



**YOUNGSTOWN  
STATE  
UNIVERSITY**

**BOARD OF TRUSTEES  
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE**

**Molly S. Seals, Chair  
Joseph J. Kerola, Vice Chair  
All Trustees are Members**

**Wednesday, June 21, 2023  
1:45 p.m. or immediately following  
previous meeting**

**Board Room  
Tod Hall**

**AGENDA**

- A. Disposition of Minutes for Meeting Held March 2, 2023**
- B. Old Business**
- C. Committee Items**

**1. Academic Excellence and Student Success Consent Items\***

- C.1.a. = Tab 1 a. Resolution to Modify “The Student Code of Conduct” Policy, 3356-8-01.1**  
Nicole Kent-Strollo, Dean of Students and Ombudsperson, will report.
- C.1.b. = Tab 2 b. Resolution to Modify Student Travel Policy, 3356-8-07**  
Brien N. Smith, Provost and Vice President for Academic Affairs, and Joy Polkabila Byers, Associate Vice President for Student Experience, will report.

**2. Academic Excellence and Student Success Action Items\*\***

- C.2.a. = Tab 3 a. Resolution to Modify Hiring and Selection for Full and Part-Time Faculty Policy, 3356-10-01**  
Brien N. Smith, Provost and Vice President for Academic Affairs, will report.
- C.2.b. = Tab 4 b. Resolution Regarding Exceptional Student Government Association Leadership**  
Helen K. Lafferty, Interim President, will report.

\*Items listed under Consent Agenda require Board approval; however, they may be presented without discussion as these items include only non-substantive changes.

\*\*Request any member of the committee to indicate they would like a Resolution to not be considered via consent. After all Resolutions have been considered, roll call vote by consent or by individual Resolution.

- C.2.c. = Tab 5**      **c. Resolution to Authorize Recommendation of Candidates for Honorary Degrees**  
Policy Number 3356-10-05, Honorary degrees and commencement speakers, is attached for your information.  
Brien N. Smith, Provost and Vice President for Academic Affairs, and Martha Pallante, Chairperson, Academic Senate, will report.
- C.2.d. = Tab 6**      **d. Resolution to Approve Master of Science in Data Science and Statistics Program**  
Brien N. Smith, Provost and Vice President for Academic Affairs, and Sal Sanders, Dean of Graduate Studies and Assistant Provost for the Department of Cyberlearning, will report.

**3. Academic Excellence and Student Success Discussion Items**

- C.3.a. = Tab 7**      **a. Career Placement Rate and Student Success Progress Update**  
Claire Berardini, Associate Provost for Student Success, will report.
- C.3.b. = Tab 8**      **b. General Education Transformation**
- C.3.c. = Tab 9**      **c. Academic Program Enhancement and Effectiveness**
- d. Academic Senate Update**  
A verbal report of the Academic Senate will be presented.  
Martha Pallante, Chairperson, Academic Senate, will report.

**D. New Business**

**E. Adjournment**

**\*\*Request any member of the committee to indicate they would like a Resolution to not be considered via consent. After all Resolutions have been considered, roll call vote by consent or by individual Resolution.**



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**RESOLUTION TO MODIFY  
“THE STUDENT CODE OF CONDUCT” POLICY 3356-8-01.1**

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

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

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

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

**Board of Trustees Meeting  
June 22, 2023  
YR 2023-**

### 3356-8-01.1 “The Student Code of Conduct.”

Responsible Division/Office:	Academic Affairs
Responsible Officer:	Dean of Students and Ombudsperson
Revision History:	March 1998; December 2010; June 2016; September 2017; September 2020; June 2021; September 2022; June 2023
Board Committee:	Academic Excellence and Student Success
<b>Effective Date:</b>	<b>June 22, 2023</b>
Next Review:	2028

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- (A) Policy statement/preamble. Youngstown state university (YSU) is a student-centered institution committed to the education, development, well-being, and success of students of all ages and from all walks in life. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth, as well as their capacities for lifelong learning, civic responsibility, and leadership.

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility. We value ethical behavior in scholarly and other endeavors, believe in the dignity and worth of all people, strive to foster an appreciation of, and respect for, differences among the human race, and celebrate the diversity that enriches the university and the world. As a member of a higher education community, students have an obligation to conduct themselves in a manner that is compatible with the university’s purposes as an institution of higher education. Each student is expected to be fully acquainted with all published policies, procedures, and regulations of the university and is held responsible for compliance with them. All members of the university community are expected to assume responsibility for creating an environment conducive to the educational mission and purpose of the university.

The policies and regulations in “The Student Code of Conduct” have been established to ensure a positive educational experience for every student. “The Student Code of Conduct” serves as an official university document that outlines conditions and regulations considered essential to the effective functioning of the university.



The student conduct process at Youngstown state university adheres to procedural due process and is intended to be part of the educational process at the university. This student conduct process provides a forum for the impartial and expedient resolution of alleged misconduct in the university community and encourages students to live responsibly and be accountable for their actions. The student conduct process is based on the university's commitment to developing integrity, respect, and responsibility among all students.

**(B) Article I. Rights and responsibilities.**

- (1) Basic rights.** The following enumeration of basic rights shall not be construed to deny or disparage other rights and privileges retained by students in their capacity as members of the student body or as citizens of the community at large:

  - (a)** The right of free inquiry, expression, and/or assembly.
  - (b)** The right to pursue educational goals and appropriate opportunities for learning in the classroom, on campus, and online.
  - (c)** The right to be secure in their persons, living quarters, papers, and effects against unreasonable searches and seizures.
  - (d)** The right to retain ownership of class projects/assignments authored by a student and submitted to fulfill requirements of a course, except as provided by section 3345.14 of the Revised Code.
- (2) Basic responsibilities.** Students, as members of the university community, shall have the following responsibilities which are inherent in the basic rights delineated in this paragraph:

  - (a)** To maintain standards of academic performance as established by their faculty.
  - (b)** To be responsible for acting in such a manner as to ensure other students the basic rights enumerated in this policy.

- (c) To be responsible for their actions with respect to, and to follow, all university regulations and policies.
  - (d) To be responsible for their actions with respect to provisions of local, state, and federal law.
  - (e) To conduct themselves in a manner which helps to create and maintain a learning atmosphere in which the rights, dignity, and worth of every individual in the university community are respected.
  - (f) To have in their possession a valid university identification card when on university premises.
  - (g) To be responsible for adhering to the university policy 3356-7-20, "Drug-free environment" (rule 3356-7-20 of the Administrative Code).
  - (h) To ensure adherence to all university board of trustees' policies that apply to students.
- (C) Article II. Student conduct authority. The president has delegated the authority for the university student conduct system to the dean of students and ombudsperson (hereinafter referred to as the dean of students). The dean of students, or designee, serves as the student conduct administrator responsible for the administration and operation of "The Student Code of Conduct" and the student conduct process. Members of the university seeking formal disciplinary action for alleged student misconduct should make referrals to the office of community standards and student conduct.

The student conduct administrator shall determine the composition of student conduct bodies and appellate hearing panels.

The student conduct administrator shall develop policies for the administration of the student conduct system and procedural rules for the conduct of hearings that are consistent with provisions of "The Student Code of Conduct." The student conduct officer shall be the assistant dean of students for community standards, advocacy, and conduct (hereinafter referred to as the assistant dean of students). The student conduct administrator may also appoint one or more deputy conduct officers to review reports of violations of "The Student Code of Conduct" and to

conduct investigations. Deputy conduct officers shall be under the supervision of the student conduct officer and/or the student conduct administrator.

(1) Jurisdiction of “The Student Code of Conduct.”

- (a) “The Student Code of Conduct” shall apply to conduct which adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs whether it occurs on university premises, at university sponsored activities, or on non-university premises. It is important to note that a student and/or group/organization will be subject to the university student conduct process where the conduct has occurred on non-university premises when the conduct adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs.
- (b) Students shall be responsible for their conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if the conduct is not discovered until after a degree is awarded). “The Student Code of Conduct” shall apply to a student’s conduct even if the student withdraws from the university while an investigation into alleged misconduct is pending.
- (c) An incident which results in a charge under “The Student Code of Conduct” may also lead to a proceeding outside of the university for a violation of local, state, or federal law. In these instances, university proceedings are not subject to challenge based on concurrent criminal or civil proceedings or that such proceeding has been or will be dismissed, reduced, withdrawn, resolved, or settled. The university will cooperate, to the extent permitted by law, with law enforcement and other agencies in the enforcement of all laws. In all cases, hearings within the university will be held according to the student conduct procedures set forth in this policy. Since the university student conduct process

is educational in nature and differing judgements may result between university action and outside legal action, the university, in its sole discretion, may pursue student conduct action and impose sanctions against a student for a violation of law:

- (i) Regardless of where the behavior occurs;
  - (ii) When a student is charged with a violation of law but not with any other violation of “The Student Code of Conduct”;
  - (iii) When a student is charged with a violation of law which is also a violation of “The Student Code of Conduct”;
  - (iv) While the student is also subject to criminal proceedings, arrest and/or prosecution or civil litigation.
  - (v) University conduct action may be carried out prior to, simultaneously with, or following civil or criminal proceedings.
  - (vi) The university will cooperate, to the extent permitted by law, with law enforcement and other agencies in the enforcement of all laws and will not request or agree to special consideration for an individual because of that individual’s status as a student.
- (2) **Campus student organizations.** Registered student organizations may exist for any appropriate purpose that does not conflict with university policies and regulations or with local, state, and/or federal laws. The development of policies and guidelines for student organizations is the responsibility of the dean of students, or designee, in consultation with the associate vice president for student experience. The policies and regulations that apply to student groups/organizations are outlined in the “Penguin Student Handbook,” which houses all student organization policies. Student groups/organizations that violate any of the student

organization policies may be charged with violating “The Student Code of Conduct” and be subject to the student conduct procedures set forth in this policy.

- (3) Student conduct authority.
- (a) The enforcement of regulations, policies, and guidelines that apply to students, student organizations/groups are within the jurisdiction of the dean of students, or designee.
  - (b) Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.
  - (c) Student groups and registered student organizations may be charged with violations of “The Student Code of Conduct” in the following circumstances:
    - (i) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with the university’s student organization policies, and/or university policies or regulations.
    - (ii) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with city, state, or federal law.
    - (iii) A student group (as defined in the glossary of terms section of this policy) or registered student organization and its officers may be held collectively or individually responsible for violations of “The Student Code of Conduct.”
- (D) Article III. Student conduct standards/prohibited conduct. The student conduct process aspires to develop and maintain conduct standards in support of character, civility, and community. This section of “The Student Code of Conduct” provides a set of expectations regarding student conduct in support of the university community.

A student or student group/organization may be charged with violating any student conduct standard. In cases where a violation is committed by

a member of a student group/organization, the entire group/organization may be held responsible, in addition to the student, when those members of the group/organization not directly involved participate in the activity by encouraging, witnessing, or condoning the act in any manner. The following behavior is subject to disciplinary action under “The Student Code of Conduct”:

- (1) Academic integrity. Violations of academic integrity include:
  - (a) Plagiarism, which includes the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement, the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, or the misrepresentation of another person’s work as one’s own.
  - (b) The use of any unauthorized assistance or tools, including artificial intelligence (AI) language programs, prohibited by faculty:
    - (i) In taking quizzes, tests, assignments, or examinations;
    - (ii) When completing assignments, solving problems, or carrying out other assignments as detailed in the course syllabus or in other instructions by the instructor.
  - (c) The acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff.
  - (d) Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
  - (e) Inappropriate collaboration, including working together on assignments or projects to an extent not permitted by the instructor.

- (f) Multiple submissions of the same work, including submitting the same or parts of the same assignment for multiple classes without permission from the instructor.
  - (g) Fabrication of data, including presenting fictitious data relating to experiments, changing of data obtained from sources, and citing non-existent sources.
  - (h) Bribes, threats, or intimidation, including exchange of payment for assignments or parts of assignments, and threats to entice others to engage in violations of the academic integrity policy.
  - (i) Impersonation, pretending to be another person in the completion of a quiz, exam, or other assignment.
  - (j) Altering or destroying the work of others unless given permission.
  - (k) Lying to obtain an academic advantage, which includes falsification of documents or other information used to request makeup work.
  - (l) Assisting another person in any of the behaviors mentioned in this paragraph is itself academic dishonesty.
  - (m) Asking others to engage in any of the behavior described in this paragraph is academic dishonesty;
  - (n) Attempting to engage in any of the listed behaviors is academic dishonesty.
- (2) Alcohol.
- (a) Use or possession of alcoholic beverages, except as permitted by law and university policy.
  - (b) Public intoxication.



- (c) Manufacturing or distribution of alcoholic beverages to any person under twenty-one years of age except as permitted by law.
- (3) Bullying and harassment. Unwelcome or unreasonable behavior that harasses or intimidates people, either as individuals or as a group, and is sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint. Bullying and harassing behavior is often persistent and part of a pattern, but it can also occur as a single incident. It is usually carried out by an individual but can also be an aspect of group behavior. See university policy 3356-2-03, "Discrimination/ harassment" (rule 3356-2-03 of the Administrative Code) for prohibited conduct based on an individual's sex, race, color, religion, national origin, age, sexual orientation, gender identity and/or expression, disability, or veteran/military status, or any other basis protected by law. See also university policy 3356-4-21, "Campus free speech" (rule 3356-4-21 of the Administrative Code) for harassment that is severe, pervasive, and objectively offensive).
- (4) Complicity. Allowing or enabling a violation to occur, failing to report a violation, or concealing, condoning, supporting or encouraging a violation or an attempted violation.
- (5) Student conduct system.
  - (a) Failure to obey the summons of a student conduct body or university official to appear for a meeting or hearing as part of the student conduct process.
  - (b) Falsification, distortion, or misrepresentation of information before a student conduct body.
  - (c) Institution of a student conduct proceeding knowingly without cause.
  - (d) Attempting to discourage an individual's proper participation in, or use of, the student conduct system.

- (e) Attempting to influence the impartiality of a member of a student conduct body prior to and/or during the student conduct process.
  - (f) Unwelcome or unreasonable behavior that harasses or intimidates a member of a student conduct body, participants, or witnesses prior to, during or after a student conduct proceeding, and is sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint.
  - (g) Failure to comply with the sanction(s) imposed by a student conduct body.
  - (h) Influencing or attempting to influence another person to commit an abuse of the student conduct system.
  - (i) Disruption or interference with the orderly conduct of a student conduct proceeding.
- (6) Disorderly conduct. Conduct which obstructs teaching, research, administration, or university activities or functions.
- (7) Drugs.
- (a) Use, possession, manufacturing, or distribution of marijuana, narcotics, or other controlled substances in either refined or crude form, including the use of drug-related paraphernalia.
  - (b) The misuse of materials as an intoxicant.
  - (c) Use of prescription drugs in any way other than as prescribed. Distribution of prescription drugs to anyone other than the person to whom they are prescribed.
- (8) Failure to comply. Failure to comply with directions and/or oral or written instructions which are given by any university official, student, faculty member, or staff who is acting in an official university capacity and/or failure to identify oneself to these persons when requested to do so.

- (9) Financial obligations. Failure to meet all financial obligations to the university.
- (10) Gambling. Gambling or wagering of any form except as expressly permitted by law and/or university policy.
- (11) Hazing. Doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code.
- (12) Information technology. Theft or other abuse of information technology and resources, including, but not limited to:
  - (a) Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
  - (b) Unauthorized transfer of a file.
  - (c) Unauthorized use of another individual's identification and password.
  - (d) Use of computing facilities and resources to interfere with the work of another student, faculty member, or university official.
  - (e) Use of computing facilities and resources to send unwelcome or unreasonable messages that harass or intimidate individuals or groups that are sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint.
  - (f) Use of computing facilities and resources to interfere with the normal operation of the university computing system originating from an on-campus or off-campus source.

- (g) Use of computing facilities and resources in violation of copyright laws.
  - (h) Any violation of the university policy 3356-4-09, “Acceptable use of university technology resources” (rule 3356-4-09 of the Administrative Code).
- (13) Dishonesty.
- (a) Furnishing false information to any university official, faculty member, or office.
  - (b) Forgery, alteration, or misuse of any university document, record, credit card, or instrument of identification.
  - (c) Tampering with the election of any university recognized student organization.
  - (d) Deliberately misleading or intentionally failing to maintain correct address and telephone information with the registrar.
  - (e) Misrepresenting enrollment status and/or achievement at the university to non-university officials and/or on non-university documents.
- (14) Obstruction of traffic. Obstruction of the free flow of pedestrian or vehicular traffic on university premises or at university sponsored or supervised functions.
- (15) Endangering behavior.
- (a) Intentionally, knowingly, or recklessly causing physical harm to another person or their property or engaging in conduct which threatens or causes a reasonable apprehension of harm to the health, safety, life, or property of a person, including one’s self.
  - (b) Entering false fire alarms, bomb threats, or tampering with fire extinguishers, alarms, smoke detectors, or other safety equipment.

- (16) **Property damage.** Any action which damages or could reasonably damage property of the university, or property of a member of the university community, or other personal or public property on or off campus, or acts of vandalism even if this behavior does not cause damage.
- (17) **Published university policies.** Violation of published university policies, rules, or regulations, including those available electronically on the university website.
- (18) **Sexual harassment.** Conduct on the basis of sex that satisfies one or more of the following categories:
  - (a) An employee conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo). An individual does not have to submit to the conduct for quid pro quo sexual harassment to occur.
  - (b) Unwelcome conduct determined by the reasonable person's standard to be so severe and pervasive that it effectively denies a person equal access to an education program or activity (i.e., hostile environment).
  - (c) Sexual assault as defined in the Clery Act (which includes rape, fondling, incest, or statutory rape as defined in this paragraph).
    - (i) Rape (except statutory rape). The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person without the consent of the victim. See university policy 3356-2-05, "Title IX sexual harassment policy," rule 3356-2-05 of the Administrative Code, for definitions of consent, coercion, force, and incapacitation.
    - (ii) Fondling. The touching of the private body parts of another person for sexual gratification without the consent of the victim, including instances where the

victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.

- (iii) Incest. Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
  - (iv) Statutory rape. Sexual intercourse with a person who is under the statutory age of consent.
- (d) Dating violence, domestic violence, or stalking pursuant to the Violence Against Women Act (also defined in this paragraph).
- (i) Dating violence. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
  - (ii) Domestic violence. Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
  - (iii) Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

- (e) **Sexual misconduct.** Conduct of a sexual nature that is nonconsensual or is carried out through force, threat, or coercion. Sexual misconduct includes, but is not limited to, sexual exploitation and voyeurism.
  - (i) **Sexual exploitation.** Sexual exploitation occurs when a person takes nonconsensual or abusive sexual advantage of another for their own benefit or advantage or to benefit or advantage anyone other than the person being exploited, and that behavior does not otherwise constitute another form of sexual misconduct. Examples of sexual exploitation include, but are not limited to, prostituting another, nonconsensual video or audiotaping of sexual activity, permitting others to secretly observe or record consensual activity or engaging in voyeurism.
  - (ii) **Voyeurism.** Voyeurism occurs when a person, for the purposes of sexual arousal or gratification sexual purposes, surreptitiously invades the privacy of another. Voyeurism can occur in person or through recording or electronic means.
- (f) **Sex offenses.** See Chapter 2907. of the Revised Code which defines sex offenses under Ohio law.
- (19) **Theft.** Attempted or actual theft, including possession of stolen property.
- (20) **Unauthorized entry.**
  - (a) **Unauthorized entry to or use of university premises,** including access to residential spaces other than one's own assigned space.
  - (b) **Unauthorized possession, duplication, or use of keys to any university premises.**
- (21) **Unauthorized recording.**



- (a) Unauthorized use of electronic or other devices to make an audio or video record or photograph of any person while on university premises without their prior knowledge or without their effective consent when such a recording or photograph is likely to cause injury or distress, except as otherwise permitted by law.
    - (b) Unauthorized distribution or dissemination of an audio or video recording or photograph of any person without their prior knowledge or consent, even if the recording or photograph originally had been produced with the person's consent, when such a recording or photograph is likely to cause injury or distress, except as otherwise permitted by law.
  - (22) Violation of law. Behavior which would constitute a violation of federal, state, or local law that adversely affects the university community or interferes with the university's mission or its educational objectives and programs.
  - (23) Weapons. Illegal or unauthorized possession of firearms, fireworks, explosives, other weapons, or dangerous chemicals on university premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others.
  - (24) Sexual harassment as defined in Title IX of the Education Amendments of 1972 as set forth in university Title IX sexual harassment policy. (See rule 3356-2-05 of the Administrative Code and university policy 3356-2-05, "Title IX sexual harassment policy." Students, faculty, employees, volunteers, third parties, campus visitors and other individuals should refer to the Title IX policy referenced in this paragraph for processes and procedures under Title IX). The complaint, adjudication, resolution, and appeal process for an allegation of a Title IX violation, as well as possible sanctions, is delineated in university policy 3356-2-05, "Title IX sexual harassment policy."
- (E) Article IV. Student conduct procedures.
- (1) General. This overview gives a general idea of how the university's campus student conduct proceedings work, but it

should be noted that not all situations are of the same severity or complexity. Thus, while consistency in similar situations is a priority, these procedures are flexible, and are not the same in every situation.

- (a) These proceedings are administrative procedures and do not follow the specific steps, methods, or standards of proof of evidence used in civil or criminal courts.
- (b) Any member of the university community may report alleged violations of “The Student Code of Conduct” by a student or a student group/organization. The report shall be prepared in writing and directed to the office of community standards and student conduct. A report of a violation of “The Student Code of Conduct” shall be submitted as soon as possible after the incident occurs but not later than thirty days following the university becoming aware of an incident. Exceptions to this limitation period will be reviewed by the student conduct administrator and may be granted in their discretion.
- (c) The student conduct officer shall review reports of violation(s) and may initiate investigations of possible violation(s) of “The Student Code of Conduct” to determine if the charges have merit. In reviewing the reports, the student conduct officer will determine whether the alleged violation(s) may be resolved through a conduct conference or a conduct hearing. Students or student groups/organizations that might be subject to university suspension or expulsion shall automatically be provided a student conduct board hearing. Additionally, students alleged to have violated the university’s sexual misconduct policy will automatically be provided a student conduct board hearing.
- (d) The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true.

- (2) Student conduct conference.
- (a) Any student, student group, or student organization (hereinafter referred to as the respondent) who has been charged with an alleged violation of the student conduct standards of “The Student Code of Conduct” will first be scheduled for a conduct conference with the conduct officer assigned to review the allegation. The respondent will be notified in writing via their official university email address, of the date, time, and location of the conduct conference. Written notification will include:
- (i) The specific charges pending against the respondent;
  - (ii) A brief summary of the referral;
  - (iii) Statement of rights and responsibilities; and
  - (iv) If applicable, a statement notifying the respondent that the alleged conduct is significant enough that they may face suspension or expulsion if the charge is substantiated.
- (b) The conduct conference is the first step in the student conduct process and serves to provide the respondent with the opportunity to discuss the allegations that led to the referral. The respondent will receive more information regarding the process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions(s) for the violation(s) in question should the charges be substantiated. After a discussion regarding the incident and review of relevant information, and if the case does not warrant suspension or expulsion, the respondent will have an opportunity to accept or deny responsibility for the charge(s).

