletic Representative provides, on a regular basis, academic progress reports for student-athletes to department chairpersons.
4. The Intercollegiate Athletics Council reviews, on a regular basis, Intercollegiate Athletics policies and procedures.
5. The Intercollegiate Athletics Department is responsible for developing, updating, and distributing the Student-Athlete Handbook.
6. The Executive Director of Intercollegiate Athletics, or designee, will meet regularly with the Student-Athlete Advisory Committee to discuss areas of interest and concern.
7. All fundraising activities are conducted in cooperation with the Office of University Advancement. (See: Fund Raising – 5004.01)

REDLINE VERSION: Combines former 6003.01, 6003.02, 6003.03

UNIVERSITY GUIDEBOOK

Subject: Title of Policy: Intercollegiate Athletics Programs - Student Athletes

Responsible Division/Office: Intercollegiate Athletics

Approving Officer: President

Revision History: Sept 1999; March 2007; February 2011

Resolution Number(s): YR 2000-15; YR 2007-27; YR 2011-

Board Committee: Internal Affairs

EFFECTIVE DATE:

Next review: 2013

Developed by: Executive Director Authorized by: President

Title: Intercollegiate Athletics

EFFECTIVE: March 16, 2007

Approved: September 10, 1999

Revised: March 16, 2007

Policy: In conjunction with the mission and goals of Youngstown State University, intercollegiate athletics offers broad-based programs that support the educational objectives and academic progress of student athletes; ~~and~~ comply with the regulations of the National Collegiate Athletic Association (NCAA) and University affiliated intercollegiate athletic conferences; and accommodates the institution's intercollegiate athletic competitive interest of students while providing spectator events of interest to students, faculty, staff, and members of the broader community. The Intercollegiate Athletics Department and its staff is committed to the welfare of student athletes, academic integrity, sportsmanship and ethical integrity, fiscal integrity, ethnic racial diversity of student-athletes and staff, gender equity, and community outreach.

~~RESOLUTION NUMBER: YR 2000 15; YR 2007 27~~

Parameters:

- The President has overall responsibility for the administration of all aspects of the intercollegiate athletics program of the University.
- The Executive Director of Intercollegiate Athletics has been delegated the overall accountability for the Intercollegiate Athletics Program and its compliance with all conference and NCAA regulations.
- The Associate Director of Intercollegiate Athletics is delegated the responsibility for the development, maintenance, management of conference and NCAA compliance programs.
- Compliance with university, conference and NCAA regulations is a primary responsibility of coaches, departmental staff, student-athletes, parents, boosters, and others associated with the

Department of Intercollegiate Athletics, as well as all fiscal matters, including fundraising, must be conducted within such stated regulations.

- Members of the University community are expected to follow conference and NCAA regulations.
- The effectiveness of the compliance program will be evaluated on a regular basis.
- The primary objective of the Intercollegiate Athletics Program is to promote the physical, emotional, and educational welfare of student-athletes, while utilizing prudent management and fiscal practices in providing opportunities for competition as an integral part of their quality educational experience.
- Both academic and athletic abilities are considered during the student athletic recruitment process, and followed up with offering a variety of support services upon enrollment, including academic and personal counseling, tutorial services, and substances abuse education and testing.
- The Department of Intercollegiate Athletics maintains revenue-producing team in NCAA Division I men's and women's basketball and football at the Division I Football Championship Subdivision level.
- A variety of other historically non-revenue producing intercollegiate athletic men's and women's teams are also supported.
- Each of the intercollegiate athletics teams and staff members must exercise ethical conduct and support the principles of amateur athletic competition, fair play, and sportsmanship, and follow the NCAA goals regarding gender equity and minority opportunity.

Procedures

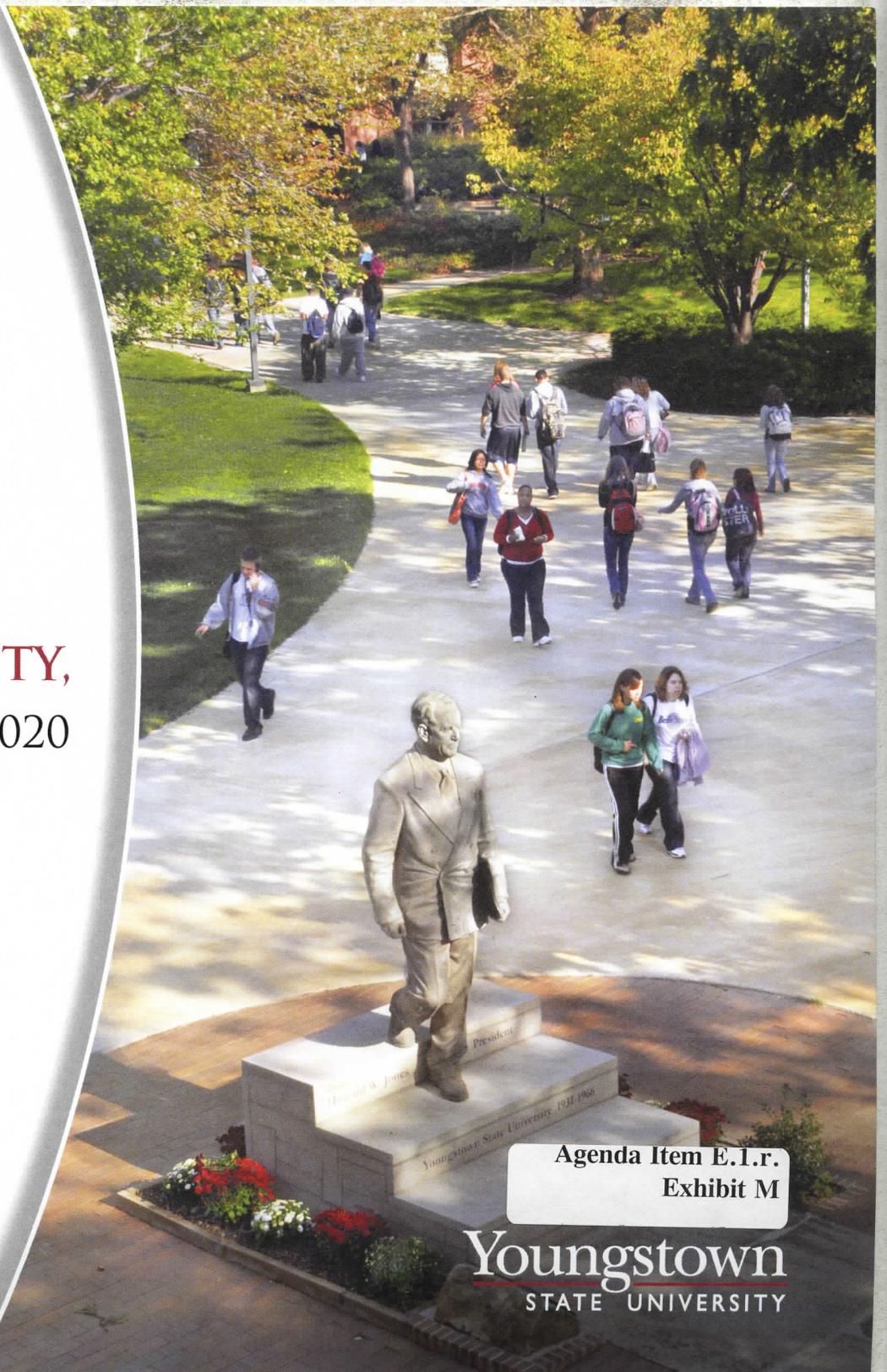
1. The Executive Director of Intercollegiate Athletics reports quarterly to the Board of Trustees.
 2. The Associate Director of Athletics has a direct reporting line to the President in matters of NCAA rule compliance.
 3. The Faculty Athletic Representative provides, on a regular basis, academic progress reports for student-athletes to department chairpersons.
 4. The Intercollegiate Athletics Council reviews, on a regular basis, Intercollegiate Athletics policies and procedures.
 5. The Intercollegiate Athletics Department is responsible for developing, updating, and distributing the Student-Athlete Handbook.
 6. The Executive Director of Intercollegiate Athletics, or designee, will meet regularly with the Student-Athlete Advisory Committee to discuss areas of interest and concern.
 7. All fundraising activities are conducted in cooperation with the Office of University Advancement. (See: Fund Raising – 5004.01)
- ~~Both academic and athletic abilities are considered during the student athletic recruitment process.~~
 - ~~The primary objective of the intercollegiate athletics programs is to promote the physical, emotional, and educational welfare of student athletes.~~

- ~~Utilizing prudent management and fiscal practices, intercollegiate athletics provides student athletes with opportunities for competition as an integral part of their quality educational experience.~~
- ~~Student athletes are offered a variety of support services, including academic counseling, tutorial services, personal counseling, and substance abuse education and testing.~~

Procedures:

1. ~~The Department of Intercollegiate Athletics is responsible for developing, updating, and distributing the *YSU Student Athlete Handbook*.~~
2. ~~The Executive Director of Intercollegiate Athletics, or designee, will meet regularly with the Student Athletes Advisory Committee to discuss areas of interest and concern.~~

YSU 2020:
THE STRATEGIC PLAN OF
YOUNGSTOWN STATE UNIVERSITY,
2011–2020



**Agenda Item E.I.r.
Exhibit M**

Youngstown
STATE UNIVERSITY

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There's nothing particularly exciting about planning. While new buildings and new academic programs grab the headlines, the process and importance of planning oftentimes go unnoticed and unappreciated. Given the economic condition of the nation and the state and the financial challenges facing public higher education, planning is not only a good idea—it is imperative.

YSU 2020: The Strategic Plan of Youngstown State University outlines a dynamic and ambitious future for YSU. It will guide us in everything we do and help us align the University's priorities, investments, and initiatives in the second decade of the 21st century.

We thank the 52 members of the Strategic Planning Committee for their countless hours developing the plan that is before you today. We also thank the hundreds of individuals—students, faculty, staff, administrators, alumni, and community members—who participated in focus groups and forums. Your input was invaluable. We are eager to put the plan into action and make our vision and goals a reality.

Cynthia E. Anderson
Cynthia E. Anderson, Ed. D
President

Scott R. Schulick
Scott R. Schulick
Chairperson
Board of Trustees



YSU 2020:
The Strategic Plan of Youngstown State University, 2011–2020

2020 Strategic Vision:

Youngstown State University will become a national model for student success, academic excellence, resource stewardship, and regional engagement.

In summer 2010, Youngstown State University set out to envision the future: What will Youngstown State University “be” and “look like” in the year 2020? The result of that visioning process is the plan outlined here—YSU 2020: The Strategic Plan of Youngstown State University, 2011–2020.

The plan will chart institutional directions and help us align priorities, investments, and initiatives over the next decade. It establishes the framework for carrying out the Mission, Vision, and Core Values approved by the Youngstown State University Board of Trustees in December 2008:

Youngstown State University Mission Statement

Youngstown State University—an urban research university—emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.

