

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

Tod Hall  
Thursday, June 4, 2020

Pursuant to notice duly given, a regular meeting (the three hundred sixty-eighth) of the Board of Trustees of Youngstown State University convened at 10:00 a.m., on Thursday, June 4, 2020, through the Cisco WebEx Video Conference application.

All eleven trustees and the National/Global Trustee were present for the online meeting, to-wit: Mr. David C. Deibel, chairperson of the board, who presided, Dr. Anita A. Hackstedde, Mr. James E. Roberts, Dr. John R. Jakubek, Ms. Molly S. Seals, Mr. Michael A. Peterson, Mr. Capri S. Cafaro, Mr. Charles T. George, Mr. Allen L. Ryan, Jr., Mr. Rocco L. Core, Ms. Victoria M. Woods and National/Global Trustee Mr. Eric A. Spiegel. Mr. Deibel participated from the Tod Hall Leaders Conference Room. Dr. Hackstedde, Mr. George and Mr. Ryan participated from their business locations. Mr. Roberts, Dr. Jakubek, Ms. Seals, Mr. Peterson, Ms. Cafaro, Mr. Core, Ms. Woods and Mr. Spiegel participated from their places of residence.

Also present were: Mr. James P. Tressel, President of the university; Dr. Brien Smith, Provost and Vice President of Academic Affairs; Mr. Neal McNally, Vice President for Finance and Administration; Ms. Holly A. Jacobs, Vice President for Legal Affairs and Human Resources and University General Counsel, Dr. Eddie J. Howard, Vice President for Student Affairs, Jr., Dr. Mike Sherman, Vice President for Institutional Effectiveness and Board Professional. Mr. Franklin S. Bennett, Jr., Secretary to the Board of Trustees was also present through the WebEx application. Students, faculty, staff and other interested parties were able to observe the meeting through online access.

The chairperson called the meeting to order and presided.

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, the national/global trustee and to the president.

ITEM II – DISPOSITION OF MINUTES FOR MEETINGS HELD MARCH 5, 2020, APRIL 9, 2020 AND MAY 1, 2020

Draft copies of the minutes of the board's regular meeting held March 5, 2020 (#365), and special meetings held April 9, 2020 May 1, 2020 had been provided to the trustees prior to the meeting. There being no corrections, additions or deletions thereto, the minutes of the meetings were approved as provided.

ITEM III – REPORT OF THE PRESIDENT OF THE UNIVERSITY

Mr. Tressel extended his thanks and appreciation to the board of trustees and the students, faculty and staff of Youngstown State University during these unprecedented times. Mr. Tressel acknowledged outgoing board chairperson David Deibel for his extraordinary service to the university in many ways, including nine years as a trustee. Mr. Tressel acknowledged Franklin S. Bennett, Jr. for 30 years of service as the board’s secretary.

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 to adoption by consent of any the proposed resolutions listed in the agenda, the chairperson stated that those recommended resolutions would be considered for adoption by consent. The board considered the following committee reports and recommendations:

1. Academic Excellence and Student Success Committee

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

Resolution to Adopt Export Control Policy

**YR 2020-57**

WHEREAS, University Policies are being created, 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 adoption of University Policy governing Export Control Policy, policy number 3356-10-24, shown as Exhibit A attached hereto.

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Resolution to Approve  
List of Candidates to be Considered for Honorary Degrees

**YR 2020-58**

WHEREAS, the *Policies of the Board of Trustees* provide for the recommendation of candidates for honorary degrees for the next academic year who are reviewed and recommended by the Senate Executive Committee, the Provost/Vice President of Academic Affairs, and the President of the University;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize that the selection for honorary degrees in the 2020-2021 academic year be granted from the candidates listed in the roster attached hereto.

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Resolution to Acknowledge  
Campus Improvement in the Strategic Planning Process and to  
Recognize for Their Leadership, the Members of the Strategic Planning Organization Team

**YR 2020-59**

WHEREAS, upon the recommendation by President Tressel the Youngstown State University community embarked upon a process to develop a Strategic Plan to begin Fall 2020; and

WHEREAS, the Board of Trustees has provided guidance, and the campus leadership, faculty, staff and students has engaged in significant efforts to consider the future of the university through significant engagement with four Thought Leaders, responding to nine questions regarding both current and future states, participation in Town Hall convenings, and providing input through the leadership of deans and department chairs; and

WHEREAS, with the leadership of President Tressel the membership of the Strategic Planning Organization Team synthesized the tremendous amount of input and assessed the shifting landscape of higher education focusing on the vibrancy and vitality of Youngstown State University; and

WHEREAS, the membership of the Strategic Planning Organization Team was constituted over time to include: Moataz M. Abdelrasoul, Coskun Bayrak, Kristine Blair, Amy Cossentino, Amy Crawford, Chet Cooper, Dana Davis, Tim Francisco, Rodney Harden, Jacci Johnson, Sepideh Khavari, Ken Learman, David Morgan; and

WHEREAS, the Team was assisted with campus communications and website design by Becky Rose, Shannon Tirone, Ross Morrone; and

WHEREAS, the conveners of the Team included the significant engagement in and facilitation of the process by Brien Smith, A.J. Sumell, Jenn Pintar, Claire Berardini, and Mike Sherman; and

WHEREAS, Trustees Seals and Roberts were significantly involved in the planning process over time and had significant input in crafting Board of Trustees Resolutions guiding the planning process.

NOW, THEREFORE, BE IT RESOLVED, that the Youngstown State University Board of Trustees recognizes the dedication, insightfulness, and conscientious engagement in this process by these members of the Strategic Planning Organization Team and thanks them for their significant service supporting the strategic direction and sustainability of this University by facilitating the development of the Plan for Strategic Actions to Take Charge of Our Future.

2. Institutional Engagement Committee.

The chairperson said that the Institutional Engagement Committee was recommending three resolutions for adoption by the board. There being no objection thereto, the chairperson declared the following resolutions were adopted by general consent:

Resolution to Accept WYSU Memberships

**YR 2020-60**

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

WHEREAS, the President has reported that the memberships as listed in Exhibit B attached hereto are being held pending acceptance and he recommends their acceptance;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees does hereby accept these memberships on behalf of Youngstown State University and requests that the President acknowledge the acceptance of these memberships.

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Resolution to Approve  
University Police Policy, 3356-4-08

**YR 2020-61**

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 University Police Policy number 3356-4-08 of the *University Guidebook*, shown as Exhibit C attached hereto. A copy of the policy indicating changes to be made is also attached

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

**YR 2020-62**

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 Display of the Flag of the United States of America Policy number 3356-5-01 of the *University Guidebook*, shown as Exhibit D attached hereto. A copy of the policy indicating changes to be made is also attached.

3. Finance and Facilities Committee.

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

Resolution to Approve  
Changes to Tuition and Fees for the 2020-21 Academic and Fiscal Year

**YR 2020-63**

WHEREAS, Ohio law provides that Boards of Trustees of state-assisted institutions of higher education shall supplement state subsidies by income from charges to students, including an “instructional fee” for educational and associated operational support of the institution and a “general fee” for non-instructional services, and that these two fees shall encompass all charges for services assessed uniformly to all enrolled students and shall be identified as "tuition"; and

WHEREAS, Ohio law also provides that each Board may establish special purpose fees, service and housing charges, fines and penalties and that a tuition surcharge shall be paid by all students who are not residents of Ohio; and

WHEREAS, Ohio law provides that the University shall separately identify the Instructional Fee, the General Fee, the Tuition Charge, and the Tuition Surcharge; and

WHEREAS, Ohio law provides that fees charged for instruction shall not be considered to be a price for service but shall be considered to be an integral part of the state government financing program in support of higher education opportunity for students; and

NOW, THEREFORE, BE IT RESOLVED, that unless otherwise noted herein, this Resolution shall replace all previously adopted Resolutions pertaining to tuition, fees and/or other charges; and

BE IT ALSO RESOLVED, that the Board of Trustees of Youngstown State University does hereby declare the “tuition charge” shall be the sum of the Instructional Fee, General Fee, and the Information Services Fee, and does hereby establish the tuition charge and other fees as included in Exhibit E, to become effective for the 2020-21 academic year and shall not exceed what is permitted by the final enacted version of House Bill 166, and to remain in effect until changed by the Board of Trustees, except as may be specifically noted otherwise; and

BE IT FURTHER RESOLVED, that the President of Youngstown State University or his designee shall have the authority to approve:

1. Fees for continuing education and noncredit courses, institutes, and workshops offered or coordinated through the Colleges and Office of College Access and Transition;
2. Ticket prices for admission of the public to intercollegiate athletic games and to student music or dramatic productions;
3. Service charges for loans to students;

4. A special fee for programs under contract (e.g., a training program). It shall be understood that such special fees, if authorized, shall provide for all related costs of the program and that the budget for such a fund shall be subject to approval in the same manner as other University operating budgets; and
5. Fees for credit courses offered by the Office of College Access and Transition under contract to established groups as provided for in Resolution YR 2001-03.

In all cases, the revenue generated by such fees and charges shall be expended in conformity with appropriately approved budgets. It shall be understood that: (a) prices of books and other items for sale in the Bookstore Kilcawley Center and through vending machines shall be established in conformity with good business practices by the managers of those units; (b) charges for unreturned or damaged equipment checked out to a student shall be established by the cognizant University staff person and the charge shall be sufficient to recover replacement costs and with a charge to cover processing costs; (c) for such charges as noted in (a) and (b) above, the approval of neither the President nor the Board of Trustees shall be required; and (d) the President or his designees shall have the authority to designate parking facilities by location or by time which may be utilized either without charge or for a reduced charge.

Fines which are authorized in this resolution may be assessed against nonstudents who are authorized to use University services as well as against students; and the rates detailed in this resolution shall replace the rates in any other resolution in conflict, and it shall continue to be the policy of this Board to review and adopt all fees, service charges, and fines annually in order that students and others are informed as to rates for the coming year and budgets may be finalized. It is understood that charges, fines, penalties, and assessments to students and non-students will not be waived except as specifically authorized by proper authority. Fee waivers authorized by the Chancellor, in accordance with section 381.170 of Am. Sub. H.B. 166 of the 133rd General Assembly, are identified in Exhibit E and made part herein.

If a student is permitted to withdraw from the University or if a student reduces his or her academic load, a refund of the tuition charge and the nonresident tuition surcharge, where applicable, shall be made in conformity with the following schedule. If the withdrawal is after the prescribed time limits, all tuition and other applicable fees and charges are forfeited. All applicable fees, fines, and penalties due must be paid before the refund is paid. Refund policies for University Housing and Courtyard Apartments shall be set by the Vice President for Student Affairs in accordance with best business practices.

# Refund Schedule

<u>Length of Course</u>	<u>100% refund</u>	<u>No refund</u>
More than 8 weeks:	through 14th day of term.	15th day of term and later.
8 weeks or less:	through 7 <sup>th</sup> day of term.	8 <sup>th</sup> day of term and later.

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Resolution to Approve  
Waiving the Non-Resident Surcharge for Graduate Students  
Who Earned an Undergraduate Degree at an Ohio College or University, Effective Fall 2020

**YR 2020-64**

WHEREAS, section 381.170 of Am. Sub. H.B. 166 of the 133rd General Assembly requires any waiver of fees for a student or class of students not otherwise permitted by law at a state-assisted institution of higher education be approved by the Chancellor of the Ohio Department of Higher Education; and

WHEREAS, the Ohio Department of Higher Education's established process for approving waivers requires that the Board of Trustees also approve proposals to waive fees; and

WHEREAS, in an effort to help the state of Ohio become a net importer of college students from other states, Chancellor Randy Gardner has requested that all Ohio state universities provide in-state tuition rates to all graduate students who earned an undergraduate degree at a college or university in Ohio; and

WHEREAS, Youngstown State University wishes to comply with the Chancellor's request by waiving the non-resident surcharges otherwise applicable to graduate students whose residency is outside Ohio; and

WHEREAS, it is anticipated that this waiver would be in place for the remainder of the current biennium, through at least June 30, 2021, and for as long as permissible by the Chancellor in accordance with state law; and

WHEREAS, it is anticipated that this waiver will positively affect between 200 and 300 students at Youngstown State University during the course of the 2020-21 academic year.



NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve waiving the surcharge for non-resident graduate students whose undergraduate degree was conferred by a college or university in Ohio, as depicted in Exhibit F, and made part hereof.

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Resolution to Approve  
The Annual Operating Budget for FY 2021

**YR 2020-65**

WHEREAS, the proposed Fiscal Year 2021 Annual Budget has been reviewed by the Finance and Facilities Committee of the Board;

NOW, THEREFORE, BE IT RESOLVED, that the Annual Operating Budget for Youngstown State University's general and auxiliary funds for Fiscal Year 2021, shown on Exhibit G, and as presented to the Finance and Facilities Committee of the Board of Trustees, is hereby approved for the period of July 1, 2020 through June 30, 2021.

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Resolution to Approve Interfund Transfers

**YR 2020-66**

WHEREAS, University Policy Number 3356-3-11.1, Budget Transfers, requires Board of Trustees approval for inter-fund transfers of \$100,000 or more for operating purposes or for any purpose other than a specific capital improvement project, for capital improvements or construction projects of \$500,000 or more, and for transfers out of operating reserves regardless of amount; and

WHEREAS, certain accounting and budget adjustments and transfers outside the operating budget are necessary during the course of a fiscal year and at the end of a fiscal year.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the transfer of funds, as detailed in Exhibit H.

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

**YR 2020-67**

WHEREAS, University Policies are 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; and

WHEREAS, the Institutional Insurance Programs policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Institutional Insurance Programs, policy number 3356-3-06, shown as Exhibit I attached hereto. A copy of the policy indicating changes to be made is also attached.

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Resolution to Approve  
The FY21 Annual Audit Plan and Risk Assessment

**YR 2020-68**

WHEREAS, the Annual Internal Audit Plan contains the planned scope and time budget of audit engagements for the fiscal year; and

WHEREAS, Internal Audit assesses risk annually and focuses priorities of the Annual Internal Audit Plan on risk exposures throughout the University; and

WHEREAS, the risk-based Annual Internal Audit Plan for fiscal year 2021 has been developed; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the FY21 Annual Internal Audit Plan, as shown in Exhibit J and made part hereof.

The chairperson stated the following resolution recommended by the Finance and Facilities committee for adoption by the Board of Trustees would be voted upon by roll call vote of the board:

Youngstown State University Board of Trustees  
Resolution to Make Organizational Adjustments to  
Support the Adoption of the FY2021 Operating Budget

WHEREAS, one component of creating a vibrant and sustainable future for Youngstown State University is gaining organizational efficiencies through adjustments in academic and academic support areas; and

WHEREAS, to support the adoption of the FY2021 Operating Budget, such adjustments are related to the realignment of colleges within the Division of Academic Affairs via the Office of Academic Affairs; and

WHEREAS, in addition, such adjustments are appropriate in the Support Areas of the institution.

NOW THEREFORE BE IT RESOLVED, that via adoption of the FY2021 Operating Budget, the Board of Trustees recognizes and endorsed the following actions:

- Creation of the Beeghly College of Liberal Arts, Social Sciences, and Education via converging the Beeghly College of Education and the College of Liberal Arts and Social Sciences
- Dissolution of the Division of Governmental Affairs, External Relations, and Economic Development; and
- Also acknowledging the likelihood that other actions may be necessary over the 2021 fiscal year to resolve a balanced budget.

The chairperson requested the board secretary to conduct a roll call vote on the adoption of the proposed resolution, the results of which are as follows (YES being a vote in favor of adopting the proposed resolution):

Mr. Deibel	YES	Dr. Hackstedde	YES
Mr. Roberts	YES	Dr. Jakubek	YES
Ms. Seals	YES	Mr. Peterson	YES
Ms. Cafaro	No	Mr. George	YES
Mr. Ryan	YES		

The vote being 8 in favor and 1 opposed to the adoption of the proposed resolution the chairperson declared the resolution adopted.

Mr. Peterson reported that the Audit Subcommittee met on June 3, 2020, and received updates on internal audit matters.

Ms. Cafaro reported that the Investment Subcommittee also met on June 3, 2020. The subcommittee received reports from clearstead, the university's investment advisors, regarding the university's endowment and non-endowment investments.

4. University Affairs Committee.

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

Resolution to Ratify  
Personnel Actions – Intercollegiate Athletics

**YR 2020-70**

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

WHEREAS, new appointments and other personnel actions have been made subsequent to the March 5, 2020, meeting of the Board of Trustees; and

WHEREAS, such personnel actions are in accordance with the 2019-2020 Budget and with University policies 3356-2-02, Equal Opportunity and Affirmative Action Recruitment and Employment; 3356-7-36, Hiring and Selection Process, Contracts and Compensation for Intercollegiate Athletic Coaches; 3356-9-02, Selection and Annual Evaluation of Administrative Officers of the University; and 3356-7-42, Selection of Professional/Administrative Staff;

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

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

**YR 2020-71**

WHEREAS, University Policies are 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; and

WHEREAS, the Resignation of Employment policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Resignation of Employment, policy number 3356-7-38, shown as Exhibit L attached hereto. A copy of the policy indicating changes to be made is also attached.

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Resolution to Modify  
Selection, Appointment, and Annual Evaluation of Administrative Officers Policy, 3356-9-02

**YR 2020-72**

WHEREAS, University Policies are 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; and

WHEREAS, the Selection, Appointment, and Annual Evaluation of Administrative Officers policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Selection, Appointment, and Annual Evaluation of Administrative Officers, policy number 3356-9-20, shown as Exhibit M attached hereto. A copy of the policy indicating changes to be made is also attached.

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Resolution to Approve  
The Selection of the Dean for the Bitonte College of Health and Human Services

**YR 2020-73**

WHEREAS, a vacancy occurred in the position of Dean Bitonte College of Health and Human Services with the Retirement of Joseph Mosca; and

WHEREAS, the Board of Trustees approved the authorization of a search in accordance with University Policy 3356-9-02 Selection, Appointment, and Evaluation of Administrative Officers; and

WHEREAS, the position of Dean Bitonte College of Health and Human Services is eligible for a multi-year appointment pursuant to University Policy 3356-9-02 and requires that the Board approve this appointment prior to the employment start date; and

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

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

WHEREAS, the candidate's credentials have been reviewed by the tenured faculty members of the Department of Psychology with a recommendation to the Board of Trustees that the candidate be appointed as a full Professor with tenure; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the multi-year appointment of Dr. Jeffery B. Allen as the Dean of the Bitonte College of Health and Human Services with tenure, effective July 15, 2020 through June 30, 2023, attached as Exhibit N.

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Resolution to Authorize  
Conferral of Emeritus Status for Faculty and Administrators

**YR 2020-74**

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

WHEREAS, in accordance with University Policy 3356-7-17, Emeritus status for faculty and excluded professional/administrative staff and APAS, this resolutions nominates three recently retired and two recently deceased faculty members for Faculty Emeritus status, and seven recently retired and one recently deceased administrators for Administrator Emeritus status, and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize that those faculty and

professional/administrative staff members listed in Exhibit A1 and A2 attached hereto respectively, are hereby granted the emeritus title designed thereon.

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Resolution to Ratify Personnel Actions – Faculty/PA Staff

**YR 2020-75**

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

WHEREAS, new appointments and other personnel actions have been made subsequent to the March 5, 2020, meeting of the Board of Trustees; and

WHEREAS, such personnel actions are in accordance with the 2019-2020 Budget and with University policies 3356-2-02, Equal Opportunity and Affirmative Action Recruitment and Employment; 3356-9-02, Selection and Annual Evaluation of Administrative Officers of the University; 3356-7-42, Selection of Professional/Administrative Staff; and 3356-7-43, Externally Funded Professional/Administrative Staff;

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

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Youngstown State University Board of Trustees Resolution to Appoint  
The Inaugural Dean of the College of Liberal Arts, Social Sciences and Education

**YR 2020-76**

WHEREAS, the Board of Trustees endorsed via the FY2021 Operating Budget, the creation of the Beeghly College of Liberal Arts, Social Sciences, and Education; and

WHEREAS, this college was created by converging the Beeghly College of Education and the College of Liberal Arts and Social Sciences; and

WHEREAS, a College is administered by a dean.

NOW THEREFORE BE IT RESOLVED, upon the endorsement to the Board of Trustees by the president of the recommendation from the provost and vice president for academic affairs, that Charles Howell is named the dean of the Beeghly College of Liberal Arts, Social Sciences, and Education subject to the terms and conditions of such an appointment.

5. Governance Committee

The chairperson stated that the Governance Committee was recommending two resolutions for adoption by the board. There being no objection thereto, the chairperson declared the following resolutions adopted by general consent:

Resolution of Appointment  
National/Global Trustee – Helen K. (Lamb) Lafferty

**YR 2020-77**

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

WHEREAS, Mahoning Valley native Helen K. (Lamb) Lafferty is an Administrator and a faculty member at Villanova University in Villanova, Pennsylvania. She has held the positions of Academic Counselor in the University Counseling Center, Associate Dean of the College of Liberal Arts and Sciences, Interim Vice President for Academic Affairs, and the first University Vice President, a position she held for sixteen years. Currently, she holds the title College Professor of the Liberal Arts and Sciences and is a full-time faculty member of the Department of Education and Counseling; and in December 2019 received an honorary Doctor of Humane Letters from Youngstown State University; and

WHEREAS, Helen Lafferty is eminently qualified to serve as the Board's second appointment to the nonvoting position of National/Global Trustee.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby appoint Mrs. Helen Lafferty as a National/Global Trustee, for a three-year term effective July 1, 2020, and concluding June 30, 2023, pursuant to Article IV of the Board's *Bylaws*.

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Resolution of the Youngstown State University Board of Trustees  
To Take Charge of Our Future: Endorsing the Mission,  
Vision, Values and the Plan for Strategic Actions to Take Charge of Our Future

**YR 2020-78**

WHEREAS, in December, 2018 the Board of Trustees endorsed President Tressel's recommendation to develop the next strategic plan and has subsequently provided guidance to the planning process through additional resolutions including:



- December 6, 2018 - Resolution To Approve Strategic Planning Process;
- March 7, 2019 - Resolution To Approve “Taking Charge Of Our Future” Related To Strategic Planning;
- June 6, 2019 - Resolution To Assure The Strategic Planning Process Culminates With An Effectiveness Framework To Implement The Plan And Thereby To “Take Charge Of Our Future”;
- September 5, 2019 - Resolution To Take Charge Of Future For Sustainability;
- December 5, 2019 - Resolution On The Collective Impact With The Region;
- March 4, 2020 - Resolution Related To The Strategic Allocation, And Reallocation And Distribution Of Resources; and
- April 9, 2020 - Resolution Responding To Demographic Shifts, A Pandemic, And Other Disruptions To Sustain A Vibrant Future For Youngstown State University: An Anchor Institution Essential To The Prosperity Of The Region; and

WHEREAS, there has been significant engagement with the campus community in developing the next plan that will focus on student futures, academic distinction, and regional impact; and

WHEREAS, President Tressel recommends adoption of the *Plan for Strategic Actions to Take Charge of Our Future*.

NOW, THEREFORE, BE IT RESOLVED, that said Plan is adopted by the Board of Trustees as appended to this Resolution; and

BE IT FURTHER RESOLVED that there will be regular updates to the Board on progress achieving the goals of the plan as having influenced accompanying Key Performance Indicators; and

BE IT FURTHER RESOLVED there is acknowledgement that such plans are fluid and may require adjustments over time that will be reported to the Board.

ITEM V – COMMUNICATIONS AND MEMORIALS

The chairperson recognized Mr. George who read aloud and moved the adoption of the following resolution:

Youngstown State University Board of Trustees Resolution To Recognize Franklin S. Bennett, Jr. for Exemplary Service as Secretary to the Board

**YR 2020-79**

WHEREAS, Franklin S. Bennett, Jr. is the third secretary in Youngstown State University's 112-year history following the legacy of his father, Attorney Franklin S. Bennett, who followed Attorney Hugh Manchester, both of his former law firm,

Manchester, Bennett, Powers, and Ullman, where his role as Secretary has included service as parliamentarian, historian, archivist, and secretary for presidential searches; and

WHEREAS, he dedicated many nights, weekends and personal time to complete official duties as well as fielding calls and interacting with trustees, administrators, the media and the public, and over the 30-years in this capacity, he has sworn-in 47 full-term trustees, 31 student trustees, and served through six presidential administrations; and

WHEREAS, he has served as Secretary for over 230 of 365 board meetings since the university became a state institution-over 60% of the meetings ever held, as well as attended well over 1,000 committee meetings, 80 commencements, countless university events, and with his signature appearing on over tens of thousands of university diplomas; and

WHEREAS, he provided orientations for most every board member appointed over this term while becoming a mentor and friend to the full-term and student trustees; kept confidences and defended and protected the members of the Board; having witnessed the brightest days and darkest hours of the institution, while providing sound and wise judgement, using his excellent relationship skills and good humor to advance the goodwill of the board; and

WHEREAS, as he was respectful of the policy-making role of the Board, he was also a trusted adviser to board chairpersons exposed to the "loneliness of leadership," while never seeking the limelight while being a quiet and steady advocate for the Board and university, having secured more than \$1million in philanthropy over the years.

NOW THEREFORE BE IT RESOLVED, that the Board recognizes the exemplary service and steadfast guidance of Franklin S. Bennett, Jr. in his role as Secretary to the Board of Trustees of Youngstown State University over the previous 30-years, serving in a legacy role of his father and his father's contemporaneous colleague Attorney Manchester; and

BE IT RESOLVED FURTHER, that the Board directs that Attorneys Franklin S. Bennett, Hugh Manchester, and Franklin S. Bennett, Jr., each be designated as Board Secretary Emeritus and that there be a planting of a tree for each of them as a component of the Campus Beautification Program, and that this designation be etched on the glass of the Board of Trustees meeting room; and

BE IT FURTHER RESOLVED, that this record of exemplary service be preserved in the permanent record of this Board's actions, and that a framed copy of this Resolution be presented to Secretary Bennett to further memorialize his service to Youngstown State University as an "unsung hero."

Dr. Hackstedde seconded the motion and the trustees voted unanimously to adopt the resolution as read by Mr. George. Mr. Bennett said that he was deeply touched by the resolution and remarked that it seemed impossible that 30 years had passed since he first walked into the Manchester Room as the Board's Secretary. Mr. Bennett said that his service to the board had been a privilege and an honor.

Mr. Tressel stated that the following persons associated with the university had passed away:

Coskun Bayrak, chair, Computer Science and Information Systems.  
Ralph Yingst, professor emeritus, Chemistry.  
Don Manning, Ohio House of Representatives, 59th District.  
Marcellene Mayhall, former Piano instructor, Dana School of Music.  
Ed DiGregorio, former women's basketball coach.  
Sudershan Garg, former trustee.  
Thomas N. Dobbelstein, retired professor, Chemistry.

#### ITEM VI – UNFINISHED BUSINESS

The board considered no unfinished business.

#### ITEM VII – NEW BUSINESS

The committee considered no new business.

#### ITEM VIII – ELECTION OF BOARD OFFICERS

The chairperson stated that in accordance with the board's Bylaws, at the board's regular meeting held March 5, 2020, the Governance Committee reported its nominations for board officers for the year 2020-2021. The Trusteeship Committee's nominations are:

Chairperson	Dr. Anita A. Hackstedde
Vice Chairperson	Dr. John R. Jakubek
Secretary	Mr. Charles T. George

There being no additional nominations for board chairperson, the trustees unanimously voted to elect Dr. Anita A. Hackstedde as board chairperson for the year 2020-2021. There being no additional nominations, the trustees unanimously voted to elect Dr. John R. Jakubek as board vice chairperson for the year 2020-2021. There being no additional nominations, the trustees unanimously voted to elect Mr. Charles T. George as secretary to the board for the year 2020-2021.

ITEM IX – COMMITTEE APPOINTMENTS 2020-2021

The chairperson said that the list of board committees and officers had been included with the board meeting agenda materials. Thereafter, upon motion made by Dr. Hackstedde, seconded by Ms. Seals, the board voted unanimously to approve the 2020-2021 board committee appointments as included with the meeting agenda materials.

ITEM X – CHAIRPERSON’S REMARKS

Mr. Deibel said that he considered his time as a YSU trustee to have been an opportunity to work with a group of wonderful, professional people that care deeply about the university. Mr. Deibel stated that together that group has learned to look at problems and treat them as challenges and, most important, to find solutions. Mr. Deibel expressed deep appreciation for the significant sacrifices being made by a number university employees in the reduction of compensation, cuts in the athletic department budget and the actions of the YSU-APAS and YSU-ACE bargaining that have really shown their love and appreciation for Youngstown State University. Mr. Deibel concluded his remarks by quoting Socrates, “The secret of change is to focus all of you energy, not on fighting the old, but on building the new.”

ITEM XI – 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:

- 10:00 a.m., Thursday, September 3, 2020
- 10:00 a.m., Thursday, December 3, 2020
- 10:00 a.m., Thursday, March 4, 2021

ITEM XII – ADJOURNMENT

There being no further business to come before the board of trustees, and upon motion duly made and seconded, the meeting was duly adjourned by unanimous vote of the trustees at 10:40 a.m.

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Chairperson

ATTEST:

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Secretary to the Board of Trustees

MINUTES OF MEETING  
OF THE  
EXECUTIVE COMMITTEE  
OF THE  
BOARD OF TRUSTEES OF  
YOUNGSTOWN STATE UNIVERSITY

June 3, 2020

A meeting of the Executive Committee of the Board of Trustees of Youngstown State University convened at 5:30 p.m., on Wednesday, June 3, 2020, through the Cisco WebEx Video Conference application.

Members present were: Mr. David C. Deibel, chairperson of the committee, who presided, Dr. Anita A. Hackstedde, Mr. James E. Roberts, Dr. John R. Jakubek, Ms. Molly S. Seals and Mr. Michael A. Peterson. Also present were trustees Ms. Capri S. Cafaro, Mr. Charles T. George, Mr. Allan L. Ryan, Mr. Rocco L. Core, Ms. Victoria M. Woods and National/Global Trustee Mr. Eric A. Spiegel. Mr. Deibel, Dr. Hackstedde, and Dr. Jakubek participated from the Tod Hall Leaders Conference Room. Mr. Peterson, Mr. George and Mr. Ryan participated from their business locations. Mr. Roberts, Ms. Seals, Ms. Cafaro, Mr. Core, Ms. Woods and Mr. Spiegel participated from their places of residence.

Also present were Mr. James P. Tressel, President of the University; and Mr. Franklin S. Bennett, Jr., Secretary to the Board of Trustees.

The chairperson stated that draft minutes of the committee's meeting March 4, 2020, previously had been distributed to the committee. There being no additions, deletions or corrections thereto, the minutes of the meetings were approved as distributed.

Reports were made and action taken as follows:

1. OLD BUSINESS

The committee considered no old business.

2. COMMITTEE DISCUSSION ITEM

A. Presidential Goals

Chairperson Deibel said that discussion of Presidential Goals would be deferred to a future meeting of the committee.

3. NEW BUSINESS.

The committee considered no new business

There being no further business to come before the committee, the meeting was duly adjourned at 5:32 p.m.

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Franklin S. Bennett, Jr.  
Secretary to the Board of Trustees

MINUTES OF MEETING  
OF THE  
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE  
OF THE  
BOARD OF TRUSTEES OF  
YOUNGSTOWN STATE UNIVERSITY

June 3, 2020

A meeting of the Academic Excellence and Student Success Committee of the Board of Trustees of Youngstown State University convened at 11:36 a.m., on Wednesday, June 3, 2020, through the Cisco WebEx Video Conference application.

Members present were: Mr. James E. Roberts, chairperson of the committee, who presided, Mr. David C. Deibel, Dr. Anita A. Hackstedde, Dr. John R. Jakubek, Ms. Molly S. Seals, Mr. Michael A. Peterson, Ms. Capri S. Cafaro, Mr. Charles T. George, Mr. Allen L. Ryan, Jr., Mr. Rocco L. Core, Ms. Victoria M. Woods, National/Global Trustee Mr. Eric A. Spiegel and Academic Senate Chairperson Dr. Chet Cooper. Mr. Deibel, Dr. Hackstedde, and Dr. Jakubek participated from the Tod Hall Leaders Conference Room. Mr. Peterson, Mr. George and Mr. Ryan participated from their business locations. Mr. Roberts, Ms. Seals, Ms. Cafaro, Mr. Core, Ms. Woods and Mr. Spiegel participated from their places of residence.

Also present were Mr. James P. Tressel, President of the University; Dr. Brien Smith, Provost and Vice President for Academic Affairs; Mr. Neal McNally, Vice President for Finance and Administration; Ms. Holly A. Jacobs, Vice President and University General Counsel; Dr. Eddie J. Howard, Jr., Vice President for Student Affairs; Dr. Mike Sherman, Vice President for Institutional Effectiveness and Board Professional and Mr. Franklin S. Bennett, Jr., Secretary to the Board of Trustees.

Mr. Roberts said that draft copies of the minutes of the committee meeting held March 4, 2020, earlier had been provided to the committee. There being no corrections or modifications to thereto, the minutes of the meeting were approved as provided.

Mr. Roberts asked for a moment of silence to contemplate the significance of the recent Covid-19 pandemic and the death of George Floyd and consequent reaction in Minnesota and across the nation.

Reports were made and action taken as follows:

1. OLD BUSINESS

The committee considered no old business.

2. ACADEMIC EXCELLENCE AND STUDENT SUCCESS ACTION ITEMS

A. Student Success Action Items

1. Resolution to Adopt 3356-10-24, Export Control Policy

The chair recognized Atty. David J. Sipusic, Associate General Counsel who described the proposed resolution that would establish the university's compliance with federal export control laws and regulations when conducting research, teaching, service or business activity at the university. Following discussion, and upon motion made by Dr. Hackstedde, seconded by Dr. Jakubek, the committee voted unanimously to recommend to the board of trustees the adoption of the proposed "Resolution to Adopt 3356-10-24, Export Control Policy," as included with the committee's agenda materials.

2. Resolution to Approve List of Candidates to be Considered for Honorary Degrees

Dr. Smith reviewed the list of candidates reviewed by the Academic Senate Executive Committee, Provost Smith and President Tressel for consideration by the board for conferral of honorary degrees during the 2020-2021 academic year. Following discussion, and upon motion made by Dr. Jakubek, seconded by Dr. Hackstedde, the committee voted unanimously, with Mr. George abstaining, to recommend to the board of trustees the adoption of the "Resolution to Approve List of Candidates to be Considered for Honorary Degrees," as included with the committee's agenda materials.

3. Board to Acknowledge Campus Involvement in the Strategic Planning Process and to Recognize for their Leadership, the Members of the Strategic Planning Organization Team

Mr. Roberts described the proposed resolution recognizing the members of the Strategic Planning Organization Team and thanking them for their significant service supporting the strategic direction and sustainability of the university by facilitating the development of the Plan for Strategic Action to Take Charge of Our Future. Following discussion, and upon motion made by Dr. Jakubek, seconded by Ms. Cafaro, the committee voted unanimously to recommend to the board of trustees the adoption of the "Board to Acknowledge Campus Involvement in the Strategic Planning Process and to Recognize for their Leadership, the Members of the Strategic Planning Organization Team," as included with the committee's agenda materials.

3. ACADEMIC EXCELLENCE AND STUDENT SUCCESS DISCUSSION ITEMS

1. Fall 2020 Enrollment Update

Dr. Howard, Dr. Smith, Dr. Sherman, Dr. Claire Berardini, Associate Provost for Student Success and Ms. Shannon Tirone, Associate Vice President – University Relations provided a Fall 2020 enrollment update. Dr. Howard described the efforts underway to adapt to the challenges presented by the current pandemic. Dr. Howard said that while enrollment is slightly behind Fall 2019 at this time, it is difficult to present enrollment projections with confidence at this time. Dr. Howard described efforts to move enrollment processing to a virtual environment in order to communicate with students. Dr. Howard said that the university website has received more than 15,000 visits and more than 300 chats. Dr. Howard reported that more



than 1800 students each received \$1,000 through the CARES program and that 119 students have received assistance in the second round of the program. Dr. Howard stated that the YSU Penguin-to-Penguin campaign raised more than \$50,000 that has been used so far to provide urgent relief to 241 students remaining on campus. Dr. Berardini provided a report on planning and Fall student orientation. Dr. Berardini reported that all orientation programs have been moved online, and she commended the work of staff in the rapid development of these high-quality virtual experiences. Dr. Berardini reported that a new Student Success Seminar is being developed to replace the First Year Experience for incoming students transitioning to the college experience. Dr. Smith said that the university staff is truly joining arms to address enrollment head-on.

2. Change Name of Department of Distance Education to Department of Cyberlearning

Dr. Smith described the evolution of online education as having a long and storied past. While once considered as a form of correspondence course, the delivery of high quality online education today is common. Dr. Smith stated the name of the Department of Distance Education is being changed to the Department of Cyberlearning in order to recognize that distance learning is not just a computer and a camera, and to bring a positive image to technology-enhanced learning.

3. Merger of the Departments of Physics & Astronomy and Geological & Environmental Sciences

Dr. Smith described the two-year process that has resulted in the merger of the Department of Physics & Astronomy and the Department of Geological & Environmental Sciences into the newly-created Department of Physics, Astronomy, Geology and Environmental Sciences. The new Department will have nearly 130 majors and 13 faculty.

4. Academic Senate Update

Dr. Cooper provided an update report on the work of the Academic Senate over the 2019-2020 academic year that included a revision to the Academic Senate's *Bylaws*, the introduction of Senate podcasts, and the implementation of the Senate's Executive Committee exigent circumstances authority in response to the pandemic. Dr. Cooper thanked Dr. Smith, Dr. Sherman and Ms. Jodi Clowes, Executive Assistant to the Provost for their efforts and assistance throughout the year. The "Summary of Academic Senate Actions: 2019-2020 Academic Year is included with the minutes

5. Misconduct Report

Dr. Jennifer Pintar, Associate Provost for Academic Administration, reviewed the one-page Misconduct Report included with the committee's agenda materials and included with these minutes.

6. Progress on Faculty Workload

Dr. Pintar reviewed the working draft faculty workload document included with the committee's agenda materials, a copy of which is included with these minutes.

4. NEW BUSINESS

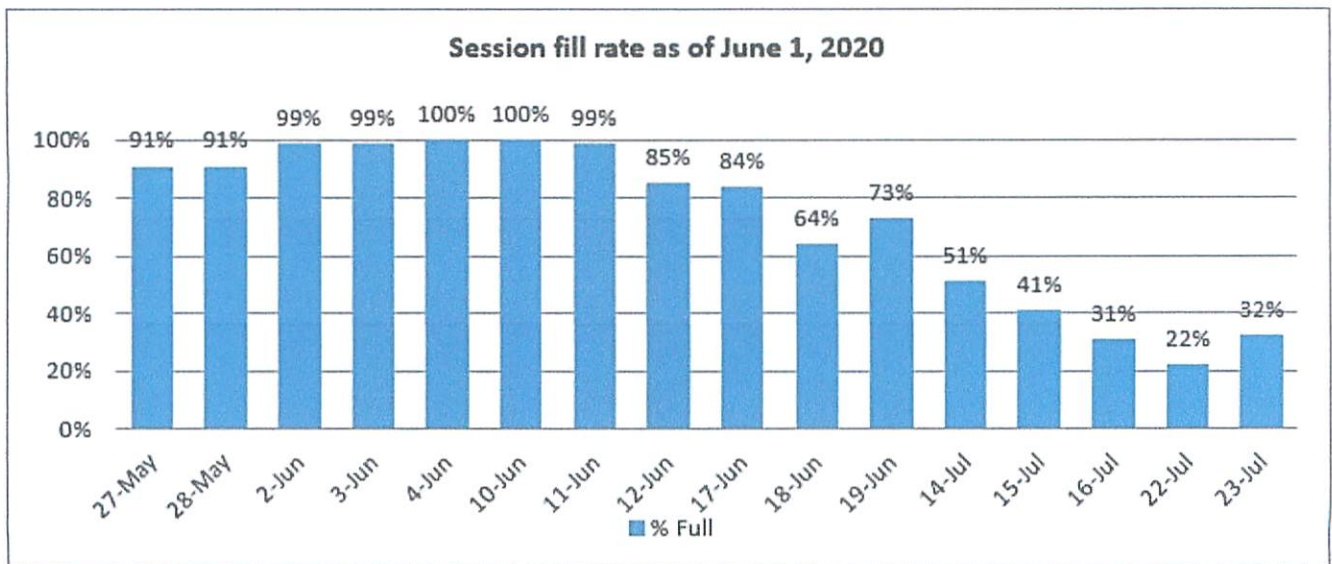
Dr. Smith described the work of the Take Charge of Our Future Focus Group of Creative Course Delivery for a Safe YSU. Dr. Smith said that while it is important to consider ways of maintaining appropriate social distancing, it is equally important to provide a safe, high quality educational experience. Dr. Smith said that the task force has inventoried all classes across campus and is working with John Hyden and university personnel to assess the capabilities of the university's physical facilities.

There being no further business to come before the committee, the meeting was duly adjourned at 12:30 p.m.

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Franklin S. Bennett, Jr.,  
Secretary to the Board of Trustees

Youngstown State University  
Board of Trustees Meeting  
June, 2020



Cohort	Signed up for Orientation*	Attended Orientation		Attended Orientation/ registered 14th day	
	Number	Number	Percent	Number	Percent
2017	2,369	2,156	91%	1,851	85.9%
2018	2,602	2,315	90%	2,149	92.9%
2019	2,249	2,009	89.3%	1,877	93.4%

\* does not include international students

Youngstown State University  
Board of Trustees Meeting  
June, 2020

**Fall 2020 vs. Fall 2019 vs. Fall 2018 vs. Fall 2017 vs. Fall 2016 Freshmen Comparison**

6/1/2020 vs. 6/3/2019 vs. 6/4/2018 vs. 6/5/2017 vs. 6/7/2016

	Fall 2020	Fall 2019	Fall 2018	Fall 2017	Fall 2016	20 vs. '19 Difference	20 vs. '19 Percentage	20 vs. '18 Difference	20 vs. '18 Percentage	20 vs. '17 Difference	20 vs. '17 Percentage	20 vs. '16 Difference	20 vs. '16 Percentage
Applied	8,249	8,962	10,189	9,504	8,606	(713)	-7.96%	(1,940)	-19.04%	(1,255)	-13.20%	(357)	-4.15%
Admitted*	5,785	6,000	7,012	6,188	5,743	(215)	-3.58%	(1,227)	-17.50%	(403)	-6.51%	42	0.73%
Scholarships Awarded	2,825	3,005	3,863	3,500	3,277	(180)	-5.99%	(1,038)	-26.87%	(675)	-19.29%	(452)	-13.79%
Orientation Attendance	242	273	772	712	708	(31)	-11.36%	(530)	-68.65%	(470)	-66.01%	(466)	-65.82%
Honors College Applications	541	508	521	477	377	33	6.50%	20	3.84%	64	13.42%	164	43.50%
Ohio Admitted	3,304	3,598	5,267	4,571	4,263	(294)	-8.17%	(1,963)	-37.27%	(1,267)	-27.72%	(959)	-22.50%
Out-of-state Admitted	1,576	1,451	1,745	1,617	1,480	125	8.61%	(169)	-9.68%	(41)	-2.54%	96	6.49%
ACT Admitted	21.05	21.57	21.65	21.80	21.77								
GPA Admitted	3.48	3.40	3.35	3.31	3.24								
Transfer Applied	721	874	914	1,030	986	(153)	-17.51%	(193)	-21.12%	(309)	-30.00%	(265)	-26.88%
Transfer Admitted	347	421	482	553	515	(74)	-17.58%	(135)	-28.01%	(206)	-37.25%	(168)	-32.62%
Transfers Registered	80	114	138	148	158	(34)	-29.82%	(58)	-42.03%	(68)	-45.95%	(78)	-49.37%

Admitted by Race Fall 2020	
American Indian/Alaska Native	12 0.25%
Asian	53 1.09%
Black/African American	871 17.84%
Native Hawaiian/Other Pacific Islander	2 0.04%
Hispanic/Latino Ethnicity	344 7.05%
Multiple	282 5.78%
Nonresident Alien	205 4.20%
Unknown	112 2.29%
White	3000 61.46%
<b>Total Admitted*</b>	<b>4881</b>

\*This admitted figure includes withdrawn applicants

## College of Graduate Studies Admission and Enrollment Report for Fall 2020

### Report Date 06/01/2020

#### A. Admitted for Fall: New, Readmit, Transfer, Transient, etc.

	6/1/2019	6/1/2020	Change
*Applications started:	1575	1830	16%
*Applications submitted:	816	935	15%
*Applications completed:	552	571	3%
Admitted:	377	476	26%
Enrolled:	127	127	0%

#### b. Overall Total Enrolled (Headcount)

	6/5/2019	6/1/2020	
Fall Total Enrolled (Headcount)	718	716	0%
Fall 2019 14 Day Enrolled (Headcount)			1149
Additional Enrolled Headcount Needed to Match F 2019			433

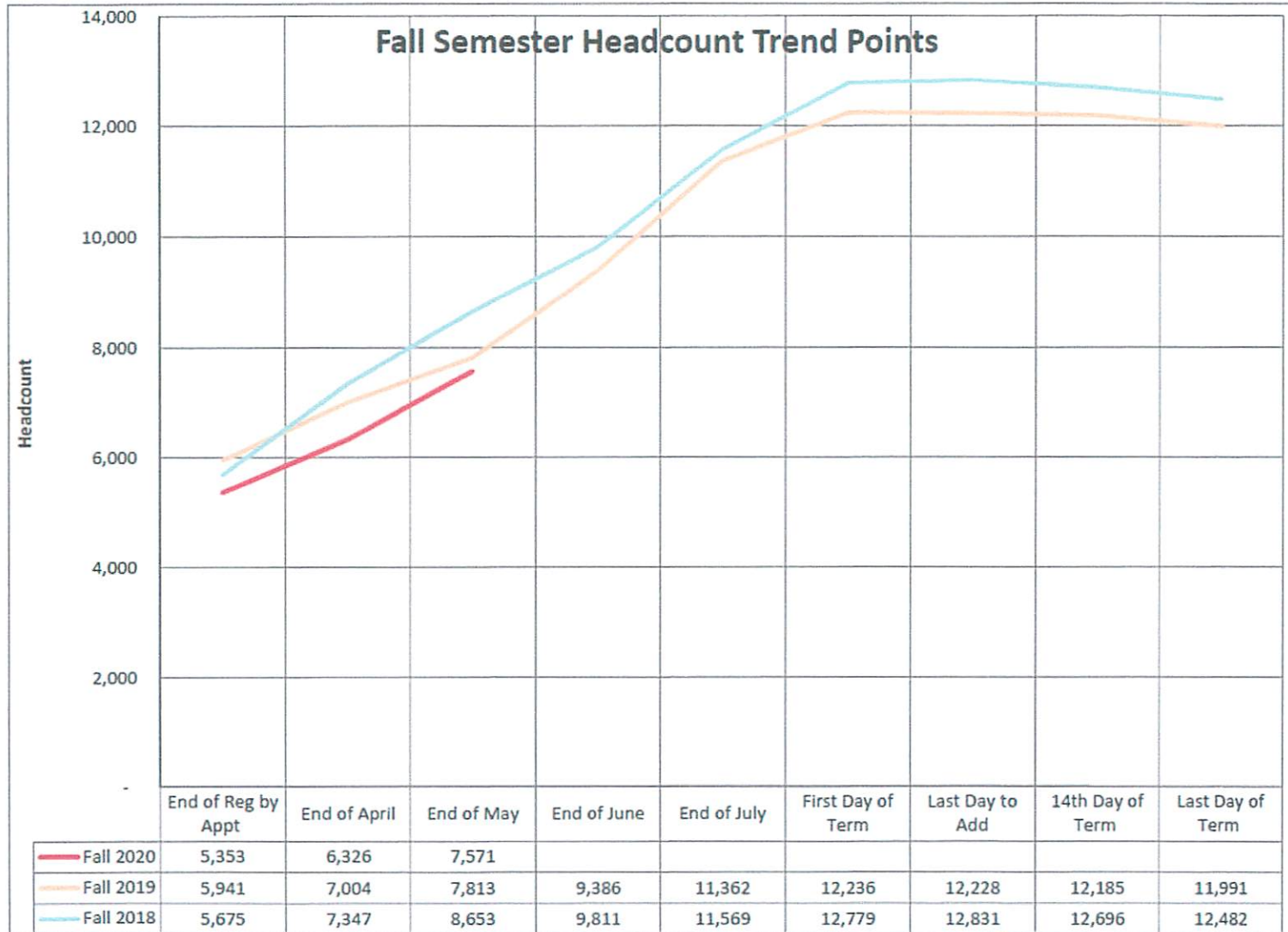
\*May include duplicates if applicants applied to multiple programs.

Admitted and Enrolled data are from Banner - all other data are from Recruit.

Submitted by: Sal Sanders



Office of the Registrar – Fall Headcount Comparison




# MARKETING REPORT

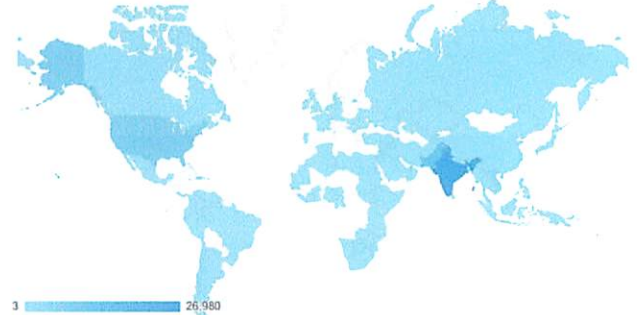
## DIGITAL MARKETING OVERVIEW - Jan - May 2020

Our digital marketing spend is a continuous running program online that focuses on expanding the University brand reach and capturing search engine relevant traffic to our program pages.

