



YOUNGSTOWN STATE UNIVERSITY  
BOARD OF TRUSTEES' MEETING

Friday, June 18, 2004  
3:00 p.m.

Tod Hall  
Board Meeting Room

AGENDA

- A. Roll Call
- B. Proof of Notice of Meeting
- C. Disposition of Minutes for Meetings Held March 19, 2004; April 23, 2004; May 17, 2004; May 18, 2004; June 1, 2004; and June 7, 2004
- D. Oath of Office of New Trustee William J. Bresnahan
- E. Oath of Office of New Trustee Donald Cagigas
- F. Oath of Office of New Trustee Scott R. Schulick
- G. Report of the President of the University
- H. Report of the Committees of the Board
  1. Academic and Student Affairs Committee
    - a. Staff Report - Tony Atwater and Cyndy Anderson
    - b. Resolution to Authorize Conferral of Honorary Degree
    - c. Resolution of Commendation for an Outstanding Enrollment and Financial Aid Audit
    - d. Resolution Recognizing Accreditation of the Dental Hygiene Program
    - e. Resolution of Appreciation Regarding Publication of the *Neon*
    - f. Resolution to Approve a Master of Arts Degree in American Studies
    - g. Resolution to Approve a Master of Arts Degree in Financial Economics
    - h. Resolution to Approve a Master of Computing and Information Systems Degree
    - i. Resolution to Approve the Northeast Ohio Universities Master of Fine Arts Degree in Creative Writing
  2. External Relations Committee
    - a. Resolution to Accept Development Gifts
    - b. Resolution to Name The F. W. "Bill" Knecht Amphitheater
  3. Finance and Facilities Committee
    - a. Staff Report - John Habat and Donna Esterly
    - b. Resolution of Appreciation for Members of the Information Technology Master Plan Advisory and Steering Committees
    - c. Resolution Concerning Annual Budget, Fiscal Year 2005
    - d. Resolution to Approve a Change to the Master of Public Health Tuition and Fees, Academic Year 2005

- e. Resolution to Approve a Change to the Nurse Anesthetist Fee for Students Entering the Program After Summer Term 2004
- f. Resolution to Authorize Purchase of Properties for Campus Improvement
- g. Report of the Audit Subcommittee – Larry Esterly
- h. Report of the Investment Subcommittee – Larry DeJane
- 4. Internal Affairs Committee
  - a. Resolution to Ratify Faculty/Staff Appointments
  - b. Resolution to Authorize Conferral of Emeritus Status
  - c. Resolution to Approve Intercollegiate Athletics' 2005-2010 Gender Equity Plan
  - d. Resolution of Appreciation – Women's Track Program – Horizon League Champions
  - e. Resolution of Appreciation – Men's Baseball Program – Horizon League Champions
- 5. Joint Academic and Student Affairs and Finance and Facilities Committee
  - a. Resolution to Accept the Memorandum of Understanding for the Youngstown Early College
- I. Communications and Memorials
- J. Unfinished Business
- K. New Business
- L. Election of Board Officers
- M. Time and Place of Upcoming Regular Meetings of the Board
  - Tentative Meeting Dates: 3 p.m., Friday, September 24, 2004
  - 3 p.m., Wednesday, December 15, 2004
  - 3 p.m., Friday, March 18, 2005
- N. Adjournment



**RESOLUTION TO AUTHORIZE CONFERRAL  
OF HONORARY DEGREE**

**BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby authorize the conferral of a Doctor of Humane Letters (L.H.D.) degree, honoris causa, upon Clarence R. Smith, Jr., with all the rights and privileges attendant thereto.

**Board of Trustees Meeting  
June 18, 2004  
YR 2004-**

**Agenda Item H.1.b.**

## **Clarence R. Smith, Jr.**

Clarence R. Smith, Jr., is chairman of Diamond Steel Construction Company and Compc Industries and its affiliates. He is also an active community leader, serving the boards of a wide range of organizations.

A longtime supporter of Youngstown State, Mr. Smith was a major contributor to the building of Stambaugh Stadium in the late 1970s and 1980s. Smith and his company contributed generously to the stadium renovations that were concluded prior to the 1997 season, which included construction of the East stands. In 2001, he donated much of his outstanding rock and gemstone collection to the YSU Geology Department. Smith is also an active member of the Penguin club and has played a key role in University athletics; an athletic scholarship was established in his name by the employees of his company, Compc Industries.

Throughout his life, Smith has kept his ties close to home. He was born and raised in Boardman, graduated from Boardman High School, and attended Kenyon College and Youngstown State.

Among his many civic involvements, Smith chairs the Mahoning Valley Republican Party and serves on the board of Directors of the Home Savings and Loan Company. He is an advisor to Goodwill Industries and a board member of the Youngstown Warren Regional Chamber of Commerce, the Public Library of Youngstown and Mahoning County, the Boy Scouts of America's Camp Stambaugh, the Western Reserve Port Authority, and the 32° Masonic Children's Learning Center. He is a member of the Mahoning Valley Council of Churches and the Organization for Protestant Men, Boardman Rotary, the Youngstown Club, Tippecanoe Country Club, and Masonic Fraternity.

Mr. Smith has been widely recognized for his contributions to the life of the community. He has been named Honorary Member of the Buckeye Elks Lodge No. 7, Man of the Year by the Board Civic Association, 2002 Penguin of the Year, and has received the Private Sector Business Award from the Better Business Bureau.

**Agenda Item H.1.b.  
Support Material**





**RESOLUTION OF COMMENDATION  
FOR AN OUTSTANDING ENROLLMENT  
AND FINANCIAL AID AUDIT**

**WHEREAS**, the Ohio Board of Regents recently audited Youngstown State University's enrollment, course, and financial aid data; and

**WHEREAS**, the auditors reviewed more than 6,000 data items, selected at random; and

**WHEREAS**, Chancellor Roderick Chu, Assistant HEI Director Jay Johnson, and the audit team commended YSU for exceptional "reporting accuracy," a "well-organized audit proceeding," and "exemplary" audit results; and

**WHEREAS**, YSU's 99.9 percent accuracy rate was the highest in the state, and its error rate was "well below the threshold established in state regulations";

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University commends the individuals responsible for YSU's ongoing data management, the University's compliance with state regulations, and these outstanding audit results—especially Becky Geltz, Director of Institutional Research and coordinator of YSU's response to the auditing request; Robin Naples, Office of Institutional Research; Elaine Ruse, Margo Kondela, Beth Bartlett, Jennifer Bacon, and Lisa Schiavi, Office of Financial Aid and Scholarships; Beth Yeatts, Jim Herschel, and Shawnee Showman, Office of the Bursar; Marayamah Hassan, Tom Davidson, and Tom Masters, Computer Services; Tina Weintz, Barb Jones, Joann Lynch, and Terry Hjerpe, School of Graduate Studies and Research; Bege Bowers, Office of the Provost; Mary Bodnovich, Jan Modarelli, and Theresa Law, Records Office; Bill Countryman, Chris Mastramico, Jeanne Herman, and Pam Buzzacco, Registration; Jayne Caputo, Office of the Vice President for Student Affairs; Sue Davis, Amanda Parsons, Diana Pace, Jennifer Staaf, Mary Beth DeLuco, Mary Slaven, Pauline Saternow, Renee Drissen, Sharon Mika, and Shirlene Deal, Office of Undergraduate Admissions; and Ron Williams, Mail Room; and

**BE IT ALSO RESOLVED**, that a copy of this Resolution be presented to each of the offices mentioned above, in recognition of the professionalism and team work displayed both on a daily basis and throughout the audit process.

**Board of Trustees Meeting  
June 18, 2004  
YR 2004-**

**Agenda Item H.1.c.**



**RESOLUTION RECOGNIZING ACCREDITATION  
OF THE DENTAL HYGIENE PROGRAM**

**WHEREAS**, Youngstown State University offers programs to meet regional and national needs; and

**WHEREAS**, national accreditation bears testimony to the rigor and excellence of academic programs; and

**WHEREAS**, YSU's Dental Hygiene program recently engaged in the extensive self-study and documentation required for continuing accreditation by the American Dental Association Commission on Dental Accreditation; and

**WHEREAS**, the Commission granted the Dental Hygiene program full accreditation, "without reporting requirements," in January 2004; and

**WHEREAS**, the Commission commended the program for developing and implementing a "comprehensive outcomes assessment plan"; and

**WHEREAS**, the Commission also commended the director and faculty of the program "for their enthusiasm and dedication to the program and its students";

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University congratulates Dr. Madeleine Haggerty, program director; Dr. Debbie Juruaz, Maureen Vendemia, and Diane Kandray, program faculty; Joseph Mistovich, chair, Department of Health Professions; and Dean John Yemma and Associate Dean Alice Burger on this significant achievement; and

**BE IT ALSO RESOLVED**, that a copy of this Resolution be presented to each of the individuals named in this Resolution.



**RESOLUTION OF APPRECIATION REGARDING  
PUBLICATION OF THE *NEON***

**WHEREAS**, the student yearbook in 1931 and 1932 was named the *Wye-Collegian*; in 1933, the *Hourglass*; in 1934, the *Beacon*; and

**WHEREAS**, in 1935, the student yearbook assumed its present name, the *Neon*; and

**WHEREAS**, the *Neon* has served as the official pictorial history book for Youngstown State University since 1935; and

**WHEREAS**, publication of the *Neon* was discontinued in 1992, leaving a 12-year gap in yearbook publication; and

**WHEREAS**, Alyssa Lenhoff, serving as yearbook advisor, and a very committed and dedicated staff of students were determined to restore the *Neon* tradition to YSU; and

**WHEREAS**, the following students worked tirelessly to publish the 2003-2004 *Neon*: Dan Griesemer, Editor in Chief; Trina Quarles, Assistant Editor; Kathy Kocan, Assistant Editor; B. J. Lisko, Design Editor; Sara Tkac, Assistant Design Editor; Chuck Rogers, Photo Editor; and staff members Michael Balale, Becky Botch, David English, Michael Harroff, Colleen Havens, Josh Mays, Angela Olin, Christina Poe, Beth Tabak, Lanny Toth, and Jim Visingardi; and

**WHEREAS**, Alyssa Lenhoff served to advise and guide the students in this tremendous endeavor; and

**WHEREAS**, the students and advisor were successful in restoring a proud tradition to YSU with the publication of the 2003-2004 student yearbook, the *Neon*; and

**WHEREAS**, the publication is outstanding and very much appreciated by the entire YSU community;

**NOW, THEREFORE, BE IT RESOLVED**, that the members of the Board of Trustees of Youngstown State University extend their deepest appreciation to Alyssa Lenhoff and the student staff of the 2003-2004 *Neon* for their dedication and efforts to restore publication of the student yearbook to Youngstown State University; and

**BE IT FURTHER RESOLVED**, that individual copies of this Resolution be presented to Alyssa Lenhoff and the members of the 2003-2004 *Neon* staff.

**Board of Trustees Meeting  
June 18, 2004  
YR 2004-**

**Agenda Item H.1.e.**



**RESOLUTION TO APPROVE A  
MASTER OF ARTS DEGREE  
IN AMERICAN STUDIES**

**WHEREAS**, Youngstown State University offers an undergraduate major in American Studies; and

**WHEREAS**, a master's degree in American Studies, with tracks in public practice and teaching, will serve both student and workforce needs; and

**WHEREAS**, the proposed program is interdisciplinary and cost-effective, reflecting cooperation among nine departments and four colleges within the University, plus area schools, museums, and other community organizations; and

**WHEREAS**, faculty have the requisite credentials to offer the degree;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University approves the offering of a Master of Arts degree in American Studies, subsequent to approval of said degree by the Ohio Board of Regents.

**Board of Trustees Meeting  
June 18, 2004**

**Agenda Item H.1.f.**



**RESOLUTION TO APPROVE A  
MASTER OF ARTS DEGREE  
IN FINANCIAL ECONOMICS**

**WHEREAS**, Youngstown State University offers graduate programs in Business Administration and Economics; and

**WHEREAS**, state and national agencies predict a substantial increase in jobs related to financial management, especially for individuals with graduate training; and

**WHEREAS**, the proposed program in Financial Economics is interdisciplinary and cost-effective, drawing upon existing courses and reflecting cooperation between the College of Arts and Sciences and the College of Business Administration; and

**WHEREAS**, faculty have the requisite credentials to offer the degree;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University approves the offering of a Master of Arts degree in Financial Economics, subsequent to approval of said degree by the Ohio Board of Regents.



**RESOLUTION TO APPROVE A  
MASTER OF COMPUTING AND  
INFORMATION SYSTEMS DEGREE**

**WHEREAS**, Youngstown State University offers undergraduate degrees in Computer Science, Computer Information Systems, and Information Technology; and

**WHEREAS**, a Master of Computing and Information Systems will serve additional student and workforce needs; and

**WHEREAS**, a focus on *applied* computing and information technologies will make the proposed program unique in Ohio; and

**WHEREAS**, the University has committed to hire two Ph.D.-level faculty in Computing and Information Systems within the next two years, and faculty have the requisite credentials to offer the degree;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University approves the offering of a Master of Computing and Information Systems, subsequent to approval of said degree by the Ohio Board of Regents.

**Board of Trustees Meeting  
June 18, 2004  
YR 2004-**

**Agenda Item H.1.h.**





**RESOLUTION TO APPROVE THE  
NORTHEAST OHIO UNIVERSITIES  
MASTER OF FINE ARTS DEGREE IN  
CREATIVE WRITING**

**WHEREAS**, the proposed consortial Master of Fine Arts in Creative Writing draws upon the resources and expertise of the four public universities in Northeast Ohio: The University of Akron, Cleveland State University, Kent State University, and Youngstown State University; and

**WHEREAS**, the four institutions jointly designed the curriculum and administrative structure for the proposed program; and

**WHEREAS**, the proposed degree goes beyond a traditional MFA in Creative Writing to offer courses in literary translation, playwriting, and professional writing and editing; and

**WHEREAS**, sufficient regional interest suggests that the program will meet a need in Northeast Ohio; and

**WHEREAS**, this degree program will be the first MFA program at Youngstown State University; and

**WHEREAS**, Youngstown State University faculty have the requisite credentials to participate in offering this cooperative degree;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University approves the offering of the Northeast Ohio Universities Master of Fine Arts degree in Creative Writing, subsequent to approval of said degree by the Ohio Board of Regents.



## **RESOLUTION TO ACCEPT DEVELOPMENT GIFTS**

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

**WHEREAS**, the President has reported that the gifts as listed in Exhibit A 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 gifts on behalf of Youngstown State University and requests that the President acknowledge the acceptance of these gifts and express our gratitude for their generosity in support of the University.



**UNIVERSITY GIFTS  
EXECUTIVE SUMMARY  
JANUARY-MARCH 2004**

	Number of Gifts	Amount
<b>ALUMNI RELATIONS</b>		
Cash-One Year Single & Joint Members	291	\$9,300.00
Cash-Four Year Single & Joint Members	46	4,180.00
Cash-Single & Joint Life Members	12	3,205.00
Cash Contributions	81	9,314.00
<b>Total Cash</b>	<b>430</b>	<b>\$25,999.00</b>
Non-Cash	0	0.00
<b>Total Alumni Relations</b>	<b>430</b>	<b>\$25,999.00</b>
<b>UNIVERSITY DEVELOPMENT</b>		
Major Gifts	2	\$97,500.00
Special Projects-Recreation & Wellness C		
\$10,000+	8	270,000.15
\$5,000 - \$9,999	4	21,333.39
\$1,000 - \$4,999	19	32,500.00
Below \$500	302	20,514.77
Annual Fund		
\$10,000+	2	21,400.00
\$5,000 - \$9,999	3	15,000.00
\$1,000 - \$4,999	26	37,361.29
\$500 - \$999	32	18,079.75
Below \$500	1920	102,000.49
<b>Total Pledged Cash</b>	<b>2318</b>	<b>\$635,689.84</b>
Non-Cash	3	17,701.00
<b>Total University Development</b>	<b>2321</b>	<b>\$653,390.84</b>
<b>WYSU-FM</b>		
\$500 - \$999	3	\$1,838.50
Below \$500	544	41,299.00
<b>Total Pledged Cash</b>	<b>547</b>	<b>\$43,137.50</b>
Non-Cash	0	0.00
<b>Total WYSU-FM</b>	<b>547</b>	<b>\$43,137.50</b>
<b>TOTAL GIFTS</b>		
<b>Grand Total Gifts</b>	<b>3298</b>	<b>\$722,527.34</b>



**ALUMNI RELATIONS  
CASH CONTRIBUTIONS BY RANK**

**One Year Single and Joint Members**

- |                            |                                      |
|----------------------------|--------------------------------------|
| Charlotte Agustin          | Joseph & Amy Cappuzzello             |
| Carl Alexoff               | Mary Lou Castner                     |
| Jon Ambuske                | Richard M. & Maria T. Catullo-Belcik |
| Brenda Anderson            | Michael L. Cerrell                   |
| Robert & Megan Anderson    | Lawrence Cernoch                     |
| John Angelilli             | Edward Chapman, III                  |
| Richard Arnoto             | Nikola Cica                          |
| Luis Arroyo                | Carlo & Dorothy Ciccone              |
| Virginia Axtmann           | Laura Cintavey                       |
| Robert, Jr. & Linda Bacha  | William Clemens                      |
| Karen Bailey               | Arthur Close, Jr.                    |
| Karen Balogh               | Judith Cocucci                       |
| Richard Baluck             | Nicholas & Evelyn Coiro              |
| Matthew John Banjo         | Sarah Colangelo                      |
| Charles & Joan Bannon      | William Cook                         |
| Patricia Barger            | Delores Crisucci                     |
| John & Georgia Barkett     | Gregory & Nikki Cvetkovic            |
| Sally Barnes               | Rebecca Dale                         |
| Adeline Barone             | Esther Damore                        |
| Herbert & Mary Bartelmay   | Glenn Davis                          |
| Steve & Debra Baytos       | Dr. Frank Deniro                     |
| Tammy Bennett              | David Denton                         |
| Elmer & Rosemary Berstling | Mark Derthick                        |
| James Beyerl               | Sylvanus & Emily Devine              |
| Alice Bicudo               | Dr. Nino DiIullo                     |
| Edward & Janice Bidek      | Joseph & Susan DiLoreto              |
| Gay Birnbaum               | Girseal Dixon                        |
| Debra Bish                 | Michael & Marie Dockry               |
| Kenneth Blazina            | Linda C. Dolak                       |
| Mary Lee Bogensperger      | Dr. Tadeusz Domanski                 |
| Frank Bostardi             | Robert J. Dombrowe                   |
| Rachel K. Bowman           | Joseph Donofrio                      |
| Grant & Beverly Brickley   | Edward & Dorothy Doria               |
| Robert Brown, Jr.          | Alan Drennen                         |
| Brian & Lynne Brownlie     | Lawrence Drombetta                   |
| Andrew Budd, Jr.           | Victor Dunn                          |
| Frank Burke                | William Elliott                      |
| James Butler               | Matthew Fekete                       |
| Janice & Judith Cafaro     | Margie Felton                        |
| Rand Cairey                | Edward Ferranti                      |
| Dorothy Callahan           | Jesse Figueroa                       |
| Charles & Carol Campbell   | Daniel & Charen Fink                 |
| Robert Campolito           | Matthew Fisher                       |

Anthony & Margaret Napoli  
Ron Navarra  
Peter G. Niciforos  
Joanne Nohra  
Kathryn O'Grady  
Donald Opsitnik  
Arthur Ort  
Ron & Cecelia Parise  
Robin Patton  
Eric & Paula Peterson  
Valerie K. Peterson  
John & Mary Wren Petrony  
Thomas & Phyllis Pfahles  
Shayne L. Phillips  
Renee Pitts  
Julie Plekan  
John Poponyak  
Peggy Potts  
John & Judith Poulson  
Christopher Prime  
Peter Prokop  
Raymond Raschilla, Jr.  
James & Cathy Reese  
Diane Reinke  
Amber Reynolds  
Attorney Henry C. Robinson  
George Rochette  
Jeffrey Rodgers  
Frank Romeo  
Edwin Romero & Cheryl Waite  
Christopher & Carrie Rosko  
Dr. Michael & Mary Jane Roth  
James & Joan Ruffing  
John, Jr. & Rahlia Sakas  
Chelsey Santucci  
Russell Sarkies  
Mary Sartori  
Edward Savel  
Joan Sawayda  
Joanne Schell  
Sharon Schulz  
Linda Scott  
Donald Sebastian  
Jeffrey A. & Mary Sebest  
John Seel, Jr.  
Catherine A. Seitzinger  
Richard & Alexandra Semon  
Daniel Shields

Pat Coppinger Shively  
Debbie Shutt  
Sandy Sherwood Sikes  
Mary Jo Sikora  
Brian Sisk  
Shelley Sizer  
Mike & Amanda Skocik  
Robert Skruck  
Philip Smaldino  
James & Mary Ann Smith  
Edward Smrek  
Jeffrey Spatar  
David Spies  
Nancy Sprockett  
Del Stamm  
John Stas  
Heather Stevenson  
Earl Taflan  
Frank Tarantine  
Lauren Terpak  
Eleanor & John Tesner  
John Texter  
Gayle Ann & Anna Thompson  
Thomas & Mary Toth  
Joseph Toti  
Voncile Tucker  
John & Kay Tudhope  
Gene Vactor  
William Valentini  
Robert Vansuch  
Gregory Van Valien  
David Venerose  
Anthony Verostko  
David & Josephine Vogel  
Thomas Walko  
Daniel Wargo  
Mark J. Watson  
Alan Webber  
John White  
James & Patricia Will  
Celina M. Williams  
Deborah Williams  
Robert Williams  
Robert Williams, Sr.  
George Winger  
Frank Wittenauer  
Thomas Wolanski  
Raymond Wolfe

Dennis & Rae Lynne Woolley  
John Worthington  
Thomas Andrew Yazvac  
Jeffrey Yurtin  
Robert Zajack  
Val Zampedro

Tina Zelinka  
Laura Zelle  
Beatrice Zellers  
Joseph Ziegler  
Jeffrey D. Zombar

**Total One Year and Joint Members:**

**\$9,300.00**

**Four Year Single and Joint Members**

Craig Ballew  
Frederick & Susan Birkholtz  
Monica Bocchieri  
Paul & Jayne Boucherle  
Walter Lee Burger  
Lee Coates  
Mickey & Kathleen Conway  
James Decker  
Margaret Deley  
Dr. L. S. & Eva Domonkos  
Stephen Duca  
Debra Duganne  
Dick & Jean Farrell  
Dennis Finneran  
Patricia A. Gibson  
Linda Glover  
James Harpster  
James Hart  
Melvin & Marilyn Hockensmith  
Elaine Hoffman  
Edward & Barbara Howley  
William & Sally Huebner  
Dale Ishman

Leesa Jacobenta  
John L. Kress  
Michael & Dana Lengyel  
Harry Liguore  
Stanley J. Makarski, Jr.  
Mike Migliore  
George Patterson  
Joseph Pavlicko  
Michael & Carol Petrucci  
William & Clara Pride  
Dr. James Quilty  
James & Jean Rogers  
John Simpson, Jr.  
Alyce Slivochka  
William & Robin Speece  
Ronald J. & Mary Ann Stahara  
Thomas & Darlene St. George  
Ralph & Marlene Storti  
William & Roselynn Stoy  
Kathryn A. Wallingsford  
Evelyn Wlodarski  
Arthur Wolfcale, Jr.  
Dr. Bernard & Helen Yozwiak

**Total Four Year Single and Joint Members:**

**\$4,180.00**

**Single and Joint Life Members**

Salvatore G. Aliberti  
Laureen S. Barnhart  
Donald & June Byo  
Larry & Lynda Kagle  
Allen Marinov  
Andrea Marshall

Loretta Massaro  
Gary S. Nemcik  
Alice Scherl-Slusher  
Adrienne Donaldson Steverson  
Kathleen Stone  
Charlotte E. Elliott Wallace

**Total Single and Joint Life Members:**

**\$3,205.00**

**Cash Contributions**

Anonymous  
Harold Adams  
John Africa  
Samuel H. Anderson  
Phyllis O. Ashley  
Anthony & Dee Augustine  
Kathleen Austrino  
David A. Baranski  
Pat & Sherri Billett  
Nancy A. Perruzzi Bodziach  
David & Laura Bevelacqua Boich  
Thomas L. Bosse  
Atty. Robert J. Boyd  
Mary Ellen Burke  
Joseph Calcagni  
Patricia Caldroni & Greg Tierno  
Lena M. Centofanti  
Dr. James T. E. Chengelis  
Atty. Diane L. Chermely  
Joseph Ciavarella  
Don & Jodi Clowes  
Brian & Sherry Commons  
Darrell Davis  
Ray A. DiDonato  
Vincent L. diGiorgio  
Nick A. DiMargio  
Barbara S. Drabkin, M.D.  
Joseph & Karen Edwards  
Kenneth J. Endress  
Dr. Dinah Fedyna  
Nancy J. Felton  
Margaret R. Filaccio  
M. Jan Fournier  
Anthony F. Frattaroli  
Dr. & Mrs. Thomas Gabriel  
Patricia L. Graygo  
H. Martin & JoAnn Greggo  
Elaine M. Greifenstein, M.D.  
Florence Harshman  
Dennis Hollenbeck  
Steven Horger

Richard R. Huesken  
James & Margaret Kerrigan  
Dr. & Mrs. John W. Knable  
Linda Pomper Knox  
Bernie, Sr. & Geri Kosar  
Dr. Saul Lerner  
Carter P. Lewis  
Don & Leslie Lewis  
Mary J. Lewis  
Jocelyne Kollay Linsalata  
David & Dori Locke  
Brenda McDougal  
Ned Mervos  
David J. & Laurie J. Moore  
Karen S. Moore  
Rita Romeo Novello  
Carl & Clara Nunziato  
Urban & Becky Olmi  
Bill Parillo  
Penny J. Laakso Pavelko  
Fred Pisani  
Larry & Catherine Poorman  
Thomas Ramos  
Atty. Lawrence & Joyce Richards  
Henry J. Russo  
Janet M. Sanders  
Rick Schiraldi  
William & Loretta Schneider  
Scott R. Schulick  
Darlien Ann Seivert  
Bruce & Carol Sherman  
Tillie Frances Sikora  
Sandra Slanina  
Mary B. Smith  
Helen R. Stambaugh  
Greg Truhan  
Dr. Ronald & Judith Volpe  
Chuck Whitman  
Hsuchiao Yeh  
Dante J. Zambrini

**Total Cash Contributions:****\$9,314.00**



UNIVERSITY DEVELOPMENT  
PLEDGED CASH CONTRIBUTIONS BY RANK

**Major Gifts**

<u>Donor</u>	<u>Amount</u>	<u>Restriction</u>
Anonymous	75,000.00	Special Aid Program
J. Ford Crandall Foundation	22,500.00	Crandall Scholars Sch.

**Special Projects - Recreation & Wellness Center**

**\$10,000 +**

Anonymous	Gasser Chair Company, Inc.
Mr. Don R. Brothers	Samuel H. & Maria Miller Foundation
Cohen & Company	Mrs. Mary B. Smith
Farmers National Bank	York Mah. Mechanical Contractors, Inc.

**\$5,000 - \$9,999**

Mrs. Anne K. Christman	Joseph & Olga Malmisur
Atty. Alfred & Mrs. Suzanne Fleming	Bruce & Carol Sherman

**\$1,000 - \$4,999**

Dr. Martin & Mrs. Catherine Cala	Mrs. Dorothy Lackey
Mr. Thomas O. Clingan	Atty. John Masternick
Ryerson & Caren Dalton	Dr. Robert F. & Donna Naples
Mr. Darrell L. Davis	James Quilty, M.D.
Mr. James K. Donnell	Mr. Edward J. Reese
in memory of Barbara P. Donnell	Ted & Lisa Schmidt
Dr. & Mrs. William S. Eddy	Dr. Thomas A. Shipka
Robert & Ann Ferguson	Mrs. Helen R. Stambaugh
Richard D. Gentile, M.D.	Mr. Gary L. Trebilcock
Mr. James W. Herr	Mr. Jack M. White

**Below \$1,000**

Mr. & Mrs. Christopher P. Adams	Cindi & Tom Arundel
Mr. Michael O. Adams	John & Cynthia Asimakopoulos
Mr. Ronald W. Albert	Ms. Kathleen M. Austrino
Mr. Scott A. Anservitz	Mr. James H. Babb, Jr.
John & Marsha Antonucci	Raymond & Nancy Babos
Mr. Robert J. Arena	Mr. George A. Baker
Ms. Carole Arendas	Mr. & Mrs. Richard H. Baker
Ms. Maxine L. Arens	Ms. Patricia J. Bakich
Mrs. Betty J. Armbrust	Ms. Mary P. Balash



John & Georgia Barkett  
Mr. Jeffrey A. Barsch  
Ms. Regina Bass  
Dr. & Mrs. Raymond E. Beiersdorfer  
Ms. Connie S. Beltempo  
Mr. Stephen T. Bencetic  
Myra & William Benedikt  
Dr. Anna F. Benson  
Drew & Carol Benson  
Mr. Michael A. Beverly  
Ms. Janice G. Billker  
Robert L. Bindas  
Mr. & Mrs. Carl J. Bishop  
Dr. Lawrence A. Blazina  
John, Jr. & Lucille Blosco  
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Roberta Myers  
Willis Nash  
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Dr. Thomas Niccolls  
Nicola Nicoloff  
Bob & Audrey Noble  
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John & Sally Oberman  
Raymond Ocock  
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Susan Paczak  
Dr. Kristin Park & Dr. Michael Abbott  
Judy Passarelli  
David Paull  
Gary Paull  
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Dr. William Rousseau  
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Gloria Rule  
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Nancy Sadler  
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Stephen & Cynthia Saluga  
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Richard Scarsella  
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Leslie Schuler  
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Gary & Sue Sexton  
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Susan Sherer  
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Mr. & Mrs. Thaddeus Siglow  
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Stephen Simunich  
Sisters of Humilty of Mary  
Judith Sluss  
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Carl Smith, Jr.  
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Donna Stamoolis

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Carolyn Steglich  
Dr. & Mrs. David Stephens  
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St. Rocco's Church  
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Dolores Sullivan  
Yiechul Sung  
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Patricia Taylor  
Dr. & Mrs. Robert Tener  
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Ann L. Thompson  
James Thompson  
Susan Thompson  
Paul Thorndike  
Angelina Tiberio  
Maureen Tighe-Brown  
Mary Alice Timmins  
Trumbull New Theatre, Inc.  
Klara Trusova  
J. Hilton Turner  
Pearl Ulicny  
Anne Ungard  
Janet Valenta  
Daniel & Marianne Valentine  
Sagar Vallabh  
Thomas Vanasdale

Catherine Vodrey  
Wendell Wagner  
Ellen Wakeford-Banks  
Mrs. Roland Waldman  
Dr. Gary Walker  
Shawn Walker  
Amy Walters  
Frank Wanat  
Robert Wardale  
Rev. Glen Warner  
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Eleanor Watanakunakorn  
Ann Waters  
Laura Way  
Fred Welter  
Mr. & Mrs. William Weltman  
Dean Wennerstrom  
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Clara Wick  
Patricia Wilder  
Susan Wilkins  
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Veda Wright  
Dr. & Mrs. Milton Yarmy  
Jay Yasgur  
Marian Yeagley  
Anthony Yereb  
Laura York  
David Young  
Randy Younkin  
William Yuhas  
Harold A. Zealley  
Alexis Zipnock

**Total Cash Contributions:**

**\$43,137.50**





**RESOLUTION TO NAME  
THE F. W. "BILL" KNECHT  
AMPHITHEATER**

**WHEREAS**, Youngstown State University implemented a campaign to secure funding for a Recreation and Wellness Center; and

**WHEREAS**, the Recreation and Wellness Center initiative was lead by Student Government and an adjunct committee thereof; and

**WHEREAS**, Mrs. Connie Knecht provided a leadership gift of \$100,000 to the campaign in memory of her husband, F. W. "Bill" Knecht, and his love for the University; and

**WHEREAS**, Bill Knecht, a 1960 graduate of Youngstown University, was committed to a life of benevolence and service to the University; and

**WHEREAS**, Bill went on to exemplify a true YSU success story, purchasing Wendell August Forge in 1978, the company flourishing under his leadership as Chairman and CEO; and

**WHEREAS**, Bill served as trustee to YSU from 1999 to 2004, a member of the YSU Foundation Board of Trustees, past president of the YSU Penguin Club, vice chair of the Stambaugh Stadium Expansion Campaign in 1997, and vice chair of the campaign to house the Clarence Smith Mineral Museum; and

**WHEREAS**, Bill was recognized for his service to YSU being honored in 2001 as the YSU Alumni Society's Distinguished Citizen, and in 2000 inducted into the YSU Athletic Hall of Fame as a contributor; and

**WHEREAS**, the University and the Board of Trustees wish to provide appropriate recognition to Connie Knecht for making this gift, and to Bill for his contributions and commitment to the students of Youngstown State University;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University designates the amphitheater located in the West Campus Gateway area as The F. W. "Bill" Knecht Amphitheater; and

**BE IT FURTHER RESOLVED**, that a copy of this Resolution be presented to Mrs. Connie Knecht, her daughter, Deborah, and son, Will.

**Board of Trustees Meeting  
June 18, 2004  
YR 2004-**

**Agenda Item H.2.b.**



**RESOLUTION OF APPRECIATION  
FOR MEMBERS OF THE  
INFORMATION TECHNOLOGY MASTER PLAN  
ADVISORY AND STEERING COMMITTEES**

**WHEREAS**, the Information Technology Master Plan Advisory and Steering Committees were appointed by President David C. Sweet in the Fall of 2002 and charged to develop a comprehensive technology plan; and

**WHEREAS**, the YSU Information Technology Master Plan was formally presented to, received, and endorsed by the Board of Trustees' Finance and Facilities Committee on April 23, 2004; and

**WHEREAS**, countless hours have been dedicated to the development of this comprehensive plan; and

**WHEREAS**, the resulting plan will guide Youngstown State University over the next several years in our investment in information technology;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University expresses its appreciation to the members of the Information Technology Advisory and Steering Committees for their diligent labor in the drafting of this plan; and

**BE IT ALSO RESOLVED**, that the Board of Trustees expresses its appreciation to the following members of the Steering Committee: Alice Burger, Renee Eggers, Donna Esterly (co-chair), Eileen Greaf, Richard Marsico, Greg Moring, Virginia Phillips, Sal Sanders, Hy Sockel, William Wood (co-chair); and the following members of the Advisory Committee: Mary Bodnovich, Robert Bolla, Joseph Calcagni, Denise Walters Dobson, Thomas Doctor, Louis Falk, John Habat, Cynthia Hirtzel, Durk Hutmacher, Rajah James, Faramarz Mossayebi, George McCloud, Dan O'Connell, K. J. Satrum, Joseph Scarnecchia, James Schramer, Julie Sharrow, Lee Slivinske, John Spencer, James Stanger, Michael Theall, Jeff Trimble, and Donna Wainio; and

**BE IT FURTHER RESOLVED**, that a copy of this Resolution be presented to each member of the Information Technology Advisory and Steering Committees named herein.

**Board of Trustees Meeting  
June 18, 2004  
YR 2004-**

**Agenda Item H.3.b.**



**RESOLUTION CONCERNING THE  
ANNUAL BUDGET, FISCAL YEAR 2005**

**WHEREAS**, the proposed Fiscal Year 2005 Annual Budget has been reviewed by the Finance and Facilities Committee of the Board; and

**NOW, THEREFORE, BE IT RESOLVED**, that the Youngstown State University Fiscal Year 2005 Annual Operating Budget for General, Auxiliary, and Capital Funds, shown on Exhibit B, as presented to the Finance and Facilities Committee be approved, and that approval includes:

3. Salaries for YSU-OEA, ACE, APAS, and FOP members as provided for in the current Labor Agreements with the respective bargaining units;
4. Salaries as recommended for exempt professional/administrative employees;
3. Salaries for part-time faculty, doctoral fellowships, graduate assistants, research assistants, and student employees as detailed in the budget document;
4. Exemption of all professional/administrative positions from the overtime provisions of Section 124.18 of the *Ohio Revised Code*; and
5. Contract duration for professional/administrative staff who serve on multi-year contracts under the provisions of *Board of Trustees Policy 7016.01*.

# YOUNGSTOWN STATE UNIVERSITY

## Fiscal Year 2005 Operating Budget and Capital Funds



Agenda Item H.3.c.  
Exhibit B

**YOUNGSTOWN STATE UNIVERSITY**  
**Fiscal Year 2005 Operating Budget**  
**and Capital Funds**

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# YOUNGSTOWN STATE UNIVERSITY

## Board of Trustees

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Donald Cagigas	Scott R. Schulick
Millicent S. Counts	H. S. Wang
Larry D. DeJane	Charity Anne Pappas Student Trustee

## Principal Administrators

David C. Sweet President	Donna J. Esterly Interim Chief Technology Officer
Tony Atwater Provost and Vice President for Academic Affairs	John L. Habat Vice President for Administration
Cynthia E. Anderson Vice President for Student Affairs	George McCloud Special Assistant to the President for Development & Public Relations



# YOUNGSTOWN STATE UNIVERSITY

## Fiscal Year 2005 Operating Budget

### *The Summary Budget*

The Fiscal Year 2005 operating budget of \$141,706,000 is \$5.4 million higher than the Fiscal Year 2004 modified operating budget; \$5.1 million relates to an increase in the General Fund, and \$347,000 to net increases in auxiliaries. The Capital Budget for Fiscal Years 2005-06 totals \$34.5 million, which includes State Capital Improvement Budget funds of \$22.9 million and local funds of \$11.6 million.

**Table 1**  
**Operating Budget Summary**  
**Fiscal Years 2004 and 2005**

<u>Fund Name</u>	<u>FY 2004 Modified Budget</u>	<u>FY 2005 Budget</u>	<u>Percent Change</u>
<i>General Fund</i>	\$120,519,000 *	\$125,600,000	4.22%
<i>Auxiliaries</i>	15,759,000	16,106,000	2.20%
<b>Total Operating Budget</b>	<b>136,278,000</b>	<b>141,706,000</b>	<b>3.98%</b>
<b>Capital Funds (05-06 biennium shown in FY 2005 column)</b>	<b>13,177,000</b>	<b>34,477,000</b>	<b>N/A</b>

\* The FY 2004 Modified Budget *excludes* prior year Balance Forward.

### *Budget Highlights*

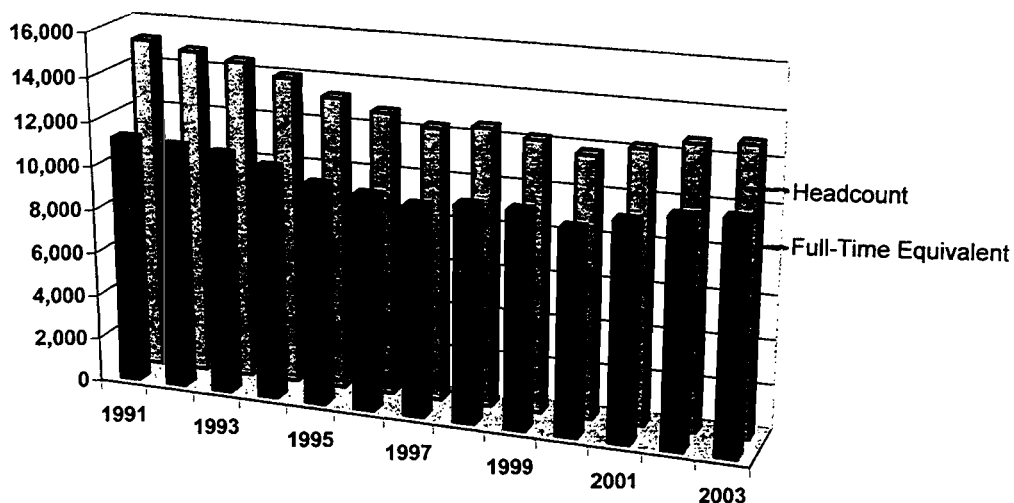
The Fiscal Year 2005 proposed budget has been prepared in an environment of continuing cuts in state support. The proposed revenue includes the Board-approved 6.0% mandatory fees increase using a two-year student FTE average of 10,241, or headcount of 12,800. Operating budgets (non-personnel) increased modestly while funding for the institution's strategic initiatives is increased to \$893,000.