The University

- Creates diverse educational experiences that develop ethical, intellectually curious students who are invested in their communities;
- Provides access to a broad range of undergraduate programs;
- Offers graduate programs in selected areas of excellence, including those that meet the needs of the region;
- Supports economic development through applied learning and research;
- Integrates teaching and learning, scholarship, and civic engagement;
- Fosters understanding of diversity, sustainability, and global perspectives; and
- Advances the intellectual and cultural life of the city, region, and world.

Youngstown State University Vision Statement

Youngstown State University will become a national model for university-community engagement that enhances teaching and learning, student and faculty research, and community well-being. The University will expand its regionally focused mission to include national and international emphases, while working with other colleges and universities, business and industry, and the K-12 community to stimulate the economic, technological, and cultural rebirth of Ohio.

This Vision will be supported by

- Leading scholars and practitioners using multidisciplinary approaches to address societal challenges;
- Engagement of undergraduate and graduate students in research;
- Strategic development of undergraduate and graduate programs;
- Curricular and co-curricular integration of professional and liberal education, problem-solving, critical thinking, and communication skills;
- An emphasis on applied learning and community engagement; and
- Respect for the deep and rich diversity of the communities we serve.

Youngstown State University Core Values

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the University’s mission:

Centrality of Students

We are a student-centered institution committed to the education, development, well-being, and success of students of all ages and from all walks in life. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth, as well as their capacities for lifelong learning, civic responsibility, and leadership.

Excellence and Innovation

We value excellence and innovation inside the classroom and out. Thus, we strive to integrate curricular and cocurricular activities; to offer outstanding academic programs; to foster intellectual inquiry, exploration, and discovery; to transcend traditional boundaries; to apply and perfect knowledge; to encourage creativity; to provide effective tools, technologies, and facilities for learning; and to excel in research and scholarly activity, including the “scholarship of teaching and learning”—an area of research that explores how individuals teach and learn.

Integrity/Human Dignity

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility. We value ethical behavior in scholarly and other endeavors; believe in the dignity and worth of all people; strive to foster an appreciation of, and respect for, differences among the human race; and celebrate the diversity that enriches the University and the world.

Collegiality and Public Engagement

As scholar-citizens of many extended and interconnected communities, we pledge to work collegially and cooperatively to enrich the cultural environment; establish productive partnerships; provide responsible leadership; address community and workforce needs; foster sustainability; and bring about the greater good of the collective whole—be it the University, the city of Youngstown, the state of Ohio, the region, or beyond.



Context for Planning:

YSU 2020, like the Mission, Vision, and Core Values, builds on a process that began in 2007–2008, when the Chancellor of the University System of Ohio issued Ohio’s *Strategic Plan for Higher Education 2008–2017*. That plan classified Youngstown State University as an “Urban Research University” with an obligation to “provide the Youngstown area with the talent and research base for the growth of new companies and industry to replace those that have been lost to a changing economy” (p. 48). The state plan also laid the groundwork for an outcomes-based (rather than enrollment-driven) state funding formula and established a mandate for dramatically increasing the number of students enrolled in Ohio’s colleges and universities by 230,000 students by the year 2017.

The new funding formula and YSU’s evolving mission—along with the declining state and national economy and shrinking state support—pose both challenges and opportunities that the University must address. In the words of YSU Board chair Scott Schulick, “the stakes are high.” We can’t just continue to do exactly what we’ve always done, in the way that we’ve always done it. *YSU 2020* offers a framework for addressing challenges and opportunities. It offers direction for making Youngstown State University a dynamic and positive force for education, renewal, and poverty reduction in the region and beyond.

The Strategic-Planning Process:

Dr. Cynthia E. Anderson took office as YSU's seventh President on July 1, 2010. A few weeks later, the Youngstown State University Board of Trustees, President Anderson, and the President's Cabinet gathered for a planning retreat, facilitated by Dr. Ellen Chaffee, a consultant from the Association of Governing Boards of Universities and Colleges. This group defined four critical "**cornerstones**," or focuses, upon which to build the University's next strategic plan:

- **institutional accountability and sustainability**, or good stewardship of the institution's financial, physical, and human resources;
- **student success**;
- **transition to the urban research university mission**; and
- **regional engagement**.

The 52-member Strategic Planning Steering Committee—chaired by Dr. Ikram Khawaja, YSU's Provost and Vice President for Academic Affairs; and Mr. Eugene Grilli, Vice President for Financial Affairs—met for the first time on July 15, 2010. Committee members included faculty, staff, students, administrators, Board of Trustees members, and community representatives (see **Appendix A**). By the end of the meeting, all had received an overview of the focused and fast-paced planning process that would follow. In addition, each had volunteered to serve on one or more of the four "cornerstone groups" to begin the work of planning.

A fifth group volunteered to manage communications related to the planning process, so that the campus and area communities could stay informed about the planning process and participate if they desired. The University conducted more than 20 focus groups with various campus constituencies and members of the community at large. In addition, interested parties could respond anonymously to web-based questionnaires. Several hundred people participated in one or more of these data-gathering activities.

Instead of the typical 12–18 months normally devoted to a major strategic-planning process, the Steering Committee and cornerstone groups accomplished the task in four months: August, to get organized; September, to gather data; October, to organize components of the plan; and November, to write the document that would go to the Board of Trustees in December 2010.

Some Guiding Principles:

In addition to the core values stated earlier, YSU is committed to two overarching principles that can be seen in each of the four cornerstones and that must guide each of the University's activities and initiatives:

- commitment to diversity and inclusiveness, in the broadest sense; and
- commitment to "continuous quality improvement," or a "culture of assessment."

Commitment to inclusiveness and diversity must make itself felt in the University's daily activities; in hiring decisions; and in the University's recruitment and retention initiatives. It applies equally to employees in every category; to traditional and nontraditional students of every description; to campus visitors; and to companies that do business with the University.

Likewise, a commitment to widespread assessment, or continuous quality improvement, applies not only to teaching and learning but also to every initiative, activity, and Division of the University. By defining outcomes, evaluating how well we meet them, and using the results to adjust course if necessary, we can align budget with priorities, make informed budget decisions, and facilitate positive change.

Organization of the Planning Document:

Following this introductory "chapter" are four discrete chapters that form the core of the plan—one chapter for each of the four cornerstones of *YSU 2020*. The four chapters present the four cornerstones in detail.

Each cornerstone chapter, or section, is organized as follows:

- The cornerstone begins with a narrative overview, outlining three or four **themes**, or topics, around which that section of the plan is organized.
- After the narrative overview, a more detailed explanation follows, outlining priorities, initiatives, and metrics that can be used to measure progress in achieving that portion of the plan. The priorities are both listed and described in narrative format.

The **priorities** are significant strategic objectives or goals that span multiple divisions of the University and sometimes the University as a whole. **Initiatives** are specific projects or actions that will support achievement of the strategic priorities. **Metrics** are measurable data points that can be tracked *backward* to establish a baseline, and *forward* to 2020, to determine whether the University meets the 2020 goals.

Some of the metrics are particularly significant and constitute a set of measurements known as "**Institutional, or Board, Metrics**," since the Board of Trustees will track these metrics regularly to assess progress on the plan. The Institutional/Board Metrics appear in **Appendix B**.



Definition

Accountability and Sustainability

Accountability and sustainability entail aligning the University's resources and investments to meet broad strategic goals and maintain institutional vitality.

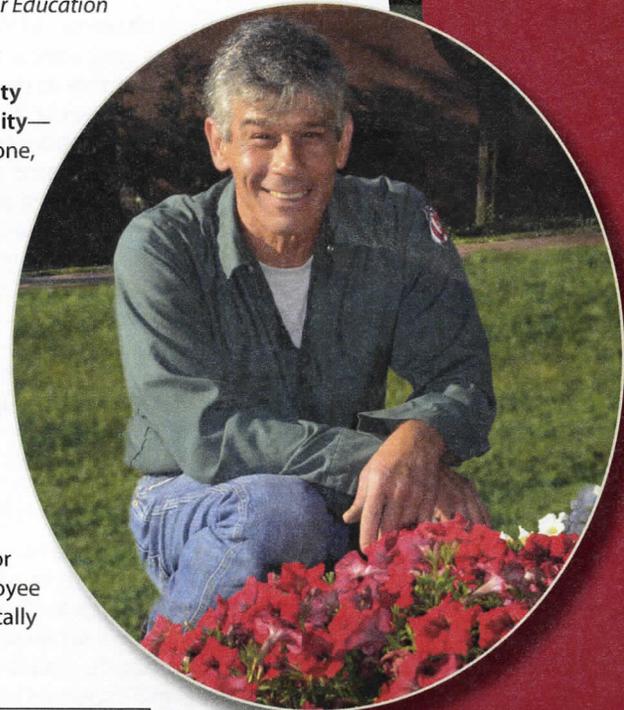
Although described as a cornerstone, **Accountability and Sustainability** are foundational to the *entire* strategic plan, in that the other cornerstones rest on the ability of the institution to manage its collective resources effectively; if one resource area is threatened, none of the other cornerstones will succeed. YSU aspires to become a national model for resource stewardship, which entails making careful choices about *all* of the University's resources—fiscal, physical, and human.

The first Accountability and Sustainability Cornerstone theme is Fiscal Health. The Fiscal Health section describes processes through which the YSU administration and Board of Trustees can align budget priorities with strategic initiatives. These processes will provide tools to make difficult budget decisions. As fiscal stewards, we must be efficient and strategic, focusing limited resources in ways that best advance the University's vision and goals. The ever-changing economic dynamics of the state, nation, and community challenge us to manage fiscal resources prudently. The Board Metric that gives the clearest "snapshot" of the University's fiscal health is the financial ratio index, an index based on three financial ratios that can be tracked from year to year.

The second Accountability and Sustainability theme is Human Resources Health. As stewards of human resources, we must collectively and individually develop and support *all* of the individuals who make up our campus community. We must examine YSU's policies, procedures, and processes to identify practices that build a climate of collegiality and mutual support. The Board Metric for this theme is an index based on an Employee Satisfaction Survey that will be administered every other year; the higher the index score, the more robust our human resources health.

The third cornerstone theme is Facilities Health. As stewards of our physical facilities, we need to create a comprehensive facilities plan that emphasizes maintenance, renovations, and safety of our physical resources, as well as environmentally sound practices. The Board Metric for this theme is the "percent of facilities in satisfactory condition or needing only minor rehabilitation," one of the accountability measures in Ohio's *Strategic Plan for Higher Education 2008–2017* (p. 104).

The final Accountability and Sustainability theme is a Culture of Shared Responsibility— a theme that spans not only this cornerstone, but the other three cornerstones as well. A transparent, inclusive culture involves respecting and valuing all employees, regardless of demographic identities. It also involves developing policies and procedures that improve administrative efficiencies and result in real savings of precious resources, broadly defined. At the same time, it acknowledges the *critical value of assessment* for monitoring not just student learning, but also the University's effectiveness in bringing about real strategic change and realignment of expenditures. The Board Metric for this theme is an index derived from Employee Satisfaction Survey questions that specifically address campus cultural change.