### Performance

-  22M impressions
-  357K clicks
-  \$80,003 campaign spend
-  1M+ interactions

## 103 Countries Reached



## GRADUATE COLLEGE - MAY 2020

In May of 2020, we started a targeted digital campaign at audiences looking for graduate school programs relevant to the program offered at Youngstown State.

### Applications

**113**  **211**  
MAY 2019      MAY 2020  
**+59.3%**

### Performance

-  2,122,151 impressions
-  20,820 clicks
-  \$3,169 campaign spend

## TRANSFER STUDENT MARKETING - MAY 2020

With the additional financial aid scholarships made available, we developed a targeted digital campaign targeting potential transfer student data made available as well as general audience profiles of students at like institutions.

### Applications MoM / YoY

<b>96</b> APRIL 2020	<b>153</b> APRIL 2019
<b>156</b> MAY 2020	<b>174</b> MAY 2019
<b>+59.3%</b>	<b>+13.7%</b>

### Performance

-  1,194,222 impressions
-  14,553 clicks
-  \$2,916 campaign spend

### Information Session





We marketed a transfer information session and had 26 attendees on May 28th, 2020.



# MARKETING REPORT

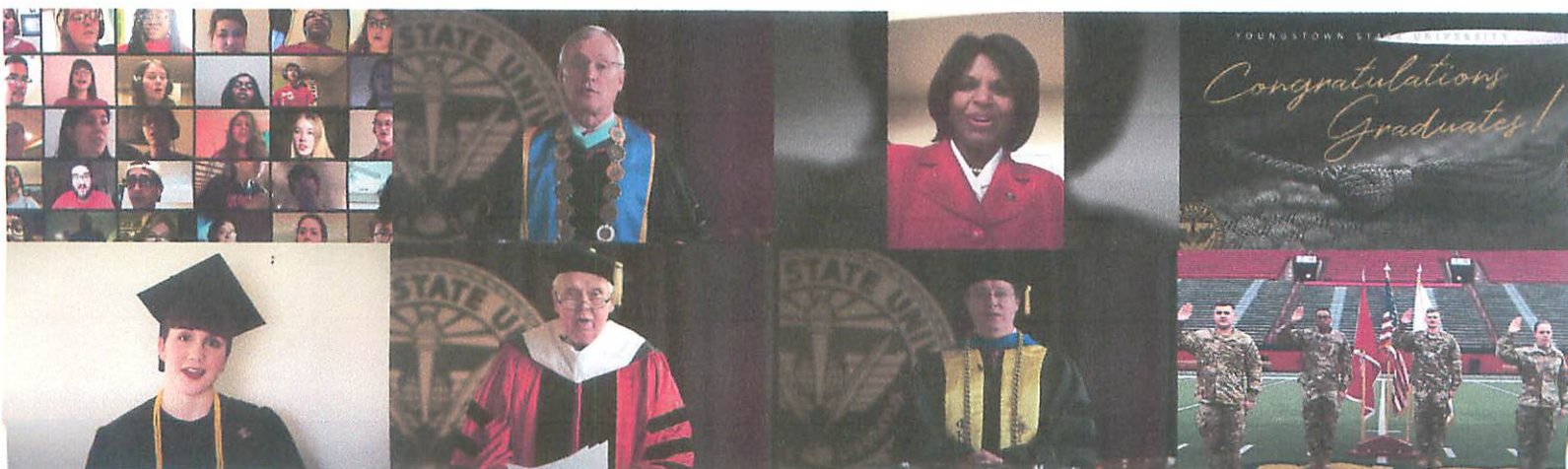
## VIRTUAL COMMENCEMENT 2020

On April 10, 2020, it was determined to have a virtual commencement for the spring class. In less than a month, the Alumni and Events and Marketing and Communications teams pulled together to produce a 2-hour commencement that was streamed live on Facebook and YouTube on May 9th, 2020. Below is the report of engagement for the ceremony from the live streams as well as metrics from the total coverage leading up to the event.

 **YouTube**  **135 likes**  
 **6,500+ views**  
 **14,000 impressions**

 **facebook**  **20,552 engagements**  
 **25,996 unique viewers**  
 **1,793 comments**

 **Total Coverage: 683,513 reach // 107,712 engagements**





## Summary of Academic Senate Actions: 2019-2020 Academic Year

The Academic Senate is recognized by Board of Trustees policy (3356-10-10) as an integral part of the governance structure of Youngstown State University (YSU). In accord with the best practices and principles of shared governance, the Board acknowledges the essential role and primary responsibility of the faculty in the development of new policies, or changes in existing policies, that are integral and essential to YSU's academic functions. As such, the Senate drives the academic mission of the University and shall play a key role in the successful implementation of the Strategic Plan currently being developed.

The Academic Senate consists of an elected majority of full-time faculty as well as part-time faculty representatives. In addition, nearly a third of the Senate body is comprised of students and university staff, elected or appointed by the Student Government Association or the university President in consultation with the Provost, respectively. The Senate is headed by an elected chair and vice chair, appointed secretary and parliamentarian, and an elected executive committee. To date, Senate standing committees include the following: university curriculum, academic programs, academic standards, honors, academic research, library, technology, academic events, academic grievance, professional conduct, and general education. The Senate chair and the executive committee establish ad hoc committees as needed.

Normally, during the academic year, the Senate meets monthly in public session and conducts business solely related to the academic enterprise. When necessary, or outside the academic year, the chair and the executive committee act on behalf of the Senate. Actions of the Senate are directed towards fulfilling the strategic mission to establish YSU as a center of academic excellence in teaching, research, and service.

However, as we are currently experiencing, YSU's Spring 2020 semester has been disrupted by the corona virus pandemic, including "business as usual" by the Senate. Exercising a provision in the Senate's Charter and Bylaws, the Executive Committee is currently acting on behalf of the body during this time of social distancing using virtual means to carry out the Senate's academic responsibilities. Hence, the summary of activities noted below is broken into two parts: those endorsed by the entire body prior to the cessation of face-to-face classes and those enacted by the Executive Committee since then.

### Actions Taken by the Senate September to March 2020:

The Senate received numerous reports from different standing committees as well as from the broader university community. These reports stimulated discussion and further engagement by faculty, staff, and students. In addition, the body took action on a number of items including the selected matters noted below.

*Revised Bylaws.* After careful consideration and review of best practices, the Senate revised its bylaws (<https://ysu.edu/academic-senate/senate-structure>). The revision allows the Senate to be more flexible and responsive to ongoing changes in the academic environment. As such, the body is more engaged in student success as well as the responsibilities associated with shared governance. Efforts are planned for the next academic year to review and possibly revise the Senate Charter.

*Senate Podcasts.* The development of Senate Podcasts (<https://soundcloud.com/user-520015485/>) established a significant communication vehicle that has facilitated the dissemination of information related to the function of the Academic Senate. These Senate podcasts, produced and hosted by Dr. Mary Beth Earnhardt, feature campus leaders discussing

various topics of importance to the academic enterprise. These guests have included current senators, Senate committee chairs, department chairs, Provost Smith, President Tressel, the University Registrar, and others.

*Conditional Admission Pilot Program.* The Senate endorsed the Conditional Admit Student Success Initiative intended to serve as a pilot program to assist students move into a correct major as soon as possible and having an appropriate network to help them succeed.

*Academic Standards and Programs (ASAP) Task Force:* In the 2018-2019 academic year, the Senate established the ASAP Task Force to review policies and procedures associated with the development, implementation, and review of university-wide program requirements. The task force collected data from various groups, including the Ohio Department of Higher Education, to identify challenges and opportunities within the current system so as to address institutional roadblocks to program delivery and innovation. As a result, efforts are underway to align processes so curricular requirements are correctly expressed in University publications. In addition, the ASAP Task Force continued work with the General Education Committee to 1) create a policy for organized implementation of program changes when the only change is to the General Education requirements, and 2) create guidelines for completer programs (specifically the way General Education transfers and is expressed on curriculum sheets and 2-year plans.)

*Curricular and Programmatic Actions.* Two key committees of the Senate, the University Curriculum Committee and the Academic Programs Committee, help guide student success within the academic enterprise. Each has separate, yet complementary functions.

As of April 10<sup>th</sup>, the University Curriculum Committee reviewed and acted upon 289 course proposals during the current academic year. However, due to the disruption brought about by the corona virus pandemic, the Committee is still acting upon a number of proposals in addition to deleting dozens of non-active courses from the university catalog.

In addition, the Academic Programs Committee diligently reviewed program proposals submitted by various academic units. The Committee approved 65 program actions with five more now being circulated for final consideration.

*Textbook Policy.* The Senate reviewed proposed changes to the Board of Trustees Textbook Selection Policy (3356-10-23). Following a robust discussion, the body endorsed a revised policy that was subsequently adopted by the Board.

*Facilitating Student Academic Success.* Several policy changes were made that will facilitate academic achievement, retainment, and graduation of YSU's undergraduates. The required number of upper division hour courses was lowered to better serve the programmatic needs. This will still permit a rigorous and robust educational experience while alleviating restrictions in some programs that hinder progress towards graduation. In addition, following a comprehensive study of other institutions, as well as Ohio Department of Higher Education guidelines, more clearly defined requirements of a minor and a major were established. These revisions will help ensure that students meet required minimums while permitting them to engage in more career- and/or goal-oriented courses while maintaining reasonable academic progress towards graduation.

*General Education.* A task force to re-envision the general education program was established during the 2018-2019 academic year. However, the work of this task force has been temporarily suspended and awaits finalization of the strategic planning process that is now nearing completion. In addition, possible changes in general education guidelines by the Ohio

Department of Higher Education may be forthcoming. Nonetheless, it is anticipated that this task force will re-initiate their efforts in the near future.

*Publications.* As part of the ASAP Task Force, a Publications Committee is beginning to initiate a review of the course catalog, and academic policies contained therein, to ensure accuracy. In addition, efforts are being made to change the process and deadlines by which catalog material is being submitted so as to provide students current, up-to-date information for the purposes of charting their academic pathway to graduation.

Actions Taken by the Senate Executive Committee Beginning in March 2020:

*Extension of Academic Deadlines.* In consultation with the University Registrar, the deadline to satisfy an “I” (Incomplete) grade received in Spring 2020 extended as was the deadline to withdraw (“W” grade) from a course. Moreover, given the stress and anxiety of students, the option to take a Spring 2020 course as credit/no credit was instituted provided that approval of the individual’s dean, department chair, program coordinator, or advisor was obtained.

*Test Optional Admissions.* The Executive Committee unanimously agreed to approve a “test optional” admissions standard through Spring 2021. This policy will help facilitate the application process for students seeking admission to YSU, but who were unable to take the SAT or ACT examinations due to the current corona virus pandemic. The Committee requested that Student Affairs develop this plan, which was subsequently shared and endorsed by the Committee. The plan has now been implemented and advertised to the public. The Senate will re-visit this policy in the next academic year.

*First Year Experience.* The urgent need to increase retention is a serious objective of the Executive Committee. Hence, the development of a revised and effective First Year Experience was approved with its implementation no later than Fall 2021. Pilot programs were approved for the Fall 2020 semester. Since this action, discussions with the Office of Academic Affairs has suggested that this effort be coordinated within a more comprehensive Student Success Committee. At the time of this report, initial coordination plans were being developed.

*Dean’s/President’s List.* Recognition of student success is important for both the student and the institution. Therefore, for the Spring 2020 semester only, criteria for students being named to the Dean’s List or President’s List were amended in light of the challenges associated with switching from face-to-face to remote instruction.

*Honorary Degree Nominees.* The Executive Committee finalized and approved the list of nominees for the Board to consider awarding an honorary degree.

*Proposed Calendar Changes.* Changes to the number of summer sessions, from 8 to 3, were endorsed. These changes will help facilitate the function of the University Registrar as well as provide a simpler means for students to schedule courses, thereby enabling academic success.

*Decorum Statement.* To ensure that the delivery of the educational experience for our students is not disrupted by inappropriate actions in the classroom or in remote settings, a student decorum statement was approved as a required component of course syllabi. This statement, which is part of the common syllabus, informs students of both classroom and remote course expectations as outlined by Board policy and the *Student Code of Conduct*.

*Block Credit.* Efforts are currently underway to develop the means to accept block credits from potential transfer students. It is hoped that this policy shall be implanted by mid-June 2020 in order that YSU may be better able to accommodate transfer applicants and encourage their enrollment.

## Misconduct Report

The Academic Grievance Committee hears two types of concerns, academic grievances and academic integrity cases.

Academic grievances are student assertions of violations within Articles 20 and 28 of the CBA. More specifically, these are material deviation from the grading scale or weight distribution indicated on the course syllabus by the faculty member, to the detriment of the individual student or the entire class. Another instance includes material deviation of faculty contractual obligations as specified in the article on Teaching Rights and Responsibilities in the Faculty Collective Bargaining Agreement, to the detriment of the individual student or the entire class. If an agreement is reached between the faculty member and the student, the case is closed. If an agreement cannot be reached between the faculty member and the student, a hearing is scheduled for the committee to review.

Academic integrity cases are the faculty member's assertions that a student violated the Student Code of Conduct in regards to academic dishonesty, plagiarism or fabrication of data. All academic integrity accusations require the faculty member meet with the student and present a form for completion. If the student signs off on the form indicating agreement with the charge and the sanction, the case is closed and the form is kept in the student's file in the Conduct Office. If the student refuses to sign, a hearing is scheduled for the committee to review.

Number of Cases Filed

	2019-2020	2018-2019	2018-2017
Academic Grievances	8	12	21
Academic Integrity	27	76	61

Of the 8 Academic Grievance cases in 2019-2020 academic year, 5 were filed on the same faculty member and were resolved prior to a hearing. Two additional cases filed against two other faculty members were also resolved prior to a hearing. The final case did go to a hearing during which the Committee found in favor of the faculty member.

Regarding the 27 Academic Integrity cases in the 2019-2020 academic year, 24 students signed off on the Academic Integrity form resulting in the case being closed. Of the three remaining cases, one case was heard during which the student was not found responsible and two are pending a hearing once campus returns.

# WORKLOAD

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## **LECTURE (LE); PRACTICUM (PR); DISCUSSION (DI); SEMINAR (SE) AND RECITATION (RE)**

**Lecture (LE):** A lecture is formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques. The courses require no special physical plant facilities but may be offered in any general classroom or via web instruction.

**Practicum (PR):** A practicum is an on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assure proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus. Each student who is enrolled in a practicum shall also be enrolled in an on-campus seminar.

**Discussion (DI):** Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. This may be a formal class in which discussion, rather than lecture, is the pedagogical structure or via web instruction.

**Seminar (SE):** A seminar is an educational experience which is less formal than a classroom/lecture/discussion class in which students engage in discussions directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations. The courses require no special physical plant facilities but may be offered in any general classroom or via web instruction.

**Recitation (RE):** Used to describe breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction that occurs in the larger lecture. The courses require no special physical plant facilities but may be offered in any general classroom or via web instruction.

**Clinical Instruction (CI).** Clinical instruction occurs when a YSU faculty member is directly responsible for the students at all times at the clinical site and provides instruction and direct supervision and evaluation of each student's performance for all clinical skills. If the YSU faculty member is not present at the site, these students are not able to participate in the clinical experience.

\*\*Faculty Led Study Abroad or Domestic are HEI classified as LE/PR

### **LE/PR/SE/DI/RE/CI courses**

1 Credit Hour = 1 WL

**These courses are also subject to being treated as a conference course in the instance enrollment drops below 15 for undergraduate and below 9 for graduate courses and needs to be taught. The formula is as follows for LE/PR/SE/DI/CI and RE:**

Undergraduate: SCH/15

Graduate: SCH/9

Per ODHE:

1 credit hour = 50 minutes per week for 15 weeks in class and 100-120 minutes per week out of class



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### **LAB (LB); CLINICAL (CL) AND STUDIO (ST)**

**The student is traditionally required to devote a greater number of weekly contact hours in a LB/CL or ST course than the number of credit hours received for successful completion of the course**

**Lab (LB):** A laboratory is an educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member. A laboratory requires applied study in a place on campus especially equipped for that purpose.

**Clinical Laboratory (CL):** A clinical laboratory applies only to healthcare or health-related programs. A clinical laboratory is a course section which meets in a clinical facility on campus or at a health-related facility in lieu of on-campus laboratory instruction. Clinical laboratory sessions provide a realistic environment for student learning to assess and treat actual patients. During a clinical laboratory session, a faculty member directly supervises each student's performance and the patient's status.

**Studio (ST):** Studio is used to describe music, performance art, and theater courses. In a studio course there are demonstrations of specific skills, lecture portions are either non-existent or very limited and the class is structured as a practicum of doing with the guidance of instruction from a faculty member. Studio courses require little or no out-of-class study.

#### **LB/CL/ST Courses**

**LB/CL/ST with outside coursework/grading/preparation  
1,125 in-class minutes per semester = 1 WL**

**75 in-class minutes per week (1,125 per semester) = 1 WL**

**100 in-class minutes per week (1,500 per semester) = 1.33 WL**

**150 in-class minutes per week (2,250 per semester) = 2 WL**

**225 in-class minutes per week (3,375 per semester) = 3 WL**

**For classes that are combination (i.e., LE/LB or LE/ST), clock hours for each portion shall be noted**  
Clock hours are a unit of measure that represent an hour of scheduled instruction given to students.

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### **INDIVIDUAL STUDY (IS); INTERNSHIP (IN) AND COOPERATIVE EDUCATION (CO-OP)**

**Individual Studies (IS):** Use this category to describe course sections in which a faculty member works with a student or small group of students. Individual Studies may be associated with coursework or with Master's and Doctoral level requirements.

**Clinical Supervision** - A faculty member is responsible for arranging and coordinating the experience for the student. A faculty member oversees the student's progression at the healthcare or health-related facility but the student is directly supervised by a clinical or facility preceptor on location. The faculty member monitors weekly progress of the student but is not with the student on a daily basis for instruction and evaluation of performance; however, the faculty member makes regular site visits to interact with and evaluate the student's progress. The faculty member provides the final grade for each student. WL is equivalent to an IS course.

**Internships (IN)** are a partnership between students, institutions of higher education, and employers that formally integrates students' academic study with work or community service experience and that:

- Are of a specified and definite duration;
- Evaluates each participating student's performance in the internship position, both from the perspective of the student's institution of higher education and the student's internship employer;
  - If the faculty member makes frequent site visits to interact with the student (SCH/15)
  - If the faculty member does not make site visits on a frequent basis to interact with the student (SCH/24)
- May provide participating students with academic credit upon successful completion of the internship, and may provide students with compensation in the form of wages or salaries, stipends, or scholarships.

**Clinical Coordination and non-clinical internship** – A faculty member is responsible for arranging and coordinating the experience for the student. The faculty member oversees the student's progression at the facility but the student is instructed and evaluated by a clinical or facility preceptor on location. The faculty member monitors weekly progress of the student through interaction with the preceptor(s) but is not directly instructing or evaluating the student at the site nor do they make site visits on a regular basis to interact with the student. The faculty member provides the final grade for each student. WL is equivalent to an IN course.

**Cooperative education (CO)** is a partnership between students, institutions of higher education, and employers that formally integrates students' academic study with work experience in cooperating employer organizations and:

- Alternates or combines periods of academic study and work experience in appropriate fields as an integral part of student education;
- Provides students with compensation from the cooperative employer in the form of wages or salaries for work performed;
- Evaluates each participating student's performance in the cooperative position, both from the perspective of the student's institution of higher education and the student's cooperative employer;
- Provides participating students with academic credit from the institution of higher education upon successful completion of their cooperative education;
- Is part of an overall degree or certificate program for which a percentage of the total program is acceptable to the chancellor of the Ohio Department of Higher Education and involves cooperative education.

#### **IS/IN Courses**

IS and Clinical Supervision courses:	SCH/6 (0.17)
IN and Clinical Coordination courses:	SCH/15 (0.07)
IN or CO with minimal visits:	SCH/24 (0.042)

Classes that are not directly led but are supervised by the faculty member (WL = SCH/24):

For internships and independent studies, a student credit hour should follow these guidelines.  
For every 1 credit hour, the student completes a minimum of 45 hours of internship

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**Student Teaching (HEI classification is IN but WH is below):**

University supervisors hold full- or part-time faculty assignments in Teacher Education, Art, or Music. They earn .75 WL over 16 weeks for each student teacher they supervise. In the case of dual licenses, if separate supervisors are appointed for the two licensure areas, each supervises the student for 8 weeks and earns .38 WL.

1 student for 16 weeks = 0.75 WL

1 student for 8 weeks = 0.38 WL

**Music Ensemble (HEI classification is ST but WH is below):**

Applied classes or small ensemble: 1 Clock Hour = 0.666 WL

Large ensembles: 1 Clock Hour = 1 WL

XL ensembles: 1 Credit Hour = 5 WL for Pep; 1 Credit Hour = 6 WL for Marching

**Music Lessons (HEI classification is ST but WH is below):**

Private lessons – majors – 1 Clock Hour = 0.666 WL

Private lessons – non-majors – 0.5 Clock Hour = 0.33 WL

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**Master's Thesis (HEI classification is IS but WL is below)**

Thesis Advisor: 1.5 WL

Thesis Committee Member: 0.0 WL

**Non-Thesis Graduate Project (HEI classification is IS but WL is below)**

Advisor: 0.5 WL

Committee Member: 0.0 WL

**Dissertation (HEI classification is IS but WL is below)**

Dissertation advisor: 3 WL

Dissertation Committee Member: 0.5 WL

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**Conference Courses: courses that are taught despite not having a minimum enrollment of either 15 undergraduate or 9 graduate students (excluding IS/IN/CO)**

SCH/15 = undergraduate classes

SCH/9 = Graduate classes

Chair and Dean determine when a course will be conferenced or cancelled based on low enrollment

Minimum of 0.33 WL

**High-enrolled courses:** Compensation is based on discussion with the Dean and approval of the Provost

**RESOURCES:**

<https://www.ohiohighered.org/node/359>



MINUTES OF MEETING  
OF THE  
INSTITUTIONAL ENGAGEMENT COMMITTEE  
OF THE  
BOARD OF TRUSTEES OF  
YOUNGSTOWN STATE UNIVERSITY

June 3, 2020

A meeting of the Institutional Engagement Committee of the Board of Trustees of Youngstown State University convened at 1:00 p.m. on Wednesday, June 3, 2020, through the Cisco WebEx Video Conference application.

Members present were: Ms. Molly S. Seals, chairperson of the committee, who presided, Mr. David C. Deibel, Dr. Anita A. Hackstedde, Mr. James E. Roberts, Dr. John R. Jakubek, Mr. Michael A. Peterson, Ms. Capri S. Cafaro, Mr. Charles T. George, Mr. Allen L. Ryan, Jr., Mr. Rocco L. Core, Ms. Victoria M. Woods and National/Global Trustee Mr. Eric A. Spiegel. Mr. Deibel, Dr. Hackstedde, and Dr. Jakubek participated from the Tod Hall Leaders Conference Room. Mr. Peterson, Mr. George and Mr. Ryan participated from their business locations. Mr. Roberts, Ms. Seals, Ms. Cafaro, Mr. Core, Ms. Woods and Mr. Spiegel participated from their places of residence.

Also present were Mr. James P. Tressel, President of the University; Dr. Brien Smith, Provost and Vice President for Academic Affairs; Mr. Neal McNally, Vice President for Finance and Administration; Ms. Holly A. Jacobs, Vice President and University General Counsel; Dr. Eddie J. Howard, Jr., Vice President for Student Affairs; Dr. Mike Sherman, Vice President for Institutional Effectiveness and Board Professional and Mr. Franklin S. Bennett, Jr., Secretary to the Board of Trustees.

The chairperson stated that draft minutes of the committee's meeting March 4, 2020, previously had been distributed to the committee. There being no additions, deletions or corrections thereto, the minutes of the meetings were approved as distributed.

Reports were made and action taken as follows:

1. OLD BUSINESS

The committee considered no old business.

2. COMMITTEE ITEMS

A. Consent Agenda Action Items

1. Resolution to Accept WYSU Memberships

2. Resolution to Approve Policy 3356-4-08 University Police
3. Resolution to Approve Policy 3356-5-01 Display of the flag of the United States of America

Following discussion, and upon motion made by Dr. Hackstedde, seconded by Mr. Peterson, the committee voted unanimously to recommend to the board of trustees the adoption of the “Resolution to Accept WYSU Memberships,” the “Resolution to Approve Policy 3356-4-08 University Police” and the “Resolution to Approve Policy 3356-5-01 Display of the flag of the United States of America,” all as included with the agenda materials.

B. Institutional Engagement Discussion Items

1. ETC/MVICC Report

Mr. David Sipusic, Associate General Counsel for Research and Executive Director of the Excellence Training Center (“ETC”) reported that construction had commenced on the \$11 million ETC facility at the corner of Fifth Avenue and Commerce Street. Mr. Sipusic delivered an ETC/MVICC status report and presentation, a copy of which is attached to these minutes. Mr. Tressel noted that the university had received two \$500,000 grants over the last two years from the Ohio Department of Education and thanked Chancellor Randy Gardner, Mr. Sipusic and Mr. Hripko for their support and efforts on behalf of this very exciting project and opportunity.

2. External Affairs and Government Relations Matrix – February, 2002 through April 2020

Mr. Michael Hripko, Associate Vice President – External Affairs and Government Relations, reviewed the Government and Business Engagement Matrix included with the agenda materials and attached to these minutes.

3. YSU Foundation Quarterly Gift Report

Mr. Paul McFadden, President of the YSU Foundation and Ms. Heather Chunn, Vice President of the YSUF, reported that the capital campaign has raised \$103 million thus far with the campaign raising \$1,240,906 in the first quarter of calendar year 2020. Mr. McFadden stated that the March, April and May of 2020 have been challenging but that June is looking very good.

The committee noted that in the first quarter of calendar year 2020 the YSU Foundation received 895 outright gifts and 25 pledges totaling \$1,240,906.72; pledge payments totaling \$479,816.66; and 0 new planned gift commitment totaling \$-0- for the third quarter of Fiscal Year 2020.

Ms. Chunn described preparations for a Fall 2020 appeal by mailing sent in mid-October and said that the mailing will complement the capital campaign materials.

3. NEW BUSINESS

Ms. Shannon Tirone, Associate Vice President – University Relations, described the efforts of the Take Charge of Our Future Focus Group on Ongoing Communications and said that 41 communications pieces have gone out to students and staff regarding the pandemic.

Mr. Tressel said that communications is key during difficult times and thanked Ms. Tirone and all involved with university communications for the great job being done.

There being no further business to come before the committee, the meeting was duly adjourned at 1:30 p.m.

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Franklin S. Bennett, Jr.  
Secretary to the Board of Trustees



**YOUNGSTOWN  
STATE  
UNIVERSITY**

**ETC Update  
May 27, 2020**

# Excellence Training Center



# Excellence Training Center

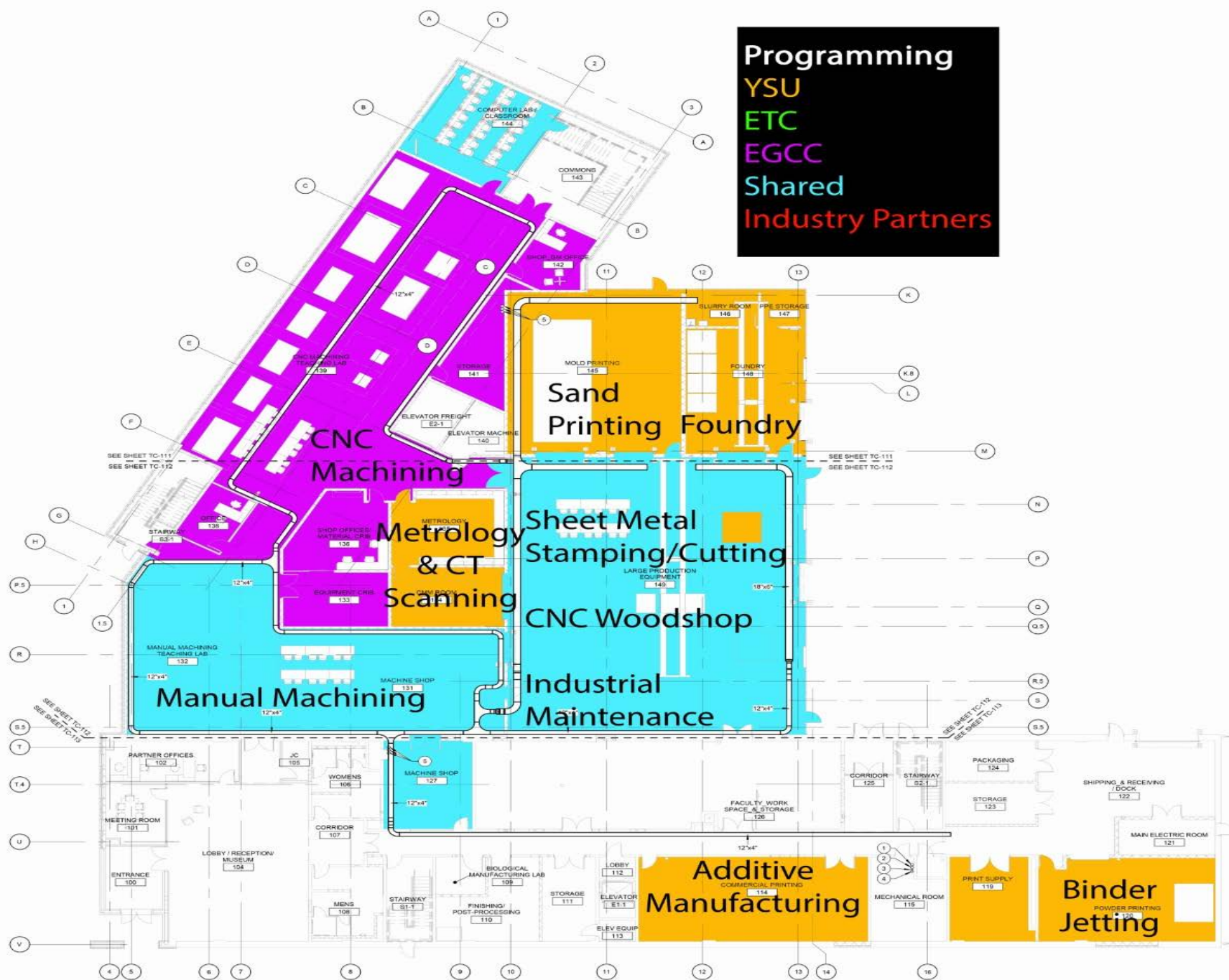


# Excellence Training Center (ETC) Projected Timelines





Programming  
 YSU  
 ETC  
 EGCC  
 Shared  
 Industry Partners

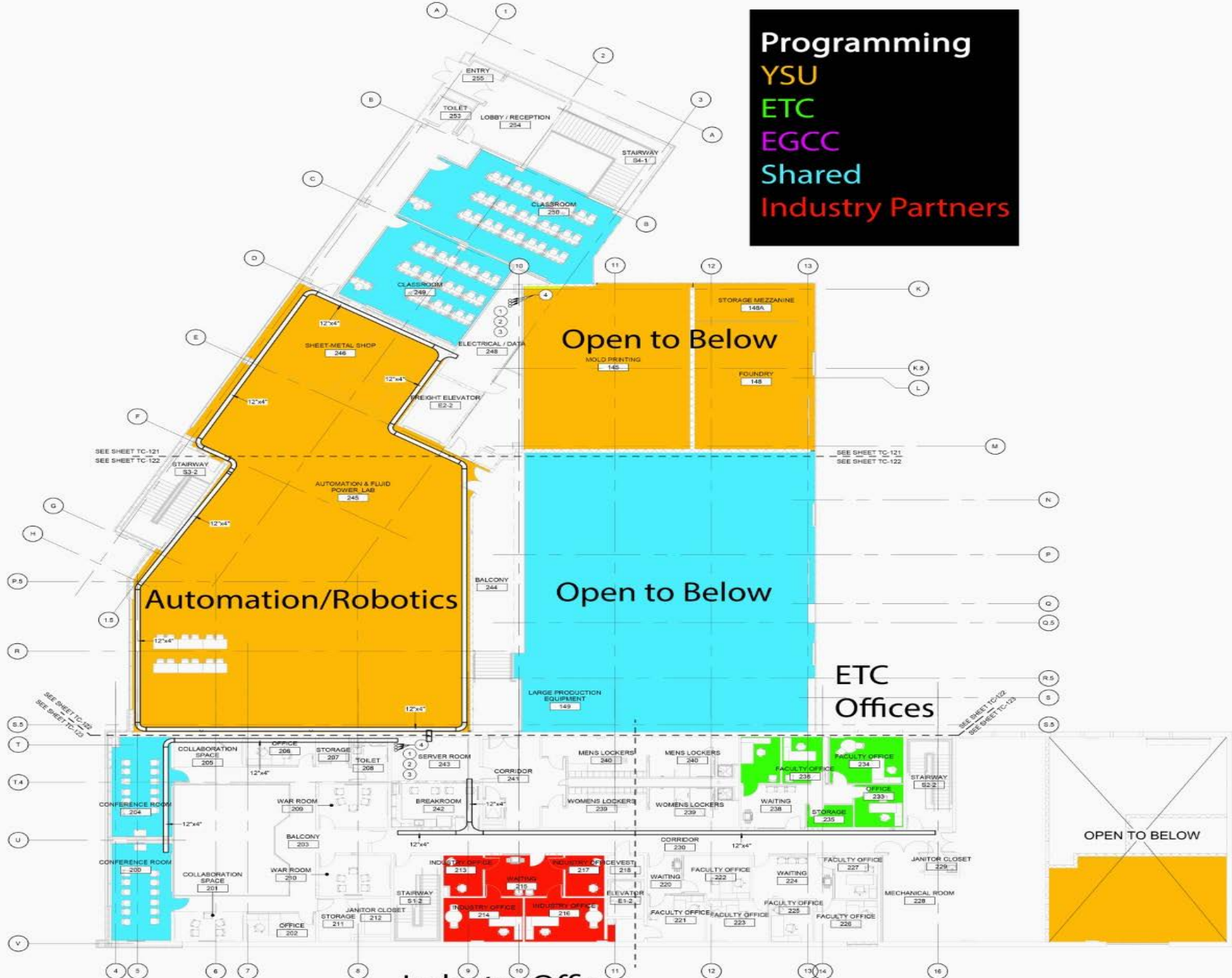


OVERALL FIRST FLOOR COMMUNICATIONS PLAN  
 SCALE: 3/32" = 1'-0"





Programming  
 YSU  
 ETC  
 EGCC  
 Shared  
 Industry Partners



Industry Offices

OVERALL SECOND FLOOR COMMUNICATIONS PLAN  
 SCALE: 3/32" = 1'-0"



# W

## orkforce

- Certificates
- Training
- Apprenticeships
- Internships/Co-Ops

# E

## ducation

- YSU
- EGCC
- CTC's
- K-12

ETC  
WERC  
Model

# R

## esearch

- Applied
- Innovation
- Tech Transfer
- Capstone


# C

## ommercial

- Prototype
- Low-Volume
- Commercial R&D

**External Affairs, Government Relations, and Economic Development Engagement Matrix: February• April, 2020**

Organization/ Initiative	Impact	Topic
University of Northern Iowa	National	Advanced Manufacturing collaboration for training Regional Defense Suppliers. \$10 million Appropriation Request submitted, forwarded to Committee.
Oak Ridge National Labs	National	Pursue designation of YSU as a National Manufacturing Demonstration Facility in Hybrid Manufacturing and Battery. Two \$20 million Appropriation Requests submitted.
JobsOhio	State	YSU role in regional economic development relative to Petrochemicals.
IDC Government Relations	State	Numerous initiatives and responses to Coronavirus funding, legislation, impact on higher education.
America Makes	National	Provided input to Congressman Ryan and America Makes staff to establish 30 printed PPE process.
BUILD Grant	Regional	Collaborative regional proposal to establish a multimodal freight center in Lordstown to support and attract businesses.
U.S. Patent & Trademark	National	Planning for June conference in Youngstown. Event is postponed indefinitely.
Ohio Auto	Regional	Establish State Autonomous Vehicle conference in Youngstown (July,2020). Conference postponed until 2021.
Committee of Leadership	National	Collaborative strategic planning amongst Mahoning Valley organizations. Activities temporarily suspended.
GMLG Chem	National	Engagements with Plant Manager, Four YSU Internships in Holland, MI Visit to GM Design Center: Battery and Vehicle designs.
Lordstown Motors	National	Hosted Elected Officials for discussion regarding ongoing support and assistance for Lordstown Motors. Investigating DOE Funding for first responder training for EV or Battery Plant. (Proposal due 7/8/20).
WPAFB Workforce Summit	State	Career opportunities for YSU graduates at WPAFB.
Lordstown Economic Recovery Project	Regional	\$430,000 of EDA funds awarded to develop a regional economic recovery strategy. Initiatives include analysis, grant writing, site identification and promotion, etc.



KEY  
 Successful resolution  
 Progress Continuing  
 New Engagement  
 Engagement Postponed or Ended

**YSUF Gift Processing Summary - January, 2020 - March, 2020 Vs. January, 2019 - March, 2019**

	<u>Total Jan., 2020 - March, 2020</u>	<u>Total Jan., 2019 - March, 2019</u>	<u>Difference 2020[2019</u>
<b>Development (New Gifts and New Pledges):</b>			
YSU	\$386,589.90	\$437,931.12	-\$51,341.22
YSUF	\$854,316.82	\$1,065,785.01	-\$211,468.19
Total Development (New Gifts and New Pledges)	\$1,240,906.72	\$1,503,716.13	-\$262,809.41
Planned Giving/Charitable Gift Annuities	\$0.00	\$3,333,000.00	-\$3,333,000.00
<b>Pledge Payments (For Pledges Currently or Previously Included as Development):</b>			
YSU	\$81,335.85	\$182,355.04	-\$101,019.19
YSUF	\$398,480.81	\$599,679.85	-\$201,199.04
Total Pledge Payments	\$479,816.66	\$782,034.89	-\$302,218.23
<b>Non-Gift Clearing - YSU</b>	\$0.00	\$0.00	\$0.00
<b>Non-Gift Clearing - YSUF</b>	\$0.00	\$0.00	\$0.00
Number of New Gifts	895	993	-98
Number of Pledges	25	25	0
Number of Payments	186	229	-43
Number of Planned Gifts/Charitable Gift Annuities	0	2	-2
Non-Gift Clearing	0	0	0

MINUTES OF MEETING  
OF THE  
FINANCE AND FACILITIES COMMITTEE  
OF THE  
BOARD OF TRUSTEES OF  
YOUNGSTOWN STATE UNIVERSITY

June 3, 2020

A meeting of the Governance Committee of the Board of Trustees of Youngstown State University convened at 2:07 p.m. on Wednesday, June 3, 2020, through the Cisco WebEx Video Conference application.

Members present were: Mr. Michael A. Peterson, chairperson of the committee, who presided, Mr. David C. Deibel, Dr. Anita A. Hackstedde, Mr. James E. Roberts, Dr. John R. Jakubek, Ms. Molly S. Seals, Ms. Capri S. Cafaro, Mr. Charles T. George, Mr. Allen L. Ryan, Jr., Mr. Rocco L. Core, Ms. Victoria M. Woods and National/Global Trustee Mr. Eric A. Spiegel. Mr. Deibel, Dr. Hackstedde, and Dr. Jakubek participated from the Tod Hall Leaders Conference Room. Mr. Peterson, Mr. George and Mr. Ryan participated from their business locations. Mr. Roberts, Ms. Seals, Ms. Cafaro, Mr. Core, Ms. Woods and Mr. Spiegel participated from their places of residence.

Also present were Mr. James P. Tressel, President of the University; Dr. Brien Smith, Provost and Vice President for Academic Affairs; Mr. Neal McNally, Vice President for Finance and Administration; Ms. Holly A. Jacobs, Vice President and University General Counsel; Dr. Eddie J. Howard, Jr., Vice President for Student Affairs; Dr. Mike Sherman, Vice President for Institutional Effectiveness and Board Professional and Mr. Franklin S. Bennett, Jr., Secretary to the Board of Trustees.

The chairperson stated that draft minutes of the committee's meeting March 4, 2020, previously had been distributed to the committee. There being no additions, deletions or corrections thereto, the minutes of the meetings were approved as distributed.

Reports were made and action taken as follows:

1. OLD BUSINESS.

The committee considered no old business.

2. COMMITTEE ITEMS.

A. Finance and Facilities Action Items

1. Resolution to Approve Changes to Tuition and Fees for the 2020-21 Academic and Fiscal Year

Mr. McNally reviewed the proposed resolution that would approve changes to student tuition and fees for the 2020-21 academic and fiscal year. Following discussion, and upon motion made by Mr. George, seconded by Dr. Hackstedde, the committee voted unanimously to recommend to the board of trustees the adoption of the “Resolution to Approve Changes to Tuition and Fees for the 2020-21 Academic and Fiscal Year,” included with the committee’s agenda materials.

2. Resolution to Approve Waiving the Non-Resident Surcharge for Graduate Students Who Earned an Undergraduate Degree at an Ohio College or University, Effective Fall 2020

Mr. McNally reviewed the proposed resolution that would waive the non-resident surcharge for graduate students who earned an undergraduate degree at an Ohio college or university. Mr. McNally said that Chancellor Randy Gardner of the Ohio Department of Higher Education had requested all Ohio state universities to offer such waivers as part of an effort to help Ohio become a net importer of college students from other states. Following discussion, and upon motion made by Mr. George, seconded by Dr. Jakubek, the committee voted unanimously to recommend to the board of trustees the adoption of the “Resolution to Approve Waiving the Non-Resident Surcharge for Graduate Students Who Earned an Undergraduate Degree at an Ohio College or University, Effective Fall 2020,” included with the committee’s agenda materials.

3. Resolution to Approve the Annual Operating Budget for FY 2021

Mr. McNally distributed and described a one-page document entitled “Youngstown State University FY 2021 Budget: Summary of Planned Actions,” a copy of which is attached to these minutes. Mr. McNally said that the proposed budget includes \$21 million of cost-savings measures and projects a 15% decline in 2020-2021 enrollment, a 20% decrease in state funding, elimination of faculty and staff vacancies, salary reductions, furloughs, 40 to 50 employee layoffs and a reorganization of the university’s academic operations. Dr. Smith said that all university units participated in identifying cost reductions. Ms. Cafaro expressed concern about whether adequate communication had taken place prior to the implementation of the cost-savings measures. Mr. Tressel said that at the time the pandemic hit, everyone on campus was asked to accelerate cost savings initiatives. Mr. Roberts said that the pandemic presented exigent circumstances that requires that action be taken by the board of trustees at tomorrow’s meeting and that the board does not have the benefit of delay. Mr. Roberts stated that although the exigent circumstances require the board’s immediate decision, that should not result in the abandonment of the progress being made in shared governance. Dr. Hackstedde and other trustees expressed gratitude and thanks to the commitment and sacrifices made by the YSU-ACE and YSU-APAS bargaining units during this crisis.

Following the discussion, and upon motion made by Mr. Deibel, seconded by Dr. Hackstedde, the committee voted unanimously to recommend to the board of trustees the adoption of the “Resolution to Approve the Annual Operating Budget for

FY 2021,” included with the agenda materials and as reviewed by Mr. McNally during the meeting.

4. Resolution to Approve Interfund Transfers

Mr. McNally reviewed the proposed resolution that would approve the transfer of \$2.67 million in federal funds received by the university as a result of the CARES act. Following discussion, and upon motion made by Ms. Seals, seconded by Mr. George, the committee voted unanimously to recommend to the board of trustees the adoption of the “Resolution to Approve Interfund Transfers,” included with the agenda materials.

5. Resolution to Modify Institutional Insurance Programs Policy

Following discussion, and upon motion made by Mr. George, seconded by Ms. Seals, the committee voted unanimously to recommend to the board of trustees the adoption of the “Resolution to Modify Institutional Insurance Programs Policy,” included with the agenda materials.

B. Finance and Facilities Discussion Items

1. Quarterly Update on the FY 2020 Operating Budget

Mr. McNally reported that the university continues to manage expenses to maintain a balanced FY 2019-20 operating budget.

2. Planning and Construction Update

Mr. Rich White, Director of Planning and Construction, reviewed the YSU Capital Projects Summary included with the committee’s agenda materials and attached to these minutes. Mr. White described the projects underway and said that the university is awaiting approval of the state’s Control Board to begin work on the Fedor Hall renovations project.

3. Report of the Audit Subcommittee

Mr. Peterson said that the Audit Subcommittee had met earlier in the day and received reports pertaining to Audit Matrix Open Audit Recommendation Update, FY20 Third Quarter Internal Audit Plan Update, Anonymous Reporting Hotline Statistics, Enterprise Risk Management, Proposed Revisions to the Audit Subcommittee Charter and an update on the selection of an External Auditor. Mr. Peterson reported that the subcommittee also approved the FY21 Annual Audit Plan and Risk Assessment.

4. Report of the Investment Subcommittee

Mr. Peterson reported that the Investment Subcommittee had met

earlier in the day and received a quarterly portfolio asset allocation and investment performance review from clearstead, the university’s investment advisors.

3. NEW BUSINESS

1. Youngstown State University Board of Trustees Resolution to Make Organizational Adjustments to Support the Adoption of the FY2021 Operating Budget

Mr. Tressel and Dr. Smith distributed and described a proposed “Youngstown State University Board of Trustees Resolution to Make Organizational Adjustments to Support the Adoption of the FY2021 Operating Budget,” a copy of which is attached to these minutes. Ms. Cafaro expressed concern with the future of number of academic programs, the merger of colleges and possibility that other methods of cost savings could have been identified. Following discussion, and upon motion of Mr. George, seconded by Mr. Deibel, the committee voted to recommend to the board of trustees the adoption of the attached “Youngstown State University Board of Trustees Resolution to Make Organizational Adjustments to Support the Adoption of the FY2021 Operating Budget,” following a roll call vote of the committee, the results of which are as follows (YES being a vote in favor of recommending the adoption of the resolution, NO being a vote against recommending the adoption of the resolution):

Mr. Deibel	YES	Dr. Hackstedde	YES
Mr. Roberts	YES	Dr. Jakubek	YES
Ms. Seals	YES	Mr. Peterson	YES
Ms. Cafaro	NO	Mr. George	YES
Mr. Ryan	YES	Mr. Core	YES
Ms. Woods	YES		

2. Financial Realities Focus Group Update

Mr. McNally reported that the Financial Realities Focus Group composed of 8 individuals began meeting regularly on May 8 and began moving swiftly and pragmatically to address budgetary concerns. Mr. McNally said that today’s committee action regarding the FY 2021 Budget Plan is very much in line with the Focus Group’s thinking.

There being no further business to come before the committee, the meeting was duly adjourned at 3:13 a.m.

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Franklin S. Bennett, Jr.  
Secretary to the Board of Trustees



# Youngstown State University

## FY 2021 Budget: Summary of Planned Actions

June 3, 2020

	Planning Range April / May 2020		Basis for the FY 2021 Budget
	Low	High	
<u>Revenue Assumptions:</u>			
Enrollment decline	10%	20%	15%
SSI reduction	15%	20%	20%
Revenue impact	<b>(\$17,563,095)</b>	<b>(\$30,750,793)</b>	<b>(\$24,600,000)</b>
<u>Spending Reductions:</u>			
Leadership salary reductions	\$624,000	\$672,000	\$675,486
Eliminate staff vacancies	\$3,500,000	\$4,600,000	\$4,153,815
Eliminate faculty vacancies	\$3,500,000	\$5,000,000	\$3,860,615
<u>Admin./ Non-academic areas:</u>			
Athletics reductions	\$1,000,000	\$1,200,000	\$995,158
Operating budget reductions	\$1,418,729	\$4,053,510	\$3,318,822
Workforce reductions	\$1,380,603	\$3,944,578	\$4,693,071
<u>Academic Affairs, Office of:</u>			
Operating budget reductions	\$1,143,578	\$3,267,365	\$1,534,428
Part-time instruction savings	\$1,500,000	\$2,000,000	\$1,500,000
<b>Total Spending Reductions</b>	<b>\$14,066,909</b>	<b>\$24,737,453</b>	<b>\$20,731,395</b>

# YSU Capital Projects Summary:

Board Projects Update 4/21/2020

## Projects in Progress:

### **Campus Roof Replacements**

YSU 1920-04

### ***\$700k (Capital Funds C34560) ES Architecture, Boak and Sons***

This project will be the replacement of sections of the Ward Beecher roof and the complete replacement of the Fok Hall roof. This project was re-bid, awarded and is now underway. Portions of this project are complete with Fok Hall being delayed because of the pandemic. This project will be complete, weather permitting, Summer 2020.

### **Ward Beecher Science Hall Structural Repairs**

YSU 1920-01

### ***\$800k (Capital Funds C34557) Domokur Architects, Murphy Cont.***

This project will include structural repairs within the lower level mechanical spaces in Ward Beecher. This project is underway and will be complete by August.