The Board-approved increase in the Technology Fee (2% of current year mandatory fees) is providing funding (\$1.17 million) to continue implementation of the Information Technology Master Plan.

**Enrollment Data**

The academic year which started with Fall 2003 was the third consecutive year of an encouraging turnaround in the University's long-term decline in enrollment. From Fall 2002 to Fall 2003, the University experienced a 1.3% increase in student headcount and a 1.4% increase in full-time equivalency.

**Chart 1  
Fall Term Enrollment Trends  
1991 through 2003**



	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
■ Full-Time Equivalent	11,214	11,045	10,897	10,508	9,954	9,714	9,462	9,729	9,733	9,203	9,766	10,171	10,311
▣ Headcount	15,164	14,806	14,501	13,979	13,273	12,801	12,324	12,533	12,222	11,787	12,250	12,698	12,858

*General Fund Revenue*

Budgeted General Fund Revenue totals \$125,600,000, a \$5.1 million increase over the Fiscal Year 2004 modified budget. Table 2 provides a comparative summary of General Fund Revenue; Appendix A (page 14) provides greater detail.

**Table 2**  
**General Fund Revenue**  
**Fiscal Years 2004 and 2005**

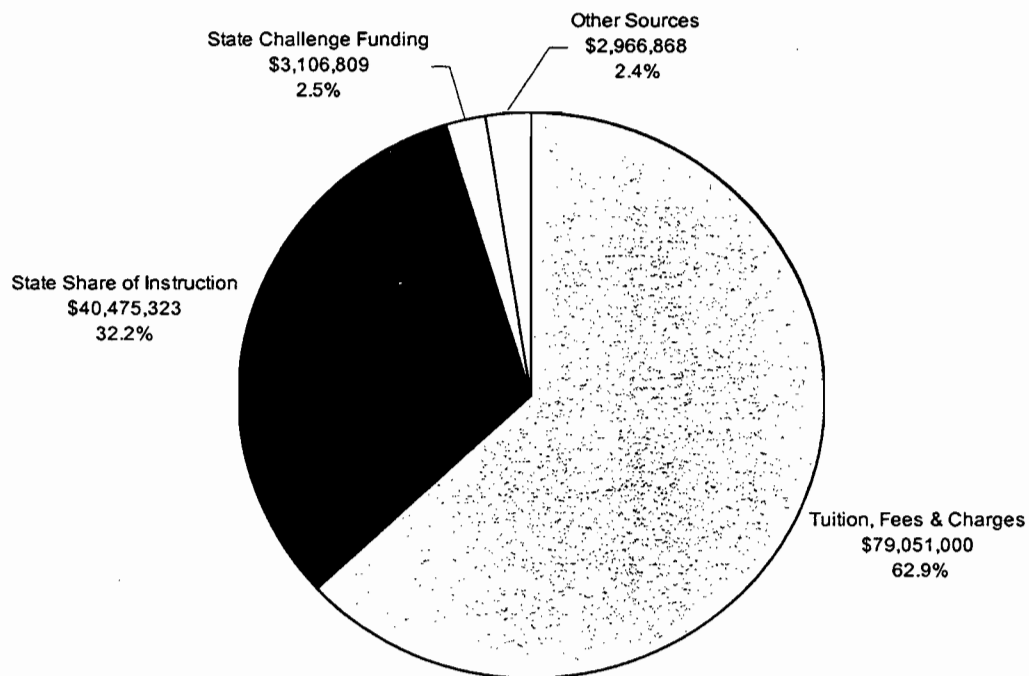
<b>Source</b>	<b>FY 2004 Modified Budget</b>	<b>FY 2005 Budget</b>	<b>Percent Change</b>
<b><i>Tuition, Fees &amp; Other Student Charges</i></b>			
Instructional & Mandatory Fees	\$65,361,752	\$71,020,000	8.66%
Other Tuition, Fees & Student Charges	7,760,500	8,031,000	3.49%
<b>Total Tuition, Fees &amp; Other Student Charges</b>	<b>\$73,122,252</b>	<b>\$79,051,000</b>	<b>8.11%</b>
<b><i>State Appropriations</i></b>			
State Share of Instruction	\$41,530,147	\$40,475,323	-2.54%
Success, Access & Jobs Challenge	3,079,140	3,106,809	.90%
<b>Total State Appropriations</b>	<b>\$44,609,287</b>	<b>\$43,582,132</b>	<b>-2.30%</b>
<b><i>Other Sources</i></b>	<b>\$2,787,461</b>	<b>\$2,966,868</b>	<b>6.44%</b>
<b>Total General Fund Revenue</b>	<b>\$120,519,000</b>	<b>\$125,600,000</b>	<b>4.22%</b>

Reductions in State support of higher education in Ohio have significantly altered revenue composition for Youngstown State University over the past several years, shifting the financial burden more heavily to students. The chart on the following page shows that Tuition, Fees and Charges now makes up 62.9% of total General Fund Revenues while State Appropriations makes up 34.7% and Other Sources 2.4%. Just three years ago, the approved FY 2002 budget showed Tuition, Fees and Charges at 49.0%, State Appropriations at 47.4% and Other Sources at 3.6%.

Chart 2, shown below, considers all revenue sources to further illustrate the impact of Ohio's dramatic decline in support:

Chart 2

FY 2005 General Fund Revenue by Source



**\$125,600,000**

## General Fund Expense

As a percentage of the total General Fund, budgeted personnel costs are expected to increase from 69.70% to 71.46% from FY 2004 to FY 2005. Budgeted fringe benefits total 32.1% of total wages and salaries, as compared to 31.7% in Fiscal Year 2004; the .4% increase represents a meaningful reduction in annual increases for fringe benefits, which have averaged 1.5-2% for the past few years. More than one-half (\$1,500,000) of the faculty personnel increase is attributable to the growth in faculty salaries in areas such as part-time and summer school.

Operating costs (i.e., supplies, maintenance, postage, equipment, scholarships) are projected to increase by 3.1%. The FY 2004 Short-Term Budget Stabilization Reserve was established in the mid-year budget modification and funded by converting the Reserve for the Tuition Cap (this cap was established due to the uncertainty surrounding a potential cap the legislature was considering in June 2003), and with additional one-time revenues that resulted from higher than expected enrollment. This reserve may be supplemented with one-time funds during FY 2005. Table 3 summarizes General Fund expenditures by expense category while Table 4 summarizes the same expenditures by division. See Appendices B and C (pages 15-17) respectively for additional detail.

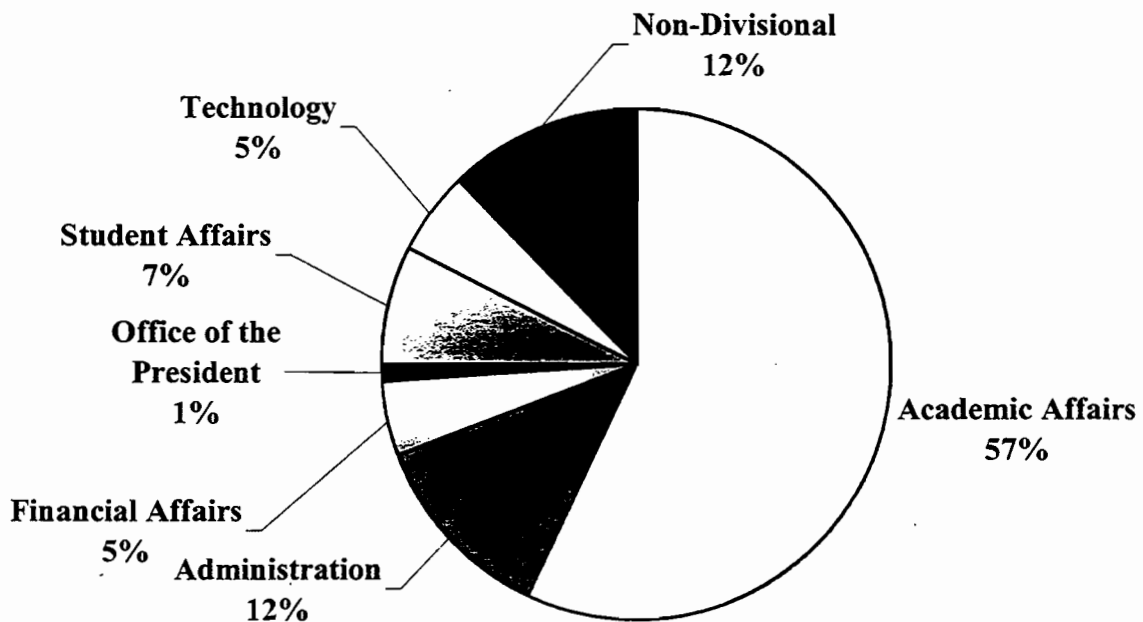
**Table 3**  
**General Fund Expenditures by Natural Classification**  
**Fiscal Years 2004 and 2005**

	<b>FY 2004 Modified Budget</b>	<b>FY 2005 Budget</b>	<b>Percent Change</b>
<b>Personnel</b>			
Faculty	\$33,500,845	\$36,356,561	8.52%
Staff	27,072,864	28,337,714	4.67%
Students	3,205,807	3,258,824	1.65%
Fringes	20,223,890	21,799,634	7.79%
<b>Total Personnel</b>	<b>\$84,003,406</b>	<b>\$89,752,733</b>	<b>6.84%</b>
<b>Operating Expenses</b>			
Supplies (including course supplies)	\$4,394,264	\$4,371,168	-.53%
Travel and Related Expenses	1,075,555	1,125,517	4.65%
Information and Communication	1,595,074	1,576,861	-1.14%
Maintenance/Repairs/Utilities	5,536,465	5,766,153	4.15%
Student Scholarships, Aid & Awards	3,060,371	3,160,371	3.27%
Equipment & Library Acquisitions	1,580,192	1,629,308	3.11%
Miscellaneous	1,602,473	1,799,473	12.29%
<b>Total Operating Expenses</b>	<b>\$18,844,394</b>	<b>\$19,428,851</b>	<b>3.10%</b>
<b>Other</b>			
Non-mandatory Transfers	\$10,538,030	\$11,125,600	5.58%
Strategic Initiatives	500,000	893,000	78.60%
Short-Term Budget Stabilization Reserve	2,006,147	0	-100.00%
Area Contingency Accounts	2,547,171	1,939,964	-23.84%
Miscellaneous Institution-Wide Accounts	2,079,852	2,459,852	18.27%
<b>Total Other</b>	<b>\$17,671,200</b>	<b>\$16,418,416</b>	<b>-7.09%</b>
<b>Total General Fund Expenditures</b>	<b>\$120,519,000</b>	<b>\$125,600,000</b>	<b>4.22%</b>

**Table 4**  
**General Fund Expenditures by Division**  
**Fiscal Years 2004 and 2005**

<b>Division</b>	<b>FY 2004 Modified Budget</b>	<b>FY 2005 Budget</b>	<b>FY 2005 Percentage of Total</b>	<b>Percent Change</b>
Academic Affairs	\$66,727,863	\$71,498,574	56.93%	7.15%
Administration	15,261,360	15,296,768	12.18%	.23%
Financial Affairs	5,941,008	6,146,158	4.89%	3.45%
Office of the President	1,242,766	1,280,376	1.02%	3.03%
Student Affairs	9,290,965	9,324,982	7.42%	.37%
Technology	6,471,686	6,765,664	5.39%	4.54%
Non-Divisional (see Appendix C)	15,583,352	15,287,478	12.17%	-1.90%
<b>Total General Fund</b>	<b>\$120,519,000</b>	<b>\$125,600,000</b>	<b>100.00%</b>	<b>4.22%</b>

**Chart 3**  
**General Fund Expenditures by Division**  
**FY 2005**



*Auxiliaries*

Auxiliary budgets for Fiscal Year 2005 total \$22.7 million, of which \$16 million represents earned income. See Appendix D on pages 18-21 for additional detail for the auxiliaries listed in Table 5.

**Table 5  
Auxiliary Budgets  
Fiscal Years 2004 and 2005**

<b>Auxiliary</b>	<b>FY 2004 Modified Budget</b>	<b>FY 2005 Budget</b>	<b>Percent Change</b>
Intercollegiate Athletics	\$7,635,297	\$8,094,500	6.01%
Athletic Concessions	352,000	352,000	0.00%
Housing Services	5,213,450	5,093,660	-2.30%
Bookstore	4,750,000	5,050,000	6.32%
Parking Services	1,938,500	2,012,500	3.82%
Kilcawley Center	1,925,500	1,984,000	3.04%
Telephone Service-Residence Hall	115,000	150,000	30.43%
<b>Total Auxiliary Budgets</b>	<b>\$21,929,747</b>	<b>\$22,736,660</b>	<b>3.68%</b>
Less: Support from General Fund	(6,171,000)	(6,630,900)	7.45%
<b>Sub-Total for Table 1</b>	<b>\$15,758,747</b>	<b>\$16,105,760</b>	<b>2.20%</b>
Less: Support from Other Funds	(550,000)	(100,000)	81.82%
<b>Total Earned Income</b>	<b>\$15,208,747</b>	<b>\$16,005,760</b>	<b>5.24%</b>

General Fund support to auxiliaries in Fiscal Year 2005 includes:

<b>Auxiliary</b>	<b>Operating Support</b>	<b>Debt Service</b>	<b>Total</b>
Intercollegiate Athletics	\$5,232,242	\$122,158	\$5,354,400
Kilcawley Center	1,051,500	0	1,051,500
Housing Services	0	225,000	225,000
<b>Total General Fund Support</b>	<b>\$6,283,742</b>	<b>\$347,158</b>	<b>\$6,630,900</b>

**Other**

Table 6 summarizes miscellaneous salary rates for part-time faculty, graduate assistants, research assistants, and other student employees.

**Table 6**  
**Miscellaneous Salary Rates**  
**Fiscal Year 2005**

<b>Employee Classification</b>	<b>Rate</b>
<b><i>Part-Time Faculty (per semester hour workload)</i></b>	
With Baccalaureate	\$650
With Masters or J.D.	\$800
With Doctorate	\$1,050
<b><i>Doctoral Fellowships (includes waiver of tuition and non-resident surcharge)</i></b>	<b>\$9,750</b>
<b><i>Graduate Assistants (includes waiver of tuition and non-resident surcharge)</i></b>	
Stipend for Biology, Chemistry, Math & Engineering students	\$10,000
Stipend for students in all other instructional departments	\$7,500
<b><i>Student Employee Hourly Wage Rates</i></b>	
Research Assistants	\$6.65
Student Assistants	\$5.35-\$6.50
Student Exception Rates <i>(as approved by the Executive Director of Student Life)</i>	\$7.00 - \$10.00

***Capital Budget Highlights***

State of Ohio capital improvement funds for Youngstown State University in the fiscal years 2005-06 biennium include \$8.93 million in capital appropriations, \$2.75 million in basic renovations, and an estimated \$850,000 in instructional equipment funds. In addition, \$9.18 million was re-appropriated from allocated yet unused funds from previous capital budgets in Senate Bill 189. Other state capital funds already received or anticipated in the upcoming state capital budget total \$1,168,000. The University's total state capital funding for the biennium is \$22.9 million.

The FY 2005-06 Capital Budget includes projects for the next biennium (see below). The Capital Budget Sources and Uses for the fiscal years 2005-06 are found on page 24 (Appendix G).



## ***New Facilities***

The West Campus Gateway development encompasses three component projects that will comprise a new, dramatic western entrance to YSU. The total project will cost in excess of \$14.15 million.

- The Andrews Recreation & Wellness Center will be a new building attached to Kilcawley Center that will provide student recreation and instructional space for the College of Health and Human Services. YSU is the only major university in northeast Ohio without such a facility. Total estimated cost exceeds \$12 million.
- The Bookstore renovation and expansion will renovate the existing Bookstore space, and add 4,326 square feet in new space. The cost to renovate, expand and purchase new furniture and equipment is \$1.595 million.
- The canopied gateway will unify the recreation center and bookstore and serve as a pedestrian avenue accessing these and other facilities on the west campus. The cost is \$550,000.

Construction commenced April 15, 2004 and will be completed for Fall Semester 2005.

## ***Campus Development***

Campus development focuses on the acquisition of key properties adjacent to the campus, including properties on Arlington Street, Emerald Street, Audubon Street, Carlton Avenue, Adams Street, Rayen Avenue, and Harrison Street. Campus Development also includes Campus Gateway projects, the construction of walkways and plazas, and the Spring Street Upgrade project.

## ***Infrastructure Upgrades***

*Campus-wide Electrical System Upgrades* is a multi-year project to upgrade the electrical distribution grid of the campus to improve reliability, efficiency, and safety. The project will be completed in several phases. The University will have completed three phases of the project and will continue the next phase of the project in FY 2005.

*Campus-wide Building Systems Upgrade.* Most of the major buildings on the campus were built in the 1970's. Many of the major building systems (plumbing, electrical, HVAC, etc.) have not been upgraded since the construction of the buildings. These systems are deteriorating and are in need of upgrades and replacements.

*Masonry Restorations.* Several older campus buildings are experiencing deterioration of their brick veneers and brick plazas. Restoring these damaged brick areas is essential to maintain the buildings' integrity and for safety.

*Steam Distribution and Central Utility Plant Upgrade.* The main steam distribution lines that provide heating and cooling to the campus were installed more than twenty-five years ago and are nearing the end of their useful life. This phase of the multi-year project will provide for the replacement of portions of the deteriorated steam distribution lines. In addition, the systems in the Central Utility Plant will continue to be upgraded or replaced.

## ***Major Renovation***

*Classroom Upgrades* will focus on improving the teaching/learning environment in the classrooms by a campus-wide program to upgrade/replace floors, ceilings, lighting, and wall coverings. This multi-year project will contribute to improved efficiency in use of electricity and other utilities. Other projects include the Fedor Hall, Maag Library, Tod Hall renovation, and the Ward Beecher HVAC upgrade.

## ***Technology***

*Technology Infrastructure Upgrades and Administrative and Academic System Improvement Projects* are ongoing projects that provide for the updating of the campus electronic network and critical enhancements to the administrative and academic computing systems. These projects primarily focus on 1) the acquisition of network hardware to secure the campus infrastructure and 2) the development and deployment of integrated administrative and academic computing systems.

## ***Basic Renovations***

The Board of Regents defines projects below \$500,000 as Basic Renovations. These projects are approved as a whole, and must be designated as general or specific projects. Specific projects over \$100,000 that will begin or be completed in fiscal years 2005-06 are listed in Appendix G.

## ***Instructional Equipment***

Funds are appropriated for instructional and data processing equipment to supplement equipment acquisitions made by institutions from local resources. Generally, equipment must be used directly for *instructional purposes* or in *direct support of instruction*; equipment used in support of OhioLINK or for use by faculty is considered to be "in support of instruction." Equipment used for both instructional and non-instructional purposes (e.g., research) may be acquired; however, state funds will be paid to cover only that portion of costs that reflect usage for instructional purposes.

## ***Conclusion***

This is the second year a Capital Budget has been presented with the YSU annual operating budget. Although the capital budget is displayed for two years because the state's capital budget biennium begins July 1, 2004, the state legislature has not acted on the authorizing legislation yet. The capital projects identified in the coming biennium include those funded by three sources—state appropriations and re-appropriations, the capital component, and local funds for new facilities.

## **APPENDICES**

## YOUNGSTOWN STATE UNIVERSITY

General Fund Revenue  
FY 2004 and FY 2005

	<b>FY 2004 MODIFIED BUDGET</b>	<b>FY 2005 BUDGET</b>	<b>CHANGE</b>	<b>PERCENT CHANGE</b>	<b>PERCENT of TOTAL</b>
<b>TUITION, FEES &amp; OTHER STUDENT CHARGES</b>					
<b>MANDATORY FEES</b>					
Instructional Fee	\$51,701,266	\$56,400,000	\$4,698,734	9.09%	44.90%
General Fee	12,160,486	11,950,000	(210,486)	-1.73%	9.51%
Technology Fee	1,500,000	2,670,000	1,170,000	78.00%	2.13%
<b>Subtotal - Mandatory Fees</b>	<b>\$65,361,752</b>	<b>\$71,020,000</b>	<b>\$5,658,248</b>	<b>8.66%</b>	<b>56.54%</b>
<b>OTHER TUITION &amp; FEES</b>					
Non-resident Tuition Surcharge	\$3,400,000	\$3,720,000	\$320,000	9.41%	2.96%
Laboratory/Materials Fee	2,350,000	2,350,000	0	0.00%	1.87%
Non-credit Instructional Fees	400,000	380,000	(20,000)	-5.00%	0.30%
Miscellaneous Fees	357,500	271,500	(86,000)	-24.06%	0.22%
CISCO	135,000	58,000	(77,000)	-57.04%	0.05%
Application Fee (Undergraduate)	150,000	140,000	(10,000)	-6.67%	0.11%
Application Fee (College Net)	35,000	45,000	10,000	28.57%	0.04%
Application Fee (Graduate)	20,000	20,000	0	0.00%	0.02%
<b>Subtotal - Other Tuition &amp; Fees</b>	<b>\$6,847,500</b>	<b>\$6,984,500</b>	<b>\$137,000</b>	<b>2.00%</b>	<b>5.56%</b>
<b>STUDENT CHARGES</b>					
Fines & Penalty Assessments	\$420,000	\$517,500	\$97,500	23.21%	0.41%
Service Charges	493,000	529,000	36,000	7.30%	0.42%
<b>Subtotal - Student Charges</b>	<b>\$913,000</b>	<b>\$1,046,500</b>	<b>\$133,500</b>	<b>14.62%</b>	<b>0.83%</b>
<b>Total - Tuition, Fees &amp; Other Student Chgs.</b>	<b>\$73,122,252</b>	<b>\$79,051,000</b>	<b>\$5,928,748</b>	<b>8.11%</b>	<b>62.94%</b>
<b>STATE APPROPRIATIONS</b>					
State Share of Instruction	\$41,530,147	\$40,475,323	(\$1,054,824)	-2.54%	32.23%
Success Challenge	2,446,977	2,560,855	113,878	4.65%	2.04%
Access Challenge	540,631	459,914	(80,717)	-14.93%	0.37%
Jobs Challenge	91,532	86,040	(5,492)	-6.00%	0.07%
<b>Subtotal - State Appropriations</b>	<b>\$44,609,287</b>	<b>\$43,582,132</b>	<b>(\$1,027,155)</b>	<b>-2.30%</b>	<b>34.70%</b>
<b>OTHER SOURCES</b>					
Operating Funds Investment Income	\$850,000	\$850,000	\$0	0.00%	0.68%
Administrative Charge - Bookstore	\$305,273	\$500,000	\$194,727	63.79%	0.40%
Administrative Charge - Other Auxiliaries	320,037	320,037	0	0.00%	0.25%
Transfers in from Other Funds	200,000	200,000	0	0.00%	0.16%
Alumni Relations	295,050	295,050	0	0.00%	0.23%
Sales & Services of Educational Activities	95,700	93,700	(2,000)	-2.09%	0.07%
Private Gifts	88,000	88,000	0	0.00%	0.07%
Other-Miscellaneous	633,401	620,081	(13,320)	-2.10%	0.49%
<b>Subtotal - Other Sources</b>	<b>\$2,787,461</b>	<b>\$2,966,868</b>	<b>\$179,407</b>	<b>6.44%</b>	<b>2.36%</b>
<b>TOTAL GENERAL FUND REVENUE</b>	<b>\$120,519,000</b>	<b>\$125,600,000</b>	<b>\$5,081,000</b>	<b>4.22%</b>	<b>100.00%</b>

## YOUNGSTOWN STATE UNIVERSITY

General Fund Expenditures by Natural Classification  
FY 2004 and FY 2005

	FY 2004 Modified		FY 2005		CHANGE	PERCENT CHANGE
	BUDGET	PERCENT OF TOTAL	BUDGET	PERCENT OF TOTAL		
<b>PERSONNEL</b>						
<b>Full Service Faculty</b>						
Professor	\$15,640,646	12.98%	\$16,928,493	13.48%	\$1,287,847	8.23%
Associate Professor	6,669,132	5.53%	6,313,068	5.03%	(356,064)	-5.34%
Assistant Professor	4,287,581	3.56%	4,797,648	3.82%	510,067	11.90%
Instructor	990,220	0.82%	904,086	0.72%	(86,134)	-8.70%
<b>Subtotal - Full Service Faculty Salaries</b>	<b>\$27,587,579</b>	<b>22.89%</b>	<b>\$28,943,295</b>	<b>23.04%</b>	<b>\$1,355,716</b>	<b>4.91%</b>
<b>Other Faculty</b>						
Summer School	\$2,160,000	1.79%	\$2,560,000	2.04%	\$400,000	18.52%
Faculty Overload	63,000	0.05%	63,000	0.05%	0	0.00%
Part-Time Faculty	3,262,266	2.71%	4,162,266	3.31%	900,000	27.59%
Continuing Education Faculty	30,000	0.02%	30,000	0.02%	0	0.00%
Extended Teaching Service	398,000	0.33%	598,000	0.48%	200,000	50.25%
<b>Subtotal - Other Faculty Salaries</b>	<b>\$5,913,266</b>	<b>4.91%</b>	<b>\$7,413,266</b>	<b>5.90%</b>	<b>\$1,500,000</b>	<b>25.37%</b>
<b>Total Faculty Salaries</b>	<b>\$33,500,845</b>	<b>27.80%</b>	<b>\$36,356,561</b>	<b>28.95%</b>	<b>\$2,855,716</b>	<b>8.52%</b>
<b>Permanent Staff</b>						
Professional/Administrative- Full-Time	\$11,245,750	9.33%	\$11,947,542	9.51%	\$701,792	6.24%
Professional/Administrative- Part-Time	281,364	0.23%	265,035	0.21%	(16,329)	-5.80%
Classified-Permanent (Part- & Full-Time)	14,816,128	12.29%	15,310,924	12.19%	494,796	3.34%
<b>Subtotal - Permanent Staff Salaries</b>	<b>\$26,343,242</b>	<b>21.86%</b>	<b>\$27,523,501</b>	<b>21.91%</b>	<b>\$1,180,259</b>	<b>4.48%</b>
<b>Temporary Staff</b>						
Classified Temporary/Intermittent	\$488,190	0.41%	\$566,948	0.45%	\$78,758	16.13%
Classified Overtime	85,777	0.07%	91,610	0.07%	5,833	6.80%
Supplementary Salaries	134,533	0.11%	134,533	0.11%	0	0.00%
Occasional Service Payment	21,122	0.02%	21,122	0.02%	0	0.00%
<b>Subtotal - Temporary Staff Salaries</b>	<b>\$729,622</b>	<b>0.61%</b>	<b>\$814,213</b>	<b>0.65%</b>	<b>\$84,591</b>	<b>11.59%</b>
<b>Total Staff Salaries</b>	<b>\$27,072,864</b>	<b>22.46%</b>	<b>\$28,337,714</b>	<b>22.56%</b>	<b>\$1,264,850</b>	<b>4.67%</b>
<b>Student</b>						
Graduate Assistants	\$1,161,920	0.96%	\$1,161,920	0.93%	\$0	0.00%
Graduate Assistant Interns	20,000	0.02%	20,000	0.02%	0	0.00%
Student Assistants	1,682,448	1.40%	1,727,426	1.38%	44,978	2.67%
Research Assistants	69,625	0.06%	69,625	0.06%	0	0.00%
Task Based Stipends	271,814	0.23%	279,853	0.22%	8,039	2.96%
<b>Subtotal - Student Salaries</b>	<b>\$3,205,807</b>	<b>2.66%</b>	<b>\$3,258,824</b>	<b>2.59%</b>	<b>\$53,017</b>	<b>1.65%</b>
<b>Total - Faculty, Staff &amp; Student Salaries</b>	<b>\$63,779,516</b>	<b>52.92%</b>	<b>\$67,953,099</b>	<b>54.10%</b>	<b>\$4,173,583</b>	<b>6.54%</b>
<b>FRINGE BENEFITS</b>	<b>\$20,223,890</b>	<b>16.78%</b>	<b>\$21,799,634</b>	<b>17.36%</b>	<b>\$1,575,744</b>	<b>7.79%</b>
<b>TOTAL PERSONNEL</b>	<b>\$84,003,406</b>	<b>69.70%</b>	<b>\$89,752,733</b>	<b>71.46%</b>	<b>\$5,749,327</b>	<b>6.84%</b>

## YOUNGSTOWN STATE UNIVERSITY

General Fund Expenditures by Natural Classification  
FY 2004 and FY 2005

	FY 2004 Modified		FY 2005		CHANGE	PERCENT CHANGE
	BUDGET	PERCENT OF TOTAL	BUDGET	PERCENT OF TOTAL		
<b>OPERATING EXPENSES</b>						
Supplies	\$2,044,264	1.70%	\$2,021,168	1.61%	(\$23,096)	-1.13%
Course Supplies (funded by Course Fees)	2,350,000	1.95%	2,350,000	1.87%	0	0.00%
Travel & Related Expenses	1,075,555	0.89%	1,125,517	0.90%	49,962	4.65%
Information & Communication	1,595,074	1.32%	1,576,861	1.26%	(18,213)	-1.14%
Maintenance/Repairs/Utilities	5,536,465	4.59%	5,766,153	4.59%	229,688	4.15%
Library Acquisitions	1,030,160	0.85%	1,075,160	0.86%	45,000	4.37%
Equipment	550,032	0.46%	554,148	0.44%	4,116	0.75%
<b>TOTAL OPERATING</b>	<b>\$14,181,550</b>	<b>11.77%</b>	<b>\$14,469,007</b>	<b>11.52%</b>	<b>\$287,457</b>	<b>2.03%</b>
<b>MISCELLANEOUS</b>						
Student Scholarships, Aid & Awards	\$3,060,371	2.54%	\$3,160,371	2.52%	100,000	3.27%
Independent Contractor	423,322	0.35%	555,322	0.44%	132,000	31.18%
Rentals - Non-Facilities	503,394	0.42%	503,394	0.40%	0	0.00%
Other	675,757	0.56%	740,757	0.59%	65,000	9.62%
<b>TOTAL MISCELLANEOUS</b>	<b>\$4,662,844</b>	<b>3.87%</b>	<b>\$4,959,844</b>	<b>3.95%</b>	<b>\$297,000</b>	<b>6.37%</b>
<b>OTHER</b>						
<b>Non-Mandatory Transfers</b>						
Intercollegiate Athletics	\$4,957,000	4.11%	\$5,354,400	4.26%	\$397,400	8.02%
Challenge Funds	2,284,430	1.90%	2,107,000	1.68%	(177,430)	-7.77%
Kilcawley Center	989,000	0.82%	1,051,500	0.84%	62,500	6.32%
Other	682,600	0.57%	817,700	0.65%	135,100	19.79%
Housing Debt Service	225,000	0.19%	225,000	0.18%	0	0.00%
Technology Initiative	1,000,000	0.83%	1,170,000	0.93%	170,000	17.00%
Marketing Campaign	400,000	0.33%	400,000	0.32%	0	0.00%
<b>Subtotal - Non-Mandatory Transfers</b>	<b>\$10,538,030</b>	<b>8.74%</b>	<b>\$11,125,600</b>	<b>8.86%</b>	<b>\$587,570</b>	<b>5.58%</b>
<b>Miscellaneous Other</b>						
Area Contingency Accounts	\$2,472,171	2.05%	\$1,864,964	1.48%	(\$607,207)	-24.56%
Strategic Initiatives	500,000	0.41%	893,000	0.71%	393,000	78.60%
General Insurance	537,370	0.45%	537,370	0.43%	0	0.00%
Professional Fees & Services	646,482	0.54%	846,482	0.67%	200,000	30.94%
Bad Debt/Collections	896,000	0.74%	1,076,000	0.86%	180,000	20.09%
Student Activities	75,000	0.06%	75,000	0.06%	0	0.00%
Short-Term Budget Stabilization Reserve	2,006,147	1.66%	0	0.00%	(2,006,147)	-100.00%
<b>Subtotal - Miscellaneous Other</b>	<b>\$7,133,170</b>	<b>5.92%</b>	<b>\$5,292,816</b>	<b>4.21%</b>	<b>(\$1,840,354)</b>	<b>-25.80%</b>
<b>TOTAL OTHER</b>	<b>\$17,671,200</b>	<b>14.66%</b>	<b>\$16,418,416</b>	<b>13.07%</b>	<b>(\$1,252,784)</b>	<b>-7.09%</b>
<b>TOTAL GENERAL FUND</b>	<b>\$120,519,000</b>	<b>100.00%</b>	<b>\$125,600,000</b>	<b>100.00%</b>	<b>\$5,081,000</b>	<b>4.22%</b>

## YOUNGSTOWN STATE UNIVERSITY

General Fund Expenditures by Division  
FY 2004 and FY 2005

<b>DIVISION</b>	<b>FY 2004 Modified BUDGET</b>	<b>FY 2005 BUDGET</b>	<b>CHANGE</b>	<b>PERCENT CHANGE</b>	<b>PERCENT OF TOTAL</b>
<b>ACADEMIC AFFAIRS</b>					
Academic Support	\$16,892,428	\$18,471,642	\$1,579,214	9.35%	14.71%
College of Arts & Sciences	20,458,897	21,836,404	1,377,507	6.73%	17.39%
College of Business Administration	5,427,514	5,676,450	248,936	4.59%	4.52%
College of Education	4,767,239	4,879,829	112,590	2.36%	3.89%
College of Engineering & Technology	3,984,065	4,170,926	186,861	4.69%	3.32%
College of Fine & Performing Arts	6,151,630	6,710,186	558,556	9.08%	5.34%
College of Health & Human Services	8,053,746	8,699,348	645,602	8.02%	6.93%
School of Graduate Studies	992,344	1,053,789	61,445	6.19%	0.84%
<b>Total - Academic Affairs</b>	<b>\$66,727,863</b>	<b>\$71,498,574</b>	<b>\$4,770,711</b>	<b>7.15%</b>	<b>56.93%</b>
<b>ADMINISTRATION</b>					
Administrative Services	\$6,465,752	\$6,370,129	(\$95,623)	-1.48%	5.07%
Human Resources	1,223,047	1,333,117	110,070	9.00%	1.06%
Other Administration	1,372,496	1,292,456	(80,040)	-5.83%	1.03%
Subtotal - Administration	\$9,061,295	\$8,995,702	(\$65,593)	-0.72%	7.16%
Institution-Wide	6,200,065	6,301,066	101,001	1.63%	5.02%
<b>Total - Administration</b>	<b>\$15,261,360</b>	<b>\$15,296,768</b>	<b>\$35,408</b>	<b>0.23%</b>	<b>12.18%</b>
<b>FINANCIAL AFFAIRS</b>					
Financial Affairs	\$3,933,243	\$3,816,477	(\$116,766)	-2.97%	3.04%
Institution-Wide	2,007,765	2,329,681	321,916	16.03%	1.85%
<b>Total - Financial Affairs</b>	<b>\$5,941,008</b>	<b>\$6,146,158</b>	<b>\$205,150</b>	<b>3.45%</b>	<b>4.89%</b>
<b>OFFICE OF THE PRESIDENT</b>					
Office of the President	\$1,203,068	\$1,240,678	\$37,610	3.13%	0.99%
Institution-Wide (Trustees)	39,698	39,698	0	0.00%	0.03%
<b>Total - Office of the President</b>	<b>\$1,242,766</b>	<b>\$1,280,376</b>	<b>\$37,610</b>	<b>3.03%</b>	<b>1.02%</b>
<b>STUDENT AFFAIRS</b>					
Enrollment Services	\$3,322,995	\$3,502,048	\$179,053	5.39%	2.79%
Student Life	1,867,351	1,846,585	(20,766)	-1.11%	1.47%
Other Student Affairs	1,242,559	968,289	(274,270)	-22.07%	0.77%
Subtotal - Student Affairs	\$6,432,905	\$6,316,922	(\$115,983)	-1.80%	5.03%
Institution-Wide	2,858,060	3,008,060	150,000	5.25%	2.39%
<b>Total - Student Affairs</b>	<b>\$9,290,965</b>	<b>\$9,324,982</b>	<b>\$34,017</b>	<b>0.37%</b>	<b>7.42%</b>
<b>TECHNOLOGY</b>	<b>\$6,471,686</b>	<b>\$6,765,664</b>	<b>\$293,978</b>	<b>4.54%</b>	<b>5.39%</b>
<b>NON-DIVISIONAL</b>					
Development/Marketing	\$2,694,297	\$3,468,878	\$774,581	28.75%	2.76%
Short-Term Budget Stabilization Reserve	2,006,147	0	(2,006,147)	-100.00%	0.00%
Transfers to Other Funds	10,382,908	10,925,600	542,692	5.23%	8.70%
Strategic Initiatives	500,000	893,000	393,000	78.60%	0.71%
<b>Total - Non-Divisional</b>	<b>\$15,583,352</b>	<b>\$15,287,478</b>	<b>(\$295,874)</b>	<b>-1.90%</b>	<b>12.17%</b>
<b>Total General Fund</b>	<b>\$120,519,000</b>	<b>\$125,600,000</b>	<b>\$5,081,000</b>	<b>4.22%</b>	<b>100.00%</b>

## YOUNGSTOWN STATE UNIVERSITY

**Auxiliary Detail**  
**FY 2004 and FY 2005**

<u>INTERCOLLEGIATE ATHLETICS</u>				
	<u>FY 2004</u>	<u>FY 2005</u>	<u>CHANGE</u>	<u>PERCENT</u>
<b>EARNED INCOME</b>				
Football Tickets	\$900,000	\$857,000	(\$43,000)	-4.78%
Basketball Tickets	300,000	282,000	(18,000)	-6.00%
Guarantees	93,000	75,000	(18,000)	-19.35%
Program Sales	25,000	20,000	(5,000)	-20.00%
Concession/Vending				
Campus Vending Concessions	100,000	100,000	0	0.00%
Campus Telephone Commissions	5,000	0	(5,000)	-100.00%
Royalty Commission	30,000	30,000	0	0.00%
NCAA Revenue Sharing	195,000	350,000	155,000	79.49%
Program Advertising Sales/Recognition	100,000	125,000	25,000	25.00%
Radio/Television Income	60,000	40,000	(20,000)	-33.33%
Miscellaneous	171,297	171,100	(197)	-0.12%
Scoreboard Advertising				
Football	100,000	100,000	0	0.00%
Basketball	60,000	50,000	(10,000)	-16.67%
Viewing Boxes Contributions	439,000	440,000	1,000	0.23%
<b>Total Earned Income</b>	<b>\$2,578,297</b>	<b>\$2,640,100</b>	<b>\$61,803</b>	<b>2.40%</b>
<b>OTHER RESOURCES</b>				
General Fund Allocation	\$4,957,000	\$5,354,400	\$397,400	8.02%
Athletic Event Concessions	100,000	100,000	0	0.00%
<b>Total Other Sources</b>	<b>\$5,057,000</b>	<b>\$5,454,400</b>	<b>\$397,400</b>	<b>7.86%</b>
<b>TOTAL RESOURCES</b>	<b>\$7,635,297</b>	<b>\$8,094,500</b>	<b>\$459,203</b>	<b>6.01%</b>
<b>EXPENDITURES</b>				
Permanent Staff	\$2,196,951	\$2,323,918	\$126,967	5.78%
Temporary Staff	206,964	208,862	1,898	0.92%
Fringe Benefits	724,432	783,598	59,166	8.17%
Debt Service	122,876	122,158	(718)	-0.58%
Scholarships	2,506,049	2,738,795	232,746	9.29%
Operating	1,878,025	1,917,169	39,144	2.08%
<b>TOTAL EXPENDITURES</b>	<b>\$7,635,297</b>	<b>\$8,094,500</b>	<b>\$459,203</b>	<b>6.01%</b>