To summarize, the Board Metrics are	Fiscal Health:	An index of pertinent financial ratios
	Human Resources Health:	Employee Satisfaction index
	Facilities Health:	% of buildings in satisfactory condition or needing only minor rehabilitation
	Shared Responsibility:	Employee Satisfaction campus cultural change indicators

INITIATIVES

- Identify and implement a new approach to University budgeting, which includes cost-benefit analyses, that is transparent and flexible.
- Align budget priorities with strategic priorities.
- Identify and implement strategies to bring auxiliary revenues to a level at or above expenditures.
- Create a central database and financial analyses that support financial decisions.

THEME 1: FISCAL HEALTH

Institution/Board Metric: Index of Pertinent Financial Ratios (Senate Bill 6 Ratio)

Priorities/Rationale

1. A transparent and responsive budget system

The fiscal health of the University involves decisions that are supported and guided by the University's mission, vision, and profile. Clear communication, transparency, and understanding are vital as the University embarks on restructuring the process by which it budgets its funds.

The evolving character of YSU as defined by the strategic plan will need at its core a fiscal condition that is robust, well managed, and responsive to demands and challenges. The worldwide fiscal challenges of 2008 provided a harsh lesson to higher education. In an unstable economy, a structural budget deficit can occur with little warning, as evidenced by the October 2010 "lapse," or postponement, of \$3 million in state subsidy. Short-term budget crises invariably threaten long-term plans. Thus, the fiscal sustainability of institutions must be addressed at two levels: survival in the short term, and budgeting to achieve long-term goals and priorities.

Through fundraising/development, the University will support unmet needs for scholarships and projects as appropriate.

2. Strategic finance

Stable and sustainable revenue sources are the counter to fiscal hazard. As YSU aspires to higher levels of quality and transitions to an urban research institution, requests for spending to support programs will increase and the University budget will face increasing pressure. Financial equilibrium of identical increases in revenue and expenses will become more difficult to maintain.

Hence, the process by which the University budget is developed and implemented is a critical element of the strategic plan. The process needs to align budget with priorities, recognize revenue and spending needs, and provide for stability in the face of

short- or long-term interruptions in revenue resources. Analysis of current resources and spending patterns will lay the foundation for an improved budgeting process. Ideal outcomes may include enhanced effectiveness of spent dollars and incentives for resource growing.

As part of a comprehensive strategic-finance strategy, the University will develop a clearer understanding of the role of auxiliaries (e.g., the bookstore, parking) and assure that the business practices of each auxiliary are directed to achieving and maintaining the auxiliary's self-supporting capacity.

Core to the strategic plan and to strategic finance is a reliable, accurate, and well-developed database connected to a culture that embraces the need to systematically assess or measure its processes. Management of resources in all respects relies on measures that identify progress and problems, while enabling the University to address short-term needs and strategic priorities.

2020 METRICS

1. Financial health ratios
2. Standard & Poor's, Moody's ratings
3. Auxiliaries profit and loss
4. Extent to which annual development goals are met

theme 1

THEME 2:

HUMAN RESOURCES HEALTH

Institution/Board Metric: Employee Satisfaction Index

Priorities/Rationale

1. Systematic and effective professional development

In a professional climate increasingly known for the serial careers of employees, complex organizations are challenged to recruit, develop, and retain excellent employees for the long term. Youngstown State University recognizes the critical role that effectively trained and cooperatively functioning staff and faculty play in the achievement of the University's mission. Thus, YSU will assure the professional health of its human resources by pursuing and/or maintaining the following priorities:

To achieve cross-training for efficient daily operations, development of employees qualified for advancement, an institution-wide spirit of teamwork and service-mindedness, a diverse workforce at all levels of the organizational chart, and enhanced employee satisfaction, YSU will provide access to broad-based programs of professional development. Employee development will be provided *internally* through organized mentoring systems and training offered by Human Resources, as well as throughout the academic and non-academic divisions. It will be facilitated *externally* through opportunities to travel for training.

2. Improved labor/management relations

Contract negotiation based on discovery of mutual interests has proven effective at YSU. Simultaneously with implementing principles of shared governance, YSU will seek the partnership of its four collective bargaining units to explore effective models of negotiation and achieve contracts that strengthen labor/management relations, institutional integrity, and employee satisfaction.

3. Exemplary customer service

"Customer service" is a phrase frequently encountered at the mall. However, to some extent all employees and all students, as well as external clients such as vendors, parents, and visitors, are "customers," and as such they will be treated with respect and courtesy at all levels. Seminars or workshops will be developed to enhance customer-service experiences throughout the University.



2020 METRICS

- | | |
|----------------------------------------------------------------------------|-----------------------------------------|
| 1. Number of employee development/ training opportunities per year | 3. Diverse learning environment survey |
| 2. Number/% of participants in employee development/training opportunities | 4. Employee Satisfaction Survey results |
| | 5. Student FTE/FT faculty FTE |

theme 2

INITIATIVES

- Develop effective mentoring systems for all employees, including those in leadership roles.
- Establish formal training opportunities for all employees, including those in leadership roles.
- Develop effective ways to improve campus community satisfaction.
- Negotiate labor contracts that strengthen labor-management objectives.
- Explore alternative negotiations models.
- Establish a culture of customer service.

INITIATIVES

- Utilize the Capital Campaign for facilities.
- Coordinate safety and the physical plant.
- Develop and implement a comprehensive facilities plan aligned with programming.
- Update the facilities master plan on a regular cycle.
- Develop an equipment-replacement policy.
- Engage employees and students in developing environmentally friendly policies and practices.

THEME 3: FACILITIES HEALTH

Institution/Board Metric: % of Buildings in Satisfactory Condition or Needing Only Minor Rehabilitation

Priorities/Rationale

1. A comprehensive facilities plan focused on cost-effectiveness, environmental responsibility, and safety of the physical plant

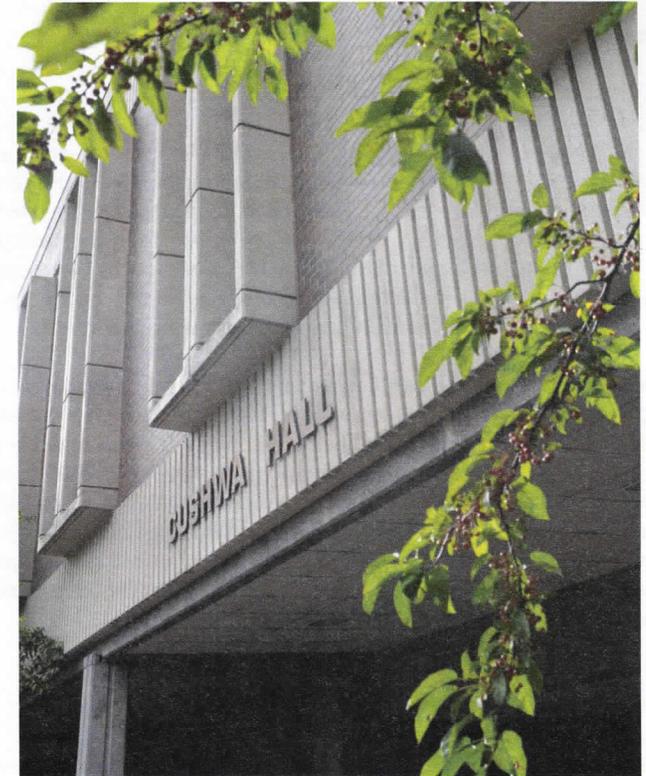
The University aspires to a comprehensive facilities plan that primarily emphasizes renovation of existing building stock. The focus of renovation will be on stabilization and modernization of existing structures. Inherent in these refurbishment projects will be the institution's commitment to cost efficiency, environmental responsibility, safety, and accommodation of the diverse needs of students, faculty, staff, and the community. Enhancing the existing infrastructure reflects a response that is consistent with Ohio's fiscal challenges and consequent lack of significant support for new capital projects.

2. Equipment-replacement and deferred-maintenance standards

Beyond major renovation projects, a policy will be established for scheduling equipment replacement and a plan will be set forth developing definitive and realistic standards for deferred maintenance. Equipment-replacement and deferred-maintenance standards will assure an inclusive, state-of-the-art learning environment that facilitates students' reaching their fullest potential. These standards will also lead to a quality physical plant that fosters the energy to maximize the talents and productivity of the University's human resources.

3. Environmental footprint reduction

Responsible stewardship of resources, alignment of budgetary priorities with campus needs, and concerted efforts at sustainable practices will result in a resurgence of the institution's infrastructure. This will contribute to facilities initiatives that complement enrollment growth, enhance and support academic program expansion, and establish laboratory settings that promote world-class research. The integrity of Youngstown State University's natural beauty will be retained as we engage in planning that emphasizes efficiency, environmental sustainability, thoughtfulness, and fiscal responsibility.



2020 METRICS

1. % of buildings in satisfactory condition or needing only minor rehabilitation
2. % of buildings over 25 years old (maintenance age)
3. Utilities costs per gross square foot (GSF) per FTE
4. Energy consumption/GSF
5. % of general fund used for maintenance
6. Deferred maintenance
7. Environmental footprint index

theme **3**

THEME 4: CULTURE OF SHARED RESPONSIBILITY

Institution/Board Metric: Employee Satisfaction Campus Cultural Change Indicators

Priorities/Rationale

1. A transparent, inclusive culture

Throughout conversations related to the Accountability and Sustainability cornerstone ran an elusive theme related to our shared culture, our sense of belonging to a family or a team—the YSU team. Cultures change over time. We seek to build a transparent, inclusive culture characterized by respect for all employees and students regardless of identity and ability level. Ideally, all will perceive that they are cared for as members of the YSU team. Threads and initiatives that support this concept may be found throughout this and the other cornerstones.

2. Efficient and effective administrative processes and decision-making

One strongly voiced concern during the cornerstone conversations dealt with the frustrating inefficiencies often associated with YSU's business processes. Hence, solutions to these inefficiencies should improve employee morale as well as garner cost savings—especially important in these fiscally challenging times.

Other concerns focused on the interrelated topics of decision-making and communication. If employees perceive that decisions are top-down, made without input from those affected, morale declines. And when communication of decisions or processes or plans is intermittent, one-way, or nonexistent, morale declines further. A culture of shared responsibility requires respectful, ongoing, and open communication.

3. A culture of assessment

Measurement permeates this entire strategic plan. "Continuous quality improvement" requires that regular assessments be undertaken and that results be openly shared and used to facilitate needed change. Assessment should become as routine as checking one's e-mail—and decisions based on assessment should become the norm.