### **Athletic Team and Locker Room Renovation**

YSU 1920-27

### ***\$400k (Local Funds) Osborn (OSports), United Contractors***

This project will be the renovation of several areas within Stambaugh Stadium and Beeghly Center. This project is underway and will be complete by the end of July.

### **Beede Field Replacement**

YSU 1920-26

### ***\$650k (Local Funds) YSU Staff, AstroTurf***

This project will be the replacement of the artificial surface on Beede Field. This project is scheduled to begin in mid - June and will be complete by the end of July.

### **Pedestrian Bridge Renovations**

YSU 1920-17

### ***\$1.3M (Capital Funds) Domokur Architects, Murphy Contracting***

This project will be the renovation of both pedestrian bridges on campus. Minor structural issues will be addressed along with the roofing, glazing and interior finishes. This project is underway but is being slowed by the pandemic. This project will be complete for the start of Fall Semester.

### **ETC - Innovation and Commercialization Center**

YSU 1718-14

### ***\$11.5M (Capital Funds C34554, Grants) SSOE Group, Brock Builders***

This project will be the purchase and renovation of property adjacent to YSU's campus on Commerce Street along with the construction of new high-bay and low-bay space to ultimately create an Innovation and Commercialization Center. This project is anticipated to be released by controlling board on April 23 and is hopefully underway at the time of this meeting.

### **Academic Area Renovations 2**

YSU 1920-30

### ***\$280k (Capital Funds) YSU Staff, Murphy Contracting***

This project will be the follow up to the pool renovation of 2018 using the remaining capital funds to take care of outstanding issues. This project is scheduled to begin in May of 2020 and be complete for the start of Fall Semester.

## Projects Currently at Controlling Board:

### Restroom Renovations

YSU 1920-28

### ***\$320k (Capital Funds) YSU Staff, B&B Contractors***

This project will be the renovation of select restrooms on campus. Using remaining capital funds, the restrooms in Sweeney Hall and Cushwa Hall will be addressed. This project is scheduled to begin in May of 2020 and be complete for the start of Fall Semester.

### Cushwa Physical Therapy Phase 2

YSU 1920-29

### ***\$1M (Capital Funds) YSU Staff, B&B Contractors***

This project will be the continuation of 2019's summer project to renovate Physical Therapy in the lower level of Cushwa. Renovation will consist of lab renovations, stairwell renovations and restroom upgrades. This project is scheduled to begin in May of 2020 and be complete for the start of Fall Semester.

### Fedor Hall Renovations

YSU 1920-22

### ***\$1M (Capital Funds) Olsavsky Jaminet, Murphy Contracting***

This project will be the partial renovation of Fedor Hall. Sprinkler piping will be installed, new flooring will be installed and part of the roof will be replaced. Additionally, a grant received by the Rich Center will be used to upgrade and modernize the elevator. This project will take place over summer and will be complete by Fall 2020.

## Projects Currently Out for Bids:

### Parking Deck Maintenance and Repairs 2020

YSU 1920-31 **Bids Open April 29th**

### ***\$450k (Local Funds) Walker Parking Consultants***

This project will be for the yearly maintenance of the parking decks. This project is scheduled to begin in May of 2020 and be complete for the start of Fall Semester.

## Projects Currently in Development:

### Edmund J. Salata Complex Renovations

YSU 1920-10

### ***\$300k (Capital Funds) YSU Staff***

This project will be the renovation of the Westinghouse Building and minor renovations within the facilities offices. Windows will be replaced, restrooms upgraded and worn flooring will be replaced. This project is delayed.

### Parking Lot Resurfacing

**\$650,000 TBD**



**YOUNGSTOWN  
STATE  
UNIVERSITY**

**YOUNGSTOWN STATE UNIVERSITY  
BOARD OF TRUSTEES RESOLUTION TO  
MAKE ORGANIZATIONAL ADJUSTMENTS TO SUPPORT THE  
ADOPTION OF THE FY2021 OPERATING BUDGET**

**WHEREAS**, one component of creating a vibrant and sustainable future for Youngstown State University is gaining organizational efficiencies through adjustments in academic and academic support areas; and

**WHEREAS**, to support the adoption of the FY2021 Operating Budget, such adjustments are related to the realignment of colleges within the Division of Academic Affairs via the Office of Academic Affairs; and

**WHEREAS**, in addition, such adjustments are appropriate in the Support Areas of the institution.

**NOW THEREFORE BE IT RESOLVED**, that via adoption of the FY2021 Operating Budget, the Board of Trustees recognizes and endorsed the following actions:

- Creation of the Beeghly College of Liberal Arts, Social Sciences, and Education via converging the Beeghly College of Education and the College of Liberal Arts and Social Sciences
- Dissolution of the Division of Governmental Affairs, External Relations, and Economic Development; and
- Also acknowledging the likelihood that other actions may be necessary over the 2021 fiscal year to resolve a balanced budget.

**Board of Trustees Meeting  
June 4, 2020  
YR 2020-**

MINUTES OF MEETING  
OF THE AUDIT SUBCOMMITTEE  
OF THE FINANCE AND FACILITIES COMMITTEE  
OF THE BOARD OF TRUSTEES OF  
YOUNGSTOWN STATE UNIVERSITY

June 3, 2020

A meeting of the Audit Subcommittee of the Finance and Facilities Committee of the Board of Trustees of Youngstown State University convened at 1:48 p.m. on Wednesday, June 3, 2020, through the Cisco WebEx Video Conference application.

Members present were: Mr. Michael A. Peterson, chairperson of the committee, who presided, Dr. Anita A. Hackstedde, Mr. James E. Roberts, Ms. Molly S. Seals and Mr. Rocco L. Core, Also present were trustees Mr. David C. Deibel, Dr. John R. Jakubek, Ms. Capri S. Cafaro, Mr. Charles T. George, Mr. Allan L. Ryan, Ms. Victoria M. Woods and National/Global Trustee Mr. Eric A. Spiegel. Mr. Deibel, Dr. Hackstedde, and Dr. Jakubek participated from the Tod Hall Leaders Conference Room. Mr. Peterson, Mr. George and Mr. Ryan participated from their business locations. Mr. Roberts, Ms. Seals, Ms. Cafaro, Mr. Core, Ms. Woods and Mr. Spiegel participated from their places of residence.

Also present were Mr. James P. Tressel, President of the University; Dr. Brien Smith, Provost and Vice President for Academic Affairs; Mr. Neal McNally, Vice President for Finance and Administration; Ms. Holly A. Jacobs, Vice President and University General Counsel; Dr. Eddie J. Howard, Jr., Vice President for Student Affairs; Dr. Mike Sherman, Vice President for Institutional Effectiveness and Board Professional and Mr. Franklin S. Bennett, Jr., Secretary to the Board of Trustees.

The chairperson stated that draft minutes of the committee's meeting March 4, 2020, previously had been distributed to the committee. There being no additions, deletions or corrections thereto, the minutes of the meetings were approved as distributed.

Reports were made and action taken as follows:

1. OLD BUSINESS

The subcommittee considered no old business.

2. SUBCOMMITTEE ITEMS

A. Subcommittee Discussion Items

1. Audit Matrix Open Audit Recommendations Update

Ms. Miller reviewed the fourth quarter Fiscal Year 2020 Audit Recommendations report included with the subcommittee meeting agenda materials and attached to these minutes.

MINUTES OF MEETING  
OF THE INVESTMENT SUBCOMMITTEE  
OF THE FINANCE AND FACILITIES COMMITTEE  
OF THE BOARD OF TRUSTEES OF  
YOUNGSTOWN STATE UNIVERSITY

June 3, 2020

A meeting of the Investment Subcommittee of the Finance and Facilities Committee of the Board of Trustees of Youngstown State University convened at 1:30 p.m. on Wednesday, June 3, 2020, through the Cisco WebEx Video Conference application.

Members present were: Ms. Capri S. Cafaro, chairperson of the subcommittee, who presided, Dr. John R. Jakubek, Mr. Charles T. George, Mr. Allen L. Ryan, Jr. and Ms. Victoria M. Woods. Other trustees present at the meeting were Mr. David C. Deibel, Dr. Anita A. Hackstedde, Mr. James E. Roberts, Ms. Molly S. Seals, Mr. Michael A. Peterson, Mr. Rocco L. Core and National/Global Trustee Mr. Eric A. Spiegel. Mr. Deibel, Dr. Hackstedde, and Dr. Jakubek participated from the Tod Hall Leaders Conference Room. Mr. Peterson, Mr. George and Mr. Ryan participated from their business locations. Mr. Roberts, Ms. Seals, Ms. Cafaro, Mr. Core, Ms. Woods and Mr. Spiegel participated from their places of residence.

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The chairperson stated that draft minutes of the committee's meeting March 4, 2020, previously had been distributed to the committee. There being no additions, deletions or corrections thereto, the minutes of the meetings were approved as distributed.

1. OLD BUSINESS

Subcommittee chairperson Cafaro acknowledged and thanked the work of campus and investment professionals during these challenging times.

2. SUBCOMMITTEE ITEMS

A. Subcommittee Discussion Item

1. June 3, 2020, Quarterly Portfolio Asset Allocation and Investment Performance Review

Ms. Sarah Parker and Mr. John Colla of the clearstead firm, investment advisors to the university, provided a market update and a review of the June 3, 2020, non-endowment quarterly portfolio asset allocation and investment performance review, included with the subcommittee's agenda materials and attached to these minutes.

3. NEW BUSINESS.

The subcommittee considered no new business.

There being no further business to come before the subcommittee, the meeting was duly adjourned at 1:47 p.m.

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Franklin S. Bennett, Jr.  
Secretary to the Board of Trustees



*June 3, 2020*

# **YOUNGSTOWN STATE UNIVERSITY**



*1100 Superior Avenue East Suite 700  
Cleveland, Ohio 44114  
216.621.1090 | [clearstead.com](http://clearstead.com)*



# CONTENTS

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1. 2020 Initiatives
2. Capital Markets Update
3. Non-Endowment Assets: Performance & Asset Allocation Review

## **APPENDIX**

Endowment Assets: Performance & Asset Allocation Review  
Supporting Information

# 2020 OVERSIGHT DASHBOARD

		1Q	2Q	3Q	4Q	COMMENTS:
STRATEGIC / ADMINISTRATIVE	Investment Policy Review			<input type="checkbox"/>		
	Strategic Asset Allocation Review			<input type="checkbox"/>		
	Peer Review			<input type="checkbox"/>		
	2021 Oversight Dashboard				<input type="checkbox"/>	
	STAR Ohio/Plus Annual Review			<input type="checkbox"/>		
PORTFOLIO	Fixed Income Review	✓				
	Alternative Investments Review			<input type="checkbox"/>		
	Domestic Equity Review				<input type="checkbox"/>	
	International Equity Review				<input type="checkbox"/>	
PERFORMANCE	Capital Markets Review	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	
	Quarterly Performance Review	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	
OTHER	Fee Review			<input type="checkbox"/>		
	ORC Compliance Review			<input type="checkbox"/>		
	ORC Guidelines Education			<input type="checkbox"/>		
	Clearstead Firm Update	✓				

**LAST REVIEWED**

Investment Policy:	06/05/2019
Strategic Asset Allocation:	06/05/2019
Fee Review:	09/04/2019

**MEETING SCHEDULE**

1Q: March 4, 2020  
 2Q: June 3, 2020  
 3Q: September 2, 2020  
 4Q: December 2, 2020



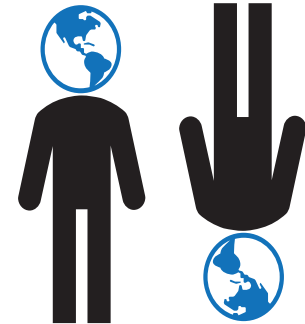
**CAPITAL MARKETS UPDATE**

# QUARTERLY THEMES

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## WHAT HAPPENED LAST QUARTER?

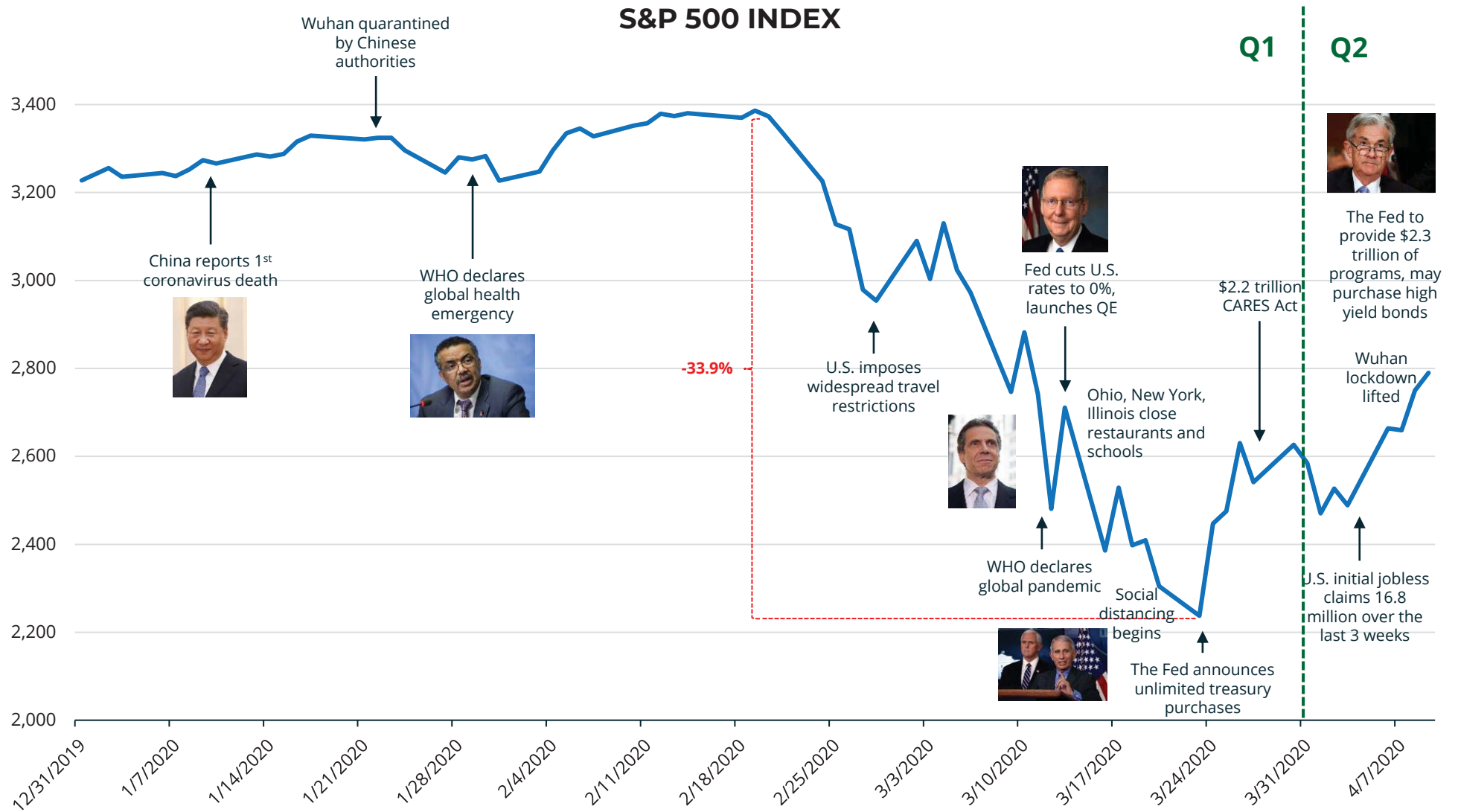
- Historic shock to sentiment and markets
- Risk assets declined across the globe due to COVID-19 and oil price decline
- U.S. experienced the fastest bear market in the modern era
- U.S. likely entered recession as a result of COVID-19 impact; global recession possible
- Fiscal and monetary response enacted to support economy and markets



## WHAT IS ON OUR MINDS?

- Continued capital markets volatility
- April will be the most negative month to date in terms of the U.S. news cycle
- Economic data
- COVID-19 cases
- The unknown consequences of open-ended monetary policy
- Selective opportunities beginning to surface
- Maintaining a disciplined rebalancing protocol

# RECAPPING A HISTORIC QUARTER



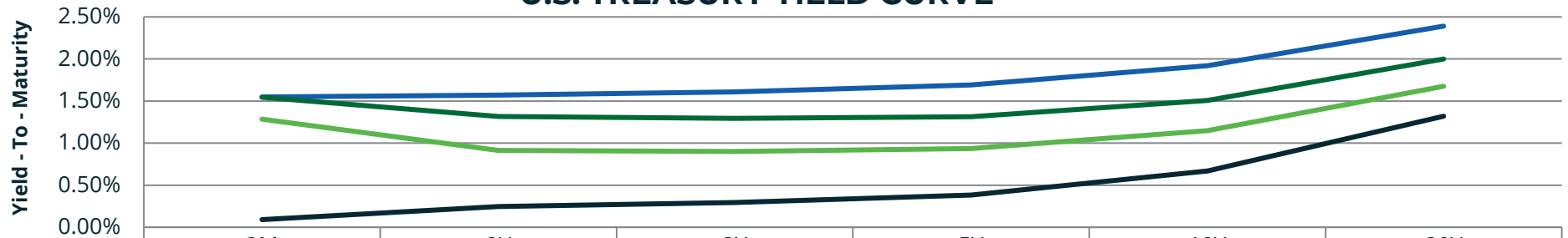
# HISTORICAL ASSET CLASS RETURNS

2011	2012	2013	2014	2015	2016	2017	2018	2019	Q1 2020	2020
US Bonds 7.8%	REITs 20.1%	Sm/Mid 36.8%	REITs 27.2%	REITs 2.3%	Sm/Mid 17.6%	Em Mkt 37.3%	Cash 1.9%	Large Cap 31.5%	US Bonds 3.2%	US Bonds 3.2%
REITs 7.3%	Em Mkt 18.2%	Large Cap 32.4%	Large Cap 13.7%	Large Cap 1.4%	Hi Yld 17.5%	Dev Intl 25.0%	US Bonds 0.0%	REITs 28.1%	Cash 0.6%	Cash 0.6%
Glb Bond 5.2%	Dev Intl 17.3%	Dev Intl 22.8%	Sm/Mid 7.1%	US Bonds 0.6%	Large Cap 12.0%	Large Cap 21.8%	Glb Bond -0.9%	Sm/Mid 27.8%	Glb Bond -1.5%	Glb Bond -1.5%
Hi Yld 4.4%	Sm/Mid 17.9%	Hdg Fnds 9.0%	US Bonds 6.0%	Cash 0.1%	Em Mkt 11.2%	Sm/Mid 16.8%	Hi Yld -2.3%	Dev Intl 22.0%	Hdg Fnds -6.0%	Hdg Fnds -6.0%
Large Cap 2.1%	Large Cap 16.0%	Hi Yld 7.4%	Hdg Fnds 3.4%	Hdg Fnds -0.3%	REITs 9.3%	Glb Bond 9.3%	Hdg Fnds -4.0%	Em Mkt 18.4%	Hi Yld -13.1%	Hi Yld -13.1%
Cash 0.1%	Hi Yld 15.6%	REITs 3.2%	Hi Yld 2.5%	Dev Intl -0.8%	US Bonds 2.7%	REITs 9.3%	Large Cap -4.4%	Hi Yld 14.4%	Large Cap -19.6%	Large Cap -19.6%
Sm/Mid -2.5%	Hdg Fnds 4.8%	Cash 0.1%	Cash 0.0%	Sm/Mid -2.9%	Glb Bond 1.9%	Hdg Fnds 7.8%	REITs -4.4%	US Bonds 8.8%	Dev Intl -22.8%	Dev Intl -22.8%
Hdg Fnds -5.7%	US Bonds 4.2%	US Bonds -2.0%	Em Mkt -2.2%	Hi Yld -4.6%	Dev Intl 1.0%	Hi Yld 7.5%	Sm/Mid -10.0%	Hdg Fnds 8.4%	Em Mkt -23.6%	Em Mkt -23.6%
Dev Intl -12.1%	Glb Bond 1.8%	Em Mkt -2.6%	Glb Bond -2.8%	Glb Bond -4.8%	Hdg Fnds 0.5%	US Bonds 3.5%	Dev Intl -13.8%	Glb Bond 5.0%	REITs -25.4%	REITs -25.4%
Em Mkt -18.4%	Cash 0.1%	Glb Bond -4.9%	Dev Intl -4.5%	Em Mkt -14.9%	Cash 0.3%	Cash 0.9%	Em Mkt -14.6%	Cash 2.3%	Sm/Mid -29.7%	Sm/Mid -29.7%

Past performance is not a guarantee of future results. Asset classes represented by: Large Cap – S&P 500 Index; Sm/Mid – Russell 2500 Index; Dev Intl – MSCI EAFE Index; Em Mkt – MSCI Emerging Markets Index; Hi Yld – Bank of America Merrill Lynch U.S. High Yield Master II; U.S. Bonds – Barclays Capital U.S. Aggregate; Glb Bond – Barclays Capital Global Treasury ex U.S.; REITs – NAREIT ALL REITs; Hdg Fnds – HFRI FOF: Diversified Index; Cash – Merrill Lynch 91-day Tbill. Data as of 3/31/2020. Source: Zephyr Associates.

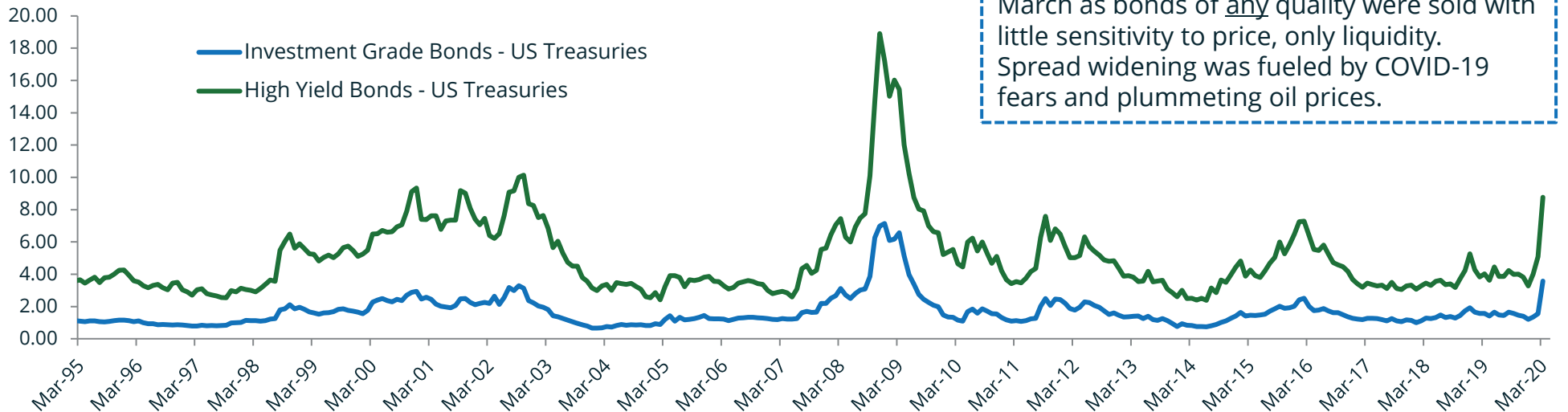
# FIXED INCOME UPDATE: YIELD CURVE AND SPREADS

## U.S. TREASURY YIELD CURVE



	3M	2Y	3Y	5Y	10Y	30Y
12/31/2019	1.55%	1.57%	1.61%	1.69%	1.92%	2.39%
1/31/2020	1.55%	1.32%	1.30%	1.31%	1.51%	2.00%
2/28/2020	1.28%	0.92%	0.90%	0.94%	1.15%	1.68%
3/31/2020	0.09%	0.25%	0.30%	0.38%	0.67%	1.32%

## CREDIT SPREADS



Credit spreads widened dramatically in March as bonds of any quality were sold with little sensitivity to price, only liquidity. Spread widening was fueled by COVID-19 fears and plummeting oil prices.

Source: Bloomberg. Data as of 3/31/2020 US Treasuries - BarCap US Govt 10-Yr Treasury; Investment Grade Bonds - BarCap BAA Corp; High Yield Bonds - BarCap US High Yield.

# FISCAL & MONETARY STIMULUS

3 KEY INTERVENTIONS	ACTIONS	DESIRED OUTCOME
<b>1. Monetary</b>	<ul style="list-style-type: none"> <li>Lowered rates to zero</li> <li>Open ended quantitative easing</li> <li>Series of programs intended to ensure the flow of credit (CPFF, PDCF, MMLF, PMCCF, SMCCF, TALF)<sup>1</sup></li> </ul>	Keep financial system functioning
<b>2. Fiscal</b>	<ul style="list-style-type: none"> <li>\$2 trillion stimulus package<sup>2</sup></li> <li>Direct payments to Individuals</li> <li>Student loan repayments suspended</li> <li>Boost for unemployment benefits</li> </ul>	Keep economy afloat
<b>3. COVID-19</b>	<p>Scientific - Government approved fast tracking vaccines and therapeutics</p> <p>Community – Social distancing and shelter in place orders</p>	<p>Expedited pharmaceutical response</p> <p>Stop the spread of the virus</p>

<sup>1</sup>CPFF = Commercial Paper Funding Facility, PDCF = Primary Dealer Credit Facility, MMLF = Money Market Liquidity Facility, PMCCF = Primary Market Corporate Credit Facility, SMCCF = Secondary Market Corporate Credit Facility, TALF = Term Asset Backed Securities Loan Facility

<sup>2</sup>Other notable details includes; REAL ID deadline delayed, \$500bn lending program, Trump business can not benefit, No funding for border wall, Airline industry receives support, Hospitals receive billions, Contractors and 'gig' employees eligible for benefits, Protections against foreclosures & evictions



# IMPORTANCE OF STAYING DISCIPLINED



## MARKET VOLATILITY

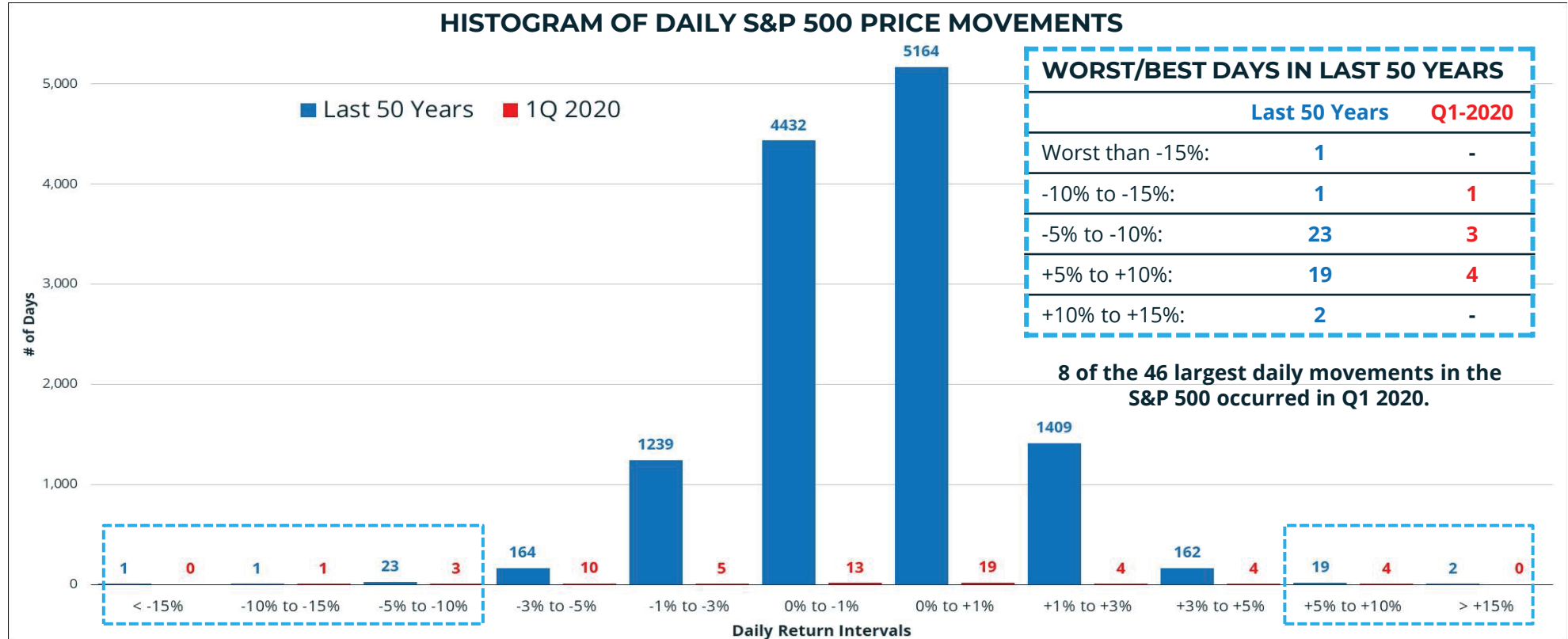
- Likely to continue
- Markets are often irrational
- Strongest days in the market often follow the weakest

## BEHAVIORAL MISSTEPS

- Market timing, losing patience
- Deviating from strategy; waiting for markets to settle down

## WHERE TO BE FOCUSED?

- Assess short and intermediate-term cash needs
- Stay disciplined to long-term investment strategy and spending policy
- Being disciplined can mean trimming good performing investments and buying ones that have struggled



Source: Bloomberg.



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

# NON-ENDOWMENT PERFORMANCE REVIEW (AS OF 3/31/2020)

NON-ENDOWMENT ASSETS	MARKET VALUE (\$MM)	QTD	YTD	1 YR	2 YR	3 YR	5 YR	7 YR	10 YR	2019	2018	2017	SINCE INCEPTION <sup>4</sup>
<b>Total Non-Endowment Assets</b>	\$70.059	-8.5%	-8.5%	-2.7%	0.3%	2.0%	2.1%	<b>2.6%</b>	<b>3.0%</b>	<b>11.5%</b>	-1.5%	<b>7.8%</b>	<b>3.4%</b>
<i>Benchmark<sup>1</sup></i>		-4.5%	-4.5%	0.0%	1.8%	2.4%	2.2%	2.3%	2.4%	8.7%	-0.4%	5.4%	2.9%
<b>Operating &amp; Short-Term Pool</b>	\$17.540	0.7%	0.7%	<b>2.5%</b>	2.3%	1.8%	1.2%	0.9%	-	<b>2.4%</b>	1.7%	0.7%	0.6%
<i>Benchmark<sup>2</sup></i>		0.7%	0.7%	2.4%	2.3%	1.9%	1.2%	0.9%	-	2.3%	1.9%	0.8%	0.7%
<b>Long-Term Pool</b>	\$52.519	-11.3%	-11.3%	-4.4%	-0.3%	1.9%	2.3%	3.3%	-	<b>15.3%</b>	-3.4%	<b>10.5%</b>	<b>4.0%</b>
<i>Benchmark<sup>3</sup></i>		-8.8%	-9.8%	-2.1%	1.2%	2.7%	2.8%	3.5%	-	14.2%	-2.4%	9.3%	3.8%

1) 5% BofA Merrill Lynch 91-Day T-Bill / 17% BofA Merrill Lynch US Corp & Gov 1-3 Yrs / 11% BBgBarc US Govt/Credit Int TR / 8% Total Alternatives Benchmark / 15% Russell 3000 / 4% MSCI EAFE Gross.

2) 95% BofA Merrill Lynch 91-Day T-Bill / 5% Barclays 1-3 Yr. Govt.

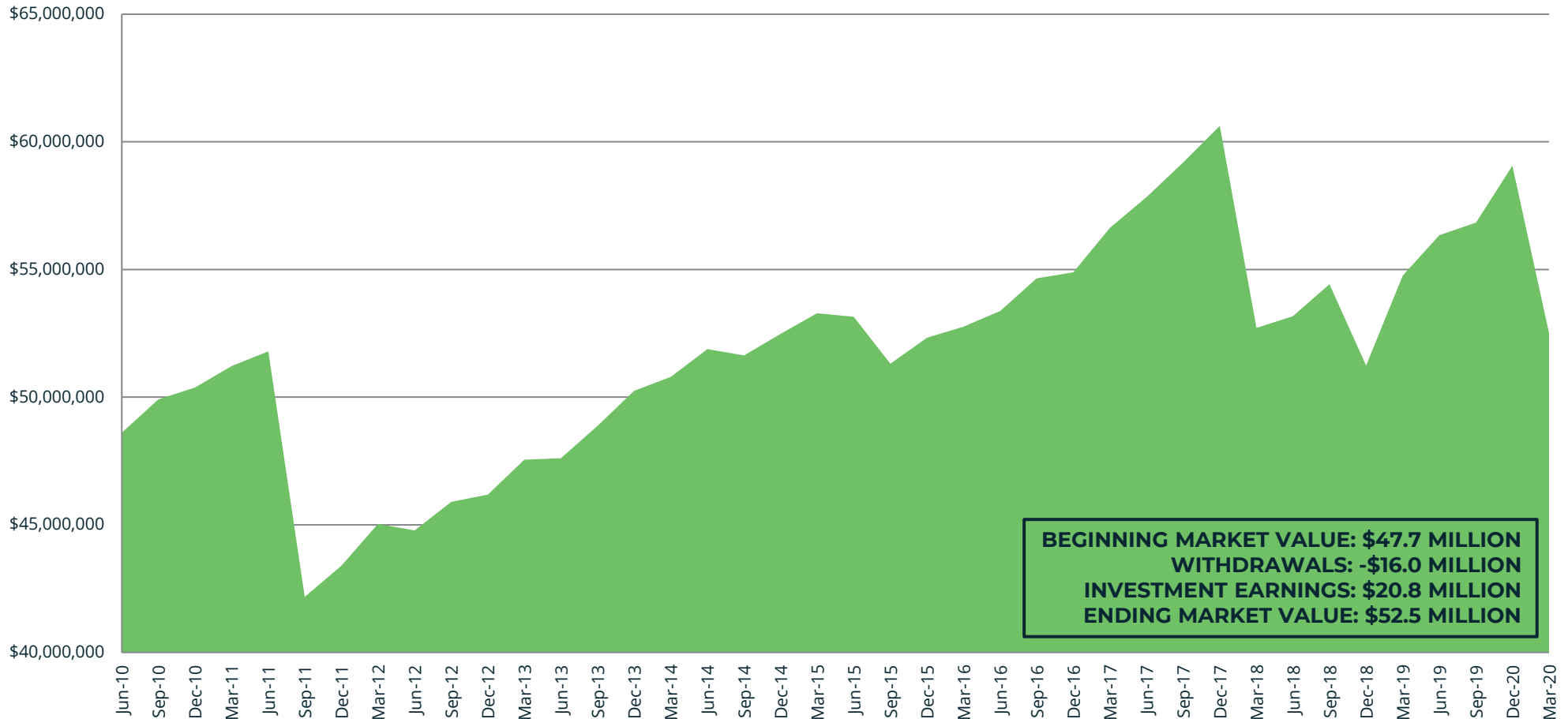
3) 27% Russell 3000 / 8% MSCI EAFE Gross / 15% Total Alternatives Benchmark / 30% BofA Merrill Lynch US Corp & Gov 1-3 Yrs / 20% BBgBarc US Govt/Credit Int TR.

4) Inception date for Long-Term and Short-Term Pools: June 2010, Inception Date for Total Non-Endowment Assets: March 2004.

5) STAR Plus yield depicted above is for the first \$2.5 million invested in the fund, with any assets over \$2.5 million earning a reduced rate.

# ATTRIBUTION OF MARKET VALUE CHANGE: LONG-TERM POOL

## LONG-TERM POOL MARKET VALUE CHANGE (7/01/2010-3/31/2020)



# PERFORMANCE & ASSET ALLOCATION REVIEW

NON-ENDOWMENT ASSET POOL	CURRENT ASSET ALLOCATION	POLICY COMPLIANCE?	INVESTMENT MANAGER COMMENTARY
<b>Operating &amp; Short-Term Pool</b>	<ul style="list-style-type: none"> <li>93% Cash</li> <li>7% Short-Term Fixed Income</li> </ul>	<b><u>In Compliance</u></b>	Cash & cash equivalent investments with one short-term fixed income holding; modest return over time (+0.7% 1Q20, +1.2% 5YR); lower return forecasts alongside declining interest rates; investments include Vanguard Short-Term Federal Fund, Star Plus and Star Ohio investments.
<b>Long-Term Pool</b>	<ul style="list-style-type: none"> <li>Domestic Equity 78%</li> <li>International Equity 7%</li> <li>Alternatives 14%</li> <li>Short-Term Fixed Income 30%</li> <li>Int-Term Fixed Income 23%</li> </ul>	<p><b><u>In Compliance</u></b></p> <p>Underweight 1%</p> <p>Underweight 1%</p> <p>Underweight 1%</p> <p>In-Line</p> <p>Overweight 3%</p>	<p><b><i>Domestic Equity (-22.6% 1Q20, +5.0% 5YR)</i></b> Large Cap outpaced Small Cap and Growth outpaced Value for the quarter; index positions were rewarded, while active management remained challenged during the volatile quarter; Loomis Sayles (Small Cap Growth) outpaced its respective benchmark.</p> <p><b><i>International Equity (-25.2% 1Q20, -1.9% 5YR)</i></b> Growth also outpaced Value in the quarter in the International portfolio; William Blair (International Growth) outpaced the benchmark for the quarter.</p> <p><b><i>Alternatives (-17.6% 1Q20, -1.1% 5YR)</i></b> The low volatility alternatives (Wells Fargo and JPMorgan Strategic Income) provided diversification from the COVID-19 market swings while growth alternatives performed similarly to equities (Diamond Hill, Brookfield Global REIT); Diamond Hill experienced team departures during the quarter that are being monitored by Clearstead.</p> <p><b><i>Fixed Income (-0.6% 1Q20, +2.1% 5YR)</i></b> Four of the University's six fixed income managers remained in positive territory for the quarter; Lord Abbett Short Duration and the PGIM High Yield positions detracted from results as the flight to quality and stressed bond trading resulted in negative price returns for the quarter.</p>

Manager details can be found in the Appendix.

# CURRENT PORTFOLIO: NO RECOMMENDED CHANGES

YOUNGSTOWN STATE UNIVERSITY				AS OF APRIL 22, 2020		
	TICKER	MARKET VALUE (CURRENT)	PERCENTAGE OF PORTFOLIO	POLICY TARGET	POLICY RANGE	TACTICAL +/-
<b>Total Operating &amp; Short Term</b>				<b>100.0%</b>		
<b>Operating Assets</b>		<b>\$11,376,190</b>	<b>90.7%</b>		<b>60-100%</b>	
JPMorgan 100% U.S. Treas. MM Instl	JTSXX	\$8,190,171	65.3%			
Star Plus*	-	\$54,086	0.4%			
Star Ohio*	-	\$3,131,933	25.0%			
<b>Short-Term Assets</b>		<b>\$1,159,949</b>	<b>9.3%</b>		<b>0-40%</b>	
Vanguard Short-Term Federal Adm	VSGDX	\$1,159,949	9.3%			
<b>Total Long Term Reserves Pool</b>				<b>100.0%</b>		
<b>Domestic Equity</b>		<b>\$14,495,007</b>	<b>26.8%</b>	<b>27.0%</b>	<b>20-35%</b>	<b>-0.2%</b>
<b>Large Cap</b>		<b>\$10,254,705</b>	<b>18.9%</b>			
Vanguard Instl Index	VINIX	\$10,254,705	18.9%			
<b>Small/Mid Cap</b>		<b>\$4,240,302</b>	<b>7.8%</b>			
Vanguard Mid Cap Index Adm	VIMAX	\$2,128,355	3.9%			
Loomis Sayles Small Growth N2	LSSNX	\$1,123,851	2.1%			
Victory Integrity Small Cap Value Y	VSVIX	\$988,096	1.8%			
<b>International Equity</b>		<b>\$3,844,331</b>	<b>7.1%</b>	<b>8.0%</b>	<b>0-15%</b>	<b>-0.9%</b>
William Blair International Growth I	BIGIX	\$2,027,688	3.7%			
Dodge & Cox International Stock	DODFX	\$1,816,643	3.4%			
<b>Total Equity</b>		<b>\$18,339,339</b>	<b>33.9%</b>	<b>35.0%</b>	<b>25-45%</b>	<b>-1.1%</b>
<b>Alternatives</b>		<b>\$7,370,904</b>	<b>13.6%</b>	<b>15.0%</b>	<b>0-20%</b>	<b>-1.4%</b>
JPMorgan Strategic Income Opps Fd	JSOSX	\$2,111,081	3.9%			
Wells Fargo Adv Absolute Return I	WABIX	\$1,960,657	3.6%			
Diamond Hill Long-Short Y	DIAYX	\$1,946,866	3.6%			
Brookfield Global Real Estate	BLRIX	\$1,352,300	2.5%			
<b>Fixed Income</b>		<b>\$28,458,680</b>	<b>52.5%</b>	<b>50.0%</b>	<b>35-75%</b>	<b>2.5%</b>
<b>Short Term Fixed Income</b>		<b>\$16,064,718</b>	<b>29.7%</b>	<b>30.0%</b>	<b>25-45%</b>	<b>-0.3%</b>
YSU Short Term Bond	-	\$11,501,327	21.2%			
Lord Abbett Short Duration	LLDYX	\$2,612,455	4.8%			
DFA Five-Year Global	DFGBX	\$1,950,936	3.6%			
<b>Intermediate Fixed Income</b>		<b>\$12,393,962</b>	<b>22.9%</b>	<b>20.0%</b>	<b>10-30%</b>	<b>2.9%</b>
JPMorgan Core Bond Fund R6	JCBUX	\$5,473,606	10.1%			
YSU Intermediate Term Fixed	-	\$4,471,750	8.3%			
Prudential High Yield Bond R6	PHYQX	\$2,448,606	4.5%			
<b>Cash &amp; Cash Equivalents</b>		<b>\$85</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0-5%</b>	<b>0.0%</b>
Equity Account Cash	-	\$85	0.0%			
<b>Total University Assets</b>		<b>\$66,705,147</b>				

\*As of 3/31/2020



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## **APPENDIX**



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



# ENDOWMENT ASSETS: PERFORMANCE & ASSET ALLOCATION (AS OF 3/31/2020)

ENDOWMENT ASSETS	MARKET VALUE	ASSET ALLOCATION	COMPOSITION	QTD	YTD	1 YR	2 YR	3 YR	5 YR	2019	2018	2017	SINCE INCEPTION <sup>2</sup>
<b>YSU Endowment Fund</b>	\$10,082	78% Equity / 22% Fixed Income & Cash	Stocks, Bonds, Mutual Funds	-14.3%	-14.3%	-3.4%	1.2%	3.5%	4.7%	<b>23.8%</b>	-4.8%	14.2%	6.1%
<i>Benchmark<sup>1</sup></i>				-10.9%	-10.9%	-0.4%	3.6%	5.3%	5.6%	22.2%	-2.3%	14.2%	7.4%
<b>Kilcawley Center</b>	\$0	60% Equity / 40% Fixed Income	Mutual Fund	1.7%	15.1%	6.1%	7.9%	8.8%	4.7%	-2.7%	<b>13.8%</b>	4.9%	7.1%
<i>Benchmark<sup>1</sup></i>				1.9%	15.8%	7.1%	8.5%	9.3%	8.0%	22.2%	-2.3%	14.2%	7.4%
<b>Alumni License Plate Account</b>	\$14,748	23% Equity / 77% Fixed Income & Cash	Mutual Fund	<b>-5.7%</b>	<b>-5.7%</b>	<b>2.3%</b>	<b>5.1%</b>	<b>5.9%</b>	<b>6.1%</b>	18.5%	<b>-2.0%</b>	10.3%	6.7%
<i>Benchmark<sup>1</sup></i>				-10.9%	-10.9%	-0.4%	3.6%	5.3%	5.6%	22.2%	-2.3%	14.2%	7.4%

## COMPLIANCE

- Asset Allocation Guidelines: 70% Equities (60-80%) / 30% Cash & Fixed Income (20-40%)
  - YSU Endowment (In-Line)
  - Alumni (Out-of-Line)
- Equity & Fixed Income Guidelines
  - YSU Endowment (In-Line)
  - Alumni (Out-of-Line)

1) Benchmark: 60% S&P 500 / 40% BBgBarc US Aggregate.

Kilcawley Center & Alumni License Plate accounts- Transition to PNC as custodian completed on 11/1/2017. Historical allocation to single stock and bond positions resulted in large differences relative to benchmark. Both accounts are now currently invested in one low cost, balanced Vanguard mutual fund.

2) Inception date: 06/2013.