## YOUNGSTOWN STATE UNIVERSITY

**Auxiliary Detail**  
**FY 2004 and FY 2005**

<b><u>ATHLETIC CONCESSIONS</u></b>				
	<b><u>FY 2004</u></b>	<b><u>FY 2005</u></b>	<b><u>CHANGE</u></b>	<b><u>PERCENT</u></b>
<b>EARNED INCOME</b>				
Concession Sales	\$352,000	\$352,000	\$0	0.00%
<b>TOTAL RESOURCES</b>	<b><u>\$352,000</u></b>	<b><u>\$352,000</u></b>	<b><u>\$0</u></b>	<b><u>0.00%</u></b>
<b>EXPENDITURES</b>				
Permanent Staff	\$0	\$0	\$0	N/A
Temporary Staff	47,991	47,991	0	0.00%
Fringe Benefits	5,515	5,515	0	0.00%
Administrative Charge	13,622	13,622	0	0.00%
Operating	284,872	284,872	0	0.00%
<b>TOTAL EXPENDITURES</b>	<b><u>\$352,000</u></b>	<b><u>\$352,000</u></b>	<b><u>\$0</u></b>	<b><u>0.00%</u></b>

<b><u>HOUSING SERVICES</u></b>				
	<b><u>FY 2004</u></b>	<b><u>FY 2005</u></b>	<b><u>CHANGE</u></b>	<b><u>PERCENT</u></b>
<b>EARNED INCOME</b>				
Room Rentals and Board	\$4,368,450	\$4,698,660	\$330,210	7.56%
Vending Machine Commissions	20,000	20,000	0	0.00%
Rentals-Guests and Special Groups	150,000	150,000	0	0.00%
<b>Total Earned Income</b>	<b><u>\$4,538,450</u></b>	<b><u>\$4,868,660</u></b>	<b><u>\$330,210</u></b>	<b><u>7.28%</u></b>
<b>OTHER RESOURCES</b>				
General Fund Allocation	\$225,000	\$225,000	\$0	0.00%
Inter-fund Loan from Kilcawley Reserves	200,000	0	(200,000)	-100.00%
Housing Contingency Reserve	250,000	0	(250,000)	-100.00%
<b>Total Other Sources</b>	<b><u>\$675,000</u></b>	<b><u>\$225,000</u></b>	<b><u>(\$450,000)</u></b>	<b><u>-66.67%</u></b>
<b>TOTAL RESOURCES</b>	<b><u>\$5,213,450</u></b>	<b><u>\$5,093,660</u></b>	<b><u>(\$119,790)</u></b>	<b><u>-2.30%</u></b>
<b>EXPENDITURES</b>				
Permanent Staff	\$440,771	\$473,474	\$32,703	7.42%
Temporary Staff	289,500	308,000	18,500	6.39%
Fringe Benefits	171,772	191,028	19,256	11.21%
Debt Service	1,145,000	1,145,000	0	0.00%
Administrative Charge	120,428	120,428	0	0.00%
Operating	3,045,979	2,855,730	(190,249)	-6.25%
<b>TOTAL EXPENDITURES</b>	<b><u>\$5,213,450</u></b>	<b><u>\$5,093,660</u></b>	<b><u>(\$119,790)</u></b>	<b><u>-2.30%</u></b>

## YOUNGSTOWN STATE UNIVERSITY

**Auxiliary Detail**  
**FY 2004 and FY 2005**

<u>BOOKSTORE</u>				
	<u>FY 2004</u>	<u>FY 2005</u>	<u>CHANGE</u>	<u>PERCENT</u>
<b>EARNED INCOME</b>				
Register Sales	\$4,750,000	\$5,050,000	\$300,000	6.32%
<b>TOTAL RESOURCES</b>	<b><u>\$4,750,000</u></b>	<b><u>\$5,050,000</u></b>	<b><u>\$300,000</u></b>	<b><u>6.32%</u></b>
<b>EXPENDITURES</b>				
Permanent Staff	\$386,249	\$400,860	\$14,611	3.78%
Temporary Staff	112,000	117,000	5,000	4.46%
Fringe Benefits	146,336	156,830	10,494	7.17%
Administrative Charge	305,273	500,000	194,727	63.79%
Operating	3,800,142	3,875,310	75,168	1.98%
<b>TOTAL EXPENDITURES</b>	<b><u>\$4,750,000</u></b>	<b><u>\$5,050,000</u></b>	<b><u>\$300,000</u></b>	<b><u>6.32%</u></b>

<u>PARKING SERVICES</u>				
	<u>FY 2004</u>	<u>FY 2005</u>	<u>CHANGE</u>	<u>PERCENT</u>
<b>EARNED INCOME</b>				
Parking Permits-Faculty & Staff	\$336,000	\$410,000	\$74,000	22.02%
Parking Permits-Students	1,350,000	1,350,000	0	0.00%
Parking Fines	50,000	50,000	0	0.00%
Parking Fees-Special Events	118,000	118,000	0	0.00%
Daily Parking Fees	60,000	60,000	0	0.00%
Parking Meters	4,000	4,000	0	0.00%
Parking Permits-Contracted Service	10,000	10,000	0	0.00%
Control Card Replacement	500	500	0	0.00%
Weekly Permits	10,000	10,000	0	0.00%
<b>Total Earned Income</b>	<b><u>\$1,938,500</u></b>	<b><u>\$2,012,500</u></b>	<b><u>\$74,000</u></b>	<b><u>3.82%</u></b>
<b>TOTAL RESOURCES</b>	<b><u>\$1,938,500</u></b>	<b><u>\$2,012,500</u></b>	<b><u>\$74,000</u></b>	<b><u>3.82%</u></b>
<b>EXPENDITURES</b>				
Permanent Staff	\$343,150	\$324,328	(\$18,822)	-5.49%
Temporary Staff	435,508	443,508	8,000	1.84%
Fringe Benefits	160,598	158,502	(2,096)	-1.31%
Administrative Charge	100,858	100,858	0	0.00%
Operating	898,386	985,304	86,918	9.67%
<b>TOTAL EXPENDITURES</b>	<b><u>\$1,938,500</u></b>	<b><u>\$2,012,500</u></b>	<b><u>\$74,000</u></b>	<b><u>3.82%</u></b>

## YOUNGSTOWN STATE UNIVERSITY

**Auxiliary Detail**  
**FY 2004 and FY 2005**

<u>KILCAWLEY CENTER</u>				
	<u>FY 2004</u>	<u>FY 2005</u>	<u>CHANGE</u>	<u>PERCENT</u>
<b>EARNED INCOME</b>				
Food Services Commissions	\$200,000	\$200,000	\$0	0.00%
Candy Desk	50,000	50,000	0	0.00%
Duplication	580,000	580,000	0	0.00%
Graphic Center	30,000	30,000	0	0.00%
Recreation Room	10,000	10,000	0	0.00%
Room Rental	39,000	35,000	(4,000)	-10.26%
Vending, Telephone and Miscellaneous	25,000	25,000	0	0.00%
Student Locker Rent	2,500	2,500	0	0.00%
<b>Total Earned Income</b>	<b>\$936,500</b>	<b>\$932,500</b>	<b>(\$4,000)</b>	<b>-0.43%</b>
<b>OTHER RESOURCES</b>				
General Fund Allocation	\$989,000	\$1,051,500	\$62,500	6.32%
<b>TOTAL RESOURCES</b>	<b>\$1,925,500</b>	<b>\$1,984,000</b>	<b>\$58,500</b>	<b>3.04%</b>
<b>EXPENDITURES</b>				
Permanent Staff	\$364,765	\$387,253	\$22,488	6.17%
Temporary Staff	168,000	179,046	11,046	6.58%
Fringe Benefits	135,109	147,102	11,993	8.88%
Administrative Charge	74,463	74,463	0	0.00%
Operating	1,183,163	1,196,136	12,973	1.10%
<b>TOTAL EXPENDITURES</b>	<b>\$1,925,500</b>	<b>\$1,984,000</b>	<b>\$58,500</b>	<b>3.04%</b>

<u>TELEPHONE SERVICE-RESIDENCE HALL</u>				
	<u>FY 2004</u>	<u>FY 2005</u>	<u>CHANGE</u>	<u>PERCENT</u>
<b>EARNED INCOME</b>				
Local Service	\$100,000	\$139,000	\$39,000	39.00%
Long Distance Service	15,000	11,000	(4,000)	-26.67%
<b>TOTAL RESOURCES</b>	<b>\$115,000</b>	<b>\$150,000</b>	<b>\$35,000</b>	<b>30.43%</b>
<b>EXPENDITURES</b>				
Permanent Staff	\$12,926	\$12,926	\$0	0.00%
Temporary Staff	12,000	12,000	0	0.00%
Fringe Benefits	5,253	5,383	130	2.47%
Operating	84,821	119,691	34,870	41.11%
<b>TOTAL EXPENDITURES</b>	<b>\$115,000</b>	<b>\$150,000</b>	<b>\$35,000</b>	<b>30.43%</b>

**YOUNGSTOWN STATE UNIVERSITY**  
**Scholarship Summary**  
**FY 2004 and FY 2005**

	<u>Total FY 2004</u>	<u>Foundation FY 2005</u>	<u>University FY 2005</u>	<u>Total FY 2005</u>
<b><u>Restricted Scholarship Programs:</u></b>				
<b>TOTAL DONOR RESTRICTED</b>	\$905,600	\$825,500		\$825,500
<b>TOTAL SPECIAL TALENT</b>	86,000	86,000		86,000
<b>TOTAL SPECIAL PURPOSE</b>	303,400	226,603	\$100,000	326,603
<b>ATHLETIC</b>	2,506,049	80,500	2,666,000	2,746,500
<b>Total Restricted Scholarship Programs</b>	<b>\$3,801,049</b>	<b>\$1,218,603</b>	<b>\$2,766,000</b>	<b>\$3,984,603</b>
<b><u>Goal Based Scholarship Programs:</u></b>				
<b>NEED BASED</b>				
<i>To maximize access to YSU by awarding scholarships on the basis of financial need</i>				
Martin Luther King Achievement	\$200,000	\$200,000		\$200,000
PHEAA Grant Match	150,000	150,000		150,000
Housing Grants	25,000		75,000	75,000
<b>Total Need Based</b>	<b>\$375,000</b>	<b>\$350,000</b>	<b>\$75,000</b>	<b>\$425,000</b>
<b>SCHOLARSHIPS FOR EXCELLENCE</b>				
<i>To attract high quality students on the basis of academic excellence:</i>				
University Scholars	\$2,241,000	\$2,300,000		\$2,300,000
Trustee, President, Deans, and Transfer Scholarships for Excellence	3,139,718	620,297	610,742	1,231,039
<i>To support retention efforts by awarding scholarships to current and continuing students in recognition of academic achievement:</i>				
Department Scholarships			1,439,400	1,439,400
<b>Total Scholarships for Excellence</b>	<b>\$5,380,718</b>	<b>\$2,920,297</b>	<b>\$2,050,142</b>	<b>\$4,970,439</b>
<b>OTHER</b>				
<i>To support new and transfer enrollment objectives by offering scholarships to attract associate degree graduates and student leaders from beyond our primary service area:</i>				
Student Leader	\$50,000		\$306,000	\$306,000
Tri-C, Lorain, Stark, Jefferson, and Kent associate degree			44,000	44,000
<b>Total Other</b>	<b>\$50,000</b>		<b>\$350,000</b>	<b>\$350,000</b>
<b>Total Goal Based Scholarship Programs</b>	<b>\$5,805,718</b>	<b>\$3,270,297</b>	<b>\$2,475,142</b>	<b>\$5,745,439</b>
<b>GRAND TOTAL</b>	<b>\$9,606,767</b>	<b>\$4,488,900</b>	<b>\$5,241,142</b>	<b>\$9,730,042</b>

## YOUNGSTOWN STATE UNIVERSITY

General Fund & Auxiliary FTE Summary  
FY 2004 and FY 2005

EMPLOYEE GROUP	GENERAL FUND		AUXILIARIES		TOTAL	
	FY 2004	FY 2005	FY 2004	FY 2005	FY 2004	FY 2005
Full Service Faculty *						
Professor	185.00	195.00	0.00	0.00	185.00	195.00
Associate Professor	104.00	95.00	0.00	0.00	104.00	95.00
Assistant Professor	84.50	89.50	0.00	0.00	84.50	89.50
Instructor	26.00	22.00	0.00	0.00	26.00	22.00
Subtotal - Faculty	399.50	401.50	0.00	0.00	399.50 **	401.50 **
Extended Teaching Service	19.90	29.90	0.00	0.00	19.90	29.90
Summer Faculty	55.38	65.64	0.00	0.00	55.38	65.64
Part Time Faculty	135.93	173.43	0.00	0.00	135.93	173.43
Continuing Education	1.50	1.50	0.00	0.00	1.50	1.50
Department Chairpersons	17.50	17.50	0.00	0.00	17.50	17.50
Deans & Assistant Deans	14.00	14.00	0.00	0.00	14.00	14.00
Total Faculty & Deans	643.71	703.47	0.00	0.00	643.71	703.47
Professional/Administrative Staff						
Full-Time	185.00	190.00	58.00	58.00	243.00	248.00
Part-Time	7.26	6.51	12.45	13.02	19.71	19.53
Subtotal - Professional/Adm. Staff	192.26	196.51	70.45	71.02	262.71	267.53
Classified Staff						
Permanent (Full-Time & Part-Time)	362.17	365.97	27.75	27.75	389.92	393.72
Intermittent	31.29	35.22	9.75	10.15	41.04	45.37
Subtotal - Classified Staff	393.46	401.19	37.50	37.90	430.96	439.09
Total Prof./Adm. & Classified Staff	585.72	597.70	107.95	108.92	693.67	706.62
Total Faculty & Staff	1229.43	1301.17	107.95	108.92	1337.38	1410.09
Student Employees						
Graduate Assistants	88.22	89.38	0.00	0.00	88.22	89.38
Research Assistants	5.03	5.03	0.00	0.00	5.03	5.03
Student Assistants	146.36	144.34	68.06	60.79	214.42	205.13
Subtotal - Student Employees	239.61	238.75	68.06	60.79	307.67	299.54
<b>TOTAL FTE POSITIONS</b>	<b>1469.04</b>	<b>1539.92</b>	<b>176.01</b>	<b>169.71</b>	<b>1645.05</b>	<b>1709.63</b>

\* 17.5 FTE deducted from Full Service Faculty for Chairpersons

\*\* Includes estimated FTE totals for faculty vacancy reserve

**YOUNGSTOWN STATE UNIVERSITY  
CAPITAL BUDGET SOURCES AND USES  
Fiscal Years 2005 - 2006**

**APPENDIX G**

<b>FUNDING USES:</b>	<b>Reappropriations S.B. 189</b>	<b>FY05-06 Capital Appropriations</b>	<b>Other Funds</b>	<b>TOTAL USES</b>
<b>West Campus Gateway:</b>				
Wellness and Recreation Cntr.	1,000,000	1,000,000	10,000,000	12,000,000
Bookstore Renovation			1,595,000	1,595,000
Canopied Gateway	550,000			550,000
<b>Total New Facilities</b>	<b>\$1,550,000</b>	<b>\$1,000,000</b>	<b>\$11,595,000</b>	<b>\$14,145,000</b>
<b>Major Renovation:</b>				
Classroom Upgrades	\$800,000			\$800,000
Tod Hall Renovations	152,000			152,000
Beegly Center Rehabilitation	229,000			229,000
Ward Beecher/HVAC Upgrades	133,000			133,000
Carried forward		\$250,000		250,000
<b>Total Major Renovation</b>	<b>\$1,314,000</b>	<b>\$250,000</b>	<b>\$0</b>	<b>\$1,564,000</b>
<b>Campus Development:</b>				
Purchase of Property		\$500,000		\$500,000
Gateway to Smoky Hollow	\$376,000			376,000
Development and renovation		500,000		500,000
Carried forward		1,538,000		1,538,000
<b>Total Campus Develop.</b>	<b>\$376,000</b>	<b>\$2,538,000</b>	<b>\$0</b>	<b>\$2,914,000</b>
<b>Infrastructure Upgrades:</b>				
Electrical Upgrades		\$250,000		\$250,000
Building System Upgrades	\$106,000	500,000		606,000
Masonry Restorations	270,000	250,000		520,000
Steam Distribution System Upgr.	709,000	500,000		1,209,000
Carried forward		900,000		900,000
<b>Total Infrastr. Upgrades</b>	<b>\$1,085,000</b>	<b>\$2,400,000</b>	<b>\$0</b>	<b>\$3,485,000</b>
<b>Technology:</b>				
Admin. Computer System	\$1,500,000			1,500,000
Other technology	\$1,490,000	\$2,745,000		4,235,000
<b>Total Technology</b>	<b>\$2,990,000</b>	<b>\$2,745,000</b>	<b>\$0</b>	<b>\$5,735,000</b>
<b>Basic Renovations:</b>				
Facilities Master Planning	\$162,000			\$162,000
Restroom Upgrades	275,000	\$250,000		525,000
Exterior Doors/Windows Upgr.	130,000	450,000		580,000
Exterior Concrete Renovations		450,000		450,000
Stambaugh Stadium Renov.	250,000	150,000		400,000
Moser Hall Renovations	75,000			75,000
Williamson Hall Renovations		100,000		100,000
Beeghly Center Renovations	125,000			125,000
Beeghly Center Façade Upgrade	75,000			75,000
Beeghly Center Pool Renov.	275,000			275,000
Capital Component			\$1,168,000	1,168,000
Carried forward	499,000	1,350,000		1,849,000
<b>Total Basic Renovations</b>	<b>\$1,866,000</b>	<b>\$2,750,000</b>	<b>\$1,168,000</b>	<b>\$5,784,000</b>
<b>Instructional Equip. (est.)</b>	<b>\$0</b>	<b>\$850,000</b>	<b>\$0</b>	<b>\$850,000</b>
<b>TOTAL CAPITAL SOURCES</b>	<b>\$9,181,000</b>	<b>\$12,533,000</b>	<b>\$12,763,000</b>	<b>\$34,477,000</b>



**RESOLUTION TO APPROVE A CHANGE TO THE  
MASTER OF PUBLIC HEALTH TUITION AND FEES  
ACADEMIC YEAR 2005**

**WHEREAS**, The Board of Trustees of Youngstown State University adopted the Academic Year 2005 Student Tuition, Fees and Other Charges Schedule at the December 17, 2003, meeting of the Board; and

**WHEREAS**, on June 25, 2003, the Board of Trustees of Youngstown State University approved the consortium tuition and fee rate of \$368 per credit hour effective Summer Term 2003; and

**WHEREAS**, in April 2004, the MPH Academic Counsel approved a 9.5 percent increase in the consortium rate for the Master of Public Health program;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby set the consortium tuition and fee rate for the Master of Public Health for Academic Year 2005 at \$403 per credit hour effective Summer Term 2004.

**Board of Trustees Meeting  
June 18, 2004  
YR 2004—**

**Agenda Item H.3.d.**



**RESOLUTION TO APPROVE A CHANGE  
TO THE NURSE ANESTHETIST FEE FOR STUDENTS  
ENTERING THE PROGRAM AFTER  
SUMMER TERM 2004**

**WHEREAS**, Youngstown State University and St. Elizabeth Health Center entered into an agreement on July 14, 2001, for Youngstown State University to charge students and reimburse St. Elizabeth Health Center in an amount determined by the Board of Directors of the St. Elizabeth Health Center School for Nurse Anesthetists; and

**WHEREAS**, on September 24, 2003, the Board of Trustees of Youngstown State University approved the Board of Directors' \$5,400 per year (\$1,800 per semester) Nurse Anesthetist Fee; and

**WHEREAS**, the Board of Directors of the St. Elizabeth Health Center School for Nurse Anesthetists has increased the Nurse Anesthetist Fee to \$5,500 per year (\$1,833.33 per semester) for students entering the program after Summer Term 2004;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the Nurse Anesthetist Fee at \$5,500 per year (\$1,833.33 per semester) for students entering the program after Summer Term 2004.

**Board of Trustees Meeting  
June 18, 2004  
YR 2004—**

**Agenda Item H.3.e.**





**RESOLUTION TO AUTHORIZE  
PURCHASE OF PROPERTIES  
FOR CAMPUS IMPROVEMENT**

**WHEREAS**, Youngstown State University has identified an area surrounding the campus and within which it seeks to acquire property needed for the benefit of the University; and

**WHEREAS**, the property known as City Lot 32069, parcel number 53-017-0-149, Oak Street, (formerly Byrd property) is ready for final action by the Board of Trustees and should be accepted as a gift from the Youngstown State University Foundation; and

**WHEREAS**, the property known as City Lot 4793, parcel number 53-017-0-185, N. Walnut Street, should be obtained through "friendly" eminent domain (the owner is deceased and this parcel was not included in the estate when it was closed decades ago), and is ready for preliminary approval by the Board of Trustees; and

**WHEREAS**, properties located on City Lot 4619, parcel number 53-005-0-110, 302 W. Scott Street (V. Jackson); City Lot 9117 and 9118, parcel numbers 53-005-0-177 and 53-005-0-178, Custer Avenue (Buckeye Elks); City Lot 9116 part, parcel number 53-005-0-174.010, Custer Avenue (J. Collins); City Lot 9116 part, parcel number 53-005-0-174, 324 Custer Avenue (W. Jones), City Lot 4864, parcel number 53-005-0-172, 330 Custer Avenue (B. Jones); City Lot 4863 part, parcel number 53-005-0-256, Custer Avenue (W. Jones); City Lot 4861 part, parcel number 53-005-0-252, Madison Avenue (B. Jones); City Lot 4862 part, parcel number 53-005-0-253, Madison Avenue (B. Jones); City Lot 4862 part, parcel number 53-005-0-254, Madison Avenue (B. Jones); and City Lot 4863 part, parcel number 53-005-0-255, 427-429 Madison Avenue (W. Jones), are needed for campus improvement and are ready for preliminary approval by the Board of Trustees;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby authorize the acquisition of City Lot 32069, parcel number 53-017-0-149, and further grants preliminary approval for the other properties as described above.

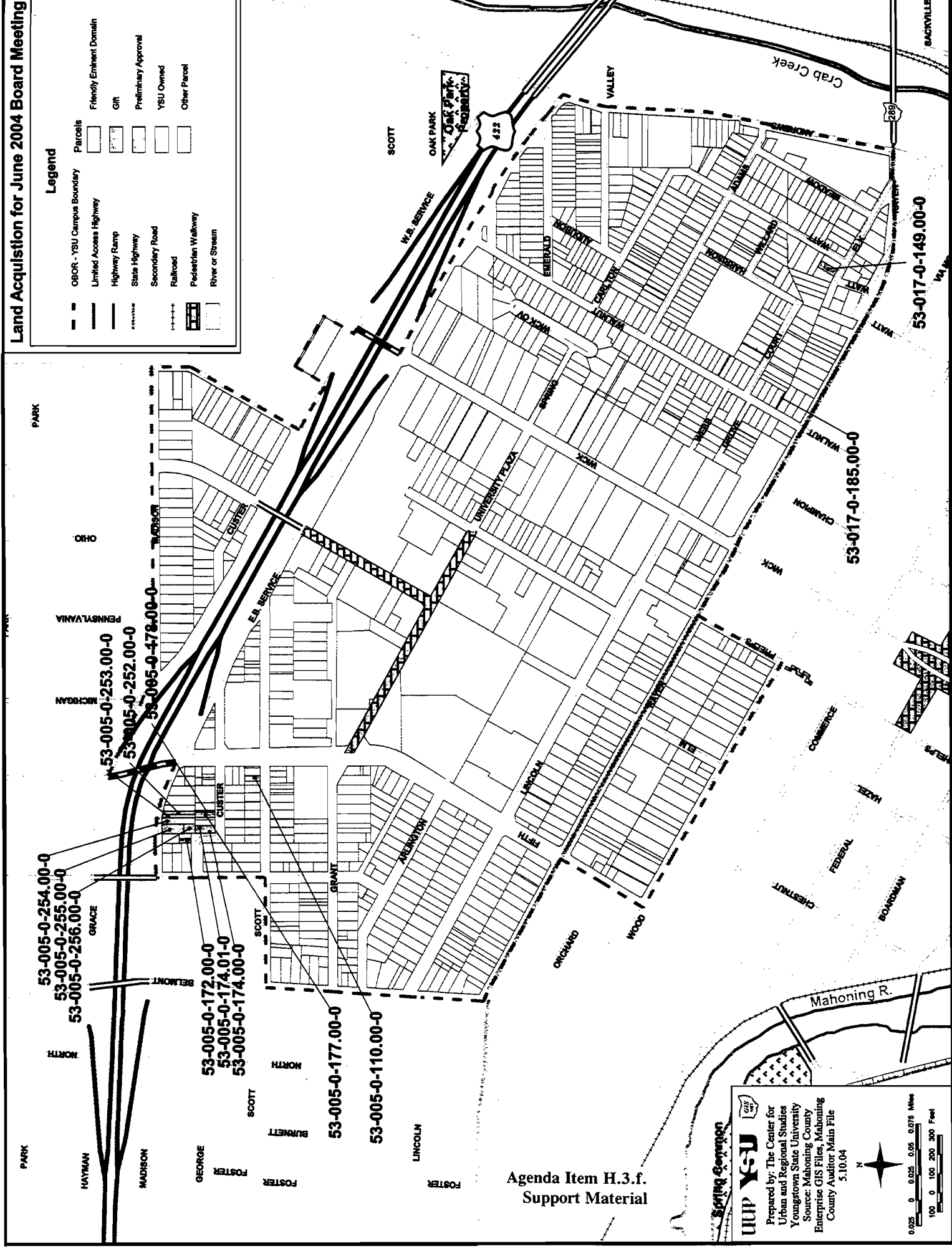
**Board of Trustees Meeting  
June 18, 2004  
YR 2004—**

**Agenda Item H.3.f.**

**Land Acquisition for June 2004 Board Meeting**

**Legend**

- OBOR - YSU Campus Boundary
- Limited Access Highway
- Highway Ramp
- State Highway
- Secondary Road
- Railroad
- Pedestrian Walkway
- River or Stream
- Parcels
- Friendly Eminent Domain
- Gift
- Preliminary Approval
- YSU Owned
- Other Parcel



Agenda Item H.3.f.  
Support Material

**Spring Session**  
**YOUNG STATE UNIVERSITY**

Prepared by: The Center for Urban and Regional Studies  
Youngstown State University  
Source: Mahoning County Enterprise GIS Files, Mahoning County Auditor Main File 5.10.04

0.025 0 0.025 0.05 0.075 Miles  
100 0 100 200 300 Feet



**RESOLUTION TO RATIFY  
FACULTY/STAFF APPOINTMENTS**

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

**WHEREAS**, new appointments have been made subsequent to the March 19, 2004, meeting of the Board of Trustees; and

**WHEREAS**, such appointments are in accordance with the Fiscal Year 2004 Budget and with the University policy on Equal Employment Opportunity;

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

**Board of Trustees Meeting  
June 18, 2004  
YR 2004—**

**Agenda Item H.4.a.**

**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

**FACULTY APPOINTMENTS FOR BOARD OF TRUSTEES APPROVAL**

NAME	GENDER/ RACE*	POSITION <i>NEW or REPLACEMENT (Including Vacant Position Budgeted Salary)</i>	TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	SALARY/FTE / BASE SALARY	COMMENTS
<b>JANUARY 2004</b>							
Ms. Kathleen Mumaw	F/C	Replacement \$16,000	Instructor	Accounting & Finance	01/12/04-05/14/04	\$16,000 1.0 FTE \$34,661 (9-Month Base)	New Hire; Temporary #1.
Ms. Zara Charmaine Shah	F/C	Replacement \$50,000	Assistant Professor	Human Ecology	01/05/04-05/14/04	\$23,385 1.0 FTE \$48,000 (9-Month Base)	New Hire; Probationary #1.
<b>FEBRUARY 2004</b>							
None.							
<b>MARCH 2004</b>							
None.							

**PROFESSIONAL/ADMINISTRATIVE APPOINTMENTS FOR BOARD OF TRUSTEES APPROVAL**

NAME	GENDER/ RACE*	POSITION <i>NEW or REPLACEMENT (Including Vacant Position Budgeted Salary)</i>	TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	SALARY/FTE / BASE SALARY	COMMENTS
<b>JANUARY 2004</b>							
Mr. James English	M/C	New (\$9,360)	Assistant Distance Learning Technical Aide (Temporary)	Metropolitan College	1/26/2004- 5/15/2004	\$2,880 .45 FTE \$20,800	New hire; Externally- funded.

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**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

**PROFESSIONAL/ADMINISTRATIVE APPOINTMENTS FOR BOARD OF TRUSTEES APPROVAL**

<b>NAME</b>	<b>GENDER/ RACE*</b>	<b>POSITION <i>NEW or REPLACEMENT (Including Vacant Position Budgeted Salary)</i></b>	<b>TITLE</b>	<b>DEPARTMENT</b>	<b>CONTRACT/ APPOINTMENT DATES</b>	<b>SALARY/FTE BASE SALARY</b>	<b>COMMENTS</b>
Dr. Mohammad Jadun	M/A	Replacement (\$40,000)	Instructional Technology Specialist	Media and Academic Computing	1/20/2004- 6/30/2004	\$21,846 1.00 FTE \$48,000	New hire.
Ms. Suzanne Semivan	F/C	New (\$15,000)	Coordinator/21st Century Grant Project	Counseling	1/15/2004- 6/30/2004	\$6,942 .50 FTE \$30,000	New hire; Externally- funded.
Mr. Jeffrey Taylor	M/C	Replacement (\$43,780)	Director of Budget Planning and Resource Analysis	Office of Budget Planning	1/12/2004- 6/30/2004	\$35,577 1.00 FTE \$75,000	New hire.
Ms. Chihong Wen	F/A	New (\$2,875)	Research Associate I/Economic Analyst	Center for Urban and Regional Studies	1/5/2004-3/31/2004	\$2,802 .50 FTE \$23,000	New hire; Externally funded.
<b>FEBRUARY 2004</b>							
Mr. Dana Chambers	M/B	Replacement (\$44,558)	Assistant Coach, Football	Intercollegiate Athletics	2/16/2004- 6/30/2004	\$17,660 1.00 FTE \$47,500	New hire.
Mr. Anthony James	M/B	Replacement (\$37,311)	Head Coach, Women's Soccer	Intercollegiate Athletics	2/1/2004-1/31/2005	\$37,311 1.00 FTE \$37,311	New hire.
Mr. Barry Meshel	M/C	New To be determined	Research Associate II/Real Estate Development Specialist	Center for Urban and Regional Studies	2/16/2004- 6/30/2004	\$8,644 .75 FTE \$31,000	New hire; Externally funded.
Ms. Nadine Winters	F/C	New (\$1,500)	Parent Coordinator	Rich Center for Autism	2/1/2004-6/30/2004	\$ 618 .09 FTE \$16,480	New hire; Externally funded.

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**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

**PROFESSIONAL/ADMINISTRATIVE APPOINTMENTS FOR BOARD OF TRUSTEES APPROVAL**

<b>NAME</b>	<b>GENDER/ RACE*</b>	<b>POSITION <i>NEW or REPLACEMENT (Including Vacant Position Budgeted Salary)</i></b>	<b>TITLE</b>	<b>DEPARTMENT</b>	<b>CONTRACT/ APPOINTMENT DATES</b>	<b>SALARY/FTE BASE SALARY</b>	<b>COMMENTS</b>
<b>MARCH 2004</b>							
Ms. Marlene Braumlich	F/C	Replacement (\$5,277)	Development Associate (Temporary)	WYSU-FM	3/8/2004-4/9/2004	\$2,885 1.00 FTE \$30,000	New hire.
Mr. David Elliott	M/C	Replacement (\$41,558)	Assistant Coach, Football	Intercollegiate Athletics	3/29/2004- 6/30/2004	\$10,869 1.00 FTE \$41,558	New hire.
Mr. Michael Kolakowski	M/C	Replacement (\$52,888)	Assistant Coach, Football	Intercollegiate Athletics	3/8/2004-6/30/2004	\$15,325 1.00 FTE \$48,000	New hire.
Ms. Cheryl Moss	F/B	New (\$15,600)	Teacher Aide	Rich Center for Autism	3/1/2004-6/30/2004	\$5,200 1.00 FTE \$15,600	New hire; Externally funded.
<b>REQUIRES: (Full-Time)</b>							
<b>JANUARY 2004</b>							
Mr. John Bralich	M/C	N/A	Research Associate II/Senior Geographic Information Systems (GIS) Analyst	Center for Urban and Regional Studies	1/1/2004-6/30/2004	\$14,935 1.00 FTE \$29,870	Rehire; Contract extension; Externally- funded.
Mr. Jamael Tito Brown	M/B	N/A	Research Associate I/Community Organizer	Center for Urban and Regional Studies	1/1/2004-6/30/2004	\$14,935 1.00 FTE \$29,870	Rehire; Contract extension; Externally- funded.

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**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

**PROFESSIONAL/ADMINISTRATIVE APPOINTMENTS FOR BOARD OF TRUSTEES APPROVAL**

<b>NAME</b>	<b>GENDER/ RACE*</b>	<b>POSITION NEW or REPLACEMENT (Including Vacant Position Budgeted Salary)</b>	<b>TITLE</b>	<b>DEPARTMENT</b>	<b>CONTRACT/ APPOINTMENT DATES</b>	<b>SALARY/FTE BASE SALARY</b>	<b>COMMENTS</b>
Ms. Sahar Chasebi	F/C	N/A	Research Associate I/Property Acquisitions/Camp us Housing Development Specialist	Center for Urban and Regional Studies	1/1/2004-6/30/2004	\$11,845 1.00 FTE \$23,690	Rehire; Contract extension; Externally- funded.
Mr. Ricky George	M/C	N/A	Associate Director	Center for Human Services Development	1/1/2004-6/30/2004	\$18,903 1.00 FTE \$37,805	Rehire; Contract extension; Externally- funded.
Ms. Heidi Hallas	F/C	N/A	Research Associate I/Evaluator and Planner	Center for Human Services Development	1/1/2004-6/30/2004	\$13,390 1.00 FTE \$26,780	Rehire; Contract extension; Externally- funded.
Ms. Susanne Miller	F/C	N/A	Academic Advisor	Dean's Office Bitonte College of Health and Human Services	1/8/2004-6/30/2004	\$14,053 1.00 FTE \$29,153	Rehire; from temporary to permanent position.
Dr. James Shanahan	M/C	N/A	Senior Research Associate/Planner	Center for Urban and Regional Studies	1/1/2004-6/30/2004	\$26,225 1.00 FTE \$52,451	Rehire; Contract extension; Externally- funded.
Ms. Tara Shuster	F/C	N/A	Coordinator (Temporary)	Undergraduate Admissions	1/1/2004-2/29/2004	\$4,518 1.00 FTE \$27,110	Rehire; Contract extension.

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**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

**PROFESSIONAL/ADMINISTRATIVE APPOINTMENTS FOR BOARD OF TRUSTEES APPROVAL**

<b>NAME</b>	<b>GENDER/ RACE*</b>	<b>POSITION <i>NEW or REPLACEMENT (Including Vacant Position Budgeted Salary)</i></b>	<b>TITLE</b>	<b>DEPARTMENT</b>	<b>CONTRACT/ APPOINTMENT DATES</b>	<b>SALARY/FTE / BASE SALARY</b>	<b>COMMENTS</b>
Ms. Norma Stefanik	F/C	N/A	Research Associate II/Urban Designer	Center for Urban and Regional Studies	1/1/2004-6/30/2004	\$18,850 1.00 FTE \$37,699	Rehire; Contract extension; Externally- funded.
Dr. Matthias Zeller	M/C	N/A	Postdoctoral Research Fellow	Chemistry	1/1/2004-6/30/2004	\$14,641 1.00 FTE \$29,281	Rehire; Contract extension; Externally - funded.
<b>FEBRUARY 2004</b>							
Ms. Lenore Collupy	F/C	Replacement (\$28,644)	Coordinator/Lead Instructor	Rich Center for Autism	2/16/2004- 6/30/2004	\$10,038 1.00 FTE \$27,000	Promotion; Externally funded.
<b>MARCH 2004</b>							
Ms. Lisa Croyle	F/C	N/A	Coordinator, University Financial Reconciliations	Accounting and Financial Reporting	3/1/2004-6/30/2004	\$12,865 1.00 FTE \$38,594	Rehire; Lateral transfer from Internal Audit; Title change.
Dr. Michael Harston	M/C	N/A	Postdoctoral Research Fellow	Physics and Astronomy	3/15/2004- 6/30/2004	\$13,269 1.00 FTE \$45,000	Rehire; Contract extension; Externally funded.
<b>(Part-Time)</b>							
<b>JANUARY 2004</b>							
Mr. Brentwood Bailey	M/C	N/A	Broadcast Engineer (Temporary)	WYSU-FM	1/1/2004-2/29/2004	\$2,476 .40 FTE \$37,136	Rehire; Contract extension.

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**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

**PROFESSIONAL/ADMINISTRATIVE APPOINTMENTS FOR BOARD OF TRUSTEES APPROVAL**

<b>NAME</b>	<b>GENDER/ RACE*</b>	<b>POSITION NEW or REPLACEMENT (Including Vacant Position Budgeted Salary)</b>	<b>TITLE</b>	<b>DEPARTMENT</b>	<b>CONTRACT/ APPOINTMENT DATES</b>	<b>SALARY/FTE BASE SALARY</b>	<b>COMMENTS</b>
Ms. Patricia Benetis	F/C	N/A	Skill Center Teacher	Metropolitan College	1/26/2004- 2/29/2004	\$1,731 .45 FTE \$37,440	Rehire; Contract extension; Externally- funded.
Ms. Claudia Brenneisen	F/C	N/A	Skill Center Coordinator	Metropolitan College	1/26/2004- 2/29/2004	\$3,840 .75 FTE \$49,920	Rehire; Contract extension; Externally- funded.
Ms. Holly Burnett	F/C	N/A	Research Associate II/Environmental Coordinator	Center for Urban and Regional Studies	1/1/2004-6/30/2004	\$11,870 .75 FTE \$31,654	Rehire; Contract extension; Externally- funded.
Mr. Paul DeLisio	M/C	N/A	Skill Center Teacher	Metropolitan College	1/26/2004- 2/29/2004	\$2,592 .675 FTE \$37,440	Rehire; Contract extension; Externally- funded.
Ms. Jill Massas	F/C	N/A	Research Associate I/Evaluator	Center for Human Services Development	1/1/2004-6/30/2004	\$10,712 .80 FTE \$26,780	Rehire; Contract extension; Externally- funded.
Mr. Steven Melek	M/C	N/A	Skill Center Teacher	Metropolitan College	1/26/2004- 2/29/2004	\$1,920 .50 FTE \$37,440	Rehire; Contract extension; Externally- funded.
Mr. James Pepperney	M/C	N/A	Skill Center Teacher	Metropolitan College	1/26/2004- 2/29/2004	\$ 960 .25 FTE \$37,440	Rehire; Contract extension; Externally- funded.