INITIATIVES

- Systematically review, simplify, and automate business processes.
- Explore and implement shared services as needed.
- Update and implement the Technology Master Plan on an ongoing basis.
- Form an IT steering committee to align IT priorities with strategic priorities.
- Implement shared-governance recommendations.
- Establish effective communication systems.
- Develop needed assessment instruments, and implement regular institutional assessments.

2020 METRICS

1. Employee satisfaction with culture
2. Savings garnered from improved administrative efficiencies
3. % of programs/units providing proficient or exemplary assessment reports

theme **4**



Definition

Student Success

Student success is defined as “academic achievement, satisfaction, and productive post-college performance.”

A student offered the definition above at one of the early Student Success Cornerstone group meetings. Student success, in each of these senses, is paramount for Youngstown State University; and thus the structure, policies, and practices of the institution must facilitate the success of students and graduates. The University offers countless avenues through which individuals can progress toward their educational, personal, and career goals. Strengthening those opportunities will remain a central driver for everything we do at YSU.

The profile of YSU students will change considerably over this planning cycle and beyond, reflecting state and national trends, demographic shifts, decreasing numbers of high school graduates, growth of the new community college, and characteristics of the “Millennial Generation.” Given these shifts, the range of student characteristics and needs will be broad. **The shifts represent an important opportunity to strengthen YSU’s infrastructure and resources to enhance the quality of the educational experience for a dynamic and diverse student body.**

Students from many backgrounds—including first-generation students, returning adults, students with disabilities, and international students—bring varied perspectives and skill sets to the institution. Regardless of their individual abilities and aspirations, undergraduate and graduate students who come to YSU need support to achieve their goals and be successful. They may require **differing types and amounts of support during different stages of their academic careers.** This is especially true for undergraduates. Addressing diverse student needs and providing multiple entry points for programs and services are key factors in supporting student success. In large part, student achievements depend on how well YSU’s mission, vision, goals, policies, and practices advocate for and adhere to basic tenets of student learning and development.

Specific measures to facilitate student success are outlined on succeeding pages.

The first Student Success theme is Academic Achievement. Experiencing success in the classroom reinforces students’ efforts to learn and master educational fundamentals, and this success leads to graduation. The Board Metric for this theme is the “6-year graduation rate” (i.e., the percentage of students who graduate within 6 years)—a standard state and national measure of student success.

The second Student Success theme is Student Satisfaction with Academic and Non-Academic Experiences. Students who are satisfied are likely to experience greater student and post-graduation success. The Board Metric for this theme is an index derived from satisfaction-measuring instruments such as the National Survey of Student Engagement (or NSSE, known as the “Nessie”).

The third Student Success theme is Readiness for Post-College Success. The Board Metric for this theme is an index of test and licensing-examination scores (e.g., Graduate Record Examination and Praxis scores).



To summarize, the Board Metrics are	Academic Achievement:	6-year graduation rate
	Student Satisfaction:	Index of satisfaction measurements
	Post-College Success:	Index of pertinent educational testing and licensing scores

INITIATIVES

- Implement a University College or similar idea—e.g., a freshman boot camp or seminar.
- Align systems of advising.
- Improve orientation processes and programs.
- Examine and revise admissions and retention requirements.
- Tighten and improve enforcement of academic-progress policies and procedures (esp. conditional admission).
- Implement dual enrollment with EGCC.
- Coordinate academic programming with EGCC.
- Develop a major marketing campaign to position YSU as a University of choice (e.g., YSU Success Stories). Recruit under-represented students, the best students, and students outside the immediate area.
- Create an Enrollment Management Team.
- Develop collaborative partnerships with PK-12.
- Create early-warning processes to improve student success.
- Improve course-completion rates.
- Enhance learning-assessment endeavors.
- Support faculty development in teaching and learning.

THEME 1: ACADEMIC ACHIEVEMENT

Institution/Board Metric: 6-Year Graduation Rate

Priorities/Rationale

At YSU, students have access to a rigorous academic experience marked by high-quality teaching, research, and creative activity that prepare students to become responsible and engaged local and global citizens. Yet, for all students to achieve their potential while members of our campus community, certain priorities must be strengthened and initiatives must be undertaken.

1a. Exceptional academic advising and student-progress support systems

1b. Teaching-and-learning focused professional development

1c. Collaboration between Academic and Student Affairs

It is well known that the quality of academic advising is critical to academic achievement and student success. The divisions of Student Affairs and Academic Affairs must collaborate to ensure that all advisors, whether professional college advisors or faculty members, provide the best guidance for all students, regardless of a student's ability level or entry point into YSU.

This collaboration must extend beyond the area of advising to explore and enhance the direct connection between effective teaching and student academic achievement. Student success is based on productive partnerships between the student and an array of faculty members, advisors, mentors, tutors, and representatives of similar student-progress support systems who collaboratively provide direction and counseling both *in* and *outside* the classroom.

2. Collaboration between Eastern Gateway Community College and Youngstown State University

The connection between Eastern Gateway Community College and YSU must be strengthened to facilitate easy movement between the two

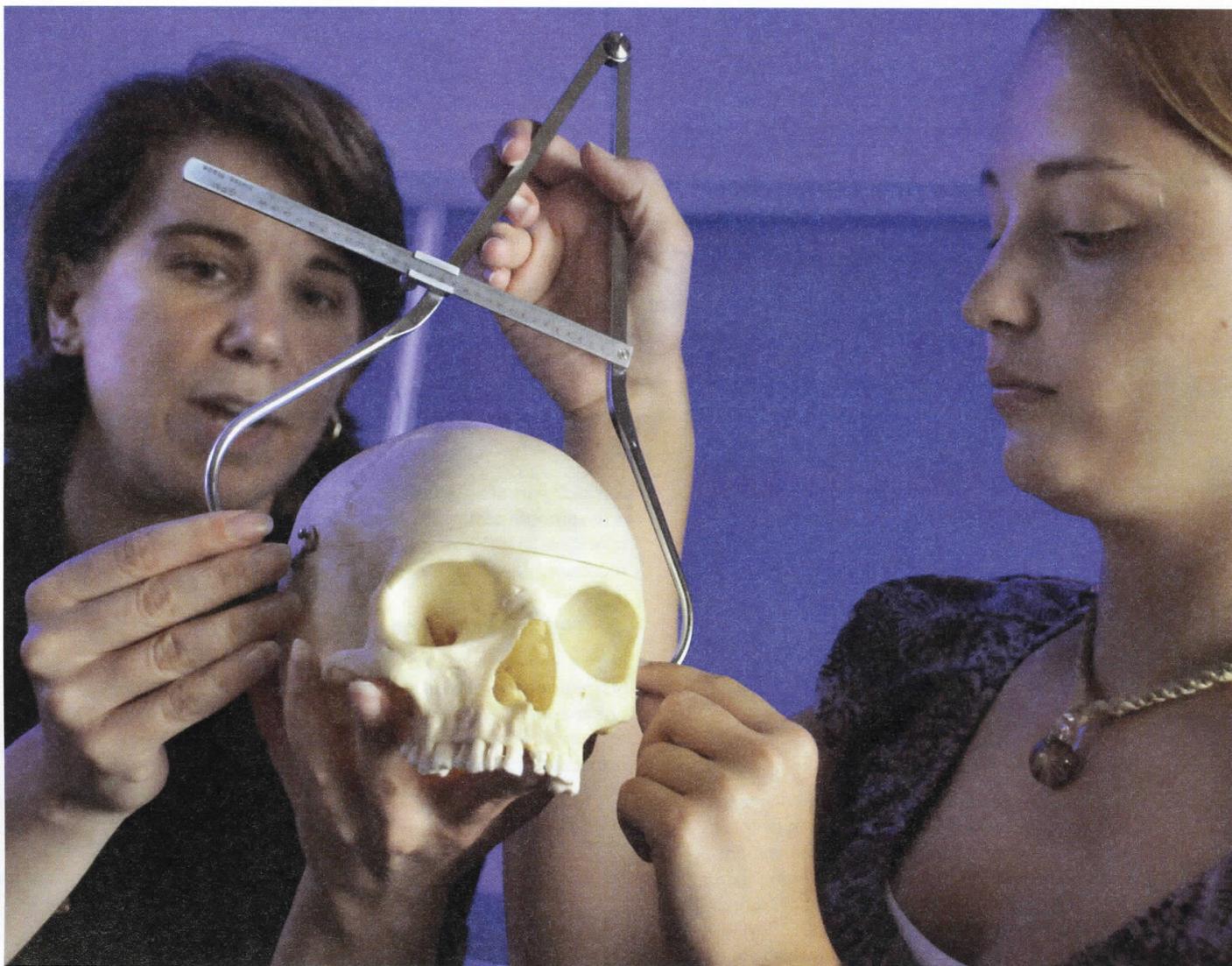
institutions without unnecessary loss of credit or course duplication. The growth of EGCC will enhance YSU's ability to migrate from an open-access university to an urban research university. Close collaboration between EGCC and YSU will ensure that the students of our region are served seamlessly by both institutions.

3. More aggressive recruiting/marketing of YSU as a destination university

The quality of the educational opportunities at YSU tends to be undervalued or unknown, even locally. As discussions continue about establishing higher or more selective admissions requirements for YSU, initiatives must be undertaken to aggressively recruit students of diverse demographics, both regionally and outside our traditional recruiting area. *National and international* recruiting, featuring *selected exemplary programs*, will produce a more dynamic and diverse student body. Similarly, aggressive marketing will supplement recruiting efforts. Such marketing initiatives must feature YSU as a *university of first choice*, rather than as a fall-back position—especially for local students.

4. Engaged assessment of student learning

YSU must continue its efforts to make assessment of student learning outcomes a priority. Assessment must engage everyone involved in the educational process, rather than being perceived as a nagging chore to be endured. The results of assessments are critical for strengthening programs and ultimately for ensuring student success, both in the classroom and in the post-college worlds our students will enter. Furthermore, as we develop non-traditional course-delivery systems and flexible credit options, assessment of learning becomes the critical barometer for measuring the effectiveness of such options, as well as their comparability to traditional systems.



2020 METRICS

1. 6-year graduation rate
2. Graduation rates of minority and first-generation college students
3. Student-athlete graduation rate
4. Number of STEM graduates (a component of state funding formula)
5. Degrees awarded
6. Retention rates
7. Average ACT of entering freshmen (a component of state funding formula)
8. Collegiate Learning Assessment (CLA) scores
9. Enrollees age 25 and older
10. Course-completion rates (a component of state funding formula)
11. % of students on warning, probation, and suspension
12. Number of study-abroad students
13. Number of international students

- Formalize exit interviews.
- Use data to make improvements.
- Raise more money for scholarships.
- Expand service-learning initiatives.
- Ensure that courses are available when needed.
- Reduce cost to students by improving time to completion of degree.
- Streamline academic experiences—e.g., 3-yr degrees, credit for prior learning.
- Offer flexibly scheduled, alternative delivery, and distance-education courses and programs.