- (c) If the respondent accepts responsibility for the charge(s), the conduct officer will sanction the respondent as part of the conduct conference. The respondent will be asked to sign a conduct conference agreement which will outline all of the sanctions offered to the respondent. While the student may sign the agreement immediately, they have up to three university working days to do so. The respondent has the option to accept the charge(s) but contest the sanction(s) or agree to both the charge(s) and sanction(s). Once the agreement is signed, the decision is final and there is no appeal process. If the respondent denies responsibility for one or more of the charges, or denies the sanction(s), the conduct officer will refer the case for a student conduct board hearing. If the case warrants suspension/expulsion, the case will automatically be referred for a student conduct board hearing.
- (d) Complainants, or harmed parties in a case, are also scheduled for a conduct conference with the conduct officer assigned to review the allegation. This meeting occurs prior to the respondent's conduct conference and serves to provide the complainant with the opportunity to discuss the allegations that led to the referral. The complainant will receive more information regarding the process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions(s) for the respondent should the charges be substantiated. The complainant will be notified in writing via their official university email address, of the date, time, and location of the conduct conference. Written notification will include:
  - (i) The specific charges pending against the respondent;
  - (ii) A brief summary of the referral; and
  - (iii) Statement of rights and responsibilities.
- (e) If a respondent accepts responsibility for the charges and agrees to the sanctions issued by the conduct officer, the

complainant will be notified in writing of the outcome of the respondent's conduct conference. If the respondent denies responsibility for one or more of the charges, or denies the sanction(s), the complainant will be invited to participate in a student conduct board hearing. If the case warrants suspension/expulsion, the case will automatically be referred for a student conduct board hearing, for which the complainant will receive notice.

- (3) Student conduct board hearing.
  - (a) The purpose of a hearing is to provide an equitable forum for the review of the available information regarding an alleged incident of misconduct. The student conduct board hearing panel will decide by the preponderance of evidence whether the respondent is found responsible for the charge(s). All hearings are closed to the public, except for the complainant, respondent, advisors for the complainant and/or respondent, witnesses, hearing panel, hearing panel advisor, and the conduct officer. All parties directly participating in the hearing (the respondent, complainant, advisors, and conduct officer) may remain present the entire time, excluding deliberations.
  - (b) Student conduct board hearing panels consist of three members of the student conduct board. Hearing panels are comprised of a combination of trained faculty, staff, and students. Each student conduct board hearing will have a faculty/staff hearing panel chair. The chair is responsible for keeping the proceedings moving forward.
  - (c) If the respondent or complainant fails to appear at a scheduled student conduct board hearing and the absence is not excused, the hearing may proceed in their absence or may be rescheduled at the discretion of the chair. Additionally, if the complainant, respondent, or witnesses are unable to attend the hearing in person, video technology may be used to enable participants to simultaneously see/hear each other. Video technology may also be used if the complainant or respondent prefers to participate in the hearing from a different room than the opposing party.

- (d) Each student conduct board hearing panel will have a hearing panel advisor. The role of the hearing panel advisor is to ensure the student conduct process is adhered to and to answer procedural questions posed by any party during the hearing. The hearing panel advisor will also keep the proceedings focused on issues relevant to the specific allegations. The hearing panel advisor will remain present during deliberations to answer questions and provide guidance as necessary.
- (4) Hearing procedures.
- (a) Guidelines.
    - (i) The chair will explain the rights and responsibilities of the respondent and the complainant.
    - (ii) The chair and hearing panel advisor are responsible for assuring that these rights as well as the process described in this paragraph are adhered to during the hearing.
    - (iii) The respondent or the complainant may ask for the removal of a hearing panel member by providing written or verbal evidence of bias. The charge of bias is made to the chair who will determine whether it is valid. If the charge of bias is against the chair, the hearing panel advisor will decide whether it is valid. If bias is found, or is unable to be determined, the hearing will be rescheduled.
    - (iv) The conduct officer may ask questions of any party at any time throughout the hearing.
    - (v) The chair and hearing panel advisor are responsible for determining the relevancy of questions asked during a hearing and may deem certain questions irrelevant and not allow them to be answered. The chair must explain to the party proposing questions any decision to exclude a question as not relevant.

- (vi) The chair may exclude persons from the hearing if they are disruptive or postpone the hearing because of disruptive behavior by participants or observers.
- (b) Introduction.
- (i) Each party in the room will introduce themselves and explain their role in the hearing.
  - (ii) The chair will then explain the process and procedures for the hearing.
  - (iii) All witnesses will then be dismissed from the room.
- (c) Presentation of information.
- (i) Following the introduction, the chair will present the respondent with the charges against them. The respondent will respond to each charge by acknowledging that they are responsible for the charge or by denying responsibility for the charge.
  - (ii) The conduct officer will explain why the case was referred for a hearing and will provide a detailed summary of the incident and any subsequent investigation undertaken.
  - (iii) If there is a complainant, they will then have an opportunity to provide the hearing panel with a summary of their role and perspective on the incident.
  - (iv) The hearing panel will then ask the respondent to describe their involvement in the matter at hand as it pertains to the charges being considered in the hearing.
  - (v) The conduct officer, complainant, and respondent will then present any relevant witnesses or documentary information. The conduct officer,



complainant and respondent will each, in turn, have the opportunity to ask questions regarding the information presented.

- (vi) The complainant and respondent, in turn, will have the opportunity to cross-examine one another. If the complainant and respondent have mutual no-contact orders against one another, questions for opposing parties will be submitted to the hearing panel chair in writing.
  - (vii) The conduct officer will have an opportunity to make a summary statement including any sanctioning recommendations.
  - (viii) The complainant will have an opportunity to make a summary statement including any sanctioning recommendations.
  - (ix) The respondent will have an opportunity to make a summary statement including any sanctioning recommendations.
- (d) Deliberation and finding.
- (i) The hearing panel will go into closed session to determine by the preponderance of evidence whether the respondent will be found responsible for the charge(s) pending in this matter. Student conduct hearing panels determine findings by majority vote.
  - (ii) If the respondent is found responsible for a violation of one or more of the pending charges, the hearing panel will proceed to sanctioning. At this time, the hearing panel will be presented with any relevant information pertaining to the respondent's prior student conduct cases and sanctions.
  - (iii) The hearing will reconvene for the announcement of the findings and any subsequent sanction(s).

- (iv) Written notification of the decision will be sent to the complainant and respondent simultaneously via their official university email addresses.
- (5) Student rights and responsibilities. The following rights and responsibilities apply to those involved in a matter being addressed by the student conduct process to uphold due process.
  - (a) Rights of respondent. All respondents in the student conduct process have the following rights:
    - (i) Written notice of the charge(s) made against them and the basis of the allegation that led to the charge(s).
    - (ii) In matters that could result in a sanction of suspension or expulsion, the above-mentioned notification will alert the respondent to the possible severity of the outcome.
    - (iii) The right to an advisor. It is the respondent's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the respondent signs an authorization for the release of information, thus allowing the office of community standards and student conduct to communicate directly with the advisor. The advisor may not actively participate in the student conduct process on behalf of the student.
    - (iv) To request reasonable accommodations due to disability. See paragraph (E)(6) of this policy, "Reasonable accommodation for students with disabilities."
    - (v) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than two university working days in advance of the initially scheduled proceeding. Rescheduled

proceedings will generally occur within five university working days of the initially scheduled proceeding.

- (vi) Reasonable access to inspect and review their own case file, which includes all information that would be used during the student conduct process, including hearing audio/video, to the extent permitted by confidentiality laws.
  - (vii) Explanation of the resolution options available to them through the student conduct process.
  - (viii) To be presumed not responsible for an alleged violation until found in violation by a preponderance of the evidence.
  - (ix) To speak or not speak on their own behalf.
  - (x) The opportunity to respond to information used as part of the decision-making process.
  - (xi) To deny responsibility for the charge(s) facing them and request that the case be referred to a student conduct board hearing.
  - (xii) To question any witness who participates as part of a hearing.
  - (xiii) The right to appeal.
  - (xiv) To waive any of the above stated rights provided that the waiver is made freely and in writing.
- (b) Rights of the complainant. All complainants in the conduct process have the following rights:
- (i) To pursue criminal or civil charges where a legal case exists (without university assistance).

- (ii) Explanation of the resolution options available to them through the conduct process.
- (iii) To be free from harassment and intimidation from respondents and others as they engage in this process.
- (iv) The right to an advisor. It is the complainant's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the complainant signs an authorization for the release of information, thus allowing the office of student conduct to communicate directly with the advisor. The advisor may not actively participate in the student conduct process on behalf of the student.
- (v) Reasonable access to inspect and review their own case file, which includes all information that would be used during the student conduct process, including hearing audio/video, to the extent permitted by confidentiality laws.
- (vi) To request reasonable accommodations due to disability. See paragraph (E)(6) of this policy, "Reasonable accommodation for students with disabilities."
- (vii) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than two university working days in advance of the initially scheduled proceeding. Rescheduled proceedings will generally occur within five university working days of the initially scheduled proceeding.
- (viii) To provide information for consideration during the conduct process, and to know the results of the process to the extent allowed under federal laws and university policies.

- (ix) The opportunity to appear at any hearing that may take place to provide relevant information.
  - (x) The opportunity to submit a written or recorded impact statement for use in a hearing, even if the complainant chooses not to attend the hearing.
  - (xi) To question any witness who participates as part of a hearing.
  - (xii) The right to appeal.
- (c) Responsibilities of respondents, complainants, and witnesses. All respondents, complainants, and witnesses in the conduct process have the following responsibilities:
- (i) To be honest and forthright in all information they provide during the student conduct process. Presenting false and misleading information during this process is a violation of student conduct standards as outlined in this policy.
  - (ii) To attend all scheduled meetings, conferences, or hearings, unless alternate arrangements are made (in the case of witnesses) or notice is provided in advance (in the case of complainants and respondents).
  - (iii) To refrain from disruption of the hearing process. Disruption of this process is a violation of this policy. See paragraph (D) of this policy, “Student conduct standards/ prohibited conduct.”
  - (iv) Complainants and respondents have the responsibility to prepare and present their entire case as well as secure the presence of any witnesses who will speak on their behalf.
- (6) Reasonable accommodation for students with disabilities. Any student with a disability involved in the student conduct process has the right to request reasonable accommodation to ensure their

full and equal participation. Students wishing to request reasonable accommodations should make those requests directly to accessibility services. Students do not have to disclose information about the complaint or charge to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations.

Accommodations are determined on an individual basis by accessibility services staff and implemented in consultation with the office of community standards and student conduct. Examples of reasonable accommodation include sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.

- (7) Sanctions. If the student or student group/organization is found responsible for a violation of a policy, sanctions will be issued in accordance with the office of community standards and student conduct's sanctioning rubric. The student conduct administrator may adjust recommended sanctions on a case-by-case basis, as appropriate.

A conduct sanction imposed or other action taken by any student conduct body shall become effective upon written notification to the respondent. The notification will be sent to the respondent's official university email account. In cases involving a student group/organization, notification will be sent to the official university email account for the president or student group/organization leader.

The decision of a student conduct body may be appealed, as outlined in paragraph (E)(9) of this policy. If the respondent files a request for appeal, and if the appeal is denied, the sanction shall take effect upon exhaustion of the appeals process and shall be retroactive to the effective date stated in the original notification to the respondent.

- (a) The following sanctions may be imposed upon any student who has been found responsible for a violation of "The Student Code of Conduct." Sanctions are typically issued in a progressive fashion; however, each situation differs

and many factors, including the severity of a violation and the impact of the violation on the campus community, will be taken into consideration in determining sanctioning.

- (i) **Warning.** A written notification statement that the student is violating or has violated “The Student Code of Conduct.” Continuation or repetition of inappropriate conduct may be cause for increased sanctioning.
- (ii) **Conduct probation.** Notice in writing that the violation of “The Student Code of Conduct” is serious and that any subsequent violation(s) of university regulations may result in imposition of additional restrictions or conditions, suspension, or expulsion.
- (iii) **Conduct probation with loss of good standing.** Notice in writing that the violation of university regulations is serious and that any subsequent violation(s) of “The Student Code of Conduct” may result in suspension or expulsion. In addition, an order preventing the student from holding university elective office, student employment, participating in any intercollegiate activity or sport, participating in any university sponsored program/organization, or representing the university in any other manner will be attached to this sanction.
- (iv) **Restitution.** Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- (v) **Educational sanctions.** Other sanctions may be imposed instead of, or in addition to, those specified above. These may include community service, educational assignments, referrals to student outreach and support and other campus offices, or other similar sanctions designed to assist the respondent in reflecting upon their behavior and the impact of their behavior on self or others.



- (vi) Residential probation. Issued to students living in university-owned or university-sponsored housing. Notice in writing that the violation of “The Student Code of Conduct” is serious and that any subsequent violation of university regulations and/or resident handbook/lease policies may result in imposition of additional restrictions or conditions, residential suspension, or residential expulsion.
- (vii) Guest restriction. Issued to students living in university-owned or university-sponsored housing. Residential students are restricted from signing in to other residential communities as guests for a designated period.
- (viii) Host restriction. Issued to students living in university-owned or university-sponsored housing. Residential students are restricted from hosting other guests for a designated period.
- (ix) Relocation. Issued to students living in university-owned or university-sponsored housing. Requiring a student to move to another floor, residence hall, or apartment because of community disruption.
- (x) Deferred residential suspension. Issued to students living in university-owned or university-sponsored housing. Separation of the student from the residential community is deferred for a specified period. If the student is found responsible for any subsequent violations of “The Student Code of Conduct,” residential suspension is automatically issued as a sanction.
- (xi) Residential suspension. Issued to students living in university-owned or university-sponsored housing. Separation of the student from the residence halls for a specified period after which time the student is eligible to return. During the suspension period, the student is prohibited from accessing any university

housing facilities. This may include residential dining facilities.

- (xii) **University suspension.** Separation of the student from the university for a specified period after which time the student is eligible to return. During the suspension period, the student does not have access to the university and is prohibited from participating in any academic or other university activities. This may include residential dining facilities. A university suspension is noted on an addendum attached to a student's transcript during the period of suspension.
- (xiii) **Residential expulsion.** Issued to students living in university-owned or university-sponsored housing. Permanent separation of the student from the residential community. An expulsion denies the student access to all university housing facilities on a permanent basis. This may include residential dining facilities.
- (xiv) **University expulsion.** Permanent separation of the student from the university. An expulsion denies the student access to the university, including any campus facilities, any campus programs or activities, and any class sessions on a permanent basis. A university expulsion is permanently noted on a student's transcript.
- (xv) **Revocation of admission and/or degree.** Revocation of admission to or awarding of a degree from the university for fraud, misrepresentation, or other violation of university standards in obtaining the degree, or for serious violations committed by a student prior to graduation.
- (xvi) **Withholding degree.** Withholding the awarding of a degree otherwise earned until the completion of the process set forth in "The Student Code of Conduct,"

including the completion of all sanctions imposed, if any.

- (xvii) **Fines.** Fines for violations of “The Student Code of Conduct” will be assessed and charged to the student’s account. A list of fines for all violations will be determined at the discretion of the dean of students, or designee, who will submit a list of the fines structure to the university board of trustees for approval on an annual basis. The fines structure must be included as a part of “The Student Code of Conduct” when published and presented to students.
  - (xviii) **No-contact order.** The student is restricted from making contact in any verbal, written, electronic, third-party, or physical manner with a designated individual. If a student is found in violation of the no contact order, they may be subject to arrest and removed from campus. No-contact orders are always issued mutually to involved parties.
  - (xix) **Parental/guardian notification.** The office of community standards and student conduct staff will coordinate parental/guardian notification in cases of alcohol use or drug use when the student is under twenty-one years of age, their behavior demonstrates a risk of harm to self or others, or constitutes a violation of law involving a controlled substance.
- (b) More than one of the sanctions listed in paragraph (E)(7) of this policy may be imposed for any single violation.
  - (c) The following sanctions may be imposed upon student groups/organizations:
    - (i) Those sanctions as outlined in paragraph (E)(7) of this policy.
    - (ii) **Deactivation.** Loss of all privileges, including university recognition, for a specified period.

- (d) The student conduct administrator shall be responsible for ensuring that sanctions imposed by hearing panels and conduct officers are consistent with the violation and sanctions imposed for similar violations in other similar cases.
- (8) Interim measures. In certain circumstances, the dean of students, or designee, may impose an interim measure prior to a student conduct proceedings or in the event of a safety-related emergency. This includes university or residential suspension.
- (a) Interim measures may be imposed only:
    - (i) To ensure the safety and well-being of members of the university community or to preserve university property;
    - (ii) To ensure the respondent's own physical or emotional safety and well-being;
    - (iii) If the respondent poses a threat of disruption or interference with the normal operations of the university; or
    - (iv) If the respondent is charged with the commission of a criminal offense as defined in section 2901.01 of the Revised Code.
  - (b) In the event that an interim measure is imposed, the student or student group/organization will be notified either in person or by regular U.S. or certified mail of the cause for the interim measure. The respondent will also be notified via their official university email address. The interim measure becomes effective immediately upon notification and will remain in place until it is determined to no longer be necessary. Interim measures may be determined to no longer be necessary when:

- (i) There is no longer a risk to the safety and well-being of members of the university community or a risk to university property;
    - (ii) Interim measures are no longer needed to ensure the respondent's physical or emotional safety and well-being; or
    - (iii) The respondent no longer poses a threat of disruption or interference with the normal operations of the university.
  - (c) Any alterations, amendments, or modifications to the interim measures shall be documented. Notice of modification of interim measures will be served to affected parties in the same manner in which the original notice of interim measures was served. If student conduct proceedings are required, a student conduct body will convene as expeditiously as possible to review the case. Student conduct hearings will follow the procedures outlined in paragraph (E)(4) of this policy and may proceed before, during, or after any criminal proceedings.
  - (d) In the case of an interim suspension, the student or student group/organization shall be denied access to all housing facilities and/or to the campus (including physical classes) and/or all other university activities or privileges for which the student or student group/organization might otherwise be eligible, unless determined otherwise by the student conduct administrator.
- (9) Appeals.
- (a) The decision or sanction imposed by a student conduct body may be appealed by the respondent or complainant (the appellant) within five university working days of notification of the decision. If an appeal is not received by five p.m. Eastern time on the fifth university working day of this time frame, the decision reached by the student conduct body will be final.

- (b) Requests for appeals shall be made in writing and shall be submitted via electronic form to the office of community standards and student conduct. The request for appeal should indicate the grounds on which the decision is being appealed, referencing at least one of the grounds for the appeal (see paragraph (E)(9)(d) of this policy) along with supporting information.
- (c) Once a request for appeal has been submitted and until the appeal decision has been communicated to the appellant, all sanctions except any active interim measures, such as interim suspensions, will be held in abeyance.
- (d) Appellate hearings are not a live re-hearing of the student conduct case. Except as required to explain the basis of new evidence, an appellate hearing shall be limited to review of the record of the initial hearing and supporting documents for one or more of the following grounds:
  - (i) A claim that the original hearing was conducted in violation of procedural requirements set forth in “The Student Code of Conduct” and to determine whether these violations could have affected the outcome of the hearing.
  - (ii) A claim that the decision reached regarding the respondent did not have a reasonable basis for the conclusion reached and that it was not based on proof by a preponderance of the evidence.
  - (iii) A claim that the sanction(s) imposed was/were disproportionate and without basis to the violation of “The Student Code of Conduct” for which the respondent was found responsible.
  - (iv) A claim that there is new information, sufficient to alter a decision or other relevant facts not presented in the original hearing because such information and/or facts were not known by the appellant at the time of the original hearing.

- (e) The burden of proof rests with the appellant.
- (f) The appellant may, in preparing the request for appeal, have access to records of the case, which may be reviewed electronically via secure link sent by the office of community standards and student conduct.
- (g) A request for appeal in a case adjudicated by a student conduct board hearing panel will be reviewed by an appellate hearing panel. An appellate hearing panel is composed of three members from the student conduct board selected by the student conduct administrator.
- (h) Once a request for appeal has been submitted by the complainant or respondent, the other party shall receive a copy of the request for appeal and may submit a written response to the request for appeal to the office of community standards and student conduct, which will be considered alongside the request for appeal. Any written response must be submitted within five university working days of notification of the submission of a request for appeal.
- (i) The appellate hearing panel will review the appeal to determine whether one of the grounds listed in this policy has been met.
- (j) If an appellate hearing panel determines that a request for appeal has met one or more of the grounds, the following options are available:
  - (i) Remand the case to the original panel for reconsideration if new information sufficient to alter a decision or other relevant facts not presented in the original hearing becomes available because such information and/or facts were not known by the appellant at the time of the original hearing.
  - (ii) Uphold the original decision.

- (iii) Alter the findings/sanctions issued by the original hearing panel.
  - (k) If the appellate hearing panel determines that the request for appeal does not meet one of the grounds, the appeal will be dismissed and the original decision will be upheld.
  - (l) The decision of the appellate hearing panel is final.
- (10) Conduct procedures for university housing. Deputy conduct officers have been designated by the student conduct administrator to assist in the review of alleged violations of policy originating within university housing.
  - (a) The responsibility for the enforcement of rules and regulations governing student conduct in the residence halls, as outlined in the "Resident Handbook," is delegated by the student conduct administrator to a conduct officer. This may be a deputy conduct officer, as described in this paragraph.
  - (b) Any student, faculty member, or university official may file a written report against any student living in a residence hall for alleged violations of policy within the residence hall, campus dining facilities, or at any residence hall function.
  - (c) Upon receipt of a written report, the conduct officer will investigate to determine whether there is reasonable cause to believe that a violation of "The Student Code of Conduct" may have occurred. If the conduct officer believes that such a violation did occur they will follow the procedures outlined in paragraph (E)(4) of this policy to address the alleged violation.
- (11) Student conduct record. The student conduct administrator shall maintain all student conduct records of information received and action taken by the respective student conduct bodies.
  - (a) Student conduct records shall be expunged seven years after final disposition of the case, excluding students who



were sanctioned with residential suspension, residential expulsion, university suspension, or revocation or withholding of a degree, which shall be expunged fifteen years after final disposition of the case resulting in such action. Sanctions of university expulsion will remain on a student's conduct record indefinitely. Upon graduation, the student may petition the student conduct officer for immediate removal of all files contained in their student conduct records if the following conditions are met:

- (i) The violation(s) was determined to not have threatened or endangered the health or safety of any person, including sexual misconduct.
- (ii) University or residential suspension and/or expulsion or revocation or withholding of a degree were not issued as sanctions.
- (iii) All sanction requirements, including associated probationary periods, have been completed.
- (iv) An online petition form is completed and submitted to the office of community standards and student conduct.

The student may appeal a negative response of the student conduct officer to the student conduct administrator.

- (b) Records regarding university suspension or university expulsion of a student group/organization shall be kept indefinitely.
- (c) All material gathered from a substantiated conduct case (residential, academic, and other) shall become part of any new case against the same respondent(s) after the new charges have been substantiated.
- (d) Student conduct records are maintained only in the names of respondents found responsible for violations of university policy, or local, state or federal law.

- (12) **Special procedures.** To ensure continued participation of students, faculty, and administration in the student conduct process and to ensure speedy disposition of conduct cases, the president of the university is empowered to develop a subcommittee structure in the event of a large number of student conduct cases. Such subcommittee shall be empowered to hear and adjudicate cases in accordance with the provisions of “The Student Code of Conduct” and shall ensure that all elements of procedural due process delineated in this article are observed.
- (13) **Responsible action exemption.** The university encourages students to seek immediate medical attention for themselves or others during alcohol and/or drug-related emergencies. When students act as responsible bystanders, the university may choose to resolve alcohol and/or drug violations informally rather than through the student conduct process. The office of community standards and student conduct determines when students are eligible for responsible action exemption on a case-by-case basis. In instances involving possible sexual misconduct, the office of community standards and student conduct may seek input from the Title IX office before making a determination. For exemption to be considered, the following must occur:
- (a) Students must directly contact law enforcement, medical personnel, or university staff to request medical assistance.
  - (b) Students must identify themselves and the student(s) of concern to first responders.
  - (c) Students must comply with specific instructions given by responding personnel.

Students exempted from alcohol and/or drug charges will not face formal sanctions, but are required to meet with a conduct officer to discuss the incident and learn about campus and community resources. If a student is under twenty-one years of age at the time of the incident, the conduct officer may notify parents or guardians of the exemption.

Documentation of exemptions will be maintained by the office of community standards and student conduct as informational records

and are not considered part of a student's conduct record. Incident information will not be released by the office of community standards and student conduct when contacted for background checks/transfer verifications.

The university reserves the right to deny exemption for any case in which violations are repeated or egregious, including activities related to hazing. Students will only receive one exemption during their tenure at the university.