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**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

**PROFESSIONAL/ADMINISTRATIVE APPOINTMENTS FOR BOARD OF TRUSTEES APPROVAL**

<b>NAME</b>	<b>GENDER/ RACE*</b>	<b>POSITION <i>NEW or REPLACEMENT (Including Vacant Position Budgeted Salary)</i></b>	<b>TITLE</b>	<b>DEPARTMENT</b>	<b>CONTRACT/ APPOINTMENT DATES</b>	<b>SALARY/FTE BASE SALARY</b>	<b>COMMENTS</b>
Mr. Charles Sager	M/C	N/A	Skill Center Teacher	Metropolitan College	1/26/2004- 2/29/2004	\$2,592 FTE \$37,440	Rehire; Contract extension; Externally funded.
Ms. Susan Scavelli	F/C	N/A	Research Associate II	Center for Human Services Development	1/1/2004-6/30/2004	\$8,444 .50 FTE \$33,775	Rehire; Contract extension; Externally- funded.
Ms. Valerie Spain	F/C	N/A	Skill Center Lead Teacher	Metropolitan College	1/26/2004- 2/29/2004	\$3,520 .75 FTE \$45,760	Rehire; Contract extension; Externally- funded.
Ms. Tamica White	F/B	N/A	Grants Analyst	Center for Human Services Development	1/1/2004-6/30/2004	\$10,800 .80 FTE \$27,000	Rehire; Contract extension; Externally- funded.
Mr. Harold Wilson	M/C	N/A	Skill Center Teacher	Metropolitan College	1/26/2004- 2/29/2004	\$2,592 .675 FTE \$37,440	Rehire; Contract extension; Externally - funded.
<b>FEBRUARY 2004</b>							
Ms. Andrea Jackson		N/A	Assistant Coach, Volleyball	Intercollegiate Athletics	2/1/2004-1/31/2005	\$20,663 .75 FTE \$27,551	Rehire.
<b>MARCH 2004</b>							
Mr. Craig Antush	M/C	N/A	Assistant Coach, Baseball	Intercollegiate Athletics	3/1/2004-5/31/2004	\$1,114 .2627 FTE \$16,970	Rehire.

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**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

<b>PROFESSIONAL/ADMINISTRATIVE APPOINTMENTS FOR BOARD OF TRUSTEES APPROVAL</b>							
<b>NAME</b>	<b>GENDER/ RACE*</b>	<b>POSITION <i>NEW or REPLACEMENT (Including Vacant Position Budgeted Salary)</i></b>	<b>TITLE</b>	<b>DEPARTMENT</b>	<b>CONTRACT/ APPOINTMENT DATES</b>	<b>SALARY/FTE / BASE SALARY</b>	<b>COMMENTS</b>
Mr. Brentwood Bailey	M/C	N/A	Broadcast Engineer (Temporary)	WYSU-FM	3/1/2004-3/31/2004	\$1,238 .40 FTE \$37,136	Rehire; Contract extension.
Ms. Patricia Benetis	F/C	N/A	Skill Center Teacher	Metropolitan College	3/1/2004-6/30/2004	\$5,269 .40 FTE \$39,520	Rehire; Contract extension; Revised base and FTE; Externally funded.
Ms. Claudia Brenneisen	F/C	N/A	Skill Center Teacher	Metropolitan College	3/1/2004-6/30/2004	\$6,587 .50 FTE \$39,520	Rehire; Contract extension; Revised base, title and FTE; Externally funded.
Mr. Jerome Olsavsky	M/C	N/A	Assistant Coach, Football	Intercollegiate Athletics	3/28/2004- 6/30/2004	\$4,185 .75 FTE \$21,333	Rehire; From full-time to part-time; revised base.
Mr. Steven Melek	M/C	N/A	Skill Center Teacher	Metropolitan College	3/1/2004-6/30/2004	\$4,611 .35 FTE \$39,520	Rehire; Contract extension; Revised base and FTE; Externally funded.
Mr. Charles Sager	M/C	N/A	Skill Center Teacher	Metropolitan College	3/1/2004-6/30/2004	\$6,587 .50 FTE \$39,520	Rehire; Contract extension; Revised base and FTE; Externally funded.

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**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

**PROFESSIONAL/ADMINISTRATIVE APPOINTMENTS FOR BOARD OF TRUSTEES APPROVAL**

<b>NAME</b>	<b>GENDER/ RACE*</b>	<b>POSITION <i>NEW or REPLACEMENT (Including Vacant Position Budgeted Salary)</i></b>	<b>TITLE</b>	<b>DEPARTMENT</b>	<b>CONTRACT/ APPOINTMENT DATES</b>	<b>SALARY/FTE / BASE SALARY</b>	<b>COMMENTS</b>
Ms. Valerie Spain	F/C	N/A	Skill Center Lead Teacher	Metropolitan College	3/1/2004-6/30/2004	\$12,480 .75 FTE \$49,920	Rehire; Contract extension; Revised base; Externally funded.

**CLASSIFIED APPOINTMENTS FOR INFORMATION ONLY**

<b>NAME</b>	<b>GENDER/ RACE*</b>	<b>POSITION <i>NEW or REPLACEMENT (Including Vacant Position Budgeted Salary)</i></b>	<b>TITLE</b>	<b>DEPARTMENT</b>	<b>CONTRACT/ APPOINTMENT DATE</b>	<b>SALARY/FTE / BASE SALARY</b>	<b>COMMENTS</b>
			<b>JANUARY 2004</b>				
Ms. Christine Bidwell	F/C	Replacement (\$26,416)	Secretary 2	Equal Opportunity & Diversity	01/20/2004	1.00 FTE \$27,830	Reappointment from temporary intermittent Secretary 2 in Offices of President/General Counsel.
Mr. Andre Brady	M/B	Replacement (\$37,789)	Sales Manager 3	Bookstore	01/19/2004	1.00 FTE \$27,830	Reappointment from temporary full-time Sales Manager 3 in Bookstore.

\*Race abbreviation codes:

- A = Asian or Pacific Islander, origins in any of the original peoples of the Far East, Southeast Asia, Pacific Islands, or Indian subcontinent.
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- N = American Indian or Alaskan Native, origins in any of the original peoples of North America.

**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

**CLASSIFIED APPOINTMENTS FOR INFORMATION ONLY**

<b>NAME</b>	<b>GENDER/ RACE*</b>	<b>POSITION <i>NEW or REPLACEMENT (Including Vacant Position Budgeted Salary)</i></b>	<b>TITLE</b>	<b>DEPARTMENT</b>	<b>CONTRACT/ APPOINTMENT DATE</b>	<b>SALARY/FTE / BASE SALARY</b>	<b>COMMENTS</b>
Ms. Josephine Clowes	F/C	Replacement (\$27,830)	Administrative Assistant 1	Dean's Office - Fine & Performing Arts	01/05/2004	1.00 FTE \$37,232	Transferred from Equal Opportunity
Ms. Cynthia Miller	F/C	Replacement (\$31,283)	Administrative Assistant 2	Human Resources	01/05/2004	\$43,950.40 1.00 FTE	Transferred from Parking Services
<b>FEBRUARY 2004</b>							
Ms. Norma Grumley	F/C	New	Clerk 2	Parking Services	02/02/2004	1.00 FTE \$28,475	Transfer to Clerk 2 in Parking Services from Mailroom.
<b>MARCH 2004</b>							
Ms. Faye Collier	F/B	Replacement (\$22,839)	Mail Clerk/ Messenger	Mailroom	03/01/2004	1.00 FTE \$26,104	Lateral transfer from Cashier 1 in Telephone Services (.50 FTE)
Ms. Lisa Cutter	F/C	Replacement (\$31,283)	Administrative Assistant 2	Parking Services	03/01/2004	1.00 FTE \$31,283	Promotion from Clerk 2 (.75FTE) in Parking Services

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**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

**SEPARATIONS**

NAME	GENDER/ RACE*	CATEGORY OF EMPLOYMENT	TITLE	DEPARTMENT	SEPARATION DATE	VACANT POSITION BUDGETED SALARY	COMMENTS
<b>RETIREMENTS:</b>							
<b>JANUARY 2004</b>							
Mr. Leonard Perry	M/C	P/A	Director	Environmental and Occupational Health and Safety	01/01/2004	\$82,085	Retirement.
<b>FEBRUARY 2004</b>							
Ms. Norma Klein	F/C	CCS	Administrative Assistant 1	Materials Management	02/29/2004	\$27,830	Retirement.
Mr. Fred Ullom	M/C	CCS	Systems Analyst 3	Network Services	02/29/2004		Retirement.
<b>MARCH 2004</b>							
Ms. Beckey Gibson	F/C	CCS	Secretary 1	Events Management	03/31/2004	\$26,042	OPERS Retirement.
Ms. Ann Rudiak	F/C	CCS	Student Services Counselor	Registrar/Records	01/01/2004		Disability retirement effective 01/01/04; employee notified of approval during March 2004.
<b>SEPARATIONS:</b>							
<b>JANUARY 2004</b>							
Mr. Andre Brady	M/B	Replacement (\$37,789)	Sales Manager 3	Bookstore	01/19/2004	1.00 FTE \$27,830	Reappointment from temporary full-time Sales Manager 3 in Bookstore.
Ms. Ellen Cornwell	F/C	P/A	Skill Center Teacher	Metropolitan College	12/19/2003		Resignation.

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**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

SEPARATIONS							
NAME	GENDER/ RACE*	CATEGORY OF EMPLOYMENT	TITLE	DEPARTMENT	SEPARATION DATE	VACANT POSITION BUDGETED SALARY	COMMENTS
Ms. Susanne Miller	F/C	P/A	Academic Advisor (Temporary)	Dean's Office Bitonte College of Health and Human Services	1/7/2004	\$29,153	End of temp appointment; hired to full-time position.
Mr. Peter Reksitis	M/C	P/A	Assistant Coach, Football	Intercollegiate Athletics	12/19/2003		Resignation.
<b>FEBRUARY 2004</b>							
Ms. Lenore Collupy	F/C	P/A	Teacher Aide	Rich Center for Autism	2/16/2004	\$15,600	Promoted to Coordinator/ Lead Instructor.
Ms. Norma Grumley	F/C	CCS	Mail Clerk / Messenger	Mailroom	02/01/2004	\$22,839	Transfer to Clerk 2 -Parking Services.
Ms. Crystal Jones	F/C	P/A	Coordinator	Metropolitan College	2/13/2004	\$34,667	Resignation; Externally funded.
Mr. Christopher Labatte	M/C	P/A	Assistant Coach, Women's Soccer/Athletic Youth Camp Director	Intercollegiate Athletics	2/1/2004	\$12,017	Contract ended.
Ms. Mary Womble	F/C	P/A	Development Associate	WYSU-FM	2/1/2004	\$31,930	Resignation.
Mr. Terrell Williams	M/B	P/A	Assistant Coach, Football	Intercollegiate Athletics	1/31/2004	\$44,558	Resignation.
Ms. Kavon Wright	F/C	P/A	Research Associate II/MIS Coordinator	Center for Human Services Development	2/1/2004	\$29,870	Resignation; Externally funded.

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**YOUNGSTOWN STATE UNIVERSITY  
PERSONNEL ACTIONS  
JANUARY 1, 2004—MARCH 31, 2004**

SEPARATIONS							
NAME	GENDER/ RACE*	CATEGORY OF EMPLOYMENT	TITLE	DEPARTMENT	SEPARATION DATE	VACANT POSITION BUDGETED SALARY	COMMENTS
<b>MARCH 2004</b>							
Ms. Faye Collier	F/B	CCS	Cashier 1	Support Services / Telephone Services	03/01/2004	\$12,926	Lateral transfer to Mail Clerk/ Messenger in the Mailroom Resignation
Mr. Ken Conatser	M/C	P/A	Assistant Coach, Football	Intercollegiate Athletics	3/16/2004	\$12,147	
Ms. Lisa Croyle	F/C	P/A	Staff Auditor	Internal Audit	3/1/2004	\$12,865	Internal Audit position eliminated; employee Laterally transfer to Accounting and Financial Reporting; Title change.
Ms. Lisa Cutter	F/C	CCS	Clerk 2	Parking Services	03/01/2004	\$18,424 (.75 FTE)	Promotion to Administrative Assistant 2 in Parking Services.
Ms. Crystal Little	F/C	P/A	Assistant Coach, Women's Softball/Housing Coordinator	Intercollegiate Athletics	3/18/2004	\$27,836	Resignation, Accepted position at another university.
Mr. Jerome Olsavsky	M/C	P/A	Assistant Coach, Football	Intercollegiate Athletics	3/28/2004	\$39,612	Resigned from full-time position to accept part- time position.

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**RESOLUTION TO AUTHORIZE  
CONFERRAL OF EMERITUS STATUS**

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

**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 D attached hereto are hereby granted the emeritus title designated thereon.

**FACULTY & STAFF  
RECEIVING EMERITUS STATUS**

(Board of Trustees Meeting, June 18, 2004)

<b>NAME</b>	<b>TITLE</b>
Edwin V. Bishop .....	Faculty Emeritus
George P. Kulchytsky .....	Faculty Emeritus
Yih Wu Liu .....	Faculty Emeritus
Donald J. Milley .....	Faculty Emeritus
Donald Slanina .....	Faculty Emeritus
Arlene B. Ivan .....	Administrator Emeritus
Virginia L. Mears .....	Administrator Emeritus
Leonard A. Perry .....	Administrator Emeritus



**RESOLUTION TO APPROVE  
INTERCOLLEGIATE ATHLETICS'  
2005-2010 GENDER EQUITY PLAN**

**WHEREAS**, Youngstown State University is committed to providing athletic opportunities that are funded to insure equal access, participation, and support for men and women alike; and

**WHEREAS**, in 1994 the Youngstown State University Board of Trustees approved a five-year gender equity plan which committed \$696,000 to fund scholarships, staffing, operating budgets and physical facilities to enhance the women's intercollegiate athletic programs; and

**WHEREAS**, in 1999 the Youngstown State University Board of Trustees approved a second five-year gender equity plan that committed \$375,000 to fund scholarships, staffing, operating budgets and physical facilities to enhance women's intercollegiate athletic programs; and

**WHEREAS**, the completion of the first two plans doubled the level of support for women as compared to prior to 1994; and

**WHEREAS**, the University is committed to a continuing practice of increasing opportunities for women;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees does hereby accept and approve the 2005-2010 Gender Equity Plan, totaling \$450,000, as shown in the attached Exhibit E.

Youngstown State University  
Gender Equity Plan  
2005-2010

Area	Description	Plan/Results					
		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Athletic Scholarships	Scholarships dollars to be awarded at the same proportion to the rate of participation.	Female participation = Female scholarship = Male participation = Male scholarship =	Female participation = Female scholarship = Male participation = Male scholarship =	Female participation = Female scholarship = Male participation = Male scholarship =	Female participation = Female scholarship = Male participation = Male scholarship =	Female participation = Female scholarship = Male participation = Male scholarship =	Female participation = Female scholarship = Male participation = Male scholarship =
Accommodation of Interests and Abilities	YSU will demonstrate a history of continuing practice of program expansion for underrepresented sex. Allocation will be specified to area(s) within the 13 components of gender issues on an annual basis based on needs at that time.	\$40,000 additional to women's operating expenses (specify) and \$35,000 additional to women's scholarships (specify)	\$40,000 additional to women's operating expenses (specify) and \$35,000 additional to women's scholarships (specify)	\$40,000 additional to women's operating expenses (specify) and \$35,000 additional to women's scholarships (specify)	\$40,000 additional to women's operating expenses (specify) and \$35,000 additional to women's scholarships (specify)	\$40,000 additional to women's operating expenses (specify) and \$35,000 additional to women's scholarships (specify)	\$40,000 additional to women's operating expenses (specify) and \$35,000 additional to women's scholarships (specify)
Equipment/Supplies	Comparable quality, amount, suitability; maintenance and replacement; availability.						
Scheduling of Game and Practice Times	Number of games, number, length, and time of day of practices; time of day of games, preseason and postseason opportunities.						
Travel and Per Diem Allowance	Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem.						

<b>Tutors</b>	Availability - procedure for obtaining assistance; Assignment - qualifications, training, experience, etc. Compensation - rate of pay, pupil loads, terms of employment, etc.						
<b>Coaches</b>	Availability - full-time; part-time; assistants; graduate assistants. Assignment - training, experience; qualifications. Compensation - rate; duration of contracts; conditions for contract renewal; nature of coaching duties; working conditions. Equitable - job postings are published in female targeted publications and positions are filled with approval from the Office of Equal Opportunity and Diversity.						
<b>Locker Rooms, Practice and Competitive Facilities</b>	Quality, availability; and exclusivity of practice and competitive facilities; Quality and availability of locker rooms; Maintenance and preparation of practice and competitive facilities.						
<b>Medical and Training Facilities and Services</b>	Availability of medical personnel; availability and quality of weight training and conditioning facilities; availability and quality of athletic trainers; health, accident, and injury insurance coverage.						



**Youngstown State University**  
**Gender Equity Plan**  
**2005-2010**

<p><b>Intercollegiate Athletics Council</b></p>	<p>1) IAC will review EADA from previous years to monitor progress. 2) Faculty Athletics Representative (FAR) will make presentation to the IAC regarding the results of the interviews conducted with specific sport program head coaches to monitor actual equity practices. 3) Executive Director will provide an annual report to IAC regarding the status of the gender equity plan. 4) IAC will monitor compliance with the gender equity plan and address any concerns.</p>	<p>1) Review EADA FY 2004 2) Review FAR report 3) Review ED report 4) IAC comment and recommendations, if necessary.</p>	<p>1) Review EADA FY 2005 2) Review FAR report 3) Review ED report 4) IAC comment and recommendations, if necessary.</p>	<p>1) Review EADA FY 2006 2) Review FAR report 3) Review ED report 4) IAC comment and recommendations, if necessary.</p>	<p>1) Review EADA FY 2007 2) Review FAR report 3) Review ED report 4) IAC comment and recommendations, if necessary.</p>	<p>1) Review EADA FY 2008 2) Review FAR report 3) Review ED report 4) IAC comment and recommendations, if necessary.</p>	<p>1) Review EADA FY 2009 2) Review FAR report 3) Review ED report 4) IAC comment and recommendations, if necessary.</p>
<p><b>Future Gender Equity Plan</b></p>	<p>Review and revise future gender equity plan with broad-based participation and receive institutional approval of final plan.</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>Develop plan with input from athletic personnel, Student-Athlete Advisory Committee (SAAC), IAC and President.</p>	<p>Finalize plan through athletic personnel, SAAC, IAC and President with final approval from Board of Trustees.</p>



## RESOLUTION OF APPRECIATION

**WHEREAS**, the Youngstown State University women's outdoor track and field team under the direction of Head Coach Brian Gorby won the 2004 Horizon League Women's Outdoor Track & Field Championship; and

**WHEREAS**, the Penguins completed a season sweep by winning the Indoor Track & Field Championship in February and the Outdoor Track & Field title in May; and

**WHEREAS**, Youngstown State defeated UW-Milwaukee by a margin of 18 points (131 to 113), as well as Detroit, Butler, Loyola, UIC and Wright State at the league meet held at the Michael A. Carroll Track & Field Stadium in Indianapolis, Indiana; and

**WHEREAS**, the squad earned its first outdoor track and field conference championship since 1997; and

**WHEREAS**, two student-athletes won individual league titles as Danielle Bolt won the 100-meter dash and Aaliyah Gillespie won the 100-meter hurdles; and

**WHEREAS**, the Penguins won both relay events winning the 4x100 and 4x400-meters. In the 4x400, Jeanna Cunningham, Leslie Johnson, Danielle Bolt and Aaliyah Gillespie teamed up to set a Horizon League record while in the 4x100, the quartet teamed up to break the school record; and

**WHEREAS**, Youngstown State had 19 top-five finishes in the event, including runner-up placings by Jeanna Cunningham in the 100-meter and 200-meter dash, Emily Schnitkey in the 3,000-meter steeplechase, Laura Schatz in the high jump, Alex Casi in the long jump and Katy Williams in discus; and

**WHEREAS**, Head Coach Brian Gorby was named the Horizon League Women's Coach of the Year; and

**WHEREAS**, Coach Brian Gorby has earned 11 Conference Coach-of-the-Year Awards in his 11 years with the track and field and cross country programs;



**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University congratulates the entire Women's Track & Field program on their Horizon League Championship; and

**BE IT FURTHER RESOLVED**, that individual copies of the Resolution be presented to Coach Brian Gorby and all his student-athletes and coaches.



## RESOLUTION OF APPRECIATION

**WHEREAS**, the Youngstown State University baseball team under the direction of Head Coach Mike Florak won the team's first-ever Horizon League Tournament Championship; and

**WHEREAS**, the Penguins defeated Cleveland State 10-1 in the Championship Game on May 30, 2004, at Eastwood Field in Niles, Ohio, to earn the Horizon League's automatic qualification in the NCAA Regionals; and

**WHEREAS**, during the tournament, Youngstown State defeated top-seeded UIC (5-4), second-seeded Butler (4-3), and third-seeded Cleveland State (7-2) to advance to the Championship Game before beating the Vikings for a second time (10-1); and

**WHEREAS**, sophomore second baseman Justin Banks, sophomore pitcher Kevin Libeg, and sophomore pitcher Eric Shaffer were named to the all-tournament team with Banks earning the Most Valuable Player award; and

**WHEREAS**, YSU became the first tournament host school since Notre Dame in 1994 to win the conference tournament crown; and

**WHEREAS**, the Penguins completed the tournament with a perfect 4-0 record becoming the fourth school in as many years to go through the bracket undefeated; and

**WHEREAS**, YSU reached the NCAA Regionals for the first time as a Division I school and advanced to the NCAA postseason for the first time since appearing in the NCAA Division II Great Lakes Regional in 1977; and

**WHEREAS**, Youngstown State was selected to participate in the Austin Regional, hosted by the University of Texas, beginning June 4, 2004;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University congratulates the entire Baseball program on their Horizon League Championship; and

**BE IT FURTHER RESOLVED**, that individual copies of the Resolution be presented to Baseball Coach Mike Florak, his assistant coaches, and his student-athletes.

**Board of Trustees Meeting  
June 18, 2004  
YR 2004-**

**Agenda Item H.4.e.**



**RESOLUTION TO ACCEPT THE  
MEMORANDUM OF UNDERSTANDING  
FOR THE YOUNGSTOWN EARLY COLLEGE**

**WHEREAS**, Youngstown State University and the Youngstown City School District are forming a collaborative partnership to create the Youngstown Early College; and

**WHEREAS**, a memorandum of understanding between the Youngstown City School District and Youngstown State University will establish the fiduciary responsibilities of each party; and

**WHEREAS**, University administration has pledged to the Board of Trustees that adoption of the memorandum of understanding and implementation of the Youngstown Early College will not reduce or diminish resources available to existing University programs; and

**WHEREAS**, the KnowledgeWorks Foundation will provide funding for the start-up of the Youngstown Early College; and

**WHEREAS**, the Youngstown City School District will retain fiscal responsibility of the Youngstown Early College; and

**WHEREAS**, the Youngstown Early College will be an autonomous high school of the Youngstown City School District located on the Youngstown State University campus; and

**WHEREAS**, Youngstown State University will provide Youngstown Early College students access to college courses upon payment of tuition and fees based on the Youngstown Early College Cost Sharing Model;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University accepts the Memorandum of Understanding between the Youngstown City School District and Youngstown State University regarding the Youngstown Early College as shown in the attached Exhibit F, pending acceptance of the Memorandum of Understanding by the Youngstown City School District Board of Education; and

**BE IT FURTHER RESOLVED**, that a financial evaluation of the Youngstown Early College program shall be conducted annually and a report submitted to the Board of Trustees which report shall include a description of the University's tangible and intangible resources applied to the Youngstown Early College program.

**Board of Trustees Meeting  
June 18, 2004  
YR 2004-**

**Agenda Item H.5.a.**

MEMORANDUM OF UNDERSTANDING

Between  
Youngstown City School District and Youngstown State University  
Regarding  
Youngstown Early College

This Memorandum of Understanding (MOU) is made between the Youngstown City School District (YCSD) and Youngstown State University (YSU) for the purpose of establishing an early college high school in Youngstown, Ohio (Youngstown Early College [YEC]). The purpose of YEC is to link the secondary and post-secondary educational experiences and to provide a transition between secondary and post-secondary education.

**PREAMBLE**

**Mission:** The mission of Youngstown Early College is to provide access to higher education to students with untapped potential for success, from limited economic means and/or from an underrepresented class via a seamless transition from high school in the Youngstown City School District into a four year college degree program at Youngstown State University thereby enhancing the intellectual capacity and the skilled workforce within Northeastern Ohio.

**Vision:** It is the vision of the Youngstown Early College, an interactive partnership between the Youngstown City School District and Youngstown State University, to develop a YCSD high school on the YSU campus that will provide an educational experience for no more than 100 students per grade level that will lead to a diploma from YCSD and a maximum of 60 semester hours of college course credit. It is envisioned that these students will, upon graduation from high school, enter into a baccalaureate degree program at YSU.

**Objectives:**

- To provide an opportunity for students with untapped potential, who would in many cases not finish high school and less likely earn a college degree, a mentored experience in which they would both finish high school and obtain a college degree, thereby improving the educational success within YCSD.
- To develop a mentored learning environment in an educational facility on the YSU campus to assure seamless access of YEC eligible students into higher education.

**Agenda Item H.5.a.  
Exhibit F**

- To provide YEC students with the tools needed for success in high school and college.
- To assure retention of YEC students through their high school career and to enhance the retention rate of these students through a four year degree program at YSU or another university.
- To provide the YEC students with a rigorous and challenging curriculum, taught by outstanding and dedicated faculty, that requires higher level thinking skills and that is supported in content by interdisciplinary studies and projects.
- To align Ohio secondary education standards with college course work for easy matriculation through the program.
- To provide faculty within YEC and faculty from YSU with faculty development opportunities to prepare them for participation in the YEC.
- To enhance the intellectual potential and skilled work force within the Mahoning Valley and surrounding regions.

In consideration of the mutual promises and covenants made herein and for other valuable consideration, the receipt and sufficiency of which is hereby acknowledged, YCSD and YSU agree as follows:

I. YCSD and YSU Responsibilities

1. The success of YEC will require extensive cooperation and support from YCSD and YSU. The Youngstown Early College Phase 2 planning document as revised November 18, 2003 and modified February 11 and May 5, 2004, attached hereto as Exhibit A and incorporated by reference, contains the first year budget and describes the governance and relative responsibilities of the parties with respect to YEC. YCSD and YSU agree to assume the responsibilities described therein in addition to, or as supplemented by, the terms and conditions of this MOU. To the extent there is a conflict between the terms and conditions of this MOU and any exhibit, attachment, appendix or schedule hereto, the terms and conditions of this MOU control.

2. Neither YSU nor YCSD will take any action in connection with the operation of YEC or the performance of this MOU which would interfere with, or result in interference with, the operation of or the delivery of instruction on YSU's campus or at YEC, or otherwise cause or result in the impairment or reduction of the good will and reputation of YSU or YCSD.

## II. YSU Responsibilities

### A. Grant of License and Term

YSU hereby grants YCSD a license permitting YCSD, its officers, employees, agents, students, and individuals acting in furtherance of YEC and this MOU, (collectively also referred to as YCSD) to enter upon the property of YSU to establish and operate YEC as herein described for the purposes, in the manner, and for the period of time authorized by this MOU. This MOU shall commence when fully executed. The initial term of this MOU shall be for five (5) years (Initial Term). The MOU may be renewed for additional five (5) year increments. If either party desires not to renew after the Initial Term or any subsequent renewal term, that party shall provide written notice to the other party one (1) year in advance of the expiration of the initial or any renewal term.

### B. Permitted Use of YSU Facilities

1. YSU will allocate space to YCSD on the second floor of Fedor Hall for the operation of YEC in accordance with the floor plan contained in Exhibit B and the terms and conditions of this MOU (Assigned Premises). Initially, 13,540 square feet of space will be allocated to accommodate 75 students, faculty and staff beginning in fall of 2004. YEC's enrollment will be increased 75 to 100 students each fall until YEC reaches a maximum enrollment of 300 to 400 students and a maximum space allocation in Fedor Hall of 20,870 square feet. Annual space allocation increases in the Assigned Premises to meet the needs of increasing enrollment in YEC will be made by YSU in consultation with YCSD.

2. In addition to the Assigned Premises, YCSD will be allowed access to other spaces, areas and facilities on YSU's campus in connection with the operation of YEC as mutually agreed upon by the parties in accordance with the terms and conditions of this MOU (Additional Space). Additional Space includes, but is not limited to, classrooms, laboratories, computer labs, Maag Library, and recreational facilities.

3. YCSD will also be allowed access to Common Areas, as hereinafter defined, in the same manner and pursuant to the same policies, rules, and regulations that access is allowed to the campus community. Common Areas may be designated by YSU in its sole discretion and include, but are not limited to, the following areas: parking, driveways, service courts, access and egress roads, sidewalks, landscaped and planted areas, emergency corridors, public restrooms, and general circulation space.



4. In allowing access to Additional Space and Common Areas, YSU makes no representations nor assumes responsibility as to the lawful nature of access to these areas by YEC students, except to the extent the YEC students are accessing these areas in their capacity as a YSU student.

5. YSU and its employees, agents or representatives reserve the right to enter and inspect, examine, repair or improve the Assigned Premises, Additional Space and Common Areas at any or all times. In exercising its right to enter the Assigned Premises YSU will make a good faith effort to minimize disruption to the operation of YEC.

6. To YSU's knowledge, the Assigned Premises, Additional Space and Common Areas comply with all applicable laws, ordinances, regulations and requirements of governmental authorities having jurisdiction thereof and are in good working order. During the term of this MOU, YSU will clean, maintain and repair the Assigned Premises, Additional Space and Common Areas, including building structures, utilities and mechanical systems, in the same manner that it cleans, maintains and repairs comparable building structures, utilities and mechanical systems on campus, including but not limited to electrical, plumbing, water, sewer, and heating, ventilating and air conditioning systems.

#### C. In-kind Support

1. At no cost to YCSD except as otherwise provided in this MOU, YSU will provide YCSD with a variety of in-kind support for the operation of YEC with respect to facilities, resources, faculty, staff and students. YSU's financial support for the operation of YEC will be limited to in-kind support. Such in-kind support includes use of Assigned Premises, Additional Space, Common Areas, utilities, janitorial, maintenance, parking for YEC faculty and administrative staff, security, and YSU administrative, faculty and student resources, and other in-kind support described in Exhibit A. The extent and type of any additional in-kind support shall be determined by YSU in its sole discretion, in consultation with YCSD in an advisory capacity.

2. YSU's in-kind support also includes initial renovation of the Assigned Premises in accordance with the floor plan reflected in Exhibit B. YSU will also perform additional renovation reasonably necessary for the operation of YEC. Such renovations made by YSU will be made in a workmanlike manner and in accordance with Ohio standards applicable to public school buildings of which it is advised by YCSD.

3. YSU will also contribute a portion of the cost of YSU tuition for YEC students taking YSU courses in accordance with the cost sharing formula contained in Exhibit C.

### III. YCS D Responsibilities

1. Except for YSU's in-kind support, YCS D will be solely responsible for the funding and operation of YEC, including but not limited to administrative costs, faculty and staff salaries and benefits, student services and instruction, and testing related to the high school component of YEC. YCS D will annually allocate adequate funds to ensure the successful operation of YEC and will provide an annual YEC operating budget to YSU.

2. YCS D will only hire faculty for YEC who meet the YSU established minimal requirements, as well as the established YSU individual departmental minimum requirements, for appointment as a part-time YSU faculty member and who will provide YEC students with an educational experience that will enhance the potential for success at the college level.

3. YCS D, in cooperation with YSU, will prepare an annual report upon the completion of each academic year regarding the financial status and student progress/success of YEC.

4. YCS D will occupy and use the Assigned Premises, Additional Space and Common Areas only for the operation of YEC as provided herein. YCS D will operate YEC on YSU's campus in accordance with all applicable YSU policies, and with all applicable local, state and federal ordinances, laws, rules, regulations and orders, and obtain and maintain any permits, certificates or licenses required for the lawful operation of YEC. YSU reserves the right to periodically amend and/or adopt any policy, rule or regulation that it determines to be appropriate. In the event of a health and safety emergency, YSU's policies, rules, regulations and procedures control.

5. YCS D will pay YSU for all tuition, fees and costs for YEC students to attend YSU classes in accordance with the cost sharing formula described in Exhibit C for YEC students enrolled in YSU classes.

6. For purposes of University security, YEC faculty, administrative staff, students and visitors will carry identification cards while on YSU's campus. Identification cards will be provided by YSU.

7. YCS D, along with YSU, will develop, maintain and implement a zero-tolerance stringent code of conduct for all

students and individuals involved in the operation of YEC and the furtherance of this MOU. YCSD shall inform the students, parents, guardians, faculty, staff and volunteers of YEC that their continued participation in YEC is contingent upon their compliance with the zero-tolerance stringent code of conduct and YSU's applicable policies, rules and regulations. YCSD will require each student, parent, guardian and volunteer of YEC to sign an agreement that they will abide by YEC's code of conduct when acting in their capacity as a YEC student, and that when YEC students are enrolled in YSU classes, they will be bound by YSU's code of conduct when acting in their capacity as a YSU student. Except to the extent enrolled in YSU classes, YEC students are students of YCSD. When enrolled in YSU classes, YEC students are YSU students and shall have all of the benefits and responsibilities of YSU students. Continued participation in YEC will be determined by YSU and YEC in accordance with the parties' applicable codes of conduct, policies and procedures, including applicable due process provisions.

8. If YSU determines in its sole discretion that any individual(s) compromise or threaten the health, safety or welfare of the campus community, YSU may request that YCSD remove such individual(s) from campus. If YCSD does not comply with YSU's request, YSU may, at its option, remove such individual(s) in accordance with applicable policies, laws and regulations. Both YSU and YCSD will determine such individual(s)' continued participation in YEC in accordance with the parties' applicable codes of conduct, policies and procedures, including applicable due process provisions.

#### IV. Insurance; Assumption of Risk; Damage

1. On or before July 1, 2004, YCSD will obtain and maintain: 1) a comprehensive general liability insurance policy relating to its operation of YEC in the amount of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) annual aggregate with respect to personal injury or death, and not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) annual aggregate with respect to property damage; and 2) fire and extended coverage, vandalism, malicious mischief and special extended coverage insurance in an amount adequate to cover the cost of replacement of all building and/or facility improvements made by or on behalf of YCSD in connection with the operation of YEC or the performance of this MOU, as well as the replacement cost of all fixtures, equipment, contents and personal property therein. All such policies shall contain a provision which requires notice to YSU thirty (30) days in advance of any termination of coverage.

2. At least fourteen (14) days prior to the required date of insurance coverage, YCSD will provide to YSU a certificate of insurance for all required policies, and evidence of workers' compensation coverage for YCSD employees involved in the operation of YEC or the performance of this MOU. YCSD shall name YSU as an additional named insured on the policies required by this section. YSU shall name YCSD as an additional named insured for property and liability insurance coverage maintained by YSU in connection with this MOU.

3. YCSD shall assume the full risk of, and responsibility for, any damage, injury, cost or expense arising from or related to the operation of YEC and the performance of this MOU that is not caused by the negligent, intentional, or reckless conduct of YSU or its officers, agents, employees or representatives. In no event will YSU be liable for any loss, damage, or injury not caused by the negligent, intentional or reckless conduct of YSU or its officers, agents, employees or representatives.

4. YSU shall assume the full risk of, and responsibility for, any damage, injury, cost or expense arising from or related to the operation of YEC and the performance of this MOU that is not caused by the negligent, intentional, or reckless conduct of YCSD or its officers, agents, employees or representatives. In no event will YCSD be liable for any loss, damage, or injury not caused by the negligent, intentional or reckless conduct of YCSD or its officers, agents, employees or representatives.

5. If the Assigned Premises, Additional Space or Common Areas utilized by YCSD in connection with the operation of YEC or the performance of this MOU are damaged by fire or other casualty, YSU in its sole discretion may, but shall be under no obligation to, restore or repair the damage. YCSD, with YSU's advance written permission, may at its option restore or repair the damage or establish alternate space, at its own expense. If the damage is not repaired or restored within sixty (60) days and YCSD ceases operation of YEC at that location, then YCSD will vacate those premises. In that event, YSU will make a reasonable effort to relocate YEC to another location on campus.

6. YSU shall not be liable to YCSD or any entity or individual for any claim for damages or cause of action due to interruption of YCSD's business caused by fire or other casualty or any other cause. YCSD shall not be liable to YSU or any entity or individual for any claim for damages or cause of action due to interruption of YSU's business caused by fire or other casualty or any other cause.

V. Property Improvements and Alterations

1. YCSD shall not engage in any construction, improvement, alteration, modification or repair to the Assigned Premises, Additional Space or Common Areas utilized by YCSD in connection with the operation of YEC or the performance of this MOU without YSU's prior written permission.

2. YSU reserves the right to enter and/or make any changes to the Assigned Premises, Additional Space and Common Areas utilized by YCSD in connection with the operation of YEC or the performance of this MOU that YSU determines in its sole discretion to be reasonable and necessary for the operation, repair or maintenance of YSU, provided that YSU provides YCSD with reasonable advance notice if appropriate and to the extent possible. YSU will make a good faith effort to enter and/or make any changes in a manner that is the least disruptive to the operation of YEC.

VI. Default and Effects of Termination

1. Either party may immediately terminate this MOU for an event of default. Abandonment or vacation of the Assigned Premises by YCSD, failure to operate the YEC for a period of one (1) year, or a breach of this MOU that remains uncured for more than thirty (30) days after receiving notice of the breach, will constitute an event of default. Either party may also terminate this MOU at any time with twelve (12) months written notice, or as otherwise provided by this MOU.

2. If this MOU expires or is terminated for any reason by either party, YCSD, in coordination with YSU, will arrange for the removal of YCSD's personal property from the Assigned Premises, Additional Space and Common Areas, and will promptly surrender to YSU all keys, access cards, parking cards, or other similar items used by YCSD, its officers, employees or agents to obtain access to the Assigned Premises, Additional Space, Common Areas or any other YSU space, area, or facility used by YCSD or any individual in connection with the operation of YEC or in furtherance of this MOU. If YCSD terminates the MOU during the Initial Term, YCSD shall reimburse YSU for initial renovation costs on a prorated basis if YSU cannot reasonably utilize the Assigned Premises, as renovated by YSU for use by YEC, for other purposes.

VII. Notice

Any notice or other communication made pursuant to this MOU shall be sent via registered or certified mail, overnight courier, or telecopy confirmed by telephone and followed by delivery of hard copy pursuant to one of the above methods, and shall be deemed given when deposited, postage prepaid, in the United States mail or with an overnight courier service, or telecopied, addressed as set forth below, or to such other address as any of the parties shall advise the other in writing:

If to YCSD:

with a copy to:

If to YSU:

with a copy to:

The parties agree that notice by telecopy is preferred if possible.