THEME 2:

STUDENT SATISFACTION WITH ACADEMIC AND NON-ACADEMIC EXPERIENCES

Institution/Board Metric: Index of Student Satisfaction Measures

Priorities/Rationale

1. Satisfaction with academic experiences related to

- *teaching and learning*
- *advising*
- *facilities*
- *technology*
- *learning outcomes*
- *engagement*

Academic achievement and satisfaction are inextricably linked. Academic achievement exerts a major influence on the college experience and ultimately on student satisfaction. The content knowledge that students acquire and their accompanying perception of preparedness to enter their chosen profession contribute to an overall sense of confidence, pride, and satisfaction. At the same time, satisfaction with the academic experience can lead to higher achievement. Engaged and satisfied learners are often more successful learners.

2. Satisfaction with non-academic experiences and campus life

While academic achievement is an important component of student satisfaction, alone it cannot yield the degree of satisfaction that we hope our students attain upon program completion. In addition to intellectual needs, we seek to meet the affective needs of our students.

Providing a variety of student organizations, sports events, artistic performances, wellness experiences, and other extracurricular activities that meet a myriad of interests encourages students to become involved in university life beyond the classroom. Such involvement promotes feelings of connectedness and a sense of belonging to our campus community. Participation in service learning and in community activities yields a sense of self-fulfillment and promotes the development of well-rounded individuals who better understand and are ready to assume their place in our diverse society.

As we provide experiences that engage the whole student, we offer opportunities for our students to grow, to reach their full potential,

and to enhance the quality of their lives. And as students feel an overall satisfaction with their YSU experience, they become both natural ambassadors for recruiting new students to YSU and supportive alumni who encourage the University's future growth and development.

3. Affordable programs

The "cost value" of a YSU education, particularly in comparison to the cost of education at peer institutions that offer programs of equal quality, has always been and continues to be a priority at YSU. As we constantly strive to increase private funds for scholarships, we ensure that higher education is affordable and within reach for all students—particularly first-generation college students—who desire to attend YSU.

A critical part of affordability that has received insufficient attention is the amount of time it takes students to complete a degree. We must take steps to improve students' ability to complete their degrees more quickly.

4. Flexible course and program delivery

Strategically developed alternative course and program delivery (e.g., online courses, 3-year baccalaureate programs) based on "best practices" provides greater flexibility for students who must juggle multiple responsibilities. Flexible delivery can help students graduate in a more timely manner, leading to savings of money and time and ultimately to greater satisfaction.

2020 METRICS

- | | |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 1. Index of student satisfaction survey results related to academic and non-academic experiences | 3. Exit-interview results |
| 2. Students' average out-of-pocket costs | 4. Number of courses and programs that are online, flexibly scheduled, or distance education |

theme 2

THEME 3: READINESS FOR POST-COLLEGE SUCCESS

Institution/Board Metric: Index of Pertinent Educational Testing and Licensing Scores

Priorities/Rationale

1. Preparation for work or further education in a diverse, global, and technological world

Public higher education in the twenty-first century is challenged by ever greater demands for both inclusion and accountability. The stakes are high for students and institutions alike.

Youngstown State University provides education of life-long value. Particularly to leverage the institution's impact on economic development, YSU seeks to prepare graduates for further education or for work in diverse, global, and technological environments.

YSU students will have access to appropriate resources to enable them to graduate with skills and experiences that make them competitive for employment or for higher study, and students will benefit from assistance in seeking post-college opportunities and making effective applications. Particularly important are the opportunities to explore careers through internships, cooperative-education experiences, service-learning experiences, and study-abroad experiences. Through such activities, students will additionally form relationships with mentors who will enhance the students' post-college success.

Recognizing the value that experience plays in the job market and other applicant pools, YSU will strive to increase opportunities for students to amass practical experience while they study.



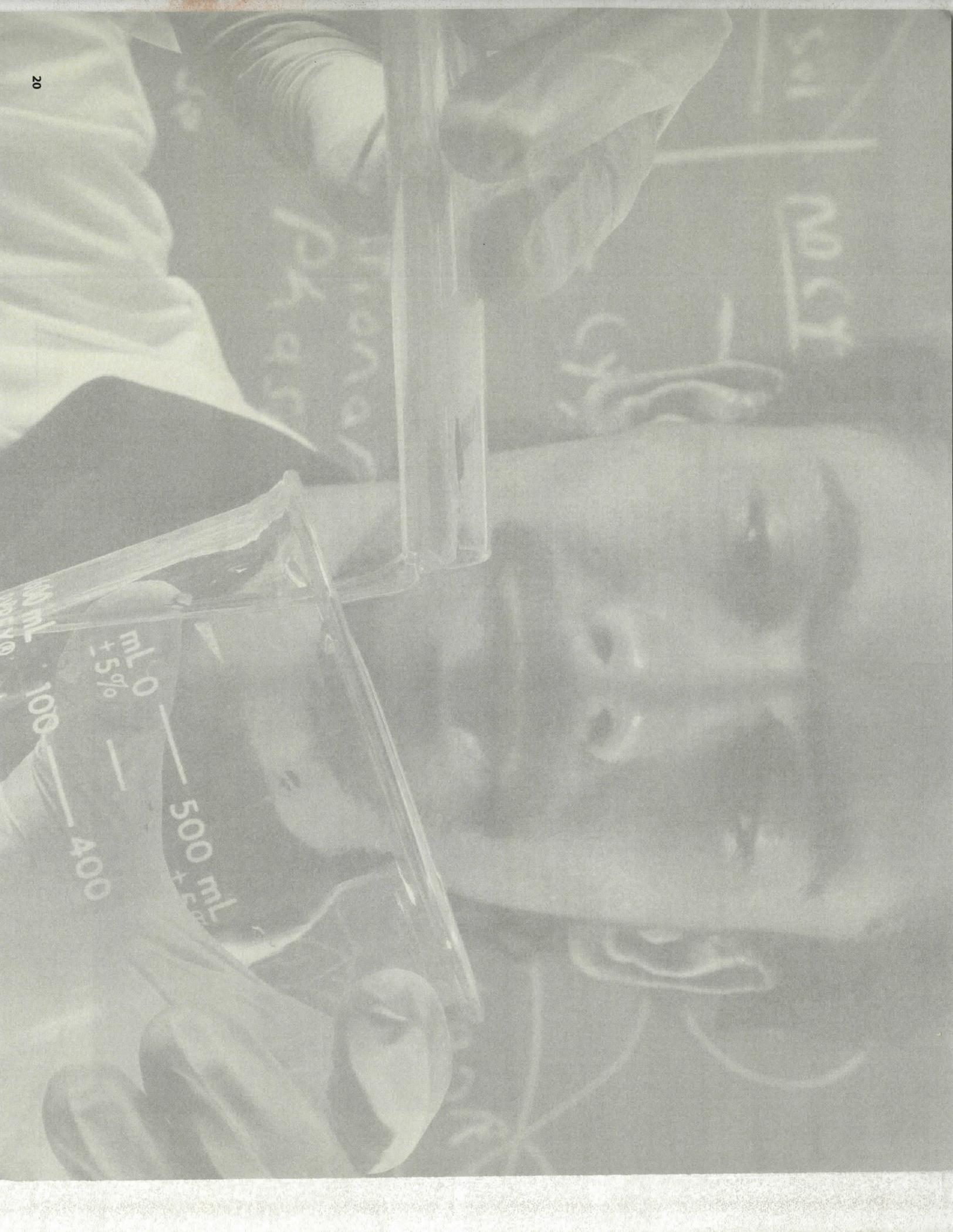
2020 METRICS

1. Job placements
2. Graduate-school placements
3. GRE, MCAT, LSAT scores
4. License and certification scores

theme 3

INITIATIVES

- Increase internship, cooperative-education, service-learning, and study-abroad opportunities.
- Enhance job fairs and professional days—e.g., Press Day.
- Provide interview training and preparation.
- Publish lists of companies/agencies that recruit on campus.



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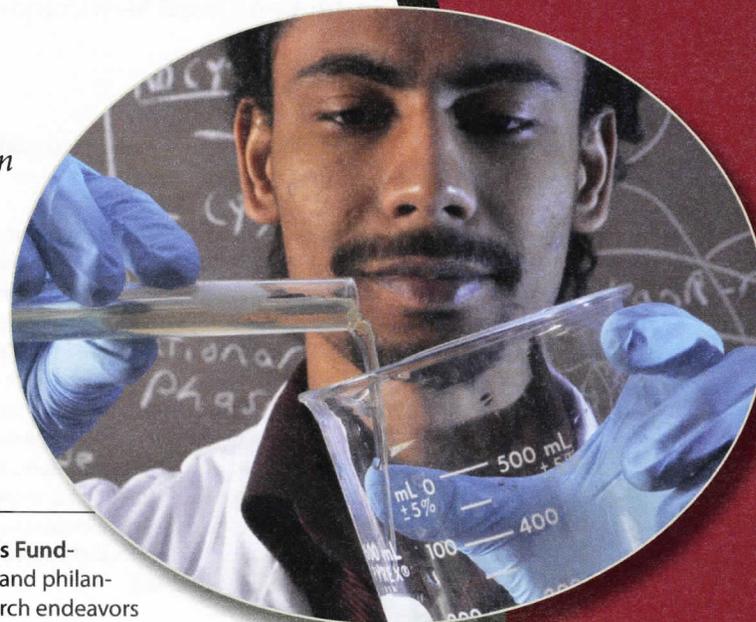
Definition

Urban Research University Transition

ADAPTED FROM THE SENATE-APPROVED DOCUMENT

Youngstown State University contributes to the development and application of knowledge for the betterment of students and, thus, the communities in which they live and work. The University strives to improve the quality of life in the region and is the primary link to the global community. As an urban research university, YSU is guided by three core principles:

- Faculty research and scholarship are integrated into teaching and learning to improve graduate and undergraduate student experiences;
- YSU answers important questions and solves real problems by sharing information, expertise, and resources with the community;
- YSU invests in research, academic, and other programs that enrich the intellectual, cultural, and economic life of the community.



In the *Strategic Plan for Higher Education 2008–2017*, the Chancellor designated Youngstown State University an “Urban Research University.” Early in 2010, the Academic Senate at YSU affirmed the designation and described in detail what it entails (see **Appendix C**). Subsequently, the Urban Research Transition Cornerstone Committee—in recognition of the fact that the University has a long way to go to fully embrace and fulfill an expanded research mission—added the word “Transition” to the cornerstone name. The work of the cornerstone group produced three broad themes, as well as numerous priorities and initiatives, described in the following pages. It should be noted here that many of the initiatives, in particular, overlap with initiatives in two other cornerstones: Student Success and Regional Engagement.