Members of student organizations that actively seek medical assistance during alcohol and/or drug-related emergencies may be granted exemption from organizational conduct charges. Incidents involving student organization intervention will be considered on a case-by-case basis. The same standards outlined in this paragraph apply.

- (14) Serious misconduct policy. "Serious misconduct" is defined as "any act of sexual assault, domestic violence, dating violence, stalking, sexual exploitation, any assault that employs the use of a deadly weapon," as defined in division (A) of section 2923.11 of the Revised Code, or causes serious bodily injury.

Students found responsible for violations of the serious misconduct policy will face, at minimum, a sanction of conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

Students returning from a sanction of suspension will automatically be placed on conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

- (F) Article V. Title IX sexual harassment procedures (per university policy and rule 3356-2-05 of the Administrative Code).
- (1) Grievance process.
- (a) Time frame. The process outlined below is expected to occur within ninety calendar days from the date a complaint is filed. The Title IX coordinator, or designee, may extend this time period by providing written notice to the parties citing the reason(s) for the extension. The complainant or respondent may request a temporary delay of the grievance process for good cause by written request to the Title IX coordinator. Good cause includes, but is not limited to, the absence of party, a party's advisor or a witness, or the accommodation for disabilities.
- (b) Report. Information, however received, alleging sexual harassment, as defined in this policy, and provided to a person with the authority to initiate corrective action. A report may lead to further action, including the filing of a formal complaint, depending on the alleged facts and circumstance.
- (c) Formal complaint. A formal complaint is a verbal or written account which alleges a conduct which could violate this policy and is made to a person with authority to initiate corrective action. A complaint may be submitted by mail, email, in person, by telephone or electronically at TitleIX@ysu.edu.
- (2) Notice.
- (a) Upon receipt of a formal complaint, the university shall provide the following written notice to the parties who are known: notice of this grievance process, including any informal resolution process; and notice of the allegations of sexual harassment as defined in this paragraph, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview.

- (b) If in the course of an investigation the university decides to investigate allegations about the complainant or respondent that are not included in the notice provided, the university shall provide notice of the additional allegations to the parties whose identities are known.
- (c) Notice to the university staff listed below of sexual harassment or allegation of sexual harassment constitutes actual notice to the university and triggers the university's obligation to respond.
  - (i) Title IX coordinator and deputy Title IX coordinators.
  - (ii) Director of equal opportunity and policy development.
  - (iii) Vice presidents and associate vice presidents.
  - (iv) Academic deans and chairpersons.
  - (v) Supervisors/managers.
  - (vi) Coaches and assistant coaches.
- (3) Consolidation of formal complaints. The university may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.
- (4) Dismissal of formal complaint. The Title IX coordinator shall dismiss formal complaints that do not meet the following criteria.
  - (a) Mandatory dismissal.

- (i) Would not constitute sexual harassment as defined in this policy even if proved.
    - (ii) The alleged sexual harassment did not occur in the university's education program or activity.
    - (iii) The alleged conduct did not occur in the United States.
  - (b) Discretionary dismissal.
    - (i) Complainant notifies the Title IX coordinator in writing that they would like to withdraw the formal complaint.
    - (ii) The respondent is no longer enrolled or employed by the university.
    - (iii) Specific circumstances prevent the university from gathering sufficient evidence.
  - (c) The dismissal of a formal complaint shall be done simultaneously and in writing to the parties.
  - (d) A dismissal of a formal complaint may be appealed pursuant to paragraph (F)(10) of this policy.
  - (e) A formal complaint which is dismissed pursuant to this policy may be considered under a different university policy, 3356-2-03, "Discrimination/ harassment," rule of 3356-2-03 of the Administrative Code, or 3356-7-04, "Workplace and off-campus violence, threats, and disruptive behavior," rule of 3356-7-04 of the Administrative Code, or under "The Student Code of Conduct."
- (5) Informal resolution. At any time prior to reaching a determination regarding responsibility, the university may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication.

- (a) Both parties' voluntary, written consent to the informal resolution process is necessary. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.
  - (b) Informal resolution is not an option for resolving allegations that an employee or faculty member sexually harassed a student.
- (6) Investigation. The Title IX coordinator or designee is responsible for investigating formal complaints which meet the criteria of this policy.
- (a) The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the investigator and not on the parties.
  - (b) The respondent is not considered responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
  - (c) The university shall not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the university obtains that party's voluntary, written consent to do so for a grievance process under this section or as permitted by law.
  - (d) The parties shall have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence during the course of the investigation. All parties are free to discuss the allegations under investigation or to gather and present relevant evidence.

- (e) All parties shall have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice including an attorney. However, the advisor may not speak during any interview or proceedings, with the exception of the cross-examination portion of any hearing.
- (f) Any party whose participation is invited or expected shall receive written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with sufficient time for the party to prepare to participate.
- (g) Both parties shall receive an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
- (h) Prior to completion of the investigative report, the investigator shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties shall have ten calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report.
- (i) The investigator shall make all evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.
- (j) The investigator shall create an investigative report that fairly summarizes relevant evidence and shall provide a copy, in electronic or hard copy format, to the parties and their advisors at least ten calendar days prior to any hearing. Either party can submit a written response to the investigator during these ten days.



- (7) **Hearings.** Formal complaints that are not resolved informally or dismissed will result in a live hearing.
- (a) The hearing will be scheduled by the office of student conduct and will be held before a Title IX decision-maker. Where the complainant and respondent are both employees and/or faculty members, the Title IX coordinator will convene the hearing.
  - (b) Live hearings may be conducted with all parties physically present in the same geographic location, or participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.
  - (c) The decision-maker shall permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing shall be conducted directly, orally, and in real-time by the party's advisor of choice and never by a party personally.
  - (d) At the request of either party, the hearing may occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions.
  - (e) Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker shall first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Parties may not challenge the relevancy determination of the decision-maker, except on appeal.
  - (f) Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and

evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- (g) If a party does not have an advisor present at the live hearing, the university shall provide, without fee or charge to that party, an advisor of the university's choice to conduct cross-examination on behalf of that party.
  - (h) If a party or witness does not submit to cross-examination at the live hearing, the decision-maker(s) shall not rely on any statement of that party or witness in reaching a determination regarding responsibility, provided, however, that the decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
  - (i) Credibility determinations shall not be based on a person's status as a complainant, respondent, or witness.
  - (j) Parties are not required to divulge any medical, psychological, or similar privileged records as part of the hearing process.
  - (k) The decision-maker shall create an audio recording for a live hearing and an audiovisual recording for a virtual live hearing. Such recording will be available to the parties for inspection and review upon written request to the convener.
- (8) Findings.
- (a) The hearing decision-maker shall issue a written determination simultaneously to the parties regarding responsibility/policy violation(s) and sanctions/discipline when responsibility/policy violation is found to have occurred. To reach this determination, the preponderance of the evidence standard (whether it is more likely than not that the alleged conduct occurred) will be used.

- (b) The determination regarding responsibility and sanction(s)/ discipline becomes final either on the date that the university provides the parties with the written determination of the result of the appeal, if an appeal is filed; or if an appeal is not filed, the date on which an appeal would no longer be considered timely.
- (c) The written determination shall include:
  - (i) Identification of the allegations potentially constituting sexual harassment.
  - (ii) A description of the procedural steps which were followed starting with the formal complaint and continuing through determination.
  - (iii) The finding of facts that support the determination.
  - (iv) A conclusion applying the appropriate definition of the university's policy to the facts.
  - (v) A rationale for the result of each allegation regarding the determination of responsibility.
  - (vi) For respondents who are students, the hearing decision-maker shall consult with the vice president of student experience or their designee regarding sanctions. For respondents who are employees or faculty members the hearing decision maker shall consult with the chief human resources officer, or their designee, regarding discipline.
  - (vii) Information regarding whether remedies designed to restore or preserve equal access to the university's education program or activity will be provided to the complainant. The Title IX coordinator is responsible for effective implementation of any remedies.
  - (viii) The procedures and bases for the complainant and respondent to appeal the determination.

(9) Sanctions/discipline.

(a) Students.

(i) Possible sanctions for student respondents: warning, conduct probation with or without loss of good standing, restitution, educational sanctions, residential suspension, university suspension, residential expulsion, university expulsion, revocation of admission and/ or degree, withholding degree, and fines.

(ii) Serious misconduct is defined as any act of sexual assault, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon, as defined in division (A) of section 2923.11 of the Revised Code, or causes serious bodily injury. Students found responsible for violations of the serious misconduct policy will face, at minimum, a sanction of conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

Students returning from a sanction of suspension will automatically be placed on conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

(b) Possible sanctions/discipline for employee or faculty respondents: employment probation, demotion or reassignment, suspension with or without pay for a specific

period of time, termination of employment, ineligibility for rehire, and/or other sanctions or remedies as deemed appropriate under the circumstances.

- (10) The appeal process.
- (a) Filing an appeal.
- (i) Appeals are not a re-hearing of the allegation(s).
- (ii) Only a complainant or respondent (referred to as party or parties) may request an appeal.
- (iii) An appeal must be submitted in writing to the Title IX coordinator within five working days from receipt of a decision using the “Title IX Appeal Request Form” and include all supporting material.
- (iv) A party may appeal the determination regarding responsibility, sanctions/discipline and/or the university’s dismissal of a formal complaint or any allegations therein.
- (v) There are four grounds for appeal:
- (1) Procedural irregularity that significantly impacted the outcome of the matter (for example material deviation from established procedures). The appeal request must cite specific procedures and how they were in error; and/or
- (2) New evidence that was not reasonably available at the time the original decision was made that could have affected the outcome. A summary of this new evidence and its potential impact must be included in the request. (Note: Failure to participate or provide information during an investigation or hearing, even based on concern over a pending criminal or civil proceeding, does

not make information unavailable during the original investigation or hearing); and/or

- (3) The Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. The appeal must cite specific examples of how the bias affected the outcome.
  - (4) The discipline/sanction(s) imposed are substantially outside the parameters or guidelines set by the university for this type of violation or the cumulative conduct record of the responding party.
- (b) Title IX appellate review officer (hereinafter referred to as appellate review officer). Upon receipt of a request for appeal, the Title IX coordinator will designate a Title IX appellate review officer as follows:
- (i) Appeals where the respondent is a student, the appellate officer will be either the vice president for student affairs or their designee or a deputy Title IX coordinator who did not participate in the investigation or hearing.
  - (ii) Appeals where the respondent is a faculty member or employee, the appellate officer will be either the chief human resources officer or their designee or a deputy Title IX coordinator who did not participate in the investigation or hearing.
  - (iii) The appellate officer cannot be the investigator, Title IX coordinator, or the person who acted as the decision-maker regarding the determination of responsibility/policy violation, or dismissal.
- (c) Appeal procedures:

- (i) Generally, within five business days after receipt of the request for appeal by the appellate review officer, the appellate review officer will conduct an initial review of the appeal request(s) to determine whether the appeal is timely and satisfies the grounds for appeal.
- (ii) If the appeal request is not timely or does not satisfy the grounds for appeal, the appeal request will be denied, the parties will be notified, and the finding and sanction or responsive action/remedies will stand. The decision not to accept an appeal request is final and is not subject to further appeal.
- (iii) If the appeal request is timely and meets the ground for appeal, the Title IX coordinator will notify the parties that the appeal has been accepted and will notify the non-appealing party that they may file a response within three business days from notification.
- (iv) The appellate review officer will then review the issues presented in the appeal and any response(s).
- (v) The standard on appeal is whether there is relevant evidence/information such that a reasonable person would support the decision(s).
- (vi) The appellate review officer can take one of the following actions:
  - (1) Affirm the original findings;
  - (2) Remand the case to the original investigators or hearing panel for consideration of new evidence or to remedy a procedural irregularity;
  - (3) Remand the case to a new investigator in a case of bias. The appellate review officer, may order a new investigation with a new investigator or hearing panel; or





and nullification of any sanctions levied against the student. If, following nullification of the charges and sanctions, the faculty member refuses to rectify the impacted grades or assignments, the student has the right to file a grievance against the faculty member. Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.

- (2) Academic integrity conference.
  - (a) After the faculty member has gathered evidence of a possible violation, they shall notify the student within two university working days in writing, via university email, of the allegations and invite the student to participate in an academic integrity conference. The faculty member and student may hold the conference without written notification. This academic integrity conference shall occur within five university working days of the written notification to the student.
  - (b) The academic integrity conference is the first step in this process, and serves to provide the student with the opportunity to discuss the allegations made by the faculty member. During this meeting, the student should have the opportunity to address the allegations, and to review all relevant information and documentation to the allegations.

In situations where the course is taught primarily online and/or where the student is unable to physically present for the academic integrity conference, the meeting may be conducted via email, phone, or video conference, as appropriate. The faculty member may consult with the judicial chair of the academic grievance subcommittee or the office of community standards and student conduct for direction in such situations.
  - (c) If, after meeting with the student, the faculty member determines that no violation of the academic integrity policy occurred and/or the student is not responsible for a violation of the academic integrity policy, the faculty

member can dismiss the charges by not filling out the academic integrity form.

- (d) If the faculty member concludes that the student is responsible for a violation of the academic integrity policy, the faculty member shall select an appropriate sanction, as outlined in paragraph (F)(3) of this policy, and will complete the academic integrity form. While the student may sign the form immediately, they have up to five university working days to do so. The student has the option to accept the charge but contest the sanction, or they can agree to both the charge and sanction.
- (e) If the student signs the academic integrity form, acknowledging responsibility for the alleged violation and accepting the sanction, the decision is final and there is no appeal process.
  - (i) The student will return the form to the faculty member. The faculty member will sign the form, and will submit copies of any documentation or statements with the academic integrity form.
  - (ii) The faculty member will forward the form to the departmental chairperson for their signature, acknowledging the case has been brought to their attention. The chairperson has the option to submit a written statement to be included with the academic integrity form.
  - (iii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the academic integrity form.
  - (iv) The dean will then forward the form and all documents to the office of community standards and student conduct to be placed in the student's file.

- (v) The dean of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.
  - (vi) No further action is required unless the recommended sanction includes program removal, suspension, or expulsion. In cases where one of these sanctions is recommended, the case will be forwarded to the judicial chair of the academic grievance subcommittee for review.
- (3) Failure to appear, respond or sign.
- (a) If the student fails to respond to the faculty member's request for an academic integrity conference, or fails to attend an academic integrity conference within five university working days of notice by the faculty member, the following will occur:
    - (i) The faculty member will complete and sign the academic integrity form without the student's signature. They will then submit the form along with copies of any documentation or statements to the chairperson for their signature, acknowledging the case has been brought to their attention. The chairperson has the option to submit a written statement to be included with the form.
    - (ii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the form.
    - (iii) The dean will then forward the form and all documents to the office of community standards and student conduct to be placed in the student's file. The office of community standards and student conduct will then forward the academic integrity form and all documents to the judicial chair of the

academic grievance subcommittee for further action.

- (iv) The dean of the college of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.
- (b) If the student declines to accept responsibility for the charges and/or declines to accept the sanctions selected by the faculty member, the faculty member should complete the form as outlined in this paragraph.
- (4) Academic grievance subcommittee referrals.
  - (a) If the student declines to accept responsibility for the charges, and/or declines to accept the sanctions selected by the faculty member, the case will be referred to the office of community standards and student conduct and forwarded to the judicial chair to initiate a hearing before the academic grievance subcommittee.
  - (b) Regardless of whether the academic integrity form is signed, in cases where program removal, suspension, or expulsion is recommended by the faculty member, the case will be referred to the office of community standards and student conduct and forwarded to the judicial chair to initiate a hearing before the academic grievance subcommittee. A representative from the office of community standards and student conduct must be present at all such hearings to serve in an advisory capacity.
- (5) Academic grievance subcommittee structure.
  - (a) Judicial chair. Associate provost for academic administration or designee appointed by the provost.
  - (b) Faculty members are appointed by the academic senate and serve a two-year term. One faculty member shall be selected from each of the six colleges. At least three of these appointees will have graduate faculty status. In cases involving graduate matters, only graduate faculty will be

appointed. Six faculty members with graduate faculty status will be appointed by graduate council to hear cases involving graduate students.

- (c) Undergraduate student members are appointed by the dean of students, or designee, and may serve up to three years on the subcommittee. In addition, six graduate students (preferably one from each college) will be appointed by the graduate council to hear cases involving graduate students.
  - (i) Students must complete an application available through the office of community standards and student conduct.
  - (ii) At least one undergraduate student member is selected from each of the six colleges.
  - (iii) Students must have a minimum GPA of 2.5 for undergraduate students and a 3.0 for graduate students.
  - (iv) Students must not have a previous student conduct record.
  - (v) Students should be sophomore status or above.
- (6) Academic grievance subcommittee hearing procedures.
  - (a) In cases where the student failed to respond to a request from the faculty member for an academic integrity conference, cases where the student failed to return the signed academic integrity form to the faculty member within the given timeframe, cases wherein the student disputes the charges or sanctions, or in cases when the faculty member recommends program removal, suspension, or expulsion, a hearing by the academic grievance subcommittee is initiated.
  - (b) Within five university working days of receiving the academic integrity form and any supporting documentation of evidence from the faculty member, the judicial chair, or

designee, shall contact the student involved and request a statement and any documentation or evidence they would like to have considered in the hearing. The student will have five university working days to submit these items to the office of community standards and student conduct.

- (c) Within two university working days of receiving the statement and evidence, the judicial chair, or designee, shall distribute copies of the academic integrity form and any documentation or evidence produced by the student and faculty member to the academic grievance subcommittee members, the student, faculty member, department chairperson, and appropriate dean. The academic integrity form, course syllabus (submitted by the faculty member, student, or both), and any documentation or evidence produced by the student, faculty member, chairperson, or dean compose the academic integrity hearing packet.
- (d) A hearing date, time, and location for the academic grievance subcommittee hearing will be established by the judicial chair, or designee. Academic grievance subcommittee members shall have a minimum of three university working days to review all written materials in the academic integrity hearing packet. The hearing notice shall be sent to the parties directly involved in the grievance procedure, excluding advisors and witnesses. Parties directly involved include:
  - (i) Faculty/student. The party who files the academic integrity form and the party who is alleged to have violated the academic integrity policy. If either party cannot or refuses to attend the hearing, they may provide written or recorded statements to be submitted for evidence. Faculty members are permitted to have a substitute who will exercise all the rights and responsibilities of the absent faculty member.
  - (ii) Department chairperson. The chairperson of the department in which the faculty member resides.

The chairperson's attendance is optional. If the chairperson is in attendance they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The chairperson's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the culture of the department or expectations of students in the department.

- (iii) Dean. The dean of the college in which the faculty member's department is housed. The dean's attendance is optional. In addition, the dean of graduate studies has the option to attend in cases that involve graduate students and graduate faculty members. If the dean is in attendance, they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The dean's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the culture of the department or expectations of students in the department.
- (iv) Academic grievance subcommittee hearing panel members. Derived from the membership of the student academic grievance subcommittee of the academic senate. At minimum, each hearing panel consists of three faculty members, three undergraduate students, and the judicial chair. In hearings involving allegations against a graduate student, graduate college representatives will form the hearing panel. The hearing panel conducts the formal hearing and renders a decision. No member of a hearing panel will hear a case directly involving themselves.

- (v) **Advisors.** The student and the faculty member may each avail themselves of the services of an advisor throughout the academic integrity process. An advisor may be drawn from within or outside the university community. Advisors may not present testimony or speak on behalf of the party whom they are advising. They are permitted, however, to give notes or whisper instructions/advice to the party whom they are advising. Examples of advisors include a parent/guardian, attorney, clergy, other faculty member, or coach. The advisor may not be the chairperson or dean for the college in which the faculty member or student is housed. In situations where a graduate assistant is considered the instructor of record and is the party who submitted the academic integrity form, the chairperson may serve as an advisor to the graduate assistant and is permitted to stay throughout the hearing.

In cases in which the student is a dully enrolled high school and university student (through the Youngstown early college or the college credit plus program), the student may have both a parent/guardian and a secondary advisor present for the hearing.

- (vi) **Witness(es).** Witnesses who have something to add to the hearing either in support of the faculty member or student are permitted. While the number of witnesses is not limited, the number of witnesses that present repetitive testimony may be limited at the discretion of the judicial chair.
- (e) If the student or faculty member is unable to be physically present for the hearing, then both the faculty member and student will be made available for the hearing through the same electronic means to provide equal treatment to all parties. This may include either teleconference or video conferencing platforms, as deemed appropriate by the judicial chair.



- (7) Rights of hearing parties.
- (a) The following rights are guaranteed to the student and the faculty member:
- (i) The right to be present.
  - (ii) The right to be accompanied by an advisor of their choice.
  - (iii) The right to speak in support of their argument.
  - (iv) The right to bring witnesses in support of their case.
  - (v) The right to present any relevant information directly supporting their written items in the academic integrity packet, including oral testimony.
  - (vi) The right to refute information presented.
  - (vii) The right to consult with the judicial chair or the office of community standards and student conduct regarding the hearing, their testimony or the presentation of any testimony in support of their case.
- (b) The judicial chair has the right to:
- (i) Limit the amount of time testimony is presented by any given individual;
  - (ii) Remove disruptive individuals from the room;
  - (iii) Ensure that only the members of the hearing panel, student, and faculty member are present in the room;
  - (iv) Ensure that all witnesses remain outside the hearing room and are brought in and dismissed after their testimony is presented;

(v) Extend the timeline for the hearing process.

(8) Deliberation and findings.

- (a) The hearing panel shall meet in closed session to review the information presented and reach a decision. The hearing panel shall vote using secret ballots tallied by the judicial chair. The judicial chair will only vote in circumstances of a tie among the hearing panel members.
- (b) If the hearing panel determines that the student is responsible for a violation of the academic integrity policy, the hearing panel may consider previously resolved cases (on file with the office of community standards and student conduct) involving the student when assigning an appropriate sanction. The judicial chair will present such information to the hearing panel only after a determination of responsibility on the case in question has been reached.

The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true.

- (c) Both parties shall be informed of the hearing panel's decision in writing within three university working days. This statement shall be prepared and signed by the judicial chair and forwarded to the office of community standards and student conduct, the graduate school dean when appropriate, the provost and all parties directly involved in the hearing, except advisors and witnesses.
- (i) Notice of the hearing panel's decision ends the academic grievance subcommittee's involvement in the disposition of the case.
- (ii) A file of all pertinent documents for all academic integrity hearings shall be kept by the office of the

provost and the office of community standards and student conduct.

- (iii) Any change of grade as a result of the hearing panel's decision should be made by the faculty member and signed by the respective chairperson and/or dean within five university working days. If the faculty member, chairperson and/or dean refuse to sign the grade change form, then the provost will do so.

(9) Appeals.

- (a) Only students may appeal the decision of the academic grievance subcommittee regarding for cases involving alleged violations of the academic integrity policy. The appeal can only be based on procedural violations and must be submitted within five university working days from the date on which the student was notified of the hearing panel's decision. The request for an appeal is submitted in writing to the judicial chair.
- (b) The judicial chair will forward the written appeal to the academic senate executive committee within two university working days.
  - (i) If the academic senate executive committee determines that no procedural violations occurred or that any procedural violations were minor and did not affect the original hearing panel's decision, the original hearing panel's decision is upheld and the case is closed.
  - (ii) If the academic senate executive committee determines that procedural violations may have occurred and were potentially substantive enough to have affected the hearing panel's decision, the case will be referred to a three-person appellate hearing panel consisting of one student and two faculty members. This appellate hearing will take place

within twelve university working days of receipt of the written appeal.