VIII. Nondiscrimination

Neither party or their agents, officers, employees, representatives, subcontractors or persons acting on their behalf, shall discriminate against any person by reason of race, color, religion, sex, age, handicap/disability, national origin, sexual orientation or identification as a disabled and/or Vietnam Era Veteran and shall comply with all applicable Federal, state and local laws and regulations, in connection with the operation of YEC and the performance of this MOU.

IX. Relationship Between the Parties

1. The relationship between the parties to this MOU shall be that of independent contractors and shall not be construed as a formal legal partnership. Neither party during the term hereof shall attempt to bind or represent to any person that it has the authority to bind the other to any contract or obligation.

2. All persons currently employed by YCSD or hereinafter employed by YCSD and engaged in duties furthering this MOU shall remain YCSD employees subject to all conditions and obligations relating to said employment, and shall not by operation of this MOU become the employees of YSU or become eligible for any benefits to which YSU employees are eligible or be considered a member of any YSU collective bargaining unit.

X. Miscellaneous Provisions

A. Invalidity

If one or more of the provisions of this MOU are determined to be invalid or unenforceable, such determination shall not affect the validity or enforceability of any other provision of this MOU.

B. Ohio Law

This MOU shall be interpreted under the laws of the State of Ohio.

C. Waiver

A waiver of a breach of any provision of this MOU shall only be affected if such waiver is expressed in writing and signed by the waiving party. No waiver of a breach of any provision of this MOU by either party shall constitute a continuing waiver, nor shall the same be deemed to be a waiver of any subsequent breach.

D. Entire Agreement and Amendment

This MOU contains the entire agreement of the parties. This MOU supersedes all prior and contemporaneous agreements and understandings, oral or otherwise, between the parties with respect to the matters contained in this MOU and may not be modified or amended except by a written instrument executed by the parties.

E. Headings and Sub-headings

The headings and sub-headings used in this MOU are intended for convenience only and shall not be considered in construing or interpreting this MOU.

IN WITNESS WHEREOF, the parties represent that they have the authority to carefully enter into this MOU, and do so by and through their authorized representatives with the intention of being legally bound thereby.

YOUNGSTOWN CITY SCHOOL DISTRICT

By: \_\_\_\_\_  
Printed Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

YOUNGSTOWN STATE UNIVERSITY

By: \_\_\_\_\_  
Printed Name: David C. Sweet  
Title: President  
Date: \_\_\_\_\_



Exhibit A

# Youngstown Early College



*The mission of the Youngstown City Schools, a district determined to be a beacon of hope and encouragement, is to develop caring, life-long learners with vision, who are well prepared and productive citizens, by respecting individuality and utilizing all resources available.*

[www.youngstown.k12.oh.us](http://www.youngstown.k12.oh.us)



Youngstown State University

[www.ysu.edu](http://www.ysu.edu)

A Partnership between

Youngstown State University

and

Youngstown City School District

Planning Phase 2

October 1, 2003

November 18, 2003, Revised

**February 11, 2004, Modified**

**May 5, 2004, Modified**

students will take courses in Biology, Mathematics, Social Studies, and Language Arts. The courses will be developed by the YEC faculty with assistance from YSU faculty and will be based on 1) the Grade 10 Ohio Academic Content Standards, 2) the appropriate YSU Placement Test content, and 3) the skills and knowledge determined necessary for successfully completing the subsequent YSU course. Also embedded in these classes will be soft skills, i.e. attendance, preparation, follow-through, communication, and responsibility. The YEC faculty member will determine when the student has mastered both the content and soft skills necessary for success in the subsequent college class. One component of the assessment will be the appropriate YSU content placement test.

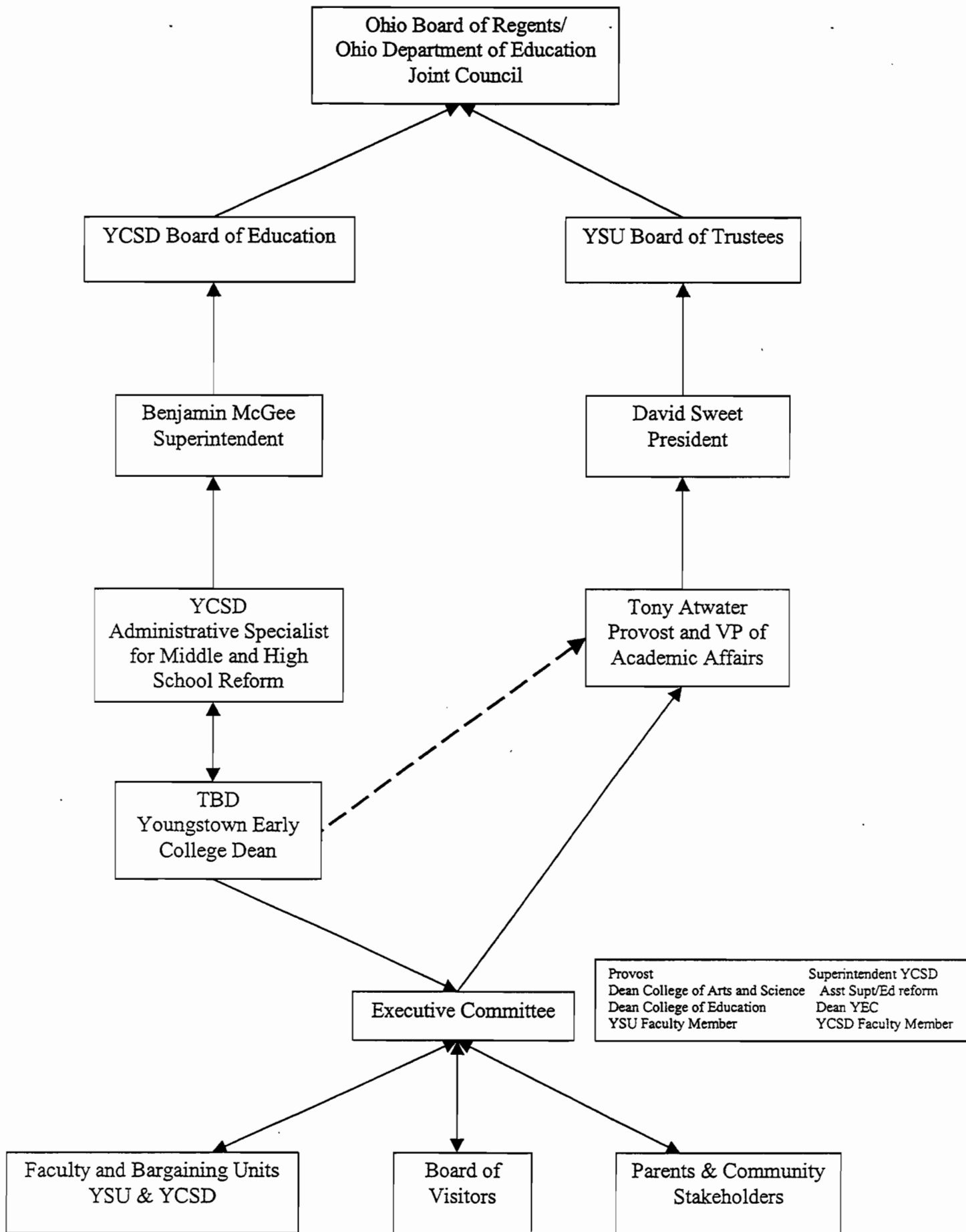
So as to maintain accreditation by the North Central Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education, the content and rigor of courses offered by YSU will be maintained at their current levels. The YEC students will take a minimum of one YSU course per semester. The YEC will pay standard fees and tuition based on the YEC Cost Sharing Model to YSU from the core funding that YCSD receives on a per pupil basis from the State of Ohio. Furthermore, the YEC students enrolled in YSU coursework will be included in the FTE data that is used by the Ohio Board of Regents to calculate the subsidy YSU receives.

Each YEC student will have the goal of completing at least 45 to 60 semester credit hours before graduation from the YEC. Students successfully completing all of the requirements for Associate Degree programs currently in place, or developed in the future, at YSU, will be eligible to receive an Associates Degree from YSU.

The YEC students will receive multiple types of academic and social support from the YEC faculty, volunteer YSU employees, and community stakeholders. The support will begin with enrichment activities during the summer between the student's seventh and eighth grade year. The enrichment activities will continue until admission to the YEC. As a part of their support system upon entry into the YEC, YEC students will be assigned to a multi-grade level 16-member 'advisory' that is supervised by a YEC adult. The advisories will meet a minimum of two days per week during the entire time that a student is enrolled in the YEC. A full time YEC guidance counselor will also be available to the students. Furthermore, the YEC students enrolled in at least one YSU courses will be able to participate in the college success workshops offered by the YSU Reading & Study Skills Center, YSU Center for Student Progress, and YSU Counseling Center as afforded to all YSU students.

The YEC Dean will serve as the lead administrator of the Early College. The YCSD Superintendent will hire the Dean of the YEC with input from the YEC Executive Committee. Three of the four content area YEC faculty, the reading/integration specialist, and the guidance counselor have been hired for the YEC. They are currently learning about the early college concept, visiting other sites, and creating the first year courses.

The Executive Committee will consist of the Dean of the YSU College of Arts and Sciences, the Dean of the YSU Beeghly College of Education, the Special Assistant to the Provost, one YSU faculty member, one YCSD faculty member, the Superintendent of YCSD, the Administrative Specialist for High School and Middle School Reform of YCSD, and the YEC Dean. The YEC Dean will report to the YCSD Superintendent or his/her designee with a dotted line report to the YSU Provost.



**Youngstown State University  
Early College Program Budget Proposal**

	Year	FY04	FY05	FY06	FY07	FY08
	No. of Students	0	100	200	300	400
	No. of Teachers	0	8	8	11	15
<b>Revenues</b>						
Tuition and mandatory fees for college courses (see Note 1)	-	97,000	286,000	823,000	1,421,000	
Course Fees for college courses	-	3,600	7,900	28,500	33,600	
State Share of Instruction (see Note 2)	-	30,300	77,200	240,700	525,000	
<b>Total Revenues</b>	-	<b>130,900</b>	<b>371,100</b>	<b>1,092,200</b>	<b>1,979,600</b>	
<b>Operating Costs</b>						
Estimated costs (see Note 3)		108,800	326,400	991,500	1,893,200	
<b>Total Operating Costs</b>	-	<b>108,800</b>	<b>326,400</b>	<b>991,500</b>	<b>1,893,200</b>	
<b>Incremental costs due to YEC</b>						
Computer laboratories - YSU	-	1,000	2,000	2,100	2,200	
Custodial - YSU	-	10,600	21,600	22,200	22,900	
Science classroom/lab expendables - YSU	-	500	1,000	1,000	1,000	
Space Related - YSU (Utilities & Maintenance)	-	10,000	20,000	20,600	21,200	
<b>Total incremental costs</b>	-	<b>22,100</b>	<b>44,600</b>	<b>45,900</b>	<b>47,300</b>	
<b>Total Expenditures</b>	-	<b>130,900</b>	<b>371,000</b>	<b>1,037,400</b>	<b>1,940,500</b>	
Revenues over Expenditures	0	0	100	54,800	39,100	

Note 1: Estimated assuming

- 1) 6% tuition increase per year and
- 2) currently proposed curriculum.

Note 2: Subsidy received from State on a per credit hour basis assuming

- 1) 2% increase in model funding per year and
- 2) currently proposed curriculum.

Note 3: Estimated assuming

- 1) currently proposed curriculum,
- 2) FY02 financial costs per subsidy model provided by institutional research, and
- 3) 3% increase per year.

**Deleted as per modification May 5,  
2004, replaced by MOA Exhibit C**

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Part VIII	Timeline of Tasks
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## Definitions

Executive Committee – membership will include the Dean of the YSU College of Arts and Sciences, the Dean of the YSU Beeghly College of Education, one YSU faculty member, one YEC faculty member, the Superintendent of YCSD, the Administrative Specialist for High School and Middle School Reform of YCSD, one YEA member, one YSU/OEA member, and two community stakeholders.

YEC – Youngstown Early College

YEC Collaborative - Youngstown State University/Youngstown City School District design team

YEC faculty – YEA members responsible for meeting Grades 9 and 10 State of Ohio content requirements.

YEC instructional leadership team – YEC faculty and those YSU faculty members who volunteer for and receive compensatory release time for active engagement in mentoring and advising activities for YEC students.

YEC members – YEC instructional leadership team, students, and community stakeholders who manage and address governance issues.

YEC students – students enrolled in YEC and YSU courses and as such are subject to the rules and regulations as defined in the institutional student handbooks of YEC and YSU.

YSU faculty – YSU/OEA members responsible for college credit bearing course work.

# **PART I**

## **Curriculum for Success**

### **I. Curriculum, Instruction, and Assessment**

#### **A. Rigorous and Challenging Curriculum**

In the conceptualization of the Youngstown Early College (YEC), it was determined by the collaborative Youngstown State University/Youngstown City School District (YSU/YCSD) design team (*YEC Collaborative*) that YEC students would attend existing university courses. So as to maintain accreditation by the North Central Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education, the content and rigor of courses offered by YSU will be maintained at their current levels.

The YCSD and YSU design team defined rigorous instruction as the knowledge and skills necessary to promote higher order thinking, abstract conceptualization and complex application integrated across disciplines. William Daggett, a renowned high school expert, offers a schema for rigor that was adopted by the design team as a guideline for instruction. The four dimensions of rigor include:

#### **Deeper**

- Complex, ambiguous, provocative, and personally or emotionally challenging,
- Requires higher level thinking skills,
- Supported by content, especially interdisciplinary studies and projects,
- Best illustrated in student activities and assessments,
- Measurable.

**YEC APPLICATION:** Students will use Bloom's Taxonomy (Appendix A) as a means to accelerate their ability to comprehend complexity. Bloom's serves as a guideline for inquiry and structures personal questioning as a means to develop higher order thinking skills.

#### **Broader**

- More diverse elements,
- Greater variety of contexts,
- Connected to other disciplines and real-world problems,
- Supported by content, e.g., challenge curriculum,
- Measurable.

**YEC APPLICATION:** The YEC students will be helped through their advisory groups to "frontload" course content prior to attending the University class. A YEC student taking a university course would be introduced to the technical and academic language

of the course prior to the class. The course texts will be available for perusal by students and their advisees. Each student will be provided with an outline from which they will work. This process allows the YEC students to have the background knowledge to delve deeply into the course work.

#### **Faster**

- Pacing,
- Supported by the content,
- Measurable.

**YEC APPLICATION:** Research constructs regarding learning for “at risk” students reflect a need for a fast pace with multiple presentations of the information or skills to be learned. The delivery methods for instruction in the YEC will provide a venue that sustains a hastened pace with varied approaches associated with different learning styles to the new content or skill.

#### **Further**

- Work beyond grade level,
- Supported by the content and the classroom,
- Quantity,
- Creative ideas and novel applications,
- Measurable.

**YEC APPLICATION:** The YEC’s vision for all participants is to take every student beyond the boundaries of high school into a future focused course of study that will provide learning opportunities and experiences that will shape *who they become*. The all-encompassing goal of the YEC is to increase the intellectual capital in the Youngstown community. This new kind of high school provides students typically under-represented in the university setting with the support and direction necessary to move them from early adolescence to young adulthood and their future lives as leaders, life long learners, and contributors to the local and global communities. The *YEC Collaborative* (faculty, administrators, union representatives, and staff from YCSD and YSU) believes that the apex of learning rests in the phenomenon of “autopoiesis”- the ability to become self-producing as a consequence of knowing how you learn and the ability to apply that knowledge to the challenges and rigor of school. Knowledge, then, becomes the means from which the YEC students will be helped to invent themselves and create the pathway to their future.

Each of these dimensions of rigor offers a structure to deepen the learning experience and help the students become the engine that drives their future. The YEC high school strives to set students up to be successful. The program is designed to provide safety nets and needed mediating adults to create the conditions in which the students will succeed.

For example, to accommodate the needs of YEC’s younger adolescent students, they will be placed in small groups to attend university courses. These groups will build a peer support culture within the Early College so that every student will have a study group for each college course facilitated by YEC faculty in conjunction with YSU instructors. YEC students will attend existing university classes in small groups to ensure course integrity and to legitimize the YEC student as a “real ” university student. YEC’s overarching premise is that being on the campus, having the expectations of college students while being



supported to master the course work “transforms” and contributes to the development of self-confident learners. YEC is a new kind of high school-one that allows students to invent themselves as college students. The *YEC Collaborative* fully expects every student will graduate from the YEC and continue on to complete a 4-year baccalaureate degree. Students successfully completing all of the requirements for Associate Degree programs currently in place, or developed in the future, at YSU, will be eligible to receive an Associates Degree from YSU.

**B. Alignment with Early College Goals and Ohio Academic Content Standards**

In order to build a rigorous and challenging curriculum for the YEC, YCSD engaged in backward mapping (Fenwick English, 2000). The backward mapping process required a detailed analysis of Ohio ninth through twelfth grade academic content standards. A factor analysis was completed to map the complexity of skills and knowledge necessary to move at grade level across the curriculum. The *YEC Collaborative* views the Ohio standards as the foundation for the curriculum for YEC. The scope and sequence of each standard in the content areas of Language Arts, Math, Science, and Social Studies was developed into the YEC course descriptions. Where applicable, the YSU courses aligned with the secondary content standards will be used to meet graduation requirements and provide college credit. The YSU courses available to YEC students will also apply toward the fulfillment of baccalaureate degree requirements.

**The Goal Of The YEC Curriculum**

The YEC goal is to combine the State of Ohio Academic Content Standards, State of Ohio High School Graduation Requirements, Youngstown City School District graduation requirements, and Youngstown State University degree requirements into a comprehensive, interwoven curriculum.

**The YEC Curriculum**

The YEC and YSU faculty will work cooperatively so that students completing the 2nd. Yr. transition class will be successful in English 1550. We envision a number of potential interactions: 1) YEC faculty could teach English 1550 as a YSU Limited Service Faculty Member, 2) YSU faculty may guest lecture in the YEC course, and 3) the transition class course of study could be developed jointly.

With the courses chosen below, YEC students will meet YCSD and state of Ohio requirements for high school graduation. Furthermore, the YEC students will complete the YSU General Education Requirement for Artistic and Literacy Perspectives, Natural Science, Societies and Institutions, and one-half of the Writing requirement.

**ENGLISH**

COURSE	WHEN	CREDITS	WHERE
English I (003)	1 <sup>st</sup> Yr.	1	YCSD
English Transition	2 <sup>nd</sup> Yr.	½	YCSD
English 1550	2 <sup>nd</sup> Yr.	½	YSU
English 1590, 2618	3 <sup>rd</sup> Yr.	½ + ½	YSU
English 2610, 1551	4 <sup>th</sup> Yr.	½ + ½	YSU
English 2665, 2626	Electives		

### SCIENCE

COURSE	WHEN	CREDITS	WHERE
Physical Science A&B	1 <sup>st</sup> Yr.	1	YCSD
Science Transition (Bio)	2 <sup>nd</sup> Yr.	½	YCSD
Bio 2601	2 <sup>nd</sup> Yr.	½	YSU
A&S 2600	3 <sup>rd</sup> Yr.	½	YSU
Chose 1: Bio 1551, Bio 2602, Chem 1500, Chem 1515, Chem 2602, Astro 1504, Geog 1503, Geog 2630, Geol 1504, Geol 1510, Geol 1514, Geol 2602, Phys 1500, Phys 1501, Phys 2610	3 <sup>rd</sup> Yr.	½	YSU
Alternative for 3 <sup>rd</sup> Yr.: Chose 2 additional courses in sequence (e.g. Chem 1515 and Chem 1516)	3 <sup>rd</sup> Yr.	½ + ½	YSU

### SOCIAL STUDIES

COURSE	WHEN	CREDITS	WHERE
19 <sup>th</sup> Century American & World History (A&B)	1 <sup>st</sup> Yr.	1	YCSD
Social Studies Transition (20 <sup>th</sup> Century U.S. World)	2 <sup>nd</sup> Yr.	½	YCSD
Hist 2606 & Polit 1560	3 <sup>rd</sup> Yr.	½ + ½	YSU
Econ 1501	4 <sup>th</sup> Yr.	½	YSU

### MATH

COURSE	WHEN	CREDITS	WHERE
Algebra I	1 <sup>st</sup> Yr.	1	YCSD
Math Transition	2 <sup>nd</sup> Yr.	½	YCSD
Math 1504	2 <sup>nd</sup> Yr.	½	YSU
Math 2623	3 <sup>rd</sup> Yr.	½	YSU
Math 1513, 1571	4 <sup>th</sup> Yr.	½ + ½	YSU

**C. Curriculum Articulation Between YCSD, YSU, the Ohio Department of Education, and the Ohio Board of Regents**

The *YEC Collaborative* used the backward mapping process to identify the essential knowledge and skills congruent with high school graduation requirements and the University general education requirements. Interestingly, while each of the team representatives perceived their curriculum as discrete, the *Collaborative* found innumerable points of overlap within the YCSD grade level and YSU course level expectations. From this overlap, essential standards for YEC success have been gleaned. These essential standards drive the curriculum. The YEC faculty will prepare students for the rigorous demands of the YEC learning commitment by explaining and frontloading the essential standards.

**ESSENTIAL STANDARDS**

<b>English Language Arts</b>	<b>Competencies</b>
Acquisition of Vocabulary	Contextual Understanding
Writing Processes	Drafting, Revising and Editing
Reading Processes	Independent Reading

<b>Mathematics</b>	<b>Competencies</b>
Patterns, Functions & Algebra Standards	Use Patterns, Relations & Functions Use Algebraic Representation

<b>Science</b>	<b>Competencies</b>
Scientific Inquiry	Doing Scientific Inquiry

<b>Social Studies</b>	<b>Competencies</b>
Social Studies Skills and Methods	Thinking & Organizing

The following narrative summarizes the curriculum-focused timeline for YEC.

**Pre-Admission Protocol:**

**Seventh Grade**

During the summer following the 7<sup>th</sup> grade, the prospective YEC students will be engaged for four weeks in an intensive research and reading program utilizing Best Practice pedagogy and the Ohio Content Standards for Language Arts.

Working with volunteers from the YSU Math Department, YCSD faculty will engage students in investigation and analysis. Students, under the guidance of YCSD faculty and YSU volunteers, will begin the process of authentic research and writing. The summer curriculum is focused on the *essential standards* determined to be the foundation upon which YEC relies.

Students will be provided popular young adult literature. "Book Circles" will engage summer prep students, volunteers from the YSU faculty and YCSD faculty in literature discussions and reflections. Families of students will be invited to attend a celebration picnic on campus during the YSU Arts Festival.

Enrichment activities will continue throughout the students' 8<sup>th</sup> grade year.

### **Eighth Grade**

During the 8<sup>th</sup> grade school year, students will continue to engage with volunteers from the YSU faculty, YCSD faculty, and community members around literature. Reading skills will be enhanced through the use of Read 180 and other research-based supports. Students will be explicitly taught cognitive strategies that build comprehension skills. The following list summarizes current research regarding comprehension skills for students without literate role models and literacy rich experiences.

- Activate relevant, prior knowledge (schema) before, during, and after reading text. Proficient readers "use prior knowledge to evaluate the adequacy of the model of meaning they have developed" and to store newly learned information with other related memories (Pearson et al. 1992; Gordon and Pearson, 1983; Hansen, 1981).
- Determine the most important ideas and themes in a text (Afflerbach and Johnston, 1986; Baumann, 1986; Tierney and Cunningham, 1984; Winograd and Bridge, 1986). Proficient readers use their conclusions about important ideas to focus their reading and to exclude peripheral or unimportant details from memory.
- Ask questions of themselves, the authors, and the texts they read (Andre and Anderson, 1979; Brown and Palincsar, 1985). Proficient readers use their questions to clarify and to focus their reading.
- Create visual and other sensory images from text during and after reading. These images may include visual, auditory and other sensory connections to the text. Proficient readers use these images to deepen their understanding of the text.
- Draw inferences from text. Proficient readers use their prior knowledge (schema) and textual information to draw conclusions, make critical judgments, and form unique interpretations from text. Inferences may occur in the form of conclusions, predictions, or new ideas (Anderson and Pearson, 1984).
- Retell or synthesize what they have read. Proficient readers attend to the most important information and to the clarity of the synthesis itself. Readers synthesize in order to better understand what they have read (Brown and Day, 1983).
- Utilize a variety of fix-up strategies to repair comprehension when it breaks down. Proficient readers select appropriate fix-up strategies from one of the six language systems (pragmatic, schematic, semantic, syntactic, lexical, or grapho-phonetic) to best solve a given problem in a given reading situation (i.e., skip ahead or reread, use the context and syntax, or sound it out). (Garner, 1987)

To educate every YEC student, course content must be comprehensible, regardless of the students' prior knowledge or performance. Building these strategies and taking steps to frontload on behalf of students who do not have a broad experiential foundation, provide all students with greater access to the

experiences that engender intellectual capital. These actions will diminish the effects of socio-economic class differences and build in the cognitive architecture for every student.

During the summer following the 8<sup>th</sup> grade, the entering YEC students will continue developing research and reading skills, applying statistical analysis to their ongoing research projects, and building the relationships developed through "book circles" with YCSD faculty and YSU administration, faculty and staff volunteers.

## **Youngstown Early College Admission**

### **First Year**

The ninth grade is the portal for student entry to YSU as legitimate, "real" students. At this point, the YEC enrollee has clarity regarding instructional targets, has built a repertoire of comprehension skills and can learn by reading. The new YEC student is familiar with the campus-how the schedule and courses work. Grade expectations are understood, as are the criteria to sustain participation in YEC. Beginning with the ninth grade in August 2004, the YEC students and their faculty will be located on the YSU campus. Students will have the opportunity to participate in extra-curricular activities at their home school and in appropriate YSU activities.

In an effort to assure effective management of the YEC, labor bargaining units have been an integral part of the program development. All components of the current YEA bargaining agreement will be honored as to YEC faculty prep periods and load limitations in this and all phases of Youngstown Early College development. Bargaining unit positions will not be replaced with volunteers - YEC and YSU students will provide support for YEC faculty in situations where their help is deemed appropriate by YEC faculty. YEA bargaining unit positions which would otherwise have taught the electives above will be utilized to provide critical academic support, advisory, and soft skill development for YEC students. Preparation, load and other guidelines will honor the Youngstown Education Association (YEA) and YSU/Ohio Education Association (YSU/OEA) contracts.

YEC faculty consists of YCSD teachers. YEC will begin with up to 100 students with 8 teachers, a counselor, and a dean. As the enrollment grows, the school will house up to 400 students, 15 teachers, a counselor and a dean. Staffing levels will be in accordance with the YEA collective bargaining agreement and YEC enrollment. YEA concerns will not be overlooked as design and implementation continues.

The following purposeful actions will facilitate a smooth transition from YCSD to campus life at YSU. These actions are the structures that frame the Youngstown Early College-a unique high school that resonates with youth that believe that they can impact their future.

- The YEC will utilize a calendar that is aligned with the YSU schedule of classes. Classes in the YEC will have start times that are also aligned with YSU.
- YEC courses during the first year will include classes with content that is aligned with the Grade 9 Ohio Content Standards for math, science, language arts, and social studies. The courses will utilize hands-on activities, traditional and non-traditional methods of assessment, writing across the curriculum, and ongoing, diagnostic authentic assessment with appropriate adjustments to pedagogy. To foster learning, the courses will contain laboratory and supplemental instruction periods which will combine math and science and social studies and language arts. The YEC students will be helped to "frontload" course content in an effort to help them need integrate knowledge across content areas.

- The laboratory and supplemental instruction periods will be staffed by a combination of advanced YEC students, YEC faculty and YSU students.
- The YEC students will also be enrolled in one YSU course per semester during the first year. Students will be able to choose from courses that may include Foreign Language, Literature, Art, Music, Theater, Human Performance, and Exercise Science for which they have met the prerequisites when applicable. We will limit the number of YEC students in each course section to five or 10% of the section enrollment whichever is larger.
- In addition to YEC resources for college success and socialization, the YEC students enrolled in YSU courses will be able to participate in the college success workshops offered by the YSU Reading & Study Skills Center, YSU Center for Student Progress, and YSU Counseling Center as afforded to all YSU students.
- The students will meet twice per week in 'advisory.' Each adult in the YEC will be assigned an 'advisory.' Advisory will be a time to discuss issues affecting the students. There will be 16 students assigned to each adult (4 per grade level) and students will remain with the same adult until graduation.
- Service learning, authentic learning that takes place when students are engaged in service to their community, is an integral part of the advisory work of all students. Students entering the ninth grade will present a proposal for their service learning that is linked to future focused goals. Students will design and contract for the service learning experience. A culminating project will be required reflecting what the students learned, how it applies to their current worldview and what this experience will help them do in the future. Advisor and the advisee group will have the responsibility to monitor the on-going work toward the culminating end product. The advisee group will give regular feedback to the student to ensure that the best possible product is developed. YEC faculty will determine the advisory structure.
- Embedded within the core courses will be research and writing assignments geared toward career exploration. The student will utilize the Career Services Center, World Wide Web, YEC faculty, YSU faculty volunteers, and community members for information. Students will engage in career planning, develop individual career goals, and create a career portfolio within their first year of early college. On an ongoing basis, students will take time to discuss, reflect upon, and revise their individual portfolio.
- The students will also complete one writing intensive project in each of the four content areas each semester. Students will be expected to submit outlines, rough drafts, and bibliographies during the development of their project.
- YEC will engage pre-service teachers, federally funded work-study students, and high school students who want to be teachers as tutors and mentors for YEC students.
- Summer enrichment opportunities will continue to be explored – tailored to the needs of the YEC students. For example, students could attend an intensive writing camp (independently funded) on campus, enroll in a college course, or attend international institutes.

## **Second Year**

The second year at the Youngstown Early College will be based on research-based models such as the Washtenaw Technical Middle College course of study for Grade 10. During the second year, students will take courses in Biology, Mathematics, Social Studies, and Language Arts. Courses will be based on 1) the Grade 10 Ohio Academic Content Standards, 2) the appropriate YSU Placement Test content, and 3) the skills and knowledge determined necessary for successfully completing the subsequent YSU course.

Also embedded in these classes will be soft skills, i.e. attendance, preparation, follow-through, communication, and responsibility. Resources such as *Life Skills for College and Career: A Soft Skills Workbook* by Ann Broderick will be used by all of the classes to facilitate soft skills attainment.

The YEC faculty member will determine when the student has mastered both the content and soft skills necessary for success in the subsequent college class. One component of the assessment will be the appropriate YSU content placement test. Other components will include Ohio Academic Content Standard Benchmarks, portfolio submissions, and soft-skills achievement assessments.

As students take classes, differentiated instructional strategies and proactive, responsive planning will be utilized to maximize student success. Upon mastery of the appropriate content and soft skills, YEC students will take the appropriate YSU course: Bio 2601, Math 1504, English 1550, and History 2606. A student need not master all of the high school classes nor move on to all of the college courses during the same semester.

The YEC faculty will carefully monitor the student cohorts to ensure successful completion of the college courses. The YSU faculty members will treat YEC students like any other college student but may volunteer to work closely with the YEC faculty and Dean to facilitate student success. Appropriate accommodations for the YEC students will take the form of frontloading vocabulary, themes of importance, review of texts, and clarity of course objectives and requirements.

The students will continue 1) taking a minimum of one YSU course/semester, 2) meeting in advisory twice per week, and 3) participating in supplemental instruction.

During March of the student's second year, he/she will take the Ohio Graduation Test. By the end of the second year, the student will choose a personal academic goal. The goal of the YEC is for students to achieve junior status at a 4-year college or university upon YEC graduation. YEC is grounded in the belief that every student will complete a baccalaureate degree.

## **Third Year and Fourth Year**

During the third and fourth years at YEC, the students will continue meeting with their advisory twice per week. The students will primarily be enrolled in university courses which will complete his/her goal.

The guidance counselor and the advisor will continue to monitor student progress toward goal and graduation requirement completions. KnowledgeWorks is working with grantees and the Ohio Department of Education and the Ohio Board of Regents to determine guidelines for dual enrollment and credit issuance.

### D. The Knowledge, Competencies, and Skills of What the Student Will Learn

Knowledge	Competencies	Skills
<b>English Language Arts</b>		
Acquisition of Vocabulary	Contextual Understanding	Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.
Writing Processes	Drafting, Revising and Editing	Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
Reading Processes	Independent Reading	Independently read books for various purposes (e.g., personal interest, knowledge of authors and genres or recommendations from others).
<b>Mathematics</b>		
Patterns, Functions & Algebra Standards	Use Patterns, Relations & Functions	Translate between the numeric and symbolic form of a sequence or series.
	Use Algebraic Representation	Set up and solve systems of equations.
<b>Science</b>		
Scientific Inquiry	Doing Scientific Inquiry	Students develop scientific habits of mind as they use the process of scientific inquiry to ask valid questions and to gather and analyze information.
<b>Social Studies</b>		
Social Studies Skills and Methods	Thinking and Organizing	Students collect, organize, evaluate and synthesize information from multiple sources.

Youngstown Early College graduates will possess self-management, interpersonal, critical thinking and decision-making skills. They will be confident contributors to society who feel comfortable and successful. Self-management skills include coping and time management. Skills focused on students becoming contributors to society include the ability to interact in multiple environments, be literate in English and Math, and attain content and career knowledge, while developing an interest in world issues.



The academic language functions that are characteristic of learning expectations include:

• seeking information	▪ analyzing
▪ informing	▪ comparing
▪ contrasting	▪ predicting
▪ hypothesizing	▪ justifying
▪ persuading	▪ solving problems
▪ synthesizing	▪ evaluating

Methods to build academic language for the YEC students include:

1. **Assessment and activation** of prior knowledge when beginning instruction.
2. **Direct instruction** on cognitive and metacognitive learning strategies.
3. **Teacher and student evaluation** of student progress in the building of academic language.
4. **Expectations** for student learning are made clear.
5. **Evaluation** of content area knowledge.
6. **Vocabulary development** reflects casual and formal register. Most of the YEC students need help to develop formal register as the language of communication while at school. YEC will prepare the students for this expectation from the onset of involvement in the school.
7. **Reading comprehension** strategies will help students identify what is important, recognize how the new information of skill fits with prior knowledge, promote critical thinking and evaluation of reading material and help enhance recall of text information from memory.
8. **Writing techniques** that are aligned with genre and purpose are needed for a student to compete in school.

Academic language is a necessary skill set for any student regardless of personal experience, current models, or previous performance. Students armed with academic language can participate more fully in the business of school. The use of academic language conveys understanding and provides the speaker with credibility. Academic language validates the student as a learner, it is a primary focus of the YEC curricular program.

## II. Credit Allocated for High School and Post-Secondary Course Work

### A. How College Credits are Earned

Each student has the opportunity to earn college credits in Language Arts, Math, Science and Social Studies each semester. The credits are earned traditionally- that is, the students complete all assignments assigned by instructors, participate in all regular assessments, actively engage in the classroom process and pass the course on the merit of their “real and authentic” work.

## **B. How many College Credits will be Earned**

Optimally, third and fourth year students will earn a minimum of 12 semester hours per semester. A total of 60 semester hours of credit will be earned at the YSU. The number of semester hours per semester will be negotiated with the student, not imposed. Students will be asked to map their preferences for course sequence as much as is possible. The bias of the *YEC Collaborative* team reflects that students should choose one course that is clearly aligned with a student's strengths.

## **III. Instructional Pedagogy**

### **A. Philosophy**

Youngstown City School District and Youngstown State University has embraced the theoretical constructs of L.S. Vygotsky and Paulo Freire to shape the philosophical underpinnings of the Youngstown Early College project. From these exceptional educators, practitioners and theoreticians, we have borrowed the following precepts that shape the YEC philosophy.

#### **1. The capacity to learn is not finite or bounded.**

**YEC APPLICATION:** Every child has the capacity to make academic progress and achieve to high standards.

#### **2. Learning is not a separate, independent activity, but integral to community participation. Literacy learning requires a social milieu.**

**YEC APPLICATION:** The small, closed system that is YEC utilizes influence gleaned from a prosocial community to build students' capacity for learning.

#### **3. Learning provides a continuous transformation and forms personal identities.**

**YEC APPLICATION:** The Youngstown Early College theme song is, "Knowledge is Power!" written by Teresa Jennings. "Knowledge is power, we are what we know! The more we learn the further we go. We've got to get an education if we want to make a stand. Knowledge is power, we'll get it while we can!"

#### **4. Change may not always be in a socially acceptable or positive direction for the learner.**

**YEC APPLICATION:** The faculty of the YEC and the *Collaborative* support team recognizes that many young people raised in poverty are resistant to success in school. (Cummins,1999) The YEC students will be helped to maintain cultural ties while moving forward and attaining academic success.

Diversity exists in the race, social-class, and language backgrounds of Youngstown (school district and university) teachers and students, as is the case in most urban districts. YEC will strive to create an appreciation for this diversity by developing an "intentional" and "responsive" educational community grounded in social relationships and families and defined by the knowledge, skills and competencies required for future success.

## B. Teaching Practices

Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. These strategies are explained in the book *Classroom Instruction That Works* by Robert Marzano, Debra Pickering, and Jane Pollock. The YCSD/YSU *Collaborative* selected this text as vital to instructional delivery at all stages of the YEC. These strategies, used well, can produce predictable gains in academic achievement.

### 1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, research shows student-directed activities encourage variation and broaden understanding. Research also notes that graphic forms are a good way to represent similarities and differences.

#### Applications:

Use Venn diagrams or charts to compare and classify items.

Engage students in comparing, classifying, and creating metaphors and analogies.

### 2. Summarizing and Note Taking

These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, keeping some things, and having an awareness of the basic structure of the information presented.

#### Applications:

Provide a set of rules for creating a summary.

When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.

Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes. Notes can be the best study guides for tests.

#### Applications:

Use teacher-prepared notes to frontload content and identify vocabulary.

Stick to a consistent format for notes, although students can refine the notes as necessary.

### **3. Reinforcing Effort and Providing Recognition**

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

#### Applications:

Share stories about people who succeeded by not giving up.

Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.

Recognition is most effective if it is contingent on the achievement of a certain standard.

"Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help him or her improve. If the student's performance improves as a result, offer praise.

### **4. Providing Homework and Practice**

Homework provides students with the opportunity to extend their learning outside the classroom. Teachers should explain the purpose of homework and give feedback on all homework assigned.

#### Applications:

Tell students if homework is for practice or preparation for upcoming units.

Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

### **5. Using Both Linguistic and Nonlinguistic Representations**

Knowledge is stored in two forms: linguistic and visual (nonlinguistic). The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

#### Applications:

Incorporate words and images using symbols to represent relationships.

Use physical models and physical movement to represent information.

### **6. Incorporating Cooperative Learning**

Organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach.

#### Applications:

When grouping students, consider a variety of criteria, such as common experiences or interests.

Vary group sizes and objectives.

Design group work around the core components of cooperative learning-positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.

## **7. Setting Objectives and Providing Feedback**

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

### Applications:

Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.

Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

### Applications:

Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.

Keep feedback timely and specific.

Encourage students to lead feedback sessions.

## **8. Generating and Testing Hypotheses**

Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

### Applications:

Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.

Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

## **9. Using Cues, Questions, and Advance Organizers**

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

### Applications:

Pause briefly after asking a question. Doing so will increase the depth of your students' answers.

Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

## C. Learning Opportunities

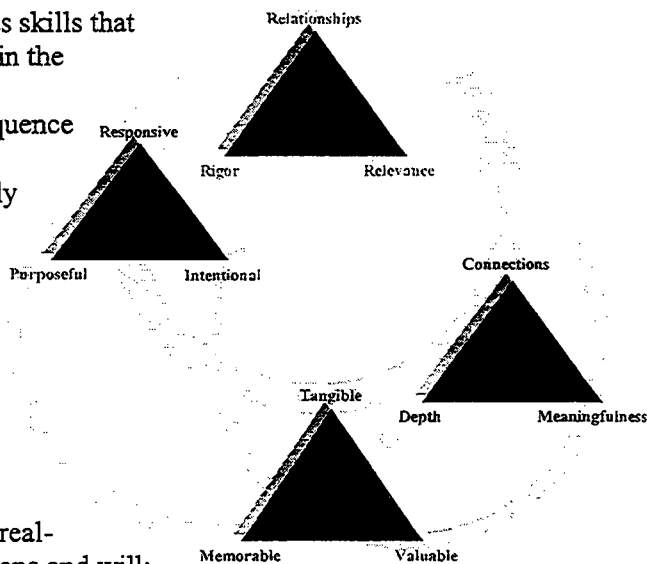
The YEC is built on the belief that urban poor students need prosocial relationships that help them connect prior experiences to new learning, academic rigor and personal relevance. This triangulation frames how instruction will provide for learning opportunities for the YEC student, the *YEC Collaborative* built a dynamic paradigm to explain how the learning will be an intentional, meaning laden, purpose driven process.

### Cognitive Architecture

#### Making Learning Intentional

The YEC course framework is mapped to:

- Determine the core content and process skills that students must master to be competent in the academic area.
- Identify and create an instructional sequence that enables students to comprehend academic concepts and skills, and apply them.
- Integrate the concepts into the project topic and work.
- Link the concepts across disciplines and thematic lessons planning.



#### Meaningful Use of Academic Concepts and Language

The YEC will create a dynamic purpose for learning by tying core content to the students' real-world applications and problem solving situations and will:

- Create essential questions that relate academic concepts to practical problem solving and realistic outcomes.
- Sequence opportunities for students to apply academic concepts in increasingly complex situations that integrate content from a variety of areas.
- Provide choice when allowing students to solve real world problem situations.

#### Arranging Responsive Learning Tasks

Learning tasks are structured to support grade level academic goals. To achieve this, YEC faculty and YSU will:

- Pinpoint the expected academic learning goal and identify how that goal is promoted and is tied to the state standards.
- Support assignments with an explanation of their place in the learning process. Explain how course work builds knowledge and supports achievement.
- Demonstrate how coursework serves as a catalyst for growth in thinking, content knowledge, skills, and/or process and provides opportunities for creative, novel application.

## D. Congruence with YEC Vision

The *YEC Collaborative* built the standards based curriculum based on the YEC vision. The plan defines the actions and steps to make the vision a reality for Youngstown's youth.

## IV. Logistics and Accommodations

### A. School Calendar

The YEC school calendar will match the University's semester system. When the University is closed for breaks, the YEC students will negotiate independent study course work, participate in job shadowing and work in their service learning venues.

### B. Daily Schedule

The students will arrive on campus (bussing provided by YCSD) by 9:00am daily. Students will meet with the staff and faculty in a morning session prior to class attendance. These meetings will serve as a debriefing of learning experiences, preparation for course work and study sessions.

The student-teacher relationship is viewed as one of the most significant attributes of the Early College program. Effective mediating adults can promote resiliency characteristics to offset adversity and previous learning difficulties. The faculty will have daily contact with their student cohort and will closely monitor the student's ability to complete the workload and help to make current course content meaningful.

### C. Flexibility

One of the underlying biases that promoted this project design and teachers' interest in participating was directly linked to the concept that this program would be flexibly implemented. **Student needs will frame how schedules and course work are offered.**

## V. Assessment

Throughout the YEC enrollment, students will be assessed using multiple instruments, processes and observational data. The students themselves will be asked to evaluate their current level of performance, the quality of their work, and their study habits. The advisors will have the responsibility to constantly monitor student progress through formal and informal means: observation of class participation, review of examination and assignment data, student discussions, evaluation of work products prior to turning assignment in to instructors, note-taking summaries and dialogue among study groups led by YEC faculty.

The decision to employ frequent and varied assessments is based on a need expressed by the *YEC Collaborative*, that it could be easy for a student to "slip through the proverbial cracks" and fail to complete assignment or course work. It was decided that frequent assessment and face-to face contact would run interference with possible social isolation or a decline in motivation.

All assessment data will be discussed with the students in an Academic Conference to be held every two weeks. The informal daily checking in and monitoring of classroom participation will complement this formal process. The Academic Conference will review data, identify needs, and make a student-YEC faculty contract to target specific content, skills and objectives.

## VI. Data Driven Instruction

“If you don’t know where you are going, any road will get you there. The problem is it might be the wrong road and you might end up in a spot worse than you are right now.”

Larry Lezotte, *Learning for All*

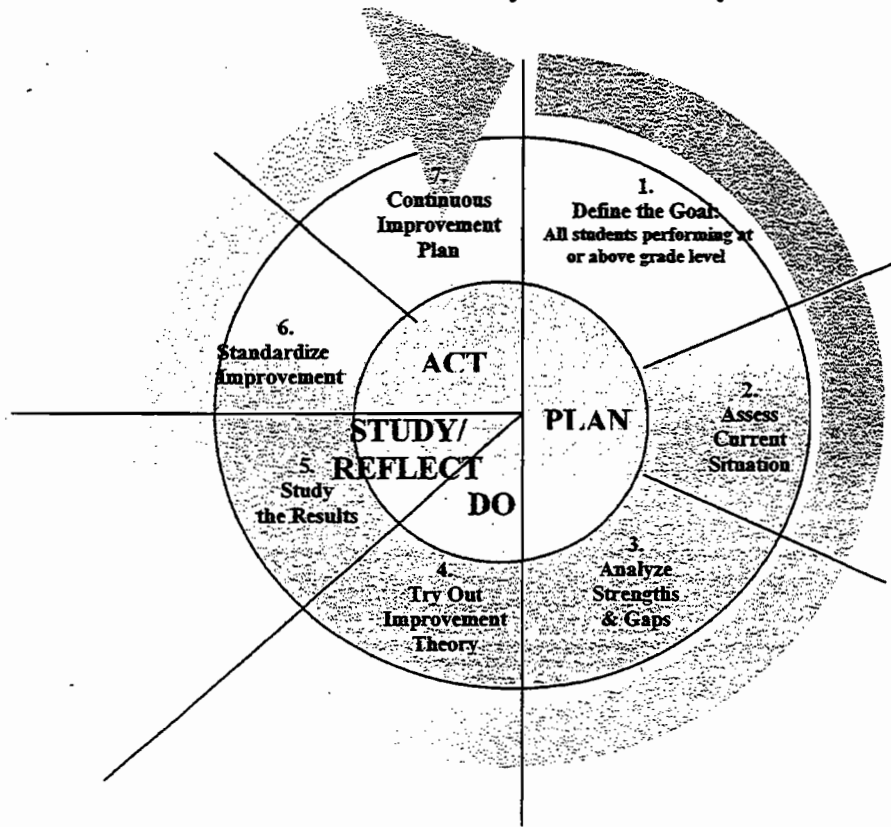
YEC has opted to use the Brazosport Model to become a data driven culture. This model is based on the Seven-Step Process and grounded on the research relevant to Total Quality Management (Fields, 1993) and the Effective Schools Correlates (Levine and Lezotte 1995; Lezotte 1984, Edmonds 1973). It is firmly established on the conviction that all children, regardless of race, socioeconomic status, or gender, can and will learn when the school has proper resources, optimal learning conditions, processes in place, and a staff with positive attitudes and skills to support the reform efforts. The *YEC Collaborative* felt as though this model resonated with the purpose and intent of the new high school community. It provides a process and a schema to manage data and instruction.

The Brazosport Model entails implementing the schema developed by Drs. Patricia Davenport and Gerald Anderson of the American Productivity and Quality Center (APQC) in Houston, Texas. The Seven-Step Process uses the “Plan, Do, Study, Act” cycle to structure the school's instructional practices. This cycle is already a component of the YCSD’s administrative culture through the Baldrige management training. The Seven Steps are described:

- Step 1: Disaggregate Test Scores** - Analyze state and district assessments in Reading, Writing and Mathematics to determine areas in which students are not meeting state standards.
- Step 2: Calendar Focus** - Develop an instructional calendar to address the identified needs, align to standards, and determine pacing.
- Step 3: Instructional Focus** - Develop daily mini-lessons that address state standards in Reading, Writing and Math.
- Step 4: Assessment** - Assess frequently to check mastery of focus standards. Weekly monitoring of mini-lessons results in the teachers’ ability to evaluate student progress and mastery.
- Step 5: Reteach and Tutorials** - Provide additional opportunities for students to address the core standards in different formats.
- Step 6: Maintenance** - Remind students of the core concepts and skills previously taught by the use of quick review lessons.
- Step 7: Monitoring** - Conduct walk-through visits throughout the school day in order to ensure that rigor and relevance drive instruction and align with specific grade level expectations.



## Plan-Do-Study/Reflect-Act Cycle



For the purposes of the YEC, “reflect” was added to the model to become the “Plan, Do, Study/Reflect, Act” process. YEC faculty has to be responsive to feedback and the need for adjustments in an attempt to create the most effective Early College High School possible. The principles that have organized the YEC are the essential effective schools correlates: (1) Clear and Focused Mission, (2) Instructional Leadership, (3) High Expectations for Success, (4) Opportunity to Learn and Student Time on Task, (5) Frequent Monitoring of Student Progress, (6) Safe and Orderly Environment (School Climate), and (7) Positive Home-School-Community Relations. Each of these correlates has been the topic of dialogue for the *YEC Collaborative*.

## VII. Highly Qualified Teachers

### A. Teacher Selection Criteria

YEC will recruit people who are exemplary in their field. Once accepted, prospective teachers will complete a training program and work with the YEC cadre of mentor teachers. The purpose is to develop a corps of teachers who will function as a team- sharing common academic goals and being invested in

one another's success. YEC prescribes that the faculty will 1) accommodate different students' learning styles, 2) assess and differentiate teaching until everyone understands, and 3) vary classroom activities with consideration of students' learning preferences.

A second priority is to establish, nurture, and maintain teacher-led, Youngstown Educational Association (YEA) and Youngstown Association of Administrative and Supervisory Personnel (YAASP) sponsored YEC faculty study groups. Through conversations with the chair of the YSU Academic Senate, we have identified a forum to ensure ongoing dialogue with YSU faculty and YEC faculty. Members of the YEC instructional leadership team will take responsibility for organizing, scheduling, and sharing the leadership of the dialogic groups. Study will begin immediately. The initial study group topic, as determined through discussions with YEA representatives, will be the achievement gap research of Ron Ferguson and others. The Early College faculty will come together as an integrated staff to discuss Deb Meier's book In Schools We Trust. The topics for future study groups span leadership, curriculum (academic content standards and knowledge of University courses), relationship building, teamwork, innovative lessons, reflecting on student work, instructional practices, and other topics deemed critical by the school community.

## **B. Necessary Credentials**

The NCLB law requires a "highly qualified" instructor in every public classroom. The first priority for YEC is the hiring of teacher experts in subject areas. Teachers will bid on positions available on the Early College High School faculty based on appropriate certification/licensure within the guidelines of the current Youngstown Education Association (YEA) contract.

ACTION PLAN		YCSU Actions
Outline Categories from Curriculum for Success		
I. A.	Select Essential Standards. Develop curriculum which includes all relevant Academic Content Standards.	Identify General Education Requirements.
I. B.	Map backwards.	Determine overlap between General Education Requirement and Academic Content Standards.
I. C.	Along with YSU, determine scope and sequence of courses.	Along with YCSU, determine scope and sequence of courses.
I. D.	YCSU content area supervisors meet with YSU staff to evaluate alignment.	YSU staff meet with YCSU content area supervisors to evaluate alignment.
II. A.	YCSU will chart the knowledge, skills, and competencies critical for student success and develop courses and curriculum maps accordingly.	YSU will determine the knowledge, skills, and competencies required for every student to achieve the baccalaureate degree. The YSU courses for YEC students will be selected accordingly.
II. B.	YCSU will plan for every YEC student's preparedness for successful completion of YSU courses by providing the material and familiarization (e.g. vocabulary, skill refresher, etc.) along with study group support (facilitated by YEC faculty) for each college course.	YSU will provide scheduling assistance and registration facilitation, along with academic support, to ensure YEC students complete YSU courses successfully and earn credit for these courses.
	YCSU will prepare students academically so that each YEC student can maximize their college course opportunities. YCSU will also provide the scheduling flexibility to facilitate YEC student participation in YSU courses logistically.	YSU will communicate relevant prerequisite and course readiness information to YEC guidance staff. YEC students will take approximately 12 semester hours of YSU courses each semester for 4 semesters.

<p>III. A.</p>	<p><i>YCSD will keep the vision of Early College by adopting and following a pedagogical philosophy that is student centered and responsive. The philosophy focuses on development of an understanding of what each student knows. This knowledge provides a base for the student's new learning.</i></p>	<p><i>YSU has extensive resources: technological, academic, lab, cultural, social. YSU commits these resources to the enhancement of YEC students' learning experiences. YSU programming available to YEC students provides many non-traditional venues for learning.</i></p>
<p>III. B.</p>	<p><i>YCSD will provide time and resources to teachers to enable the process of teacher-led, job-embedded, content-focused staff development. Time will be allocated within the teaching day on a regular basis for lesson study and other research-based faculty development practices.</i></p>	<p><i>YSU will, through its Faculty Senate, share content information and resources with YEC faculty on a regular basis. YSU department chairs will attend YEC curriculum planning meetings. YSU will also invite YEC faculty to attend relevant faculty development sessions and informational forums.</i></p>
<p>III. C.</p>	<p><i>YCSD will provide transportation and facilitation for student trips, cultural experiences, job-shadowing opportunities, mentoring situations and other experiences deemed by YEC students and faculty as relevant to the learning experience.</i></p>	<p><i>YSU will provide study and seminar facilities, science labs, computer labs, planetarium, and faculty and staff mentors to enrich and expand the learning opportunities of YEC students.</i></p>
<p>III. D.</p>	<p><i>YCSD will grant program and budgetary autonomy to YEC teachers, dean, students, and parents with discretionary resources. YCSD will support the implementation of the YEC vision with human and fiscal resources.</i></p>	<p><i>YSU will support the YEC vision with in-kind resources and will work to develop a systemic understanding of the reciprocal nature of the benefits of YEC success – to YCSD students and to the university and its student/faculty community.</i></p>
<p>IV. A.</p>	<p><i>YCSD will grant autonomy to YEC in establishing a school calendar that enables YEC students to complete YSU courses without scheduling disruptions or conflicts.</i></p>	<p><i>YSU staff will work regularly with YEC faculty to keep the YEC staff informed of upcoming school calendars or changes in school calendars. Whenever possible, the needs of YEC will be considered in calendar decisions.</i></p>

IV. B.	YCS&D will grant autonomy to YEC in creating daily schedules for YEC students and faculty. YEC, by its nature, requires a non-traditional daily schedule and flexibility from day to day and semester to semester.	YSU will provide information for daily scheduling of students at the earliest date possible. YSU will, when necessary, grant YEC students preferential scheduling to meet the goals of YEC and its students.
IV. C.	YCS&D recognizes the importance of flexibility for the students, faculty, and parents of YEC. YCS&D will not arbitrarily impose district-wide obligations on YEC faculty or students.	YSU recognizes the importance of flexibility for the students, faculty, and parents of YEC. Whenever possible, without compromising the integrity of its curriculum, YSU will promote flexibility as a necessary factor in YEC success.
V. A.	YCS&D will provide training and support of YEC faculty development of assessment tools – traditional and non-traditional – with a focus on diagnostic assessment that is relevant and timely.	YSU will assess YEC students in the established manner for each course in accordance with University guidelines. YSU will, whenever possible, assist YEC faculty with development of diagnostic assessment tools to be used in study groups of YEC students enrolled in YSU courses.
VI. A.	YCS&D will provide focused and aligned data support for YEC faculty as they strive to determine the needs of YEC students and model their instruction accordingly. YEC faculty will utilize the Plan-Do-Study/Reflect-Act model to revise instruction to fit the needs of students (while focused on attainment of standards) on an ongoing basis.	YSU CATALYST and the Office of Assessment will provide training and support to YEC and YSU faculty who wish to incorporate scientifically based, data-driven instruction.

VII. A.	<p><i>YCSD will develop a job description for the YEC faculty positions which accurately reflects the needs of YEC students. Positions will require flexibility, appropriate expertise, and appropriate credentials.</i></p>	<p><i>YSU will advise YCSD in job description creation and will offer ongoing opportunities to YEC teachers to enrich their practice through staff development and regular interaction with YSU faculty and students in their content areas.</i></p>
VII. B.	<p><i>YCSD will require the high school credentials appropriate for each YEC course. The focus in position development will be Reading and Math credentials necessary to prepare YEC students for success in a baccalaureate program and beyond.</i></p>	<p><i>YSU will work with YEC faculty and Dean to provide course work and teaching opportunities that will help YEC attract the best-qualified teachers available.</i></p>

## **PART II**

### **Focus on Student Success**

#### **Equity Practices in the YEC**

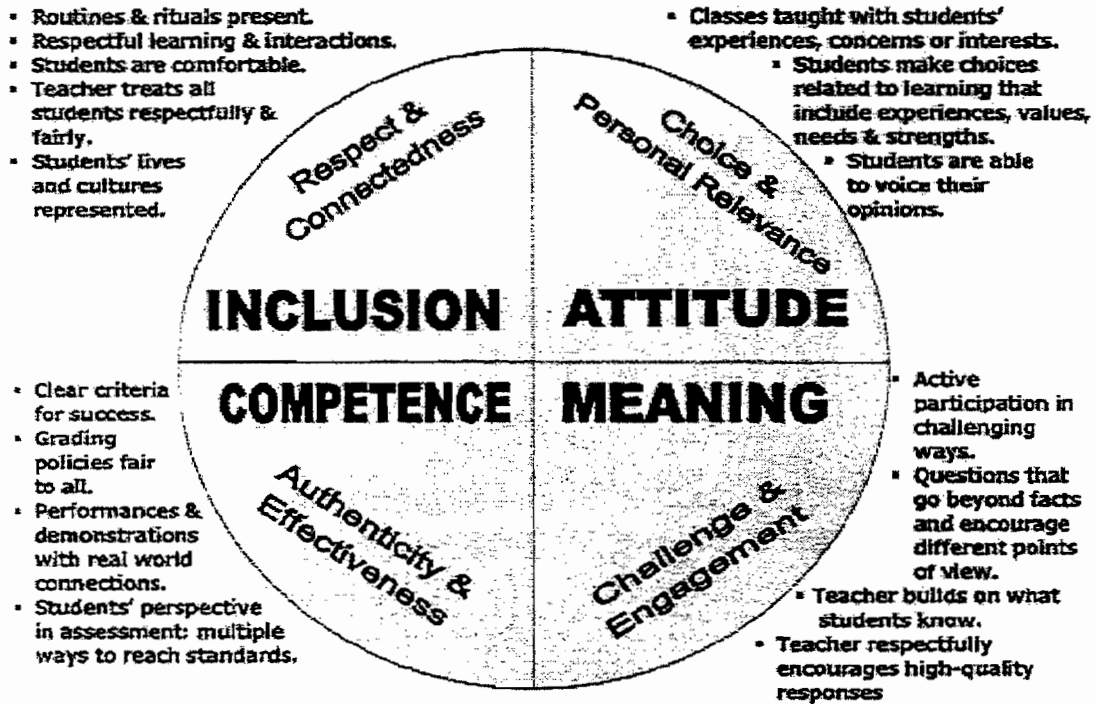
“From a scientific perspective, when students are encouraged by the learning atmosphere to use their own social and cultural strengths, they can construct cognitive connections that make knowledge relevant and bring it within their personal control. In doing so, students become knowledge builders rather than knowledge resisters.”

**Margery Ginsberg**

The *YEC Collaborative* determined a need for assurances that diversity would be valued and viewed as a rich aspect of the school culture. The Motivational Framework for Culturally Responsive Teaching was chosen as the research based reform model that would structure practices of equity and excellence. The four components of the framework combine to create a highly evolved learning community. (Dr. Ginsberg, one of the model developers, will provide expert technical assistance should it be necessary.) Commitment by the *YEC Collaborative* to implementing this framework takes “equity” from a principle to a set of practices. The practices are aligned with the intent and the goals of the Early College plan.

## Equity Goals

- Raise the achievement level of all students
- Narrow the gap between the highest and lowest achieving student populations
- Eliminate the racial predictability and disproportionality of which student populations occupy the highest and lowest achievement categories





## **Establishing Inclusion**

How does the learning experience contribute to the development of students as a community of learners who feel respected by and connected to one another and to the teacher?

- **Routines and rituals are visible and understood by all.**
  - Rituals are in place that help all students feel that they belong.
  - Students have opportunities to learn about each other.
  - Students and facilitator have opportunities to learn about each other's unique backgrounds.
  - Class agreements or participation guidelines and consequences for violating agreements are negotiated.
  - The system of personal and collective responsibility for agreements is understood by everyone and applied with fairness.
  
- **All students equitably and actively participate and interact.**
  - The teacher directs attention equitably.
  - The teacher interacts respectfully to all learners.
  - The teacher demonstrates to all students that she or he cares about them.
  - Students share ideas and perspectives with partners and small groups.
  - Students respond to lessons by writing.
  - Students know what to do, especially when making choices.
  - Students help each other.
  - Work is displayed (with students' permission)

## **Developing a Positive Attitude**

How does the learning experience offer meaningful choices and promote personal relevance to contribute to students' positive attitude?

- **The teacher works with students to personalize the relevance of course content.**
  - Students' experiences, concerns, and interests are used to develop course content.
  - Students' experiences, concerns, and interests are addressed in responses to questions.
  - Students' prior knowledge and their learning experiences are explicitly linked to course content and questions.
  - The teacher encourages students to understand, develop, and express different points of view.
  - The teacher encourages students to clarify their interests and set goals.
  - The teacher maintains flexibility in the pursuit of teachable moments and emerging interests.
  
- **The teacher encourages students to make real choices.**
  - Students choose how to learn (multiple intelligences).
  - Students choose what to learn.
  - Students choose where to learn.
  - Students choose when a learning experience will be considered to be complete.
  - Students choose learning will be assessed.
  - Students choose with whom to learn
  - Students choose how to solve emerging problems.

## Enhancing Meaning

How does this learning experience engage students in challenging learning that has social merit?

- The teacher helps students to activate prior knowledge and to use it as a guide to learning.
- The teacher, in concert with students, creates opportunities for inquiry, investigation, and projects.
- The teacher encourages all students to learn, apply, create, and communicate knowledge.
- The teacher provides opportunities for students to actively participate in challenging ways when not involved in sedentary activities such as reflecting, reading, and writing.
- The teacher asks higher-order questions of all students throughout a lesson.
- The teacher elicits high-quality responses from all students.
- The teacher uses multiple safety nets to ensure student success (for example, utilizing diagnostic assessments, asking students to work with partners, designing cooperative learning experiences).

## Engendering Competence

How does the learning experience create students' understanding that they are becoming more effective in authentic learning and that they have value?

- **There is information, consequence, or product that supports students in valuing and identifying learning.**
  - The teacher clearly communicates the purpose of the lesson.
  - The teacher clearly communicates the criteria for excellent final products.
  - The teacher provides opportunities for a diversity of competencies to be demonstrated in a variety of ways.
  - The teacher helps all students to concretely identify accomplishments.
  - The teacher assesses students differentially based upon individual student needs.
  - The teacher assesses progress continually in order to provide feedback on individual growth and progress.
  - The teacher creates opportunities for students to make explicit connections between new and prior learning.
  - The teacher creates opportunities for students to make explicit connections between their learning and the real world.
  - The teacher provides opportunities for students to self-assess their learning in order to reflect on their growth as learners.
  - The teacher provides opportunities for students to self-assess their personal responsibility for contributing to the classroom as a learning community.

Ultimately, YEC faculty and the *YEC Collaborative* have made a commitment to equity and excellence.

**EQUITY** exists when *no systemic differences* are evident in the distribution of these conditions, practices, and outcomes based upon race, ethnicity, economic status or any other irrelevant grouping characteristic.

**EXCELLENCE** requires conditions, practices and outcomes associated with high levels of learning for students in *all valued goal areas of the common curriculum*.

The following ten guidelines assuring equity and excellence in schools have been excerpted from *Educate America: A Call For Equity in School Reform (1994)*, published by the Mid-Atlantic Equity Consortium, Inc. This provides a checklist for systemic reflection and targets issues related to urban achievement problems. The *YEC Collaborative* has agreed that these guidelines will frame how the Early College operates.

- ☑ ***All school stakeholders are committed to all YEC students achieving academically.*** The decision-making processes consider the potential consequences on the learning opportunities of all student groups. YEC will disaggregate school data regularly to help monitor and evaluate outcomes by race, national origin, language background, gender, disability and socio-economic status.
- ☑ ***YEC will be accessible to any student who meets the selection criteria and can benefit from participation.*** All students have equal opportunities to make informed choices about program entry and to prepare adequately for program participation.
- ☑ ***All students attend school in a prosocial climate of respect and trust.*** Curriculum content, instructional materials, and teaching methods acknowledge and value all student cultures and languages.
- ☑ ***The YEC commits resources to provide all students with meaningful opportunities to meet the highest learning standards.*** The resource utilization matches the needs of the students. All students have equal access to learning equipment and technology.
- ☑ ***The YEC curriculum provides a progressive sequence of interdisciplinary content aligned with the highest standards.*** The curriculum is active and inclusive; it reaches beyond understanding content to the development of skills for evaluating and using information; it includes instruction and activities that connect learning to the students' prior learning experiences.
- ☑ ***The school involves students in a variety of active, student-centered instructional methods.*** Instruction fosters independent and cooperative learning, mastery of learning skills, higher order thinking, and second languages; it recognizes and responds to variety in learning styles.
- ☑ ***The school requires frequent assessment of student learning for the primary purpose of improving teaching and learning.*** Assessments are aligned with learning opportunities and are conducted in a variety of formats. Students self-appraise and reflect understanding of multiple domains of intelligence and academic learning. Assessments have equal consequences for all students.
- ☑ ***Enrichment activities are available to meet the academic, vocational and personal interests and needs of all students.*** They actively encourage the participation of all students and all groups of students, and are active in identifying and removing barriers to student involvement.
- ☑ ***YEC is in partnership with all parents representing all students.*** It informs parents of education rights, student progress and options; consults them on policy matters; recruits them as cultural and local-history resources; welcomes them as program volunteers; and consistently involves them in short-and long-range school-wide planning and implementation. Parents and guardians are respected as the primary educator of their child. As such, their responsibilities include actively participating in YEC initiatives, taking steps necessary to insure student attendance and timeliness, and communicating with YEC faculty regarding their student's needs and concerns.

Fully appreciating diverse students' strengths requires a new set of assumptions about learners and schools. Research for Better Schools in Philadelphia, in their framework for working with urban students, offers some guiding principles for building on the strengths of underserved learners:

- Students bring to school cultural strengths and learning experiences that must be reflected in curriculum, instruction, and school routines.
- Culture plays a fundamental role in cognitive development. While many of us were taught that intelligence is genetically determined, unitary, and fixed at birth, psychologists now argue that intelligence is modifiable, multifaceted, and mediated by the cultural environment.
- Motivation and effort are as important to learning as are innate abilities. Urban students will benefit from school environments in which they can learn from their mistakes, are active in their learning, and fully engage themselves (Bernal 1992 and Stevenson and Stigler 1992, as cited in Williams and Newcombe 1994).
- Resilience is a characteristic of disadvantaged learners. Despite adverse conditions, many children grow into healthy, responsible, productive adults. These "resilient" children display characteristics of social competence, autonomy, problem solving, and a sense of the future (Williams and Newcombe 1994, 76).

Understanding how class membership affects students is paramount to the YEC program. Understanding "who" is attending YEC is necessary to develop the emotional willingness to the work necessary to create an equitable experience.

### **Means for YEC Students to Earn Two Years of College Credit**

The curriculum for Youngstown Early College (YEC) will carry students through completion of high school requirements, focused on Ohio Academic Content Standards, and through two years of college course work. Students will be on track for completion of the baccalaureate degree of their choice. The curriculum is rigorous, preparing students for any educational or career opportunities they wish to pursue. Students will have achieved sufficient math and science credits to pursue engineering, computer technology, or other fields that are currently high need. Furthermore, we anticipate that many of the YEC students will be from traditionally underrepresented groups and will contribute to campus and, ultimately, work force diversity upon receipt of their baccalaureate degree.

Ongoing evaluation of coursework by students will be a critical feedback component in the continuous improvement of the YEC curriculum. Parents will be included in the feedback loop and will have regular meetings with the YEC staff to make home-school connections positive.

### **Admission /Selection Criteria - Students**

Recruitment activities for the YEC will be organized by the two collaborating educational systems, YCSD and YSU. A type of social marketing campaign will begin in the Intermediate grades (3-6) whereby students and their families will be informed through a variety of formal and informal sessions about YEC. The sessions will focus on YEC's many benefits for youth that currently desire a college education but lack the opportunity to make college participation a reality. It is expected that students will place their names on a waiting list for possible admission. All of the student focus groups during the planning stage for the YEC and the 2003 Summer Institute led the *YEC Collaborative* to believe that the community response will be strong and the pool of students wanting admission will be great.

The KnowledgeWorks criteria for Early College admission include: low family income, untapped student potential, membership in a group under-represented in college, or first family member attending college. The students may be under-achieving but show potential based on non-traditional assessment. A candidate portfolio weighted for students who are identified with two or more of the characteristics will be developed. Input from middle school counselors and their assessment teams (including building faculty) will be included.

Slocumb and Payne and other research on identifying academic potential in poverty will be critical in estimating the student's potential for academic success. Students identified as potential Early College students will be encouraged to apply for the program. An interview with students who apply will be scheduled with Early College faculty. Siblings of current YEC students will be given preferential consideration because of our commitment to building relationships with the families of our students. Each entering class will be limited to 100 students, if a larger number of potential students are identified and apply, a lottery will be utilized for selection.

### **Selection Criteria - Faculty**

Faculty job descriptions will include the following expectations for YEC faculty:

- engage in common planning with YEC colleagues
- focus on individual students and their learning styles
- act as leader/facilitator in advisee/advisor sessions
- accept flexibility in calendar/daily schedule/job duties within contract constraints
- join in best practice, job-embedded, teacher led professional development
- maintain high expectations for all students
- demonstrate a willingness and ability to work with the targeted student population
- work collaboratively with Youngstown State University (YSU) personnel to facilitate student achievement

Through the national accreditation of their respective programs, the quality of post-secondary faculty is assured. Students will select YSU courses based on course availability and their individual academic goals.

Once selected, both students and faculty of the Youngstown Early College will collaborate and design individual learning plans, which reflect the program's high expectations. Student achievement on the Ohio Academic Content Standards will be raised using the tools of personalization and relationship building. "Prime Time," the YEC advisee/advisor program, will be our vehicle for academic and personal growth by means of small group and one-to-one conversations and activities.

Together, staff and students will discuss student concerns, student successes, portfolio progress, internships and suggested approaches to learning styles. Each "Prime Time" advisory is made up of a YEC faculty or staff member, fewer than fifteen students (across all grade levels), and a community partner. The YEC planning team recognizes that advisory, including its structure, planning, and load implications, will require extensive input from the YEC faculty and YEA. The unique nature of advisory in YEC will require it count as a prep period in order to maintain YEA contract compliance. All relevant YEA contract provisions will be honored as the program is formalized and implemented. Advisees/Advisors will engage in action research (plan, do, study/reflect, act) that includes identification of learning styles and other responses to relevant data. All "Prime Time" advisory participants will use data to make decisions that impact teaching and learning. Youngstown Early College will accept, honor

and expect that each "Prime Time" advisory looks different. It is the focus on academics, personalization and relationship building that is key. The continuous self-assessments that are built into the reflective nature of advisories drive our push for excellence. Students are partners in identifying their learning needs and understanding how different strategies can improve their performance.

### **Culture of Success**

Every activity pursued by YEC faculty and staff will be focused on student success. Resources, both economic and human, will be filtered through the mission of YEC and aligned to provide the rigor, relevance, and relationship critical to our students' success. Time will be allocated for individual and small group interaction with adults who are both knowledgeable about the educational and social needs of students and caring about the social and emotional needs of students. NO STUDENT will be considered expendable. The YEC motto will be "every student will succeed". Students, although accountable for their actions and choices through consequences, will not be stigmatized or categorized for a mistake or setback. Each YEC student is a "work in progress" with individual needs and individual talents and gifts.

The philosophy of the YEC will be based upon the research of Slocumb and Payne on "Removing the Mask" and uncovering potential in an environment of poverty. YEC recognizes that kids with high potential who come from poverty do not come to school with middle-class experience and values. Students may be performing at average or below average levels in the classroom environment, but simultaneously overcoming huge obstacles presented by poverty. Therefore, actual performance (effort) is at an extremely high level. When the obstacles are removed or mitigated, results in the classroom demonstrate a closer correlation to actual effort (performance). Slocumb and Payne have identified, through nationally respected research, indicators of such latent potential in students. YEC will use the recommended Environmental Opportunities Profile (EOP) to assess student potential.

One of the concerns emerging in the literature regarding economically disadvantaged and minority students is the students' lack of reinforcement and models for "academic language".

*"The distinct type of English used in classrooms, referred to as academic language, is a variable that often hinders the academic achievement of minority students." (Cummins, 1981; Hamayan & Perlman, 1990; Saville-Troike, 1984, 1991; Spanos, Rhodes, Dale, & Crandall, 1988).*

The effects of non-literate homes and troubled circumstances can be reduced when students are helped to understand what skills need to be developed and how they are used in learning a content area. Academic language is linked to the five types of competence necessary for learning. Strengths developed in one-area leads to greater ease in acquiring competence in the others; all five are foundational to achievement.

#### **1. Grammatical Competence**

Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. The most difficult aspect of grammar for students without literate role models includes proper word usage, spelling, and punctuation.

#### **2. Semantic Competence**

Semantic competence is learning how to sequence words and how word order and choice changes implied or explicit sentence meaning. Semantic competence relies on literate role models, practice and feedback.

### 3. Communicative Competence

Competent speakers of any language have to be able to communicate effectively. Communicative competence is the need to know how language is used to convey ideas and needs.

**Code** is the shared language of a community of speakers. A specific community attributes specific meanings to the words used and situations in which they are to be used based on shared knowledge. Recognition of the community's code, and the ability to speak about it are aspects of *metalinguistic* skills.

**Code-switching** is a change or switch in code during the speech act, which many theorists believe is purposeful behavior to convey bonding, language prestige or other elements of interpersonal relations between the speakers. Code-switching is a *metasocial* tool, indicating or implying the status of the speaker and listener's relationship.

The fourth and fifth levels of competence, metalinguistic and metasocial, refer to knowledge about the use of language – how to talk about language and in what social situations to adapt language use to serve specific needs. These last two skills require higher-level thinking or metacognition.

### 4. Metalinguistic Competence

Metalinguistic competence develops as students make generalizations and connections related to language use concepts. Students must be able to understand and use appropriate words to discuss aspects of language and its use.

### 5. Metasocial Competence

Metasocial competence is knowing how to act and behave in various social situations: at home, at school, in church, etc.– how they differ and what is expected. Not only is metasocial competence a facet of successful self-monitoring of behavior, it makes appropriate attribution of character motivation in literature analysis possible.

The next list of actions is designed to provide the “safety net” for the YEC youth throughout their Early College experience:

- Stable Advisor/Advisee relationships between YEC faculty and students will provide small group (15 or less) support for students on an ongoing basis throughout the high school career.
- YEC student mentoring by YSU graduate and undergraduate students including international students, will provide additional essential adult support for YEC students through a formalized mentoring program. Mentors will be trained by international consultant Michele Karns on the needs of children from poverty and the components or “DOisms” (Karns, 1995) that can build resilience in students furthering their opportunities for success.
- Faculty members, guidance counselors, and Dean will work to protect the students and prepare them for the success. The YEC program is rich with guidance and support for the students. It is expected that all YEC students will need the resources and influence of mediating adults.

- Academic preparation of students will include enrichment in reading and math from the identification of students as seventh graders. Daily enrichment (3 days per week) will occur at the home schools in reading, weekly enrichment in math will occur at the University and monthly cultural experience will occur within the wider community. Summer enrichment will be ongoing.
- YEC will provide support for faculty and support for all students on an ongoing basis.
- YEC will provide ongoing support for potential students throughout their 7<sup>th</sup> and 8<sup>th</sup> grade years. YEC will also provide ongoing support for graduates of YEC.
- YEC will utilize both formal and informal assessment methods.



# PART III

## Professional Development

YEC professional development will be “good professional development”. In the words of Marge Scherer (Educational Leadership. March 2002. p. 5) “Good professional development sheds light on how students learn..., inspires collegiality..., and improves student achievement.” The YEC professional development is learner centered and is a marked contrast to the types of training teachers have traditionally received.

Traditional Professional Development	Learner-Centered Professional Development
<ul style="list-style-type: none"> <li>▪ Is learning about...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is learning to...</li> </ul>
<ul style="list-style-type: none"> <li>▪ Is fragmented, unfocused.</li> <li>▪ Has activities based on preferences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is focused on what students are to learn and how to make sure all students do learn.</li> <li>▪ Examines multiple measures of student learning and development.</li> </ul>
<ul style="list-style-type: none"> <li>▪ There is little or no effort to assess student needs or provide consistent feedback to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Includes systematic inquiry by teachers focused on student work that identifies both student and teacher learning needs.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Has little or superficial reference to standards for students or teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporates standards for student performance and for professional development that are well understood and widely shared.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Is often disconnected from day-to-day experiences of teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning is embedded in the daily work of teachers.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Emphasizes discrete individual skills, e.g., cooperative learning, that do not require interaction among teachers on shared concerns.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Focuses on problem solving among teams or whole faculty.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Deference is made to “outside” experts unfamiliar with the particular environments of the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has the goal of building expertise within a school that knows how to draw upon learning opportunities and research beyond the school.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Central office controls professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals and teachers plan and implement most professional development.</li> </ul>
<ul style="list-style-type: none"> <li>▪ There is little, if any, correlation between professional development and school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is considered central to continuous school improvement.</li> </ul>
<ul style="list-style-type: none"> <li>▪ There is reliance on workshop-type offerings with little feedback for teacher participants.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continuous feedback and reflection are used to deepen teacher knowledge and skills.</li> </ul>

YEC faculty will use a type of peer coaching, lesson study, to demonstrate lessons to one another- teachers helping teachers and being invested in each other's success. Reflecting on successes and challenges uncovered through exploring the lesson with students will be another focal point of YEC professional development.

Teacher learning will be teacher led, job-embedded, and ongoing throughout the calendar year. Teachers will be decision makers when it comes to the how: deciding when, where, and what they will study together. The YEC Dean will keep the vision of the YEC: guiding teachers in allocating professional development time and money in a focused manner, aligned to Academic Content Standards and the identified needs of YEC students. YEC teachers and their Dean will explore methods for allocating time within the school day for professional development while students are actively engaged in relevant learning through University exploration (the planetarium, curriculum resource center, computer labs, engineering labs, pool, etc.) and community exploration (the Butler Institute of American Art, the Mill Creek Metro Parks, the SMARTS program, the Youngstown Playhouse, etc.)

Students will also engage in formal, well aligned, job shadowing. Students may spend time regularly with a physician at St. Elizabeth Health Center or with an engineer, architect, or teacher – exploring career opportunities first hand. While students are thus productively engaged, teachers will have time as a faculty, and in small groups with common student or curricular focus, to engage in lesson study, and research exploration, growing to the place where they hold one another accountable for expanding their methods and enriching their content to increase rigor and relevance.