The first Urban Research University Cornerstone theme is Innovation and Discovery, which addresses research needs of the region as well as basic and applied research activities for faculty, graduate students, and undergraduate students. The Board Metric that tracks these activities is an index comprising total publications plus one-third of citations in a given year—the latter in recognition of the fact that citations come after publication and thus are a lagging indicator.

The second cornerstone theme is Funding to Support Research. Grants and philanthropic giving are critical to research endeavors of the institution, especially in lean budget times, and collaborative internal and external partnerships enhance our funding success. The Board Metric for this theme is total external research funding.

The third theme is Quality Academic Programs, a theme that entails an expansion of graduate programming, as well as academic relevance and rigor. While research enhances the education of undergraduate students, graduate students, especially, can be active and productive researchers. Further, academic relevance and rigor address the necessity that programs be relevant to “real world” careers and that they be challenging, so that students will be well prepared for life beyond the University and for the careers they enter. The two Board Metrics addressing academic programs are the ratio of graduate to undergraduate students and the ratio of full-time to part-time faculty.

To summarize, the Board Metrics are

Innovation and Discovery:

Funding to Support Research:

Quality Academic Programs:

An index of peer-reviewed publications and citations

Total external research funding

G/UG student ratio

FT/PT FTE faculty ratio

INITIATIVES

- Provide technical support for grant-writing and statistical analysis.
- Re-engineer processes to reduce time, paperwork, and divisional barriers to research and scholarly activity.
- Implement changes to increase time for faculty research without reducing teaching capacity.
- Expand and enhance undergraduate research opportunities.
- Publicize research outcomes.
- Create an outreach office to provide research and consulting services to the community.
- Establish a reward system to facilitate faculty applied research in the community.
- Create opportunities for interdisciplinary collaboration (e.g., "community of scholars").
- Develop an assessment system to evaluate outcomes of collaborative and regional research projects.

THEME 1: INNOVATION & DISCOVERY

Institution/Board Metric: Index of Peer-Reviewed Publications, Citations

Priorities/Rationale

1. Collaborative research to address urban and regional needs

We have a special obligation to the city and the region in which the University is located to develop and apply research expertise to improve the quality of life. Poverty, crime, chronic disease, an aging and under-educated population, and economic revitalization present research problems that require interdisciplinary approaches. We can partner within the University and with other educational institutions, businesses, and organizations to address such issues. Working collaboratively will require removal of impediments, such as duplicative paperwork and outdated regulations. We must examine and streamline policies and processes to become more efficient and make it easy for the community to access the expertise of the University. The outcomes (e.g., job creation, partner satisfaction) of these collaborative projects will be routinely assessed.

2020 METRICS

1. Peer-reviewed publications
2. Citations
3. Creative works
4. Inventions, patents, and licenses
5. Number and outcomes of regionally based research projects

theme 1

2. Faculty and student scholarship

Creation and dissemination of knowledge are the essence of a university. Youngstown State University encourages the full spectrum of scholarship, including basic and applied research, creative works, and other intellectual contributions. An increased emphasis on research productivity will enhance, rather than detract from, teaching. We will carefully cultivate the relationship between scholarship and teaching by expanding undergraduate research opportunities and encouraging the scholarship of teaching and learning.

YSU will strengthen its capacity for research by providing ongoing training, technical support, and recognition of faculty and staff efforts. Disseminating research outcomes more widely to the general public will increase public understanding of the value of faculty and student scholarship and enhance the academic reputation of the University.



THEME 2: FUNDING TO SUPPORT RESEARCH

Institution/Board Metric: Total Research Funding from External Sources

Priorities/Rationale

1. Support for grant development and management

To transform YSU into an Urban Research University, limited resources must be redirected to research activities that are greater in scope than current research activities. YSU's four new Centers of Excellence need new funds in order to flourish. Expectations of research productivity from faculty and students are increasing. To address the economic-development and jobs-creation needs of the region, YSU's research and scholarly activities must be expanded. To that end, in these challenging times of significantly limited resources, the most prudent approach is to enhance external grants efforts.

The Office of Grants and Sponsored Programs drastically needs additional personnel to assist faculty in developing and managing grants. Given that no new money is available internally for this purpose, one solution is to increase grant activity to such a level that indirect costs will be able to support the additional personnel. In addition, faculty would benefit from workshops in grant development and management, so that they wouldn't depend so heavily on staff and might become more self-sufficient in this arena.

2. Philanthropic funding for academic initiatives

An additional source of revenue is from philanthropic donations directed to research enterprises, such as endowed chairs or a specific research program or project. Modest sums are occasionally given for such purposes; however, with more concerted efforts from the Development Office, these sums would expand. Further, fundraising workshops for the Academic Division could enhance philanthropic funding, since faculty, for example, might become effective at successfully soliciting donations for their projects.

The initiatives expand on these concepts.



2020 METRICS

1. Total external grant \$
2. Number of external grants funded
3. Philanthropic total targeted for academic initiatives
4. Academic endowments \$
5. Grants submission \$
6. Number of grant submissions
7. Funding received from for-profit organizations

theme 2

INITIATIVES

- Benchmark and apply best practices in grant management.
- Develop comprehensive policy re: start-up packages for new faculty to enhance their research activities.
- Provide training for faculty in grant development and management to develop self-sufficiency.
- Reevaluate indirect cost rate when eligible.
- Provide fundraising training for the academic sector.
- Reinvest funds from research into research.
- Design policies to work effectively with the Youngstown State University Research Foundation (YSURF) to enhance research accomplishments.

INITIATIVES

- Add/implement selected graduate programs.
- Develop combined bachelor's/master's programs.
- Create innovative mechanisms to fund graduate students.
- Develop marketing and recruitment strategies targeting graduate students and highly able undergraduate students.
- Examine admissions standards for graduate students.
- Conduct regional needs assessment.
- Examine/establish methods to regularly assess the quality of academic programs.
- Examine tenure and promotion guidelines to ensure quality faculty.
- Advance Centers of Excellence to national prominence.
- Review and revise General Education Requirements to address Higher Learning Commission issues.

THEME 3: QUALITY ACADEMIC PROGRAMS

Institution/Board Metrics: Graduate/Undergraduate Student Ratio; FT/PT FTE Faculty Ratio

Priorities/Rationale

1. Expansion of graduate education

As noted in Ohio's *Strategic Plan for Higher Education* (p. 48), past practices in the state have restricted the growth of both undergraduate and graduate programs at Youngstown State University. State policy now encourages the expansion of programs at YSU, especially graduate education, to provide the "talent and research base" needed to attract new businesses and create jobs. Expansion of graduate programs will require innovative approaches at a time of scarce resources. We must build on our strengths and carefully select programs to be added, to maintain quality and to meet demonstrated needs. Systematic needs assessment will identify programs that are most likely to contribute to economic development. We can attract more graduate students by providing funding and offering combined bachelor's/master's programs, which may reduce the time and cost needed to earn a degree. Graduate students recruited from outside the immediate locale contribute to the economy, vitality, and diversity of the community and may remain in the area after graduation.

2. Academic rigor and relevance

A relevant education exposes students to diverse points of view and cultures. Students learn not only from their teachers, but also from one another. The quality of classroom interaction is affected by the abilities and backgrounds of participating students. Therefore, we must recruit a diverse and academically motivated student body. To attract high-ability students, we will effectively communicate YSU's quality, opportunities, and distinctive characteristics to the region and beyond.

One of YSU's distinctive characteristics is its general education program. However, the innovative design of the program has proved difficult to implement and assess, and thus the Higher Learning Commission has challenged us to address general education compliance/assessment issues.

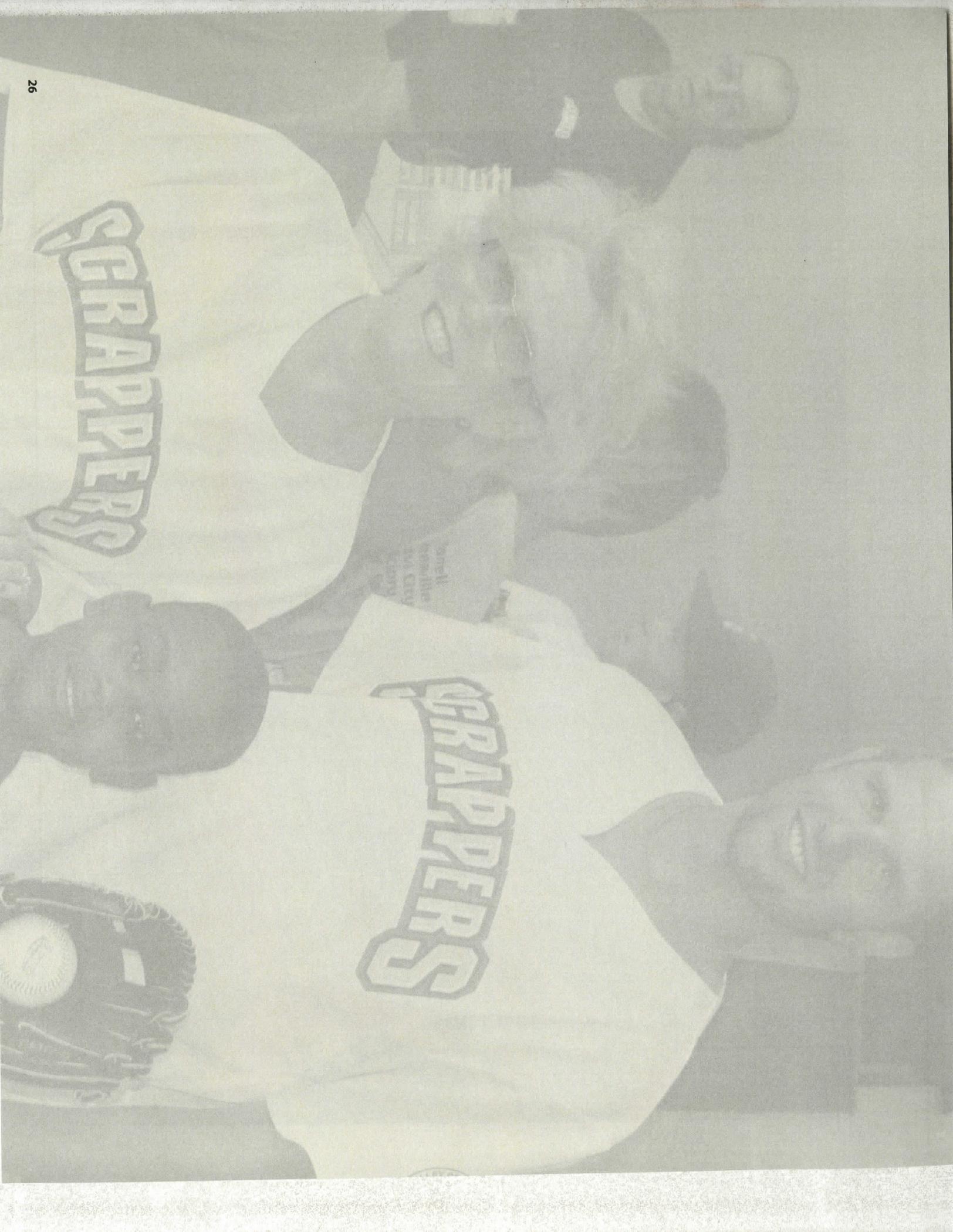
We will ensure the quality and continued relevance of academic programs through assessment processes, such as learning-outcomes assessment, annual program planning and reporting, and accreditation reviews. Because a quality faculty is key to the design and delivery of rigorous academic programs, we must recruit effective scholars and teachers, provide them ongoing development and support, and evaluate them appropriately. To that end, departments and colleges will be encouraged to examine their tenure standards and promotion guidelines in light of standard practices (e.g., external review of candidates) at peer institutions.