- (c) Appellate hearing panel.
    - (i) No member of the appellate hearing panel will hear a case directly affecting themselves.
    - (ii) Prior to the appellate hearing, members of the appellate hearing panel shall review all relevant documents.
    - (iii) The chair of the appellate hearing panel shall inform both parties of the decision as soon as reasonably possible. A written statement of the decision shall be prepared and signed by the chair of the appellate hearing panel, forwarded to the student, faculty member, the office of community standards and student conduct, and office of the provost within five university working days of the decision via university email.
    - (iv) A file of all pertinent documents for all appeals shall be kept by the office of community standards and student conduct and/or the office of the provost.
    - (v) The decision reached by the appellate hearing panel is final and may not be appealed.
  - (d) At the discretion of the chair of the appellate hearing panel, the timeline under the appeal process may be extended.
  - (e) If the appeal results in a grade change, the grade change form should be completed by the faculty member and signed by the respective chairperson and/or dean within three university working days. If the faculty member, chairperson, and/or dean refuse to sign the grade change form, then the provost will do so.
- (10) Sanctions. Sanctions for violations of the academic integrity policy may include, but are limited to, the following:

- (a) Issuing an official warning.
  - (b) Lowering the grade on the exam, paper or assignment in question.
  - (c) Lowering the final grade for the course.
  - (d) Requesting additional action from the academic grievance subcommittee, including removal from a course, removal from an academic program, university suspension, or expulsion.
  - (e) Other sanctions as deemed appropriate by the faculty member. The faculty member may consult with the judicial chair, the office of community standards and student conduct, chairperson or dean regarding appropriate sanctions.
- (11) Role of the student conduct administrator (SCA). The student conduct administrator, or designee, has the following responsibilities with regards to all cases involving alleged violations of the academic integrity policy.
- (a) To create/maintain a student conduct file containing the completed academic integrity form and supporting documents.
  - (b) To expunge all records as outlined in this policy.
  - (c) In cases where the academic integrity form is completed by all parties, they will acknowledge receipt of this form by emailing the student, faculty member, chairperson, and dean with a letter that details the resolution of the case.
  - (d) In cases where the student has already been found responsible for a previous academic integrity violation, any additional violation will result in a review of all cases by the office of community standards and student conduct for possible additional charges and sanctioning.

(H) Article VI. Section 3345.22 of the Revised Code, the “1219 hearing” process.

- (1) **Background. Disruptive behavior and the “1219” procedure.** The Ohio campus disruption act, also known as Ohio House Bill 1219, is codified in sections 3345.22 and 3345.23 of the Revised Code. The purpose of the law is to protect university students, faculty, staff, and other members of the campus community from crimes of violence committed near the university or upon people or property at the university.

A “1219 hearing” is appropriate when a student is arrested for a crime of violence committed on or near the university. If a student is convicted of an offense of violence that occurred on or near the university, the student will be automatically suspended pursuant to section 345.23 of the Revised Code. The purpose of the “1219 hearing” is to remove students from campus who may be a threat to the safety and security of the student body or campus community.

- (2) **Definition of a “crime of violence.”** There are over thirty crimes of violence considered violations of the “1219” law, including but not limited to the following: arson, assault, burglary, domestic violence, discharged firearm, felonious assault, gross sexual imposition, inciting to violence, inducing panic, intimidation, kidnapping, menacing, murder, rape, riot, robbery, sexual battery, and voluntary manslaughter.

- (3) **Jurisdiction of the “1219 hearing.”**

- (a) If a student is arrested for a crime of violence referenced in division (D) of section 3345.23 of the Revised Code, they may be temporarily suspended from the university according to “The Student Code of Conduct,” which is referred to as an interim suspension. This suspension will last during the process of the “1219 hearing” and continue until the student meets with the office of community standards and student conduct. The results of the “1219 hearing” discussed in this paragraph does not alter the student’s status under an interim suspension.

- (b) A “1219 hearing,” which is distinctly separate from a conduct conference or a student conduct board hearing, will be held shortly after a student’s arrest for a crime of violence. The hearing can be continued for good cause. The purpose of the “1219 hearing” is to determine by a preponderance of the evidence whether the student committed an offense of violence.
- (c) If the referee, as appointed by the university (office of the general counsel), finds that the student did commit an offense of violence on or near the university, the referee will then determine if the student should be under strict probation or suspended from the university pending the outcome of the criminal case. However, as previously noted, if the student is under an interim suspension, the student will remain suspended, even if they only receive strict probation from the referee, until the conclusion of the student conduct process administered by the office of community standards and student conduct.
- (d) Following the “1219 hearing,” the criminal case outcome will determine the student’s status under section 345.23 of the Revised Code. If the student is convicted of an offense of violence in the criminal case, the student will be suspended from the university for at least one year.
- (e) Upon acquittal, or upon any final judicial determination not resulting in conviction of an offense of violence, the “1219” suspension automatically terminates and the student in question shall be reinstated and the record of the “1219” suspension expunged from the person’s university record. The criminal process and “1219 hearing” are separate. The outcome of the “1219 hearing” has no bearing on the criminal case.
- (f) When a student is found not guilty, they may return to school, but upon conclusion of the “1219 hearing” and possibly while the criminal case is still underway, the university may, and in nearly all cases, will initiate the student conduct process. The student may also be under

the restriction of an interim suspension. If the student is not under an interim suspension or has been found not responsible of a violation of “The Student Code of Conduct,” the student would be permitted to return to school.

- (g) If the student is found guilty at the criminal trial for an offense of violence on or near the university, they will be suspended from Youngstown state university for the period of one year. The student will receive a written notice of the suspension from the office of community standards and student conduct. The student must receive approval from the board of trustees to be permitted to return to the university. This one-year suspension will still be imposed even if the student is found not responsible for a violation of “The Student Code of Conduct.”
- (4) The “1219 hearing” process. The “1219 hearing” will be an adversary proceeding. Unlike a student conduct hearing, a “1219 hearing” will be conducted by a referee appointed by the university. A university attorney will present the evidence at the hearing on behalf of the university. The student has the right to:
- (a) Be represented by an attorney.
  - (b) To cross-examine witnesses called by the state (the university).
  - (c) Call upon their own witnesses.
  - (d) To present evidence.
  - (e) To give a statement (but not required to do so). If the student does not appear at the hearing, the student will be suspended. In the absence of a waiver of the right against compulsory self-incrimination, the testimony of a student whose suspension is being considered, given at the hearing, shall not subsequently be used in any criminal proceeding against the student.



- (5) **Burden of proof.** Preponderance of the evidence is the standard used for all “1219 hearings.” Preponderance of the evidence is known as the balance of probabilities met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true. The referee must find that the student committed the offense by a preponderance of the evidence.
- (I) **Article VII. Parental/guardian notification policy.** Youngstown state university is committed to an educational environment that promotes the safety, responsible decision-making, and social and intellectual development of all students. Furthermore, the university is concerned with taking a proactive approach in regards to students who may be experiencing problems with alcohol or other drugs. It is the policy of Youngstown state university to notify parents of students under twenty-one years of age if such students have been found responsible for violating institutional policies regarding alcohol or other drugs, to create a positive support network for students.
  - (1) **Parameters.**
    - (a) This policy will be applied in situations where students under the age of twenty-one have been found responsible for a violation of university policies regarding drugs or alcohol.
    - (b) The office of community standards and student conduct shall be responsible for administering all procedures of the parental/guardian notification policy.
  - (2) **Procedures.**
    - (a) Parents/guardians shall be notified when the underage student is found responsible for a violation of the drug or alcohol policies.
    - (b) The dean of students, or designee, may make an exception to the parental/guardian notification policy if in their judgment it is determined that harm would come to the student because of parental/guardian notification.

- (c) The notification will be provided in writing from the office of community standards and student conduct and will be mailed to the student's home address.
  - (d) The notification letter will inform parents or guardians that their student has been found responsible for a violation of an alcohol or drug policy. Included with the letter will be answers to frequently asked questions. Parents or guardians will be encouraged to discuss the incident with the student.
  - (e) The office of community standards and student conduct will be responsible for responding to questions from parents/guardians. If a parent or guardian is interested in reviewing their student's conduct file, the student generally must sign a waiver to release this information. There are exceptions to this that will be determined on a case-by-case basis.
- (J) Article VIII. Interpretation and revisions. Any question of interpretation or application regarding "The Student Code of Conduct" shall be referred to the student conduct administrator for final determination.
- "The Student Code of Conduct" shall be reviewed every three years under the direction of the student conduct administrator. Any member of the university community may recommend a change to "The Student Code of Conduct" to the dean of students, or designee. The dean of students, or designee, shall distribute the recommendation to the appropriate areas and gather feedback. If the change is endorsed by the dean of students, or designee, the change shall be presented to the board of trustees for adoption.
- (K) Glossary of terms when used in "The Student Code of Conduct."
- (1) The term "due process" is an assurance that all accused students will receive notice of charges, notice of the evidence to be used against them, and the opportunity to participate in a hearing prior to the deprivation of any educational property interest.
  - (2) The term "academic grievance subcommittee" is a group of university students and faculty selected and trained to adjudicate

hearings wherein a student has allegedly violated the academic integrity policy for the university. Each hearing has a hearing panel consisting of at least six members from the academic grievance subcommittee.

- (3) The term “appellate hearing panel” shall mean any person or persons authorized on a case-by-case basis by the student conduct administrator to consider a request for appeal from a student conduct body’s determination that a student has violated “The Student Code of Conduct” or from the sanctions imposed by the student conduct body.
- (4) The terms “can,” “may,” or “should” specify a discretionary provision of “The Student Code of Conduct.”
- (5) The term “complainant” shall mean any party harmed by the actions of a student who allegedly violated “The Student Code of Conduct.”
- (6) The term “deputy conduct officer” shall mean a university official authorized on a case-by-case basis by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
- (7) The term “faculty member” shall mean any person employed by the university to conduct classroom or teaching activities or who is otherwise considered by the university to be a member of its faculty. In certain situations, a person may be both “student” and “faculty member.” One’s status in a situation shall be determined by the relevant circumstances.
- (8) The terms “file” or “records” mean information relating to a current or former student which is stored in a fashion that facilitates recovery of that information by reference to the individual in whatever form or medium such gathering of information is created, kept, or maintained.
- (9) The term “function” shall mean all student activities or events occurring at the university or sponsored by registered student organizations, groups, or members of the academic community.

- (10) The term “group” shall mean a number of students who are associated with each other and who have not complied with university requirements for registration as an organization.
- (11) The terms “hearing panel” or “hearing panel members” shall mean individuals who have been selected or assigned to adjudicate a hearing. These individuals are selected from a trained body, including the student conduct board and the academic grievance subcommittee.
- (12) The term “hearing panel advisor” shall mean the student conduct administrator, or designee, or appointee. The hearing panel advisor has responsibility for ensuring that policies and procedures within this document are adhered to within any student conduct process. The hearing panel advisor may be involved in any part of the student conduct process, and may provide input or answers, or otherwise answer questions asked by any parties.
- (13) The term “may” is used in the permissive sense.
- (14) The term “member of the university community” shall include any person who is a student, faculty member, university official, any other person employed by the university, or any person lawfully present on university premises.
- (15) The term “organization” shall mean a university-registered student organization which has complied with formal requirements of official registration.
- (16) The term “policy” shall be defined as the written regulations of the university as found in, but not limited to, “The Student Code of Conduct,” “Resident Handbook,” the university website, undergraduate/graduate catalogs, university policies, and board of trustees policies.
- (17) The term “respondent” shall mean any student accused of violating “The Student Code of Conduct.”
- (18) The terms “shall,” “must,” “will,” or “is required” specify a mandatory requirement of the code.

- (19) The term “student” shall include all persons registered for courses, seminars, and workshops at the university, either full-time or part-time, pursuing undergraduate, graduate, professional studies, or continuing education programs. Also included are those individuals accepted for admission or living in the residence halls, whether enrolled at the university.
- (20) The term “student conduct administrator” is the dean of students, or designee, who shall be responsible for the administration of the code and the university student conduct process.
- (21) The term “student conduct board” is a group of university students, staff, and faculty selected and trained to adjudicate hearings wherein students have allegedly violated university policy. Each hearing has a hearing panel consisting of three members from the student conduct board.
- (22) The term “student conduct body” shall mean student conduct officer, any deputy conduct officer, or any hearing panel of the student conduct board authorized by the student conduct administrator to determine whether a student has violated “The Student Code of Conduct” and to recommend imposition of sanctions.
- (23) The term “student conduct officer” is the assistant dean of students for community standards, advocacy, and conduct who is the university official assigned to serve as the primary charging administrator by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
- (24) The terms “university” or “institution” mean Youngstown state university and collectively those responsible for its operation.
- (25) The term “university premises” shall be defined as all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the university including adjacent streets, sidewalks, and parking lots.

- (26) The term “university official” shall mean any person employed by, appointed to, authorized to act on behalf of or performing administrative or professional work for the university.
- (27) The term “university working day” refers to any day of the week excluding Saturdays, Sundays, or official holidays.
- (28) The term “weapon” shall have the same meaning as in university policy 3356-7-03 concerning weapons on campus (rule 3356-7-03 of the Administrative Code).
- (29) All other terms have their natural meaning unless the context otherwise dictates.

### 3356-8-01.1 “The Student Code of Conduct.”

Responsible Division/Office: ~~Student Affairs / Dean of Students~~ Academic Affairs

Responsible Officer: Dean of Students and Ombudsperson

Revision History: March 1998; December 2010; June 2016; September 2017; September 2020; June 2021; September 2022; June 2023

Board Committee: Academic Excellence and Student Success

**Effective Date:** ~~September 21, 2022~~ June 22, 2023

Next Review: ~~2027~~ 2028

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- (A) Policy statement/preamble. Youngstown state university (YSU) is a student-centered institution committed to the education, development, well-being, and success of students of all ages and from all walks in life. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth, as well as their capacities for lifelong learning, civic responsibility, and leadership.

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility. We value ethical behavior in scholarly and other endeavors, believe in the dignity and worth of all people, strive to foster an appreciation of, and respect for, differences among the human race, and celebrate the diversity that enriches the university and the world. As a member of a higher education community, students have an obligation to conduct themselves in a manner that is compatible with the university’s purposes as an institution of higher education. Each student is expected to be fully acquainted with all published policies, procedures, and regulations of the university and is held responsible for compliance with them. All members of the university community are expected to assume responsibility for creating an environment conducive to the educational mission and purpose of the university.

The policies and regulations in “The Student Code of Conduct” have been established to ensure a positive educational experience for every student. “The Student Code of Conduct” serves as an official university document that outlines conditions and regulations considered essential to the effective functioning of the university.

The student conduct process at Youngstown state university adheres to procedural due process and is intended to be part of the educational process at the university. This student conduct process provides a forum for the impartial and expedient resolution of alleged misconduct in the university community and encourages students to live responsibly and be accountable for their actions. The student conduct process is based on the university's commitment to developing integrity, respect, and responsibility among all students.

(B) Article I. Rights and responsibilities.

- (1) Basic rights. The following enumeration of basic rights shall not be construed to deny or disparage other rights and privileges retained by students in their capacity as members of the student body or as citizens of the community at large:
  - (a) The right of free inquiry, expression, and/or assembly.
  - (b) The right to pursue educational goals and appropriate opportunities for learning in the classroom, on campus, and online.
  - (c) The right to be secure in their persons, living quarters, papers, and effects against unreasonable searches and seizures.
  - (d) The right to retain ownership of class projects/assignments authored by a student and submitted to fulfill requirements of a course, except as provided by section 3345.14 of the Revised Code.
- (2) Basic responsibilities. Students, as members of the university community, shall have the following responsibilities which are inherent in the basic rights delineated in this paragraph:
  - (a) To maintain standards of academic performance as established by their faculty.
  - (b) To be responsible for acting in such a manner as to ensure other students the basic rights enumerated in this policy.



- (c) To be responsible for their actions with respect to, and to follow, all university regulations and policies.
  - (d) To be responsible for their actions with respect to provisions of local, state, and federal law.
  - (e) To conduct themselves in a manner which helps to create and maintain a learning atmosphere in which the rights, dignity, and worth of every individual in the university community are respected.
  - (f) To have in their possession a valid university identification card when on university premises.
  - (g) To be responsible for adhering to the university policy 3356-7-20, "Drug-free environment" (rule 3356-7-20 of the Administrative Code).
  - (h) To ensure adherence to all university board of trustees' policies that apply to students.
- (C) Article II. Student conduct authority. The president has delegated the authority for the university student conduct system to the dean of students and ombudsperson (hereinafter referred to as the dean of students). The dean of students, or designee, serves as the student conduct administrator responsible for the administration and operation of "The Student Code of Conduct" and the student conduct process. Members of the university seeking formal disciplinary action for alleged student misconduct should make referrals to the office of community standards and student conduct.

The student conduct administrator shall determine the composition of student conduct bodies and appellate hearing panels.

The student conduct administrator shall develop policies for the administration of the student conduct system and procedural rules for the conduct of hearings that are consistent with provisions of "The Student Code of Conduct." The student conduct officer shall be the assistant dean of students for community standards, advocacy, and conduct (hereinafter referred to as the assistant dean of students). The student conduct administrator may also appoint one or more deputy conduct officers to review reports of violations of "The Student Code of Conduct" and to

conduct investigations. Deputy conduct officers shall be under the supervision of the student conduct officer and/or the student conduct administrator.

(1) Jurisdiction of “The Student Code of Conduct.”

- (a) “The Student Code of Conduct” shall apply to conduct which adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs whether it occurs on university premises, at university sponsored activities, or on non-university premises. It is important to note that a student and/or group/organization will be subject to the university student conduct process where the conduct has occurred on non-university premises when the conduct adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs.
- (b) Students shall be responsible for their conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if the conduct is not discovered until after a degree is awarded). “The Student Code of Conduct” shall apply to a student’s conduct even if the student withdraws from the university while an investigation into alleged misconduct is pending.
- (c) An incident which results in a charge under “The Student Code of Conduct” may also lead to a proceeding outside of the university for a violation of local, state, or federal law. In these instances, university proceedings are not subject to challenge based on concurrent criminal or civil proceedings or that such proceeding has been or will be dismissed, reduced, withdrawn, resolved, or settled. The university will cooperate, to the extent permitted by law, with law enforcement and other agencies in the enforcement of all laws. In all cases, hearings within the university will be held according to the student conduct procedures set forth in this policy. Since the university student conduct process

is educational in nature and differing judgements may result between university action and outside legal action, the university, in its sole discretion, may pursue student conduct action and impose sanctions against a student for a violation of law:

- (i) Regardless of where the behavior occurs;
  - (ii) When a student is charged with a violation of law but not with any other violation of “The Student Code of Conduct”;
  - (iii) When a student is charged with a violation of law which is also a violation of “The Student Code of Conduct”;
  - (iv) While the student is also subject to criminal proceedings, arrest and/or prosecution or civil litigation.
  - (v) University conduct action may be carried out prior to, simultaneously with, or following civil or criminal proceedings.
  - (vi) The university will cooperate, to the extent permitted by law, with law enforcement and other agencies in the enforcement of all laws and will not request or agree to special consideration for an individual because of that individual’s status as a student.
- (2) Campus student organizations. Registered student organizations may exist for any appropriate purpose that does not conflict with university policies and regulations or with local, state, and/or federal laws. The development of policies and guidelines for student organizations is the responsibility of the dean of students, or designee, in consultation with the associate vice president for student experience. The policies and regulations that apply to student groups/organizations are outlined in the “Penguin Student Handbook,” which houses all student organization policies. Student groups/organizations that violate any of the student

organization policies may be charged with violating “The Student Code of Conduct” and be subject to the student conduct procedures set forth in this policy.

- (3) Student conduct authority.
- (a) The enforcement of regulations, policies, and guidelines that apply to students, student organizations/groups are within the jurisdiction of the dean of students, or designee.
  - (b) Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.
  - (c) Student groups and registered student organizations may be charged with violations of “The Student Code of Conduct” in the following circumstances:
    - (i) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with the university’s student organization policies, and/or university policies or regulations.
    - (ii) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with city, state, or federal law.
    - (iii) A student group (as defined in the glossary of terms section of this policy) or registered student organization and its officers may be held collectively or individually responsible for violations of “The Student Code of Conduct.”
- (D) Article III. Student conduct standards/prohibited conduct. The student conduct process aspires to develop and maintain conduct standards in support of character, civility, and community. This section of “The Student Code of Conduct” provides a set of expectations regarding student conduct in support of the university community.

A student or student group/organization may be charged with violating any student conduct standard. In cases where a violation is committed by

a member of a student group/organization, the entire group/organization may be held responsible, in addition to the student, when those members of the group/organization not directly involved participate in the activity by encouraging, witnessing, or condoning the act in any manner. The following behavior is subject to disciplinary action under “The Student Code of Conduct”:

- (1) Academic integrity. Violations of academic integrity include:
  - (a) Plagiarism, which includes the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement, the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, or the misrepresentation of another person’s work as one’s own.
  - (b) The use of any unauthorized assistance or tools, including artificial intelligence (AI) language programs, prohibited by faculty:
    - (i) In taking quizzes, tests, assignments, or examinations;
    - (ii) When completing assignments, solving problems, or carrying out other assignments as detailed in the course syllabus or in other instructions by the instructor.
  - (c) The acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff.
  - (d) Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
  - (e) Inappropriate collaboration, including working together on assignments or projects to an extent not permitted by the instructor.

- (f) Multiple submissions of the same work, including submitting the same or parts of the same assignment for multiple classes without permission from the instructor.
  - (g) Fabrication of data, including presenting fictitious data relating to experiments, changing of data obtained from sources, and citing non-existent sources.
  - (h) Bribes, threats, or intimidation, including exchange of payment for assignments or parts of assignments, and threats to entice others to engage in violations of the academic integrity policy.
  - (i) Impersonation, pretending to be another person in the completion of a quiz, exam, or other assignment.
  - (j) Altering or destroying the work of others unless given permission.
  - (k) Lying to obtain an academic advantage, which includes falsification of documents or other information used to request makeup work.
  - (l) Assisting another person in any of the behaviors mentioned in this paragraph is itself academic dishonesty.
  - (m) Asking others to engage in any of the behavior described in this paragraph is academic dishonesty;
  - (n) Attempting to engage in any of the listed behaviors is academic dishonesty.
- (2) Alcohol.
- (a) Use or possession of alcoholic beverages, except as permitted by law and university policy.
  - (b) Public intoxication.

- (c) Manufacturing or distribution of alcoholic beverages to any person under twenty-one years of age except as permitted by law.
- (3) Bullying and harassment. Unwelcome or unreasonable behavior that harasses or intimidates people, either as individuals or as a group, and is sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint. Bullying and harassing behavior is often persistent and part of a pattern, but it can also occur as a single incident. It is usually carried out by an individual but can also be an aspect of group behavior. See university policy 3356-2-03, "Discrimination/ harassment" (rule 3356-2-03 of the Administrative Code) for prohibited conduct based on an individual's sex, race, color, religion, national origin, age, sexual orientation, gender identity and/or expression, disability, or veteran/military status, or any other basis protected by law. See also university policy 3356-4-21, "Campus free speech" (rule 3356-4-21 of the Administrative Code) for harassment that is severe, pervasive, and objectively offensive).
- (4) Complicity. Allowing or enabling a violation to occur, failing to report a violation, or concealing, condoning, supporting or encouraging a violation or an attempted violation.
- (5) Student conduct system.
  - (a) Failure to obey the summons of a student conduct body or university official to appear for a meeting or hearing as part of the student conduct process.
  - (b) Falsification, distortion, or misrepresentation of information before a student conduct body.
  - (c) Institution of a student conduct proceeding knowingly without cause.
  - (d) Attempting to discourage an individual's proper participation in, or use of, the student conduct system.

- (e) Attempting to influence the impartiality of a member of a student conduct body prior to and/or during the student conduct process.
  - (f) Unwelcome or unreasonable behavior that harasses or intimidates a member of a student conduct body, participants, or witnesses prior to, during or after a student conduct proceeding, and is sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint.
  - (g) Failure to comply with the sanction(s) imposed by a student conduct body.
  - (h) Influencing or attempting to influence another person to commit an abuse of the student conduct system.
  - (i) Disruption or interference with the orderly conduct of a student conduct proceeding.
- (6) Disorderly conduct. Conduct which obstructs teaching, research, administration, or university activities or functions.
- (7) Drugs.
- (a) Use, possession, manufacturing, or distribution of marijuana, narcotics, or other controlled substances in either refined or crude form, including the use of drug-related paraphernalia.
  - (b) The misuse of materials as an intoxicant.
  - (c) Use of prescription drugs in any way other than as prescribed. Distribution of prescription drugs to anyone other than the person to whom they are prescribed.
- (8) Failure to comply. Failure to comply with directions and/or oral or written instructions which are given by any university official, student, faculty member, or staff who is acting in an official university capacity and/or failure to identify oneself to these persons when requested to do so.