# ENDOWMENT HOLDINGS

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## YSU ENDOWMENT (HUNTINGTON)

- Equity Mutual Funds – 13% (5-10 Mutual Funds & ETFs)
- Stocks – 63% (45-60 U.S. Large/Mid-Cap Stocks)
- Fixed Income Mutual Funds – 2% (Federated Total Return Bond)
- Bonds – 18% (10-15 Bonds, U.S. Corporate / Gov't / Asset Backed Debt)
- Cash – 3%

## ALUMNI LICENSE PLATE (PNC)

- Vanguard Balanced Index Fund (Adm) – 39%
- Cash – 61%



## **SUPPORTING INFORMATION**

# EXECUTIVE SUMMARY

Ending March 31, 2020

	Market Value 12/31/19 (\$)	Market Value 3/31/20 (\$)	% of Portfolio	2020 Q1 (%)	YTD (%)
<b>Total University Assets</b>	<b>61,537,834</b>	<b>70,059,620</b>	<b>100.0</b>	<b>-8.5</b>	<b>-8.5</b>
<i>Total Policy Benchmark</i>				-4.5	-4.5
<b>Total Operating &amp; Short Term</b>	<b>2,470,536</b>	<b>17,540,394</b>	<b>25.0</b>	<b>0.7</b>	<b>0.7</b>
<i>Total Operating &amp; Short Term Benchmark</i>				0.7	0.7
<b>Total Long Term/ Reserves Pool</b>	<b>59,067,298</b>	<b>52,519,226</b>	<b>75.0</b>	<b>-11.3</b>	<b>-11.3</b>
<i>Total Long Term/ Reserves Fund Benchmark</i>				-8.8	-8.8
<b>Total Domestic Equity</b>	<b>16,503,656</b>	<b>13,441,139</b>	<b>19.2</b>	<b>-22.6</b>	<b>-22.6</b>
<i>Russell 3000</i>				-20.9	-20.9
<b>Total International Equity</b>	<b>4,749,001</b>	<b>3,723,666</b>	<b>5.3</b>	<b>-25.2</b>	<b>-25.2</b>
<i>MSCI EAFE</i>				-22.8	-22.8
<b>Total Alternatives</b>	<b>8,755,157</b>	<b>7,210,016</b>	<b>10.3</b>	<b>-17.6</b>	<b>-17.6</b>
<i>Total Alternatives Benchmark</i>				-12.8	-12.8
<b>Total Fixed Income</b>	<b>29,059,426</b>	<b>28,144,320</b>	<b>40.2</b>	<b>-0.6</b>	<b>-0.6</b>
<i>Total Fixed Income Benchmark</i>				1.9	1.9
<b>Total Cash &amp; Cash Equivalents</b>	<b>58</b>	<b>85</b>	<b>0.0</b>	<b>0.3</b>	<b>0.3</b>
<i>ICE BofAML 91 Days T-Bills TR</i>				0.6	0.6

- Total Policy Benchmark = 45% ICE BofAML 91 Days T-Bills TR / 17% ICE BofAML 1-3 Yrs US Corp & Govt TR / 11% BBgBarc US Govt/Credit Int TR / 8% Total Alternatives Benchmark / 15% Russell 3000 / 4% MSCI EAFE
- Total Operating & Short Term Benchmark = 95% ICE BofAML 91 Days T-Bills TR / 5% BBgBarc US Govt 1-3 Yr TR
- Total Long Term/ Reserves Fund Benchmark = 27% Russell 3000 / 8% MSCI EAFE / 15% Total Alternatives Benchmark / 30% ICE BofAML 1-3 Yrs US Corp & Govt TR / 20% BBgBarc US Govt/Credit Int TR
- Total Alternatives Benchmark = 25% FTSE NAREIT Developed TR USD / 75% HFRI Fund of Funds Composite Index
- Total Fixed Income Benchmark = 64% ICE BofAML 1-3 Yrs US Corp & Govt TR / 36% BBgBarc US Govt/Credit Int TR

# ASSET ALLOCATION GUIDELINES COMPLIANCE

As of March 31, 2020

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

Operating & Short-Term Pool	Range	Current
Operating Assets	60% - 100%	93%
Short-Term Assets	0% - 40%	7%

Long Term/ Reserves Pool	Target	Range	Current
Domestic Equity	27%	20% - 35%	26%
International Equity	8%	0% - 15%	7%
Total Equity	35%	25% - 45%	33%
Alternatives	15%	0%-20%	14%
Short-Term Fixed Income	30%	25% - 45%	30%
Intermediate Fixed Income	20%	10% - 30%	23%
Cash & Cash Equivalents	0%	0% - 5%	0%

In Line
  Within Tolerance
  Review

# SCHEDULE OF ASSETS

	Asset Class	Market Value 12/31/19 (\$)	Market Value 3/31/20 (\$)	% of Total Plan	% of Pool
<b>Total University Assets</b>		<b>61,537,834</b>	<b>70,059,620</b>	<b>100.0</b>	<b>100.0</b>
<b>Total Operating &amp; Short Term</b>		<b>2,470,536</b>	<b>17,540,394</b>	<b>25.0</b>	<b>100.0</b>
JPMorgan 100% U.S. Tr Sec MM Inst Star Plus	Cash	158,290	13,190,171	18.8	75.2
Vanguard Short-Term Federal Adm STAR Ohio	Cash	53,890	54,086	0.1	0.3
	US Fixed Income Short Term	1,135,742	1,164,205	1.7	6.6
		1,122,614	3,131,933	4.5	17.9
<b>Total Long Term/ Reserves Pool</b>		<b>59,067,298</b>	<b>52,519,226</b>	<b>75.0</b>	<b>100.0</b>
<b>Total Domestic Equity</b>		<b>16,503,656</b>	<b>13,441,139</b>	<b>19.2</b>	<b>25.6</b>
Vanguard Institutional Index	US Stock Large Cap Core	11,430,380	9,458,717	13.5	18.0
Vanguard Mid Cap Index Adm	US Stock Mid Cap Core	2,521,150	1,954,028	2.8	3.7
Loomis Sayles Sm Growth N	US Stock Small Cap Growth	1,233,190	1,049,581	1.5	2.0
Victory Integrity Small Value Y	US Stock Small Cap Value	1,278,167	978,814	1.4	1.9
<b>Total International Equity</b>		<b>4,749,001</b>	<b>3,723,666</b>	<b>5.3</b>	<b>7.1</b>
William Blair International Growth I	International	2,394,138	1,918,936	2.7	3.7
Dodge & Cox Internat'l Stock	International	2,354,863	1,804,731	2.6	3.4
<b>Total Alternatives</b>		<b>8,755,157</b>	<b>7,210,016</b>	<b>10.3</b>	<b>13.7</b>
JPMorgan Strategic Income Opps Sel	Absolute Return	2,160,991	2,080,788	3.0	4.0
Wells Fargo Adv Absolute Return Instl	All Assets	2,254,755	1,894,635	2.7	3.6
Diamond Hill Long-Short Y	Long/Short Equity	2,473,515	1,894,840	2.7	3.6
Brookfield Global Listed Real Estate I	Global Real Estate	1,865,895	1,339,753	1.9	2.6
<b>Total Fixed Income</b>		<b>29,059,426</b>	<b>28,144,320</b>	<b>40.2</b>	<b>53.6</b>
JPMorgan Core Bond	US Fixed Income Core	5,511,890	5,388,572	7.7	10.3
YSU Intermediate Term Bond	US Fixed Income Core	4,325,478	4,416,926	6.3	8.4
PGIM High Yield R6	US Fixed Income High Yield	2,758,896	2,368,160	3.4	4.5
YSU Short Term Bond	US Fixed Income Short Term	11,813,859	11,463,588	16.4	21.8
Lord Abbett Short Duration Income I	US Fixed Income Short Term	2,712,802	2,566,965	3.7	4.9
DFA Five-Yr Global Fxd-Inc I	Global Fixed Income	1,936,500	1,940,110	2.8	3.7
<b>Total Cash &amp; Cash Equivalents</b>		<b>58</b>	<b>85</b>	<b>0.0</b>	<b>0.0</b>
PNC Govt MMkt	Cash	58	85	0.0	0.0

# ATTRIBUTION OF MARKET VALUE

## TOTAL UNIVERSITY ASSETS

	2019 Q2	2019 Q3	2019 Q4	First Quarter	One Year
Beginning Market Value	\$83,687,856	\$69,388,069	\$80,241,710	\$61,537,834	\$83,687,856
Contributions	\$9,281	\$18,008,937	\$2,508,867	\$22,010,522	\$42,537,607
Withdrawals	-\$16,009,281	-\$7,708,919	-\$23,508,867	-\$7,010,396	-\$54,237,463
Net Cash Flow	-\$16,000,000	\$10,300,018	-\$21,000,000	\$15,000,126	-\$11,699,855
Net Investment Change	\$1,700,212	\$553,622	\$2,296,124	-\$6,478,340	-\$1,928,381
Ending Market Value	\$69,388,069	\$80,241,710	\$61,537,834	\$70,059,620	\$70,059,620
Net Change	-\$14,299,788	\$10,853,641	-\$18,703,876	\$8,521,786	-\$13,628,236

## LONG-TERM POOL

	2019 Q2	2019 Q3	2019 Q4	First Quarter	One Year
Beginning Market Value	\$54,765,726	\$56,347,789	\$56,839,546	\$59,067,298	\$54,765,726
Contributions	\$7,745	\$8,562	\$8,052	\$9,651	\$34,010
Withdrawals	-\$7,745	-\$8,544	-\$8,052	-\$9,517	-\$33,858
Net Cash Flow	\$0	\$18	\$0	\$134	\$152
Net Investment Change	\$1,582,063	\$491,738	\$2,227,752	-\$6,548,206	-\$2,246,652
Ending Market Value	\$56,347,789	\$56,839,546	\$59,067,298	\$52,519,226	\$52,519,226
Net Change	\$1,582,063	\$491,757	\$2,227,752	-\$6,548,072	-\$2,246,500



# PERFORMANCE REPORT CARD

	% of Portfolio	Ending March 31, 2020								Calendar Years			Inception (%)	Inception Date
		2020 Q1 (%)	YTD (%)	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)	2019 (%)	2018 (%)	2017 (%)		
<b>Total University Assets</b>	<b>100.0</b>	<b>-8.5</b>	<b>-8.5</b>	<b>-2.7</b>	<b>0.3</b>	<b>2.0</b>	<b>2.1</b>	<b>2.6</b>	<b>3.0</b>	<b>11.5</b>	<b>-1.5</b>	<b>7.8</b>	<b>3.4</b>	<b>Mar-04</b>
<i>Total Policy Benchmark</i>		-4.5	-4.5	0.0	1.8	2.4	2.2	2.3	2.4	8.7	-0.4	5.4	2.9	
<b>Total Operating &amp; Short Term</b>	<b>25.0</b>	<b>0.7</b>	<b>0.7</b>	<b>2.5</b>	<b>2.3</b>	<b>1.8</b>	<b>1.2</b>	<b>0.9</b>	<b>--</b>	<b>2.4</b>	<b>1.7</b>	<b>0.7</b>	<b>0.6</b>	<b>Jun-10</b>
<i>Total Operating &amp; Short Term Benchmark</i>		0.7	0.7	2.4	2.3	1.9	1.2	0.9	0.7	2.3	1.9	0.8	0.7	
JPMorgan 100% U.S. Tr Sec MM Inst	18.8	0.3	0.3	1.8	1.8	1.5	1.0	0.7	0.5	2.0	1.7	0.7	0.6	Sep-11
<i>ICE BofAML 91 Days T-Bills TR</i>		0.6	0.6	2.3	2.2	1.8	1.2	0.9	0.6	2.3	1.9	0.9	0.7	
Vanguard Short-Term Federal Adm	1.7	2.5	2.5	5.4	4.2	2.8	2.0	1.7	1.9	4.2	1.4	0.8	1.6	Sep-10
<i>BBgBarc US Govt 1-5 Yr TR</i>		3.8	3.8	6.8	5.0	3.3	2.2	1.9	2.0	4.2	1.5	0.7	1.8	
STAR Plus	0.1	0.4	0.4	1.9	2.0	1.6	1.1	--	--	2.2	1.8	0.7	0.9	Jan-14
<i>ICE BofAML 91 Days T-Bills TR</i>		0.6	0.6	2.3	2.2	1.8	1.2	0.9	0.6	2.3	1.9	0.9	1.0	
STAR Ohio	4.5	0.4	0.4	2.1	--	--	--	--	--	2.3	--	--	2.2	Jun-18
<i>ICE BofAML 91 Days T-Bills TR</i>		0.6	0.6	2.3	2.2	1.8	1.2	0.9	0.6	2.3	1.9	0.9	2.2	
<b>Total Long Term/ Reserves Pool</b>	<b>75.0</b>	<b>-11.3</b>	<b>-11.3</b>	<b>-4.4</b>	<b>-0.3</b>	<b>1.9</b>	<b>2.3</b>	<b>3.3</b>	<b>--</b>	<b>15.3</b>	<b>-3.4</b>	<b>10.5</b>	<b>4.0</b>	<b>Jun-10</b>
<i>Total Long Term/ Reserves Fund Benchmark</i>		-8.8	-8.8	-2.1	1.2	2.7	2.8	3.5	3.8	14.2	-2.4	9.3	3.8	
<b>Total Domestic Equity</b>	<b>19.2</b>	<b>-22.6</b>	<b>-22.6</b>	<b>-11.5</b>	<b>-2.3</b>	<b>3.0</b>	<b>5.0</b>	<b>8.5</b>	<b>--</b>	<b>30.4</b>	<b>-5.7</b>	<b>21.6</b>	<b>11.4</b>	<b>Jun-10</b>
<i>Russell 3000</i>		-20.9	-20.9	-9.1	-0.6	4.0	5.8	9.0	10.1	31.0	-5.2	21.1	11.8	
Vanguard Institutional Index	13.5	-19.6	-19.6	-7.0	0.9	5.1	6.7	9.6	10.5	31.5	-4.4	21.8	12.2	Jun-10
<i>S&amp;P 500</i>		-19.6	-19.6	-7.0	0.9	5.1	6.7	9.6	10.5	31.5	-4.4	21.8	12.2	
Vanguard Mid Cap Index Adm	2.8	-25.7	-25.7	-16.7	-6.1	-0.3	2.1	6.7	8.8	30.9	-9.3	19.3	9.1	Sep-10
<i>Vanguard Mid Cap Index Benchmark</i>		-25.7	-25.7	-16.7	-6.0	-0.2	2.1	6.7	8.9	31.1	-9.2	19.3	9.2	
Loomis Sayles Sm Growth N	1.5	-24.1	-24.1	-16.6	-4.1	4.2	4.2	8.0	10.7	26.5	0.4	26.9	-19.9	Aug-19
<i>Russell 2000 Growth</i>		-25.8	-25.8	-18.6	-8.0	0.1	1.7	6.5	8.9	28.5	-9.3	22.2	-18.0	
Loomis Sayles Sm Growth Instl	0.0	-24.1	-24.1	-16.7	-4.1	4.2	4.2	8.0	10.7	26.5	0.4	26.9	10.7	Sep-10
<i>Russell 2000 Growth</i>		-25.8	-25.8	-18.6	-8.0	0.1	1.7	6.5	8.9	28.5	-9.3	22.2	9.1	
Victory Integrity Small Value Y	1.4	-40.5	-40.5	-34.7	-21.3	-12.8	-5.6	0.5	4.3	23.1	-18.6	12.4	4.6	Sep-10
<i>Russell 2000 Value</i>		-35.7	-35.7	-29.6	-16.0	-9.5	-2.4	1.8	4.8	22.4	-12.9	7.8	5.3	
<b>Total International Equity</b>	<b>5.3</b>	<b>-25.2</b>	<b>-25.2</b>	<b>-15.2</b>	<b>-11.4</b>	<b>-3.1</b>	<b>-1.9</b>	<b>1.6</b>	<b>--</b>	<b>26.7</b>	<b>-17.8</b>	<b>26.6</b>	<b>2.0</b>	<b>Sep-10</b>
<i>MSCI EAFE</i>		-22.8	-22.8	-14.4	-9.2	-1.8	-0.6	1.8	2.7	22.0	-13.8	25.0	2.8	



# PERFORMANCE REPORT CARD

	% of Portfolio	Ending March 31, 2020								Calendar Years			Inception (%)	Inception Date
		2020 Q1 (%)	YTD (%)	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)	2019 (%)	2018 (%)	2017 (%)		
MSCI ACWI ex USA		-23.4	-23.4	-15.6	-10.1	-2.0	-0.6	1.1	2.1	21.5	-14.2	27.2	1.9	
William Blair International Growth I	2.7	-19.8	-19.8	-7.8	-7.3	1.4	0.6	2.7	4.5	30.7	-17.7	29.5	4.9	Jun-12
MSCI ACWI ex USA		-23.4	-23.4	-15.6	-10.1	-2.0	-0.6	1.1	2.1	21.5	-14.2	27.2	3.1	
Dodge & Cox Internat'l Stock	2.6	-30.5	-30.5	-22.3	-15.4	-7.4	-4.4	0.2	1.6	22.8	-18.0	23.9	1.5	Sep-10
MSCI EAFE		-22.8	-22.8	-14.4	-9.2	-1.8	-0.6	1.8	2.7	22.0	-13.8	25.0	2.8	
<b>Total Alternatives</b>	<b>10.3</b>	<b>-17.6</b>	<b>-17.6</b>	<b>-12.4</b>	<b>-5.2</b>	<b>-2.3</b>	<b>-1.1</b>	<b>--</b>	<b>--</b>	<b>14.3</b>	<b>-6.0</b>	<b>7.9</b>	<b>-1.3</b>	<b>Mar-15</b>
Total Alternatives Benchmark		-12.8	-12.8	-9.0	-3.0	-0.4	-0.1	--	--	11.7	-4.3	8.4	-0.1	
JPMorgan Strategic Income Opps Sel	3.0	-3.7	-3.7	-2.0	0.3	0.9	2.0	1.8	2.6	4.0	0.8	3.3	-0.8	Sep-18
BBgBarc US Universal TR		1.3	1.3	7.2	5.8	4.4	3.4	3.2	4.0	9.3	-0.3	4.1	7.9	
Wells Fargo Adv Absolute Return Instl	2.7	-16.0	-16.0	-11.3	-6.4	-1.7	-0.7	0.7	--	11.2	-5.6	12.6	-1.2	Mar-15
HFRF Fund of Funds Composite Index		-7.3	-7.3	-3.9	-1.9	0.5	0.3	1.8	1.9	8.4	-4.0	7.8	0.5	
Diamond Hill Long-Short Y	2.7	-23.4	-23.4	-13.3	-5.3	-3.3	0.3	3.1	4.3	23.2	-6.9	6.0	0.3	Mar-15
HFRX Equity Hedge Index		-13.3	-13.3	-9.4	-7.3	-2.4	-1.8	0.0	-0.3	10.7	-9.4	10.0	-1.8	
Brookfield Global Listed Real Estate I	1.9	-28.2	-28.2	-24.9	-8.9	-5.2	-2.7	1.5	--	20.4	-8.1	10.1	-7.0	Jul-17
FTSE NAREIT Developed TR USD		-28.5	-28.5	-24.0	-7.2	-3.8	-2.1	0.7	4.4	21.9	-5.6	10.4	-5.9	
<b>Total Fixed Income</b>	<b>40.2</b>	<b>-0.6</b>	<b>-0.6</b>	<b>3.5</b>	<b>3.8</b>	<b>2.8</b>	<b>2.1</b>	<b>1.9</b>	<b>--</b>	<b>6.6</b>	<b>0.9</b>	<b>2.4</b>	<b>2.3</b>	<b>Jun-10</b>
Total Fixed Income Benchmark		1.9	1.9	5.3	4.4	3.0	2.2	1.9	2.2	5.1	1.4	1.3	2.1	
JPMorgan Core Bond	7.7	2.4	2.4	7.8	6.1	4.6	3.2	3.0	3.8	8.3	0.2	3.8	4.1	Aug-17
BBgBarc US Aggregate TR		3.1	3.1	8.9	6.7	4.8	3.4	3.2	3.9	8.7	0.0	3.5	4.5	
YSU Intermediate Term Bond	6.3	2.1	2.1	6.7	5.6	3.9	2.7	2.4	3.2	7.2	0.8	2.4	3.8	Mar-04
BBgBarc US Govt/Credit Int TR		2.4	2.4	6.9	5.6	3.8	2.8	2.5	3.1	6.8	0.9	2.1	3.5	
PGIM High Yield R6	3.4	-14.2	-14.2	-6.9	-0.5	1.1	3.1	3.6	--	16.3	-1.2	7.8	1.9	Dec-16
BBgBarc US High Yield TR		-12.7	-12.7	-6.9	-0.7	0.8	2.8	3.3	5.6	14.3	-2.1	7.5	1.5	
YSU Short Term Bond	16.4	1.3	1.3	4.2	3.8	2.6	1.9	1.6	1.7	4.3	1.6	1.1	2.6	Mar-04
ICE BofAML 1-3 Yrs US Corp & Govt TR		1.6	1.6	4.5	3.8	2.6	1.9	1.6	1.6	4.1	1.6	0.9	2.4	
Lord Abnett Short Duration Income I	3.7	-5.4	-5.4	-2.0	0.8	1.0	1.5	1.7	2.7	5.6	1.4	2.7	0.8	Mar-18
ICE BofAML 1-3 Yrs US Corp & Govt TR		1.6	1.6	4.5	3.8	2.6	1.9	1.6	1.6	4.1	1.6	0.9	3.8	

# PERFORMANCE REPORT CARD

	% of Portfolio	2020 Q1 (%)	Ending March 31, 2020							Calendar Years			Inception (%)	Inception Date
			YTD (%)	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)	2019 (%)	2018 (%)	2017 (%)		
DFA Five-Yr Global Fxd-Inc I	2.8	0.2	0.2	2.5	3.1	2.4	1.9	1.9	2.6	4.0	1.7	2.0	2.2	Jun-13
FTSE WGBI 1-5 Yr Hdg USD		2.3	2.3	5.0	4.1	3.0	2.2	2.0	2.0	3.9	2.1	1.1	2.1	
<b>Total Cash &amp; Cash Equivalents</b>	<b>0.0</b>	<b>0.3</b>	<b>0.3</b>	<b>1.8</b>	<b>1.9</b>	--	--	--	--	<b>2.1</b>	--	--	<b>1.9</b>	<b>Mar-18</b>
ICE BofAML 91 Days T-Bills TR		0.6	0.6	2.3	2.2	1.8	1.2	0.9	0.6	2.3	1.9	0.9	2.2	
PNC Govt MMkt	0.0	0.3	0.3	1.8	1.9	--	--	--	--	2.1	--	--	1.9	Mar-18
ICE BofAML 91 Days T-Bills TR		0.6	0.6	2.3	2.2	1.8	1.2	0.9	0.6	2.3	1.9	0.9	2.2	

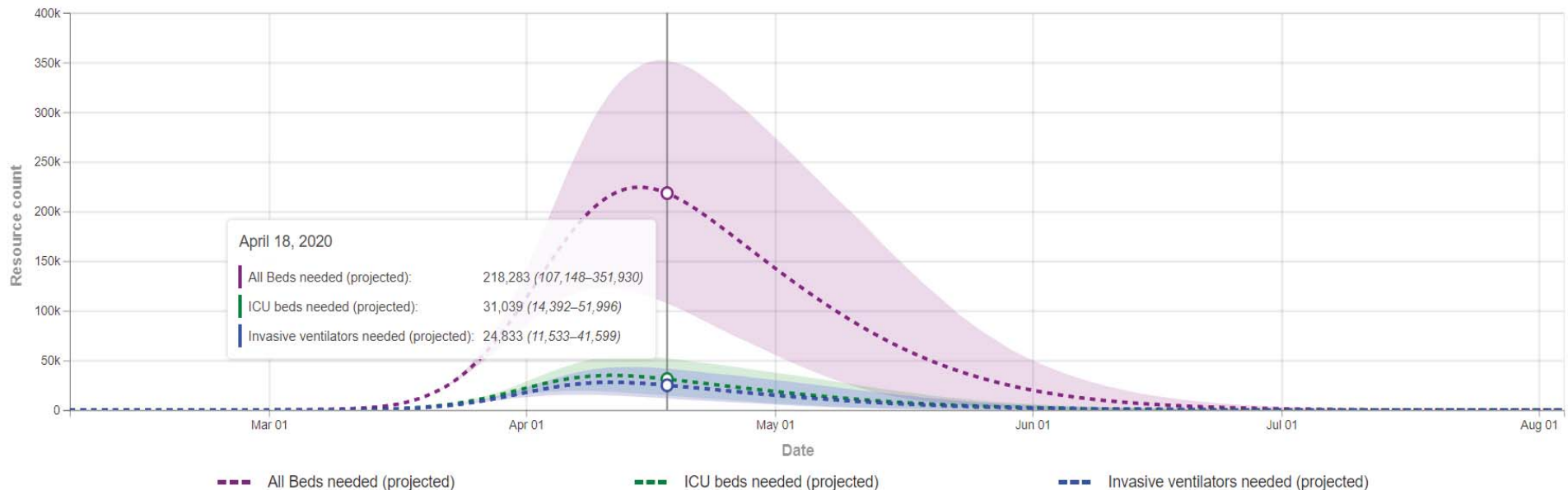
- Total Policy Benchmark = 45% ICE BofAML 91 Days T-Bills TR / 17% ICE BofAML 1-3 Yrs US Corp & Govt TR / 11% BBgBarc US Govt/Credit Int TR / 8% Total Alternatives Benchmark / 15% Russell 3000 / 4% MSCI EAFE
- Total Operating & Short Term Benchmark = 95% ICE BofAML 91 Days T-Bills TR / 5% BBgBarc US Govt 1-3 Yr TR
- Total Long Term/ Reserves Fund Benchmark = 27% Russell 3000 / 8% MSCI EAFE / 15% Total Alternatives Benchmark / 30% ICE BofAML 1-3 Yrs US Corp & Govt TR / 20% BBgBarc US Govt/Credit Int TR
- Vanguard Mid Cap Index Benchmark = 100% CRSP US Mid Cap TR USD
- Total Alternatives Benchmark = 25% FTSE NAREIT Developed TR USD / 75% HFRI Fund of Funds Composite Index
- Total Fixed Income Benchmark = 64% ICE BofAML 1-3 Yrs US Corp & Govt TR / 36% BBgBarc US Govt/Credit Int TR

# COVID-19 UPDATE

## April will be the worst month for the COVID-19 pandemic in the U.S.

- The U.S. will have between 150,000 to 350,000 people hospitalized in April
- The baseline estimate indicates a shortage of about 60,000 hospital beds nationally

### HOSPITAL RESOURCE UTILIZATION



- There will be considerable variation within the U.S. for each state/regions' path along the overall curve—increasing cases, plateauing, declining—but nationally daily new COVID-19 cases should peak during the week of April 18
- COVID-19 deaths during this time are estimated to be between 2,200 to 3,500 per day

Source: University of Washington - Institute for Health Metrics and Evaluation (IHME).

# UNCERTAINTY PREVAILS: MARKET, EARNINGS, & GDP ESTIMATES

## S&P 500 END-OF-YEAR ESTIMATE

FIRM	01-2020 ESTIMATE	CURRENT ESTIMATE	CHANGE
Bank of America/ML	3,300	3,100	-6.1%
Barclays	3,300	3,000	-9.1%
BTIG	3,450	3,450	0.0%
CFRA	3,435	3,435	0.0%
Citigroup	3,375	2,700	-20.0%
Credit Suisse	3,425	2,700	-21.2%
Deutsche Bank	3,250	3,250	0.0%
Goldman Sachs	3,400	3,000	-11.8%
JPMorgan Chase	3,400	3,400	0.0%
Morgan Stanley	3,000	2,700	-10.0%
RBC	3,350	2,750	-17.9%
UBS	3,000	3,250	8.3%
Wells Fargo	3,388	2,760	-18.5%

## CALENDAR YEAR (2020) EPS ESTIMATE

FIRM	01-2020 ESTIMATE	CURRENT ESTIMATE	CHANGE
Bank of America/ML	\$ 177.00	\$ 138.00	-12.0%
Goldman Sachs	\$ 172.00	\$ 110.00	-40.0%
JPMorgan Chase	\$ 170.00	\$ 150.00	-24.0%
Wells Fargo	\$ 166.00	\$ 150.00	-14.0%

The month of March saw massive revisions to 2020 equity market returns, EPS, and GDP estimates.

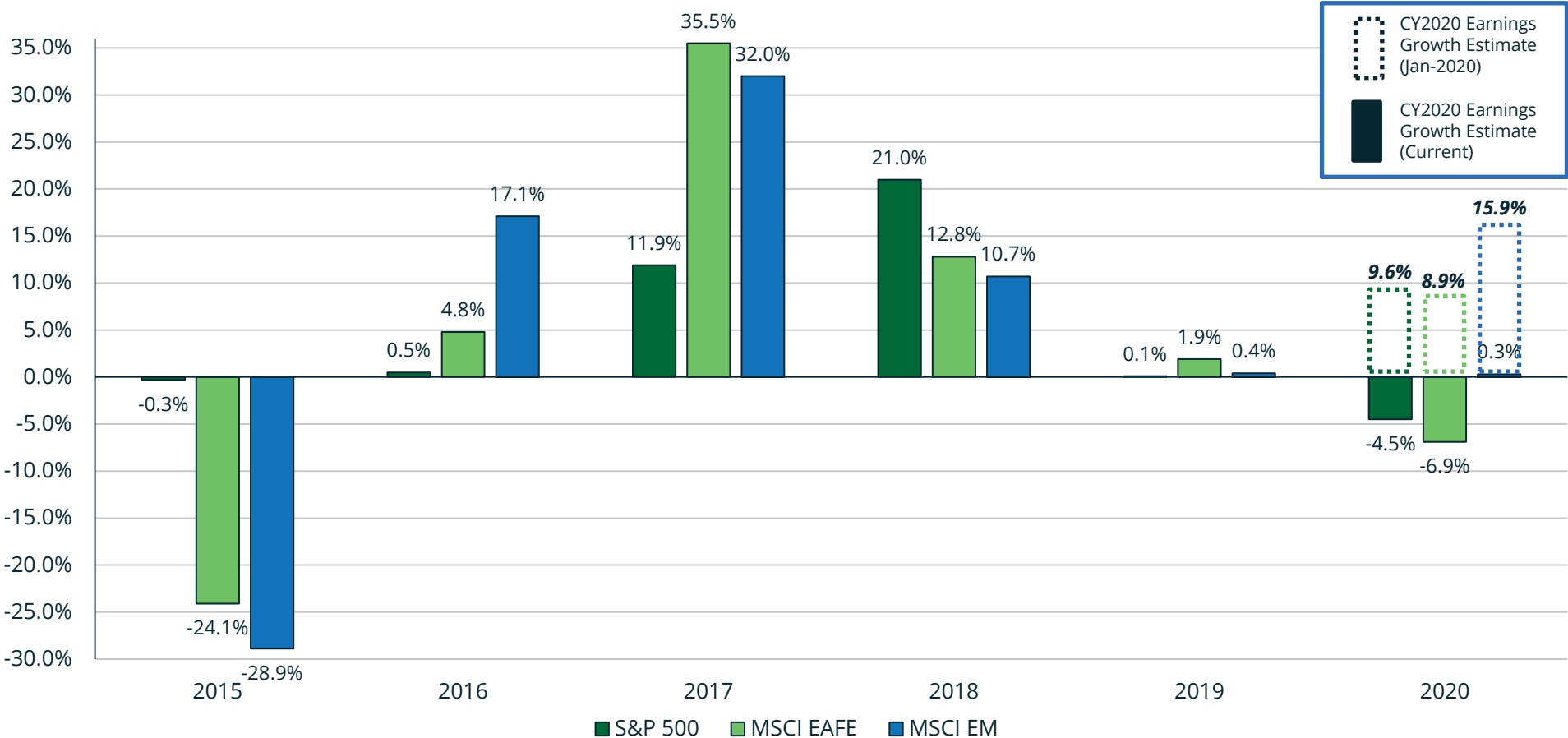
- In some cases, market watchers revised down their estimates three times in the month of March alone
- Q2 GDP estimates range from -10% to -40%

## Q2-2020 GDP ESTIMATE

FIRM	CURRENT ESTIMATE
Bank of America	-30.0%
Capital Economics	-40.0%
Citigroup	-12.0%
Credit Suisse	-12.0%
Goldman Sachs	-34.0%
JPMorgan Chase	-25.0%
IHS Markit	-13.0%
Morgan Stanley	-30.1%
Oxford Economics	-11.9%
Pantheon	-10.0%
Wells Fargo	-14.7%

# GLOBAL EARNINGS OUTLOOK

EARNINGS OUTLOOK BY YEAR



- Earning expectations have tumbled across the globe for 2020
- About -1400bps have been shave off the U.S. earnings growth estimates; while around -1600bps have been cut from the EAFE and EM corporate earnings growth

Source: Bloomberg, FactSet.  
Data as of 3/31/2020.

# GLOBAL GROWTH PLUMMETED IN MARCH

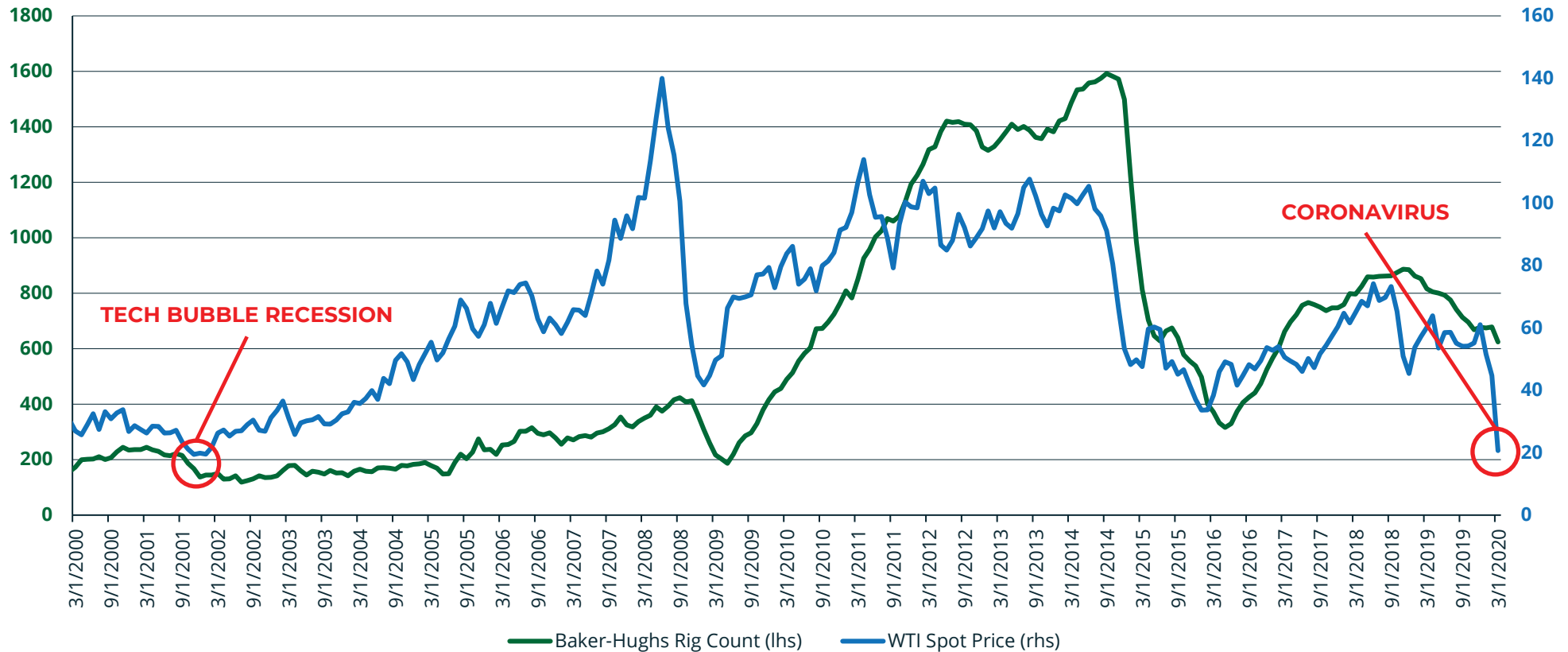
		Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	12M Trend
Global	Mfg	50.5	50.4	49.8	49.4	49.3	49.5	49.7	49.8	50.3	50.1	50.4	47.1	47.6	
	Serv	53.7	52.7	51.6	51.9	52.5	51.8	51.4	51	51.6	52	52.7	47.1	37.0	
US	Mfg	52.4	52.6	50.5	50.6	50.4	50.3	51.1	51.3	52.6	52.4	51.9	50.7	48.5	
	Serv	55.3	53.0	50.9	51.5	53.0	50.7	50.9	50.6	51.6	52.8	53.4	49.4	39.8	
Eurozone	Mfg	47.5	47.9	47.7	47.6	46.5	47.0	45.7	45.9	46.9	46.3	47.9	49.2	44.5	
	Serv	53.3	52.8	52.9	53.6	53.2	53.5	51.6	52.2	51.9	52.8	52.5	52.6	26.4	
UK	Mfg	55.1	53.1	49.4	48.0	48.0	47.4	48.3	49.6	48.9	47.5	50.0	51.7	47.8	
	Serv	48.9	50.4	51.0	50.2	51.4	50.6	49.5	50	49.3	50.0	53.9	53.2	34.5	
Japan	Mfg	49.2	50.2	49.8	49.3	49.4	49.3	48.9	48.4	48.9	48.4	48.8	47.8	44.8	
	Serv	52.0	51.8	51.7	51.9	51.8	53.3	52.8	49.7	50.3	49.4	51.0	46.8	33.8	
China	Mfg	50.8	50.2	50.2	49.4	49.9	50.4	51.4	51.7	51.8	51.5	51.1	40.3	50.1	
	Serv	54.4	54.5	52.7	52.0	51.6	52.1	51.3	51.1	53.5	52.5	51.8	26.5	43.0	
India	Mfg	52.6	51.8	52.7	52.1	52.5	51.4	51.4	50.6	51.2	52.7	55.3	54.5	51.8	
	Serv	52.0	51.0	50.2	49.6	53.8	52.4	48.7	49.2	52.7	53.3	55.5	57.5	57.5	
S. Korea	Mfg	48.8	50.2	48.4	47.5	47.3	49.0	48.0	48.4	49.4	50.1	49.8	48.7	44.2	

- Global manufacturing PMIs moved sharply lower in February and March
- Global services PMI has weakened the most, with Europe recording its lowest level ever
  - Global growth seems all but certain to contract sharply in the first half of 2020, and there is a growing consensus that global GDP will contract more than in 2009 during the Great Financial Crisis

Source: Bloomberg, Markit/HIS.  
Data as of 3/31/2020.

# OIL MARKETS: PUMMELED BY SUPPLY GLUT & DEMAND FALL

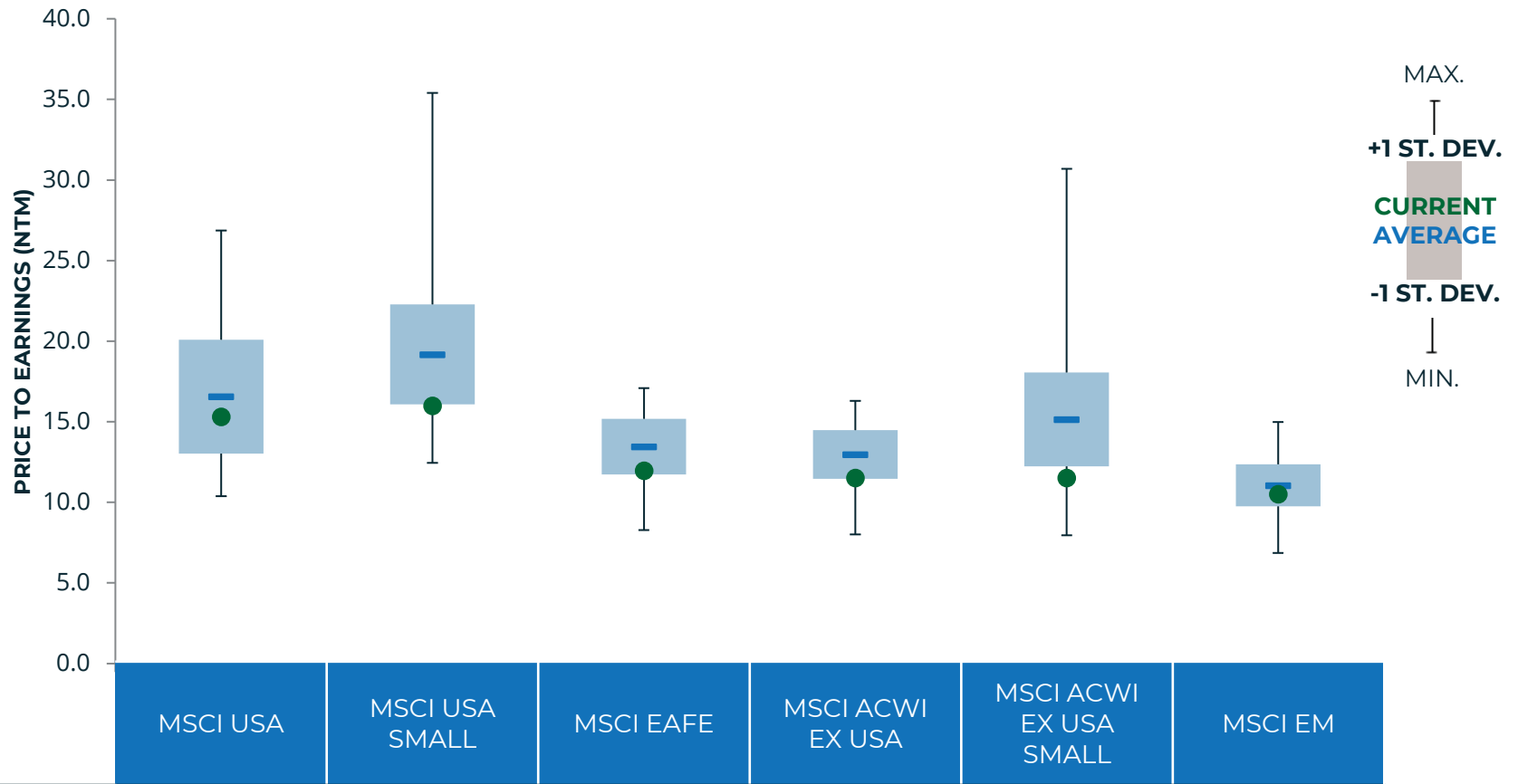
## OIL MARKETS PLUMMET



- Coronavirus economic weakness has cut demand by about 20 million barrels a day
- The ongoing Russia-Saudi trade war has simultaneously increased production
- Oil prices have hit a 20-year low; U.S. drilling activity is rapidly weakening as well



# GLOBAL EQUITY VALUATIONS: AS OF 3/31/2020



	MSCI USA	MSCI USA SMALL	MSCI EAFE	MSCI ACWI EX USA	MSCI ACWI EX USA SMALL	MSCI EM
<b>Current P/E (NTM)</b>	<b>15.3</b>	<b>16.0</b>	<b>12.0</b>	<b>11.5</b>	<b>11.5</b>	<b>10.5</b>
<b>Average P/E (NTM)</b>	<b>16.6</b>	<b>19.2</b>	<b>13.5</b>	<b>13.0</b>	<b>15.1</b>	<b>11.1</b>

Source: Bloomberg as of 3/31/2020. Average taken over full index history. MSCI USA- 1994 - Current; MSCI USA Small- 1994 - Current; MSCI EAFE- 2003 - Current; MSCI ACWI ex USA- 2003 - Current; MSCI ACWI ex USA Small- 1994 - Current; MSCI EM- 2003 - Current.

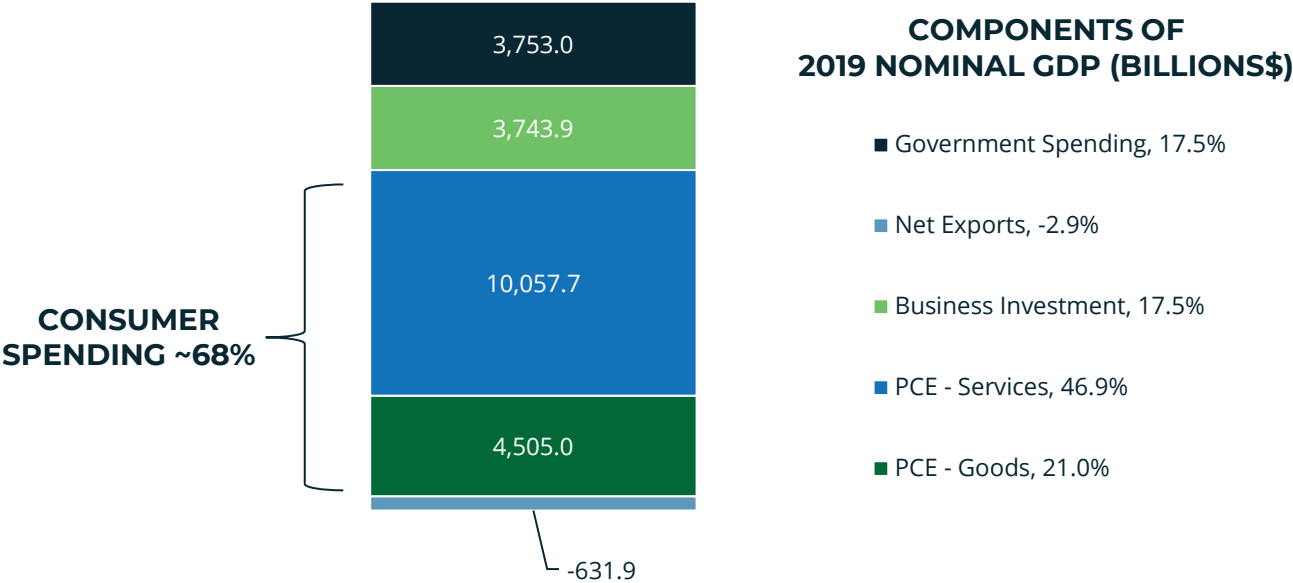


# ECONOMIC OUTLOOK & MARKET SCENARIOS

- Recovery most likely to be “U” shaped as opposed to “V”, “W”, or “L”. But the recovery is highly path dependent on the evolution of COVID-19
- Equity markets are **leading indicators**, they tend to lead the economy by 6-9 months
- GDP and stock markets are not correlated in the short run but are over the long run. (long run GDP = labor growth \* productivity)

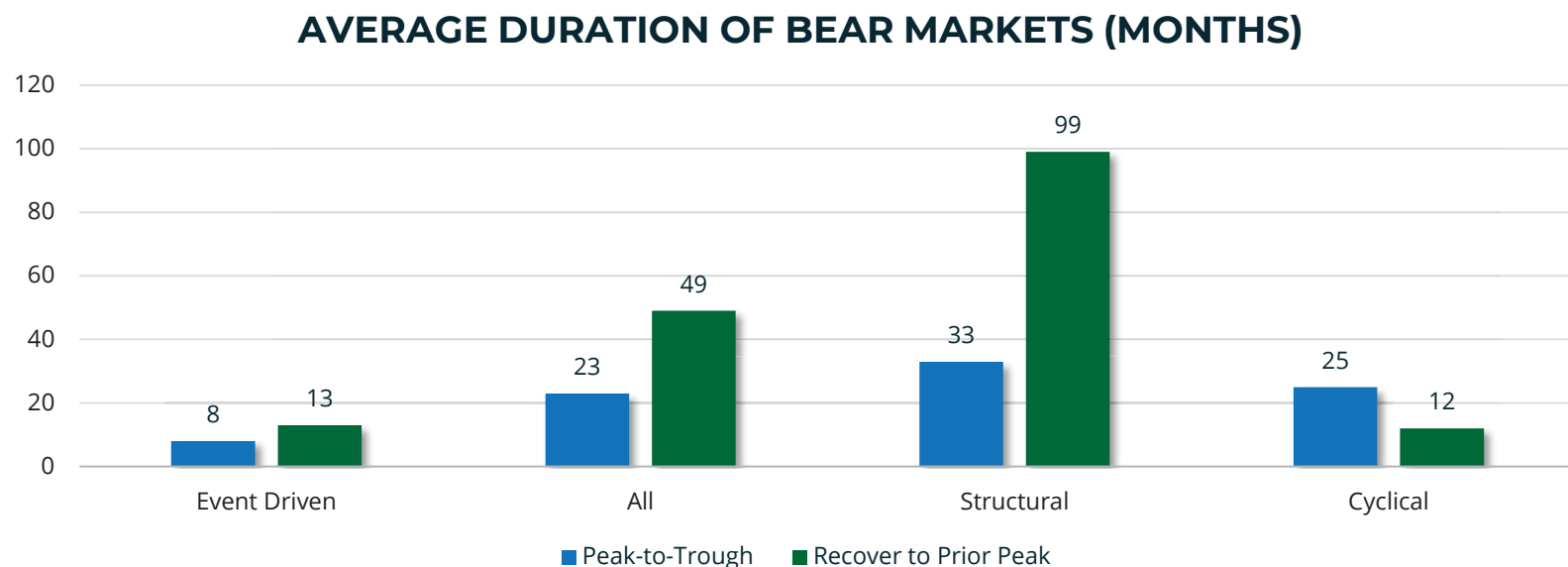
The economic shock and ensuing stimulus change the composition of GDP for the near term.

- Consumer spending (goods & services) **lower**
- Government spending **higher**
- Business investment **lower**
- Net exports **unclear**



Source: BEA, Clearstead.

# AVERAGE DURATION OF BEAR MARKETS



- **Structural bear market:** triggered by structural imbalances and financial bubbles. Very often there is a 'price' shock such as deflation that follows.
- **Cyclical bear markets:** typically a function of rising interest rates, impending recessions and falls in profits. They are a function of the economic cycle.
- **Event-driven bear markets:** triggered by a one-off 'shock' that does not lead to a domestic recession (such as a war, oil price shock, EM crisis or technical market dislocation).
- Historically, event driven bear markets—such as our current bear market drawdown—typically take 8 months before they hit a relative trough (in 2008 it took nearly 6 months) but tend to recover to their prior peak in just over a year.
- What is yet to be seen is the extent to which the current crisis becomes cyclical in nature, which on average take 25 months before hitting a trough and 12 months to recover

Source: Clearstead, Northern Trust Asset Management, Bloomberg, GS Portfolio Strategy Research. Next 12-month return denotes one-year return from trough. Averages shown for all S&P 500 bear markets 1927-2020 using price returns. Bear markets are defined as 20% or greater decline from recent peak. Months rounded to nearest whole number. Past performance does not guarantee future results.



## **DEFINITIONS & DISCLOSURES**

# DEFINITIONS & DISCLOSURES

Information provided is general in nature, is provided for informational purposes only, and should not be construed as investment advice. Any views expressed are based upon the data available at the time the information was produced and are subject to change at any time based on market or other conditions. Clearstead disclaims any liability for any direct or incidental loss incurred by applying any of the information in this presentation. All investment decisions must be evaluated as to whether it is consistent with their investment objectives, risk tolerance, and financial situation.

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

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

Lower-quality debt securities generally offer higher yields, but also involve greater risk of default or price changes due to potential changes in the credit quality of the issuer. Any fixed income security sold or redeemed prior to maturity may be subject to loss.

The municipal market is volatile and can be significantly affected by adverse tax, legislative, or political changes and by the financial condition of the issuers of municipal securities. Interest rate increases can cause the price of a debt security to decrease. A portion of the dividends you receive may be subject to federal, state, or local income tax or may be subject to the federal alternative minimum tax. Generally, tax-exempt municipal securities are not appropriate holdings for tax advantaged accounts such as IRAs and 401(k)s.

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

The commodities industry can be significantly affected by commodity prices, world events, import controls, worldwide competition, government regulations, and economic conditions.

Changes in real estate values or economic conditions can have a positive or negative effect on issuers in the real estate industry, which may affect your investment.

## Index Definitions:

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

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

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

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

The **U.S. 10-Year Treasury Yield** is generally considered to be a barometer for long-term interest rates.

**Merrill Lynch 91-day T-bill Index** includes U.S. Treasury bills with a remaining maturity from 1 up to 3 months.

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

The **Bank of America ML U.S. High Yield Index** tracks the performance of below investment grade US Dollar Denominated corporate bonds publicly issued in the US market. Qualifying bonds have at least one year remaining term to maturity, are fixed coupon schedule and minimum outstanding of \$100 million.

The **HFRF Funds of Funds Index (HFRF FOF)** is an equal weighted index designed to measure the performance of hedge fund of fund managers. The more than 800 multi-strategy constituents are required to have at least \$50 million in assets under management and a trading track record spanning at least 12 months. The index includes both on and offshore funds and all returns are reported in USD.

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

The **FTSE NAREIT All REITs Index** is a market capitalization-weighted index that is designed to measure the performance of all tax-qualified Real Estate Investment Trusts (REITs) that are listed on the New York Stock Exchange, the American Stock Exchange, or the NASDAQ National Market List.

The **Dow Jones U.S. Select Real Estate Securities Index** is a float-adjusted market capitalization-weighted index of publicly traded real estate securities such as real estate investment trusts (REITs) and real estate operating companies (REOCs).

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

The **University of Michigan Consumer Sentiment Index** is a consumer confidence index published monthly by the University of Michigan and Thomson Reuters. The index is normalized to have a value of 100 in December 1964.

**VIX** - The CBOE Volatility Index (VIX) is based on the prices of eight S&P 500 index put and call options.

**Gold** - represented by the dollar spot price of one troy ounce.

**WTI Crude** - West Texas Intermediate is a grade of crude oil used as a benchmark in oil pricing.

The **Affordability Index** measures of a population's ability to afford to purchase a particular item, such as a house, indexed to the population's income.

The **Homeownership %** is computed by dividing the number of owner-occupied housing units by the number of occupied housing units or households.

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

**HFRJ ED: Distressed Restructuring** strategies which employ an investment process focused on corporate fixed income instruments, primarily on corporate credit instruments of companies trading at significant discounts to their value at issuance or obliged (par value) at maturity as a result of either formal bankruptcy proceeding or financial market perception of near term proceedings.

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

The **Consumer Price Index (CPI)** is an inflationary indicator that measures the change in the cost of a fixed basket of products and services, including housing, electricity, food, and transportation. The CPI is published monthly. Unless otherwise noted, the CPI figure is as of the date this report is created.