YEC faculty and YSU faculty will meet regularly for scope and sequence discussions. YSU department chairs will serve as curriculum committee members working with YEC teachers regularly to assure that YEC students have the preparation necessary to assure success.

- Dr. Thomas Shipka, chairman of the YSU Faculty Senate, has pledged the support and resources of the Faculty Senate to building true partnership with YCSD in creating and sustaining the YEC.
- YSU Math Department Chair, Dr. Nathan Richey, has spent time with potential YEC students and YCSD faculty demonstrating and exploring effective math teaching methods.
- YSU Dean of Engineering, Dr. Cynthia Hirtzel, has expressed a common sense of purpose with YEC in a desire to better prepare engineering students and build the basis for success for all students.

Pedagogically, the YEC and YSU faculty members will explore the learning styles of individual students and share the information with one another on an as needed basis. Alternate (diagnostic) assessment and active engagement will be employed based upon the motivational framework for culturally responsive teachers (Ginsberg and Wlowdski, 2000).

## **PART IV**

# **Digital Curriculum and Technology Infrastructure**

YEC will take a Generation Y approach to technology: applying the Youngstown philosophy that students and teachers will engage in technology exploration and utilization as partners and coaches for one another. Meaningful implementation of technological utilities requires both the confidence and inquisitiveness of the student (let me get my hands on it and I'm sure I can figure it out) and the discernment of the teacher (regarding source credibility, academic application, etc.).

The YEC technological environment will be wireless. Students and teachers will utilize tablet computers and handheld devices to reduce paperwork and facilitate learning. Students will have access to all resources: poster board, scissors, staplers, printers, scanners, e-mail; on a 24-7 basis, providing them with the necessary tools of a modern education. Electronic communication will reduce paperwork for teachers, students and the academic Dean. Traditional communication methods will be utilized also, however, with parents and other community members, recognizing that not all individuals have access to and comfort with technology and that interpersonal relationships are strengthened with face-to-face and print communications.

Seamless access to the internet, development of a YEC curricular and extra-curricular intranet, and connectivity to the YCSD Oracle-based data collection network will be the framework for student and faculty technological interaction. OhioLink, InfoOhio, and OPLIN resources will be utilized regularly along with other credible information resources. Both knowledge seeking and technology utilization will be truly ubiquitous within the YEC.

## **PART V**

### **Facility and Location**

YEC will be located on the campus of Youngstown State University (YSU) in Fedor Hall. The space requirements will range from 8,500 sq. ft. in year 1 to 16,000 sq. ft. in year 4. Appendix B contains a more detailed breakdown of space requirements per year. YCSD will supplement existing furnishings in Fedor Hall with items from District inventories.

Since the YEC students will be taking YSU courses, they will enjoy all of the privileges and resources as all other YSU students. Likewise, the YEC students will be subject to the same rules and regulations as all other YSU students. The YEC students will also be subject to the rules and regulations of the YEC.

## **PART VI**

# **Leadership and Governance**

The YEC Dean will serve as the lead administrator of the Early College. The Dean will lead the staff in making decisions related to hiring, budget, facility usage, staffing, and resources. The hiring process for YEC faculty and administration will include an application, a written response to a series of questions surrounding distributed leadership, autonomy, and early colleges, and an interview before a panel of respected stakeholders, including Youngstown Educational Association and Youngstown State University/Ohio Education Association representation. The YCSD Superintendent will appoint the YEC Dean and faculty.

All members of the Youngstown Early College will take a role in the shared decision-making process. The *YEC Collaborative* developed the vision of YEC. The vision drives our continuous improvement process and provides safeguards assuring collaborative effort between all stakeholders in the YEC. Effective communication, mutual respect, and shared investment in the success of the students are the core actions to build trust and collegial responsibility. YCSD central office staff and YSU faculty and administration, respecting the autonomy of the Early College, will provide intellectual resources and skills to support the goals of the YEC.

The Dean of the YEC will report to the YCSD Superintendent or his/her designee. The Superintendent or his/her designee serves as a member of the YEC Executive Committee. The Executive Committee will consist of the Dean of the YSU College of Arts and Sciences, the Dean of the YSU Beeghly College of Education, one YSU faculty member, one YEC faculty member, the Superintendent of YCSD and the Administrative Specialist for High School and Middle School Reform of YCSD.

Community stakeholders and representatives from YEA and YSU/OEA will be added to the Executive Committee to strengthen the collaboration. The Executive Committee will advocate for the YEC Dean's participation in the YSU Provost's weekly Dean's advisory council. The YEC Dean will promote the Early College throughout the academic and wider communities.

# **PART VII**

## **Budget**

### **A. Implementation Phase (2003/2004 Academic Year)**

The Dean and Administrative Assistant of the Youngstown Early College (YEC) will be hired by January 15, 2004 to facilitate start-up.

As part of the start-up procedure, the Dean and YEC faculty (hired and paid by YCSD) would visit existing middle colleges and early college high schools to determine best practices for the Youngstown Early College.

YEC will utilize the first year of KWF funding to partially offset the costs of start-up. In addition, the Youngstown City School District (YCSD) will contribute photocopy and mail services as In-kind services. Youngstown State University (YSU) will contribute space, utilities, and janitorial services as In-kind services. YSU administrators and volunteer faculty will be provided as In-kind services to assist with the start-up of the school.

### **B. Inaugural Year (2004/2005AY)**

The Youngstown Early College projects the need to purchase essential computer items for start-up from YEC funds. All other necessary equipment (desks, chairs, etc.) will be secured from existing YCSD and YSU inventories.

#### **Operating expenses**

The YEC will open with eight faculty, one guidance counselor, a dean, and an administrative assistant. Allowances will be made to purchase the services of substitute teachers for times when the regular staff are out of the classroom. Benefits for the YEC faculty and administration, which are YCSD employees, are estimated to be 37% of base salary.

We anticipate that four telephone lines and internet connections will be required. The YEC will pay for usage of telecommunication systems. The YEC will rent a photocopy machine (\$300/month) utilizing the YCSD procurement system.

The YEC faculty and administration will be expected to participate in on-going professional development activities (\$2000/teacher) and travel to appropriate conferences (5 trips, 4 people).

As part of the education process, the students will go on field trips to local and regional sites. We will also have passes for the Western Reserve Transit Authority available for students whose day extends beyond regularly scheduled school bus transportation.

## Supplies

Each student in the Youngstown Early College will receive a planner and soft skills handbook. In addition, the YEC will maintain a book repository for college course textbooks. The texts required for college classes will be purchased in bulk and re-used for subsequent semesters. Textbooks will need to be added each semester and replaced as needed.

The YEC will pay tuition and fees to YSU. The YEC will utilize the YSU tuition bulk rate to determine the charge for tuition. The total number of credits taken by YEC students divided by the maximum number of credits qualifying for the bulk rate, currently 16 credit hours per semester, will determine the number of 'bulk rate students' to be charged. The net effect of this action is to discount the per semester credit hour rate normally charged to part-time students by 25% to the tuition rate applied to all full-time YSU students. Since the YEC will be purchasing a large number of credit hours by year 4, the *YEC Collaborative* feels that purchasing the credit hours in bulk is warranted. The charge for fees will be determined on a per credit basis as is done for YSU employees.

## In-kind contributions

YCSO will supply central photocopy services, mail courier services, and postage to the YEC. The YEC will also have access to the YCSO food service program that supplies free and reduced price breakfasts and lunches. The YCSO will also supply textbooks for the 1<sup>st</sup> and 2<sup>nd</sup> year core classes (Grades 9 and 10 Ohio Content Standards classes).

Youngstown State University (YSU) will contribute space, utilities, and janitorial services as In-kind services. YSU administrators and volunteer faculty will be provided as In-kind services to assist with the operation of the school. The YEC students will be able to use those YSU computer facilities which are designated as 'walk-in' as long as usage is consistent with the YSU computer use policy; therefore, this is considered an In-kind contribution.

YSU will contribute 10 federally funded work study students for 20 hours per week. The students will be available for duties to be assigned by the YEC Dean but may include one on one tutoring, photocopying, and assisting YEC faculty. The YSU school nurse licensure program headed by Prof. Nancy Mosca has volunteered to assist the YCSO nursing staff in exchange for student school nurses using the YEC as a professional development site.

YSU currently provides security personnel to the campus and the building proposed to house the YEC. YSU will continue to provide this service, without the addition of new police officers.

YSU also claims as an In-kind contribution, the difference in tuition revenue caused by the YEC using the tuition bulk rate. Normally, a student taking less than 12 credit hours is charged on a per credit basis which is greater on a per credit basis than the bulk rate. Junior and senior students are the only YEC students that would normally qualify for the tuition bulk rate.

### **C. Future Years**

Additional YEC faculty will be added yearly so as to maintain compliance with the YEA collective bargaining agreement. YEC personnel will receive salaries and benefits per negotiated collective bargaining agreements.

Costs have been estimated to increase at 5% per year.



## **PART VIII**

### **Timeline of tasks**

The process of collecting input into this document began with joint meetings of 50 YCSD representatives and 50 YSU representatives participating in break out sessions. The *YEC Collaborative* actively sought and received input from YSU/OEA, YEA, students and other stakeholder groups. The resulting documents were placed on the YEC website and input into the documents was sought and received through the e-mail list-serve.

## **EARLY COLLEGE TIMELINE PROPOSAL**

### **DEAN SELECTION**

Develop Job Description	10/1/03	Draft by Planning Team approved by Executive Committee
Begin Search	11/1/03	YCSD Human Resources
Applications returned by	12/1/03	YCSD Human Resources
Search Comm. begins to meet	12/8/03	YCSD/YSU Search Committee
Interviews begin	12/15/03	YSU/YSCD Interview Team
Search Committee recommends to Superintendent	12/22/03	YCSD/YSU Search Committee
Superintendent selects Dean	1/1/04	YCSD Superintendent
Dean begins duties	1/15/04	YEC Dean

## ORGANIZATIONAL FUNCTIONS

Establish governance structure	Completed	Planning Team
Develop projected budget	Draft completed Revisions ongoing	YSU/YCSD Planning Team/Ex. Committee
Identify other sources of income	Ongoing	YSU/YCSD Planning Team/Ex. Committee
Establish a curriculum committee	11/1/03	YSU/YCSD Planning Team/Ex. Committee
Establish a facility committee	1/1/04	YSU/YCSD Planning Team/Ex. Committee
Expand Executive Committee	1/31/04	YSU/YCSD Executive Committee
Develop assessment/evaluation	3/1/04	YSU/YCSD Planning Team/Ex. Committee

## FACULTY SELECTION

Sample job description	10/1/03	YCSD/YSU Planning Team
Job description developed	11/1/03	Draft by YCSD/YSU Planning Team
Job Description approved by Executive Committee	11/15/03	YCSD/YSU Executive Committee
Jobs Posted	12/1/03	YCSD Human Resources
Faculty Selection	2/1/04	YCSD Human Resources Pending Youngstown Bd. approval

## STUDENT RECRUITMENT

Conduct summer enrichment for cohort	Begun 6-7/03 ongoing	YCSD/YSU Faculty, Deans, Department Chairs-held at YSU
Conduct ongoing enrichment for cohort	Ongoing from selection (in 7 <sup>th</sup> grade)	YCSD – 3x weekly reading YSU – 1x weekly math-held at YSU YSU/YCSD – 1x month cultural
Develop student profile	Completed	YSU/YCSD Planning Team
Pre Early College identification	Ongoing	YSU/YCSD Selection Team
Revise student selection list	Ongoing	YSU/YCSD Planning Team
Identification and Selection Team identified	10/1/03	Guidance Counselors, Teachers and Principals of middle schools under the direction of YSU/YCSD Planning Team
Development of Selection Process using research of Slocumb and Payne	1/1/04	YSU/YCSD Planning Team
Develop printed material	2/1/04	YSU/YCSD Planning Team
Student application procedures begin	3/1/04	YSU/YCSD Selection Team
Students selected	5/1/04	YSU/YCSD Selection Team
Organize student/family informational meeting	5/11/04	YSU/YCSD Planning Team
Verification of class	6/1/04	YCSD Data Department to YSU/YCSD Executive Committee

## PROFESSIONAL DEVELOPMENT

Visits to Early/Middle Colleges	2/1/04 thru 6/1/04	YEC Faculty
Meet regularly for planning	Ongoing from 2/1/04	YEC Faculty/Dean
Meet with		

YEC students and families	Ongoing from 2/1/04	YEC Faculty/Dean
Common planning sessions focused on academic content standards	Ongoing from 2/1/04	YEC Faculty in consultation with Dean
Determine focus for staff development	Ongoing from 2/1/04	YEC Faculty in consultation with Dean
Study and reflection on pedagogical styles and resources	Ongoing from 2/1/04	YEC Faculty in consultation with Dean
Design and implementation of faculty lesson study	Ongoing from 2/1/04, job embedded, faculty led	YEC Faculty in consultation with Dean
Acquisition of resources and allocation of time for professional development	Ongoing from 2/1/04	YEC Dean
Employ Baldrige filter to ensure that staff development is focuses and aligned	Ongoing from 2/1/04	YEC Dean

# Appendix A

## THINKING SKILLS

*Bloom's Taxonomy* divides the way people learn into three domains. One of these is the cognitive domain, which emphasizes intellectual outcomes. This domain further divides into categories, which are arranged progressively from the lowest level of thinking, simple recall, to the highest, evaluating information.

Thinking Skills can be used to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem solving skills. Use the Key Words as guides to structuring questions and tasks. Finish the Questions with content appropriate to the learner.

### KNOWLEDGE

Exhibit memory of previously-learned material by recalling facts, terms, basic concepts, and answers.

#### KEY WORDS:

who	what	why	when	omit	where	which
choose	find	how	define	label	show	spell
list	match	name	relate	tell	recall	select

#### QUESTIONS for reviewing NON-FICTION:

What is...?	Which one...?
Why did...?	How would you explain...?
Who were the main...?	Can you select...?
When did ____ happen?	How did ____ happen?
Can you recall...?	How would you show...?
Who was...?	How is...?

#### QUESTIONS for reviewing FICTION:

Name all the characters in the story.  
 Write 6 facts from the story.  
 When does the story take place?  
 Where does the story take place?  
 Which character appears first in the story?  
 How does the story end?

### COMPREHENSION

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

#### KEY WORDS:

compare	contrast	demonstrate	interpret	explain	extend	illustrate
infer	outline	relate	rephrase	translate	summarize	show

#### QUESTIONS for reviewing NON-FICTION

How would you classify the type of...?	How would you rephrase the meaning...?
Will you state or interpret in your own words...?	What is the main idea of...?
What facts or ideas show...?	Can you explain what is happening...?
Which statements support...?	What can you say about...?
Can you explain what is meant...?	How would you summarize...?
Which is the best answer...?	

#### QUESTIONS for reviewing FICTION

Tell in your own words what the story was about.  
 How did the main character feel at the beginning of the story?  
 How did the main character feel at the end of the story?  
 Think of a main event in the story. Why did it happen?  
 Explain why the story has the title it does.  
 If there is a picture in the story, write what happened BEFORE the picture and write what happened AFTER the picture.

### APPLICATION

Solve problems in new situations by applying acquired knowledge, facts, techniques, and rules in a different way.

#### KEY WORDS:

apply	build	choose	construct	develop	interview	make use of
organize	experiment with	plan	select	solve	utilize	model
identify						

#### QUESTIONS for reviewing NON-FICTION

How would you use...?	What questions would you ask in an interview with...?
How would you solve...? Using what you've learned...?	What examples can you find to...?
How would you show your understanding of...?	How would you organize ____ to show...?
How would you apply what you learned to develop...?	What approach would you use to...?
What would result if...?	What other way would you plan to...?
What elements would you choose to change...?	Can you make use of the facts to...?
	What facts would you select to show...?

#### QUESTIONS for reviewing FICTION

Give some examples of people who have had the same problems or have done the same kind of thing as the person in your story.  
 Select any of the people in the story and think of some things each would do if they came to your school during language arts.  
 What would the main character do if they came to your house for a visit?  
 What would your mother do if she were in the story?  
 What would you do if you could go to the place where the main character lives?  
 If you had to cook a meal for the characters in the story, what kind of food would you make?  
 If you met the main character in the story on the street, what would you talk about?

## ANALYSIS

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

### KEY WORDS:

analyze	categorize	classify	compare	contrast	discover	dissect
divide	examine	inspect	simplify	survey	take part in	test for
distinguish	list	distinction	theme	relationships	function	motive
inference	assumption	conclusion				

### QUESTIONS for reviewing NON-FICTION

What are the parts or features of...?	How is... related to...?
Why do you think...?	Can you list the parts...?
What motive is there...?	What conclusions can you draw...?
What inferences can you make...?	How would you categorize...?
How would you classify...?	What evidence can you find...?
Can you identify the different parts...?	Can you make a distinction between...?
What is the function of...?	What ideas justify...?
What is the theme...?	

### QUESTIONS for reviewing FICTION

What part of the story was the funniest? Or the most exciting? Or the saddest?
Tell what things happened in the story that couldn't have happened in real life?
Some things in the story were facts and some were only opinions. List the things that were facts.
Organize the story into parts and think of a good title for each of the parts.
What could you do that was just like what the person in the story did?
Find 5 words in the story that begin with the same sound. List 5 compound words.
Name 2 things in the story that happened OUTSIDE or INSIDE.

## SYNTHESIS

Compile information together in a different way by combining elements in a new pattern or proposing alternate solutions.

### KEY WORDS:

build	choose	combine	compile	compose	construct	create
design	develop	estimate	formulate	imagine	invent	make up
originate	plan	predict	propose	solve	solution	suppose
discuss	modify	change	original	improve	adapt	minimize
maximize	delete	theorize	elaborate	test	improve	happen

### QUESTIONS for reviewing NON-FICTION

What changes would you make to solve...?	Can you elaborate on the reason...?
What would happen if...?	Can you invent...?
Can you propose an alternative...?	How would you change (modify) the plot (plan)...?
How would you adapt... to create a different...?	What way would you design...?
What could be done to minimize (maximize)...?	Suppose you could... what would you do...?
What could be combined to improve (change)...?	Can you formulate a theory for...?
How would you test...?	How would you estimate the results for...?
Can you predict the outcome if...?	Can you construct a model that would change...?
What facts can you compile...?	
How would you improve...?	

### QUESTIONS for reviewing FICTION

Make a poster, a mobile, a puppet or a painting of the main characters in the story.
Write another ending to the story that is different from the one the author wrote.
Write a poem about the story.
Pretend you are the main character in the story. Write a diary about what you were doing each day.
Rewrite the story briefly, but change someone or something in it. (For example, substitute a dog for a wolf in the story of <i>The Three Little Pigs</i> ).
Write 5 new titles for the story that would give a good idea what it was about.

## EVALUATION

Present and defend opinions by making judgments about information, validity of ideas, or quality of work, based on a set of criteria.

### KEY WORDS:

award	choose	conclude	criticize	decide	defend	determine
dispute	evaluate	judge	justify	measure	compare	mark
rate	recommend	rule on	select	agree	appraise	prioritize
opinion	interpret	explain	support	importance	criteria	prove
disprove	assess	influence	perceive	value	estimate	influence

### QUESTIONS for reviewing NON-FICTION

Do you agree with the actions...? With the outcome...?	What is your opinion of...?
How would you prove...? Disprove...?	Can you assess the value or importance of...?
Would it be better if...?	Why did they (the character) choose...?
What would you recommend...?	How would you rate the...?
What would you cite to defend the actions...?	How would you evaluate...?
How could you determine...?	What choice would you have made...?
What would you select...?	How would you prioritize...?
What judgment would you make about...?	Based on what you know, how would you explain...?
What information would you use to support the view...?	How would you justify...?
What data was used to make the conclusion...?	Why was it better that...?
How would you prioritize the facts?	Who would you compare the ideas...? People...?

### QUESTIONS for reviewing FICTION

Was the main character in the story good or bad, and why?
Compare any two books you've read and tell which one you would recommend to your friend and why would you recommend it?
Compare two characters in the story. Tell which one you think is better and why.

# FEDOR HALL Second Floor

March 16, 2004

Scale: 1/16" = 1'

*Mentor*



**YEC Cost Sharing Model (1)**

	FY05	FY06	FY07	FY08
Tuition (per cr hr)				
Projected (w/ 6% cap)	\$247	\$260	\$275	\$292
YEC-CSM				
YCSD	\$127	\$134	\$142	\$150
YSU	\$120	\$126	\$133	\$142
Books (2)	\$22	\$23	\$25	\$26
Credit hours	195	1185	2985	4785
Course fees	\$1,350	\$4,575	\$20,025	\$23,850

**YEC Cost Sharing Model**

YCSD (tuition & fees)	\$26,155	\$163,247	\$442,776	\$743,418
YCSD (books)	\$4,290	\$27,634	\$73,787	\$125,378
YSU	\$23,360	\$149,429	\$398,124	\$677,652
<b>Total cost</b>	<b>\$53,805</b>	<b>\$340,309</b>	<b>\$914,687</b>	<b>\$1,546,448</b>

**For YSU:**

YSU contribution	\$23,360	\$149,429	\$398,124	\$677,652
OIG (3)			\$195,600	\$414,675
ACCESS (4)	\$4,650	\$23,250	\$60,450	\$97,650
SUCCESS (5)	\$18,710	\$126,179	\$142,074	\$165,327
<b>Unmet cost</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

YEC-CSM income	\$49,515	\$312,675	\$840,900	\$1,421,070
<b>Total program cost to YSU</b>	<b>\$66,650</b>	<b>\$316,775</b>	<b>\$793,200</b>	<b>\$1,468,250</b>
<b>Unmet cost to YSU (6)</b>	<b>(\$17,135)</b>	<b>(\$4,100)</b>	<b>\$47,700</b>	<b>(\$47,180)</b>

**For YCSD:**

YCSD contribution	\$30,445	\$190,881	\$516,562	\$868,797
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(1) Based on 75 students per cohort for a total of 300 YEC students.

(2) Based on AY 2002-2003 Senate Bill 140 expenditures. Actual expenditures can be reduced by instituting a lending library or asking YEC students to purchase books.

(3) Ohio Instructional Grant funding from OBoR. Students are eligible for 10 semesters of funding.

(4) Access Challenge funding for students in two-year college programs.

(5) Success Challenge funding for 'at-risk' students who complete a baccalaureate degree.

(6) The YSU planning team is exploring external funding opportunities (federal, state, foundation, YEC endowment) to cover the unmet cost.



## **BOT Attachment 1**

### **Derivation of Youngstown Early College Cost Sharing Model**

The YEC Cost Sharing Model (YEC-CSM) was developed as a mechanism for remitting tuition to YSU for college courses taken by students enrolled in the Youngstown Early College, (YEC). This model is based upon the long-standing mechanism used to fund tuition costs incurred by Senate Bill 140 students enrolled in for-credit courses at YSU. In the SB 140 budget model, the school district, in which the SB140 student is enrolled, pays on average 51% of the tuition cost to YSU plus the cost for all associated fees and the cost of books. YSU is responsible for the remaining 49% of the tuition cost.

The YEC-CSM was developed, therefore, with YCSD responsible for 51% of the tuition cost plus the cost for all associated fees and books.

**BOT Attachment 2**

<b>Operating Costs</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>
<b>Estimated costs (1)</b>				
Instructors Compensation	\$12,525	\$76,350	\$217,425	\$522,600
Fund Unit Support	\$3,075	\$17,025	\$46,425	\$88,275
Student Svs	\$4,725	\$30,075	\$78,975	\$130,800
Institutional Support	\$11,925	\$76,125	\$199,875	\$330,975
Academic Support	\$3,300	\$21,225	\$55,650	\$92,175
Campus Unallocated	\$2,400	\$15,000	\$39,450	\$65,250
Library	\$2,100	\$13,575	\$35,700	\$59,100
Plant Operation and Maintenance	\$4,500	\$22,800	\$73,800	\$131,775
<b>Total Operating Costs</b>	<b>\$44,550</b>	<b>\$272,175</b>	<b>\$747,300</b>	<b>\$1,420,950</b>

**Incremental costs due to YEC (High School Component)**

Computer laboratories - YSU	\$1,000	\$2,000	\$2,100	\$2,200
Custodial - YSU	\$10,600	\$21,600	\$22,200	\$22,900
Science classroom/lab expendables - YSU	\$500	\$1,000	\$1,000	\$1,000
Space Related - YSU (Utilities & Maintenance)	\$10,000	\$20,000	\$20,600	\$21,200
<b>Total Incremental costs</b>	<b>\$22,100</b>	<b>\$44,600</b>	<b>\$45,900</b>	<b>\$47,300</b>
<b>Total Expenditures</b>	<b>\$66,650</b>	<b>\$316,775</b>	<b>\$793,200</b>	<b>\$1,468,250</b>

(1) Estimated assuming

- 1) Modified Curriculum 12/8/03
- 2) FY02 financial costs per subsidy model provided by institutional research, and 3% increase per year.
- 3) Category Definitions per OBR HEI
- 4) Based on 75 students per cohort for a total of 300 YEC students

# Youngstown City School District

20 West Wood Street • P.O. Box 550 • Youngstown, Ohio 44501-0550 • Phone (330) 744-6900 • Fax (330) 743-1157

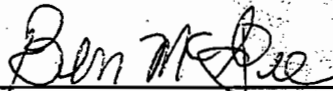
Office of the Superintendent

May 19, 2004

**TO WHOM IT MAY CONCERN:**

Youngstown State University personnel and Youngstown City School District personnel have diligently worked to reconcile earlier budget differences related to the Early College project. Both entities have paid careful attention to the issues related to staffing, resources, and tuition. At this point, the Youngstown City School District is prepared to financially support the Early College Program at the level tentatively agreed to with Youngstown State University.

If you have any additional questions, please call me at 330-744-6915.



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Benjamin L. McGee  
Superintendent of Schools

BLM:pc

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

Tod Administration Building  
Friday, June 18, 2004

Pursuant to notice duly given, a regular meeting (the two hundred fifty-second) of the Board of Trustees of Youngstown State University convened at 3:00 p.m., June 18, 2004 in the Board Room in Tod Administration Building.

All eleven trustees were present at the meeting, to-wit: Dr. Chander M. Kohli, chairperson of the board, who presided, Mr. Larry E. Esterly, Mr. William J. Bresnahan, Mr. Donald Cagigas, Dr. H. S. Wang, Mr. John L. Pogue, Mr. Larry D. DeJane, Ms. Millicent S. Counts, Mr. Scott R. Schulick, Ms. Charity A. Pappas, and Mr. Paul L. Walker.

Also present were: Dr. David C. Sweet, President; Dr. Tony Atwater, Provost and Vice President for Academic Affairs; Mr. John L. Habat, Vice President - Administration, Dr. Cynthia E. Anderson, Vice President - Student Affairs, Mr. Terry R. Ondreyka, Vice President - Financial Affairs, and Franklin S. Bennett, Jr., secretary to the board of trustees. Also present were approximately 100 persons, including deans, members of the faculty, students, administrators, and members of the news media.

The chairperson called the meeting to order and requested a moment of silence in honor of late United States President Ronald Reagan.

**ITEM I - PROOF OF NOTICE OF MEETING.**

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

**ITEM II - DISPOSITION OF MINUTES FOR REGULAR MEETING HELD MARCH 19, 2004.**

The chairperson stated that a draft copy of the minutes of the board's regular meeting held March 19, 2004 (#246) had been earlier provided to the trustees. There being no further questions, corrections, or modifications thereto, the minutes of the meeting held March 19, 2004 were approved as corrected. The chairperson stated the disposition of the minutes of the special

meetings held April 23, May 17, May 18, June 1, and June 7, 2004 would be deferred to a future meeting of the board.

**ITEM III - OATH OF OFFICE OF NEW TRUSTEE WILLIAM J. BRESNAHAN.**

The chairperson reported that Governor Taft had appointed William J. Bresnahan as trustee for the unexpired term resulting from the death of Charles B. Cushwa III, concluding May 2007. At the request of the chairperson, the secretary administered the oath of office to Mr. Bresnahan, and he was invited to take his seat with the board of trustees.

**ITEM IV - OATH OF OFFICE OF NEW TRUSTEE DONALD CAGIGAS.**

The chairperson reported that Governor Taft had appointed Donald Cagigas as trustee for the unexpired term resulting from the death of F. W. Knecht III, concluding May 2008. At the request of the chairperson, the secretary administered the oath of office to Mr. Cagigas, and he was invited to take his seat with the board of trustees.

**ITEM V - OATH OF OFFICE OF NEW TRUSTEE SCOTT R. SCHULICK.**

The chairperson reported that Governor Taft had appointed Scott R. Schulick as trustee for the term expiring May 2013. At the request of the chairperson, the secretary administered the oath of office to Mr. Schulick, and he was invited to take his seat with the board of trustees.

**ITEM VI - REPORT OF THE PRESIDENT OF THE UNIVERSITY.**

Dr. Sweet welcomed newly appointed student trustee Paul L. Walker and stated that the oath of office would be administered to Mr. Walker at the next regular meeting of the board of trustees.

Dr. Sweet stated that he was pleased today to provide to the trustees the fourth annual report of his presidency. Dr. Sweet described university accomplishments in the areas of enrollment, planning, sound management, and accomplishments related to core values. A copy of the PowerPoint presentation that supplemented Dr. Sweet's report is attached to these minutes

**ITEM VII - REPORTS OF THE COMMITTEES OF THE BOARD.**

The board considered the following committee reports and recommendations:

1. Academic and Student Affairs Committee

Dr. Atwater provided a report on the Civic Engagement Education task force, the appointment of Dr. William H. Beisel as executive director of the YSU Metro College, and the Freshman Readers Dialogue. A copy of the PowerPoint presentation that supplemented Dr. Atwater's report is attached to these minutes. Dr. Anderson reported on the status of enrollment, retention, the University Scholars program, and noted that all seven graduates of the high school academic achievers program would be attending YSU this Fall.

Following the reports, the chairperson recognized Dr. Wang, vice chairperson of the Academic and Student Affairs Committee who stated that the committee was recommending eight resolutions for adoption by the board. On behalf of the committee, Dr. Wang then moved the adoption of the following resolution:

Resolution to Authorize  
Conferral of Honorary Degree

**YR 2004-58**

BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize the conferral of a Doctor of Humane Letters (L.H.D.) degree, honoris causa, upon Clarence R. Smith, Jr., with all the rights and privileges attendant thereto.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Dr. Wang then moved for adoption of the following resolution, which was read aloud by the secretary to the board:

Resolution of Commendation  
For an Outstanding Enrollment and Financial Aid Audit

**YR 2004-59**

WHEREAS, the Ohio Board of Regents recently audited Youngstown State University's enrollment, course, and financial aid data; and

WHEREAS, the auditors reviewed more than 6,000 data items, selected at random; and

WHEREAS, Chancellor Roderick Chu, Assistant HEI Director Jay Johnson, and the audit team commended YSU for

exceptional "reporting accuracy," a "well-organized audit proceeding," and "exemplary" audit results; and

WHEREAS, YSU's 99.9 percent accuracy rate was the highest in the state, and its error rate was "well below the threshold established in state regulations";

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University commends the individuals responsible for YSU's ongoing data management, the University's compliance with state regulations, and these outstanding audit results—especially Becky Geltz, Director of Institutional Research and coordinator of YSU's response to the auditing request; Robin Naples, Office of Institutional Research; Elaine Ruse, Margo Kondela, Beth Bartlett, Jennifer Bacon, and Lisa Schiavi, Office of Financial Aid and Scholarships; Beth Yeatts, Jim Herschel, and Shawnee Showman, Office of the Bursar; Marayamah Hassan, Tom Davidson, and Tom Masters, Computer Services; Tina Weintz, Barb Jones, Joann Lynch, and Terry Hjerpe, School of Graduate Studies and Research; Bege Bowers, Office of the Provost; Mary Bodnovich, Jan Modarelli, and Theresa Law, Records Office; Bill Countryman, Chris Mastramico, Jeanne Herman, and Pam Buzzacco, Registration; Jayne Caputo, Office of the Vice President for Student Affairs; Sue Davis, Amanda Parsons, Diana Pace, Jennifer Staaf, Mary Beth DeLuco, Mary Slaven, Pauline Saternow, Renee Drissen, Sharon Mika, and Shirlene Deal, Office of Undergraduate Admissions; and Ron Williams, Mail Room; and

BE IT ALSO RESOLVED, that a copy of this Resolution be presented to each of the offices mentioned above, in recognition of the professionalism and team work displayed both on a daily basis and throughout the audit process.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Dr. Wang then moved for adoption of the following resolution:

Resolution Recognizing  
Accreditation Of the Dental Hygiene Program

YR 2004-60

WHEREAS, Youngstown State University offers programs to meet regional and national needs; and

WHEREAS, national accreditation bears testimony to the rigor and excellence of academic programs; and

WHEREAS, YSU's Dental Hygiene program recently engaged in the extensive self-study and documentation required for continuing accreditation by the American Dental Association Commission on Dental Accreditation; and

WHEREAS, the Commission granted the Dental Hygiene program full accreditation, "without reporting requirements," in January 2004; and

WHEREAS, the Commission commended the program for developing and implementing a "comprehensive outcomes assessment plan"; and

WHEREAS, the Commission also commended the director and faculty of the program "for their enthusiasm and dedication to the program and its students";

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University congratulates Dr. Madeleine Haggerty, program director; Dr. Debbie Juruaz, Maureen Vendemia, and Diane Kandray, program faculty; Joseph Mistovich, chair, Department of Health Professions; and Dean John Yemma and Associate Dean Alice Burger on this significant achievement; and

BE IT ALSO RESOLVED, that a copy of this Resolution be presented to each of the individuals named in this Resolution.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Dr. Wang then moved for adoption of the following resolution, which was read aloud by the secretary to the board:

Resolution of Appreciation  
Regarding Publication of the Neon

YR 2004-61



WHEREAS, the student yearbook in 1931 and 1932 was named the *Wye-Collegian*; in 1933, the *Hourglass*; in 1934, the *Beacon*; and

WHEREAS, in 1935, the student yearbook assumed its present name, the *Neon*; and

WHEREAS, the *Neon* has served as the official pictorial history book for Youngstown State University since 1935; and

WHEREAS, publication of the *Neon* was discontinued in 1992, leaving a 12-year gap in yearbook publication; and

WHEREAS, Alyssa Lenhoff, serving as yearbook advisor, and a very committed and dedicated staff of students were determined to restore the *Neon* tradition to YSU; and

WHEREAS, the following students worked tirelessly to publish the 2003-2004 *Neon*: Dan Griesemer, Editor in Chief; Trina Quarles, Assistant Editor; Kathy Kocan, Assistant Editor; B. J. Lisko, Design Editor; Sara Tkac, Assistant Design Editor; Chuck Rogers, Photo Editor; and staff members Michael Balale, Becky Botch, David English, Michael Harroff, Colleen Havens, Josh Mays, Angela Olin, Christina Poe, Beth Tabak, Lanny Toth, and Jim Visingardi; and

WHEREAS, Alyssa Lenhoff served to advise and guide the students in this tremendous endeavor; and

WHEREAS, the students and advisor were successful in restoring a proud tradition to YSU with the publication of the 2003-2004 student yearbook, the *Neon*; and

WHEREAS, the publication is outstanding and very much appreciated by the entire YSU community;

NOW, THEREFORE, BE IT RESOLVED, that the members of the Board of Trustees of Youngstown State University extend their deepest appreciation to Alyssa Lenhoff and the student staff of the 2003-2004 *Neon* for their dedication and efforts to restore publication of the student yearbook to Youngstown State University; and

BE IT FURTHER RESOLVED, that individual copies of this Resolution be presented to Alyssa Lenhoff and the members of the 2003-2004 *Neon* staff.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Dr. Wang then moved for adoption of the following resolution:

Resolution to Approve  
A Master of Arts Degree in American Studies

YR 2004-62

WHEREAS, Youngstown State University offers an undergraduate major in American Studies; and

WHEREAS, a master's degree in American Studies, with tracks in public practice and teaching, will serve both student and workforce needs; and

WHEREAS, the proposed program is interdisciplinary and cost-effective, reflecting cooperation among nine departments and four colleges within the University, plus area schools, museums, and other community organizations; and

WHEREAS, faculty have the requisite credentials to offer the degree;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the offering of a Master of Arts degree in American Studies, subsequent to approval of said degree by the Ohio Board of Regents.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Dr. Wang then moved for adoption of the following resolution:

Resolution to Approve  
Master of Arts Degree in Financial Economics

YR 2004-63

WHEREAS, Youngstown State University offers graduate programs in Business Administration and Economics; and

WHEREAS, state and national agencies predict a substantial increase in jobs related to financial management, especially for individuals with graduate training; and

WHEREAS, the proposed program in Financial Economics is interdisciplinary and cost-effective, drawing upon existing courses and reflecting cooperation between the College of Arts and Sciences and the College of Business Administration; and

WHEREAS, faculty have the requisite credentials to offer the degree;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the offering of a Master of Arts degree in Financial Economics, subsequent to approval of said degree by the Ohio Board of Regents.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Dr. Wang then moved for adoption of the following resolution:

Resolution to Approve  
A Master of Computing and Information Systems Degree

YR 2004-64

WHEREAS, Youngstown State University offers undergraduate degrees in Computer Science, Computer Information Systems, and Information Technology; and

WHEREAS, a Master of Computing and Information Systems will serve additional student and workforce needs; and

WHEREAS, a focus on *applied* computing and information technologies will make the proposed program unique in Ohio; and

WHEREAS, the University has committed to hire two Ph.D.-level faculty in Computing and Information Systems within the next two years, and faculty have the requisite credentials to offer the degree;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the

offering of a Master of Computing and Information Systems, subsequent to approval of said degree by the Ohio Board of Regents.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Dr. Wang then moved for adoption of the following resolution:

Resolution to Approve  
The Northeast Ohio Universities  
Master of Fine Arts Degree in Creative Writing

YR 2004-65

WHEREAS, the proposed consortial Master of Fine Arts in Creative Writing draws upon the resources and expertise of the four public universities in Northeast Ohio: The University of Akron, Cleveland State University, Kent State University, and Youngstown State University; and

WHEREAS, the four institutions jointly designed the curriculum and administrative structure for the proposed program; and

WHEREAS, the proposed degree goes beyond a traditional MFA in Creative Writing to offer courses in literary translation, playwriting, and professional writing and editing; and

WHEREAS, sufficient regional interest suggests that the program will meet a need in Northeast Ohio; and

WHEREAS, this degree program will be the first MFA program at Youngstown State University; and

WHEREAS, Youngstown State University faculty have the requisite credentials to participate in offering this cooperative degree;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the offering of the Northeast Ohio Universities Master of Fine Arts degree in Creative Writing, subsequent to approval of said degree by the Ohio Board of Regents.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

2. External Relations Committee

The chairperson recognized Dr. Wang, chairperson of the External Relations Committee who stated that the committee was recommending two resolutions for adoption by the board. On behalf of the committee, Dr. Wang then moved the adoption of the following resolution:

Resolution to Accept Development Gifts

YR 2004-66

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

WHEREAS, the President has reported that the gifts as listed in Exhibit A 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 gifts on behalf of Youngstown State University and requests that the President acknowledge the acceptance of these gifts and express our gratitude for their generosity in support of the University.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Dr. Wang then moved for adoption of the following resolution, which was read aloud by the secretary to the board:

Resolution to Name  
The F. W. "Bill" Knecht Amphitheater

YR 2004-67

WHEREAS, Youngstown State University implemented a campaign to secure funding for a Recreation and Wellness Center; and

WHEREAS, the Recreation and Wellness Center initiative was lead by Student Government and an adjunct committee thereof; and

WHEREAS, Mrs. Connie Knecht provided a leadership gift of \$100,000 to the campaign in memory of her husband, F. W. "Bill" Knecht, and his love for the University; and

WHEREAS, Bill Knecht, a 1960 graduate of Youngstown University, was committed to a life of benevolence and service to the University; and

WHEREAS, Bill went on to exemplify a true YSU success story, purchasing Wendell August Forge in 1978, the company flourishing under his leadership as Chairman and CEO; and

WHEREAS, Bill served as trustee to YSU from 1999 to 2004, a member of the YSU Foundation Board of Trustees, past president of the YSU Penguin Club, vice chair of the Stambaugh Stadium Expansion Campaign in 1997, and vice chair of the campaign to house the Clarence Smith Mineral Museum; and

WHEREAS, Bill was recognized for his service to YSU being honored in 2001 as the YSU Alumni Society's Distinguished Citizen, and in 2000 inducted into the YSU Athletic Hall of Fame as a contributor; and

WHEREAS, the University and the Board of Trustees wish to provide appropriate recognition to Connie Knecht for making this gift, and to Bill for his contributions and commitment to the students of Youngstown State University;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University designates the amphitheater located in the West Campus Gateway area as The F. W. "Bill" Knecht Amphitheater; and

BE IT FURTHER RESOLVED, that a copy of this Resolution be presented to Mrs. Connie Knecht, her daughter, Deborah, and son, Will.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

3. Finance and Facilities Committee.

A. Investment Subcommittee. Mr. DeJane reported that that its meeting on June 3<sup>rd</sup>, the Investment Subcommittee met with representatives of National City to review short- and intermediate-term investments.