- (9) Financial obligations. Failure to meet all financial obligations to the university.
- (10) Gambling. Gambling or wagering of any form except as expressly permitted by law and/or university policy.
- (11) Hazing. Doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code.
- (12) Information technology. Theft or other abuse of information technology and resources, including, but not limited to:
  - (a) Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
  - (b) Unauthorized transfer of a file.
  - (c) Unauthorized use of another individual's identification and password.
  - (d) Use of computing facilities and resources to interfere with the work of another student, faculty member, or university official.
  - (e) Use of computing facilities and resources to send unwelcome or unreasonable messages that harass or intimidate individuals or groups that are sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint.
  - (f) Use of computing facilities and resources to interfere with the normal operation of the university computing system originating from an on-campus or off-campus source.

- (g) Use of computing facilities and resources in violation of copyright laws.
  - (h) Any violation of the university policy 3356-4-09, “Acceptable use of university technology resources” (rule 3356-4-09 of the Administrative Code).
- (13) Dishonesty.
- (a) Furnishing false information to any university official, faculty member, or office.
  - (b) Forgery, alteration, or misuse of any university document, record, credit card, or instrument of identification.
  - (c) Tampering with the election of any university recognized student organization.
  - (d) Deliberately misleading or intentionally failing to maintain correct address and telephone information with the registrar.
  - (e) Misrepresenting enrollment status and/or achievement at the university to non-university officials and/or on non-university documents.
- (14) Obstruction of traffic. Obstruction of the free flow of pedestrian or vehicular traffic on university premises or at university sponsored or supervised functions.
- (15) Endangering behavior.
- (a) Intentionally, knowingly, or recklessly causing physical harm to another person or their property or engaging in conduct which threatens or causes a reasonable apprehension of harm to the health, safety, life, or property of a person, including one’s self.
  - (b) Entering false fire alarms, bomb threats, or tampering with fire extinguishers, alarms, smoke detectors, or other safety equipment.

- (16) **Property damage.** Any action which damages or could reasonably damage property of the university, or property of a member of the university community, or other personal or public property on or off campus, or acts of vandalism even if this behavior does not cause damage.
- (17) **Published university policies.** Violation of published university policies, rules, or regulations, including those available electronically on the university website.
- (18) **Sexual harassment.** Conduct on the basis of sex that satisfies one or more of the following categories:
  - (a) An employee conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo). An individual does not have to submit to the conduct for quid pro quo sexual harassment to occur.
  - (b) Unwelcome conduct determined by the reasonable person's standard to be so severe and pervasive that it effectively denies a person equal access to an education program or activity (i.e., hostile environment).
  - (c) Sexual assault as defined in the Clery Act (which includes rape, fondling, incest, or statutory rape as defined in this paragraph).
    - (i) Rape (except statutory rape). The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person without the consent of the victim. See university policy 3356-2-05, "Title IX sexual harassment policy," rule 3356-2-05 of the Administrative Code, for definitions of consent, coercion, force, and incapacitation.
    - (ii) Fondling. The touching of the private body parts of another person for sexual gratification without the consent of the victim, including instances where the

victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.

- (iii) Incest. Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
  - (iv) Statutory rape. Sexual intercourse with a person who is under the statutory age of consent.
- (d) Dating violence, domestic violence, or stalking pursuant to the Violence Against Women Act (also defined in this paragraph).
- (i) Dating violence. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
  - (ii) Domestic violence. Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
  - (iii) Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

- (e) **Sexual misconduct.** Conduct of a sexual nature that is nonconsensual or is carried out through force, threat, or coercion. Sexual misconduct includes, but is not limited to, sexual exploitation and voyeurism.
  - (i) **Sexual exploitation.** Sexual exploitation occurs when a person takes nonconsensual or abusive sexual advantage of another for their own benefit or advantage or to benefit or advantage anyone other than the person being exploited, and that behavior does not otherwise constitute another form of sexual misconduct. Examples of sexual exploitation include, but are not limited to, prostituting another, nonconsensual video or audiotaping of sexual activity, permitting others to secretly observe or record consensual activity or engaging in voyeurism.
  - (ii) **Voyeurism.** Voyeurism occurs when a person, for the purposes of sexual arousal or gratification sexual purposes, surreptitiously invades the privacy of another. Voyeurism can occur in person or through recording or electronic means.
- (f) **Sex offenses.** See Chapter 2907. of the Revised Code which defines sex offenses under Ohio law.
- (19) **Theft.** Attempted or actual theft, including possession of stolen property.
- (20) **Unauthorized entry.**
  - (a) **Unauthorized entry to or use of university premises,** including access to residential spaces other than one's own assigned space.
  - (b) **Unauthorized possession, duplication, or use of keys to any university premises.**
- (21) **Unauthorized recording.**

- (a) Unauthorized use of electronic or other devices to make an audio or video record or photograph of any person while on university premises without their prior knowledge or without their effective consent when such a recording or photograph is likely to cause injury or distress, except as otherwise permitted by law.
    - (b) Unauthorized distribution or dissemination of an audio or video recording or photograph of any person without their prior knowledge or consent, even if the recording or photograph originally had been produced with the person's consent, when such a recording or photograph is likely to cause injury or distress, except as otherwise permitted by law.
  - (22) Violation of law. Behavior which would constitute a violation of federal, state, or local law that adversely affects the university community or interferes with the university's mission or its educational objectives and programs.
  - (23) Weapons. Illegal or unauthorized possession of firearms, fireworks, explosives, other weapons, or dangerous chemicals on university premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others.
  - (24) Sexual harassment as defined in Title IX of the Education Amendments of 1972 as set forth in university Title IX sexual harassment policy. (See rule 3356-2-05 of the Administrative Code and university policy 3356-2-05, "Title IX sexual harassment policy." Students, faculty, employees, volunteers, third parties, campus visitors and other individuals should refer to the Title IX policy referenced in this paragraph for processes and procedures under Title IX). The complaint, adjudication, resolution, and appeal process for an allegation of a Title IX violation, as well as possible sanctions, is delineated in university policy 3356-2-05, "Title IX sexual harassment policy."
- (E) Article IV. Student conduct procedures.
- (1) General. This overview gives a general idea of how the university's campus student conduct proceedings work, but it

should be noted that not all situations are of the same severity or complexity. Thus, while consistency in similar situations is a priority, these procedures are flexible, and are not the same in every situation.

- (a) These proceedings are administrative procedures and do not follow the specific steps, methods, or standards of proof of evidence used in civil or criminal courts.
- (b) Any member of the university community may report alleged violations of “The Student Code of Conduct” by a student or a student group/organization. The report shall be prepared in writing and directed to the office of community standards and student conduct. A report of a violation of “The Student Code of Conduct” shall be submitted as soon as possible after the incident occurs but not later than thirty days following the university becoming aware of an incident. Exceptions to this limitation period will be reviewed by the student conduct administrator and may be granted in their discretion.
- (c) The student conduct officer shall review reports of violation(s) and may initiate investigations of possible violation(s) of “The Student Code of Conduct” to determine if the charges have merit. In reviewing the reports, the student conduct officer will determine whether the alleged violation(s) may be resolved through a conduct conference or a conduct hearing. Students or student groups/organizations that might be subject to university suspension or expulsion shall automatically be provided a student conduct board hearing. Additionally, students alleged to have violated the university’s sexual misconduct policy will automatically be provided a student conduct board hearing.
- (d) The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true.

- (2) Student conduct conference.
- (a) Any student, student group, or student organization (hereinafter referred to as the respondent) who has been charged with an alleged violation of the student conduct standards of “The Student Code of Conduct” will first be scheduled for a conduct conference with the conduct officer assigned to review the allegation. The respondent will be notified in writing via their official university email address, of the date, time, and location of the conduct conference. Written notification will include:
- (i) The specific charges pending against the respondent;
  - (ii) A brief summary of the referral;
  - (iii) Statement of rights and responsibilities; and
  - (iv) If applicable, a statement notifying the respondent that the alleged conduct is significant enough that they may face suspension or expulsion if the charge is substantiated.
- (b) The conduct conference is the first step in the student conduct process and serves to provide the respondent with the opportunity to discuss the allegations that led to the referral. The respondent will receive more information regarding the process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions(s) for the violation(s) in question should the charges be substantiated. After a discussion regarding the incident and review of relevant information, and if the case does not warrant suspension or expulsion, the respondent will have an opportunity to accept or deny responsibility for the charge(s).



- (c) If the respondent accepts responsibility for the charge(s), the conduct officer will sanction the respondent as part of the conduct conference. The respondent will be asked to sign a conduct conference agreement which will outline all of the sanctions offered to the respondent. While the student may sign the agreement immediately, they have up to three university working days to do so. The respondent has the option to accept the charge(s) but contest the sanction(s) or agree to both the charge(s) and sanction(s). Once the agreement is signed, the decision is final and there is no appeal process. If the respondent denies responsibility for one or more of the charges, or denies the sanction(s), the conduct officer will refer the case for a student conduct board hearing. If the case warrants suspension/expulsion, the case will automatically be referred for a student conduct board hearing.
- (d) Complainants, or harmed parties in a case, are also scheduled for a conduct conference with the conduct officer assigned to review the allegation. This meeting occurs prior to the respondent's conduct conference and serves to provide the complainant with the opportunity to discuss the allegations that led to the referral. The complainant will receive more information regarding the process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions(s) for the respondent should the charges be substantiated. The complainant will be notified in writing via their official university email address, of the date, time, and location of the conduct conference. Written notification will include:
  - (i) The specific charges pending against the respondent;
  - (ii) A brief summary of the referral; and
  - (iii) Statement of rights and responsibilities.
- (e) If a respondent accepts responsibility for the charges and agrees to the sanctions issued by the conduct officer, the

complainant will be notified in writing of the outcome of the respondent's conduct conference. If the respondent denies responsibility for one or more of the charges, or denies the sanction(s), the complainant will be invited to participate in a student conduct board hearing. If the case warrants suspension/expulsion, the case will automatically be referred for a student conduct board hearing, for which the complainant will receive notice.

- (3) Student conduct board hearing.
  - (a) The purpose of a hearing is to provide an equitable forum for the review of the available information regarding an alleged incident of misconduct. The student conduct board hearing panel will decide by the preponderance of evidence whether the respondent is found responsible for the charge(s). All hearings are closed to the public, except for the complainant, respondent, advisors for the complainant and/or respondent, witnesses, hearing panel, hearing panel advisor, and the conduct officer. All parties directly participating in the hearing (the respondent, complainant, advisors, and conduct officer) may remain present the entire time, excluding deliberations.
  - (b) Student conduct board hearing panels consist of three members of the student conduct board. Hearing panels are comprised of a combination of trained faculty, staff, and students. Each student conduct board hearing will have a faculty/staff hearing panel chair. The chair is responsible for keeping the proceedings moving forward.
  - (c) If the respondent or complainant fails to appear at a scheduled student conduct board hearing and the absence is not excused, the hearing may proceed in their absence or may be rescheduled at the discretion of the chair. Additionally, if the complainant, respondent, or witnesses are unable to attend the hearing in person, video technology may be used to enable participants to simultaneously see/hear each other. Video technology may also be used if the complainant or respondent prefers to participate in the hearing from a different room than the opposing party.

- (d) Each student conduct board hearing panel will have a hearing panel advisor. The role of the hearing panel advisor is to ensure the student conduct process is adhered to and to answer procedural questions posed by any party during the hearing. The hearing panel advisor will also keep the proceedings focused on issues relevant to the specific allegations. The hearing panel advisor will remain present during deliberations to answer questions and provide guidance as necessary.
- (4) Hearing procedures.
- (a) Guidelines.
    - (i) The chair will explain the rights and responsibilities of the respondent and the complainant.
    - (ii) The chair and hearing panel advisor are responsible for assuring that these rights as well as the process described in this paragraph are adhered to during the hearing.
    - (iii) The respondent or the complainant may ask for the removal of a hearing panel member by providing written or verbal evidence of bias. The charge of bias is made to the chair who will determine whether it is valid. If the charge of bias is against the chair, the hearing panel advisor will decide whether it is valid. If bias is found, or is unable to be determined, the hearing will be rescheduled.
    - (iv) The conduct officer may ask questions of any party at any time throughout the hearing.
    - (v) The chair and hearing panel advisor are responsible for determining the relevancy of questions asked during a hearing and may deem certain questions irrelevant and not allow them to be answered. The chair must explain to the party proposing questions any decision to exclude a question as not relevant.

- (vi) The chair may exclude persons from the hearing if they are disruptive or postpone the hearing because of disruptive behavior by participants or observers.
- (b) Introduction.
- (i) Each party in the room will introduce themselves and explain their role in the hearing.
  - (ii) The chair will then explain the process and procedures for the hearing.
  - (iii) All witnesses will then be dismissed from the room.
- (c) Presentation of information.
- (i) Following the introduction, the chair will present the respondent with the charges against them. The respondent will respond to each charge by acknowledging that they are responsible for the charge or by denying responsibility for the charge.
  - (ii) The conduct officer will explain why the case was referred for a hearing and will provide a detailed summary of the incident and any subsequent investigation undertaken.
  - (iii) If there is a complainant, they will then have an opportunity to provide the hearing panel with a summary of their role and perspective on the incident.
  - (iv) The hearing panel will then ask the respondent to describe their involvement in the matter at hand as it pertains to the charges being considered in the hearing.
  - (v) The conduct officer, complainant, and respondent will then present any relevant witnesses or documentary information. The conduct officer,

complainant and respondent will each, in turn, have the opportunity to ask questions regarding the information presented.

- (vi) The complainant and respondent, in turn, will have the opportunity to cross-examine one another. If the complainant and respondent have mutual no-contact orders against one another, questions for opposing parties will be submitted to the hearing panel chair in writing.
  - (vii) The conduct officer will have an opportunity to make a summary statement including any sanctioning recommendations.
  - (viii) The complainant will have an opportunity to make a summary statement including any sanctioning recommendations.
  - (ix) The respondent will have an opportunity to make a summary statement including any sanctioning recommendations.
- (d) Deliberation and finding.
- (i) The hearing panel will go into closed session to determine by the preponderance of evidence whether the respondent will be found responsible for the charge(s) pending in this matter. Student conduct hearing panels determine findings by majority vote.
  - (ii) If the respondent is found responsible for a violation of one or more of the pending charges, the hearing panel will proceed to sanctioning. At this time, the hearing panel will be presented with any relevant information pertaining to the respondent's prior student conduct cases and sanctions.
  - (iii) The hearing will reconvene for the announcement of the findings and any subsequent sanction(s).

- (iv) Written notification of the decision will be sent to the complainant and respondent simultaneously via their official university email addresses.
- (5) Student rights and responsibilities. The following rights and responsibilities apply to those involved in a matter being addressed by the student conduct process to uphold due process.
  - (a) Rights of respondent. All respondents in the student conduct process have the following rights:
    - (i) Written notice of the charge(s) made against them and the basis of the allegation that led to the charge(s).
    - (ii) In matters that could result in a sanction of suspension or expulsion, the above-mentioned notification will alert the respondent to the possible severity of the outcome.
    - (iii) The right to an advisor. It is the respondent's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the respondent signs an authorization for the release of information, thus allowing the office of community standards and student conduct to communicate directly with the advisor. The advisor may not actively participate in the student conduct process on behalf of the student.
    - (iv) To request reasonable accommodations due to disability. See paragraph (E)(6) of this policy, "Reasonable accommodation for students with disabilities."
    - (v) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than two university working days in advance of the initially scheduled proceeding. Rescheduled

proceedings will generally occur within five university working days of the initially scheduled proceeding.

- (vi) Reasonable access to inspect and review their own case file, which includes all information that would be used during the student conduct process, including hearing audio/video, to the extent permitted by confidentiality laws.
  - (vii) Explanation of the resolution options available to them through the student conduct process.
  - (viii) To be presumed not responsible for an alleged violation until found in violation by a preponderance of the evidence.
  - (ix) To speak or not speak on their own behalf.
  - (x) The opportunity to respond to information used as part of the decision-making process.
  - (xi) To deny responsibility for the charge(s) facing them and request that the case be referred to a student conduct board hearing.
  - (xii) To question any witness who participates as part of a hearing.
  - (xiii) The right to appeal.
  - (xiv) To waive any of the above stated rights provided that the waiver is made freely and in writing.
- (b) Rights of the complainant. All complainants in the conduct process have the following rights:
- (i) To pursue criminal or civil charges where a legal case exists (without university assistance).

- (ii) Explanation of the resolution options available to them through the conduct process.
- (iii) To be free from harassment and intimidation from respondents and others as they engage in this process.
- (iv) The right to an advisor. It is the complainant's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the complainant signs an authorization for the release of information, thus allowing the office of student conduct to communicate directly with the advisor. The advisor may not actively participate in the student conduct process on behalf of the student.
- (v) Reasonable access to inspect and review their own case file, which includes all information that would be used during the student conduct process, including hearing audio/video, to the extent permitted by confidentiality laws.
- (vi) To request reasonable accommodations due to disability. See paragraph (E)(6) of this policy, "Reasonable accommodation for students with disabilities."
- (vii) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than two university working days in advance of the initially scheduled proceeding. Rescheduled proceedings will generally occur within five university working days of the initially scheduled proceeding.
- (viii) To provide information for consideration during the conduct process, and to know the results of the process to the extent allowed under federal laws and university policies.



- (ix) The opportunity to appear at any hearing that may take place to provide relevant information.
  - (x) The opportunity to submit a written or recorded impact statement for use in a hearing, even if the complainant chooses not to attend the hearing.
  - (xi) To question any witness who participates as part of a hearing.
  - (xii) The right to appeal.
- (c) Responsibilities of respondents, complainants, and witnesses. All respondents, complainants, and witnesses in the conduct process have the following responsibilities:
- (i) To be honest and forthright in all information they provide during the student conduct process. Presenting false and misleading information during this process is a violation of student conduct standards as outlined in this policy.
  - (ii) To attend all scheduled meetings, conferences, or hearings, unless alternate arrangements are made (in the case of witnesses) or notice is provided in advance (in the case of complainants and respondents).
  - (iii) To refrain from disruption of the hearing process. Disruption of this process is a violation of this policy. See paragraph (D) of this policy, “Student conduct standards/ prohibited conduct.”
  - (iv) Complainants and respondents have the responsibility to prepare and present their entire case as well as secure the presence of any witnesses who will speak on their behalf.
- (6) Reasonable accommodation for students with disabilities. Any student with a disability involved in the student conduct process has the right to request reasonable accommodation to ensure their

full and equal participation. Students wishing to request reasonable accommodations should make those requests directly to accessibility services. Students do not have to disclose information about the complaint or charge to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations.

Accommodations are determined on an individual basis by accessibility services staff and implemented in consultation with the office of community standards and student conduct. Examples of reasonable accommodation include sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.

- (7) Sanctions. If the student or student group/organization is found responsible for a violation of a policy, sanctions will be issued in accordance with the office of community standards and student conduct's sanctioning rubric. The student conduct administrator may adjust recommended sanctions on a case-by-case basis, as appropriate.

A conduct sanction imposed or other action taken by any student conduct body shall become effective upon written notification to the respondent. The notification will be sent to the respondent's official university email account. In cases involving a student group/organization, notification will be sent to the official university email account for the president or student group/organization leader.

The decision of a student conduct body may be appealed, as outlined in paragraph (E)(9) of this policy. If the respondent files a request for appeal, and if the appeal is denied, the sanction shall take effect upon exhaustion of the appeals process and shall be retroactive to the effective date stated in the original notification to the respondent.

- (a) The following sanctions may be imposed upon any student who has been found responsible for a violation of "The Student Code of Conduct." Sanctions are typically issued in a progressive fashion; however, each situation differs

and many factors, including the severity of a violation and the impact of the violation on the campus community, will be taken into consideration in determining sanctioning.

- (i) **Warning.** A written notification statement that the student is violating or has violated “The Student Code of Conduct.” Continuation or repetition of inappropriate conduct may be cause for increased sanctioning.
- (ii) **Conduct probation.** Notice in writing that the violation of “The Student Code of Conduct” is serious and that any subsequent violation(s) of university regulations may result in imposition of additional restrictions or conditions, suspension, or expulsion.
- (iii) **Conduct probation with loss of good standing.** Notice in writing that the violation of university regulations is serious and that any subsequent violation(s) of “The Student Code of Conduct” may result in suspension or expulsion. In addition, an order preventing the student from holding university elective office, student employment, participating in any intercollegiate activity or sport, participating in any university sponsored program/organization, or representing the university in any other manner will be attached to this sanction.
- (iv) **Restitution.** Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- (v) **Educational sanctions.** Other sanctions may be imposed instead of, or in addition to, those specified above. These may include community service, educational assignments, referrals to student outreach and support and other campus offices, or other similar sanctions designed to assist the respondent in reflecting upon their behavior and the impact of their behavior on self or others.

- (vi) **Residential probation.** Issued to students living in university-owned or university-sponsored housing. Notice in writing that the violation of “The Student Code of Conduct” is serious and that any subsequent violation of university regulations and/or resident handbook/lease policies may result in imposition of additional restrictions or conditions, residential suspension, or residential expulsion.
- (vii) **Guest restriction.** Issued to students living in university-owned or university-sponsored housing. Residential students are restricted from signing in to other residential communities as guests for a designated period.
- (viii) **Host restriction.** Issued to students living in university-owned or university-sponsored housing. Residential students are restricted from hosting other guests for a designated period.
- (ix) **Relocation.** Issued to students living in university-owned or university-sponsored housing. Requiring a student to move to another floor, residence hall, or apartment because of community disruption.
- (x) **Deferred residential suspension.** Issued to students living in university-owned or university-sponsored housing. Separation of the student from the residential community is deferred for a specified period. If the student is found responsible for any subsequent violations of “The Student Code of Conduct,” residential suspension is automatically issued as a sanction.
- (xi) **Residential suspension.** Issued to students living in university-owned or university-sponsored housing. Separation of the student from the residence halls for a specified period after which time the student is eligible to return. During the suspension period, the student is prohibited from accessing any university

housing facilities. This may include residential dining facilities.

- (xii) **University suspension.** Separation of the student from the university for a specified period after which time the student is eligible to return. During the suspension period, the student does not have access to the university and is prohibited from participating in any academic or other university activities. This may include residential dining facilities. A university suspension is noted on an addendum attached to a student's transcript during the period of suspension.
- (xiii) **Residential expulsion.** Issued to students living in university-owned or university-sponsored housing. Permanent separation of the student from the residential community. An expulsion denies the student access to all university housing facilities on a permanent basis. This may include residential dining facilities.
- (xiv) **University expulsion.** Permanent separation of the student from the university. An expulsion denies the student access to the university, including any campus facilities, any campus programs or activities, and any class sessions on a permanent basis. A university expulsion is permanently noted on a student's transcript.
- (xv) **Revocation of admission and/or degree.** Revocation of admission to or awarding of a degree from the university for fraud, misrepresentation, or other violation of university standards in obtaining the degree, or for serious violations committed by a student prior to graduation.
- (xvi) **Withholding degree.** Withholding the awarding of a degree otherwise earned until the completion of the process set forth in "The Student Code of Conduct,"

including the completion of all sanctions imposed, if any.