The **Credit Suisse Leveraged Loan Index** is a market value-weighted index designed to represent the investable universe of the U.S. dollar-denominated leveraged loan market.

The **Dow Jones US Commodity Index** measures the performance of the commodities market. It consists of exchange-traded futures contracts on physical commodities that are weighted to account for the economic significance and market liquidity of each commodity.

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

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



# DEFINITIONS & DISCLOSURES

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

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

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

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

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

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

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

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

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

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

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

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

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

The **Morningstar Lifetime Allocation Index** series consists of 13 indices (Income, 2000, 2005, 2010, 2015, 2020, 2025, 2030, 2035, 2040, 2045, 2050, 2055) available in three risk profiles: aggressive, moderate, and conservative. The indexes are built on asset allocation methodologies developed by Ibbotson Associates, a leader in asset allocation research and a Morningstar company since 2006. The indexes provide pure asset-class exposure to global equities, global fixed-income, commodities, and Treasury Inflation-Protected Securities (TIPS) by using existing Morningstar indexes as allocation building blocks. The portfolio allocations are held in proportions appropriate to the U.S. investor's number of years until retirement. The Conservative, Moderate and Aggressive risk profiles are for investors who are comfortable with below-average exposure to equity market volatility, investors who are comfortable with average exposure to equity market volatility and well-funded investors who are comfortable with above average exposure to equity market volatility, respectively.

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Evaluation of investment managers covers both quantitative and qualitative aspects. In addition to the investment performance evaluation, we monitor ownership structure, track key-employee information, and hold regular meetings with each investment management organization employed by our clients. The data presented in this report has been calculated on a time-weighted rate of return basis. All returns are net of investment advisory fees, but gross of Clearstead advisory fees and custodian fees, unless otherwise labeled. The deduction of Clearstead advisory fees and custodian fees would have the effect of decreasing the indicated investment performance. The performance data shown represent past performance. Past performance is not indicative of future results. Current performance data may be lower or higher than the performance data presented. Returns for periods longer than one year are annualized. Each number is independently rounded. A current copy of Hartland & Co.'s ADV-Part 2 is available to all clients upon request.



3. FY20 Third Quarter Internal Audit Plan Update

Ms. Miller reviewed the third quarter Fiscal Year 2020 internal audit plan update materials included with the subcommittee meeting agenda materials. Ms. Miller reported that circumstances arising out of the current pandemic are making performance of audit work very difficult but created an opportunity to provide training.

4. Anonymous Reporting Hotline Stats Update

Ms. Miller reviewed the fourth quarter Fiscal Year 2020 Anonymous Reporting Hotline statistical report included with the subcommittee meeting agenda materials. Ms. Miller said the increase in reports received in the fourth quarter is largely attributable to one area that will receive a full audit in FY2021. Mr. Peterson stated that the increase in audit reports should not be considered to be a bad or troubling thing, and can offer management the opportunity to address small issues before they can become large issues.

5. Enterprise Risk Management Update

Ms. Miller reported that the ERM group continues to meet regularly and is growing and maturing into an asset of the university.

6. Proposed Revisions to the Audit Subcommittee Charter

Ms. Miller said that the proposed revisions to the Audit Subcommittee Charter (included with the agenda materials and attached to these minutes) are included in today's agenda materials for informational purposes and will be brought forward as an action item at the subcommittee's meeting in September.

7. Update on External Auditor

Mr. McNally stated that auditor of state has selected Plante Moran as the university's external auditor for a five-year engagement.

B. Subcommittee Action Item

1. Resolution to Approve the FY21 Annual Audit Plan and Risk Assessment

Mr. McNally reviewed proposed FY21 Annual Audit Plan and Risk Assessment included with the agenda materials and attached to these minutes. Following discussion, and upon motion made by Dr. Hackstedde, seconded by Ms. Seals, the subcommittee voted unanimously to approve the FY21 Annual Audit Plan and Risk Assessment as presented to the subcommittee.

3. NEW BUSINESS

The subcommittee considered no new business.

There being no further business to come before the subcommittee, the meeting was duly adjourned at 2:06 p.m.

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Franklin S. Bennett, Jr.  
Secretary to the Board of Trustees

# AUDIT RECOMMENDATIONS STATUS - FY2020 Q4

Audit Recommendation Number / Name Audit Date Issued Risk Category Risk Level Division Original Deadline <i>Revised Deadline</i> Current Status	Summary of Recommendation	Summary of Response	Current Status Comment	Prior Status Comment
<b>2015-03-02 Tracking Faculty Workload</b>  PT Academic Processes Feb. 2015  Academic Affairs Low  Academic Affairs 12/31/2016 <i>7/31/2020</i> ON SCHEDULE	We recommend that further research be done to determine if the Banner System has the capability to calculate and track teaching hours, non-teaching time, and total faculty workload, and if the system does, then the use of the system should be implemented.	Banner has the ability to monitor faculty workload, and there is faculty workload non-teaching capability. A more detailed analysis of Banner system capabilities should be completed. The academic division is currently working with the Registrar's office to implement a scheduling and registration system; this system will make much of the data available at an earlier time and improve tracking and reporting processes.		
<b>2018-02-01 Conflict of interest in research</b>  Research Compliance Audit 2/11/19 research High  Academic Affairs 7/31/2020 ON SCHEDULE	Develop and communicate procedures to ensure potential conflicts are timely and completely identified, disclosed, documented and reviewed in accordance with University Policy 3356-10-17 Objectivity in Research – Avoidance of Conflicts of Interest.	Management recognizes conflict of interest (COI), whether real or apparent, represents one of the greatest potential liabilities to the University. It is proposed that all Principal Investigators must have a Coy declaration on file with the Research Office before being allowed to seek external support for scholarly activity or research.	COI documentation form and COI Management Plan are currently underway.	
<b>2018-02-03 Export control</b>  Research Compliance Audit 2/11/19 research Moderate  Academic Affairs 1/31/2020 <i>8/31/2020</i> ON SCHEDULE	Develop an export control policy; and ensure communication of export control approval procedures within ORS and to principle investigators and researchers	The initial enabling action is the development of an Export Control policy that will be reviewed on a regular basis. Following appropriate policy development and focused communication to college/departmental units, forms and documents will be developed and implemented. The current proposal router makes Pls aware of the need to be aware of export control issues, but it does not require any declaration regarding the necessity for review. The Office of Research suggests that this could be an implementable first step in developing the required awareness.	Policy submitted for BOT consideration June 2020 meeting.	



Audit Recommendation Number / Name Audit Date Issued Risk Category Risk Level Division Original Deadline <i>Revised Deadline</i> Current Status	Summary of Recommendation	Summary of Response	Current Status Comment	Prior Status Comment
<b>2018-02-04 Risk assessment and monitoring federal grant subrecipients</b>  Research Compliance Audit 2/11/19 research Moderate  Academic Affairs 3/31/2020 <i>12/31/2020</i> DEADLINE REVISED	Develop and implement procedures for subrecipient risk assessment and monitoring.	ORS and Grants Accounting are currently finalizing a formal sub-recipient risk assessment process based partially on the federal demonstration partnership best practices documentation. Of greater concern is the likelihood of sub-recipients failing to meet the terms and conditions of the sub award in a consistent and timely manner. Therefore, much of the focus of this issue will be on development of clear assessment protocols.	Final resolution has been delayed due to staffing shortages and COVID-19. Completion timeline contingent on staffing and remote work considerations. Temporary measures are in place to strengthen oversight until implementation completed.	A new award agreement is in place. Advancing but work remains to be done in this area. Grants accounting has strengthened oversight in interim. Experiencing some pushback from awardees.
<b>2018-02-05 Principal investigator communication and training</b>  Research Compliance Audit 2/11/19 research Moderate  Academic Affairs 1/31/2020 <i>7/31/2020</i> ON SCHEDULE	Develop formal, ongoing periodic training for PI's and potential PI's that is aligned with funding agency guidelines. Ensure required trainings are monitored for completion.	Management believes that the audit items can be substantially addressed as a result of the hiring a new Director of Research, Compliance and Initiatives (Dr. Van slambrouck) and the implementation of an ERA system. Pertinent tasks planned include: 1) Develop training materials on the use of the ERA software and establish procedures for proposal development and submission, consistent with relevant requirements. 2) Develop training videos which meet the scheduling needs of faculty, staff and students. 3) Develop a recordkeeping process within the ERA software for monitoring training.	ERA training is the priority. Several related training initiatives will extend into FY 21 and future years.	
<b>2018-02-06 Preparation of budgets for Banner entry</b>  Research Compliance Audit 2/11/19 research Moderate  Academic Affairs 8/31/2020 ON SCHEDULE	Coordinate procedures with Grants Accounting to ensure budgets accurately reflect the sponsor-approved budget in alignment with the university's accounting system	ORS and Grants Accounting will meet jointly monthly. Uniform budgeting processes will be developed and approved. Efficient mechanisms will be put in place to 'flag' inconsistencies during the proposal phase and remedial measures will be standardized.		
<b>2018-02-08 Monitoring nonfinancial programmatic reporting</b>  Research Compliance Audit 2/11/19 research Low  Academic Affairs 8/31/2019 <i>7/31/2020</i> ON SCHEDULE	Develop a process to track and monitor programmatic reporting to comply with Office of Research procedures ensuring timely submission of reports.	Appropriately configured ERA system will allow convenient tracking of reporting requirements and responses. Prior to such acquisition, ORS will follow-up on the reporting notifications the PI and ORS review from federal funding agencies.		

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<b>2018-02-10</b> <b>Pre-approval of travel expenses charged to grants</b>  Research Compliance Audit 2/11/19  Financial Low  Finance and Business Operations 1/1/2020 <b>12/31/2020</b> ON SCHEDULE	Include Grants Accounting in the Concur automated approval workflow routing for expenses charged to grant funds.	Grants Accounting understands the desire to automate workflow approvals in Concur rather than relying on manual routing. We are exploring the use of automated workflows for travel reimbursements in Concur.	Procurement position vacancies and COVID implications continue to delay progress. Target dates contingent on staffing and remote work.	Procurement Services position vacancies have resulted in a delay in determining the ability to use automated approval routing thru workflows within Concur.
<b>2018-02-11</b> <b>Electronic research administration system</b>  Research Compliance Audit 2/11/19  research Low  7/31/2020 ON SCHEDULE	Develop a formal implementation plan for the ERA system software to enable appropriate oversight and management of the project.	A viable ERA system was identified and purchased. However, the vendor went out of business, rendering the selected platform impractical. The Office of Research has begun the process of evaluating alternative systems and a potential ERA system has been identified. The procurement of the system is expected in 1st quarter 2020 and implementation will follow.		ERA System has been selected, approved by IT and preliminary implementation is underway. Aggressive timeline. Training scheduled for mid-November. Roll-out anticipated in early 2020.
<b>2020-01-01</b> <b>Policies and Procedures</b>  Student Organizations Audit 02/17/20  Financial Low  Student Experience 8/31/2020 ON SCHEDULE	Update policies to address financial management requirements including tax status, accounting concepts, record keeping, contract requirements, funding mechanisms and procedures, disbursement controls, agency account and off-campus cash accounts.	Policies will be developed in this area.		NEW
<b>2020-01-02</b> <b>Training Oversight</b>  Student Organizations Audit 02/17/20  Academic Affairs Low  Student Experience 8/31/2020 ON SCHEDULE	Improve student organization training and oversight of training compliance.	Will review and update training delivery methods and subject matter as well as monitoring compliance with training requirements.		NEW

Audit Recommendation Number / Name Audit Date Issued Risk Category Risk Level Division Original Deadline <i>Revised Deadline</i> Current Status	Summary of Recommendation	Summary of Response	Current Status Comment	Prior Status Comment
<b>2020-01-03 Activity Management</b>  Student Organizations Audit 02/17/20  Academic Affairs Low  Student Experience 8/31/2020 ON SCHEDULE	Review and update policies, clarify roles and responsibilities and reinforce training related to use of campus space.	Will review and update policies regarding use of space and provide updates to students, advisors and reservationists.		NEW
<b>2020-01-04 Travel Management</b>  Student Organizations Audit 02/17/20  Academic Affairs Low  Student Experience 8/31/2020 ON SCHEDULE	Clarify roles and responsibilities, reinforce training and modify record retention with regard to student organization travel.	Will clarify roles, enhance training and retain student travel records for three years.		NEW
<b>2020-01-05 Cash Account Signers and Cash Handling</b>  Student Organizations Audit 02/17/20  Financial Low  Student Experience 8/31/2020 ON SCHEDULE	Clarify roles and responsibilities and monitor compliance with policies related to cash account signers.	Working to bring all organizations into compliance. Will communicate with advisors regarding this policy. Also additional training and policy development in this area. Will develop component of annual registration to document compliance with account signatory policies.		NEW

# AUDIT RECOMMENDATIONS STATUS - FY2020 Q4

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Youngstown State University  
Office of Internal Audit  
Audit Plan Quarterly Update  
Fiscal Year 2020  
January 1, 2020 - March 31, 2020

	July 2019 - March 2020						April - June	Comment
	July - Sep	Oct - Dec	Jan - Mar	FY20 to date as of December 31			Quarter 4	
	Quarter 1	Quarter 2	Quarter 3	Total	Budget	Difference	Budget	
<b>Audit and Assurance:</b>								
Audit Engagements:								
Student Organizations	12	60	18	90	70	20	0	finalized
Student Billing and A/R	8	8	20	36	170	-134	134	planning complete - pending return to campus
Banner	4	8	8	20	280	-260	0	Moved to 2021
Donor Restricted	0	8	0	8	17	-9	0	delayed
Continuous Auditing/Analytics	60	175	200	435	280	155	67	pending responses/reviews
Open Audit Recommendation Follow-up	40	20	20	80	105	-25	35	
Hotline Monitoring	18	30	45	93	45	48	15	
	142	309	311	762	967	-205	251	
<b>Advisory</b>	80	86	90	256	270	-14	90	training initiatives
<b>Administrative &amp; Planning:</b>								
Administrative	60	60	60	180	165	15	45	
Audit Risk Assessment, Annual Planning, Audit Subcommittee Prep and Meetings	40	20	30	90	45	45	25	
ERM Assistance	30	20	20	70	60	10	20	
Professional Development & Training	94	15	25	134	30	104	10	higher ed and iuc risk mgmt
Holiday, Vacation/Sick	10	90	30	130	116	14	20	
	234	205	165	604	416	188	120	
<b>Total Hours</b>	<b>456</b>	<b>600</b>	<b>566</b>	<b>1622</b>	<b>1653</b>	<b>-31</b>	<b>461</b>	

Revised for 1 intern spring 2020 rather than 2 (-225 hours)



**YSU Anonymous Reporting Hotline**  
**Aggregated Statistics**  
 Fiscal Year 2020 Quarter 4  
 As of 4/23/2020

Hotline Activity	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Fiscal Year To Date Total
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<b>Reports received</b>	1	1	5	13	20
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<b>Closed</b>					
Unsubstantiated/insufficient information	-	-	-	-	-
Process enhancements noted	-	-	-	-	-
Investigation	1	1	1	2	5
Referred	-	-	4	1	5
<b>Total Closed</b>	1	1	5	0	7

<b>Under review at quarter end</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	
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Reporting Method	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Fiscal Year To Date Total
Ethicspoint Phone	-	-	1	2	3
Ethicspoint Website	1	1	4	11	17
<b>Total:</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>13</b>	<b>20</b>

Reporter Anonymity	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Fiscal Year To Date Total
Anonymous	1	1	5	13	20
Not anonymous	-	-	-	-	-
<b>Total:</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>13</b>	<b>20</b>

Youngstown State University  
Audit Subcommittee Charter

***Purpose***

The primary function of the Audit Subcommittee is to assist the Board of Trustees in fulfilling its oversight responsibilities for the institution's accounting and financial reporting processes and audits by monitoring:

- the integrity of the University's financial statements,
- the independence, qualifications, and performance of its external and internal auditors,
- the University's system of internal controls, and
- the University's compliance with laws, regulations and codes of conduct.

Subject to State Auditor's role and requirements, the Audit Subcommittee will be responsible for the appointment, compensation, retention, oversight and evaluation of the University's external and internal auditors. The Audit Subcommittee shall maintain an effective, open avenue of communication among the external auditors, internal auditors, senior management and the Board of Trustees.

The Subcommittee's function is one of oversight, and as such it recognizes that management is responsible for preparing the financial statements and that the external auditors are responsible for auditing those financial statements.

The Subcommittee has the authority to retain legal, accounting and other advisors to assist in the performance of its responsibilities. The University shall compensate the independent auditors and advisors employed by the Audit Subcommittee, and provide for associated administrative expenses.

***Structure***

The Audit Subcommittee is a subcommittee of the Finance & Facilities Committee of the Board of Trustees of Youngstown State University. Board members are appointed by the Governor of the State of Ohio. The Board will seek to ensure financial expertise on the Audit Subcommittee through appointments and training. Further, no member of the Audit Subcommittee may concurrently serve on the Investment Subcommittee.

***Meetings***

The Audit Subcommittee shall meet at least quarterly and at any other convenient date on an as-needed basis. The Audit Subcommittee may ask members of management or others to attend Audit Subcommittee meetings and provide pertinent information when needed. The Audit Subcommittee shall meet periodically with management, external auditors and the independent Internal Auditor.

Date Last Reviewed \_\_\_\_\_ 12-2015 \_\_\_\_\_

12-2015 Audit Subcommittee Charter

Youngstown State University  
Audit Subcommittee Charter

***Functions and Responsibilities***

**Internal Control**

1. Review with management, Internal Audit and external auditors the adequacy and effectiveness of the University's policies for assessing and managing risk.
2. Examine internal and external auditors' findings of weaknesses and recommendations for the improvement of internal controls. Monitor management's response to and implementation of internal control recommendations.

**Financial Reporting**

1. Review annual financial statements prior to public release and discuss such statements with management and the independent auditors.
2. Discuss any changes in accounting principles, significant judgment areas and significant or complex transactions (including any off-balance sheet structures) that occurred. Consider management's handling of proposed audit adjustments identified by the independent auditors.
3. Consult with auditors and accounting personnel on the integrity of the internal and external financial reporting process. Determine if key reporting objectives are being met.

**Independent Auditors**

1. Serve as the authority to which the independent auditors report.
2. Review, at least annually, all relationships between the independent auditors and the University and assess the independent auditors' independence.
3. Review the audit scope and approach of the independent auditors' examinations and direct the auditors to areas that, in the Audit Subcommittee's opinion, require more attention. Audit engagement letters are to be addressed to the Audit Subcommittee rather than to management.
4. Discuss with the independent auditors any significant findings, difficulties, disagreements with management, restrictions on scope of the audit, or limitations on information or personnel encountered while performing the audit.
5. Pre-approve all significant audit and permitted non-audit services and related fees to be performed by the University's independent auditors. The Chairperson of the Audit Subcommittee shall have the authority to review and approve all such proposals and shall report back to the full Subcommittee at each meeting.

**Internal Auditors**

1. Review and examine the objectivity, effectiveness and resources of the internal audit function.
2. Concur in the appointment or replacement of the provider of internal audits services.
3. Review the internal audit plan for the current year and review the risk assessment procedures used to identify projects included in the plan.
4. Review the results of internal audit activities and track the progress of the internal audit plan.

Date Last Reviewed \_\_\_\_\_ 12-2015 \_\_\_\_\_

12-2015 Audit Subcommittee Charter

Youngstown State University  
Audit Subcommittee Charter

**Other**

1. Ensure that appropriate code(s) of conduct/ethics are formalized in writing. Review management's monitoring of compliance therewith, including changes or waivers to the code(s).
2. Review legal and regulatory matters that may have a material impact on the financial statements and the related compliance policies and procedures.
3. Ensure that procedures exist for the receipt, retention and treatment of complaints regarding accounting, internal controls or auditing matters, including procedures for the confidential, anonymous submission by employees of concerns regarding questionable accounting or auditing matters. Periodically review summary reports of such complaints.
4. Review and assess, at least every three years, the Audit Subcommittee's charter and performance, and submit changes to the charter for approval of the Board.
5. Recommend to the Board policies for hiring employees or former employees of the independent auditor.
6. Perform other oversight functions as requested by the Board of Trustees.

Date Last Reviewed \_\_\_\_\_ 12-2015 \_\_\_\_\_

12-2015 Audit Subcommittee Charter

Youngstown State University  
Audit Subcommittee Charter

***Purpose***

The primary function of the Audit Subcommittee (the “Subcommittee”) is to assist the Board of Trustees in fulfilling its oversight responsibilities for the institution’s accounting and financial reporting processes and audits by monitoring:

- the integrity of the University’s financial statements,
- the independence, qualifications, and performance of its independent external and internal auditors,
- the University’s system of internal controls, and
- the University's compliance with laws, regulations and codes of conduct.

~~Subject to State Auditor’s role and requirements, the Audit Subcommittee will be responsible for the appointment, compensation, retention, oversight and evaluation of the University’s independent external and internal auditors. The Audit Subcommittee shall maintain an effective, open avenue of communication among the independent external auditors, internal auditors, senior management and the Board of Trustees.~~

~~The Subcommittee’s function is one of oversight, and as such it recognizes that management is responsible for preparing the financial statements and that the independent external auditors are responsible for auditing those financial statements.~~

**Resources and Authority**

The Subcommittee is empowered to investigate any matter brought to its attention with full access to all books, records, facilities and personnel of the University.

The Subcommittee has the authority to retain legal, accounting and other advisors to assist in the performance of its responsibilities. The University shall compensate the independent auditors and advisors employed by the Audit Subcommittee, and provide for associated administrative expenses.

***Structure***

The Audit Subcommittee is a subcommittee of the Finance & Facilities Committee of the Board of Trustees of Youngstown State University. Board members are appointed by the Governor of

Date Last Reviewed: tbd ~~\_\_\_\_\_12-2015\_\_\_\_\_~~

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Youngstown State University  
Audit Subcommittee Charter

the State of Ohio. ~~The Board will seek to ensure financial expertise on the Audit Subcommittee through appointments and training.~~

All members of the Subcommittee must be independent of the University, management and the independent auditor in fact and appearance. Members of the Subcommittee shall be considered independent provided they do not accept any consulting, advisory, or other compensatory fee from the University and are not affiliated persons of the external auditor, management or University. Further, no member of the Audit Subcommittee may concurrently serve on the Investment Subcommittee.

At least one member of the Subcommittee should, if possible, be a “financial expert”. A financial expert is a person who has an understanding of generally accepted accounting principles and financial statements, experience applying such principles, experience preparing or auditing financial statements, experience with internal controls, and an understanding of audit committee functions. The Board will seek to ensure financial expertise on the Audit Subcommittee through appointments and training.

## Meetings

The Audit Subcommittee shall meet at least quarterly and at any other convenient date on an as-needed basis. The Audit Subcommittee may ask members of management or others to attend Audit Subcommittee meetings and provide pertinent information when needed. The Audit Subcommittee shall meet periodically with management, independent ~~external~~ auditors and the ~~independent~~ Internal Auditor.

As part of its responsibility to foster open communication, the Subcommittee shall provide sufficient opportunity for the independent auditors to meet privately with the Committee.

Meeting agendas will be prepared and provided in advance to members along with the appropriate briefing materials. A written summary of each Subcommittee meeting will be prepared. The Subcommittee is to report its findings and recommendations for action to the Finance and Facilities Committee.

## *Functions and Responsibilities*

Date Last Reviewed: tbd ~~12-2015~~

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Youngstown State University  
Audit Subcommittee Charter

### Internal Control

1. Review with management, Internal Audit and independent ~~external~~ auditors the adequacy and effectiveness of the University's policies for assessing and managing risk.
2. Examine internal and ~~external auditors~~ independent auditors' findings of weaknesses and recommendations for the improvement of internal controls. Monitor management's response to and implementation of internal control recommendations.

### Financial Reporting

1. Review annual financial statements prior to public release and discuss such statements with management and the independent auditors.
2. Discuss any changes in accounting principles, significant judgment areas and significant or complex transactions (including any off-balance sheet structures) that occurred. Consider management's handling of proposed audit adjustments identified by the independent auditors.
3. Consult with auditors and accounting personnel on the integrity of the internal and independent ~~external~~ financial reporting process. Determine if key reporting objectives are being met.

### Independent Auditors

Subject to State Auditor's role and requirements, the Audit Subcommittee will be responsible for the appointment, compensation, retention, oversight and evaluation of the University's independent auditors.

The Subcommittee's function is one of oversight, as such it recognizes that management is responsible for preparing the financial statements and that the independent auditors are responsible for auditing those financial statements.

1. Serve as the authority to which the independent auditors report.
2. Review, at least annually, all relationships between the independent auditors and the University and assess the independent auditors' independence.
3. Review the audit scope and approach of the independent auditors' examinations and direct the auditors to areas that, in the Audit Subcommittee's opinion, require more attention. Audit engagement letters are to be addressed to the Audit Subcommittee rather than to management.
4. Discuss with the independent auditors any significant findings, difficulties, disagreements with management, restrictions on scope of the audit, or limitations on information or personnel encountered while performing the audit.
5. Pre-approve all significant audit and permitted non-audit services and related fees to be performed by the University's independent auditors. The Chairperson of the Audit Subcommittee shall have the authority to review and approve all such proposals and shall report back to the full Subcommittee at each meeting.

Date Last Reviewed: tbd ~~\_\_\_\_\_~~ 12-2015 ~~\_\_\_\_\_~~

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Youngstown State University  
Audit Subcommittee Charter

## Internal Auditors

The Audit Subcommittee will be responsible for the appointment, compensation, retention, oversight and evaluation of the University's internal auditors.

1. Review and examine the objectivity, effectiveness and resources of the internal audit function.
2. Concur in the appointment or replacement of the provider of internal audits services.
3. Review the internal audit plan for the current year and review the risk assessment procedures used to identify projects included in the plan.
4. Review the results of internal audit activities and track the progress of the internal audit plan.
5. Ensure there are no unjustified restrictions or limitations on the internal audit function.

## Compliance

1. Ensure that appropriate code(s) of conduct/ethics are formalized in writing. Review management's monitoring of compliance therewith, including changes or waivers to the code(s).
2. Review legal and regulatory matters that may have a material impact on the financial statements and the related compliance policies and procedures.
3. Ensure that procedures exist for the receipt, retention and treatment of complaints regarding accounting, internal controls or auditing matters, including procedures for the confidential, anonymous submission by employees of concerns regarding questionable accounting or auditing matters. Periodically review summary reports of such complaints.

## Other

- ~~1. Ensure that appropriate code(s) of conduct/ethics are formalized in writing. Review management's monitoring of compliance therewith, including changes or waivers to the code(s).~~

~~Review legal and regulatory matters that may have a material impact on the financial statements and the related compliance policies and procedures.~~

- ~~1. Ensure that procedures exist for the receipt, retention and treatment of complaints regarding accounting, internal controls or auditing matters, including procedures for the confidential, anonymous submission by employees of concerns regarding questionable accounting or auditing matters. Periodically review summary reports of such complaints.~~
1. Review and assess, at least every three years, the Audit Subcommittee's charter, and submit changes to the charter for approval of the Board.
2. The Subcommittee shall review, discuss and assess its own performance as well as its role and responsibilities, seeking input from senior management, the full board and

Date Last Reviewed: tbd ~~12-2015~~

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Youngstown State University  
Audit Subcommittee Charter

others. Changes in role and/or responsibilities, if any, shall be recommended to the full board for approval.

- ~~2.3. Recommend~~ Recommend to the Board policies for hiring employees or former employees of the independent auditor.
4. ~~3.~~ Perform other oversight functions as requested by the Board of Trustees.
5. Maintain an effective, open avenue of communication among the independent auditors, internal auditors, senior management and the Board of Trustees.

Date Last Reviewed: tbd ~~12-2015~~

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## Memo

To: Audit Subcommittee  
From: Kelli L Miller, Director of Internal Audit  
CC: Dr. Mike Sherman, VP Institutional Effectiveness and Board Professional  
Neal McNally, VP Finance and Business Operations  
Date: 4/30/2020  
Re: Proposed Revisions to Audit Subcommittee Charter

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Comments: The proposed draft includes revisions in two distinct areas. First and foremost this draft incorporates best practices and key concepts. Secondly, a few housekeeping and streamlining matters were addressed while changes were being made.

Best practices/key concepts:

- 1) Independence is mandated and defined for subcommittee members.
- 2) Financial expert is mandated and defined as a member of the subcommittee.
- 3) Formalize practices regarding recordkeeping including agenda, minutes and reporting.
- 4) Focus on compliance as key function and responsibility of the subcommittee.
- 5) Define investigative authority of the subcommittee.
- 6) Define no unjustified restrictions on internal audit process.
- 7) Define ability to meet privately with independent auditor.
- 8) Inclusion of self-review process.

Housekeeping and streamlining:

- 1) Independent and external used interchangeably as it relates to auditor. All references changed to independent auditor.
- 2) Subcommittee defined for reference throughout the document.
- 3) Streamlining – headers created and items included in appropriate areas.

Additional considerations:

- 1) Does the subcommittee desire more focus on Enterprise Risk Management in the Charter?
  - 2) Does the subcommittee desire that liaisons to management be defined in this charter?
  - 3) Does the subcommittee desire additional discussion of Auditor of State role in independent auditor appointment?
-

Youngstown State University  
Office of Internal Audit  
FY 2021 Audit Plan and Risk Assessment  
Proposed June 3, 2020

Audit Engagements						
Area / Quarter Planned	Project Scope	Risk	Risk Category	Preliminary Risk Assessment	Audit Objective	FY19 Budgeted Hours
Rich Center for Autism	YSU Agreement with Foundation Operational and financial related to compliance with YSU policies for accounts payable and payroll	compliance, financial and reputational and governance risks resulting from improper understanding, documentation and use of YSU resources as it relates to Rich Center operations	Financial	high	review agreement with Rich Center to ensure sustainability and continued effectiveness of the operating agreement and identify, assess and test processes and selected transactions to ensure compliance with policies and procedures related to accounts payable and payroll transactions.	160
Donor Restricted Funds (Carryover from 2020)	policies, procedures and controls related to acceptance, receipt, documentation and use of donor restricted funds in accordance with donor intent	compliance, financial, reputational and governance risks resulting from improper understanding, documentation, and use of funds in accordance with donor intent	Financial	moderate	identify, assess and test processes and selected transactions to ensure compliance with policies and procedures and overall effectiveness of internal control related to acceptance, tracking and use of donor restricted funds	170
Banner User Access 3rd quarter (carryover from 2020)	procedures and controls for granting, modifying, and terminating Banner access within Banner modules	inappropriate Banner user access is inherently high risk in complex ERP system with a large number of users	IT	high	ensure Banner user access is appropriately assigned and restricted based on least privilege (users have access only to what is required to perform their duties) including read-only access to sensitive and confidential information, and maintains segregation of duties	280
Faculty Workload	criteria, processes and controls related to scheduling, workload, and non-instructional activities	operations including productivity and resource allocation, compliance with HR	Financial	high	identify definitions, policies and procedures related to faculty workload and test processes and controls to ensure accuracy of captured information and reporting	208
<b>Total Audit Engagements</b>						<b>818</b>

Continuous Auditing/Analytics						
Area	Project Scope	Risk	Risk Category	Preliminary Risk Assessment	Audit Objective	FY19 Budgeted Hours
Continuous Auditing - Payroll	quarterly continuous auditing	fraud and errors related to payroll	Financial	high	analysis of quarterly payroll data to ensure operating effectiveness of internal controls	275
Continuous Auditing - Accounts Payable	quarterly continuous auditing	fraud and errors related to payables	Financial	high	analysis of quarterly payables data to ensure operating effectiveness of internal controls	325
<b>Total Continuous Auditing</b>						<b>600</b>

Open Audit Recommendation Follow-up						
Area	Project Scope	Risk	Risk Category	Preliminary Risk Assessment	Audit Objective	FY19 Budgeted Hours
Open Audit Recommendation Follow-up	Follow-up on open audit recommendations from previous audits	various	various	various	assess implementation of appropriate corrective action to address audit recommendations	140
<b>Total Open Audit Recommendation Follow-up</b>						<b>140</b>

Hotline Monitoring						
Area	Project Scope	Risk	Risk Category	Preliminary Risk Assessment	Audit Objective	FY19 Budgeted Hours
Hotline Monitoring	Ongoing monitoring of hotline reports	fraud/unethical conduct	various	TBD	assess risk level and quality of hotline reports; ensure timely follow-up of reports as deemed necessary	60
<b>Total Hotline Monitoring</b>						<b>60</b>

**Audit Plan Total** **1618**

**Youngstown State University**  
**Office of Internal Audit**  
**FY 2021 Audit Plan**  
*Proposed June 3, 2020*

Jul - Sept   Oct - Dec   Jan - Mar   Apr - Jun

	Q1 Total	Q2 Total	Q3 Total	Q4 Total	FY21 Total
<i>Audit and Assurance: (see Proposed Audit Plan for detail)</i>					
Audit engagements	172	262	208	176	<b>818</b>
Continuous Auditing/Analytics	120	180	180	120	<b>600</b>
Open Audit Recommendation Follow-up	35	35	35	35	<b>140</b>
Hotline Monitoring	<u>15</u>	<u>15</u>	<u>15</u>	<u>15</u>	<b><u>60</u></b>
	342	492	438	346	<b>1618</b>
<i>Advisory</i>					
Advisory	90	90	90	90	<b>360</b>
<i>Administrative &amp; Planning:</i>					
Administrative (includes student auditor hiring, training)	60	60	60	60	<b>240</b>
Audit Risk Assessment, Annual Planning, Audit Subcommittee Prep and Meetings	20	20	20	30	<b>90</b>
Enterprise Risk Management assistance	20	20	20	20	<b>80</b>
Professional Development & Training	10	10	10	10	<b>40</b>
Holiday, Vacation/Sick	<u>24</u>	<u>24</u>	<u>48</u>	<u>40</u>	<b><u>136</u></b>
	134	134	158	160	<b>586</b>
<b>Total Hours</b>	<b>566</b>	<b>716</b>	<b>686</b>	<b>596</b>	<b>2564</b>

Note: hours above include a total of 900 hours for two student audit interns in the Fall 2020 and two student audit interns in the Spring 2021

YSU FY 2020 Internal Audit Risk Assessment

Facilities 100

Category #	Activity	Health and Safety	Financial Impact	Public Image and Reputation	Outside Influence	Strategic Risks	Volume & Size	Change	Complexity	IT & System Risk	ERM Results	Total Risk	Weighted Risk Score
		15	15	15	5	10	5	5	5	15	10	100	
FAC 101	Special Events, Facility Use	5	3	4	2	2	3	3	2	1	6	31	325
FAC102	Maintenance-Buildings/Grounds	4	4	4	2	3	4	4	3	1	4.5	33.5	335
FAC 103	Building Access/ Key Control	5	2	3	2	2	2	3	1	1	4.5	25.5	270
FAC 104	Capital Project Management	3	4	4	4	4	3	5	4	1	3	35	330
Fac 105	Government Compliance	4	3	4	4	4	3	3	3	1	6	35	345

Financial 200

Category #	Activity	Health and Safety	Financial Impact	Public Image and Reputation	Outside Influence	Strategic Risks	Volume & Size	Change	Complexity	IT & System Risk	ERM Results	Total Risk	Weighted Risk Score
		15	15	15	5	10	5	5	5	15	10	100	
FIN 201	Grants: Accounting/Management	1	5	5	4	5	4	6	5	5	3	43	415
FIN 202	YSU Foundation	1	5	5	4	4	2	3	3	2	6	35	355
FIN 203	Budget Management	1	6	5	6	6	5	6	5	5	4	49	465
FIN 204	Procurement, Contracts	1	5	4	4	3	5	4	3	4	3	36	350
FIN 205	Financial Aid	1	5	5	5	5	5	5	4	6	1	42	410
FIN 206	Collections - Receivables	1	5	5	5	3	5	5	4	6	4.5	43.5	425
FIN 207	Payroll	3	5	5	5	5	5	5	4	6	3	46	460
FIN 208	Disbursements, A/P	1	5	4	3	3	5	4	3	4	4.5	36.5	360

Research 300

Category #	Activity	Health and Safety	Financial Impact	Public Image and Reputation	Outside Influence	Strategic Risks	Volume & Size	Change	Complexity	IT & System Risk	ERM Results	Total Risk	Weighted Risk Score
		15	15	15	5	10	5	5	5	15	10	100	
RES 301	Grant Management	1	4	5	5	5	4	6	5	4	4.5	43.5	405
RES 302	Human/Animal Subjects	5	5	5	5	4	3	4	3	4	1	39	410
RES 303	Intellectual Property	1	4	4	5	5	3	5	4	4	4.5	39.5	375
RES 304	External Partnerships	1	3	4	5	5	3	5	4	4	8	42	395
RES 305	Research Funding	1	5	5	5	5	4	5	4	5	4.5	43.5	425
Res 306	3D Printing	5	4	4	4	4	3	5	4	4	10	47	475

YSU FY 2020 Internal Audit Risk Assessment

Human Resources 400

Category #	Activity	Health and Safety	Financial Impact	Public Image and Reputation	Outside Influence	Strategic Risks	Volume & Size	Change	Complexity	IT & System Risk	ERM Results	Total Risk	Weighted Risk Score
		15	15	15	5	10	5	5	5	15	10	100	
HR 401	Discrimination, Harassment	4	4	5	4	4	4	4	4	3	10	46	460
HR 402	Employee Travel	4	3	3	3	1	3	3	2	2	5	29	295
HR 403	Volunteers	4	1	4	2	1	1	2	1	2	3	21	235
HR 404	Employee Productivity	4	4	4	4	4	4	3	4	4	6	41	415
HR 405	Succession Planning	3	5	5	4	5	4	5	3	2	10	46	455
HR 406	Employment Practices, Termination	4	5	4	4	4	3	3	4	4	7.5	42.5	440
HR 407	Employment Practices, Hiring	4	4	4	4	4	4	3	3	4	3	37	380

Athletics 500

Category #	Activity	Health and Safety	Financial Impact	Public Image and Reputation	Outside Influence	Strategic Risks	Volume & Size	Change	Complexity	IT & System Risk	ERM Results	Total Risk	Weighted Risk Score
		15	15	15	5	10	5	5	5	15	10	100	
ATH 501	Team Travel	4	3	3	3	2	2	2	1	1	4.5	25.5	270
ATH 502	Camps -Athletic	5	5	4	4	3	2	2	1	2	6	34	375
ATH 503	NCAA Compliance	3	5	4	5	4	2	3	2	2	3	33	340
ATH 504	Athletic Injury	5	5	4	4	3	2	3	2	2	6	36	385

Safety 600

Category #	Activity	Health and Safety	Financial Impact	Public Image and Reputation	Outside Influence	Strategic Risks	Volume & Size	Change	Complexity	IT & System Risk	ERM Results	Total Risk	Weighted Risk Score
		15	15	15	5	10	5	5	5	15	10	100	
SAF 601	Campus Safety -Crisis Management	6	4	5	4	5	4	4	4	2	10	48	485
SAF 602	Environmental Compliance	5	4	5	3	4	3	5	3	2	2	36	370
SAF 603	Youth Programs	5	3	5	4	3	2	4	2	2	7.5	37.5	390
SAF 604	Occupational Safety	6	4	5	4	4	4	4	4	2	3	40	405
SAF 605	Police/Law Enforcement	4	2	3	2	3	2	3	2	1	3	25	255
SAF 606	Chemical Safety	5	3	4	3	3	2	3	2	2	3	30	320
SAF 607	Crime Reporting	5	3	4	4	3	2	3	2	2	4.5	32.5	340
SAF 608	Laboratory Safety	5	3	4	3	3	2	3	2	2	10	37	390

YSU FY 2020 Internal Audit Risk Assessment

Information Technology 700

Category #	Activity	Health and Safety	Financial Impact	Public Image and Reputation	Outside Influence	Strategic Risks	Volume & Size	Change	Complexity	IT & System Risk	ERM Results	Total Risk	Weighted Risk Score	
		15	15	15	5	10	5	5	5	15	10	100		
IT 701	Data management, PII	4	5	5	3	5	5	5	5	4	5	6	47	480
IT 702	Records Retention	4	4	4	3	3	5	5	5	4	5	6	43	430
IT 703	Cyber Security	4	5	5	3	5	5	5	5	4	5	8	49	500

Academic & Student Affairs - 800

Category #	Activity	Health and Safety	Financial Impact	Public Image and Reputation	Outside Influence	Strategic Risks	Volume & Size	Change	Complexity	IT & System Risk	ERM Results	Total Risk	Weighted Risk Score
		15	15	15	5	10	5	5	5	15	10	100	
ACA 801	Student Travel: Domestic and International	4	3	3	3	2	1	2	2	1	6	27	285
ACA 802	Student Organizations/Clubs (RSO)	4	2	2	2	2	1	2	2	1	6	24	250
ACA 803	Title IX, VAWA	1	5	5	5	5	5	5	4	4	10	49	470
ACA 804	Residence Life	5	3	3	3	4	3	4	4	1	6	36	350
ACA 805	Diversity	3	3	3	4	5	3	4	5	1	4.5	35.5	325
ACA 806	Substance Abuse	4	3	3	3	4	1	3	4	1	10	36	360
ACA 807	Student Counseling	4	2	2	4	4	1	2	5	1	10	35	335
ACA 808	Distance Learning	2	5	5	3	5	5	8	4	4	3	44	420
ACA 809	Student Admission	3	5	5	4	5	4	5	5	4	3	43	425
ACA 810	Student Internships	1	2	2	2	3	1	2	2	1	6	22	215
ACA 811	Enrollment Special Needs	1	5	5	5	5	5	5	4	4	4	43	410
ACA 812	Student Data Management	3	5	5	4	4	5	4	4	5	4.5	43.5	440
ACA 813	Study Abroad Programs	4	2	2	3	2	1	3	3	1	4.5	25.5	250
ACA 814	International Students	3	3	3	3	2	2	3	3	1	4.5	27.5	270

Other Areas Not Discretely Presented in ERM

Category #	Activity	Health and Safety	Financial Impact	Public Image and Reputation	Outside Influence	Strategic Risks	Volume & Size	Change	Complexity	IT & System Risk	ERM Results	Total Risk	Weighted Risk Score
		15	15	15	5	10	5	5	5	15	10	100	
	Endowment And Development	2	3	4	3	2	2	2	2	2	1	23	240
	Parking Services	3	2	3	3	1	1	2	1	1	1	18	190
	Outsourced - Revenue Sharing/Commissions	2	3	3	2	1	2	3	1	1	1	19	195
	UBIT	1	4	4	3	4	2	4	4	1	1	28	265
	Strategic/Governance	4	4	5	4	5	5	6	5	3	1	42	400
	Motor Pool	4	3	3	3	2	3	3	2	1	1	25	250
	Radio	3	2	4	3	2	2	2	2	1	1	22	225
	Rich Center	4	4	7	6	3	3	6	4	3	1	41	405
	Career Services	2	3	4	3	4	3	3	3	3	1	29	290

MINUTES OF MEETING  
OF THE  
UNIVERSITY AFFAIRS COMMITTEE  
OF THE  
BOARD OF TRUSTEES OF  
YOUNGSTOWN STATE UNIVERSITY

June 3, 2020

A meeting of the University Affairs Committee of the Board of Trustees of Youngstown State University convened at 3:14 p.m. on Wednesday, June 3, 2020, through the Cisco WebEx Video Conference application.

Members present were: Dr. John R. Jakubek, chairperson of the committee, who presided, Mr. David C. Deibel, Dr. Anita A. Hackstedde, Mr. James E. Roberts, Ms. Molly S. Seals, Mr. Michael A. Peterson, Ms. Capri S. Cafaro, Mr. Charles T. George, Mr. Allen L. Ryan, Jr., Mr. Rocco L. Core, Ms. Victoria M. Woods and National/Global Trustee Mr. Eric A. Spiegel. Mr. Deibel, Dr. Hackstedde, and Dr. Jakubek participated from the Tod Hall Leaders Conference Room. Mr. Peterson, Mr. George and Mr. Ryan participated from their business locations. Mr. Roberts, Ms. Seals, Ms. Cafaro, Mr. Core, Ms. Woods and Mr. Spiegel participated from their places of residence.

Also present were Mr. James P. Tressel, President of the University; Dr. Brien Smith, Provost and Vice President for Academic Affairs; Mr. Neal McNally, Vice President for Finance and Administration; Ms. Holly A. Jacobs, Vice President and University General Counsel; Dr. Eddie J. Howard, Jr., Vice President for Student Affairs; Dr. Mike Sherman, Vice President for Institutional Effectiveness and Board Professional and Mr. Franklin S. Bennett, Jr., Secretary to the Board of Trustees.

The chairperson stated that draft minutes of the committee's meeting March 4, 2020, previously had been distributed to the committee. There being no additions, deletions or corrections thereto, the minutes of the meetings were approved as distributed.

Reports were made and action taken as follows:

1. OLD BUSINESS

The committee considered no old business

2. UNIVERSITY AFFAIRS COMMITTEE ITEMS

A. Intercollegiate Athletics Action Items

1. Resolution to Ratify Personnel Actions



Ms. Emily Wollet, Associate Director of Athletics, described the proposed resolution regarding ratification of personnel actions for intercollegiate athletic staff and coaching positions for the period January 16, 2020 through April 15, 2020. Following discussion, and upon motion made by Dr. Hackstedde, seconded by Mr. Deibel, the committee voted unanimously to recommend to the board of trustees the adoption of the “Resolution to Ratify Personnel Actions,” as included with the committee’s agenda materials

B. Intercollegiate Athletics Discussion Item

1. NCAA Rules Compliance Education

Ms. Wollet provided the committee with education on NCAA Rules Compliance. During her presentation Ms. Wollet reviewed in detail the information provided in the “A Quick Guide to NCAA Rules for Boosters, Staff and Friends of Penguin Athletics,” a copy of which is attached to these minutes. Ms. Wollet reported that Ms. Elaine Jacobs, Associate Director of Athletics would be retiring on July 1, 2020. On behalf of the committee and the board of trustees committee chairperson Dr. Jakubek thanked Ms. Jacobs for her years of service to the university and its student athletes. Ms. Wollet noted that name, image and likeness legislation is under consideration in various states, and the YSU’s athletics department is monitoring this matter.

C. University Affairs Discussion Item

1. Litigation, Personnel and Collective Bargaining Update

The chairperson recognized Dr. Hackstedde, who moved that the committee enter executive session to (1) confer with university legal counsel concerning disputes involving the university that are the subject of pending or imminent court action, (2) consider the appointment, employment, dismissal, discipline, promotion, demotion and/or compensation of one or more university employees, and (3) review collective bargaining negotiations with university employees concerning their compensation or other terms and conditions of their employment. Mr. Deibel seconded the motion. The secretary then conducted a roll call vote of the committee members on the motion to enter executive session, the results of which are as follows (YES being a vote in favor of entering executive session):

Mr. Deibel	YES	Dr. Hackstedde	YES
Mr. Roberts	YES	Dr. Jakubek	YES
Ms. Seals	YES	Mr. Peterson	YES
Ms. Cafaro	YES	Mr. George	YES
Mr. Ryan	YES	Mr. Core	YES
Ms. Woods	YES		

The vote being unanimous in favor of the motion, the committee entered executive session through the WebEx Video Conference application at 3:37 p.m. Public access to the WebEx Video Conference application was suspended during the executive session. Present during the executive session were the trustees and student trustees present at the meeting, Mr. Spiegel, Mr. Tressel, Dr. Smith, Mr. McNally, Ms. Jacobs, Dr. Howard, Dr. Sherman, Ms. Cynthia Kravitz, Associate Vice

President and Chief Human Resources Officer, Mr. Kevin Kralj, Director – Employee Labor Relations, Atty. Seth Briskin, Special Counsel to the university for collective bargaining and the secretary to the board of trustees. While in executive session the committee received reports regarding the employment of university personnel and actions taken by administration in response to the pandemic crisis, pending litigation matters, and upcoming faculty contract negotiations. No votes or action (official or unofficial) were taken during the executive session. The committee returned to public session and public access was restored to the WebEx Video Conference application at 5:12 p.m.

2. Affirmative Action Plan Update

Ms. Kravitz provided an update on the university’s affirmative action plan, particularly with regard to placement goals and efforts being taken to address the underutilization of females, minorities, veterans and disabled individuals in some areas.

D. University Affairs Consent Action Items

1. Resolution to Modify Resignation of Public Employment Policy, 3356-7-38
2. Resolution to Modify Selection, Appointment, and Annual Evaluation of Administrative Officers Policy, 3356-9-02

Dr. Jakubek asked whether the committee had any questions regarding the two proposed resolutions that were included in the agenda as consent actions. There were no questions from the committee members. Upon motion made by Dr. Hackstedde, seconded by Mr. Peterson, the committee voted unanimously to recommend to the board of trustees the adoption of the “Resolution to Modify Resignation of Public Employment Policy, 3356-7-38” and the “Resolution to Modify Selection, Appointment, and Annual Evaluation of Administrative Officers Policy, 3356-9-02,” as included with the committee’s meeting agenda materials.

E. University Affairs Action Items

1. Resolution to Approve the Selection of Dean for the Bitonte College of Health and Human Services

Dr. Smith described the proposed resolution to appoint Dr. Jeffrey B. Allen as the new Dean of the Bitonte College of Health and Human Services, effective July 15, 2020. Dr. Smith noted that the proposed resolution, a copy of which is attached to these minutes, differs slightly from that included with the committee’s agenda materials. Following discussion, and upon motion made by Dr. Hackstedde, seconded by Mr. Deibel, the committee voted unanimously to recommend to the board of trustees the adoption of the “Resolution to Approve the Selection of Dean for the Bitonte College of Health and Human Services” as attached to these minutes.