B. Audit Subcommittee. Mr. Esterly reported that an Internal Audit Charter had been adopted by the Audit Subcommittee and endorsed by the Finance and Facilities committee. A copy of the Internal Audit Charter is attached to these minutes.

Mr. Habat reported on the preparation of the FY 2005 Operating Budget. Mr. Habat stated that mandatory tuition and fees would increase by a total of eight percent (8%), with two percent being designated for the Technology Master Plan. A copy of the PowerPoint presentation supplementing Mr. Habat's presentation is attached to these minutes.

On behalf of the committee, Mr. Esterly then moved for adoption of the following resolution:

Resolution Concerning Annual Budget, Fiscal Year 2005

**YR 2004-68**

WHEREAS, the proposed Fiscal Year 2005 Annual Budget has been reviewed by the Finance and Facilities Committee of the Board; and

NOW, THEREFORE, BE IT RESOLVED, that the Youngstown State University Fiscal Year 2005 Annual Operating Budget for General, Auxiliary, and Capital Funds, shown on Exhibit B, as presented to the Finance and Facilities Committee be approved, and that approval includes:

1. Salaries for YSU-OEA, ACE, APAS, and FOP members as provided for in the current Labor Agreements with the respective bargaining units;
2. Salaries as recommended for exempt professional/administrative employees;
3. Salaries for part-time faculty, doctoral fellowships, graduate assistants, research assistants, and student employees as detailed in the budget document;
4. Exemption of all professional/administrative positions from the overtime provisions of Section 124.18 of the *Ohio Revised Code*; and

5. Contract duration for professional/administrative staff who serve on multi-year contracts under the provisions of *Board of Trustees Policy 7016.01*.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

Ms. Esterly reported that the Information Technology Plan had been advanced to the Finance and Facilities Committee. Ms. Esterly reported that the ERP contract negotiations are nearing completion for the acquisition of a comprehensive software system.

Following the reports, Mr. Esterly stated that the Finance and Facilities Committee was recommending five additional resolutions for adoption by the board. On behalf of the committee, Mr. Esterly then moved the adoption of the following resolution, which was read aloud by the secretary to board:

Resolution of Appreciation  
For Members of the Information Technology  
Master Plan Advisory and Steering Committees

YR 2004-69

WHEREAS, the Information Technology Master Plan Advisory and Steering Committees were appointed by President David C. Sweet in the Fall of 2002 and charged to develop a comprehensive technology plan; and

WHEREAS, the YSU Information Technology Master Plan was formally presented to, received, and endorsed by the Board of Trustees' Finance and Facilities Committee on April 23, 2004; and

WHEREAS, countless hours have been dedicated to the development of this comprehensive plan; and

WHEREAS, the resulting plan will guide Youngstown State University over the next several years in our investment in information technology;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University expresses its appreciation to the members of the Information Technology Advisory and Steering Committees for their diligent labor in the drafting of this plan; and



BE IT ALSO RESOLVED, that the Board of Trustees expresses its appreciation to the following members of the Steering Committee: Alice Burger, Renee Eggers, Donna Esterly (co-chair), Eileen Greaf, Richard Marsico, Greg Moring, Virginia Phillips, Sal Sanders, Hy Sockel, William Wood (co-chair); and the following members of the Advisory Committee: Mary Bodnovich, Robert Bolla, Joseph Calcagni, Denise Walters Dobson, Thomas Doctor, Louis Falk, John Habat, Cynthia Hirtzel, Durk Hutmacher, Rajah James, Faramarz Mossayebi, George McCloud, Dan O'Connell, K. J. Satrum, Joseph Scarnecchia, James Schramer, Julie Sharrow, Lee Slivinske, John Spencer, James Stanger, Michael Theall, Jeff Trimble, and Donna Wainio; and

BE IT FURTHER RESOLVED, that a copy of this Resolution be presented to each member of the Information Technology Advisory and Steering Committees named herein.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Mr. Esterly then moved the adoption of the following resolution, which was read aloud by the secretary to board:

Resolution to Approve a Change  
To the Master of  
Public Health Tuition and Fees, Academic Year 2005

**YR 2004-70**

WHEREAS, The Board of Trustees of Youngstown State University adopted the Academic Year 2005 Student Tuition, Fees and Other Charges Schedule at the December 17, 2003, meeting of the Board; and

WHEREAS, on June 25, 2003, the Board of Trustees of Youngstown State University approved the consortium tuition and fee rate of \$368 per credit hour effective Summer Term 2003; and

WHEREAS, in April 2004, the MPH Academic Counsel approved a 9.5 percent increase in the consortium rate for the Master of Public Health program;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby set the consortium tuition and fee rate for the Master

of Public Health for Academic Year 2005 at \$403 per credit hour effective Summer Term 2004.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Mr. Esterly then moved the adoption of the following resolution:

Resolution to Approve  
A Change to the Nurse Anesthetist Fee  
For Students Entering the Program After Summer Term 2004

YR 2004-71

WHEREAS, Youngstown State University and St. Elizabeth Health Center entered into an agreement on July 14, 2001, for Youngstown State University to charge students and reimburse St. Elizabeth Health Center in an amount determined by the Board of Directors of the St. Elizabeth Health Center School for Nurse Anesthetists; and

WHEREAS, on September 24, 2003, the Board of Trustees of Youngstown State University approved the Board of Directors' \$5,400 per year (\$1,800 per semester) Nurse Anesthetist Fee; and

WHEREAS, the Board of Directors of the St. Elizabeth Health Center School for Nurse Anesthetists has increased the Nurse Anesthetist Fee to \$5,500 per year (\$1,833.33 per semester) for students entering the program after Summer Term 2004;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the Nurse Anesthetist Fee at \$5,500 per year (\$1,833.33 per semester) for students entering the program after Summer Term 2004.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Mr. Esterly then moved the adoption of the following resolution:

Resolution to Authorize

Purchase of Properties for Campus Improvement

YR 2004-72

WHEREAS, Youngstown State University has identified an area surrounding the campus and within which it seeks to acquire property needed for the benefit of the University; and

WHEREAS, the property known as City Lot 32069, parcel number 53-017-0-149, Oak Street, (formerly Byrd property) is ready for final action by the Board of Trustees and should be accepted as a gift from the Youngstown State University Foundation; and

WHEREAS, the property known as City Lot 4793, parcel number 53-017-0-185, N. Walnut Street, should be obtained through "friendly" eminent domain (the owner is deceased and this parcel was not included in the estate when it was closed decades ago), and is ready for preliminary approval by the Board of Trustees; and

WHEREAS, properties located on City Lot 4619, parcel number 53-005-0-110, 302 W. Scott Street (V. Jackson); City Lot 9117 and 9118, parcel numbers 53-005-0-177 and 53-005-0-178, Custer Avenue (Buckeye Elks); City Lot 9116 part, parcel number 53-005-0-174.010, Custer Avenue (J. Collins); City Lot 9116 part, parcel number 53-005-0-174, 324 Custer Avenue (W. Jones), City Lot 4864, parcel number 53-005-0-172, 330 Custer Avenue (B. Jones); City Lot 4863 part, parcel number 53-005-0-256, Custer Avenue (W. Jones); City Lot 4861 part, parcel number 53-005-0-252, Madison Avenue (B. Jones); City Lot 4862 part, parcel number 53-005-0-253, Madison Avenue (B. Jones); City Lot 4862 part, parcel number 53-005-0-254, Madison Avenue (B. Jones); and City Lot 4863 part, parcel number 53-005-0-255, 427-429 Madison Avenue (W. Jones), are needed for campus improvement and are ready for preliminary approval by the Board of Trustees;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize the acquisition of City Lot 32069, parcel number 53-017-0-149, and further grants preliminary approval for the other properties as described above.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Mr. Esterly moved, and Mr. Bresnahan seconded, the adoption of the following resolution, which was read aloud by the secretary to the board:

Resolution of Appreciation

YR 2004-73

WHEREAS, Dr. Cynthia Anderson is a native of the Mahoning Valley and graduated from Youngstown State University with a bachelor's degree in education in 1973, from The Ohio State University with a master's degree in education in 1976, and from The University of Akron with a doctorate in educational administration in 1990; and

WHEREAS, Dr. Anderson has been a member of the YSU faculty since 1979, as assistant professor of Business Education Technology since 1985, associate professor of Business Education Technology since 1990, and professor of marketing since 2000; and

WHEREAS, Dr. Anderson served as assistant provost for planning from 1993 to 1995 and has served as Vice President for Student Affairs since July 1, 1995, and is currently YSU's highest ranking female executive as well as the vice president with the greatest seniority; and

WHEREAS, Dr. Anderson has led the development of the SOAR program, the YSU/Youngstown City Schools K-16 partnership, and the Rich Center for Autism, and has served with distinction on nearly 50 University and community committees; and

WHEREAS, as the vice president with responsibility for enrollment services, YSU's enrollment has grown every semester since Fall 2000 and Dr. Anderson has led the reorganization of the division increasing its responsiveness to student needs; and

WHEREAS, Dr. Anderson has been recognized for her accomplishments with the YSU University Merit Leadership Award and the Innovator Award by the National Association for Promotion of Campus Activities; and

WHEREAS, on May 27, 2004, Dr. Cynthia Anderson was presented with the Youngstown/Warren Regional Chamber's Athena Award, the highest award for professional

women in the Mahoning Valley, in recognition of her professional excellence, community service, and mentoring of aspiring women professionals;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University congratulates Dr. Cynthia Anderson on receipt of this prestigious award and the positive impact she has had on Youngstown State University students and young area professionals; and

BE IT FURTHER RESOLVED, that a copy of the Resolution be presented to Dr. Cynthia Anderson.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

4. Internal Affairs Committee.

The chairperson recognized Mr. Pogue, vice chairperson of the Internal Affairs Committee, who stated that the committee was recommending five resolutions for adoption by the board. On behalf of the committee, Mr. Pogue then moved for adoption of the following resolution:

Resolution to Ratify  
Faculty/Staff Appointments

YR 2004-74

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

WHEREAS, new appointments have been made subsequent to the March 19, 2004, meeting of the Board of Trustees; and

WHEREAS, such appointments are in accordance with the Fiscal Year 2004 Budget and with the University policy on Equal Employment Opportunity;

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

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Mr. Pogue then moved for adoption of the following resolution:

Resolution to Authorize  
Conferral of Emeritus Status

YR 2004-75

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

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 D attached hereto are hereby granted the emeritus title designated thereon.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Mr. Pogue then moved for adoption of the following resolution:

Resolution to Approve  
Intercollegiate Athletics' 2005-2010 Gender Equity Plan

YR 2004-76

WHEREAS, Youngstown State University is committed to providing athletic opportunities that are funded to insure equal access, participation, and support for men and women alike; and

WHEREAS, in 1994 the Youngstown State University Board of Trustees approved a five-year gender equity plan which committed \$696,000 to fund scholarships, staffing, operating budgets and physical facilities to enhance the women's intercollegiate athletic programs; and

WHEREAS, in 1999 the Youngstown State University Board of Trustees approved a second five-year gender equity plan that committed \$375,000 to fund scholarships, staffing, operating budgets and physical facilities to enhance women's intercollegiate athletic programs; and

WHEREAS, the completion of the first two plans doubled the level of support for women as compared to prior to 1994; and

WHEREAS, the University is committed to a continuing practice of increasing opportunities for women;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees does hereby accept and approve the 2005-2010 Gender Equity Plan, totaling \$450,000, as shown in the attached Exhibit E.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Mr. Pogue then moved for adoption of the following resolution, which was read aloud by the secretary to the board:

Resolution of Appreciation  
Women's Track Program  
Horizon League Champions

**YR 2004-77**

WHEREAS, the Youngstown State University women's outdoor track and field team under the direction of Head Coach Brian Gorby won the 2004 Horizon League Women's Outdoor Track & Field Championship; and

WHEREAS, the Penguins completed a season sweep by winning the Indoor Track & Field Championship in February and the Outdoor Track & Field title in May; and

WHEREAS, Youngstown State defeated UW-Milwaukee by a margin of 18 points (131 to 113), as well as Detroit, Butler, Loyola, UIC and Wright State at the league meet held at the Michael A. Carroll Track & Field Stadium in Indianapolis, Indiana; and

WHEREAS, the squad earned its first outdoor track and field conference championship since 1997; and

WHEREAS, two student-athletes won individual league titles as Danielle Bolt won the 100-meter dash and Aaliyah Gillespie won the 100-meter hurdles; and

WHEREAS, the Penguins won both relay events winning the 4x100 and 4x400-meters. In the 4x400, Jeanna Cunningham, Leslie Johnson, Danielle Bolt and Aaliyah Gillespie teamed up to set a Horizon League record while in the 4x100, the quartet teamed up to break the school record; and

WHEREAS, Youngstown State had 19 top-five finishes in the event, including runner-up placings by Jeanna Cunningham in the 100-meter and 200-meter dash, Emily Schnitkey in the 3,000-meter steeplechase, Laura Schatz in the high jump, Alex Casi in the long jump and Katy Williams in discus; and

WHEREAS, Head Coach Brian Gorby was named the Horizon League Women's Coach of the Year; and

WHEREAS, Coach Brian Gorby has earned 11 Conference Coach-of-the-Year Awards in his 11 years with the track and field and cross country programs;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University congratulates the entire Women's Track & Field program on their Horizon League Championship; and

BE IT FURTHER RESOLVED, that individual copies of the Resolution be presented to Coach Brian Gorby and all his student-athletes and coaches.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

On behalf of the committee, Mr. Pogue then moved for adoption of the following resolution, which was read aloud by the secretary to the board:

Resolution of Appreciation  
Men's Basketball Program  
Horizon League Champions

YR 2004-78

WHEREAS, the Youngstown State University baseball team under the direction of Head Coach Mike Florak won the



team's first-ever Horizon League Tournament Championship; and

WHEREAS, the Penguins defeated Cleveland State 10-1 in the Championship Game on May 30, 2004, at Eastwood Field in Niles, Ohio, to earn the Horizon League's automatic qualification in the NCAA Regionals; and

WHEREAS, during the tournament, Youngstown State defeated top-seeded UIC (5-4), second-seeded Butler (4-3), and third-seeded Cleveland State (7-2) to advance to the Championship Game before beating the Vikings for a second time (10-1); and

WHEREAS, sophomore second baseman Justin Banks, sophomore pitcher Kevin Libeg, and sophomore pitcher Eric Shaffer were named to the all-tournament team with Banks earning the Most Valuable Player award; and

WHEREAS, YSU became the first tournament host school since Notre Dame in 1994 to win the conference tournament crown; and

WHEREAS, the Penguins completed the tournament with a perfect 4-0 record becoming the fourth school in as many years to go through the bracket undefeated; and

WHEREAS, YSU reached the NCAA Regionals for the first time as a Division I school and advanced to the NCAA postseason for the first time since appearing in the NCAA Division II Great Lakes Regional in 1977; and

WHEREAS, Youngstown State was selected to participate in the Austin Regional, hosted by the University of Texas, beginning June 4, 2004;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University congratulates the entire Baseball program on their Horizon League Championship; and

BE IT FURTHER RESOLVED, that individual copies of the Resolution be presented to Baseball Coach Mike Florak, his assistant coaches, and his student-athletes.

Following discussion, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted.

5. Joint Academic and Student Affairs and Finance and Facilities Committees.

The chairperson recognized Mr. Esterly, chairperson of the Finance and Facilities Committee who moved for adoption of the following resolution:

Resolution to Accept The Memorandum of Understanding for the Youngstown Early College

YR 2004-79

WHEREAS, Youngstown State University and the Youngstown City School District are forming a collaborative partnership to create the Youngstown Early College; and

WHEREAS, a memorandum of understanding between the Youngstown City School District and Youngstown State University will establish the fiduciary responsibilities of each party; and

WHEREAS, University administration has pledged to the Board of Trustees that adoption of the memorandum of understanding and implementation of the Youngstown Early College will not reduce or diminish resources available to existing University programs; and

WHEREAS, the KnowledgeWorks Foundation will provide funding for the start-up of the Youngstown Early College; and

WHEREAS, the Youngstown City School District will retain fiscal responsibility of the Youngstown Early College; and

WHEREAS, the Youngstown Early College will be an autonomous high school of the Youngstown City School District located on the Youngstown State University campus; and

WHEREAS, Youngstown State University will provide Youngstown Early College students access to college courses upon payment of tuition and fees based on the Youngstown Early College Cost Sharing Model;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University accepts the Memorandum of Understanding between the Youngstown City School District and Youngstown State University regarding the Youngstown Early College as shown in the at-

tached Exhibit F, pending acceptance of the Memorandum of Understanding by the Youngstown City School District Board of Education; and

BE IT FURTHER RESOLVED, that a financial evaluation of the Youngstown Early College program shall be conducted annually and a report submitted to the Board of Trustees which report shall include a description of the University's tangible and intangible resources applied to the Youngstown Early College program.

Dr. Wang seconded the motion. Mr. Pogue moved to amend the resolution to add the language noted hereafter in italics::

WHEREAS, Youngstown State University and the Youngstown City School District are forming a collaborative partnership to create the Youngstown Early College; and

WHEREAS, a memorandum of understanding between the Youngstown City School District and Youngstown State University will establish the fiduciary responsibilities of each party; and

WHEREAS, University administration has pledged to the Board of Trustees that adoption of the memorandum of understanding and implementation of the Youngstown Early College will not reduce or diminish resources available to existing University programs *and that it will provide an annual financial review of the programs to confirm this pledge;* and

WHEREAS, the KnowledgeWorks Foundation will provide funding for the start-up of the Youngstown Early College; and

WHEREAS, the Youngstown City School District will retain fiscal responsibility of the Youngstown Early College; and

WHEREAS, the Youngstown Early College will be an autonomous high school of the Youngstown City School District located on the Youngstown State University campus; and

WHEREAS, Youngstown State University will provide Youngstown Early College students access to college courses upon payment of tuition and fees based on the Youngstown Early College Cost Sharing Model;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trus-

tees of Youngstown State University accepts the Memorandum of Understanding between the Youngstown City School District and Youngstown State University regarding the Youngstown Early College as shown in the attached Exhibit F, pending acceptance of the Memorandum of Understanding by the Youngstown City School District Board of Education; and

BE IT FURTHER RESOLVED, that *to confirm no existing University program has been reduced or diminished in order to provide the Youngstown Early College program*, a financial evaluation of the Youngstown Early College program shall be conducted annually and a report submitted to the Board of Trustees which report shall include a description of the University's tangible and intangible resources applied to the Youngstown Early College program.

Mr. Schulick seconded the motion to amend. The motion to amend received the unanimous affirmative vote of the trustees. Thereafter, the motion received the affirmative vote of all trustees present. The chairperson declared the motion carried and the resolution adopted as amended.

**ITEM VIII - COMMUNICATIONS AND MEMORIALS**

The board considered no communications or memorials.

**ITEM IX - UNFINISHED BUSINESS**

The board considered no unfinished business.

**ITEM X - NEW BUSINESS**

The board considered no new business.

**ITEM XI - ELECTION OF BOARD OFFICERS**

The chairperson stated that at the March meeting of the board of trustees the Trusteeship Committee had announced the following recommendations for the 2004-2005 board officers:

Chairperson	Larry E. Esterly
Vice Chairperson	H. S. Wang
Secretary	Franklin S. Bennett, Jr.

There were no further nominations. Mrs. Counts moved that the slate of 2004-2005 board officers recommended by the Trusteeship Committee be elected. Mr. Bresnahan seconded the motion. Thereaf-

ter, the motion received the affirmative vote of all trustees present, and the chairperson declared the officers elected.

**ITEM XII - TIME AND PLACE OF UPCOMING REGULAR MEETINGS**

YR 2004-80

Upon motion made by Dr. Wang, seconded by Mr. Pogue, 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:

- 3:00 p.m. on Friday, September 24, 2004
- 3:00 p.m. on Wednesday, December 15, 2004
- 3:00 p.m. on Friday, March 18, 2005

**ITEM XIII - ADJOURNMENT**

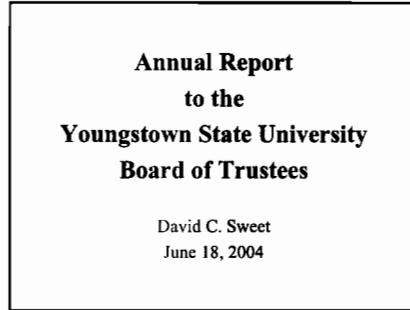
Upon motion duly made and seconded, the meeting was duly adjourned by unanimous vote of the trustees at 4:40 p.m.

\_\_\_\_\_  
Chairperson

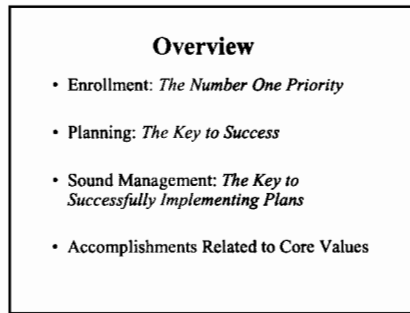
ATTEST:

\_\_\_\_\_  
Secretary to the Board of Trustees

Dr. Sweet's Presentation:  
Slide 1



Slide 2

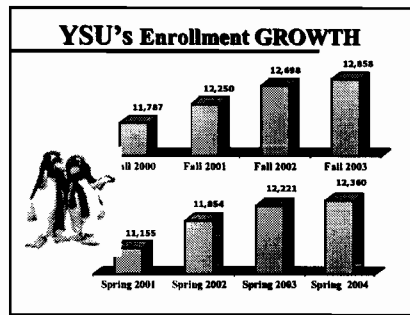


This overview follows the format of the three year report that was presented to you in October.

Written annual report will be delivered shortly

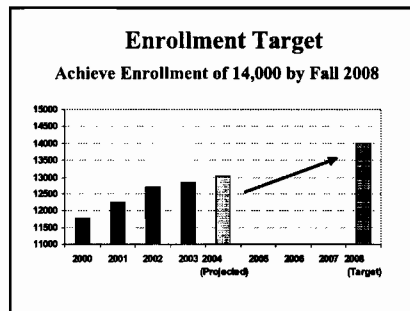
The themes of enrollment, diversity and partnerships are present throughout my report.

Slide 3



Enrollment remains the number one priority. Because of the efforts of everyone on campus we have experienced enrollment growth every semester since Fall 2000. Fall Enrollment has increased 9.1% since Fall 2000. Spring Enrollment has increased 11.2% since Spring 2001.

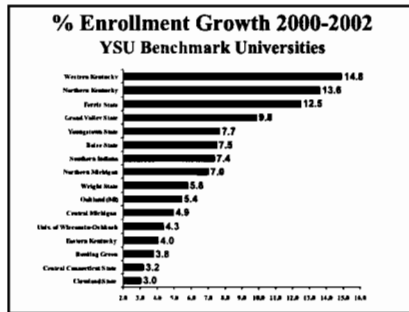
Slide 4



Enrollment Management Plan has set a target of 14,000 students by Fall 2008.

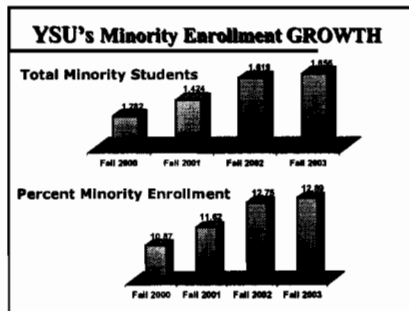
Growth is important because of the need for higher educational attainment in the Mahoning Valley as well as the revenue that new students generate that enables us to maintain the quality of our programs.

Slide 5



YSU enrollment growth compares quite favorably to a set of benchmark universities between Fall 2000 and Fall 2002.

Slide 6



374 more minority students on campus since Fall 2000;  
29% increase  
Minority students represent nearly 13% of YSU student population.



Slide 7

**Planning**

- Enrollment Management Plan
- Technology Master Plan
- Campus Master Plan
- Centennial Capital Campaign

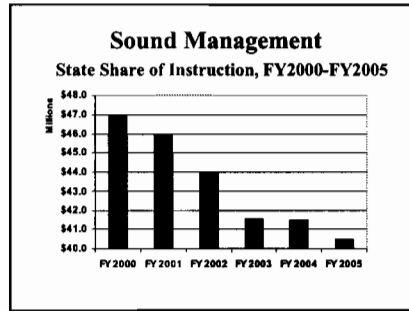
During the past year we have made significant progress on four major planning initiatives on which you have received periodic updates.

As part of the enrollment management process, we have for the first time linked our scholarship and financial aid goals to enrollment objectives. We are planning to submit a proposal for a conditional admissions policy to the Academic Senate.

The technology master plan, which will be updated by Donna Esterly, has numerous benefits for students including improved classroom technology and computer lab accessibility and operation, more multimedia classrooms, the development of wireless networks, and enhanced student advisement and financial aid administrative systems. The Campus Master Plan charts the course for the physical development of the campus and the neighborhood around the themes of Spring Street, parking, Academic Space, Athletics and Recreational Space, Student services, housing, Green corridors, arts and entertainment/Downtown, and safety and lighting. Finally, the capital campaign is in the needs assessment phase and focusing on Student

Scholarships, Endowed  
Faculty Positions,  
Campus Development, and  
Technology.

Slide 8



No state budget  
relief is in  
sight.

Vice President  
Habat will present  
an overview of the  
budget in his  
report

State Subsidy  
decreased by \$6.5  
Million or 16%  
since Fall 2000.

It is worth noting  
that in FY2000 the  
state of Ohio  
provided \$4827 in  
SSI per student  
FTE to YSU; the  
FY05 budget is  
based on \$3952 SSI  
per FTE. This is  
an absolute de-

crease of \$875 per FTE and over 18%.

Slide 9

University	FY04	Change,	
		FY03 to FY04	FY04 to FY05
Miami University	\$8,353	9.9%	\$8,442 NA
Cincinnati	\$7,623	9.9%	\$8,379 9.9%
Bowling Green State	\$7,408	9.9%	\$8,072 9.0%
Ohio University	\$7,128	9.9%	NA NA
Kent State	\$6,882	8.0%	\$7,504 9.0%
University of Akron	\$6,809	8.2%	\$7,510 10.3%
Ohio State	\$6,651	12.8%	\$7,515 13.5%
University of Toledo	\$6,415	9.9%	\$7,054 9.8%
Cleveland State	\$6,072	6.8%	\$6,792 11.9%
Wright State	\$5,892	9.9%	\$6,477 9.9%
Youngstown State	\$5,448	8.0%	\$5,884 8.0%
AVERAGE	\$6,789	9.4%	\$7,363 8.2%

YSU tuition remains the lowest in the state for those public universities without line item subsidy

YSU tuition is nearly \$1500 below the state average.

We kept our rate of tuition increase moderate given the level of subsidy decrease and compared to our counterparts

Slide 10

Sound Management Development Productivity Ratios			
	Operating Budget	Revenue (Millions)	Ratio
Youngstown State	\$384,010	\$6.07	17.7
Bowling Green	\$720,022	\$9.76	13.5
Central Connecticut	\$447,960	\$3.95	8.8
Western Kentucky	\$7,842,017	\$24.43	3.1
Oakland(MI)	\$3,367,020	\$7.71	2.3
Northern Michigan	\$420,700	\$0.96	2.3
Ferris State	\$3,958,000	\$5.89	1.5
Wisconsin-Oshkosh	\$1,969,760	\$2.30	1.2

An example of the efficiency and productivity that is found throughout campus was reported in the recent audit of our development office. The Development Office generated over \$17 in revenue for each dollar of its operating budget, well above that of the group of peer institutions for which information was available.

Slide 11

Sound Management	
• Strategic Initiative Highlights	
- \$870,000	
- Four New Faculty Positions	
• School of Technology	
• Education	
• Fine and Performing Arts	
• Criminal Justice	
- Two Fund-raising Positions	
- Athletic Gender Equity	

Despite our budget challenges, we continue to invest in the future and to enhance the quality of our programs. We were able to allocate \$870,000 to the Divisions for Strategic Initiatives including four new faculty lines, two fund-raising positions in the Development Office and funds

to achieve our  
gender equity  
goals in Athletic  
Scholarships.

Slide 12

**Accomplishments Related to  
Core Values**

- Centrality of Students
  - New Academic Programs
  - Undergraduate Research
  - Leadership Opportunities
  - University Courtyard
  - Recreation Center

**New Academic Programs**  
**MS in Social Work;**  
**Proposal for your**  
**consideration today in**  
**Computer Science and**  
**Museum Studies**  
**BS in Forensic Science**  
**Associate Degrees in**  
**Power Plant Technology**  
**Undergraduate Research**  
**Quest was revital-**  
**ized**  
**Academic Alliance**  
**Research Symposium**  
**Funded research**  
**that involves under-**  
**graduates**  
**Dedication and success**  
**of Phase 1 of University**  
**Courtyard and planning**  
**for Phase 2**

**Groundbreaking and**  
**Fundraising for Recrea-**  
**tion Center**

Slide 13

**Accomplishments Related to  
Core Values**

- Excellence and Innovation
  - NCATE Accreditation
  - Ohio Professor of the Year
  - Growth in External Funding
  - Academic Collaborations
  - Student Successes

**Student Athletics are  
one collective example  
of Academic Excellence  
at YSU**

**The graduation rate of  
YSU student athletes is  
31%**

**above that  
of the general student  
population who entered  
at the same time.**

- 140 student-athletes who have cumulative gpa's of 3.00

or greater,  
representing 45% of our  
entire student-athlete  
body.

16 student-athletes  
have cumulative gpa's of  
4.00.

**YSU Attracts  
Excellent Students—  
University Scholars**

23

**VALEDICTORIANS**

30 AVERAGE ACT

**SCORE**

§ 29 HIGH  
SCHOOLS; Three States

§ 5 Students  
had a perfect score on  
one component of the ACT  
College

**Entrance  
Exam**

Slide 14

**Accomplishments Related to  
Core Values**

- Integrity and Human Dignity
  - Minority Enrollment Growth
  - Salary Equity Study Implemented
  - Professional Conduct Policy
  - Diversity Programming

Slide 15

**Accomplishments Related to  
Core Values**

- Collegiality and Public Engagement
  - Youngstown 2010
  - Youngstown Early College High School
  - Wick Neighbors, Northside Citizens' Coalition, Streetscapes

Youngstown Early College High School embodies the three themes of enrollment diversity and partnerships.

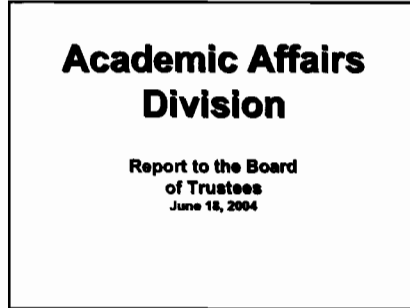
Slide 16

**“The Best Public University in  
Northeast Ohio and Beyond for  
an Undergraduate Education  
and for Selected Graduate  
Programs”**

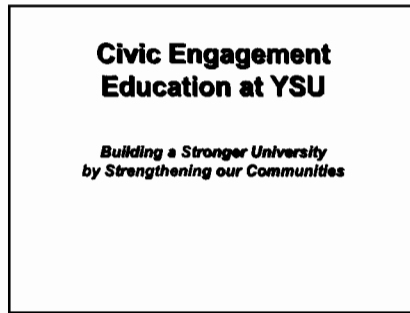




Dr. Atwater's Presentation:  
Slide 1



Slide 2



Slide 3

**"The YSU commitment to civic engagement is one of the critical issues in the university strategic plan, linking our campus, our faculty, and our students closer to the needs of our community."**

Slide 4

#### **What is Civic Engagement?**

- Faculty, student and staff volunteerism
- Faculty scholarship addressing community issues
- Degree programs that respond to community needs and economic development
- Coordinated planning between the University and its communities
- Building an increasingly educated citizenry
- Sensitizing students to their present and future leadership roles in their communities

Slide 5

#### **Civic Engagement Education Task Force**

- |   |  |
|---|--|
| • Tony Atwater: Provost                                   | • Paul Kobulnicky: Exec. Director, Meag Library    |
| • Jonelle Beatrice: Director, Center for Student Progress | • George McCloud: Dean, CFPA                       |
| • Millieann Counts: YSU Trustee                           | • Jane Rahn: Professor, Marketing                  |
| • Barbara Ewing: Representative Ryan's Office             | • Paul Bracic: Assoc. Professor, Political Science |
| • Robert Faulkner: Community Representative               | • Sharon Stringer: Professor, Psychology           |
| • Judith Galvan: Exec. Director, Student Life             | • Michael Threlk: Director, CATALYST               |
| • Jane Keatner: Asst. Dean, AAS                           | • James Vanglar: Student                           |

Slide 6


**CEE Task Force Objectives**

- **Develop a Strategic Plan**
  - Estimated Completion by July 2004
- **Conduct an Audit of Civic Engagement**
  - July 2004
- **Expand Task Force for Implementation Phase**
  - Fall term AY2004-05

Slide 7

**New Executive Director of Metro College**  
**Dr. William H. Beisel**

- Former Dean, Workforce Development and Continuing Education, The University of Akron
- Holds Ed.D. from Penn State University
- Holds M.Ed. from Penn State University



Slide 8

**Third Quarter Report – FY 2003-2004**  
January 1, 2004 – March 31, 2004  
(Includes previous year comparisons)

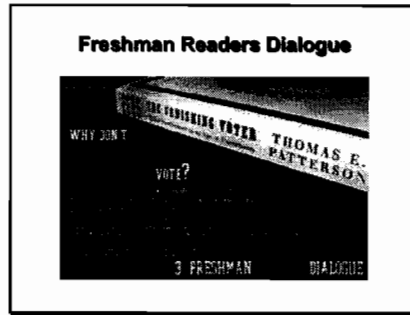
**TOTAL PROPOSALS FUNDED**

YTD	YTD
<b>FY 2002-2003</b>	<b>FY 2003-2004</b>
57	75

- Total Funding = \$4.2 million
- Percent of Increase = 31%

**[Total submissions + 18%]**

Slide 9



Mr. Habat's Presentation:  
Slide 1

**Board of Trustees Meeting  
June 18, 2004**

**FY 2005 Operating Budget**

Slide 2

**FY 2005  
PLANNING ASSUMPTIONS**

- **Mandatory Tuition and Fees**
  - 6% Increase
  - 2% Increase for Technology Master Plan
  - \$5,884 for first-year freshmen
- **Compare:**
  - KSU \$7,504
  - CSU \$6,792
  - U of A \$7,510
  - State Avg. \$7,363

Slide 3

**FY 2005 PLANNING ASSUMPTIONS** (cont.)

- State Support
  - 2.3% Decrease
- 10,241 Student FTE (2-year average)
- Wages
  - Collective Bargaining Agreements
  - Professional/Administrative Exempt
- Benefits: level-off at 32%

Slide 4

**FY 2005 OPERATING BUDGET**  
General Fund  
(in thousands)

	FY 2004 MODIFIED BUDGET	FY 2005 OPERATING BUDGET	% INCREASE
<b>REVENUE</b>			
Tuition, Fees and Other Student Charges	\$73,122	\$79,051	
State Appropriations	44,609	43,582	
Other	2,788	2,967	
<b>Total Base Revenue</b>	<b>\$120,519</b>	<b>\$125,600</b>	<b>4.2%</b>
<b>EXPENDITURES</b>			
Personnel (Salaries and Fringe Benefits)	\$64,804	\$69,753	
Operating Expenses	18,544	19,428	
Non-Statutory Transfers	18,538	11,125	
Strategic Initiatives	500	893	
Other	5,633	4,400	
<b>Total Base Expenditures</b>	<b>\$120,519</b>	<b>\$125,600</b>	<b>4.2%</b>

Slide 5

**FY 2005 OPERATING BUDGET**  
General Fund  
(in thousands)

	FY 2004 MODIFIED BUDGET	FY 2005 OPERATING BUDGET	% INCREASE
<b>REVENUE</b>			
Tuition, Fees and Other Student Charges	\$73,122	\$79,051	8.11%
State Appropriations	44,609	43,582	-2.30%
Other	2,788	2,967	6.42%
<b>Total Base Revenue</b>	<b>\$120,519</b>	<b>\$125,600</b>	<b>4.22%</b>

Slide 6

<b>FY 2005 OPERATING BUDGET</b>			
<b>General Fund</b>			
<b>(in thousands)</b>			
	<b>FY 2004</b>	<b>FY 2005</b>	<b>%</b>
<b>EXPENDITURES</b>	<b>MODIFIED</b>	<b>OPERATING</b>	<b>INCREASE</b>
	<b>BUDGET</b>	<b>BUDGET</b>	
Personnel (Salaries and Fringe Benefits)	\$84,084	\$89,753	6.84%
Operating Expenses	18,844	19,429	3.1%
Non-Mandatory Transfers	10,538	11,125	5.58%
Strategic Initiatives	500	893	78.6%
Other	6,633	4,400	(34.0%)
<b>Total Base Expenditures</b>	<b>\$120,519</b>	<b>\$125,600</b>	<b>4.22%</b>

Slide 7

<b>FY 2005 AUXILIARY BUDGET</b>			
<b>(in thousands)</b>			
	<b>FY 2004</b>	<b>FY 2005</b>	<b>%</b>
<b>REVENUE</b>			<b>INCREASE</b>
Earned Income	\$15,209	\$16,006	
General Fund Transfers	\$6,171	\$6,631	
Other	550	100	
<b>Total Auxiliary Revenue</b>	<b>\$21,930</b>	<b>\$22,737</b>	<b>3.68%</b>
<b>EXPENDITURES</b>			
Personnel	\$6,366	\$6,687	
Operating	11,175	11,234	
Scholarships	2,506	2,739	
Debt Service	1,268	1,287	
Administrative Charge	815	810	
<b>Total Auxiliary Expenditures</b>	<b>\$21,930</b>	<b>\$22,737</b>	<b>3.68%</b>