- (xvii) **Fines.** Fines for violations of “The Student Code of Conduct” will be assessed and charged to the student’s account. A list of fines for all violations will be determined at the discretion of the dean of students, or designee, who will submit a list of the fines structure to the university board of trustees for approval on an annual basis. The fines structure must be included as a part of “The Student Code of Conduct” when published and presented to students.
  - (xviii) **No-contact order.** The student is restricted from making contact in any verbal, written, electronic, third-party, or physical manner with a designated individual. If a student is found in violation of the no contact order, they may be subject to arrest and removed from campus. No-contact orders are always issued mutually to involved parties.
  - (xix) **Parental/guardian notification.** The office of community standards and student conduct staff will coordinate parental/guardian notification in cases of alcohol use or drug use when the student is under twenty-one years of age, their behavior demonstrates a risk of harm to self or others, or constitutes a violation of law involving a controlled substance.
- (b) More than one of the sanctions listed in paragraph (E)(7) of this policy may be imposed for any single violation.
  - (c) The following sanctions may be imposed upon student groups/organizations:
    - (i) Those sanctions as outlined in paragraph (E)(7) of this policy.
    - (ii) **Deactivation.** Loss of all privileges, including university recognition, for a specified period.

- (d) The student conduct administrator shall be responsible for ensuring that sanctions imposed by hearing panels and conduct officers are consistent with the violation and sanctions imposed for similar violations in other similar cases.
- (8) Interim measures. In certain circumstances, the dean of students, or designee, may impose an interim measure prior to a student conduct proceedings or in the event of a safety-related emergency. This includes university or residential suspension.
- (a) Interim measures may be imposed only:
    - (i) To ensure the safety and well-being of members of the university community or to preserve university property;
    - (ii) To ensure the respondent's own physical or emotional safety and well-being;
    - (iii) If the respondent poses a threat of disruption or interference with the normal operations of the university; or
    - (iv) If the respondent is charged with the commission of a criminal offense as defined in section 2901.01 of the Revised Code.
  - (b) In the event that an interim measure is imposed, the student or student group/organization will be notified either in person or by regular U.S. or certified mail of the cause for the interim measure. The respondent will also be notified via their official university email address. The interim measure becomes effective immediately upon notification and will remain in place until it is determined to no longer be necessary. Interim measures may be determined to no longer be necessary when:

- (i) There is no longer a risk to the safety and well-being of members of the university community or a risk to university property;
    - (ii) Interim measures are no longer needed to ensure the respondent's physical or emotional safety and well-being; or
    - (iii) The respondent no longer poses a threat of disruption or interference with the normal operations of the university.
  - (c) Any alterations, amendments, or modifications to the interim measures shall be documented. Notice of modification of interim measures will be served to affected parties in the same manner in which the original notice of interim measures was served. If student conduct proceedings are required, a student conduct body will convene as expeditiously as possible to review the case. Student conduct hearings will follow the procedures outlined in paragraph (E)(4) of this policy and may proceed before, during, or after any criminal proceedings.
  - (d) In the case of an interim suspension, the student or student group/organization shall be denied access to all housing facilities and/or to the campus (including physical classes) and/or all other university activities or privileges for which the student or student group/organization might otherwise be eligible, unless determined otherwise by the student conduct administrator.
- (9) Appeals.
- (a) The decision or sanction imposed by a student conduct body may be appealed by the respondent or complainant (the appellant) within five university working days of notification of the decision. If an appeal is not received by five p.m. Eastern time on the fifth university working day of this time frame, the decision reached by the student conduct body will be final.



- (b) Requests for appeals shall be made in writing and shall be submitted via electronic form to the office of community standards and student conduct. The request for appeal should indicate the grounds on which the decision is being appealed, referencing at least one of the grounds for the appeal (see paragraph (E)(9)(d) of this policy) along with supporting information.
- (c) Once a request for appeal has been submitted and until the appeal decision has been communicated to the appellant, all sanctions except any active interim measures, such as interim suspensions, will be held in abeyance.
- (d) Appellate hearings are not a live re-hearing of the student conduct case. Except as required to explain the basis of new evidence, an appellate hearing shall be limited to review of the record of the initial hearing and supporting documents for one or more of the following grounds:
  - (i) A claim that the original hearing was conducted in violation of procedural requirements set forth in “The Student Code of Conduct” and to determine whether these violations could have affected the outcome of the hearing.
  - (ii) A claim that the decision reached regarding the respondent did not have a reasonable basis for the conclusion reached and that it was not based on proof by a preponderance of the evidence.
  - (iii) A claim that the sanction(s) imposed was/were disproportionate and without basis to the violation of “The Student Code of Conduct” for which the respondent was found responsible.
  - (iv) A claim that there is new information, sufficient to alter a decision or other relevant facts not presented in the original hearing because such information and/or facts were not known by the appellant at the time of the original hearing.

- (e) The burden of proof rests with the appellant.
- (f) The appellant may, in preparing the request for appeal, have access to records of the case, which may be reviewed electronically via secure link sent by the office of community standards and student conduct.
- (g) A request for appeal in a case adjudicated by a student conduct board hearing panel will be reviewed by an appellate hearing panel. An appellate hearing panel is composed of three members from the student conduct board selected by the student conduct administrator.
- (h) Once a request for appeal has been submitted by the complainant or respondent, the other party shall receive a copy of the request for appeal and may submit a written response to the request for appeal to the office of community standards and student conduct, which will be considered alongside the request for appeal. Any written response must be submitted within five university working days of notification of the submission of a request for appeal.
- (i) The appellate hearing panel will review the appeal to determine whether one of the grounds listed in this policy has been met.
- (j) If an appellate hearing panel determines that a request for appeal has met one or more of the grounds, the following options are available:
  - (i) Remand the case to the original panel for reconsideration if new information sufficient to alter a decision or other relevant facts not presented in the original hearing becomes available because such information and/or facts were not known by the appellant at the time of the original hearing.
  - (ii) Uphold the original decision.

- (iii) Alter the findings/sanctions issued by the original hearing panel.
  - (k) If the appellate hearing panel determines that the request for appeal does not meet one of the grounds, the appeal will be dismissed and the original decision will be upheld.
  - (l) The decision of the appellate hearing panel is final.
- (10) Conduct procedures for university housing. Deputy conduct officers have been designated by the student conduct administrator to assist in the review of alleged violations of policy originating within university housing.
  - (a) The responsibility for the enforcement of rules and regulations governing student conduct in the residence halls, as outlined in the “Resident Handbook,” is delegated by the student conduct administrator to a conduct officer. This may be a deputy conduct officer, as described in this paragraph.
  - (b) Any student, faculty member, or university official may file a written report against any student living in a residence hall for alleged violations of policy within the residence hall, campus dining facilities, or at any residence hall function.
  - (c) Upon receipt of a written report, the conduct officer will investigate to determine whether there is reasonable cause to believe that a violation of “The Student Code of Conduct” may have occurred. If the conduct officer believes that such a violation did occur they will follow the procedures outlined in paragraph (E)(4) of this policy to address the alleged violation.
- (11) Student conduct record. The student conduct administrator shall maintain all student conduct records of information received and action taken by the respective student conduct bodies.
  - (a) Student conduct records shall be expunged seven years after final disposition of the case, excluding students who

were sanctioned with residential suspension, residential expulsion, university suspension, or revocation or withholding of a degree, which shall be expunged fifteen years after final disposition of the case resulting in such action. Sanctions of university expulsion will remain on a student's conduct record indefinitely. Upon graduation, the student may petition the student conduct officer for immediate removal of all files contained in their student conduct records if the following conditions are met:

- (i) The violation(s) was determined to not have threatened or endangered the health or safety of any person, including sexual misconduct.
- (ii) University or residential suspension and/or expulsion or revocation or withholding of a degree were not issued as sanctions.
- (iii) All sanction requirements, including associated probationary periods, have been completed.
- (iv) An online petition form is completed and submitted to the office of community standards and student conduct.

The student may appeal a negative response of the student conduct officer to the student conduct administrator.

- (b) Records regarding university suspension or university expulsion of a student group/organization shall be kept indefinitely.
- (c) All material gathered from a substantiated conduct case (residential, academic, and other) shall become part of any new case against the same respondent(s) after the new charges have been substantiated.
- (d) Student conduct records are maintained only in the names of respondents found responsible for violations of university policy, or local, state or federal law.

- (12) **Special procedures.** To ensure continued participation of students, faculty, and administration in the student conduct process and to ensure speedy disposition of conduct cases, the president of the university is empowered to develop a subcommittee structure in the event of a large number of student conduct cases. Such subcommittee shall be empowered to hear and adjudicate cases in accordance with the provisions of “The Student Code of Conduct” and shall ensure that all elements of procedural due process delineated in this article are observed.
- (13) **Responsible action exemption.** The university encourages students to seek immediate medical attention for themselves or others during alcohol and/or drug-related emergencies. When students act as responsible bystanders, the university may choose to resolve alcohol and/or drug violations informally rather than through the student conduct process. The office of community standards and student conduct determines when students are eligible for responsible action exemption on a case-by-case basis. In instances involving possible sexual misconduct, the office of community standards and student conduct may seek input from the Title IX office before making a determination. For exemption to be considered, the following must occur:
- (a) Students must directly contact law enforcement, medical personnel, or university staff to request medical assistance.
  - (b) Students must identify themselves and the student(s) of concern to first responders.
  - (c) Students must comply with specific instructions given by responding personnel.

Students exempted from alcohol and/or drug charges will not face formal sanctions, but are required to meet with a conduct officer to discuss the incident and learn about campus and community resources. If a student is under twenty-one years of age at the time of the incident, the conduct officer may notify parents or guardians of the exemption.

Documentation of exemptions will be maintained by the office of community standards and student conduct as informational records

and are not considered part of a student's conduct record. Incident information will not be released by the office of community standards and student conduct when contacted for background checks/transfer verifications.

The university reserves the right to deny exemption for any case in which violations are repeated or egregious, including activities related to hazing. Students will only receive one exemption during their tenure at the university.

Members of student organizations that actively seek medical assistance during alcohol and/or drug-related emergencies may be granted exemption from organizational conduct charges. Incidents involving student organization intervention will be considered on a case-by-case basis. The same standards outlined in this paragraph apply.

- (14) Serious misconduct policy. "Serious misconduct" is defined as "any act of sexual assault, domestic violence, dating violence, stalking, sexual exploitation, any assault that employs the use of a deadly weapon," as defined in division (A) of section 2923.11 of the Revised Code, or causes serious bodily injury.

Students found responsible for violations of the serious misconduct policy will face, at minimum, a sanction of conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

Students returning from a sanction of suspension will automatically be placed on conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

- (F) Article V. Title IX sexual harassment procedures (per university policy and rule 3356-2-05 of the Administrative Code).
- (1) Grievance process.
- (a) Time frame. The process outlined below is expected to occur within ninety calendar days from the date a complaint is filed. The Title IX coordinator, or designee, may extend this time period by providing written notice to the parties citing the reason(s) for the extension. The complainant or respondent may request a temporary delay of the grievance process for good cause by written request to the Title IX coordinator. Good cause includes, but is not limited to, the absence of party, a party's advisor or a witness, or the accommodation for disabilities.
- (b) Report. Information, however received, alleging sexual harassment, as defined in this policy, and provided to a person with the authority to initiate corrective action. A report may lead to further action, including the filing of a formal complaint, depending on the alleged facts and circumstance.
- (c) Formal complaint. A formal complaint is a verbal or written account which alleges a conduct which could violate this policy and is made to a person with authority to initiate corrective action. A complaint may be submitted by mail, email, in person, by telephone or electronically at TitleIX@ysu.edu.
- (2) Notice.
- (a) Upon receipt of a formal complaint, the university shall provide the following written notice to the parties who are known: notice of this grievance process, including any informal resolution process; and notice of the allegations of sexual harassment as defined in this paragraph, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview.

- (b) If in the course of an investigation the university decides to investigate allegations about the complainant or respondent that are not included in the notice provided, the university shall provide notice of the additional allegations to the parties whose identities are known.
- (c) Notice to the university staff listed below of sexual harassment or allegation of sexual harassment constitutes actual notice to the university and triggers the university's obligation to respond.
  - (i) Title IX coordinator and deputy Title IX coordinators.
  - (ii) Director of equal opportunity and policy development.
  - (iii) Vice presidents and associate vice presidents.
  - (iv) Academic deans and chairpersons.
  - (v) Supervisors/managers.
  - (vi) Coaches and assistant coaches.
- (3) Consolidation of formal complaints. The university may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.
- (4) Dismissal of formal complaint. The Title IX coordinator shall dismiss formal complaints that do not meet the following criteria.
  - (a) Mandatory dismissal.



- (i) Would not constitute sexual harassment as defined in this policy even if proved.
    - (ii) The alleged sexual harassment did not occur in the university's education program or activity.
    - (iii) The alleged conduct did not occur in the United States.
  - (b) Discretionary dismissal.
    - (i) Complainant notifies the Title IX coordinator in writing that they would like to withdraw the formal complaint.
    - (ii) The respondent is no longer enrolled or employed by the university.
    - (iii) Specific circumstances prevent the university from gathering sufficient evidence.
  - (c) The dismissal of a formal complaint shall be done simultaneously and in writing to the parties.
  - (d) A dismissal of a formal complaint may be appealed pursuant to paragraph (F)(10) of this policy.
  - (e) A formal complaint which is dismissed pursuant to this policy may be considered under a different university policy, 3356-2-03, "Discrimination/ harassment," rule of 3356-2-03 of the Administrative Code, or 3356-7-04, "Workplace and off-campus violence, threats, and disruptive behavior," rule of 3356-7-04 of the Administrative Code, or under "The Student Code of Conduct."
- (5) Informal resolution. At any time prior to reaching a determination regarding responsibility, the university may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication.

- (a) Both parties' voluntary, written consent to the informal resolution process is necessary. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.
  - (b) Informal resolution is not an option for resolving allegations that an employee or faculty member sexually harassed a student.
- (6) Investigation. The Title IX coordinator or designee is responsible for investigating formal complaints which meet the criteria of this policy.
- (a) The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the investigator and not on the parties.
  - (b) The respondent is not considered responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
  - (c) The university shall not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the university obtains that party's voluntary, written consent to do so for a grievance process under this section or as permitted by law.
  - (d) The parties shall have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence during the course of the investigation. All parties are free to discuss the allegations under investigation or to gather and present relevant evidence.

- (e) All parties shall have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice including an attorney. However, the advisor may not speak during any interview or proceedings, with the exception of the cross-examination portion of any hearing.
- (f) Any party whose participation is invited or expected shall receive written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with sufficient time for the party to prepare to participate.
- (g) Both parties shall receive an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
- (h) Prior to completion of the investigative report, the investigator shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties shall have ten calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report.
- (i) The investigator shall make all evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.
- (j) The investigator shall create an investigative report that fairly summarizes relevant evidence and shall provide a copy, in electronic or hard copy format, to the parties and their advisors at least ten calendar days prior to any hearing. Either party can submit a written response to the investigator during these ten days.

- (7) **Hearings.** Formal complaints that are not resolved informally or dismissed will result in a live hearing.
- (a) The hearing will be scheduled by the office of student conduct and will be held before a Title IX decision-maker. Where the complainant and respondent are both employees and/or faculty members, the Title IX coordinator will convene the hearing.
  - (b) Live hearings may be conducted with all parties physically present in the same geographic location, or participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.
  - (c) The decision-maker shall permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing shall be conducted directly, orally, and in real-time by the party's advisor of choice and never by a party personally.
  - (d) At the request of either party, the hearing may occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions.
  - (e) Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker shall first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Parties may not challenge the relevancy determination of the decision-maker, except on appeal.
  - (f) Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and

evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- (g) If a party does not have an advisor present at the live hearing, the university shall provide, without fee or charge to that party, an advisor of the university's choice to conduct cross-examination on behalf of that party.
  - (h) If a party or witness does not submit to cross-examination at the live hearing, the decision-maker(s) shall not rely on any statement of that party or witness in reaching a determination regarding responsibility, provided, however, that the decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
  - (i) Credibility determinations shall not be based on a person's status as a complainant, respondent, or witness.
  - (j) Parties are not required to divulge any medical, psychological, or similar privileged records as part of the hearing process.
  - (k) The decision-maker shall create an audio recording for a live hearing and an audiovisual recording for a virtual live hearing. Such recording will be available to the parties for inspection and review upon written request to the convener.
- (8) Findings.
- (a) The hearing decision-maker shall issue a written determination simultaneously to the parties regarding responsibility/policy violation(s) and sanctions/discipline when responsibility/policy violation is found to have occurred. To reach this determination, the preponderance of the evidence standard (whether it is more likely than not that the alleged conduct occurred) will be used.

- (b) The determination regarding responsibility and sanction(s)/ discipline becomes final either on the date that the university provides the parties with the written determination of the result of the appeal, if an appeal is filed; or if an appeal is not filed, the date on which an appeal would no longer be considered timely.
- (c) The written determination shall include:
  - (i) Identification of the allegations potentially constituting sexual harassment.
  - (ii) A description of the procedural steps which were followed starting with the formal complaint and continuing through determination.
  - (iii) The finding of facts that support the determination.
  - (iv) A conclusion applying the appropriate definition of the university's policy to the facts.
  - (v) A rationale for the result of each allegation regarding the determination of responsibility.
  - (vi) For respondents who are students, the hearing decision-maker shall consult with the vice president of student experience or their designee regarding sanctions. For respondents who are employees or faculty members the hearing decision maker shall consult with the chief human resources officer, or their designee, regarding discipline.
  - (vii) Information regarding whether remedies designed to restore or preserve equal access to the university's education program or activity will be provided to the complainant. The Title IX coordinator is responsible for effective implementation of any remedies.
  - (viii) The procedures and bases for the complainant and respondent to appeal the determination.

(9) Sanctions/discipline.

(a) Students.

(i) Possible sanctions for student respondents: warning, conduct probation with or without loss of good standing, restitution, educational sanctions, residential suspension, university suspension, residential expulsion, university expulsion, revocation of admission and/ or degree, withholding degree, and fines.

(ii) Serious misconduct is defined as any act of sexual assault, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon, as defined in division (A) of section 2923.11 of the Revised Code, or causes serious bodily injury. Students found responsible for violations of the serious misconduct policy will face, at minimum, a sanction of conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

Students returning from a sanction of suspension will automatically be placed on conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

(b) Possible sanctions/discipline for employee or faculty respondents: employment probation, demotion or reassignment, suspension with or without pay for a specific

period of time, termination of employment, ineligibility for rehire, and/or other sanctions or remedies as deemed appropriate under the circumstances.

- (10) The appeal process.
- (a) Filing an appeal.
    - (i) Appeals are not a re-hearing of the allegation(s).
    - (ii) Only a complainant or respondent (referred to as party or parties) may request an appeal.
    - (iii) An appeal must be submitted in writing to the Title IX coordinator within five working days from receipt of a decision using the “Title IX Appeal Request Form” and include all supporting material.
    - (iv) A party may appeal the determination regarding responsibility, sanctions/discipline and/or the university’s dismissal of a formal complaint or any allegations therein.
    - (v) There are four grounds for appeal:
      - (1) Procedural irregularity that significantly impacted the outcome of the matter (for example material deviation from established procedures). The appeal request must cite specific procedures and how they were in error; and/or
      - (2) New evidence that was not reasonably available at the time the original decision was made that could have affected the outcome. A summary of this new evidence and its potential impact must be included in the request. (Note: Failure to participate or provide information during an investigation or hearing, even based on concern over a pending criminal or civil proceeding, does



not make information unavailable during the original investigation or hearing); and/or

- (3) The Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. The appeal must cite specific examples of how the bias affected the outcome.
  - (4) The discipline/sanction(s) imposed are substantially outside the parameters or guidelines set by the university for this type of violation or the cumulative conduct record of the responding party.
- (b) Title IX appellate review officer (hereinafter referred to appellate review officer). Upon receipt of a request for appeal, the Title IX coordinator will designate a Title IX appellate review officer as follows:
- (i) Appeals where the respondent is a student, the appellate officer will be either the vice president for student affairs or their designee or a deputy Title IX coordinator who did not participate in the investigation or hearing.
  - (ii) Appeals where the respondent is a faculty member or employee, the appellate officer will be either the chief human resources officer or their designee or a deputy Title IX coordinator who did not participate in the investigation or hearing.
  - (iii) The appellate officer cannot be the investigator, Title IX coordinator, or the person who acted as the decision-maker regarding the determination of responsibility/policy violation, or dismissal.
- (c) Appeal procedures:

- (i) Generally, within five business days after receipt of the request for appeal by the appellate review officer, the appellate review officer will conduct an initial review of the appeal request(s) to determine whether the appeal is timely and satisfies the grounds for appeal.
- (ii) If the appeal request is not timely or does not satisfy the grounds for appeal, the appeal request will be denied, the parties will be notified, and the finding and sanction or responsive action/remedies will stand. The decision not to accept an appeal request is final and is not subject to further appeal.
- (iii) If the appeal request is timely and meets the ground for appeal, the Title IX coordinator will notify the parties that the appeal has been accepted and will notify the non-appealing party that they may file a response within three business days from notification.
- (iv) The appellate review officer will then review the issues presented in the appeal and any response(s).
- (v) The standard on appeal is whether there is relevant evidence/information such that a reasonable person would support the decision(s).
- (vi) The appellate review officer can take one of the following actions:
  - (1) Affirm the original findings;
  - (2) Remand the case to the original investigators or hearing panel for consideration of new evidence or to remedy a procedural irregularity;
  - (3) Remand the case to a new investigator in a case of bias. The appellate review officer, may order a new investigation with a new investigator or hearing panel; or

- (4) Administratively alter the finding if bias, procedural irregularity or new evidence, unknown or unavailable during the original investigation, substantially affected the original finding, and the associated sanctions or responsive action.
    - (vii) Decisions rendered by the appellate review officer or actions taken following the decisions appellate review officer's decision are final and not subject to further appeal.
    - (viii) Cases that are sent back to the investigator or hearing panel are not eligible for a second appeal.
- (G) Article VI. Academic integrity violation procedures.
  - (1) General.
    - (a) Academic honesty is essential to the educational process and serves to protect the integrity of the university community. Therefore, all members of the university community have a responsibility for maintaining high standards of honesty and ethical practice. Cheating, plagiarism, and other forms of academic dishonesty constitute a serious violation of university policy, as outlined in paragraph (D) of this policy. Students should consult with the faculty member if they are not sure what may constitute a violation of the academic integrity policy.
    - (b) Students suspected of violations of the academic integrity policy may be charged with a violation of university policy under the student conduct standards as outlined in paragraph (D)(1) of this policy. Cases of alleged violations of the academic integrity policy shall be resolved as outlined in this paragraph.
    - (c) The process outlined in this paragraph is the only approved process by which faculty members can address alleged violations of the academic integrity policy. Failure to follow this process or use of any process other than this will result in nullification of any charges against the student

and nullification of any sanctions levied against the student. If, following nullification of the charges and sanctions, the faculty member refuses to rectify the impacted grades or assignments, the student has the right to file a grievance against the faculty member. Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.

(2) Academic integrity conference.

(a) After the faculty member has gathered evidence of a possible violation, they shall notify the student within two university working days in writing, via university email, of the allegations and invite the student to participate in an academic integrity conference. The faculty member and student may hold the conference without written notification. This academic integrity conference shall occur within five university working days of the written notification to the student.

(b) The academic integrity conference is the first step in this process, and serves to provide the student with the opportunity to discuss the allegations made by the faculty member. During this meeting, the student should have the opportunity to address the allegations, and to review all relevant information and documentation to the allegations.

In situations where the course is taught primarily online and/or where the student is unable to physically present for the academic integrity conference, the meeting may be conducted via email, phone, or video conference, as appropriate. The faculty member may consult with the judicial chair of the academic grievance subcommittee or the office of community standards and student conduct for direction in such situations.

(c) If, after meeting with the student, the faculty member determines that no violation of the academic integrity policy occurred and/or the student is not responsible for a violation of the academic integrity policy, the faculty

member can dismiss the charges by not filling out the academic integrity form.