2. Resolution to Authorize Conferral of Emeritus Status for Faculty and Administrators

Ms. Kravitz described the proposed resolution that would confer emeritus status upon 13 recently-retired faculty members and 9 recently retired university administrators. Following discussion, and upon motion made by Mr. George, seconded by Mr. Peterson, the committee voted unanimously to recommend to the board of trustees the adoption of the “Resolution to Authorize Conferral of Emeritus Status for Faculty and Administrators,” as included with the agenda materials.

3. Resolution to Ratify Personnel Actions

Ms. Kravitz described the proposed resolution that would ratify and confirm certain personnel actions pertaining to faculty and professional/administrative staff taken during the period January 16, 2020, through April 15, 2020. Following discussion, and upon motion made by Ms. Seals, seconded by Mr. Deibel, the committee voted unanimously to recommend to the board of trustees the adoption of the “Resolution to Ratify Personnel Actions,” as included with the committee’s agenda materials.

3. NEW BUSINESS

1. Youngstown State University Board of Trustees Resolution to Make Organizational Adjustments to Support the Adoption of the FY2021 Operating Budget

Mr. Tressel presented and reviewed a proposed resolution that would state that via adoption of the FY2021 Operating Budget the board of trustees recognized and endorsed (1) the creation of the Beeghly College of Liberal Arts, Social Sciences, and Education via converging the Beeghly College of Education and the College of Liberal Arts and Social Sciences, (2) the dissolution of the Division of Governmental Affairs, External Relations, and Economic Development; and (3) acknowledgment of the likelihood that other actions may be necessary over the 2021 fiscal year to resolve a balanced budget. Following discussion, and upon motion made by Mr. George, seconded by Mr. Deibel, the committee voted unanimously to recommend to the board of trustees the adoption of the “Youngstown State University Board of Trustees Resolution to Make Organizational Adjustments to Support the Adoption of the FY2021 Operating Budget,” as presented by Mr. Tressel and attached to these minutes.

2. Youngstown State University Board of Trustees Resolution to Appoint the Inaugural Dean of the College of Liberal Arts, Social Sciences, and Education

Dr. Smith presented and described a proposed resolution that would name Dr. Charles Howell as Dean of the Beeghly College of Liberal Arts, Social Sciences, and Education. Following discussion, and upon motion made by Mr. George, seconded by Mr. Deibel, the committee voted unanimously to recommend to the board of trustees the adoption of the “Youngstown State University Board of Trustees Resolution to Appoint the Inaugural Dean of the College of Liberal Arts, Social Sciences, and Education,” as presented by Dr. Smith and attached to these minutes.

There being no further business to come before the committee, the meeting was duly adjourned at 5:30 p.m.

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Franklin S. Bennett, Jr.  
Secretary to the Board of Trustees

## **Winning with Integrity!**

It is the responsibility of each institution to control its intercollegiate athletics program in compliance with the rules and regulations of the NCAA. This includes responsibility for the actions of its staff members, athletes, and for any other individual or organization engaged in activities promoting the athletic interests of YSU.



### **“Ask Before You Act”**

If you have questions regarding any NCAA or institutional rules, please contact:

Elaine Jacobs  
Associate Director of Athletics  
EMAIL: [eajacobs@ysu.edu](mailto:eajacobs@ysu.edu)  
PHONE: 330-941-2282  
FAX: 330-941-3191

## **YSU FIGHT SONG**

The Red and White are waving  
Over the field  
Our teams are fighting  
With a spirit that will not yield  
Rah-Rah-Rah  
Hail to thee O'Youngstown  
We'll fight for you  
Once again the Penguins  
Will win for YSU

## **YSU ALMA MATER**

All hail to thee O Youngstown,  
Our Alma Mater fair;  
In sunlight and starshine  
We see thee in all thy glory.  
The Red and White, thy glorious colors,  
Ever we praise and hold them  
High to the breeze as the symbol of our Most loyal  
allegiance.  
This anthem, O Youngstown,  
Our pledge of trust shall be  
That thy sons and daughters  
Shall keep faith with thee forever

**Youngstown**  
STATE UNIVERSITY

## **A Quick Guide To NCAA Rules for Boosters, Staff, and Friends of PENGUIN ATHLETICS**





This pamphlet is designed to assist supporters of Penguin Athletics with basic NCAA rules education. There are three points of emphasis:

- Definitions
- Role of Boosters
- Extra Benefits

## **DEFINITIONS**

### **Who is a booster?**

You are a YSU booster if you:

- Are a member of the Penguin Club;
- Ever made a financial contribution to the athletics department or Penguin Club;
- Have been a season-ticket holder;
- Provide jobs for student-athletes;
- Promote the YSU athletics program;
- Are a former student-athlete;
- Are a YSU Board of Trustee; or
- Are the parents or guardians of an enrolled student-athlete.

Once an individual has been identified as a booster, he or she retains this identity indefinitely.

### **Who is a prospect?**

Commonly referred to as a “recruit”, a prospect is any student who has entered the ninth grade. A prospect remains a prospect until he/she enrolls at a member institution.

### **What is an “extra benefit”?**

An extra benefit is any special arrangement by an employee of YSU or booster to provide a prospect or student-athlete or their relatives a benefit not approved by the NCAA.

## **ROLE OF THE BOOSTER**

### **Recruiting**

A booster is not permitted to have any in-person contact with a prospect or the prospect’s parents or legal guardians or relatives on or off campus at any site (unless you are an employee of YSU who would meet with prospects in-person, on-campus as a regular part of his/her job, i.e. faculty).

A booster is not permitted to be directed by a staff member to attend games/events in order to evaluate prospects. A booster may alert a staff member of a potential prospect, but cannot be directed to do so.

A booster is not permitted to telephone a prospect or the prospect’s parents or legal guardians. If a prospect telephones a booster, the booster should refer any questions about the athletics program to the athletics department staff.

A booster can employ a prospect who has signed a National Letter of Intent to attend YSU, but employment cannot commence any earlier than the summer prior to full-time enrollment at YSU.

A booster cannot utilize social media to comment on or encourage the enrollment of any prospect.

## **EXTRA BENEFITS**

A student-athlete or prospect cannot receive any extra benefits. Receipt by an athlete of an impermissible benefit will render the athlete ineligible for competition.

Examples of impermissible benefits include, but are not limited to, the following:

- Cash or any type of gift
- Loans or cosigning of loans
- Vehicle or use of vehicle
- Arrangement for transportation
- Special discounts, reduced, or free meals, goods or services
- Employment of relatives
- Providing transportation for a summer job
- Free or reduced cost housing
- Concert or sporting event tickets

The following are permissible activities:

- Providing an occasional meal at the home of a booster or on campus with prior approval
- Employing student-athletes under the following conditions:
  - 1) Compensation is only for work actually performed;
  - 2) Compensation must be at the going rate for the job performed; and
  - 3) Cannot be compensated for value the student-athlete may have because of his/her athletic ability or reputation.



**RESOLUTION TO APPROVE THE SELECTION OF THE DEAN OF THE  
BITONTE COLLEGE OF HEALTH AND HUMAN SERVICES**

**WHEREAS**, a vacancy occurred in the position of Dean Bitonte College of Health and Human Services with the Retirement of Joseph Mosca; and

**WHEREAS**, the Board of Trustees approved the authorization of a search in accordance with University Policy 3356-9-02 Selection, Appointment, and Evaluation of Administrative Officers; and

**WHEREAS**, the position of Dean Bitonte College of Health and Human Services is eligible for a multi-year appointment pursuant to University Policy 3356-9-02 and requires that the Board approve this appointment prior to the employment start date; and

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

**WHEREAS**, a candidate was identified from an applicant pool obtained as a result of a national search process and recommended by the search committee; and

**WHEREAS**, the candidate's credentials have been reviewed by the tenured faculty members of the Department of Psychology with a recommendation to the Board of Trustees that the candidate be appointed as a full Professor with tenure; and

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the multi-year appointment of Dr. Jeffery B. Allen as the Dean of the Bitonte College of Health and Human Services with tenure, effective July 15, 2020 through June 30, 2023, attached as **Exhibit N**.

MINUTES OF MEETING  
OF THE  
GOVERNANCE COMMITTEE  
OF THE  
BOARD OF TRUSTEES OF  
YOUNGSTOWN STATE UNIVERSITY

June 3, 2020

A meeting of the Governance Committee of the Board of Trustees of Youngstown State University convened at 11:00 a.m. on Wednesday, March 4, 2020, through the Cisco WebEx Video Conference application.

Members present were: Mr. David C. Deibel, chairperson of the committee, who presided, Dr. Anita A. Hackstedde, Mr. James E. Roberts, Dr. John R. Jakubek, Ms. Molly S. Seals, Mr. Michael A. Peterson, Ms. Capri S. Cafaro, Mr. Charles T. George, Mr. Allen L. Ryan, Jr., Mr. Rocco L. Core, Ms. Victoria M. Woods and National/Global Trustee Mr. Eric A. Spiegel. Mr. Deibel, Dr. Hackstedde, and Dr. Jakubek participated from the Tod Hall Leaders Conference Room. Mr. Peterson, Mr. George and Mr. Ryan participated from their business locations. Mr. Roberts, Ms. Seals, Ms. Cafaro, Mr. Core, Ms. Woods and Mr. Spiegel participated from their places of residence.

Also present were Mr. James P. Tressel, President of the University; Dr. Brien Smith, Provost and Vice President for Academic Affairs; Mr. Neal McNally, Vice President for Finance and Administration; Ms. Holly A. Jacobs, Vice President and University General Counsel; Dr. Eddie J. Howard, Jr., Vice President for Student Affairs; Dr. Mike Sherman, Vice President for Institutional Effectiveness and Board Professional and Mr. Franklin S. Bennett, Jr., Secretary to the Board of Trustees.

The chairperson stated that draft minutes of the committee's meeting March 4, 2020, previously had been distributed to the committee. There being no additions, deletions or corrections thereto, the minutes of the meetings were approved as distributed.

Reports were made and action taken as follows:

1. OLD BUSINESS.

Mr. Tressel noted that many sacrifices have been made by the students, faculty, and staff of Youngstown State University over the past three months and expressed his amazement and thanks to the university community for all that has been accomplished so far.

2. COMMITTEE ITEMS.

1. Board 2020-2021 Committee Assignments



Dr. Hackstedde briefly reviewed the board's committee assignments for the next fiscal year included with the committee's agenda materials.

2. National/Global Trustee- Dr. Helen Lafferty

Mr. Deibel reminded the committee that the nomination of Dr. Helen Lafferty for appointment to a three-year term beginning July 1, 2020, would be acted upon at tomorrow's meeting of the board of trustees.

3. Resolution of the Youngstown State University Board of Trustees to Take Charge of Our Future: Endorsing the Mission, Vision, Values and the Plan for Strategic Actions to Take Charge of Our Future

The chairperson recognized Dr. Hackstedde who moved that the committee recommend to the board of trustees the adoption of the "Resolution of the Youngstown State University Board of Trustees to Take Charge of Our Future: Endorsing the Mission, Vision, Values and the Plan for Strategic Actions to Take Charge of Our Future," included with the committee's agenda materials. Dr. Jakubek seconded the motion. Following discussion, the committee voted unanimously in favor of the motion.

Dr. A. J. Sumell, professor of economics and a member of the Strategic Planning Organization Team was joined to the virtual meeting and described the year and a half process that concluded in February with the penultimate version of a strategic plan and strategies. Although developed prior to the current pandemic, Dr. Sumell said that the strategic plan's goals are not only relevant now and after the pandemic, but are more important than ever. While Covid-19 may alter the methods by which the goals and strategies are achieved, the adoption of the goals and strategies is even more important.

Dr. Sherman provided a PowerPoint report presentation on the finalization of the Mission, Vision, Values and the Plan for Strategic Actions to Take Charge of Our Future, a copy of which is attached to these minutes.

4. AGB National Trustees Conference

Ms. Seals reported that the 2002 AGB National Conference was held in a virtual format and that she was honored to be a participant/presenter.

5. Institutional Effectiveness

Mr. Sherman reviewed the Eduventures paper "Reimagining the College Experience in a Pandemic," a copy of which is attached to these minutes.

3. NEW BUSINESS

Mr. Tressel reported that university administration will undertake a review of the Board's *Bylaws* and report its recommendations to the board's Executive Committee in September.

Dr. Howard and Ms. Julie Gentile, Director of Environmental and Occupational Health and Safety provided a report on the Take Charge of Our Future Focus Group on Calendar Scenarios for a Safe YSU. Dr. Howard said that the focus group was created to consider calendar issues, campus safety guidelines and protocols, and safe distance practices for students, faculty and staff as a consequence of the pandemic. Dr. Howard said that the group has developed health and safety guidelines and has hosted workshops for supervisors on return-to-work plans. Ms. Gentile said that 55 university departments were asked to develop their own health and safety plans and that 50 of the submitted plans have been approved. Included among the plans' submissions are temperature screening locations, handwashing units, installation of Plexiglas barriers and physical configurations for high-traffic and classroom areas and six-foot social distancing.

There being no further business to come before the committee, the meeting was duly adjourned at 11:36 a.m.

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Franklin S. Bennett, Jr.  
Secretary to the Board of Trustees

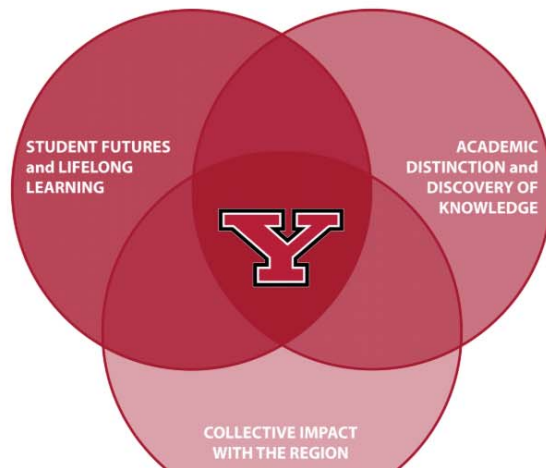
## STRATEGIC PLANNING PHASES



Current phase

During the **Implementation Phase**, the campus community will implement the Plan for Strategic Actions to Take Charge of Our Future - [Plan for Academic Actions](#) and [Plan for Support Area Actions](#).

The Board approved *Plan for Strategic Actions to Take Charge of Our Future* was finalized considering the collective of the feedback from the campus community.



## ADDITIONAL RESOURCES

OVERVIEW

EFFECTIVENESS AND IMPLEMENTATION FRAMEWORK

PLAN FOR ACADEMIC ACTIONS

PLAN FOR SUPPORT AREA ACTIONS

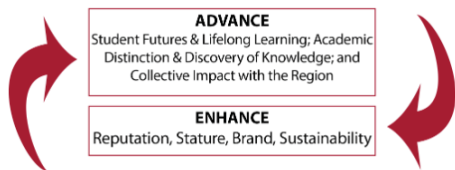
KEY PERFORMANCE INDICATORS AND METRICS

BOT FY BUDGET PROPOSAL RESOLUTIONS

YEAR BY YEAR UPDATES AND REPORTS

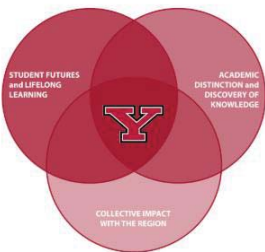
# YOUNGSTOWN STATE UNIVERSITY PLAN FOR STRATEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE OVERVIEW

Like most institutions of higher education, *Youngstown State University is confronting many challenges* including: limited resources, the concerns regarding the perceived value, cost, and time associated with attaining a higher education degree; declining numbers of high school graduates in the region; differences in the diversity of university student populations relative to that of the communities served including gaps in success-rates among racially diverse and first generation students; and community issues such as health, education, job stagnation and economics that impact regional prosperity. ***Given these challenges, our institution has embarked upon building and implementing a strategic plan called “Take Charge of Our Future”.*** By developing and implementing this plan, ***our goal is to assure our University remains relevant, vibrant, connected, and effective thus resulting in a sustainable future.***



***All actions and uses of resources will be strategic.*** Every action taken should advance the institution’s mission to realize the vision. We must be diligent to assure that every action enhances the brand, reputation, and sustainability of our University.

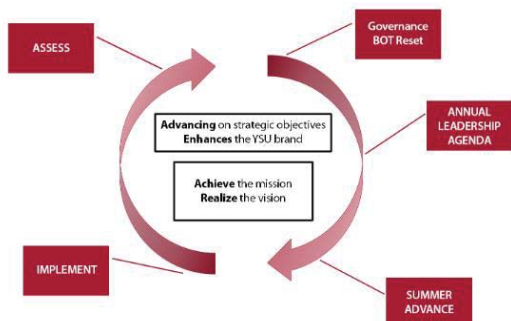
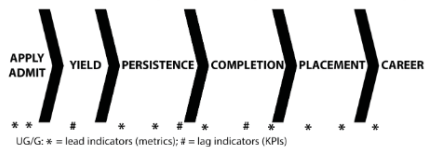
Academic excellence and student success are inextricably linked and are the objectives of YSU. To make this happen, the academic areas must be supported by every area of the university. ***“If it is going to be, it is up to ME-WE!”***



Advancing the institution on its mission to realize its vision of stimulating and enabling academic excellence and student success will be achieved through a unifying framework wherein hitting ***the bullseye, YSU thrives in the intersection of Student Futures and Lifelong Learning, Academic Distinction and Discovery of Knowledge and Collective Impact with the Region.***

YSU is one step in the continuum of a life of learning. Our commitment is to bring together data, research, and student and academic engagement in ways that ***collaboratively impact and influence our communities’ educational success both before individuals are college-eligible and well after college to enhance knowledge, advance individual careers, provoke innovation, and support economic development.***

### STRATEGICALLY MOVING THE NEEDLE ON THE METRICS (LEAD-) AND KPIS (LAG-INDICATORS)



To assure long-term sustainability, we recognize that as a university we must employ ongoing processes that drive continuous improvement in every action taken, so as over time the success of implementing prioritized objectives is achieved. ***The achievement of short-, mid-, and longer-term objectives will over time move the needle on Key***

**Performance Indicators (KPI)** monitored by the President and Board of Trustees. This will be assured by **focusing institutional actions on the steps and events that impact and influence adopted KPIs**. This will be achieved via shared governance that shares in responsibility for success that is linked to decision-making known to have consequences.

## **MISSION, VISION, AND VALUES**

As we “Take Charge of Our Future”, we are in a relentless and robust pursuit of excellence that differentiates our university. We envision that ***institutions that transform challenges into opportunities are those that will first transform themselves thereby creating a sustainable future for themselves as an Anchor Institution in both our region and state.***

### **MISSION**

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

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

### **VISION**

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

### **VALUES**

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

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

# YOUNGSTOWN STATE UNIVERSITY PLAN FOR STRATEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE

## EFFECTIVENESS FRAMEWORK FOR IMPLEMENTATION

Like most institutions of higher education, Youngstown State University is confronting many challenges including limited resources, concerns regarding the perceived value, cost, and time associated with attaining a higher education degree; declining numbers of high school graduates in the region; lack of diversity in student populations relative to that of the communities served; gaps in success-rates among racially diverse and first-generation students; and health, education, and economic issues in the surrounding community that impact regional prosperity, student readiness, and alumni success.

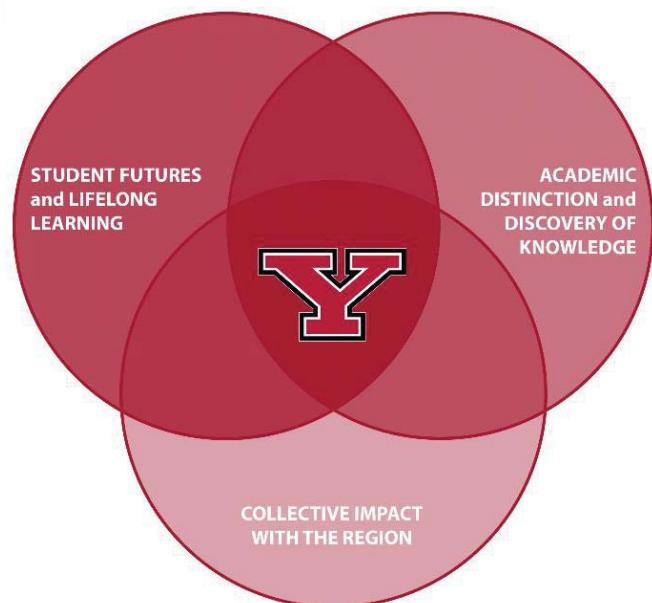
To proactively confront these challenges, Youngstown State University has embarked upon building and implementing a “Plan for Strategic Actions to Take Charge of Our Future.” The objective of this plan is to assure Youngstown State University offers the highest quality educational opportunities, creates high impact and relevant scholarship, and becomes more inclusive, equitable, and connected to the region, thus creating a vibrant and sustainable future for itself and the students we serve.



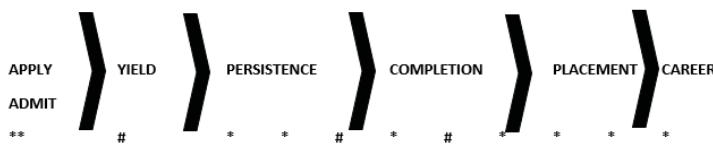
reputation, and sustainability of the Youngstown State University.

We will implement strategic actions that hit the “bullseye” of the principles of Student Futures and Lifelong Learning, Academic Distinction and Discovery of Knowledge, and Collective Impact with the Region. For this to happen, every division of the

*All actions and uses of resources will be strategic.* Every action taken will advance the mission to realize the vision, and enhance the brand,



university must support and enhance the academic areas. If it is going to be, it is up to me-WE.



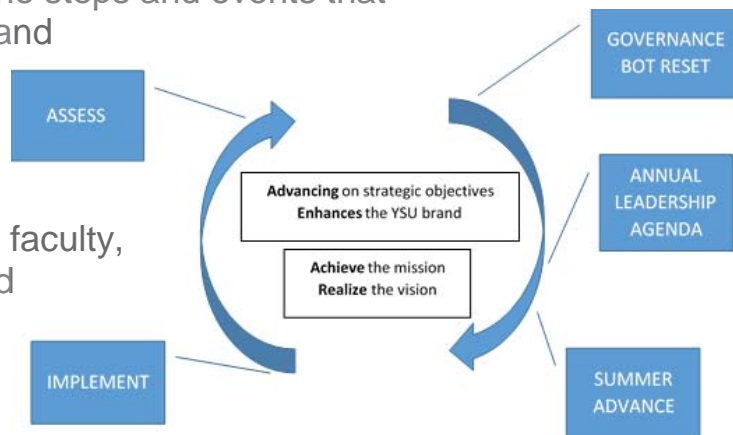
UG/G: \* = lead indicators (metrics); # = lag indicators (KPIs)

For each \* there are likely to be different areas responsible for different aspects of moving the metrics needle on Key Performance Indicators (KPI) adopted by the Board.]

Youngstown State University is one step in the continuum of a life of learning. We will work to continuously improve regional educational attainment, advance careers, and enrich lives in the

community. We recognize this involves a commitment to enhancing the quality of education in the community, from pre-kindergarten, to elementary, middle, and high school, through college and into careers.

We recognize the success of these goals and strategies will require consistent engagement, assessment, and continuous improvement in every action. We will focus collective actions on the steps and events that positively impact the institution and student futures, through a transparent decision-making process that shares responsibility amongst the University community, including faculty, staff, administration, alumni, and community stakeholders. Our success will be measured by how much we move the needle on Key Performance Indicators identified by the president and Board of Trustees.



## EVOLUTION OF TAKE CHARGE OF OUR FUTURE

In March 2019 the Youngstown State University Board of Trustees unanimously passed a resolution titled *Taking Charge of Our Future*. Given the current high quality of education, scholarly and entrepreneurial distinction and affordability, the Board of Trustees described the areas within which action must be taken to help assure a bright and vibrant future.

Those areas of expected focus for a [Plan for Strategic Actions](#) include:

- Enhance educational quality
- Focus on research in a strategic manner



- Increase the enrollment of new students
- Focus on student success including persistence, progress, completion, and placement
- Build strategic, strong and purposeful collaborations with external community stakeholders
- Attain an enhanced level of technological capacity and competency
- Use reliable data to generate and analyze information to create insights for well-informed decision-making
- Assure the effectiveness of all aspects of the institution including distribution of resources to support goals and strategies

While attention to these areas will help focus the Plan for Strategic Actions to Take Charge of Our Future, the Board of Trustees also provided guidance from the perspectives of [Sustainability](#), [Institutional Effectiveness](#), [Collective Impact with the Region](#), [Strategic Allocation and Reallocation of Resources](#), and [Respond to Disruptions to Sustain a Vibrant Future](#).

The collective of Board of Trustees Resolutions provides [guidance](#) to assure that the sequence of and the aggregate of strategic actions are aligned with annual goals and strategies that are components of each annual Board of Trustees approved Budget Plan.

## **TAKE CHARGE OF OUR FUTURE FRAMEWORK**

We will TAKE CHARGE OF OUR FUTURE via the relentless and robust pursuit of goals, strategies and actions that enhance student futures and lifelong learning, promote academic distinction and the discovery of knowledge, and maximize our collective impact within the region.

Youngstown State University will secure its future in the principled manners that follow.

**STUDENT FUTURES & LIFELONG LEARNING**...create environments that empower students to acquire intellectual and social capital to realize individual aspirations.

### **We will:**

- Adopt a student-centered approach to all University operations and policies that values and includes all students.
- Ensure curricula, systems, policies and practices increase academic persistence and steady progress to graduation.



- Adopt a coordinated approach to admissions, matriculation, persistence, completion and the career success of our students.
- Develop an approach to the admission and matriculation process that advances the retention and completion strategy

**ACADEMIC DISTINCTION AND DISCOVERY OF KNOWLEDGE**...foster the development of a community that will grow intellectually, socially, and ethically in which individuals put knowledge into practice.

**We will:**

- Implement a continuous, purposeful strategy to improve teaching, learning and national research distinction.
- Adopt university-wide learning outcomes throughout the curriculum.
- Develop internships, service, experiential and applied learning projects with local businesses and organizations that provide opportunities for students to apply their knowledge in scholarly activity.
- Implement continuous and regular assessment of student learning outcomes and best teaching practices to ensure the fair and equitable success of all students.
- Improve student, faculty, and staff access to advanced technologies, equipment, and facilities.

**COLLECTIVE IMPACT WITH THE REGION**...create deliberate, mutually-beneficial, educational, civic, industry, and philanthropic partnerships that achieve equitable and innovative regional development.

**We will:**

- Listen to the needs of the community and address these needs collaboratively.
- Actively collaborate with community partner organizations which share in our mission.
- Develop activities that demonstrate impact and purpose in accordance with the university's mission.
- Communicate the impact and value of community engagement activities.
- Align community engagement activities with institutional learning outcomes.
- Ensure that current and future partnerships are inclusive, equitable, and grounded in accessible systems, practices, and goals.

The overarching perspective on implementing the Plan for Strategic Actions is that with proper oversight and implementation, YSU will achieve the Mission and realize the Vision while living the Values.

## **MISSION**

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

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

## **VISION**

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

## **VALUES**

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

Centrality of Students – We put students first, fostering their holistic and lifelong success.

Excellence and Innovation – We bring academic excellence and innovation to learning and life for all stakeholders.

Integrity and Human Dignity – We root all behaviors, decisions and actions in the achievement of integrity, mutual respect, collegiality, equity and inclusion.

Collaboration and Public Engagement – We embrace collaboration and create innovative partnerships to foster sustainability and enrich our university, our culture, and region.

## **TAKE CHARGE OF OUR FUTURE PLAN FOR STRATEGIC ACADEMIC ACTIONS**

The Office of Academic Affairs, in collaboration with the Support Areas, will annually develop objectives to influence the Board of Trustees Key Performance Indicators that will include information about tactics, responsible parties, timelines, resources disposition, and communication strategies. The academic actions will be connected to a budget annually presented to the Board of Trustees that aligns resources with key strategies to achieve stated goals and improve Key Performance Indicators. Progress on goals will be assessed annually so adjustments to actions and strategies can be made as needed.

The following are the Goals for the Plan for Strategic Academic Actions to Take Charge of Our Future:

- Implement best practices that address student needs throughout the student life cycle to increase persistence, completion and postgraduate success
- Develop a recruitment and enrollment strategy that aligns with a completion strategy
- Create frameworks to optimize student and postgraduate success
- Bring innovative, student-centered teaching to scale in order to promote life-long learning and increase retention
- Develop a culture of assessment that ensures the quality of academic program majors, minors, and other credentials
- Establish universal learning outcomes to enhance the value of a YSU degree
- Conduct and support research that provides relevant and meaningful educational experiences for students and faculty that adds value to area citizens and regional partners
- YSU will be recognized as a community-engaged campus by the Carnegie Foundation in education; health; prosperity and equity; and arts and culture

Academic area strategies are located at: [www.ysu.edu/strategic-planning/academic-area](http://www.ysu.edu/strategic-planning/academic-area).

## **TAKE CHARGE OF OUR FUTURE PLAN FOR STRATEGIC SUPPORT AREA ACTIONS**

Each support area will develop goals and accompanying actionable strategies, tactics, responsible parties, timelines and resource disposition annually to optimally support the Plan for Strategic Academic Actions. Progress on goals will be assessed annually so adjustments are made as needed.

Each support area will develop objectives and accompanying strategies, tactics, responsible parties, timelines and resource disposition and actions annually to optimally support the Plan for Strategic Academic Actions. The consultation to create the objectives will be connected to a budget annually presented to the Board of Trustees that aligns resources with key strategies to achieve stated objectives. Progress on objectives will be assessed annually so adjustments are made as warranted and in mid-stream of implementation if necessary. Support Area strategies will be located at: [www.ysu.edu/strategic-planning/support-area](http://www.ysu.edu/strategic-planning/support-area).

The following are the key areas within which the Support Areas will act to compliment the respective academic area actions.

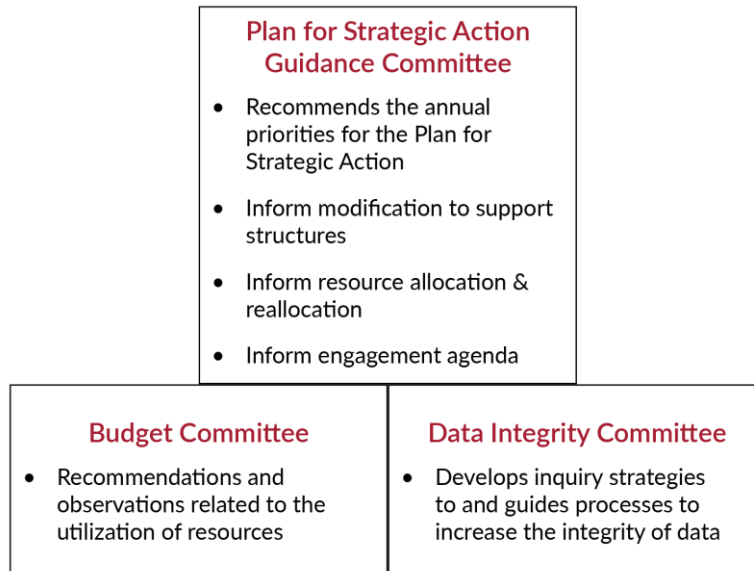
- Enrollment management
- A culture of caring
- Marketing and communication
- Information technology
- Data-informed decision-making
- Organizational structure and efficiency

## **TAKE CHARGE OF OUR FUTURE STRUCTURE FOR IMPLEMENTATION**

This is a sample illustration of how implementing the Plan for Strategic Actions to Take Charge of Our Future might be functionally achieved. The structure adopted to implement the Plan for Strategic Actions will be developed and evaluated in 2020-21 for endorsement as recommended by the president when Board of Trustees approves the FY22 Budget Plan.

As budgets are presented to the Board of Trustees for approval, they should incrementally increase how the use of resources is aligned with implementing the strategies and achieving the Goals of the Plan.

While the principles, goals and categories of Support Areas will exist until the Plan is revised, it is clear that strategic actions will vary over time so as to make improvements on Key Performance Indicators or other metrics of interest to the Institution and the Board of Trustees.



## **TAKE CHARGE OF OUR FUTURE KEY PERFORMANCE INDICATORS**

The Youngstown State University Board of Trustees will adopt Key Performance indicators related to student futures and lifelong learning, academic distinction and discovery of knowledge, and collective impact with the region. The Board of Trustees anticipates that the adopted Plans for Strategic Academic and Support Area Actions will influence metrics linked to improving the Key Performance Indicators.

The preliminary approach to illustrating [Key Performance Indicators](#) and other metrics will be refined over the next year as technological capacities and competencies are realized with the intent of the Board adopting Board-level Key Performance Indicators when the FY22 Budget Plan is adopted. Along with presentation of Key Performance Indicators, the Board will receive an IPEDS special report illustrating complimentary indicators and metrics using an appropriate comparison group.

## **TAKE CHARGE OF OUR FUTURE ANNUAL REPORTING**

There will be annual updates from academic and support areas to illustrate the collective strength of the institution, and allow us to make progress on resources-aligned goals and strategies by implementing the Plan for Strategic Actions to Take Charge of Our Future. These in aggregates of three-years will be summarized with a tenth-year aggregate summary that will align with the Higher Learning Commission reaccreditation in 2027. The Office of Academic Affairs will lead this endeavor as it relates to Academic Actions to Take Charge of Our Future. The vice presidential and other areas will support these actions to develop the Higher Learning Commission Assurance Document.

# **PLAN FOR STRATEGIC ACTIONS** TO TAKE CHARGE OF OUR FUTURE

## **ACADEMIC AREA ACTIONS**

**STUDENT FUTURES & LIFELONG LEARNING**...create environments that empower students to acquire intellectual and social capital to realize individual aspirations.

### **We will:**

- Adopt a student-centered approach to all University operations and policies that values and includes all students.
- Ensure curricula, systems, policies and practices increase academic persistence and steady progress to graduation.
- Adopt a coordinated approach to admissions, matriculation, persistence, completion and the career success of our students.
- Develop an approach to the admission and matriculation process that advances the retention and completion strategy

**ACADEMIC DISTINCTION AND DISCOVERY OF KNOWLEDGE**...fosters the development of a community that will grow intellectually, socially, and ethically in which individuals put knowledge into practice.

### **We will:**

- Implement a continuous, purposeful strategy to improve teaching, learning and national research distinction.
- Adopt university-wide learning outcomes throughout the curriculum.
- Develop internships, service, experiential and applied learning projects with local businesses and organizations that provide opportunities for students to apply their knowledge in scholarly activity.
- Implement continuous and regular assessment of student learning outcomes and best teaching practices to ensure the fair and equitable success of all students.
- Improve student, faculty, and staff access to advanced technologies, equipment, and facilities.

**COLLECTIVE IMPACT WITH THE REGION**...create deliberate, mutually-beneficial, educational, civic, industry, and philanthropic partnerships that achieve equitable and innovative regional development.

## **We will:**

- Listen to the needs of the community and address these needs collaboratively.
- Actively collaborate with community partner organizations which share in our mission.
- Develop activities that demonstrate impact and purpose in accordance with the university's mission.
- Communicate the impact and value of community engagement activities.
- Align community engagement activities with institutional learning outcomes.
- Ensure that current and future partnerships are inclusive, equitable, and grounded in accessible systems, practices, and goals.

## **STRATEGIC ACTIONS 2020 AND BEYOND**

### **GOAL: IMPLEMENT BEST PRACTICES THAT ADDRESS STUDENT NEEDS THROUGHOUT THE STUDENT LIFE CYCLE TO INCREASE PERSISTENCE, COMPLETION AND POSTGRADUATE SUCCESS**

#### *Strategies*

- Ensure all students benefit from holistic, relational, developmental, and integrated academic advising
- Develop and deploy comprehensive, integrated and proactive student intervention strategies
- Enhance student experiences through implementation of specific initiatives designed to actively engage them in co-curricular and extra-curricular activities
- Improve support and resources for students facing non-academic challenges
- Focus on post-graduation planning across the student life cycle to reinforce the value of completion

### **GOAL: DEVELOP A RECRUITMENT AND ENROLLMENT STRATEGY THAT ALIGNS WITH A COMPLETION STRATEGY**

#### *Strategies*

- Develop an integrated and comprehensive market and brand communication strategy to distinguish the value of the YSU degree.



- Develop an enrollment cultivation strategy linked to the value proposition of earning a YSU degree for each program of study
- Expand and enhance outreach and engagement with students prior to enrollment
- Develop innovative approaches to increase enrollment and completion of under-represented students
- Develop and enhance partnerships and collaboration agreements with international Universities

## **GOAL: CREATE FRAMEWORKS TO OPTIMIZE STUDENT AND POSTGRADUATE SUCCESS**

### *Strategies*

- Institute specific initiatives to help guide student success objectives and strategies: create the working group to implement the strategy
- Establish consultation and timely reporting expectations to inform the campus community about institutional progress related to student success
- Create timely reports and dashboards related to student progress
- Create a structure of feedback to assess the impact and influence of student success objectives and strategies

## **GOAL: BRING INNOVATIVE, STUDENT-CENTERED TEACHING TO SCALE IN ORDER TO PROMOTE LIFE-LONG LEARNING AND INCREASE RETENTION**

### *Strategies*

- Update University policies and guidelines, including promotion and tenure documents, to reflect the importance of faculty engagement in innovative teaching strategies
- Define expectations and provide training opportunities for faculty to learn and apply best pedagogical practices
- Enhance the quality and capacity of technological support that promotes learning. Provide faculty and students with the support and infrastructure needed to excel in technology-based learning
- Coordinate with the Institute for Teaching and Learning to develop tools for the improvement, evaluation and assessment of teaching and learning
- Implement a faculty development and mentoring plan

**GOAL: DEVELOP A CULTURE OF ASSESSMENT THAT ENSURES THE QUALITY OF ACADEMIC PROGRAM MAJORS, MINORS, AND OTHER CREDENTIALS**

*Strategies*

- Complete program effectiveness and enhancement review including rubrics for recommendations regarding actionable outcomes
- Develop a mechanism to continually identify, assess, and implement new academic programs, badges, credentials, certifications or coursework integration

**GOAL: ESTABLISH UNIVERSAL LEARNING OUTCOMES TO ENHANCE THE VALUE OF A YSU DEGREE**

*Strategies*

- Develop a plan to integrate diversity, equity, and inclusion throughout the university, including in purchasing, hiring, and in the curriculum
- Revise General Education Requirements to reflect the learning outcomes approved by Academic Senate

**GOAL: CONDUCT AND SUPPORT RESEARCH THAT PROVIDES RELEVANT AND MEANINGFUL EDUCATIONAL EXPERIENCES FOR STUDENTS AND FACULTY THAT ADDS VALUE TO AREA CITIZENS AND REGIONAL PARTNERS.**

*Strategies*

- Identify areas of research, service, and scholarship, in alignment with the Mahoning Valley Innovation and Commercialization Consortium, that focus on teaching and life-long learning and mutually beneficial community engagement
- Establish definitions and evaluation criteria for the designation and continuance of university centers and institutes. Inventory, document, and periodically evaluate all campus Centers, Institutes for outcomes, impact, and continued relevance
- Update University policies and guidelines, including promotion and tenure documents, to reflect the importance of the scholarship of teaching, life-long learning and community-based research

**GOAL: YSU WILL BE RECOGNIZED AS A COMMUNITY-ENGAGED CAMPUS BY THE CARNEGIE FOUNDATION IN EDUCATION; HEALTH; PROSPERITY AND EQUITY; AND ARTS AND CULTURE.**

*Strategies*

- Aggressively pursue and secure regional, state, national, and foundation funding in support of university and community priorities
- Inventory and communicate all community engagement activities
- Develop a framework to optimize, coordinate, and manage community engagement
- Establish community engagement and experiential learning as key components of the YSU educational experience through an enhanced new student experience, and enhanced coordination of community and business engagement initiatives
- Update University policies and guidelines for tenure, advancement, and promotion across departments and divisions to reflect the importance of community engagement initiatives and activities
- Broadly incorporate community engagement and experiential learning into curriculum

## **PLAN FOR STRATEGIC ACTIONS** TO TAKE CHARGE OF OUR FUTURE

### **SUPPORT AREA ACTIONS**

Each support area will develop objectives and accompanying strategies, tactics, responsible parties, timelines and resource disposition and actions annually to optimally support the PLAN FOR STRATEGIC ACADEMIC ACTIONS. The consultation to create the objectives will be connected to a budget annually presented to the Board of Trustees that aligns resources with key strategies to achieve stated objectives. Progress on objectives will be assessed annually so adjustments are made as warranted and in mid-stream of implementation if necessary.

### **ENROLLMENT MANAGEMENT**

Develop a Multi-Year Plan to Achieve Enrollment That Respects YSU's Mission and Values and Provides a Pathway to Fiscal Sustainability

Assure responsibilities are known and carried out at each touch-point in the YSU value proposition for prospective, current, and post-graduate students

Develop and Implement a College Student Recruitment Engagement Plan in Each College

Develop a Strategic Enrollment Plan for Graduate Education and International Programs

Develop a Plan and Infrastructure to Increase Undergraduate and Graduate Enrollment through Distance Education

Enhance value-proposition of a YSU experience with credentials, certificate, badges, and certifications that directly link to degree programs in aggregate over time

### **A CULTURE OF CARING**

Develop Mission, Quality, and Attributes Statements in Each University Support Area

Develop a Customer Service Orientation Plan for Campus Employees

Develop a Plan to Address Mental Health and Wellness for Employees and Students

## **MARKETING AND COMMUNICATION**

Reassess YSU's Brand to More Clearly Identify Brand Promise, Brand Perception, and Target Audience

Develop Communication Plan to Strengthen Brand Identity and Support Strategic Recruitment

Overhaul YSU Digital Presence through an Enhanced Social Media Strategy and Improved Website Architecture and Content

## **INFORMATION TECHNOLOGY**

Assess, Evaluate, and Improve YSU's Technology Capability to Support Key Strategic Initiatives Including Admissions, Degree Audit, Advising, Recruitment, and Data Analytics

Implement a Business Intelligence System to Support Timely Delivery of Data and Institutional Decision-Making

Optimize data-governance that assures ownership and responsibilities as well as integrity of the uses of data for informed decision-making

## **DATA-INFORMED DECISION-MAKING**

Develop the human talent capacity of Office of Institutional Research & Analysis

Utilize intellectual capacity/capabilities of faculty, staff, and students where appropriate for data-mining and analytics

Develop and implement reporting of important data on a regular basis assuring it is useful, useable, and used

Clarify the role that data plays to inform decisions

Assess and develop a strategy considering all of the web-based services that interpret for the public the YSU value proposition

## **ORGANIZATIONAL STRUCTURE AND EFFICIENCY**

Develop and implement an Academic Program Effectiveness & Enhancement plan

Standardize Faculty Workloads for Teaching Excellence

Optimize Course Scheduling for Degree Completion

Audit Support Activities to Reduce Barriers and Enhance Student Experience

Develop a Process for Annual Review with a Goal of Optimizing Staffing Needs

Optimize Scheduling of Classes and Space Utilization

**Youngstown State University**  
**Board of Trustees**  
**POSSIBLE Key Performance Indicators**

- 1 Yield of Admitted Students
- 2 FTFT & Continuing Enrollment (FTE)
- 3 Cohort Persistence and Progress Rates
- 4 4- and 6-year Graduation Rates
- 5 Reducing the Achievement Gap
- 6 Degrees Awarded by Level
- 7 Career Placement Rate
- 8 Percent of Full-time Faculty teaching FTFT and UG students
- 9 Diversity of Instructional FTE relative to Student FTE
- 10 On-Line Enrollment
- 11 NSSEE Quality of the Educational Experience
- 12 Sustainability of the Education Training Center
- 13 Sustainability Ratios

**University Metrics that Influence the  
Board of Trustees Key Performance Indicators**

**STUDENT SUCCESS RELATED METRICS**

- 1 Freshman class size
- 2 HS GPA and ACT score for new first-time full-time freshmen
- 3 Total enrollment (14-d) head-count and full-time equivalent
- 4 Total annual student credit hours: lower, upper, graduate, developmental
- 5 First-year retention rate
- 6 Annual persistence rates (all students by cohort, etc.)

UNDER CONSIDERATION AND IN DISCUSSION  
For Adoption Concurrent with the FY22 Budget

- 7 Graduation rates (4- and 6-year)
- 8 Degrees awarded by level
- 9 NSSE Seniors rate your entire educational experience
- 10 NSSE Would you go to the same institution
- 11 Placement rate 6-months post-graduation
- 12 Perceived value of the educational experience

**ACADEMIC ATTRIBUTES LINKED TO QUALITY METRICS**

- 1 Student faculty ratio
- 2 Teaching Faculty head-count (FT-tenured; FT-T-track; FT Inst; PT)
- 3 Student credit hours % taught by full-time faculty
- 4 % general education credit hours taught by full-time faculty  
(FT-tenured; FT-Ttrack; FT Inst; PT)
- 5 Research expenditures
- 6 Research expenditures by type (Federal/Institutional/Other)
- 7 Diversity (% minority students & % minority faculty)
- 8 Honors student headcount/graduates
- 9 Experiential learning (internships/co-ops/clinicals FTE by Colleges)
- 10 Number and percent of courses offered via hybrid or on-line
- 11 Classroom utilization rates

**INCLUSIVE EXCELLENCE/GLOBAL CONNECTIONS-RELATED METRICS**

- 1 ALANA Statistics
- 2 First-year retention rate diverse students
- 3 Persistence rate diverse students
- 4 4- and 6-y graduation rates diverse students
- 5 Number of international students
- 6 First-year retention rate of international students



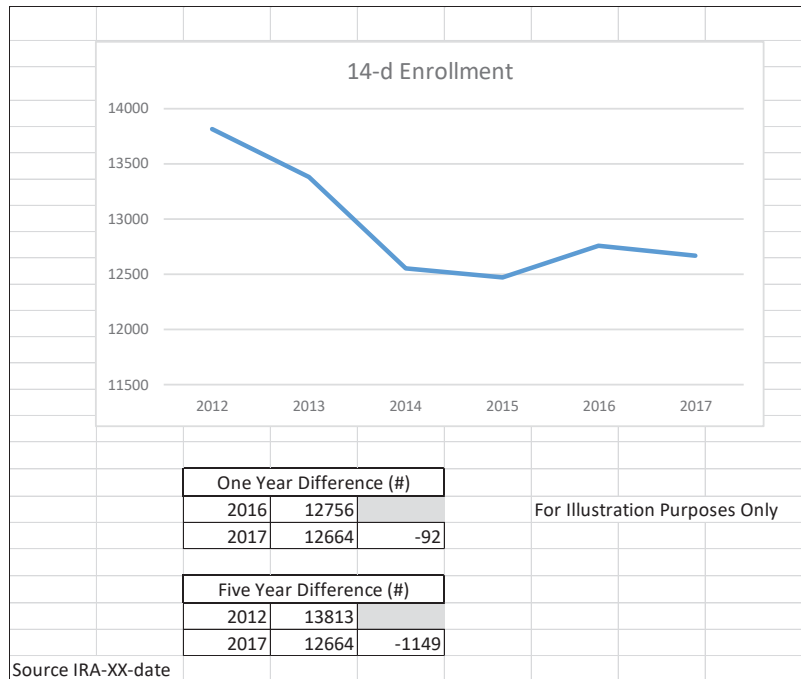
UNDER CONSIDERATION AND IN DISCUSSION  
For Adoption Concurrent with the FY22 Budget

- 7 Persistence rates of international students
- 8 4- and 6-year graduation rates international students

**FISCAL INTEGRITY RELATED METRICS**

- 1 Revenue/Expense/Net for projected vs actual
- 2 Senate Bill 6
- 3 Ratings (Moody's; S&P; Fitch)
- 4 Endowment assets
- 5 Foundation funds to YSU
- 6 Capital Campaign
- 7 Energy Usage

Key Performance Indicators and Metrics would be illustrated as per the following example.



# Customized IPEDS DATA FEEDBACK REPORT 2019

## What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 6,400 institutions that provide postsecondary education across the United States.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<https://nces.ed.gov/collegenavigator/>), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at <https://nces.ed.gov/ipeds>.

## What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

## What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2018-19 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

## Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2019 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2019 report, visit this resource page <https://nces.ed.gov/ipeds/Help/View/2>. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website <https://nces.ed.gov/ipeds> and click on Data Feedback Report.