2020 METRICS

1. Graduate/undergraduate student ratio
2. FT/PT FTE faculty ratio
3. Number of degrees awarded
4. Number of master's and doctoral students
5. Number of graduate students from outside the region
6. Number of master's and doctoral degrees awarded
7. Mean Graduate Record Examination (GRE) score

theme 3





Definition

Regional Engagement

Regional engagement refers to activities that enhance the quality of life, well-being, and economic development of communities in and around Youngstown and the surrounding region. YSU has a positive impact on the region through active mutual engagement, not merely by existence.

The Regional Engagement Cornerstone supports positive change in the community and region. Economic, geopolitical, and tourism organizations have developed many “Quality of Life” indices over the last decade to examine cities across the globe. Common themes include safety and security, the economy and jobs, health, education, diversity, cultural and intellectual life, and competitive athletics, among others. By engaging components of the community in robust, collaborative partnerships, YSU can foster improvements in nearly all of these arenas, as well as provide appropriate access to educational opportunities to aid in poverty reduction. At the same time, endeavors such as athletics can build connections with alumni and citizens of the community.

The first Regional Engagement Cornerstone theme is Providing Value to Business, Industry, and Non-Profit Organizations. Economic development and job creation are major themes across the state and nation. A quality education is critical for finding a job and keeping it, for starting one’s own company, and for strengthening the economy. However, providing community value goes beyond job training. The specific focus of this cornerstone theme is development of partnerships and joint projects with for-profit and not-for-profit organizations (NPOs) in the community. Faculty, staff, and students can engage collaboratively with these organizations for mutual benefit. The Board Metric for this theme is the number of community-engagement activities and projects.

The second cornerstone theme is Artistic and Cultural Engagement. Active engagement through artistic and cultural programming enriches the campus and regional communities. New partnerships can enhance this richness. An added benefit is that the region will become more attractive to businesses and industries seeking a home. Instead of reporting that Cleveland and Pittsburgh are nearby, communities can report the well-developed arts and cultural life of the immediate region. The Board Metric for this theme is an index based on number

of attendees at cultural programs plus the number of programs that broaden demographic diversity—e.g., that attract students in the region’s schools, that expand the age range of the populace served.

The third theme is YSU’s impact on the general Health and Wellness of the community. Undergraduate and graduate programs in the Bitonte College of Health and Human Services and in other colleges provide direct services to the community. Additionally, graduates of YSU’s health and human services programs work in the region. Students and faculty collaborate with community-based health organizations to prepare students to enter their chosen careers and benefit the community in turn. The Board Metrics for this theme are the number of students completing internships in health and human services and the percentage of students and graduates passing discipline-related certification/licensure exams.

The fourth theme is the impact of Intercollegiate Athletics in the greater Mahoning Valley. Athletic events and related activities engage the community, forge alumni relations, and aid in campus development. Athletic competitions and camps bring thousands of people to the campus each year. Furthermore, throughout the academic year, student-athletes and staff enrich the lives they touch by volunteering for hundreds of service events involving broad and diverse demographics. Collectively, these interactions build lasting bonds with the public, with both tangible and intangible benefits to the region and University. The Board Metrics for this theme are the number of individuals attending athletic events and clinics, and the number of service events completed by student-athletes and staff.



To summarize, the Board Metrics are	Business/NPO Value:	Number of community-engagement activities/projects
	Artistic/Cultural Engagement:	Index of no. of attendees + no. of programs that broaden demographic diversity
	Health and Wellness:	Number of students completing internships in health and human services, Percentage of students and graduates passing discipline-related certification/licensing exams
	Athletics:	Numbers of individuals attending athletic events and clinics Number of service events completed by student-athletes and staff

INITIATIVES

- Develop strong relationships with regional economic-development agencies.
- Improve coordination between community-outreach units and academic departments.
- Increase coordination and communication between academic units related to economic development and community engagement.
- Establish policies to reduce barriers to partnerships.
- Develop a partner-satisfaction instrument.

2020 METRICS

1. Number of relationships/partnerships, with development of partner-satisfaction instrument
2. Number of economic-development and community-engagement initiatives
3. Number of enrollments in continuing education (non-credit-bearing)
4. Number of students completing internships

theme 1

THEME 1:

PROVIDING VALUE TO BUSINESS, INDUSTRY, AND NON-PROFIT ORGANIZATIONS

Institution/Board Metric: Number of community-engagement activities/projects

Priorities/Rationale

1. Symbiotic partnerships and projects

Youngstown State University views economic impact as a symbiotic relationship with businesses, industry, technological enterprises, and non-profit organizations. Through technology innovation and transfer, dissemination of research in mutually beneficial ways, and promotion of economic-development collaborations, YSU will strive to seek, cultivate, and sustain appropriate bilateral engagements between faculty, staff, students, and regional business, technological enterprises, industry, and non-profit organizations. These efforts may, in some instances, intersect with priorities of the Urban Research University Transition Cornerstone. Furthermore, scholarship activities by faculty—especially those within the University Centers of Excellence in the Williamson College of Business Administration and the College of Science, Technology, Engineering, and Mathematics—will play a prominent role.

Work with non-profits will focus on developing relationships between University faculty and the respective organization's professional staff that result in collaborative research initiatives and resources for professional development. In addition, University students will have the opportunity to engage in both service-learning activities and internships. Such efforts will enhance organizational services while providing faculty with research venues and students with quality learning experiences.

YSU will also collaborate and coordinate programming among academic and outreach units to more effectively prioritize and engage in economic-development initiatives that bring value to the University and the region. By collaborating with regional initiatives that have an economic impact, YSU seeks to support innovation, the



creation of new businesses, the retention of businesses, poverty-intervention activities, and the activities of non-profit organizations. Through information-sharing and collaboration, we seek to learn about the complementary strengths of regional organizations and support a culture of shared objectives and inclusion. Although many factors influence economic development—some beyond the direct control of YSU—the collective efforts noted above will facilitate job creation and retention within the region as well as address those elements that undermine economic prosperity.

THEME 2: ENRICHING QUALITY OF LIFE THROUGH ARTISTIC AND CULTURAL ENGAGEMENT

Institution/Board Metric: Index of number of attendees + number of programs that broaden demographic diversity

Priorities/Rationale

1. Diverse on- and off-campus programming, both individual and collaborative, to enhance quality of life in the region

Creative culture is crucial to establishing and sustaining a region's quality of life. Varied and comprehensive cultural and artistic offerings, linked to quality academic programming, will allow Youngstown State University to take the lead in supporting arts and culture initiatives within the institution and the community at large. Urban renewal and economic vitality are positive byproducts of a community that prioritizes its cultural base, and YSU aspires to lead the region in diverse arts and culture programming, collaborations, and outreach activities. Such activities encourage and embrace diversity in all its forms.

2. Business attraction/retention via artistic and cultural programming

YSU commits itself to growth and sustainability in its arts and cultural programming, such that the economic impact of arts and culture—accomplished through the University's educational mission to its students and its mission of supporting cultural growth and sustainability in the region—is widely recognized in the region and beyond. As a regional leader in arts and cultural programming, the University also plays a role in business attraction and retention, as well as increased tourism.

Whether through museums, theater and music programming, art exhibitions, or other community-outreach activities—both on campus and within the community—we will offer accessible public programming to engage citizens of our region.



INITIATIVES

- Collect attendance/visitor demographic information to establish a baseline for target determination.
- Promote artistic and cultural offerings for business attraction and retention.
- Offer diverse arts and cultural programming to broaden audience demographics.

2020 METRICS

1. Number of attendees at University arts and cultural events
2. Number of programs targeting diverse demographics
3. Number of relationships with regional arts and cultural entities

theme 2

INITIATIVES

- Collaborate with stakeholders to secure training funds (e.g., federal grants) and sites for workforce development.
- Conduct health and human services symposia for the public, and offer continuing-education courses for providers.
- Use results of the Regional Health Assessment 2020 for improving the well-being of the community.
- Assure an adequate workforce to provide access to services for vulnerable populations; include education and prevention.
- Explore additional health-related academic programs, plus alternative delivery methods.
- Engage faculty and students with the community workforce re: health and wellness.

2020 METRICS

1. Number of students completing discipline-related internships in health and human services
2. Percentage of health and human services students and graduates passing national certification and licensing exams
3. Number of graduates employed by regional health-care, human services, public health, and correctional organizations

theme **3**

THEME 3: INCREASING REGIONAL HEALTH AND WELLNESS

Institution/Board Metrics: Number of students completing discipline-related internships and Percentage of students and graduates passing discipline-related certification/licensing exams

Priorities/Rationale

1. Mutually sustaining relationships with health and human services entities

Youngstown State University has developed and will continue to develop productive collaborative relationships with health and human services entities. YSU works with these organizations to further develop the health and human services infrastructure through for-credit programming and continuing-education offerings.

In addition, the majority of YSU's health and human services students engage in clinical internships at regional health and human services organizations. Through these mutually beneficial collaborations, students develop professional skills and requisite professional ethics and values. For the majority of students, the process culminates in a high level of professional competence that ultimately leads to licensure and certification in their respective fields, which corresponds to an increased pool of well-qualified entry-level practitioners available for regional employment.

2. A strong health and human services infrastructure

Two major contributors to the quality of life in a given community are the health-care system and the network of human services. The comprehensiveness of the health and human services infrastructure, the level of employee expertise, the scope and depth of professionals in the workforce, and accessibility for consumers are all critical components that define the integrity of a community's care systems.

Youngstown State University excels at educating students in health and human services. The University's curricula in the health and human service disciplines prepare professionals with a strong theoretical foundation complemented by state-of-the-art, evidence-based practical skills—contributing to the region's health and human service enterprise both intellectually and pragmatically.



Producing qualified graduates for employment in the health and human service industries is only one aspect of YSU's multifaceted contribution to creating, sustaining, and retaining a viable workforce. Faculty engage with community organizations through service opportunities and share their expertise through board membership, professional consultation, provision of continuing-education seminars/workshops, and research collaboration. Links among YSU's programs in health professions, criminal justice, and sociology address civic priorities in crime prevention and community health, thereby enhancing economic prosperity and quality of life in the region and community at large. Moreover, these efforts contribute to stability of the health and human services workforce.