- (d) If the faculty member concludes that the student is responsible for a violation of the academic integrity policy, the faculty member shall select an appropriate sanction, as outlined in paragraph (F)(3) of this policy, and will complete the academic integrity form. While the student may sign the form immediately, they have up to five university working days to do so. The student has the option to accept the charge but contest the sanction, or they can agree to both the charge and sanction.
- (e) If the student signs the academic integrity form, acknowledging responsibility for the alleged violation and accepting the sanction, the decision is final and there is no appeal process.
  - (i) The student will return the form to the faculty member. The faculty member will sign the form, and will submit copies of any documentation or statements with the academic integrity form.
  - (ii) The faculty member will forward the form to the departmental chairperson for their signature, acknowledging the case has been brought to their attention. The chairperson has the option to submit a written statement to be included with the academic integrity form.
  - (iii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the academic integrity form.
  - (iv) The dean will then forward the form and all documents to the office of community standards and student conduct to be placed in the student's file.

- (v) The dean of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.
  - (vi) No further action is required unless the recommended sanction includes program removal, suspension, or expulsion. In cases where one of these sanctions is recommended, the case will be forwarded to the judicial chair of the academic grievance subcommittee for review.
- (3) Failure to appear, respond or sign.
- (a) If the student fails to respond to the faculty member's request for an academic integrity conference, or fails to attend an academic integrity conference within five university working days of notice by the faculty member, the following will occur:
    - (i) The faculty member will complete and sign the academic integrity form without the student's signature. They will then submit the form along with copies of any documentation or statements to the chairperson for their signature, acknowledging the case has been brought to their attention. The chairperson has the option to submit a written statement to be included with the form.
    - (ii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the form.
    - (iii) The dean will then forward the form and all documents to the office of community standards and student conduct to be placed in the student's file. The office of community standards and student conduct will then forward the academic integrity form and all documents to the judicial chair of the

academic grievance subcommittee for further action.

- (iv) The dean of the college of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.
  - (b) If the student declines to accept responsibility for the charges and/or declines to accept the sanctions selected by the faculty member, the faculty member should complete the form as outlined in this paragraph.
- (4) Academic grievance subcommittee referrals.
- (a) If the student declines to accept responsibility for the charges, and/or declines to accept the sanctions selected by the faculty member, the case will be referred to the office of community standards and student conduct and forwarded to the judicial chair to initiate a hearing before the academic grievance subcommittee.
  - (b) Regardless of whether the academic integrity form is signed, in cases where program removal, suspension, or expulsion is recommended by the faculty member, the case will be referred to the office of community standards and student conduct and forwarded to the judicial chair to initiate a hearing before the academic grievance subcommittee. A representative from the office of community standards and student conduct must be present at all such hearings to serve in an advisory capacity.
- (5) Academic grievance subcommittee structure.
- (a) Judicial chair. Associate provost for academic administration or designee appointed by the provost.
  - (b) Faculty members are appointed by the academic senate and serve a two-year term. One faculty member shall be selected from each of the six colleges. At least three of these appointees will have graduate faculty status. In cases involving graduate matters, only graduate faculty will be

appointed. Six faculty members with graduate faculty status will be appointed by graduate council to hear cases involving graduate students.

- (c) Undergraduate student members are appointed by the dean of students, or designee, and may serve up to three years on the subcommittee. In addition, six graduate students (preferably one from each college) will be appointed by the graduate council to hear cases involving graduate students.
  - (i) Students must complete an application available through the office of community standards and student conduct.
  - (ii) At least one undergraduate student member is selected from each of the six colleges.
  - (iii) Students must have a minimum GPA of 2.5 for undergraduate students and a 3.0 for graduate students.
  - (iv) Students must not have a previous student conduct record.
  - (v) Students should be sophomore status or above.
- (6) Academic grievance subcommittee hearing procedures.
  - (a) In cases where the student failed to respond to a request from the faculty member for an academic integrity conference, cases where the student failed to return the signed academic integrity form to the faculty member within the given timeframe, cases wherein the student disputes the charges or sanctions, or in cases when the faculty member recommends program removal, suspension, or expulsion, a hearing by the academic grievance subcommittee is initiated.
  - (b) Within five university working days of receiving the academic integrity form and any supporting documentation of evidence from the faculty member, the judicial chair, or



designee, shall contact the student involved and request a statement and any documentation or evidence they would like to have considered in the hearing. The student will have five university working days to submit these items to the office of community standards and student conduct.

- (c) Within two university working days of receiving the statement and evidence, the judicial chair, or designee, shall distribute copies of the academic integrity form and any documentation or evidence produced by the student and faculty member to the academic grievance subcommittee members, the student, faculty member, department chairperson, and appropriate dean. The academic integrity form, course syllabus (submitted by the faculty member, student, or both), and any documentation or evidence produced by the student, faculty member, chairperson, or dean compose the academic integrity hearing packet.
- (d) A hearing date, time, and location for the academic grievance subcommittee hearing will be established by the judicial chair, or designee. Academic grievance subcommittee members shall have a minimum of three university working days to review all written materials in the academic integrity hearing packet. The hearing notice shall be sent to the parties directly involved in the grievance procedure, excluding advisors and witnesses. Parties directly involved include:
  - (i) Faculty/student. The party who files the academic integrity form and the party who is alleged to have violated the academic integrity policy. If either party cannot or refuses to attend the hearing, they may provide written or recorded statements to be submitted for evidence. Faculty members are permitted to have a substitute who will exercise all the rights and responsibilities of the absent faculty member.
  - (ii) Department chairperson. The chairperson of the department in which the faculty member resides.

The chairperson's attendance is optional. If the chairperson is in attendance they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The chairperson's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the culture of the department or expectations of students in the department.

- (iii) Dean. The dean of the college in which the faculty member's department is housed. The dean's attendance is optional. In addition, the dean of graduate studies has the option to attend in cases that involve graduate students and graduate faculty members. If the dean is in attendance, they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The dean's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the culture of the department or expectations of students in the department.
- (iv) Academic grievance subcommittee hearing panel members. Derived from the membership of the student academic grievance subcommittee of the academic senate. At minimum, each hearing panel consists of three faculty members, three undergraduate students, and the judicial chair. In hearings involving allegations against a graduate student, graduate college representatives will form the hearing panel. The hearing panel conducts the formal hearing and renders a decision. No member of a hearing panel will hear a case directly involving themselves.

- (v) **Advisors.** The student and the faculty member may each avail themselves of the services of an advisor throughout the academic integrity process. An advisor may be drawn from within or outside the university community. Advisors may not present testimony or speak on behalf of the party whom they are advising. They are permitted, however, to give notes or whisper instructions/advice to the party whom they are advising. Examples of advisors include a parent/guardian, attorney, clergy, other faculty member, or coach. The advisor may not be the chairperson or dean for the college in which the faculty member or student is housed. In situations where a graduate assistant is considered the instructor of record and is the party who submitted the academic integrity form, the chairperson may serve as an advisor to the graduate assistant and is permitted to stay throughout the hearing.

In cases in which the student is a dully enrolled high school and university student (through the Youngstown early college or the college credit plus program), the student may have both a parent/guardian and a secondary advisor present for the hearing.

- (vi) **Witness(es).** Witnesses who have something to add to the hearing either in support of the faculty member or student are permitted. While the number of witnesses is not limited, the number of witnesses that present repetitive testimony may be limited at the discretion of the judicial chair.
- (e) If the student or faculty member is unable to be physically present for the hearing, then both the faculty member and student will be made available for the hearing through the same electronic means to provide equal treatment to all parties. This may include either teleconference or video conferencing platforms, as deemed appropriate by the judicial chair.

- (7) Rights of hearing parties.
- (a) The following rights are guaranteed to the student and the faculty member:
- (i) The right to be present.
  - (ii) The right to be accompanied by an advisor of their choice.
  - (iii) The right to speak in support of their argument.
  - (iv) The right to bring witnesses in support of their case.
  - (v) The right to present any relevant information directly supporting their written items in the academic integrity packet, including oral testimony.
  - (vi) The right to refute information presented.
  - (vii) The right to consult with the judicial chair or the office of community standards and student conduct regarding the hearing, their testimony or the presentation of any testimony in support of their case.
- (b) The judicial chair has the right to:
- (i) Limit the amount of time testimony is presented by any given individual;
  - (ii) Remove disruptive individuals from the room;
  - (iii) Ensure that only the members of the hearing panel, student, and faculty member are present in the room;
  - (iv) Ensure that all witnesses remain outside the hearing room and are brought in and dismissed after their testimony is presented;

(v) Extend the timeline for the hearing process.

(8) Deliberation and findings.

(a) The hearing panel shall meet in closed session to review the information presented and reach a decision. The hearing panel shall vote using secret ballots tallied by the judicial chair. The judicial chair will only vote in circumstances of a tie among the hearing panel members.

(b) If the hearing panel determines that the student is responsible for a violation of the academic integrity policy, the hearing panel may consider previously resolved cases (on file with the office of community standards and student conduct) involving the student when assigning an appropriate sanction. The judicial chair will present such information to the hearing panel only after a determination of responsibility on the case in question has been reached.

The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true.

(c) Both parties shall be informed of the hearing panel's decision in writing within three university working days. This statement shall be prepared and signed by the judicial chair and forwarded to the office of community standards and student conduct, the graduate school dean when appropriate, the provost and all parties directly involved in the hearing, except advisors and witnesses.

(i) Notice of the hearing panel's decision ends the academic grievance subcommittee's involvement in the disposition of the case.

(ii) A file of all pertinent documents for all academic integrity hearings shall be kept by the office of the

provost and the office of community standards and student conduct.

- (iii) Any change of grade as a result of the hearing panel's decision should be made by the faculty member and signed by the respective chairperson and/or dean within five university working days. If the faculty member, chairperson and/or dean refuse to sign the grade change form, then the provost will do so.

(9) Appeals.

- (a) Only students may appeal the decision of the academic grievance subcommittee regarding for cases involving alleged violations of the academic integrity policy. The appeal can only be based on procedural violations and must be submitted within five university working days from the date on which the student was notified of the hearing panel's decision. The request for an appeal is submitted in writing to the judicial chair.
- (b) The judicial chair will forward the written appeal to the academic senate executive committee within two university working days.
  - (i) If the academic senate executive committee determines that no procedural violations occurred or that any procedural violations were minor and did not affect the original hearing panel's decision, the original hearing panel's decision is upheld and the case is closed.
  - (ii) If the academic senate executive committee determines that procedural violations may have occurred and were potentially substantive enough to have affected the hearing panel's decision, the case will be referred to a three-person appellate hearing panel consisting of one student and two faculty members. This appellate hearing will take place

within twelve university working days of receipt of the written appeal.

- (c) Appellate hearing panel.
    - (i) No member of the appellate hearing panel will hear a case directly affecting themselves.
    - (ii) Prior to the appellate hearing, members of the appellate hearing panel shall review all relevant documents.
    - (iii) The chair of the appellate hearing panel shall inform both parties of the decision as soon as reasonably possible. A written statement of the decision shall be prepared and signed by the chair of the appellate hearing panel, forwarded to the student, faculty member, the office of community standards and student conduct, and office of the provost within five university working days of the decision via university email.
    - (iv) A file of all pertinent documents for all appeals shall be kept by the office of community standards and student conduct and/or the office of the provost.
    - (v) The decision reached by the appellate hearing panel is final and may not be appealed.
  - (d) At the discretion of the chair of the appellate hearing panel, the timeline under the appeal process may be extended.
  - (e) If the appeal results in a grade change, the grade change form should be completed by the faculty member and signed by the respective chairperson and/or dean within three university working days. If the faculty member, chairperson, and/or dean refuse to sign the grade change form, then the provost will do so.
- (10) Sanctions. Sanctions for violations of the academic integrity policy may include, but are limited to, the following:

- (a) Issuing an official warning.
  - (b) Lowering the grade on the exam, paper or assignment in question.
  - (c) Lowering the final grade for the course.
  - (d) Requesting additional action from the academic grievance subcommittee, including removal from a course, removal from an academic program, university suspension, or expulsion.
  - (e) Other sanctions as deemed appropriate by the faculty member. The faculty member may consult with the judicial chair, the office of community standards and student conduct, chairperson or dean regarding appropriate sanctions.
- (11) Role of the student conduct administrator (SCA). The student conduct administrator, or designee, has the following responsibilities with regards to all cases involving alleged violations of the academic integrity policy.
- (a) To create/maintain a student conduct file containing the completed academic integrity form and supporting documents.
  - (b) To expunge all records as outlined in this policy.
  - (c) In cases where the academic integrity form is completed by all parties, they will acknowledge receipt of this form by emailing the student, faculty member, chairperson, and dean with a letter that details the resolution of the case.
  - (d) In cases where the student has already been found responsible for a previous academic integrity violation, any additional violation will result in a review of all cases by the office of community standards and student conduct for possible additional charges and sanctioning.



- (H) Article VI. Section 3345.22 of the Revised Code, the “1219 hearing” process.
- (1) Background. Disruptive behavior and the “1219” procedure. The Ohio campus disruption act, also known as Ohio House Bill 1219, is codified in sections 3345.22 and 3345.23 of the Revised Code. The purpose of the law is to protect university students, faculty, staff, and other members of the campus community from crimes of violence committed near the university or upon people or property at the university.
- A “1219 hearing” is appropriate when a student is arrested for a crime of violence committed on or near the university. If a student is convicted of an offense of violence that occurred on or near the university, the student will be automatically suspended pursuant to section 345.23 of the Revised Code. The purpose of the “1219 hearing” is to remove students from campus who may be a threat to the safety and security of the student body or campus community.
- (2) Definition of a “crime of violence.” There are over thirty crimes of violence considered violations of the “1219” law, including but not limited to the following: arson, assault, burglary, domestic violence, discharged firearm, felonious assault, gross sexual imposition, inciting to violence, inducing panic, intimidation, kidnapping, menacing, murder, rape, riot, robbery, sexual battery, and voluntary manslaughter.
- (3) Jurisdiction of the “1219 hearing.”
- (a) If a student is arrested for a crime of violence referenced in division (D) of section 3345.23 of the Revised Code, they may be temporarily suspended from the university according to “The Student Code of Conduct,” which is referred to as an interim suspension. This suspension will last during the process of the “1219 hearing” and continue until the student meets with the office of community standards and student conduct. The results of the “1219 hearing” discussed in this paragraph does not alter the student’s status under an interim suspension.

- (b) A “1219 hearing,” which is distinctly separate from a conduct conference or a student conduct board hearing, will be held shortly after a student’s arrest for a crime of violence. The hearing can be continued for good cause. The purpose of the “1219 hearing” is to determine by a preponderance of the evidence whether the student committed an offense of violence.
- (c) If the referee, as appointed by the university (office of the general counsel), finds that the student did commit an offense of violence on or near the university, the referee will then determine if the student should be under strict probation or suspended from the university pending the outcome of the criminal case. However, as previously noted, if the student is under an interim suspension, the student will remain suspended, even if they only receive strict probation from the referee, until the conclusion of the student conduct process administered by the office of community standards and student conduct.
- (d) Following the “1219 hearing,” the criminal case outcome will determine the student’s status under section 345.23 of the Revised Code. If the student is convicted of an offense of violence in the criminal case, the student will be suspended from the university for at least one year.
- (e) Upon acquittal, or upon any final judicial determination not resulting in conviction of an offense of violence, the “1219” suspension automatically terminates and the student in question shall be reinstated and the record of the “1219” suspension expunged from the person’s university record. The criminal process and “1219 hearing” are separate. The outcome of the “1219 hearing” has no bearing on the criminal case.
- (f) When a student is found not guilty, they may return to school, but upon conclusion of the “1219 hearing” and possibly while the criminal case is still underway, the university may, and in nearly all cases, will initiate the student conduct process. The student may also be under

the restriction of an interim suspension. If the student is not under an interim suspension or has been found not responsible of a violation of "The Student Code of Conduct," the student would be permitted to return to school.

- (g) If the student is found guilty at the criminal trial for an offense of violence on or near the university, they will be suspended from Youngstown state university for the period of one year. The student will receive a written notice of the suspension from the office of community standards and student conduct. The student must receive approval from the board of trustees to be permitted to return to the university. This one-year suspension will still be imposed even if the student is found not responsible for a violation of "The Student Code of Conduct."
- (4) The "1219 hearing" process. The "1219 hearing" will be an adversary proceeding. Unlike a student conduct hearing, a "1219 hearing" will be conducted by a referee appointed by the university. A university attorney will present the evidence at the hearing on behalf of the university. The student has the right to:
- (a) Be represented by an attorney.
  - (b) To cross-examine witnesses called by the state (the university).
  - (c) Call upon their own witnesses.
  - (d) To present evidence.
  - (e) To give a statement (but not required to do so). If the student does not appear at the hearing, the student will be suspended. In the absence of a waiver of the right against compulsory self-incrimination, the testimony of a student whose suspension is being considered, given at the hearing, shall not subsequently be used in any criminal proceeding against the student.

- (5) **Burden of proof.** Preponderance of the evidence is the standard used for all “1219 hearings.” Preponderance of the evidence is known as the balance of probabilities met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true. The referee must find that the student committed the offense by a preponderance of the evidence.
- (I) **Article VII. Parental/guardian notification policy.** Youngstown state university is committed to an educational environment that promotes the safety, responsible decision-making, and social and intellectual development of all students. Furthermore, the university is concerned with taking a proactive approach in regards to students who may be experiencing problems with alcohol or other drugs. It is the policy of Youngstown state university to notify parents of students under twenty-one years of age if such students have been found responsible for violating institutional policies regarding alcohol or other drugs, to create a positive support network for students.
- (1) **Parameters.**
- (a) This policy will be applied in situations where students under the age of twenty-one have been found responsible for a violation of university policies regarding drugs or alcohol.
- (b) The office of community standards and student conduct shall be responsible for administering all procedures of the parental/guardian notification policy.
- (2) **Procedures.**
- (a) Parents/guardians shall be notified when the underage student is found responsible for a violation of the drug or alcohol policies.
- (b) The dean of students, or designee, may make an exception to the parental/guardian notification policy if in their judgment it is determined that harm would come to the student because of parental/guardian notification.

- (c) The notification will be provided in writing from the office of community standards and student conduct and will be mailed to the student's home address.
  - (d) The notification letter will inform parents or guardians that their student has been found responsible for a violation of an alcohol or drug policy. Included with the letter will be answers to frequently asked questions. Parents or guardians will be encouraged to discuss the incident with the student.
  - (e) The office of community standards and student conduct will be responsible for responding to questions from parents/guardians. If a parent or guardian is interested in reviewing their student's conduct file, the student generally must sign a waiver to release this information. There are exceptions to this that will be determined on a case-by-case basis.
- (J) Article VIII. Interpretation and revisions. Any question of interpretation or application regarding "The Student Code of Conduct" shall be referred to the student conduct administrator for final determination.

"The Student Code of Conduct" shall be reviewed every three years under the direction of the student conduct administrator. Any member of the university community may recommend a change to "The Student Code of Conduct" to the dean of students, or designee. The dean of students, or designee, shall distribute the recommendation to the appropriate areas and gather feedback. If the change is endorsed by the dean of students, or designee, the change shall be presented to the board of trustees for adoption.
- (K) Glossary of terms when used in "The Student Code of Conduct."
  - (1) The term "due process" is an assurance that all accused students will receive notice of charges, notice of the evidence to be used against them, and the opportunity to participate in a hearing prior to the deprivation of any educational property interest.
  - (2) The term "academic grievance subcommittee" is a group of university students and faculty selected and trained to adjudicate

hearings wherein a student has allegedly violated the academic integrity policy for the university. Each hearing has a hearing panel consisting of at least six members from the academic grievance subcommittee.

- (3) The term “appellate hearing panel” shall mean any person or persons authorized on a case-by-case basis by the student conduct administrator to consider a request for appeal from a student conduct body’s determination that a student has violated “The Student Code of Conduct” or from the sanctions imposed by the student conduct body.
- (4) The terms “can,” “may,” or “should” specify a discretionary provision of “The Student Code of Conduct.”
- (5) The term “complainant” shall mean any party harmed by the actions of a student who allegedly violated “The Student Code of Conduct.”
- (6) The term “deputy conduct officer” shall mean a university official authorized on a case-by-case basis by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
- (7) The term “faculty member” shall mean any person employed by the university to conduct classroom or teaching activities or who is otherwise considered by the university to be a member of its faculty. In certain situations, a person may be both “student” and “faculty member.” One’s status in a situation shall be determined by the relevant circumstances.
- (8) The terms “file” or “records” mean information relating to a current or former student which is stored in a fashion that facilitates recovery of that information by reference to the individual in whatever form or medium such gathering of information is created, kept, or maintained.
- (9) The term “function” shall mean all student activities or events occurring at the university or sponsored by registered student organizations, groups, or members of the academic community.

- (10) The term “group” shall mean a number of students who are associated with each other and who have not complied with university requirements for registration as an organization.
- (11) The terms “hearing panel” or “hearing panel members” shall mean individuals who have been selected or assigned to adjudicate a hearing. These individuals are selected from a trained body, including the student conduct board and the academic grievance subcommittee.
- (12) The term “hearing panel advisor” shall mean the student conduct administrator, or designee, or appointee. The hearing panel advisor has responsibility for ensuring that policies and procedures within this document are adhered to within any student conduct process. The hearing panel advisor may be involved in any part of the student conduct process, and may provide input or answers, or otherwise answer questions asked by any parties.
- (13) The term “may” is used in the permissive sense.
- (14) The term “member of the university community” shall include any person who is a student, faculty member, university official, any other person employed by the university, or any person lawfully present on university premises.
- (15) The term “organization” shall mean a university-registered student organization which has complied with formal requirements of official registration.
- (16) The term “policy” shall be defined as the written regulations of the university as found in, but not limited to, “The Student Code of Conduct,” “Resident Handbook,” the university website, undergraduate/graduate catalogs, university policies, and board of trustees policies.
- (17) The term “respondent” shall mean any student accused of violating “The Student Code of Conduct.”
- (18) The terms “shall,” “must,” “will,” or “is required” specify a mandatory requirement of the code.

- (19) The term “student” shall include all persons registered for courses, seminars, and workshops at the university, either full-time or part-time, pursuing undergraduate, graduate, professional studies, or continuing education programs. Also included are those individuals accepted for admission or living in the residence halls, whether enrolled at the university.
- (20) The term “student conduct administrator” is the dean of students, or designee, who shall be responsible for the administration of the code and the university student conduct process.
- (21) The term “student conduct board” is a group of university students, staff, and faculty selected and trained to adjudicate hearings wherein students have allegedly violated university policy. Each hearing has a hearing panel consisting of three members from the student conduct board.
- (22) The term “student conduct body” shall mean student conduct officer, any deputy conduct officer, or any hearing panel of the student conduct board authorized by the student conduct administrator to determine whether a student has violated “The Student Code of Conduct” and to recommend imposition of sanctions.
- (23) The term “student conduct officer” is the assistant dean of students for community standards, advocacy, and conduct who is the university official assigned to serve as the primary charging administrator by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
- (24) The terms “university” or “institution” mean Youngstown state university and collectively those responsible for its operation.
- (25) The term “university premises” shall be defined as all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the university including adjacent streets, sidewalks, and parking lots.



- (26) The term “university official” shall mean any person employed by, appointed to, authorized to act on behalf of or performing administrative or professional work for the university.
- (27) The term “university working day” refers to any day of the week excluding Saturdays, Sundays, or official holidays.
- (28) The term “weapon” shall have the same meaning as in university policy 3356-7-03 concerning weapons on campus (rule 3356-7-03 of the Administrative Code).
- (29) All other terms have their natural meaning unless the context otherwise dictates.



**YOUNGSTOWN  
STATE  
UNIVERSITY**

**RESOLUTION TO MODIFY  
STUDENT TRAVEL POLICY 3356-8-07**

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

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

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

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

**Board of Trustees Meeting  
June 22, 2023  
YR 2023-**

**3356-8-07 Student travel.**

Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President for Academic Affairs,  
Vice President for Finance and Business  
Operations  
Revision History: June 2017; December 2017; June 2018; June 2023  
Board Committee: Academic Excellence and Student Success  
**Effective Date: June 22, 2023**  
Next Review: 2028

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- (A) Policy statement. Youngstown state university (university) recognizes that students can and do benefit from learning experiences which occur off-campus. The university seeks to provide safe opportunities and methods of transportation and to mitigate any risks that might be associated with student travel for off-campus activities and events.
- (B) Purpose. To provide the framework for planning and implementing student travel.
- (C) Scope. This policy applies to enrolled and matriculated undergraduate and graduate student travel and student organization travel to events or activities that are organized and/or sponsored by the university and to international travel for study abroad programs available through the university's international programs office (IPO).