Youngstown State University  
Youngstown, OH



## COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. For this report, you specified a custom comparison group.

The custom comparison group chosen by Youngstown State University includes the following 32 institutions:

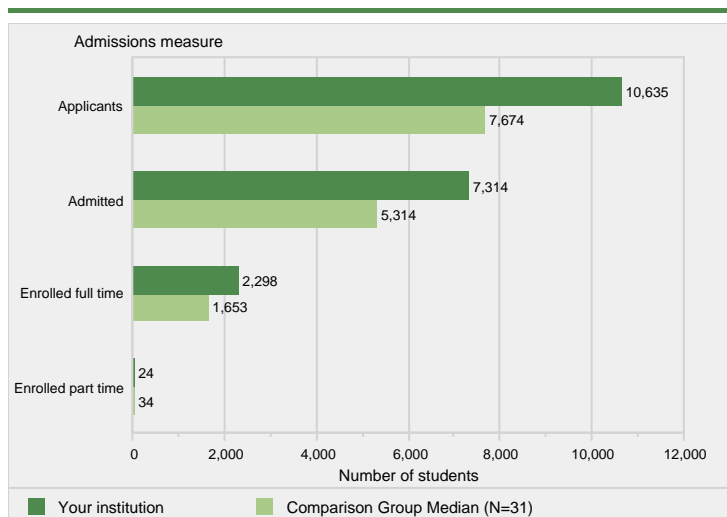
- ▶ Austin Peay State University (Clarksville, TN)
- ▶ Bridgewater State University (Bridgewater, MA)
- ▶ California State University-Bakersfield (Bakersfield, CA)
- ▶ California State University-Stanislaus (Turlock, CA)
- ▶ Central Connecticut State University (New Britain, CT)
- ▶ Central Washington University (Ellensburg, WA)
- ▶ Coastal Carolina University (Conway, SC)
- ▶ College of Charleston (Charleston, SC)
- ▶ College of Staten Island CUNY (Staten Island, NY)
- ▶ CUNY Lehman College (Bronx, NY)
- ▶ Eastern Washington University (Cheney, WA)
- ▶ Fort Hays State University (Hays, KS)
- ▶ Kean University (Union, NJ)
- ▶ Radford University (Radford, VA)
- ▶ Saint Cloud State University (Saint Cloud, MN)
- ▶ Slippery Rock University of Pennsylvania (Slippery Rock, PA)
- ▶ Sonoma State University (Rohnert Park, CA)
- ▶ Southeast Missouri State University (Cape Girardeau, MO)
- ▶ Southeastern Louisiana University (Hammond, LA)
- ▶ Southern Connecticut State University (New Haven, CT)
- ▶ Stockton University (Galloway, NJ)
- ▶ Tarleton State University (Stephenville, TX)
- ▶ The University of West Florida (Pensacola, FL)
- ▶ University of Alaska Anchorage (Anchorage, AK)
- ▶ University of Central Missouri (Warrensburg, MO)
- ▶ University of Houston-Downtown (Houston, TX)
- ▶ University of Northern Iowa (Cedar Falls, IA)
- ▶ University of Wisconsin-La Crosse (La Crosse, WI)
- ▶ University of Wisconsin-Oshkosh (Oshkosh, WI)
- ▶ University of Wisconsin-Whitewater (Whitewater, WI)
- ▶ Western Carolina University (Cullowhee, NC)
- ▶ William Paterson University of New Jersey (Wayne, NJ)

**The figures in this report have been organized and ordered into the following topic areas:**

1) Admissions (only for non-open-admissions schools)	Fig. 1, 2 and 3	Pg. 3
2) Student Enrollment	Fig. 4, 5, 6, 7, 8, 9, 10 and 11	Pg. 4, 5 and 6
3) Awards	Fig. 12 and 13	Pg. 6 and 7
4) Charges and Net Price	Fig. 14 and 15	Pg. 7
5) Student Financial Aid	Fig. 16, 17 and 18	Pg. 7 and 8
6) Military Benefits*	[No charts applicable]	
7) Retention and Graduation Rates	Fig. 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31 and 32	Pg. 8, 9, 10, 11, 12 and 13
8) Finance	Fig. 33, 34, 35, 36, 37 and 38	Pg. 14 and 15
9) Staff	Fig. 39, 40 and 41	Pg. 15 and 16
10) Libraries*	[No charts applicable]	

\*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.

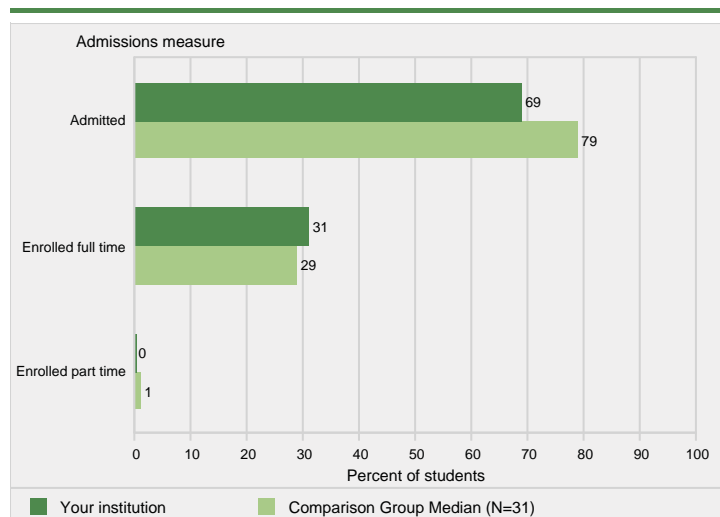
**Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2018**



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Admissions component.

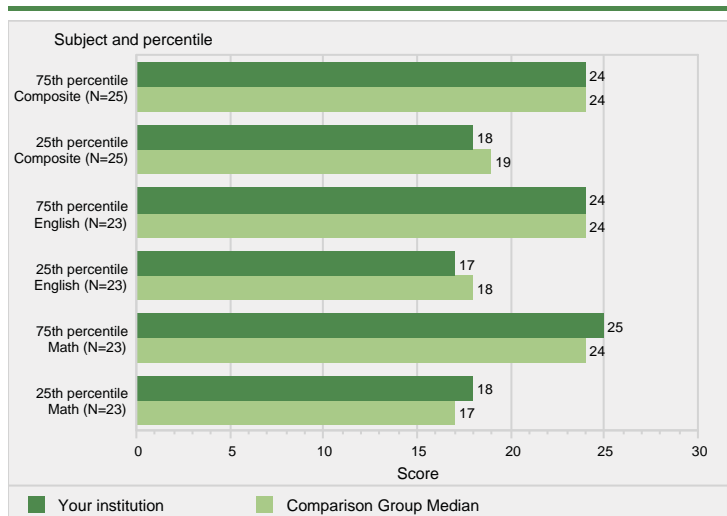
**Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admitted students enrolled full and part time: Fall 2018**



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Admissions component.

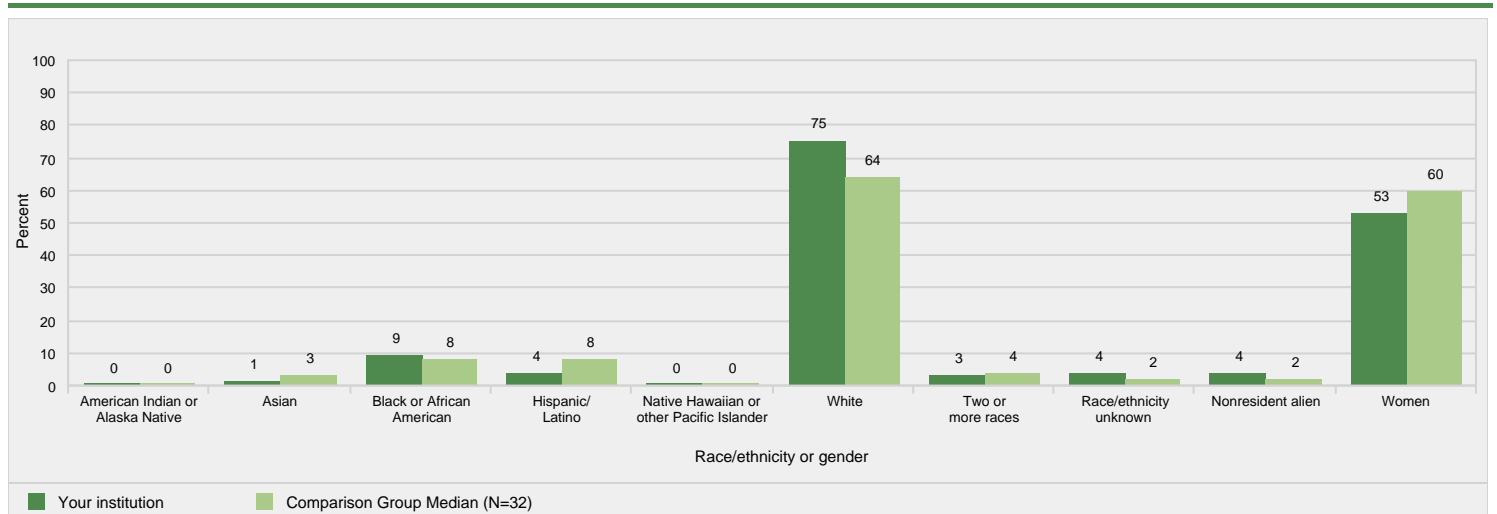
**Figure 3. Percentile ACT scores of first-time, degree/certificate-seeking undergraduate students, by subject: Fall 2018**



NOTE: Test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Institutions report test scores only if they are required for admission. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Admissions component.

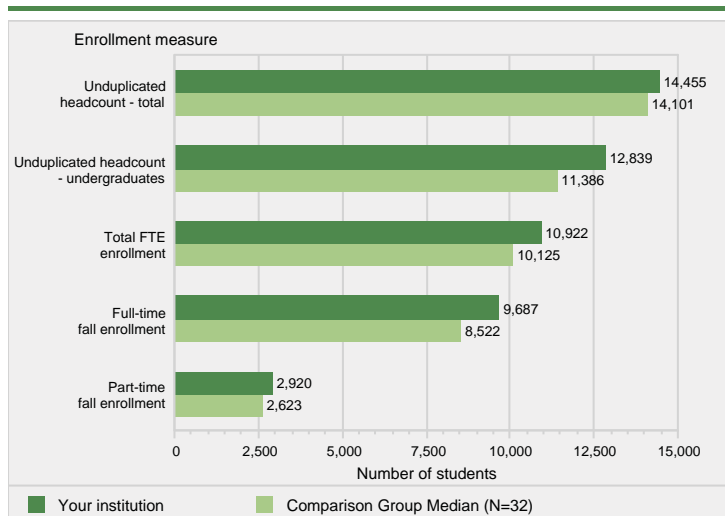
**Figure 4. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2018**



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

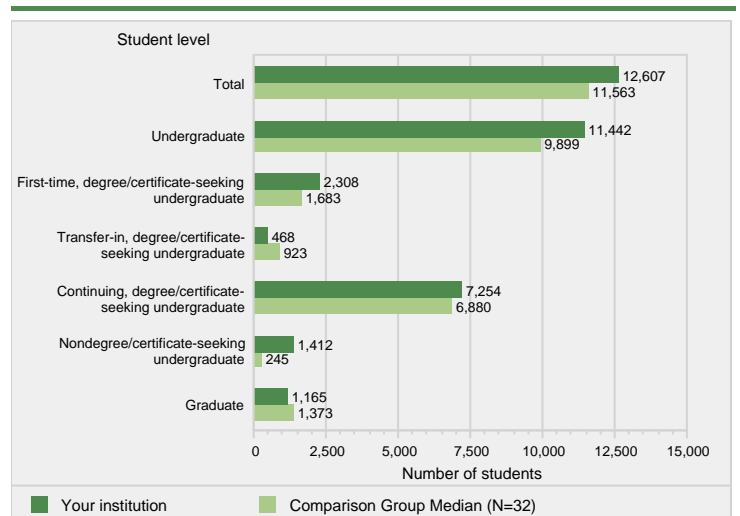
**Figure 5. Unduplicated 12-month headcount of all students and of undergraduate students (2017-18), total FTE enrollment (2017-18), and full- and part-time fall enrollment (Fall 2018)**



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, 12-month Enrollment component and Spring 2019, Fall Enrollment component.

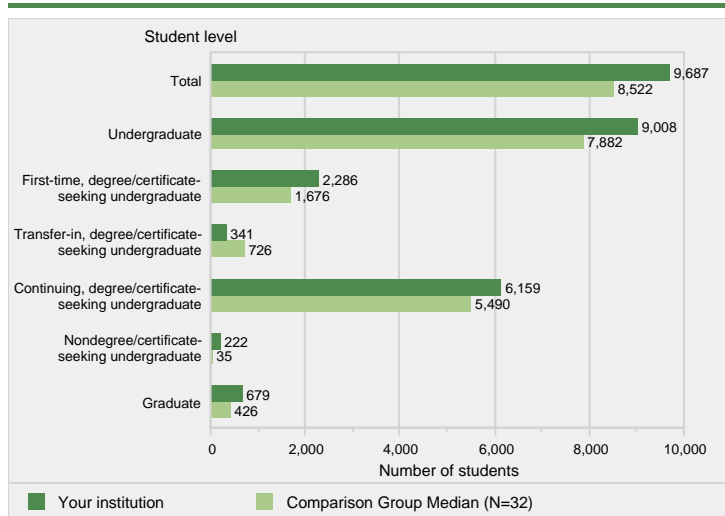
**Figure 6. Enrollment, by student level: Fall 2018**



NOTE: N is the number of institutions in the comparison group.

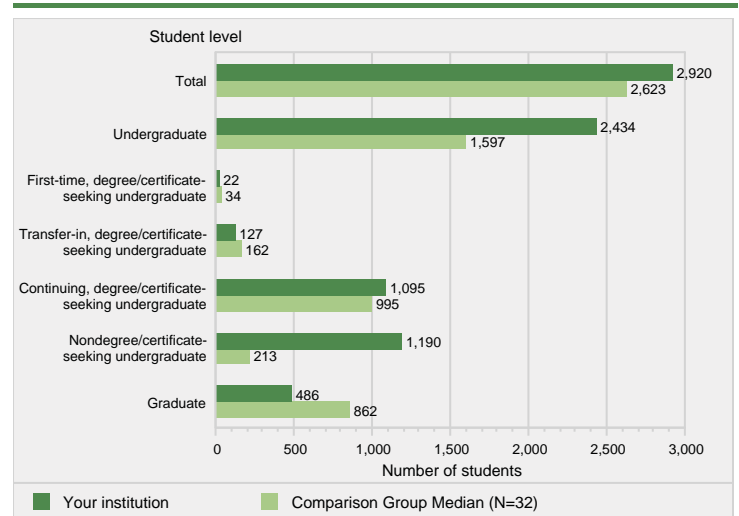
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

Figure 7. Full-time enrollment, by student level: Fall 2018



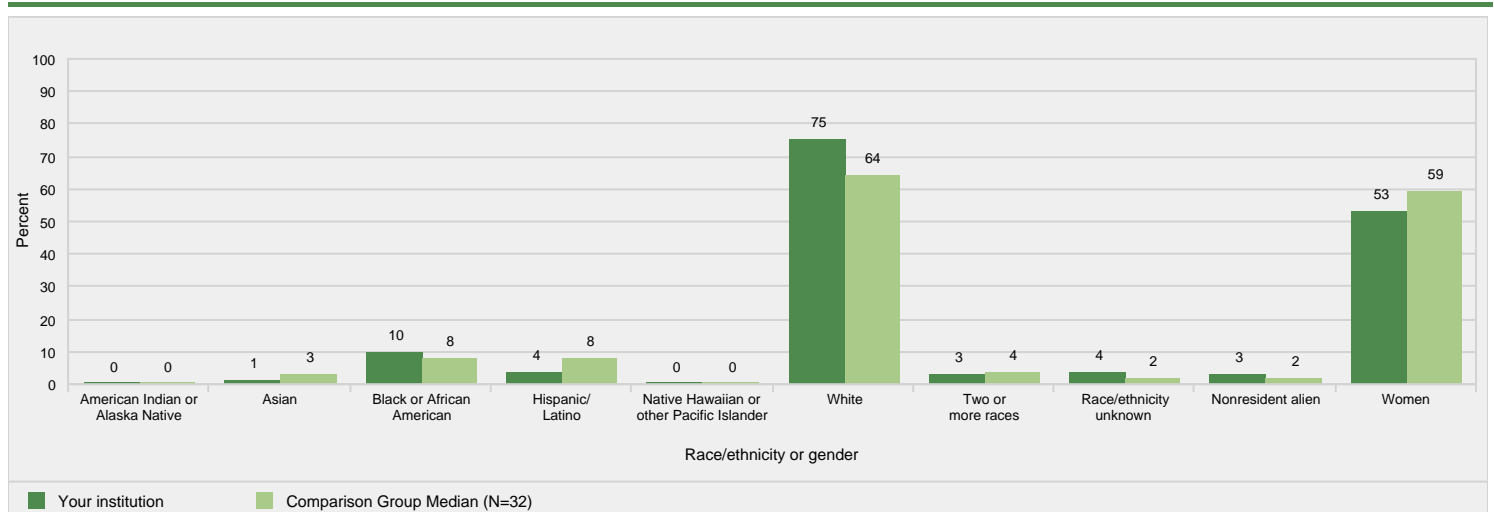
NOTE: N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

Figure 8. Part-time enrollment, by student level: Fall 2018



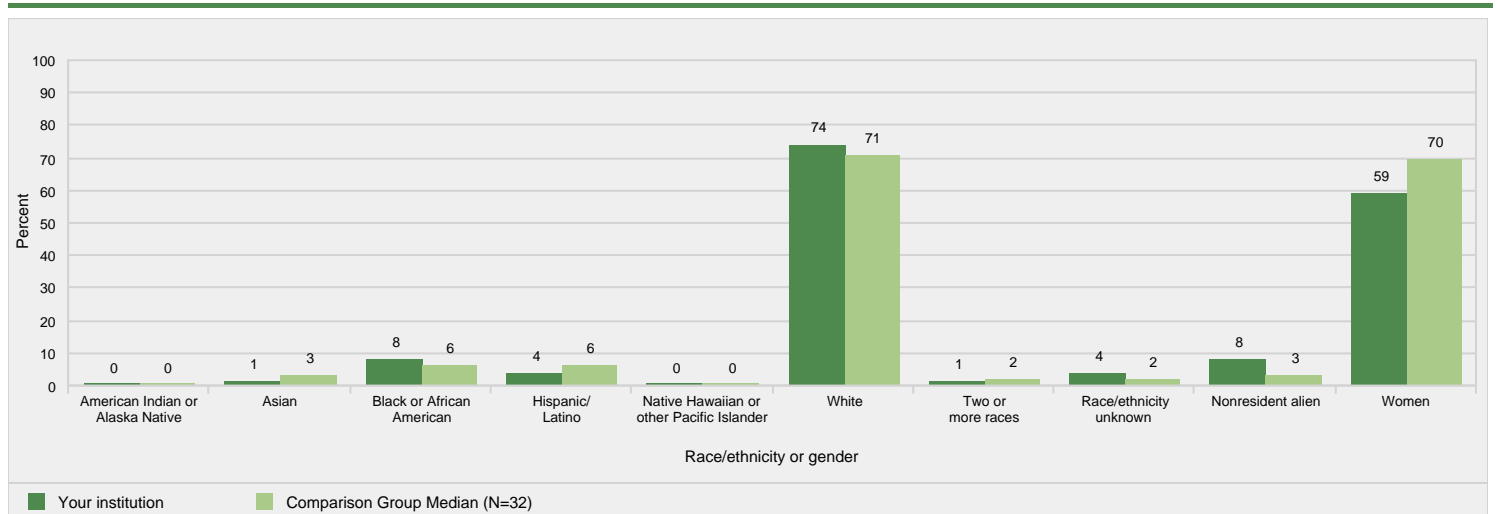
NOTE: N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

Figure 9. Percent of all undergraduate students enrolled, by race/ethnicity, and percent of students who are women: Fall 2018



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

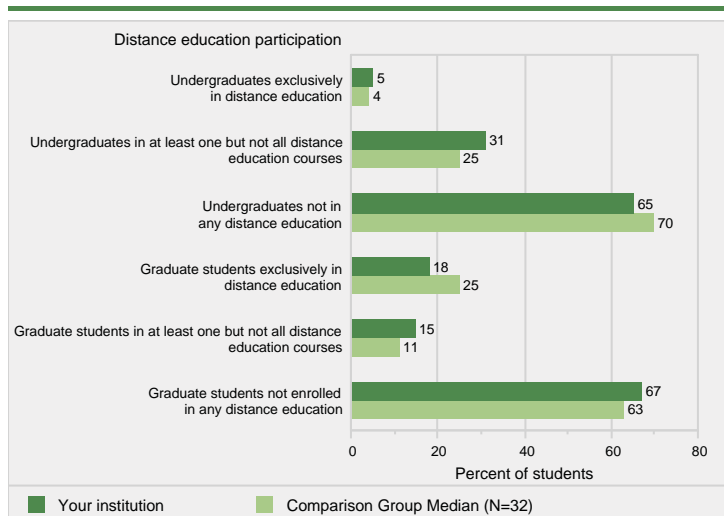
**Figure 10. Percent of all graduate students enrolled, by race/ethnicity, and percent of students who are women: Fall 2018**



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

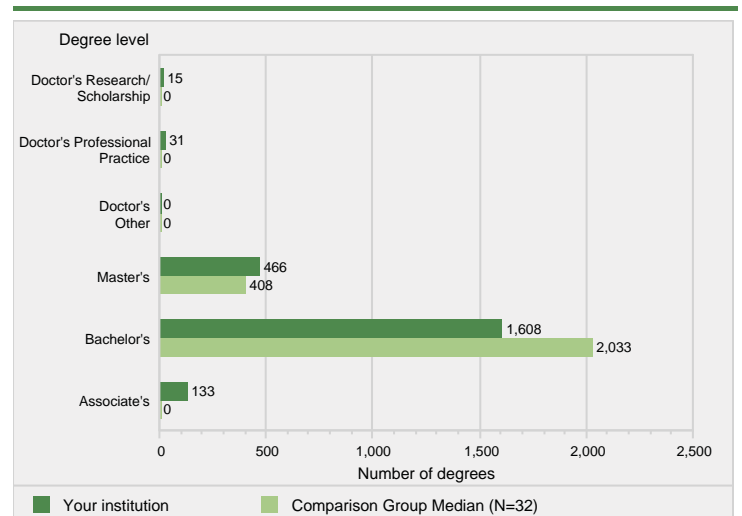
**Figure 11. Percent of students enrolled in distance education courses, by amount of distance education and student level: Fall 2018**



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

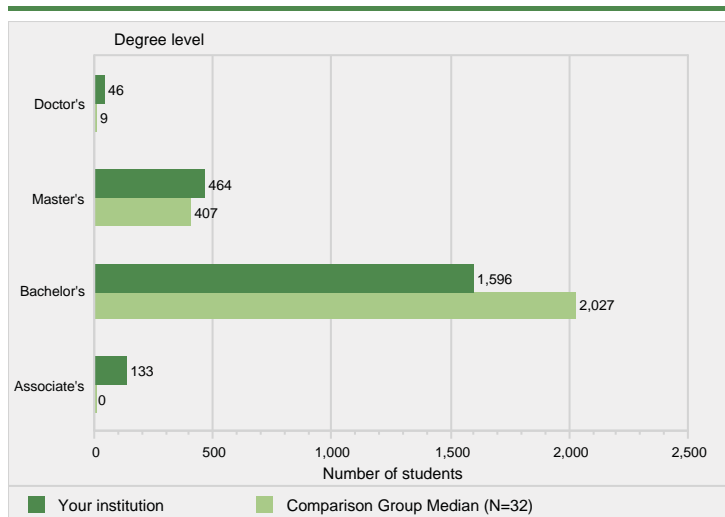
**Figure 12. Number of degrees awarded, by level: 2017-18**



NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

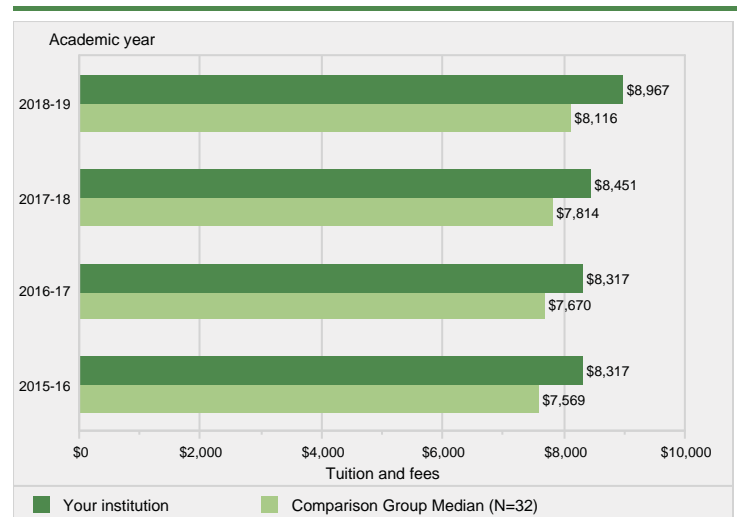
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Completions component.

**Figure 13. Number of students completing a degree, by level: 2017-18**



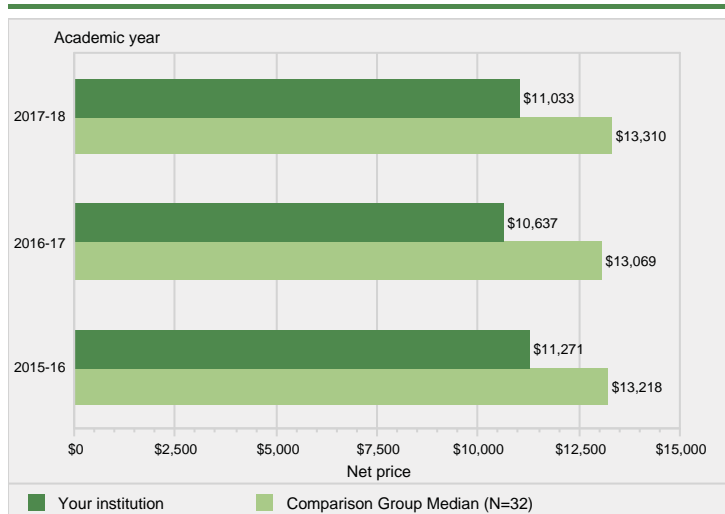
NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Completions component.

**Figure 14. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2015-16 to 2018-19**



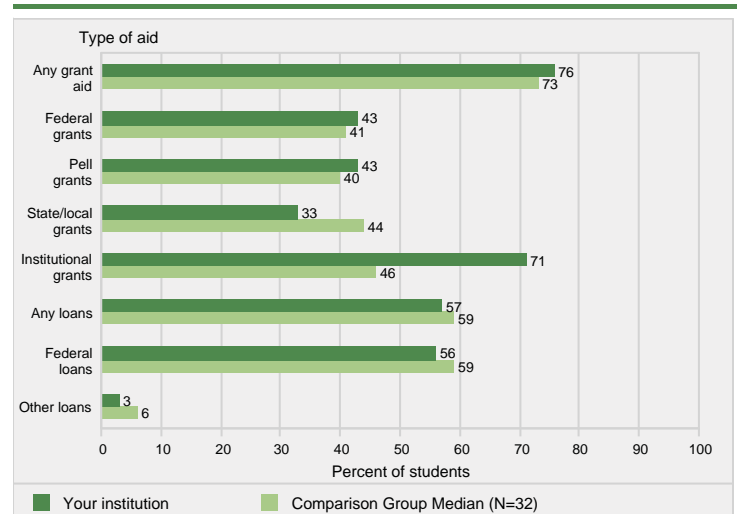
NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Institutional Characteristics component.

**Figure 15. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2015-16 to 2017-18**



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Institutional Characteristics component and Winter 2018-19, Student Financial Aid component.

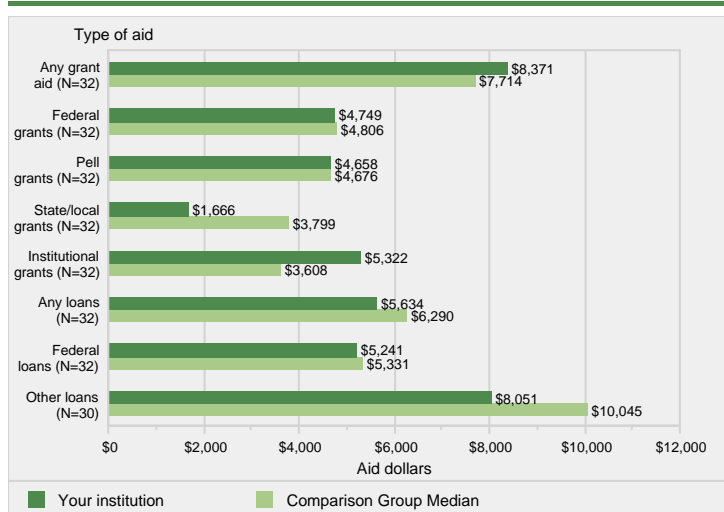
**Figure 16. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2017-18**



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Student Financial Aid component.



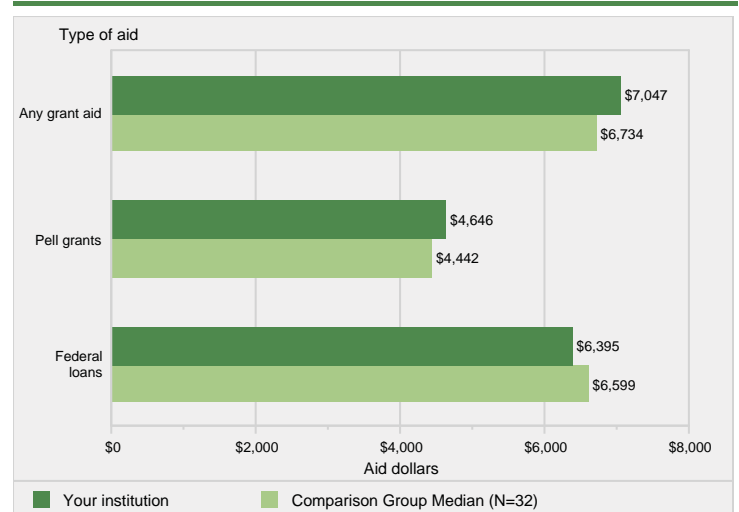
**Figure 17. Average amounts of awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2017-18**



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Student Financial Aid component.

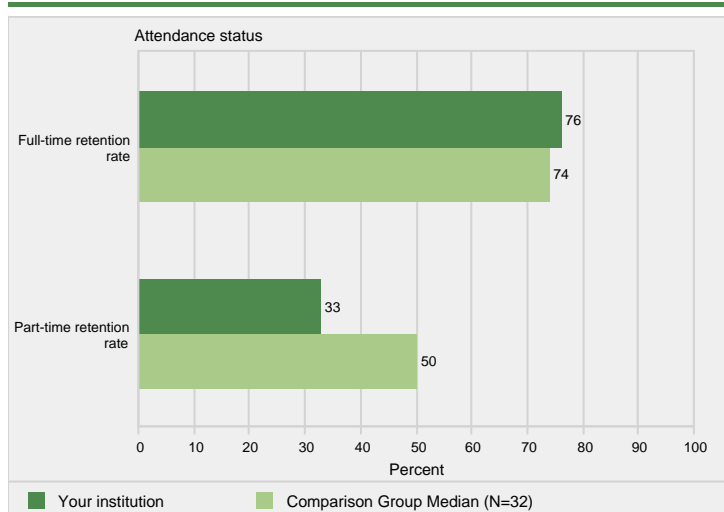
**Figure 18. Average amount of aid awarded to all undergraduates, by type of aid: 2017-18**



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Student Financial Aid component.

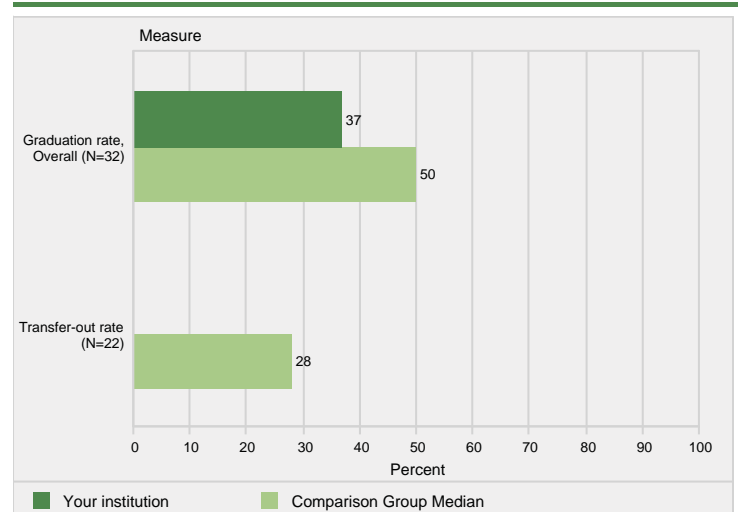
**Figure 19. Retention rates of first-time bachelor's degree seeking students, by attendance status: Fall 2017 cohort**



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data as of the institution's official fall reporting date or as of October 15, 2017. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2017 and retention based on August 1, 2018. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

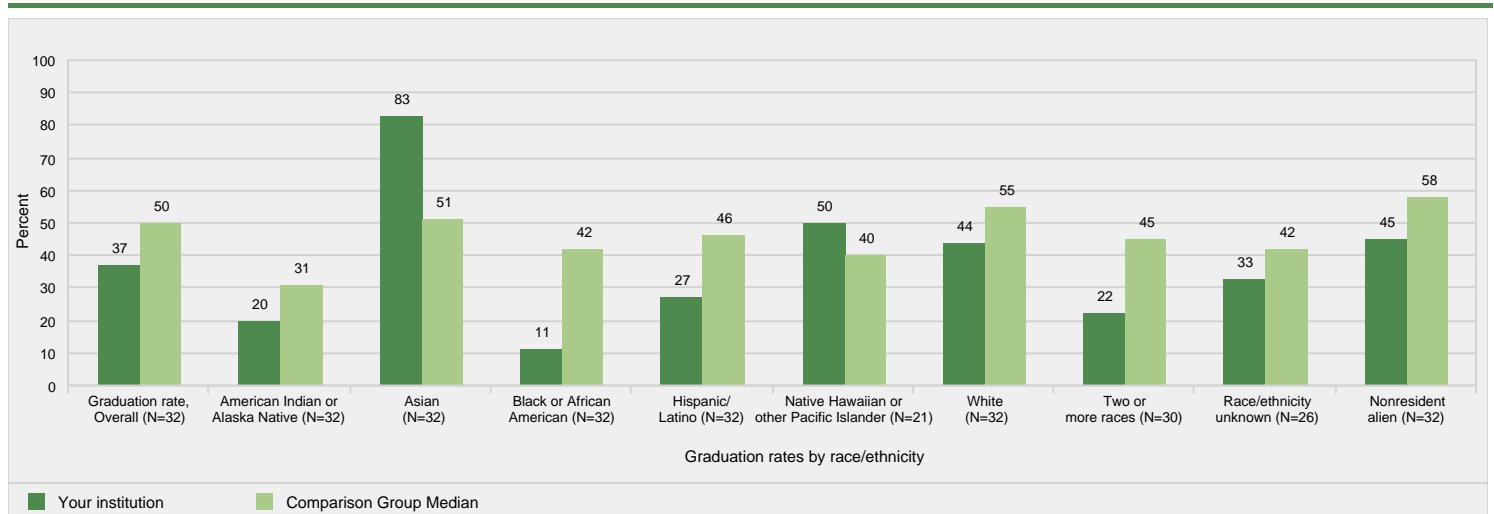
**Figure 20. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2012 cohort**



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

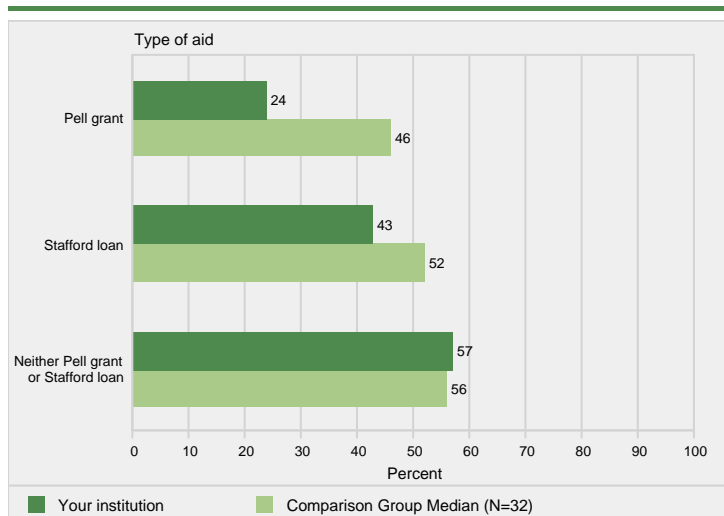
**Figure 21. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2012 cohort**



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

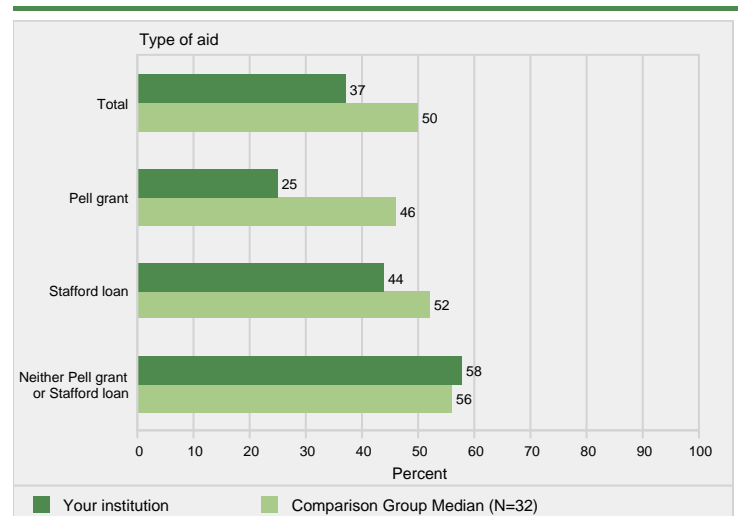
**Figure 22. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by type of aid: 2012 cohort**



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

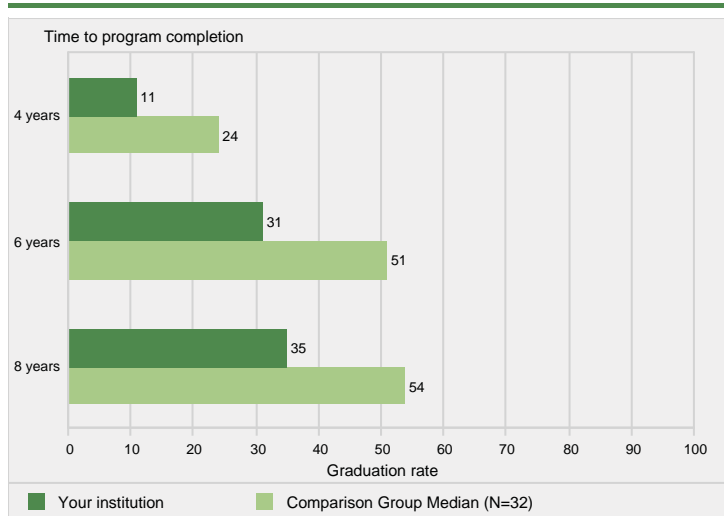
**Figure 23. Graduation rates of full-time, first-time bachelor's degree-seeking undergraduates within 6 years, by type of aid: 2012 cohort**



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

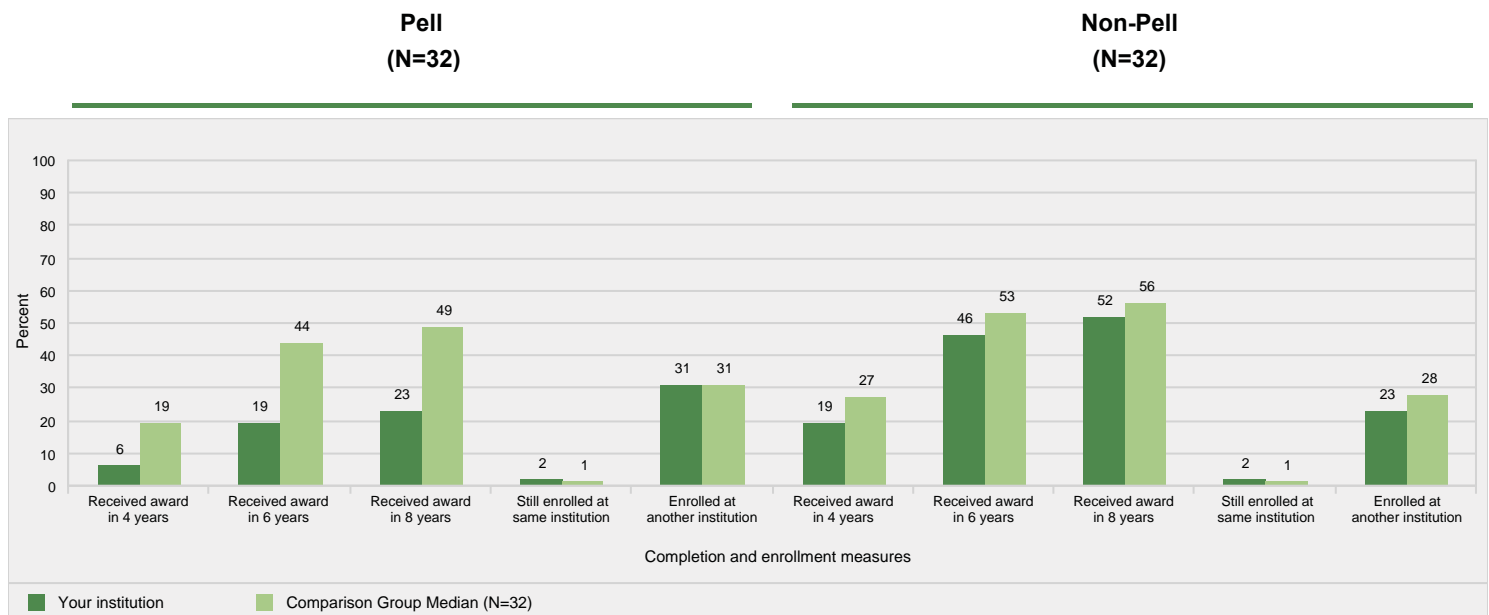
**Figure 24. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2010 cohort**



NOTE: The 4-, 6-, and 8-year graduation rates are calculated using the number of students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. For details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, 200% Graduation Rates component.

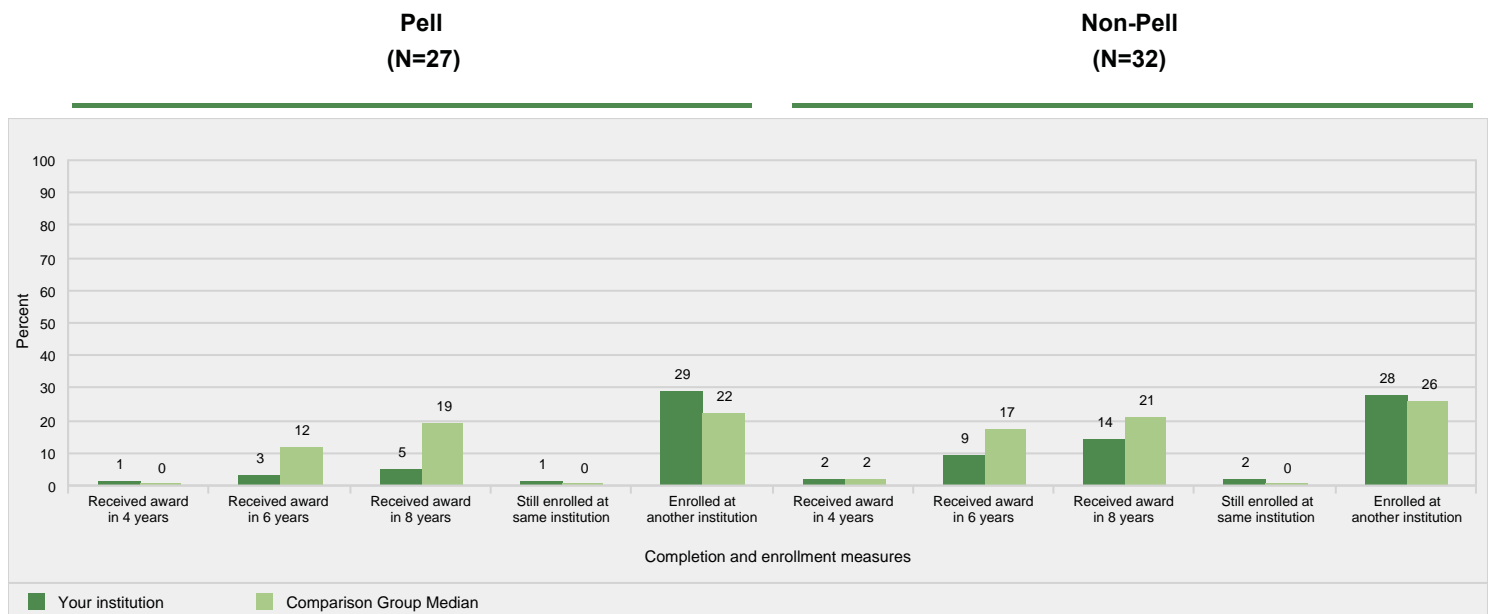
**Figure 25. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); Winter 2018-19, Outcome Measures component.

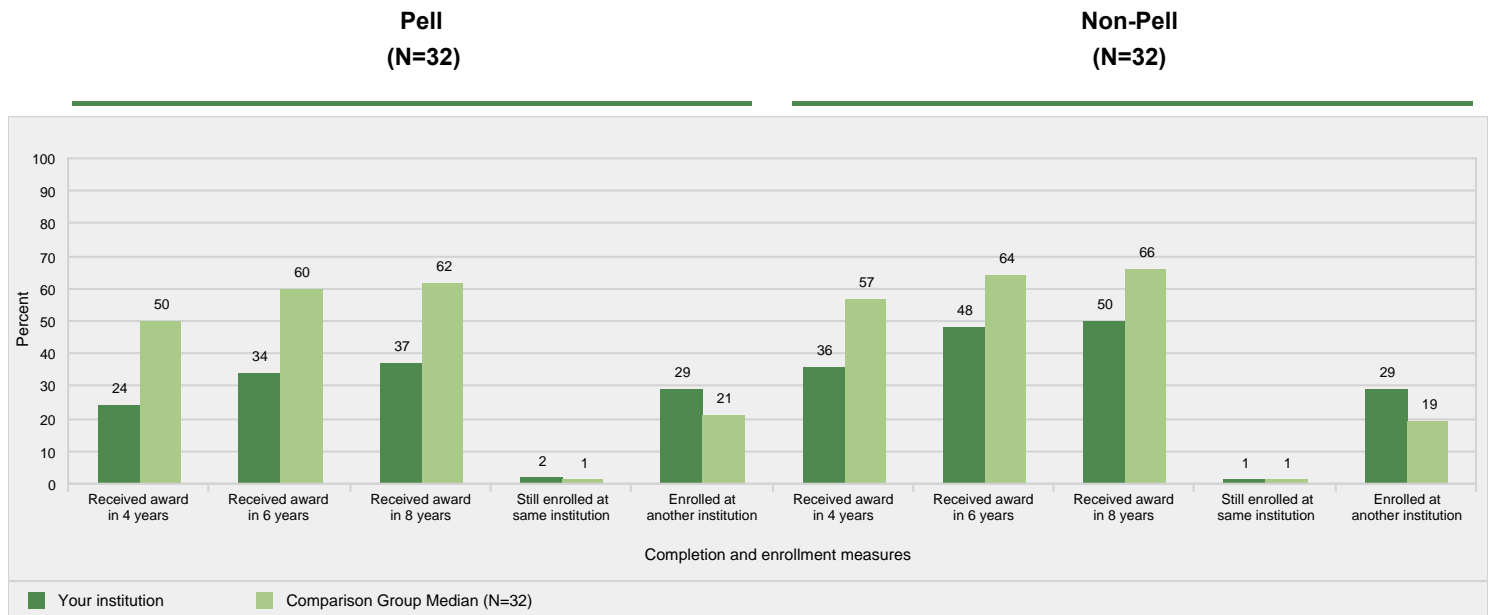
**Figure 26. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); Winter 2018-19, Outcome Measures component.