3. Health and human services prevention and education initiatives

In addition to for-credit programming and continuing-education offerings, YSU faculty and students work with health-care and social services professionals to offer education and both primary (i.e., prevention) and secondary (maintenance) interventions in the community. Residents well educated about their health-care options will have a greater life expectancy and higher quality of life. Residents who live in poverty require even greater efforts at education and prevention.

THEME 4: IMPACT OF INTERCOLLEGIATE ATHLETICS

Institutional/Board Metrics: Number of individuals attending athletic events and clinics, as well as the number of community service events completed by student-athletes and staff.

Priorities/Rationale

1. Providing competitive intercollegiate athletic programs

YSU athletics has a proud and storied history of rich traditions that have significantly enriched the culture of the Mahoning Valley for decades. This impact is based on the program's commitment to developing and maintaining competitive intercollegiate athletic programs. These efforts are reinforced by strategic investments into athletic infrastructure and personnel. The collective results not only help build positive relationships between athletics and the public, but also showcase the University as an outstanding regional academic institution.

2. Supporting community outreach activities by student-athletes and staff

YSU is committed to preparing student-athletes to undertake civic and leadership responsibilities that directly impact the community in which they live. By engaging in community service activities, student-athletes

and staff contribute to the quality of life of Mahoning Valley residents. The student-athletes also serve as role models for young people. Collectively, the participation of the student-athletes and staff in outreach activities communicates a positive image of YSU and the intercollegiate athletic program.

3. Enhancing the acquisition of external resources

YSU is committed to supporting the efforts of its student-athletes to achieve the highest levels of competition. This support requires strategic investments in infrastructure and support services, as well as reliable sources of funding for current and future initiatives. Enhanced marketing efforts will attract contributors by communicating the quality of YSU's athletic programs. Funding generated from these external constituents will aid in developing competitive teams that enrich both YSU and the Mahoning Valley.



INITIATIVES

- Provide equal access, participation, and support for male and female student-athletes.
- Field competitive teams that manifest the University's ethical, academic, and civic values.
- Enhance community outreach activities that promote a positive image of athletics and the University.
- Identify and secure sources of funding to support student athletes and enhance their competitiveness.

2020 METRICS

1. Title IX compliance
2. The number of teams that consistently finish in the top half of the league standings
3. The number of community service events completed by student-athletes and staff
4. The percent increase in fundraising for athletic programs
5. The number of individuals attending athletic events and clinics

4
theme

APPENDIX A

Members, Strategic Planning Steering Committee

Co-Chairs: Ikram Khawaja and Gene Grilli

COMMITTEE MEMBERS	Affiliation	CORNERSTONE GROUPS/COMMITTEES				
		Communication	Regional Engagement	Student Success	Accountability & Sustainability	Urban Research
Martin Abraham	YSU STEM				X	X
Cynthia Anderson*	YSU President					
Eugenia Atkinson	Community			X		
Jonelle Beatrice	YSU Student Affairs			X		
Dianne Bitonte Miladore	NEOUCOM Board of Trustees			X		
Bege Bowers*	YSU Provost's Office	X**				
Brian Brennan	YSU ACE				X	
Joyce Brooks	Community			X		
Ron Chordas	YSU University Outreach		X			
Ron Cole	YSU Marketing	X				
Chester Cooper*	YSU Academic Senate		X**			
Delores Crawford	YSU Board of Trustees		X			
Bryan DePoy*	YSU Fine & Performing Arts		X**			
Mary Lou DiPillo	YSU Beeghly College of Education			X		X
Adam Earnhardt*	YSU Fine & Performing Arts	X**				X
Janice Elias	YSU Bitonte College of Health and Human Services	X				X**
Jack Fahey*	YSU Student Affairs	X		X**		
Shearle Furnish*	YSU College of Liberal Arts & Social Sciences			X	X	
Patrick Gaughan	YSU Williamson College of Business Administration		X			
Michael Glonek	YSU APAS		X			
Gene Grilli*	YSU Financial Affairs				X**	
Bob Hogue	YSU Academic Senate	X				
Michael Hripko	YSU STEM		X			X
Sylvia Imler	YSU Beeghly College of Education			X		
Peter Kasvinsky	YSU Graduate Studies				X	X
Ikram Khawaja*	YSU Provost	X				X**
Betty Jo Licata	YSU Williamson College of Business Administration		X			
Sherry Linkon	YSU College of Liberal Arts & Social Sciences			X		

COMMITTEE MEMBERS	Affiliation	CORNERSTONE GROUPS/COMMITTEES				
		Communication	Regional Engagement	Student Success	Accountability & Sustainability	Urban Research
Rick Marsico	YSU Technology				X	
Neal McNally	YSU Budget				X	
Nicholas Meditz	YSU Student Government			X		
Cindy Miller	YSU Human Resources	X			X	
Ross Morrone	YSU Web Site	X				
Joseph Mosca	YSU Bitonte College of Health and Human Services		X		X	
Martin Pallante	Community		X			
Gabriel Palmer-Fernandez	YSU College of Liberal Arts & Social Sciences					X
Mark Peters	Community					X
C. Reid Schmutz	YSU Foundation			X**		
Scott Schulick*	YSU Board of Trustees					
Gary Sexton	WYSU-FM	X				
Raymond Shaffer	YSU Williamson College of Business Administration				X	
Bruce Sherman	Community/Alumni				X**	
Jan Strasfeld	Community/Youngstown Foundation		X			
Ronald Strollo	YSU Athletics				X	
David Stout	YSU Williamson College of Business Administration					X
Albert J. Sumell	YSU College of Liberal Arts & Social Sciences		X			
Shannon Tirone*	YSU President's Office					
Mark Van Tilburg	YSU Marketing	X				
Patricia Veisz	YSU Small Business Development Center	X	X			
Carole Weimer	YSU Board of Trustees			X		
Nancy White*	YSU OEA		X	X	X	X
Dante Zambrini	Eastern Gateway CC Board of Trustees			X		
52		12	14	14	13	11

*Strategic Planning Steering Committee Executive Subcommittee

** Cornerstone Group/Committee Co-Chairs

APPENDIX B

Youngstown State University in 2020

YSU: A national model for student success, academic excellence, resource stewardship, and regional engagement

INSTITUTIONAL, OR BOARD, METRICS		Current or Most Recent	2020
By 2020, YSU will achieve benchmark levels on each of the metrics below:			
<hr/>			
Student Success			
Academic Achievement	Six-year graduation rate (standard nationally reported graduation rate)	35.6 %	43%
Student Satisfaction	Index of pertinent student-satisfaction-measuring instruments	TBD	TBD
Post-College Success	Index of educational test scores + % passing certification/license exams	TBD	TBD
Urban Research			
Innovation, Discovery	Index of peer-reviewed publications (P)+ citations (C) = [P+1/3C]	193	270
Funding for Research	Total external research funding	\$7.2M	\$14M
Quality Academic Programs	Graduate FTE/Undergraduate FTE student ratio	.05	.12
	FT faculty FTE/PT FTE faculty ratio	1.39	1.50
Regional Engagement			
Business/NPO Value	Number of community-engagement activities/projects	164	180
Artistic, Cultural Engagement	Index of no. of attendees at cultural events + no. of projects with diverse groups	NA	^ 5%
Health/Wellness	Number of students completing health and human services internships	1,180	1,239
	% of HHS students/graduates passing certification/licensing exams	91.8%	100%
Athletics	Numbers of individuals attending athletic events and clinics	TBD	TBD
	Number of service events completed by student-athletes and staff	TBD	TBD
Accountability/Sustainability			
Fiscal Health	Senate Bill 6 ratios	3.7	3.1
Human Resources Health	Employee Satisfaction index (sum based on 10 questions)	31.43	51
Facilities Health	% of buildings in satisfactory condition or needing only minor rehabilitation	86.4%	95%
Cultural Health	Employee Satisfaction campus cultural change index	NA	NA

TBD = To be determined
NA = Not available

APPENDIX C

Youngstown State University: An Urban Research University

Youngstown State University, as a member of the global community of scholars, contributes to the development and application of knowledge for the betterment of humankind. The University strives to improve the quality of life and strengthen the economy of the region, and forms the major regional conduit to the global community. As is fitting for an urban research university, YSU faculty and students participate in basic and applied scholarship that enriches teaching and learning and engages with local and global communities. Scholarship at YSU may be directed toward identifying and addressing the social, cultural, and economic needs of nearby urban neighborhoods and the city of Youngstown, but because not all nearby communities are urban, research at YSU is not confined to urban issues. YSU, as an urban research university, is made stronger and more competitive through linkage with its urban location, as the urban location is made stronger and more competitive through linkage with a high-quality research university.

Core Principles

Scholars/Teachers. *Faculty scholarship is integrated, as appropriate, into teaching and learning activities and facilitates undergraduate and graduate student research. Scholarship at YSU informs and energizes teaching but does not displace teaching and learning in importance. Scholarship at YSU provides an education that is both up-to-date and grounded in best practices—qualities necessary for developing a globally competitive workforce. At YSU, basic and applied scholarship is original and innovative, allowing for diverse scholarly interests and methodologies. It is not bounded by the walls of the University's labs or classrooms, but is disseminated according to the highest standards of each discipline. Faculty and students engage in scholarship that applies theory learned in the classroom to the world beyond in all fields, from the arts and humanities to the sciences. The University pursues scholarship opportunities within internships, service learning, and action research projects that may also benefit the community.*

Scholarly Engagement. *YSU is committed to seeking joint benefit through mutual sharing of information, expertise, and resources, with the recognition that expertise is also found in the community. Community engagement is necessary for university-based scholarship to be relevant to and advance the public sphere. Community is defined broadly and includes (but is not limited to) academic, discipline-specific, geographic, and professional communities. YSU faculty, staff, and students partner with local, regional, and global businesses,*

community agencies, and leaders to identify important community research needs. YSU shares its resources to answer important questions, solve community-related problems, and advance best practices in all disciplines. It provides access to equipment, to faculty and student expertise, and to other resources that foster collaboration on funded projects with community entities.

Resource Alignment. *The institution will invest in new and existing academic programs that will augment YSU's research-related skill base. To strengthen its research portfolio, YSU will continue to develop master and doctoral-level programs that advance the intellectual, cultural, and economic life of the region and nation. Innovative scholarship will enhance existing Centers of Excellence and create opportunities for new Centers of Excellence that facilitate faculty and student research, while also serving the community. Research, new academic programs, and Centers of Excellence will differentiate YSU as an urban research university meeting the distinct needs of the northeast Ohio community and beyond.*

Approved by the Youngstown State University Academic Senate April 7, 2010



Youngstown
STATE UNIVERSITY

One University Plaza
Youngstown, Ohio 44555

<http://web.ysu.edu/2020>