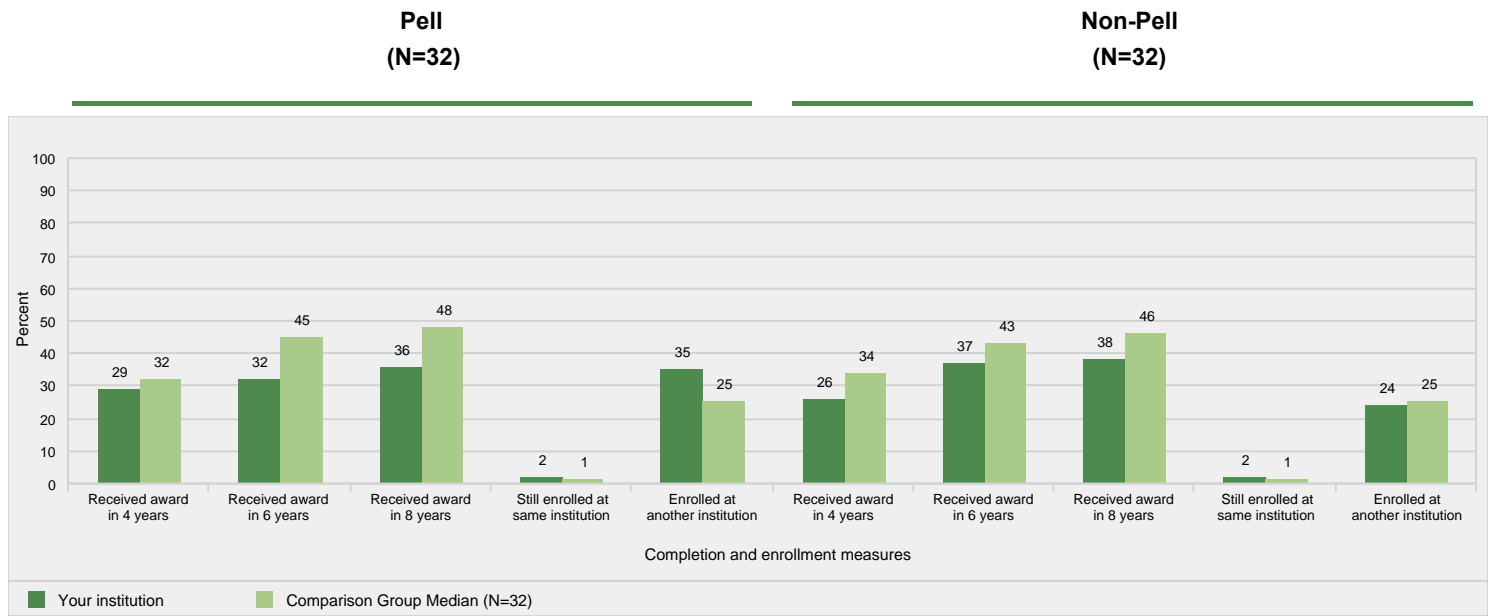
**Figure 27. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

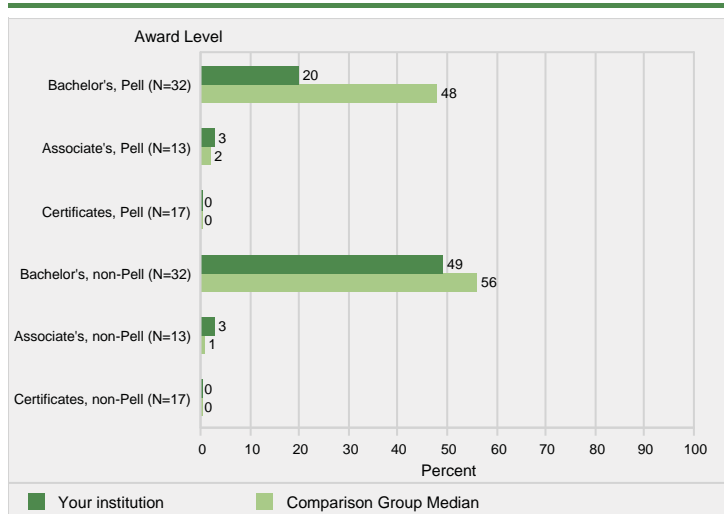
**Figure 28. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

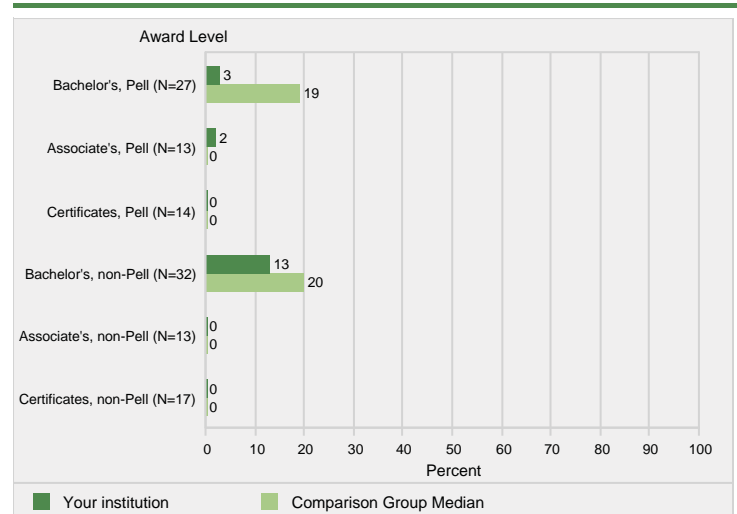
**Figure 29. Award rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort**



NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

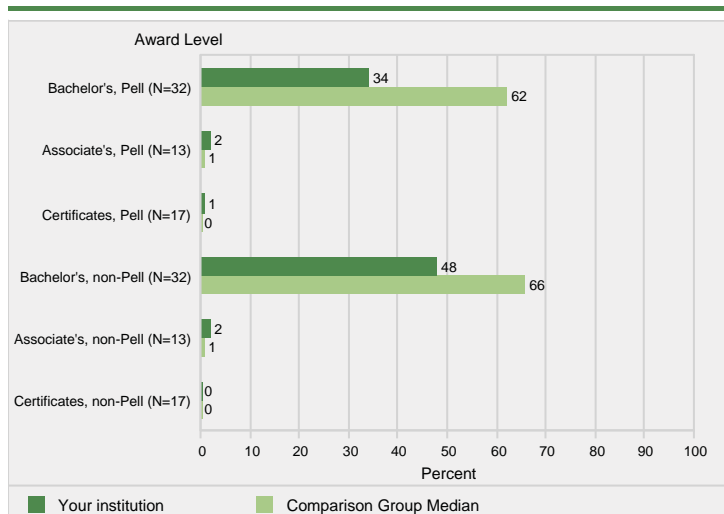
**Figure 30. Award rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort**



NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution on between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

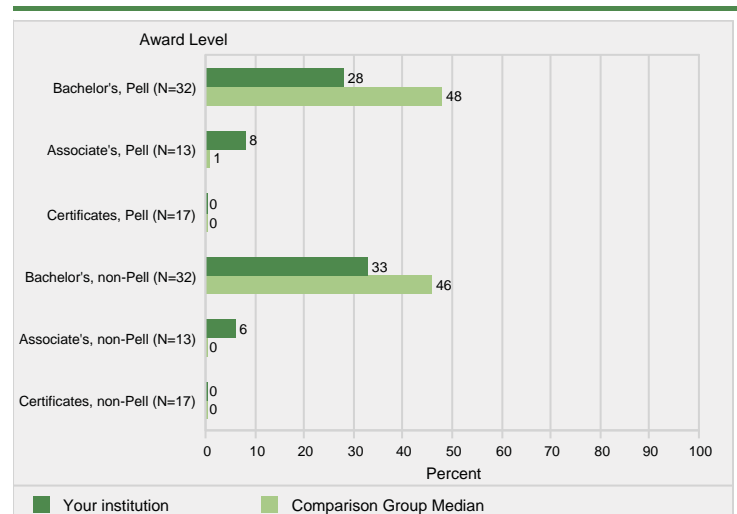
**Figure 31. Award rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort**



NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

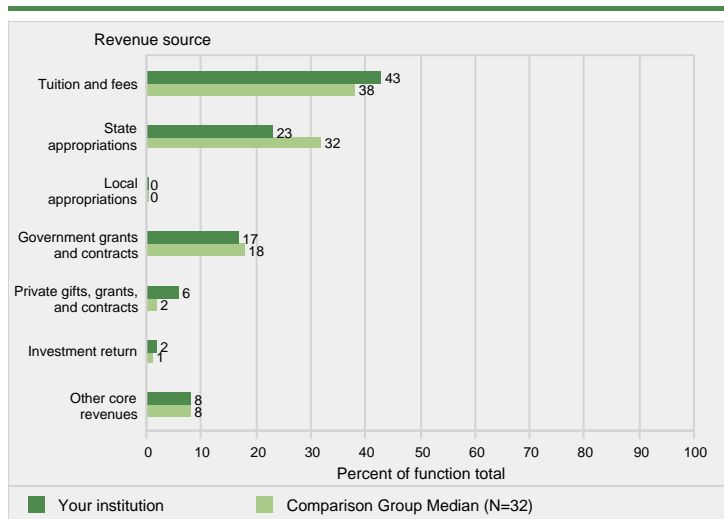
**Figure 32. Award rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort**



NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

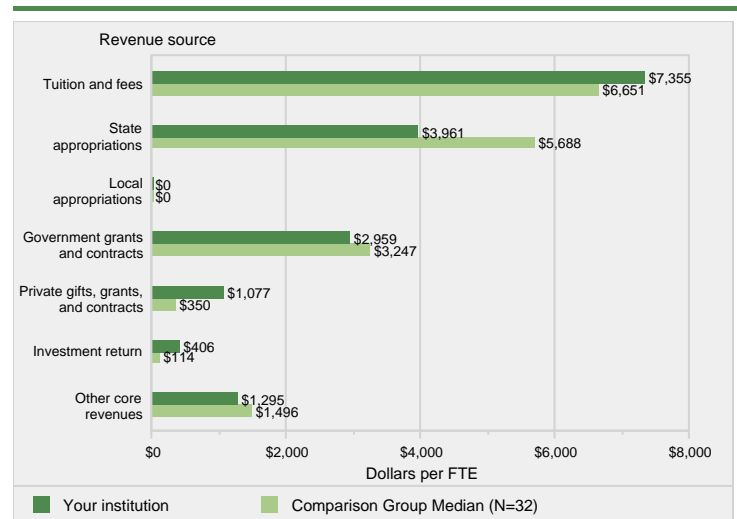
**Figure 33. Percent distribution of core revenues, by source: Fiscal year 2018**



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Finance component.

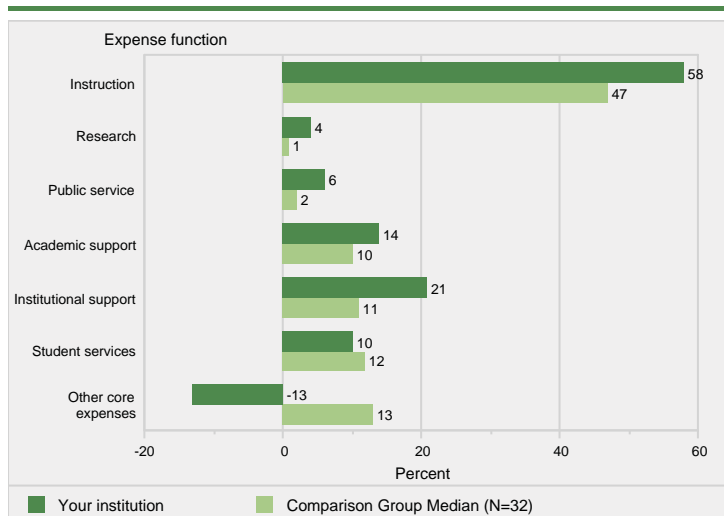
**Figure 34. Core revenues per FTE enrollment, by source: Fiscal year 2018**



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For details on calculating FTE enrollment and a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, 12-month Enrollment component and Spring 2019, Finance component.

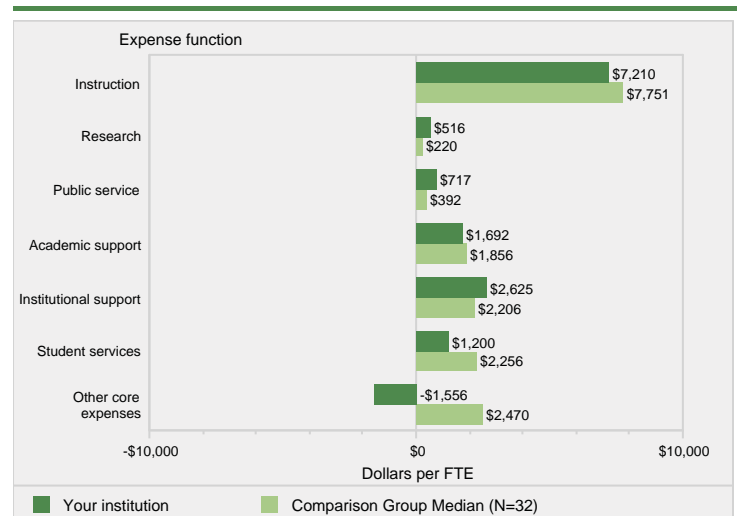
**Figure 35. Percent distribution of core expenses, by function: Fiscal year 2018**



NOTE: For a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Finance component.

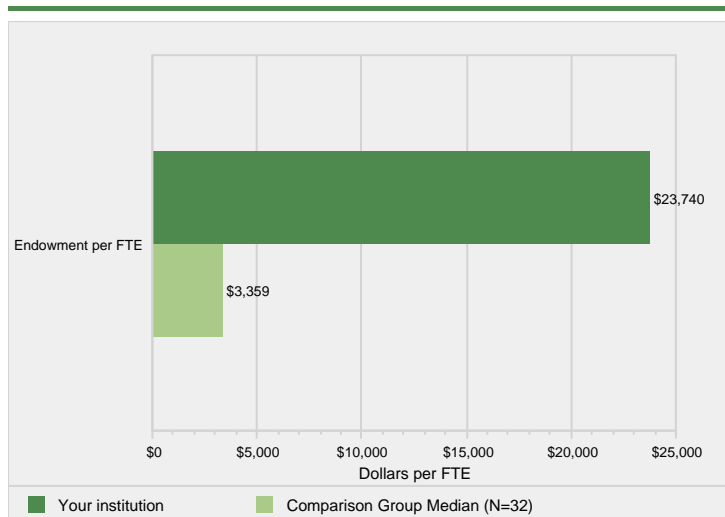
**Figure 36. Core expenses per FTE enrollment, by function: Fiscal year 2018**



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

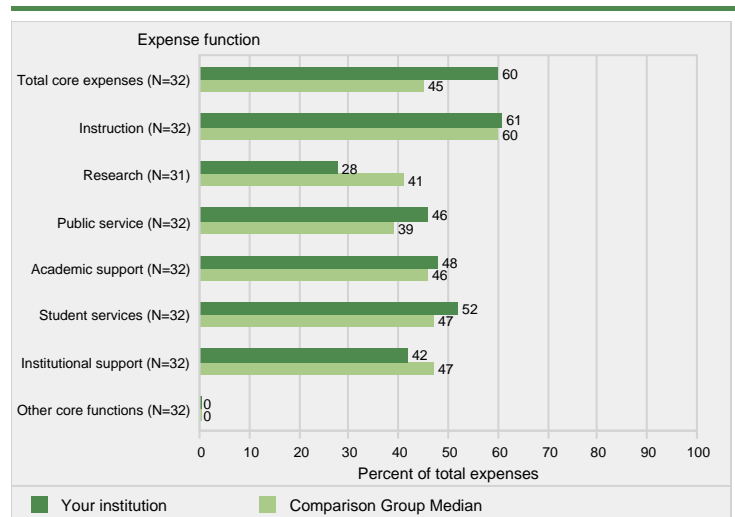
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, 12-month Enrollment component and Spring 2019, Finance component.

**Figure 37. Endowment assets (year end) per FTE enrollment: Fiscal year 2018**



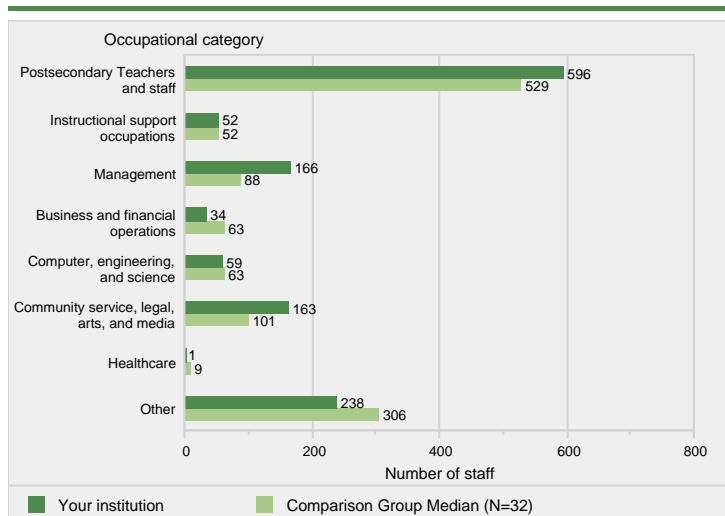
NOTE: For more information on the comparison group median, see the Methodological Notes. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, 12-month Enrollment component and Spring 2019, Finance component.

**Figure 38. Expenses for salaries and wages as a percent of total expenses, by function: Fiscal year 2018**



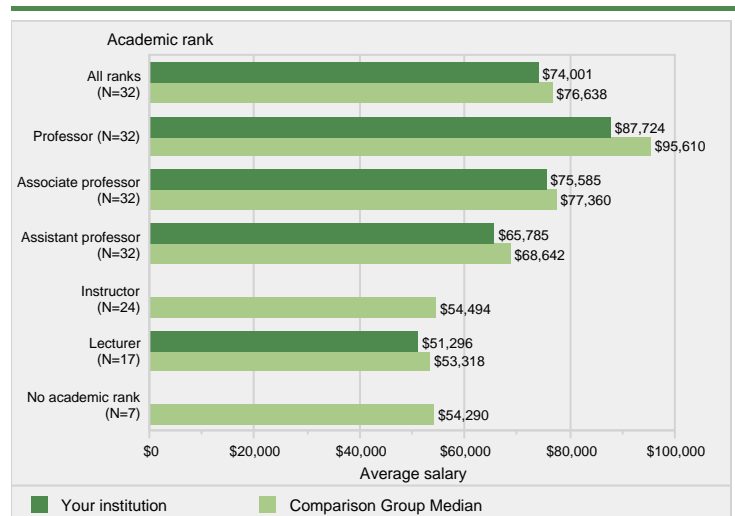
NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Finance component.

**Figure 39. Full-time equivalent staff, by occupational category: Fall 2018**



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Human Resources component.

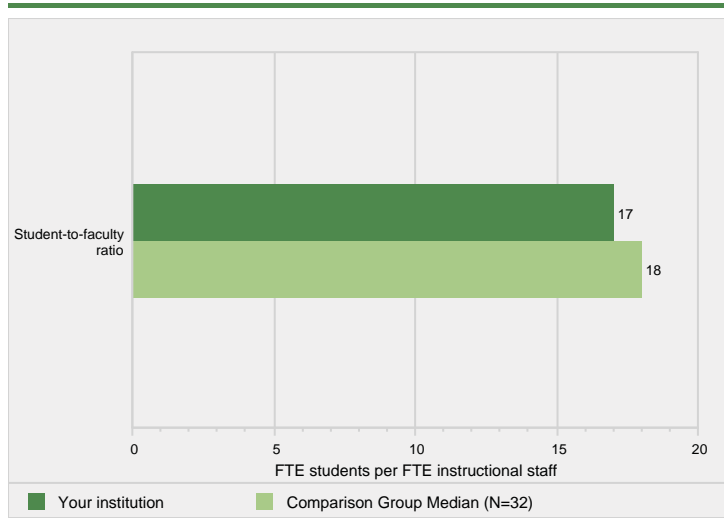
**Figure 40. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2018-19**



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Human Resources component.



Figure 41. Student-to-faculty ratio: Fall 2018



NOTE: Student-to-faculty ratio data are presented only for institutions that have undergraduate students; graduate only institutions are not included. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

## METHODOLOGICAL NOTES

### Overview

This report is based on data supplied by institutions to IPEDS during 2018-19 data collection year. Response rates exceeded 99% for most surveys. IPEDS First Look reports at <https://nces.ed.gov/pubsearch/getpubcats.asp?sid=010> provide some information on aggregate institutional responses. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

### Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each statistic shown in the figure. If more than one statistic is present in a figure, the median values are determined separately for each indicator or statistic. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (<https://nces.ed.gov/ipeds>).

### Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

### Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

### Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

### Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <https://nces.ed.gov/ipeds/Section/Resources>.

### Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

## DESCRIPTION OF STATISTICS USED IN THE FIGURES

### Admissions (only for non-open-admissions schools)

#### *Admissions and Test Score Data*

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

## Student Enrollment

### *Enrollment Counts*

12-month Enrollment captures a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, Fall Enrollment captures number of students enrolled on a particular date in the fall. Fall enrollment is often referred to as a “snapshot” of an institution’s enrollment at a specific time.

### *FTE Enrollment*

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution’s FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See “Calculation of FTE Students (using instructional activity)” in the IPEDS Glossary at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

### *Total Entering Undergraduate Students*

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

## Completions

### *Completions and Completers*

Completions collects data on undergraduate and graduate completions and completers in a 12-month period. Completions are the counts of postsecondary awards granted where each award reported once but multiple awards may be reported for one recipient. Completers are the counts of students granted postsecondary awards. The count of completers is collected in two ways. The first way counts all completers, while the second way counts completers by award level (e.g., number of associate’s completers, number of bachelor’s completers).

## Charges and Net Price

### *Average Institutional Net Price*

IPEDS collects data to calculate average net price at each institution for two groups of undergraduate students: those awarded grant aid and those awarded Title IV federal aid.

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

## Student Financial Aid

### *Financial Aid Recipients and Amounts*

Student Financial Aid collects the counts of undergraduate students awarded different types of financial aid and the total amounts of aid awarded. The average dollar amount of aid awarded is then calculated. In addition, Student Financial Aid collects counts of full-time, first-time undergraduate student awarded aid and amounts of aid, and counts of undergraduate and graduate students receiving military educational benefits.

## Military Benefits

### *Military Benefits*

IPEDS collects data on two military educational benefit programs – Post 9/11 GI Bill and Tuition Assistance.

The Post 9/11 GI Bill is a federal education benefit for veterans, who served on active duty after September 1, 2001. This benefit provides up to 36 months of education benefits for the following college costs: tuition and fees, books and supplies and housing. The tuition and fees benefit payment is made directly to the postsecondary institution; whereas, payments for books, supplies, and housing are sent to the student.

The Tuition Assistance Program covers the tuition and course-specific fees of active, eligible service members. The benefit is directly paid to the institution by the service member's Armed service.

## Retention, Graduation Rates, and Outcome Measures

### *Retention Rates*

Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

### *Graduation Rates and Transfer-out Rate*

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component is the Graduation Rates 200% (GR200) component, which requests information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

### *Outcome Measures Data*

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: First-time, full-time (FTFT); First-time, part-time (FTPT); Non-first-time, full-time entering (NFTFT); and Non-first-time, part-time entering (NFTPT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised and take allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 to the next) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

## Finance

### *Core Revenues*

Core revenues for public institutions reporting under GASB standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

### *Core Expenses*

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, grant aid/scholarships and fellowships (net of discounts and allowances), and other functional expenses (a generated category of total expense minus the sum of core and noncore functions on the Finance component). Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report expenses for auxiliary enterprises in a separate category and thus may include these amounts in the core expenses as other expenses. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

### *Endowment Assets*

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

### *Salaries and Wages*

Salaries and wages for public institutions under GASB standards and private (not-for-profit and for-profit) institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage.

## Staff

### *FTE Staff*

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

### *Equated Instructional Non-Medical Staff Salaries*

Institutions reported the number of full-time nonmedical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of instructional non-medical staff to

determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

## *Student-to-Faculty Ratio*

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey data) divided by total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported in Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

## Libraries

### *Library Collections*

Collections comprise of documents held locally and remote resources for which permanent or temporary access rights have been acquired. Degree-granting institutions with total library expenditures greater than zero and/or had access to a library collection reported their physical books, media, and serials collections and their digital/electronic books, media, serials and database collections.

Digital/electronic books and media are reported by titles owned or leased by the library if individual titles are cataloged and/or searchable through the library catalog or discovery system. E-serials are reported by titles that are accessible through the library's catalog or discovery system. Digital and Electronic databases are reported by the total number of licensed digital/electronic databases in the institutions collection if there is bibliographic or discovery access at the database level.

Counts in each category (i.e., physical books, media, and serials as well as digital/electronic books, media, serials, and databases) are the number of held at the end of the most recent fiscal year. The percent distribution of each resource is derived by dividing the counts in each category by the total of all categories.

### *Library Expenditures*

Library expenditures are funds expended by the library (regardless of when received) from its regular budget and from all other sources, reported for the most recent fiscal year. Salaries and wages are reported from the library budget or all other institutional sources that are identifiable. Fringe benefits are reported only if paid from the library budget. Degree-granting institutions with total library expenditures less than \$100,000 were not required to report their expenditures to IPEDS. The percent distribution of each category of expense is derived by dividing each expense category by the sum of total library expenditure.

## Additional Resources

Additional methodological information on the IPEDS components can be found in the publications available at <https://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at this provided link <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

Visit the IPEDS Data Feedback Report resource page that provides instructions on creating a custom comparison report, FAQs, and video tutorials <https://nces.ed.gov/Ipeds/Help/View/2>.

## Reimagining the College Experience in a Pandemic

### Summary

As the COVID-19 pandemic has swept the nation, higher education is confronted with a monumental challenge: how to plan for the fall semester, the apex of the academic calendar, without the certainties of campus and classroom. Higher education must plan now but cannot know whether campuses will be able to open come September, the feasibility of social distancing on site, or what role online learning must play.

This report takes seriously the prospect of a fully remote fall semester for some or many schools. While we hope this scenario will not come to pass, colleges and universities need to plan for it nonetheless. Experience with emergency "remote instruction" this spring has been mixed: appreciation for the heroic efforts of faculty and staff but concern that the result is often a far cry from the campus ideal.

If the fall must be online, higher education leaders must strive to conceive as much of the full college experience as possible. Mere "remote instruction" will at best depress enrollment and disappoint students, and at worst threaten institutional viability. This report lays out arguments, ideas, and examples of how to reimagine the college experience in a pandemic.

### We have a problem ...

*"An online Fall semester is not a possibility... We had no choice to go on/ine mid-semester... but it would be academically irresponsible to take the Fall semester online. It is taking 70 to 80 hours a week to maintain a semblance of instruction. [In the fall] it would not be physically possible to sustain the same effort faculty. If normal academic standards were being applied, huge numbers of students would fail. If it is not possible to resume in-person instruction in Fall, the only responsible course of action would be to cancel the semester and close the colleges."*

This is an excerpt from a comment posted on Inside Higher Ed in mid-April, and no doubt is a view shared by many faculty members as they battle to "maintain a semblance of instruction": over-worked, out-of-their-depth and convinced the whole thing is a travesty. The prospect of a repeat performance in the fall seems the height of folly.

It is hard not to be sympathetic, and there is no doubt that many college presidents and staff, quite rightly, are skeptical that any form of remote learning can truly emulate the college experience.



Higher education, decentralized and faculty-led, works well-enough within the habits of campus and classroom. But take those away and higher education's strengths become weaknesses. Armed with only a laptop and a Zoom account, each faculty member is left to figure out how best to replicate instruction online; this is at best a recipe for duplication of effort and at worst, chaos.

Frustrated and exhausted, it is no wonder that many faculty feel vindicated in their belief that the essence of college and the campus medium are inseparable. Some schools are contemplating delaying the start of the fall semester rather than start on time online.

Many students are no happier. The college dreams of high school seniors are suddenly in doubt. Admits face an unappetizing choice between sticking to the plan in the hope that their college opens in the fall and deferring admission to embark on whatever gap year might be possible in a global pandemic.

Current students face their own dilemmas and compromises. "I feel like I'm 16 again," the 20 year-old daughter of a family friend studying at a private college out-of-state complained. "Like I'm back at high school."

Residential students forced back home are often cramped for space, unable to socialize or go out as normal, and crave the freedoms of college life. Commuter students have lost the in-person rhythms of classes, support services, and friends. Perhaps family members are ill or vulnerable; jobs and income may be on the line. Throw in often rudimentary remote learning, inconsistent between instructors, and little more than homework assignments for many, and college seems a shadow of its former self. A few students are even party to class action lawsuits, alleging that schools cannot offer the same value online and demanding tuition refunds.

But what if the fall semester does have to be conducted remotely?

If this is a plausible scenario, which it surely is amid the vagaries of a pandemic, we must think differently. Yes, the physical campus facilitates higher education fundamentals-learning communities, diversity of ideas, human formation-but if something, in this case COVID-19, shuts that down, surely the right move is not to give up, postpone, or settle, but to recreate those fundamentals in new ways.

This is a moment to be seized. We are living through a major event in world history that is rattling the assumptions of every academic discipline and every profession. Higher education's superpower is to bring light to the complex and intractable, to solve the unsolvable, and through the interplay of faculty and student, to craft thoughtful, responsible citizens who move society forward. We need higher education more than ever. If fall 2020 can't happen on campus, we need to find a way for it to happen, vibrant and unchecked, online.

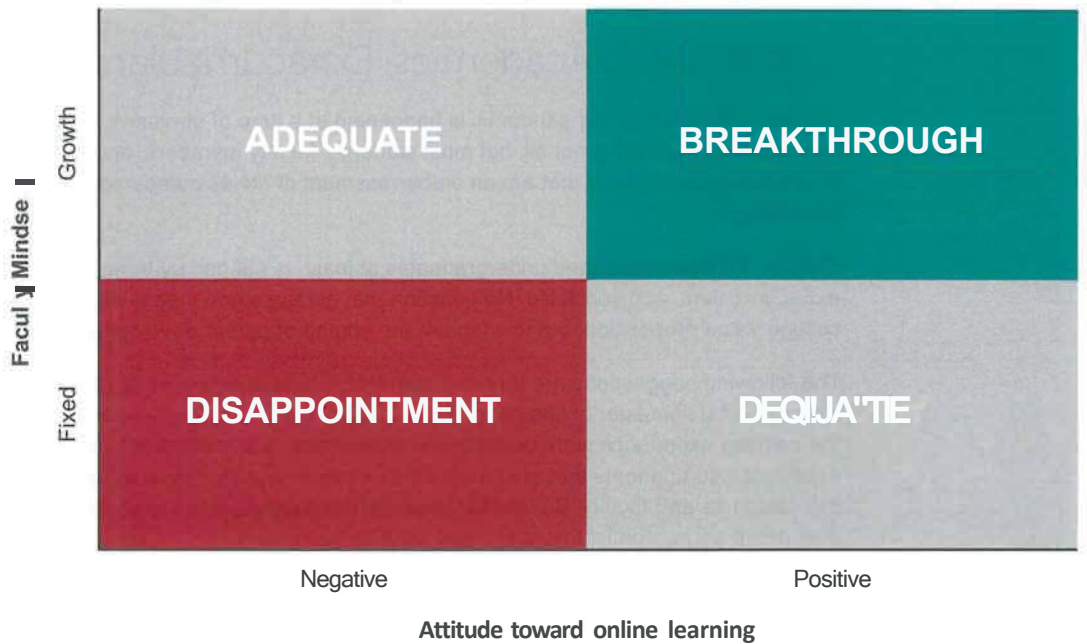
## Growth Mindset: Not Just for Students

As student advisors tell their charges, a growth mindset, an outlook limited only by imagination and hard work, is the key to college success. A growth mindset is in collegiate bones: counter



to the stereotype, only the combination of timeless value and strategic creativity has allowed the higher education ideal to endure for centuries. Colleges need to once again dig deep and reimagine themselves online in a pandemic. Figure 1 considers the alternatives:

**Figure 1. Planning for Fall 2020 & Anticipating the Student Experience**



A better right way to think about online is as a toolkit: tools that can be used well or poorly, for an appropriate task or otherwise. If presidents, faculty, and staff-and students-approach a remote fall term with the attitude that online learning is inherently substandard and no amount of imagination or effort will change that, then the result will either be a poor facsimile of a student experience or no higher education at all until the pandemic has passed. Neither scenario, in terms of school mission, student well-being and mobility, institutional finances, or national fortitude, is a welcome one.

Institutional leaders need to find a way to convey a vision for the fall semester that increases student enthusiasm, deepens faculty loyalty, and galvanizes support staff. In extremis, higher education is not defined by buildings, desks, and chairs. If it is then the pandemic will win, and higher education will be bowed.

It is all very well for the likes of Eduventures to recommend growth mindsets and breakthrough models. What do colleges need to do? In our view, the way forward is not about buying a gaggle of slick and novel technology, although specific technology may be essential for some classes. In general, a Learning Management System (LMS) and a video conferencing tool, plus

the essential ingredients of some imagination and buckets of collaboration, perspiration, and good will, will make the difference between success and failure. Amid the disillusionment and frustration, green shoots are emerging across the country as schools and students start to find new life online.

## Getting Real: Academics, Extracurriculars & Social

We are fortunate that this pandemic is happening at a time of pervasive technological sophistication. Certainly not all, but most students, faculty members, and support staff wield devices and connectivity that are an embarrassment of riches compared to little more than a decade ago.

College, for traditional-aged undergraduates at least, is defined by three things: academics, extracurriculars, and social life. No question that getting a good job is also central to today's college value proposition, but this trio are the engine of career development.

The following suggestions are no more than that. There is no magic or proven formula to manage a fall semester online nationwide. Equally, there is no denying that some aspects of the campus experience work better online than others. Each institution needs to craft the online experience components that best match their mission and identity, and best meet the needs of their students and faculty. But the fundamental point remains: not grappling with this challenge may prove an existential threat to many schools.

## Academics: Pedagogic Structure, Third Party Resources, and Faculty/Student Creativity

Conventional online learning grew up on a diet of convenience and flexibility for working adults. Time-poor and pragmatic, most of these students appreciate rather than like on line study. With no time for student clubs and no patience for youthful campus shenanigans, schools built online programs to be straight-to-the-point. High quality and engaging, yes, but not the traditional college experience.

To succeed in the fall, traditional colleges serving 18-21 year-olds cannot simply adopt the online course quality standards of Quality Matters or the Online Learning Consortium, excellent though those are, and leave it at that.

Numerous schools have put out quick turnaround guides to help faculty teach and students learn remotely. While these are invaluable resources, the speed of the pandemic's growth has meant that much has been left to the preferences and initiative of individual faculty, staff, and students to figure things out on the ground. In fall 2020, for traditional colleges and students, when enough time has passed for everyone to get more comfortable operating remotely, teaching and learning might look something like this:

- ▶ **Flipped Classrooms.** Many educationists have argued that lecturing to a live class and reserving problem-solving for homework is backwards, whether online or in-person. An alternative is to create-or better curate (see below)-self-paced "lectures" for students to watch and re-watch on their own time and preserve precious live sessions for addressing areas where students get stuck or have next-step questions.
- ▶ Re-thinking class pace may also be a good idea: get the most out of a few readings rather than expect distracted and disoriented students to chum through a normal load. Dwell on core issues and debates: focus on quality not quantity. Perhaps play down high-stakes assessments that require complex proctoring. The better you know your students, the less you need to rely on exams.
- ▶ **Live.** To sustain intimacy and camaraderie, faculty might facilitate live group interaction by classmates at least twice a week to discuss class material. Arguably this is not best left to faculty preference or comfort levels. On campus, no instructor would opt out of in-person teaching. Advocates say that there is no reason that online cannot embody the Socratic ideal of reasoned debate. Indeed, online has the advantage of equal visual presence in a video conferencing window; there is no back row. Let us not overstate the pedagogical virtues of the average college classroom, large or small. Technological advances mean that live college seminars online are in reach for the majority of students.
- ▶ **Asynchronous.** To avoid instructor burnout, ensure pedagogic variety, and help class momentum, faculty should consider requiring students, between live sessions, to contribute to text-based discussions, but ..
- ▶ **Peer-Driven.** Instead of the instructor trying to respond to and grade all comments and contributions, a different approach is to empower students to take on a lot of the work: it not only reduces faculty workload but increases student engagement and comprehension. Just as on campus, students who aced a course can be paid to mentor the next cohort online, so long as the process is managed by the institution and expectations are clear. Students can also be the face of self-paced study materials.
- ▶ Arizona State University, in partnership with Crash Course, an education YouTube channel, partnered pre-pandemic on student-led [video study guides](#) on core subjects such as English composition and algebra, and is now deploying them widely (Figure 2). These kinds of self-paced and student-led resources can reduce email burnout for faculty and give students other ways to problem-solve.

Figure 2 Student-Hosted Crash Course English Composition Video



Source: Arizona State University

- ▶ **Materials.** Exhaustion is the most likely outcome if every faculty member tries to create their own instructional videos and assessments. Much better to leverage the wealth of resources already available, often at little or no cost. Open Educational Resources collectives are well-established, such as [OER Commons](#) and [MERLOT](#), and many institutions and systems already make strategic use of them. Coursera, the MOOC platform, has developed a [CourseMatch](#) tool that ingests institutional course catalogs and matches them to Coursera courses, in two business days for free. These courses, and thousands of others like them, from the world's leading faculty and universities, are high quality, typically have top-notch production values, and have built-in assessments.

As [many](#) have done, entire institutions should consider buying access to these course libraries: some upfront spend will pay-off many times over in faculty sanity and student success. Expecting faculty to cobble together their own materials will likely prove more expensive and less effective.

- ▶ **Labs, Practicums & Field Trips.** All the Zoom sessions and threaded discussions in the world fall flat if students need to conduct lab experiments or undergo hands-on training. Various kinds of virtual labs (e.g., [Labster](#), [Praxilabs](#), [ChemCollective](#)) or simulated practicums (e.g., [iHuman Patients](#), [VirtualPT Clinician](#)) exist, and in some circumstances can have an edge on physical settings in terms of repetition, cost, and safety. The



California Community College System recently announced a systemwide investment in virtual labs. During a pandemic, regulators will have to allow high quality simulations to substitute for a portion of licensure hours; otherwise professional pipelines will seize up.

This is undoubtedly an area where online learning can only go so far. At some point nursing and physical therapy students and the like need to practice on real patients, and commercial simulators are aimed at lower division or more commonplace classes. As social restrictions start to ease, certain lab and professional students should be a priority when schools plan a gradual return to campus.

What about field trips? Everyone may be stuck at home, but the Internet can take you anywhere. Each week faculty can mix it up and "take" students to a virtual museum, gallery, scientific body, government agency, or historical recreation; give students things to find and reflect on. Ask students to suggest places to go.

- ▶ **Curriculum.** Nobody wants to suffer a pandemic, but it is nonetheless an unparalleled learning opportunity. Every class can fold in the topic in some way, not least how COVID-19 might impact, short-term and long-term, the professions students aspire to and how this could influence student choices and plans. Media coverage of the pandemic, public health responses, government stimulus efforts, local, regional, and international differences—things that are front-and-center for students can enliven classes during this wrenching time and underscore the higher education fundamental of debating different perspectives and evidence-based decision-making.

Of course, deploying the online toolkit to these ends takes time to learn, and trial and error, for students as well as faculty. There is no pandemic playbook. But the key missing piece for remote learning efforts to date has often been institutional coherence, facilitation, and structure. Schools should consider institutionalizing the sort of framework and resources outlined here. Faculty need autonomy to run their classes but also the ability to focus on teaching and their students. They can do this by employing broadly common pedagogic scaffolding and by taking advantage of pre-existing and third party course material.

If not familiar, campus leaders might take a close look at [Minerva](#), the highly selective, low-priced, online-centric bachelor's pathway for traditional-aged students. Whether or not you buy Minerva's claim that its interactive online learning environment is "better than a traditional classroom," the initiative's pedagogic features are worth considering. They include: a mix of live video seminars, with whole class and small group options, document sharing and editing, polling and simulations, as well as asynchronous engagement between classes.

While some Minerva elements, such as common housing and international travel, have been disrupted by the virus, competitive admissions and a focus on 18-21 year-olds make it a particularly valuable model for more conventional schools that are similar in population but different in modality. Minerva's platform, [Forum](#), which embodies the pedagogical model, is now available to other schools.

In a Minerva-for-all type-move, Southern New Hampshire University (SNHU) recently announced a one-time 100% scholarship for traditional in-coming freshman, envisioning students living on campus but studying online, and \$10,000 tuition a year, a 61 % reduction, for other campus students. This is a new normal for SNHU's physical campus, not just pandemic management. SNHU's war chest, amassed from conventional online learning revenue, makes such a radical move possible.

### Extracurriculars: Necessity & Invention

When normal college is forced online, the Internet should be regarded first and foremost as a resource, not a hindrance. Extracurriculars span everything from athletics to volunteering, arts, culture and politics, religious life, and work experience. Some of these are particularly daunting to imagine online but already some schools, exemplified by the screenshot of Montclair State University's homepage (Figure 3), are turning negatives into positives.

**Figure 3. Montclair State University Homepage**



Source: Montclair State University

Here are some ideas for reinventing extracurricular activities online:

- ▶ **Athletics.** Needless to say, this is a tough one. Team sports are impossible to move online. Online universities have longed joked about their football teams. Esports might come to a partial rescue, offering virtual replicas of nearly every college favorite, and many other things besides. Institutions could try to build the same school spirit with extramural and intercollegiate competition, but the hole in institutional budgets from lost games and broadcasting is unfillable. Perhaps by the fall some team sports will re-start in empty stadiums, broadcast online. Athletes missing traditional sports could collaborate on home training regimes.

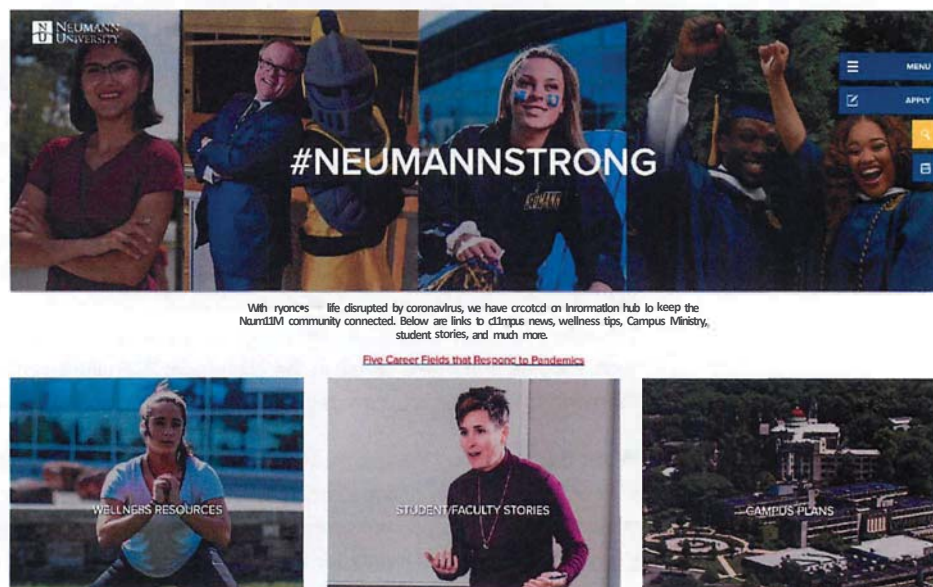
- ▶ **Volunteering.** A world wrestling with a pandemic means no shortage of need but lockdowns hamper conventional volunteering and service learning. Possibilities include students from the same neighborhood banding together to assist vulnerable locals with shopping and yard work (along the lines of the [Invisible Hands](#) effort in New York City), helping to disseminate information about stimulus relief funds to small businesses, and phoning elderly neighbors living alone to check on them and have a chat. As localities start to emerge from lockdown, students could be part of mass screening and contact tracing efforts, much of which can be done from home. In rural areas, helping to pick crops might be needed.
- ▶ **Arts & Culture.** The Internet is both a window into performances of all kinds from every culture, and a medium for individual creativity. A student chorus might record their parts separately and use software to knit them together, or even perform live; a theater group might write a play about life in lockdown and premiere it via videoconference. Exploring, through art, the impact of COVID-19 on different language or cultural communities might be the driver for some students. Students have kept campus newspapers going online from their homes. Even Study Abroad programs are reinventing themselves online. See Arcadia University's [Virtual Europe](#) page, for example.
- ▶ **Politics.** The pandemic is rife with politics: sites of authority and influence, federal versus state and local governments, and decisions to shut-down or open-up economies. The intersection of race, poverty, and vulnerability to the pandemic, impact on the census, impact on voting: the list goes on and gives students plenty of scope to get involved and coordinate on issues they feel passionate about.
- ▶ **Religious Life.** Faith is both a source of strength during times of stress but can also be shaken. Faith-based institutions and religious clubs and communities do not sit by the wayside when the going gets rocky. Worship, discussion, and support can continue, powerfully and sensitively, online, using the same mix of live and asynchronous technologies that make sense in the classroom. Service learning, never more essential than during a pandemic, can deepen academics, experience and belief.
- ▶ **Work Experience.** Internships, work shadowing and summer jobs are suddenly out-of-reach. Here some online learning pioneers show the way. Northeastern University in Boston, for instance, has spent the past few years building up a network of [virtual internships and assignments](#) for their thousands of adult learners, most of whom study fully online. Known for its co-op model, Northeastern did not want its non-traditional students to miss out. Assignments need to match the student's studies and results are assessed by faculty, with inputs from the student and supervisor.

When so many jobs are undertaken virtually, a trend accelerated by COVID-19, remote projects can be just as relevant as in-person ones. Indeed, with many organizations shedding staff and trying to sustain operations, local firms may be grateful for student help. Alumni, eager to help their alma mater, might seed online work experience opportunities.

The right mindset is not to start with the assumption that most extracurriculars cannot be reimaged online, but to explore ways to make replication a reality. Of course, there will be trade-offs and instances where online learning is less than ideal or even downright inadequate. But the very process of seeking solutions and refining workable options will help students grow in ways that business-as-usual may not have done. Shoestring college might sometimes be more effective at the fundamentals and enable schools to give students both academic continuity and gap year energy. Schools should consider how to seed and encourage campus activities to live online, if that is not happening already, and help connect different groups and publicize them. It may not be feasible to attempt every campus club or activity online but an engaging extra-curricular menu should be non-negotiable.

A good example of an institution creating a visually-engaging online presence mid-pandemic is Neumann University, a small Catholic institution in Philadelphia. The [#NeumannStrong](#) page is a hub for everything from wellness resources to online classes, and campus plans to students and faculty stories (Figure 4).

**Figure 4. #NeumannStrong: Creating a Visually-Engaging Online Presence**



Source: Neumann University

## Social: Facilitate, Monitor, and Get Out of the Way

Finally, the third college pillar, and the one least beholden to institutional dictates or arrangements: casual conversations, meetings in the hallway, late-night philosophizing, parties,



themed-housing, events, and Greek Life. Schools may provide a bit of structure, but students tend to take the lead. Socializing is spontaneous and organic, and very much about co-location.

Equally, the typical young college student, and many older ones, are enmeshed in a flurry of virtual relationships, with friends near and far. Social networks and video calls have tamed distance and afforded interaction impossible a decade ago. Confined to home, many students will keep up virtual contact with fellow students, but time zones may get in the way and some students may fall through the cracks.

Let's be honest, co-location alone is no guarantee that every student is part of a nurturing campus community. With appropriate privacy controls, technology can help schools better understand student social connectivity, and reach out to students who appear isolated. Here are some examples:

- ▶ **Buddy Systems.** Just as many campuses organize "buddy systems" or peer mentoring to link students from the same or different backgrounds or connect less experienced students to their more experienced peers, "remote campus" mode can do the same. If interaction routines are not in place, online can fulfill the isolated student stereotype. Student pairs might be supplemented with groups of four-six, broadening networks and softening personalities. Natural online socializing will grow from structured connections, if it has not already.
- ▶ **Housing.** Students may not be able to choose where they live or who they live with, but opt-in virtual groupings are a viable way to connect students with similar interests. Institutions and faculty can socialize suggestions, templates, and examples and then get out of the way.
- ▶ **Events.** Just as a campus or parts thereof might plan a get-together to celebrate a milestone, honor a star student, faculty, or staff member, or convene an outside speaker, the same can be done online. Webinars are now commonplace, and speakers of all kinds are eager to showcase their work and help students thrive, pandemic or not. Setting out a calendar of online events helps bring order to the weeks and months ahead and gives everyone something to look forward to. Informal events can be a great way for students to introduce family members or housemates, perhaps over a videoconferenced meal.

It is also important to remember that when Internet access remains out-of-reach for some, remote instruction, whatever its quality, can inhibit equity. Schools have responded valiantly by providing equipment, such as laptops and hotspots, to those in need, and broadcasting wi-fi across parking lots. As public restrictions start to lift, many schools may judge the least connected students, and those with the most limited study environment at home, as another priority for a socially-distanced presence on campus.

## A Pivotal Moment

Taking the long-view, perhaps how higher education responds to COVID-19 will be of little consequence. A few schools may go to the wall, but for most, normality will resume soon enough. The more likely scenario: how higher education responds will matter a lot.

The naysayers have long accused higher education of frivolity, bias, and poor value for money, (almost) arguing that the smart consumer might skip college altogether. If too many institutions position a remote fall semester as second-rate or undermine shiny vision with shoddy reality; if the headline is that schools try to levy normal tuition for a poor quality experience, then higher education's critics will be emboldened. Optics aside, it is hard to see how many smaller or less financially sound institutions could survive a big drop in enrollment just as other funding sources dry up.

For most schools, bringing in a decent class for fall 2020 and retaining most existing students, is mission critical. Schools need to be able to charge normal tuition with a straight face. More financial aid may be needed to make enrollment possible for hard-up families, but cutting tuition simply because of online is very risky. If the fall semester must be online, school leaders cannot let modality further imperil an already fractured and uncertain situation.

With employment and travel opportunities severely curtailed, students want to stick with their enrollment plans. Colleges need to be a guide to students, newcomers and current, as they make decisions between now and the fall; talking up re-opening plans but also being up-front (and positive) about Plan B. With other funding sources caving, and livelihoods and communities on the line, schools need to make a compelling case for enrollment. The online toolkit, in the hands of committed leaders, students, faculty, and staff, can build the resilience and know-how to keep college alive and kicking. This is not about schools finally acceding to the prophets of tech no-disruption; this is about medium-term survival, values intact, for long-term prosperity.

Higher education is among the most essential services. In this time of adversity, higher education needs to shine against all odds. Everything depends on it.



We believe that no student should miss a higher education or career opportunity because they lacked the resources or proper guidance to identify and achieve it. But without help, this unfortunate situation happens every day. At ACT INRCCUA, our mission is to encourage and inspire lifelong learning and career success by providing data science and technology so every student and college can achieve their goals. With the right knowledge and information, students can find the right school, right major, and right career to achieve success.

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