This policy does not apply to travel undertaken by individual students attending out-of-town athletic/recreational events; to students traveling to engage in domestic student teaching, internships, experiential practicum, observations or research; or to student athletes participating in intercollegiate athletics competitions under the sponsorship of the university's athletics department.

- (D) Definitions for purposes of this policy.
  - (1) "Enrolled student" - a student who has been admitted to and is attending classes at the university.

- (2) “Matriculated student” - a student who has been admitted to the university, has registered a major, and is attending classes at the university towards a degree.
- (3) “Student organization” - a student group or organization officially registered and recognized by the university.
- (4) “Student organization member” - an enrolled or matriculated student who is a current member of a student organization.
- (5) “University-organized event or activity” - an event or activity that is planned and arranged by a member of the university’s faculty, staff, or a recognized student organization and is approved by the appropriate university official.
- (6) “University-sponsored event or activity” - an event or activity that is endorsed by the university through financial support or by sending student participants as official representatives of the university and is approved by the appropriate university official.
- (7) Appropriate university official.
  - (a) For approval of course or faculty-sponsored travel, the dean, or designee, of the applicable college is the appropriate university official.
  - (b) For approval of student organization travel, the associate vice president for student experience, or designee, is the appropriate university official. However, for student organizations traveling internationally, travel approval is required from both the associate vice president of student experience or designee and the associate provost for international and global initiatives or designee.
  - (c) For study abroad programs, the associate provost for international and global initiatives, or designee, is the appropriate university official.
  - (d) For travel on behalf of a program, office, or department not noted in this paragraph, the appropriate university official will be the highest level administrator overseeing the

program, office, or department, excluding the president and vice presidents of the university.

- (8) Designated trip leader. A university representative/faculty member/advisor who serves as the point of contact to and from the university during travel. When no representative/faculty member/advisor is on a trip, a student may serve as the designated trip leader.
- (E) General requirements. The following requirements apply to all travel under this policy.
- (1) Enrolled students, including college credit plus students, under the age of eighteen are not permitted to travel. However, see paragraph (D)(1) of this rule which allows participants in certain university sponsored educational or sports programs/activities that are under the age of eighteen to travel as part of their participation in the program/activity.
  - (2) Matriculated students under the age of eighteen are permitted to travel provided that the student's parent/guardian completes and signs the "Off-Campus Travel and Assumption of Risk" form and the "Authorization for Emergency Medical Treatment" form.
  - (3) A student wishing to travel as part of a student organization event or activity must be a current member of the student organization.
  - (4) Unless otherwise specified, the university does not provide medical insurance for any student's participation in travel. All student participants should maintain medical insurance and are responsible for any medical costs they incur during and/or as a result of the trip.
  - (5) All students traveling internationally must obtain international travel medical insurance through the university's IPO.
  - (6) Participants in student travel are responsible for their own behavior and any resulting consequences. The university shall not be liable for any loss, damage, injury, or other consequence resulting from a participant's failure to comply with university rules and policies,

including the student code of conduct, the direction of university employees, or applicable law.

- (7) Travel must be consistent with the goals of the academic unit, program, or department. Student organization travel must be consistent with the organization's mission statement. The individuals requesting approval for course or faculty sponsored travel, student organization travel, study abroad travel, or travel on behalf of a program, office or department must complete the "Travel Justification Form" available on the university's risk management website and said form will be electronically routed to the appropriate university office for review.
- (8) Travel must have either a university representative or faculty member/advisor as a designated trip leader. However, if students are traveling on their own for the purpose of a recognized student organization and university funds are being utilized to support the activity, then the president or representative of the student organization or the designated trip leader must meet with the associate vice president of student experience, or designee, prior to the trip to review details of the trip.
- (9) Travel must be supported by an approved "Student Travel Authorization Form," with the exception that students on study abroad programs offered through the IPO will complete program specific form(s) in lieu of the authorization to travel form.
- (10) Participants must complete and submit an "Off-Campus Travel and Assumption of Risk" form and an "Authorization for Emergency Medical Treatment" to the office of the appropriate university official at least five business days prior to scheduled travel within the United States and at least thirty days prior to international travel. The appropriate university officials may alter these time periods within their discretion for travel, which cannot be preplanned, such as university-sponsored student travel for athletics playoff competition. Students on study abroad programs offered through the IPO will complete program-specific form(s) in lieu of these forms.
- (11) Friends and family of participants and designated trip leaders are not eligible to participate in student travel opportunities except in those instances where prior written permission of the appropriate

university official has been given, appropriate forms have been submitted, and required insurance coverage has been obtained.

- (12) Students are responsible for making arrangements to complete all assignments and/or examinations that are scheduled during travel.
  - (13) Training. Designated trip leaders and authorized university officials must complete student travel training.
  - (14) Sponsors or organizers of events or activities may impose additional requirements in order to address unique circumstances associated with a particular activity, destination, or travel.
- (F) Transportation. The university office, unit, or department planning or sponsoring an event or activity should be prepared to arrange for transportation by university-owned or rental vehicle; contracted/chartered transportation service; regularly scheduled transportation service (e.g., Greyhound, Amtrak, commercial airline service); or if necessary, personal vehicles. Contracting, purchasing, and insurance requirements can be found on the university's procurement services website.

The following rules apply to transportation:

- (1) University-owned or leased vehicles may only be utilized in a manner compliant with rule 3356-4-18 of the Administrative Code, university policy 3356-4-18 "Use of university vehicle".
- (2) All university purchasing policies apply when procuring chartered or commercial transportation.
- (3) Personal vehicles may only be used on a voluntary basis. All participants choosing to ride in a private automobile do so voluntarily and at their own risk. The university shall not insure or accept liability for any damage, loss, or injury resulting from the use of a private vehicle. The university does not provide comprehensive or collision insurance for private vehicles driven on university business, and the vehicle owner/driver is responsible for insurance coverage for the vehicle. The university does carry non-owner excess liability coverage to protect the university, student, or employee in the event of a suit resulting from an automobile accident in which an employee was driving on university business.

- (4) Under no circumstance will a vehicle driver be reimbursed for fines for moving or parking violations.
  - (5) Occupants of motor vehicles must use seat belts or other approved safety restraint devices as required by law or regulation at all times when the vehicle is in operation.
  - (6) Occupants of motor vehicles shall not consume, possess, or transport any alcoholic beverages or illegal substances.
- (G) Accident and emergency procedures. Prior to travel, designated leaders and group participants shall review the YSU “Student Crisis Notification and Response Plan” found on the dean of students website and any appendices and follow applicable guidance and suggestions.
- (H) Accommodations for students with disabilities. Any student with a disability who requires accommodation, must contact the office of accessibility services for assistance in determining reasonable accommodations. The office of accessibility services will consult with the sponsoring unit regarding this determination.
- (I) Student travel pursuant to educational or sports programs. Participants in university sponsored educational or sports programs/activities such as upward bound, academic achievers, summer or sports camps, and who are under the age of eighteen, are permitted to travel as part of their participation in the educational or sports program/activity regardless of whether they are enrolled students. Travel pursuant to such programs must have at a minimum a designated trip leader who is over the age of eighteen, a student travel authorization form, a waiver and assumption of risk form, an emergency medical treatment form, and emergency contact and response guideline. University employees (including student employees), volunteers, and participants must adhere to rule 3356-7-56 of the Administrative Code (see university policy 3356-7-50, “Minors on campus”) and all other applicable rules, regulations, and university policies.
- (J) Compliance. Failure to comply with any policy requirements may result in restrictions or loss of travel opportunities, travel funds and/or reimbursements. Students and student organizations are subject to sanctions under “The Student Code of Conduct” up to and including



**expulsion and loss of organization recognition. Employees are subject to discipline up to and including termination.**

**3356-8-07 Student travel.**

Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President for Academic Affairs,  
~~Associate Vice President for Student Experience~~  
Finance and Business Operations  
Revision History: June 2017; December 2017; June 2018; June 2023  
Board Committee: Academic Excellence and Student ~~Affairs~~Success  
**Effective Date:** ~~June 7, 2018~~June 22, 2023  
Next Review: ~~2023~~2028

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- (A) Policy statement. Youngstown state university (“university”) recognizes that students can and do benefit from learning experiences which occur off-campus. The university seeks to provide safe opportunities and methods of transportation and to mitigate any risks that might be associated with student travel for off-campus activities and events.
- (B) Purpose. To provide the framework for planning and implementing student travel.
- (C) Scope. This policy applies to enrolled and matriculated undergraduate and graduate student travel and student organization travel to events or activities that are organized and/or sponsored by the university and to international travel for study abroad programs available through the university’s international programs office (“IPO”).

This policy does not apply to travel undertaken by individual students attending out-of-town athletic/recreational events; to students traveling to engage in domestic student teaching, internships, experiential practicum, observations or research; or to student athletes participating in intercollegiate athletics competitions under the sponsorship of the university’s athletics department.

- (D) Definitions for purposes of this policy.
  - (1) “Enrolled student.” ~~“A”~~ - a student who has been admitted to and is attending classes at the university.

- | (2) “Matriculated student.” ~~“A”~~ - a student who has been admitted to the university, has registered a major, and is attending classes at the university towards a degree.
- | (3) “Student organization.” ~~“A”~~ - a student group or organization officially registered and recognized by the university.
- | (4) “Student organization member.” ~~“An”~~ - an enrolled or matriculated student who is a current member of a student organization.
- | (5) “University-organized event or activity.” ~~“An”~~ - an event or activity that is planned and arranged by a member of the university’s faculty, staff, or a recognized student organization and is approved by the appropriate university official.
- | (6) “University-sponsored event or activity.” ~~“An”~~ - an event or activity that is endorsed by the university through financial support or by sending student participants as official representatives of the university and is approved by the appropriate university official.
- (7) Appropriate university official.
  - (a) For approval of course or faculty-sponsored travel, the dean, or designee, of the applicable college is the appropriate university official.
  - (b) For approval of student organization travel, the associate vice president for student experience, or designee, is the appropriate university official. However, for student organizations traveling internationally, travel approval is required from both the associate vice president of student experience or designee and the associate provost for international and global initiatives or designee.
  - (c) For study abroad programs, the associate provost for international and global initiatives, or designee, is the appropriate university official.
  - (d) For travel on behalf of a program, office, or department not noted in this paragraph, the appropriate university official will be the highest level administrator overseeing the

program, office, or department, excluding the president and vice presidents of the university.

- (8) Designated trip leader. A university representative/faculty member/advisor who serves as the point of contact to and from the university during travel. When no representative/faculty member/advisor is on a trip, a student may serve as the designated trip leader.
- (E) General requirements. The following requirements apply to all travel under this policy.
- (1) Enrolled students, including college credit plus students, under the age of eighteen are not permitted to travel. However, see paragraph (D)(1) of this ~~policy~~ rule which allows participants in certain university sponsored educational or sports programs/activities that are under the age of eighteen to travel as part of their participation in the program/activity.
  - (2) Matriculated students under the age of eighteen are permitted to travel provided that the student's parent/guardian completes and signs the "Off-Campus Travel and Assumption of Risk" form and the "Authorization for Emergency Medical Treatment" form.
  - (3) A student wishing to travel as part of a student organization event or activity must be a current member of the student organization.
  - (4) Unless otherwise specified, the university does not provide medical insurance for any student's participation in travel. All student participants should maintain medical insurance and are responsible for any medical costs they incur during and/or as a result of the trip.
  - (5) All students traveling internationally must obtain international travel medical insurance through the university's IPO.
  - (6) Participants in student travel are responsible for their own behavior and any resulting consequences. The university shall not be liable for any loss, damage, injury, or other consequence resulting from a participant's failure to comply with university rules and policies,



including the student code of conduct, the direction of university employees, or applicable law.

- (7) Travel must be consistent with the goals of the academic unit, program, or department. Student organization travel must be consistent with the organization's mission statement. The individuals requesting approval for course or faculty sponsored travel, student organization travel, study abroad travel, or travel on behalf of a program, office or department must complete the "Travel Justification Form" available on the university's risk management website and said form will be electronically routed to the appropriate university office for review.
- (8) Travel must have either a university representative or faculty member/advisor as a designated trip leader. However, if students are traveling on their own for the purpose of a recognized student organization and university funds are being utilized to support the activity, then the president or representative of the student organization or the designated trip leader must meet with the associate vice president of student experience, or designee, prior to the trip to review details of the trip.
- (9) Travel must be supported by an approved "Student Travel Authorization Form," with the exception that students on study abroad programs offered through the IPO will complete program specific form(s) in lieu of the authorization to travel form.
- (10) Participants must complete and submit an "Off-Campus Travel and Assumption of Risk" form and an "Authorization for Emergency Medical Treatment" to the office of the appropriate university official at least five business days prior to scheduled travel within the United States and at least thirty days prior to international travel. The appropriate university officials may alter these time periods within their discretion for travel, which cannot be preplanned, such as university-sponsored student travel for athletics playoff competition. Students on study abroad programs offered through the IPO will complete program-specific form(s) in lieu of these forms.
- (11) Friends and family of participants and designated trip leaders are not eligible to participate in student travel opportunities except in those instances where prior written permission of the appropriate

university official has been given, appropriate forms have been submitted, and required insurance coverage has been obtained.

(12) Students are responsible for making arrangements to complete all assignments and/or examinations that are scheduled during travel.

(13) Training. Designated trip leaders and authorized university officials must complete student travel training.

~~(13)~~(14) Sponsors or organizers of events or activities may impose additional requirements in order to address unique circumstances associated with a particular activity, destination, or travel.

(F) Transportation. The university office, unit, or department planning or sponsoring an event or activity should be prepared to arrange for transportation by university-owned or rental vehicle; contracted/chartered transportation service; regularly scheduled transportation service (e.g., Greyhound, Amtrak, commercial airline service); or if necessary, personal vehicles. Contracting, purchasing, and insurance requirements can be found on the university's procurement services website.

The following rules apply to transportation:

(1) University-owned or leased vehicles may only be utilized in a manner compliant with rule 3356-4-18 of the Administrative Code, ~~(Corresponding university policy 3356-4-18 "Use of university vehicle" can be found in the "University Policies" website.)~~

(2) All university purchasing policies apply when procuring chartered or commercial transportation.

(3) Personal vehicles may only be used on a voluntary basis. All participants choosing to ride in a private automobile do so voluntarily and at their own risk. The university shall not insure or accept liability for any damage, loss, or injury resulting from the use of a private vehicle. The university does not provide comprehensive or collision insurance for private vehicles driven on university business, and the vehicle owner/driver is responsible for insurance coverage for the vehicle. The university does carry non-owner excess liability coverage to protect the university, student, or employee in the event of a suit resulting from an automobile accident in which an employee was driving on university business.



- (4) Under no circumstance will a vehicle driver be reimbursed for fines for moving or parking violations.
  - (5) Occupants of motor vehicles must use seat belts or other approved safety restraint devices as required by law or regulation at all times when the vehicle is in operation.
  - (6) Occupants of motor vehicles shall not consume, possess, or transport any alcoholic beverages or illegal substances.
- (G) Accident and emergency procedures. Prior to travel, designated leaders and group participants ~~should~~shall review the YSU ~~campus emergency management plan~~ “Student Crisis Notification and Response Plan” found on the dean of students website and any appendices and follow applicable guidance and suggestions.
- (H) Accommodations for students with disabilities. Any student with a disability who requires accommodation, must contact the office of ~~disability~~accessibility services for assistance in determining reasonable accommodations. The office of ~~disability~~accessibility services will consult with the sponsoring unit regarding this determination.
- (I) Student travel pursuant to educational or sports programs. Participants in university sponsored educational or sports programs/activities such as upward bound, academic achievers, summer or sports camps, and who are under the age of eighteen, are permitted to travel as part of their participation in the educational or sports program/activity regardless of whether they are enrolled students. Travel pursuant to such programs must have at a minimum a designated trip leader who is over the age of eighteen, a student travel authorization form, a waiver and assumption of risk form, an emergency medical treatment form, and emergency contact and response guideline. University employees (including student employees), volunteers, and participants must adhere to rule 3356-7-56 of the Administrative Code (see university policy 3356-7-50, “Minors on campus”) and all other applicable rules, regulations, and university policies.
- (J) Compliance. Failure to comply with any policy requirements may result in restrictions or loss of travel opportunities, travel funds and/or reimbursements. Students and student organizations are subject to

sanctions under “The Student Code of Conduct” up to and including expulsion and loss of organization recognition. Employees are subject to discipline up to and including termination.





**YOUNGSTOWN  
STATE  
UNIVERSITY**

**Explanation of Modifications to *University Policy*:**

**3356-10-01 Hiring and selection process for full and part-time faculty.**

This policy is being recommended for modification to transfer the responsibility of approving part-time faculty who might be needed to teach in excess of nine workload hours in a semester or over eighteen workload hours in an academic year from the Office of Human Resources to the Office of Academic Affairs. The recommended modifications further provide a description of what an “active employee” is, the steps that must be completed before commencing instruction in the classroom, and instructions on course coverage if an individual has not been approved as an “active employee” by the first day of classes.

**Board of Trustees Meeting  
June 22, 2023  
YR 2023-**



**RESOLUTION TO MODIFY  
HIRING AND SELECTION PROCESS FOR FULL AND PART-TIME  
FACULTY POLICY 3356-10-01**

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

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

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

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

**Board of Trustees Meeting  
June 22, 2023  
YR 2023-**

**3356-10-01 Hiring and selection process for full and part-time faculty.**

Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President for Academic Affairs  
Revision History: December 1997; March 2007; March 2011;  
April 2013; June 2013; December 2018; June  
2023  
Board Committee: Academic Excellence and Student Success  
**Effective Date: June 22, 2023**  
Next Review: 2028

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- (A) Policy statement. While the president has overall responsibility for the management of the university, the responsibility for decisions regarding hiring priorities and the employment of faculty are delegated to the provost/vice-president for academic affairs. All faculty personnel decisions shall be consistent with applicable legal requirements and university policies and procedures. Personnel actions will become effective upon approval by the board of trustees.
- (B) Parameters.
- (1) Recruitment to fill faculty positions shall be authorized by the provost/vice president for academic affairs. Faculty degree and credentials requirements should comply with higher learning commission (HLC) expectations.
  - (2) Recruitment activities must conform to the university's equal opportunity and affirmative action procedures pursuant to rule 3356-2-02 of the Administrative Code (university policy 3356-2-02, "Equal opportunity and affirmative action recruitment and employment"). The executive director of equal opportunity may require additional search postings and/or processes pursuant to rule 3356-2-02 of the Administrative Code.
  - (3) Faculty are designated as having either full-time or part-time status. Part-time faculty supplement full-time faculty to meet departmental instructional needs. Only full-time tenure track faculty (probationary or degree completion) are eligible to apply for tenure.

- (4) The official offer of employment for full-time faculty is made by the provost/vice president for academic affairs upon the recommendation of the college dean, the chairperson of the department, and the office of human resources.
- (5) The chief human resources officer will submit a summary of all full-time faculty appointments to the board of trustees at the next regularly scheduled meeting for approval. Offers of employment for full-time faculty shall be contingent upon approval by the board of trustees; however, faculty may begin employment prior to the approval by the board of trustees.
- (6) Each full-time faculty member will be assigned a home department, which shall be that department in which the majority of the person's time is budgeted. In cases where the time assignment is evenly distributed, the home department shall be the department where the person holds academic rank.
- (7) Except for department chairpersons (who are excluded from the bargaining unit), the types of contracts and terms and conditions of employment of full-time faculty are outlined in the "Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association."
- (8) Faculty responsibilities of departmental chairpersons are described in the "Department Chair Handbook" found on the office of academic affairs web page.
- (9) Part-time faculty members are appointed by the appropriate college dean upon the recommendation of the department chairperson and subject to review by the provost/vice president for academic affairs. Such appointments are for one academic term or a portion thereof. For purposes of compliance with the Revised Code and the state constitution regarding the hiring and the appointment of employees, including part-time faculty, the board of trustees designates the provost/vice president for academic affairs as the hiring authority for part-time faculty. The provost/vice president for academic affairs will ensure that the board of trustees receive information regarding the use of part-time faculty on an annual basis.

- (10) Part-time faculty members may teach up to nine workload hours each fall or spring semester and up to eighteen workload hours per academic year. To go beyond these limits, the department chairperson must request a written waiver from the provost/vice-president for academic affairs using the “Part-Time Faculty Workload Waiver Request” found on the office of academic affairs web page. The provost/vice-president for academic affairs, or designee, will grant a waiver when it is in the best interest of the university.
- (11) Part-time faculty members are paid on the basis of workload hours taught and highest earned degree held. The rate of pay is identified in the university’s annual operating budget which is approved by the board of trustees.
- (12) After consultation with the dean, the decision to have a part-time faculty member teach multiple sections of a course within one section (also referred to as stacking courses) and employ a virtual assistant (VA) will be at the discretion of the department chairperson who oversees the course. The department chairperson will share their decision with the part-time faculty member prior to the course beginning. Part-time faculty members will be eligible for virtual assistant related compensation as supplemental pay in the same manner as full-time faculty members.
- (13) All part-time faculty members must be entered as an active employee in the banner system before commencing instruction in the classroom. To be considered an active employee, the individual must complete the entire hiring process with the office of human resources, be approved through the HLC credentialing process with the office of academic affairs and be listed as the instructor of record in the schedule of classes.

If the individual is not yet classified as an active employee by the first day of classes, a temporary replacement must be assigned to the course(s) until the process is completed. The replacement must be the college dean, department chairperson, a qualified full-time faculty member, or a part-time faculty member who has been approved through the HLC credentialing process. The department chairperson will be responsible for communicating with the office

of human resources and the office of academic affairs as to whom has been assigned as the temporary replacement(s) and ensuring that new faculty members do not begin teaching until the entire process is completed.

- (14) Procedures, benefits, and other matters affecting part-time faculty members are found in the “Part-time Faculty Manual” found on the office of academic affairs web page.
- (15) Cross-reference. For information about faculty with graduate status, see rule 3356-10-02 of the Administrative Code (university policy 3356-10-02, “Graduate faculty”). For information about adjunct faculty, see rule 3356-10-09 of the Administrative Code (university policy 3356-10-09, “Voluntary services adjunct faculty”).

**3356-10-01 Hiring and selection process for full and part-time faculty.**

Style Definition: Comment Text

Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and ~~V~~PVice President for Academic Affairs  
Revision History: December 1997; March 2007; March 2011; April 2013; June 2013; December 2018; June 2023  
Board Committee: Academic Excellence and Student ~~Affairs~~Success  
**Effective Date:** ~~December 6, 2018~~June 22, 2023  
Next Review: ~~2023~~2028

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- (A) Policy statement. While the president has overall responsibility for the management of the university, the responsibility for decisions regarding hiring priorities and the employment of faculty are delegated to the provost/vice-president for academic affairs. All faculty personnel decisions shall be consistent with applicable legal requirements and university policies and procedures. Personnel actions will become effective upon approval by the board of trustees.
- (B) Parameters.
- (1) Recruitment to fill faculty positions shall be authorized by the provost/vice president for academic affairs. Faculty degree and credentials requirements should comply with higher learning commission (HLC) expectations.
  - (2) Recruitment activities must conform to the university's equal opportunity and affirmative action procedures pursuant to rule 3356-2-02 of the Administrative Code (~~see~~-university policy 3356-2-02, "Equal opportunity and affirmative action recruitment and employment"). The executive director of equal opportunity may require additional search postings and/or processes pursuant to rule 3356-2-02 of the Administrative Code.
  - (3) Faculty are designated as having either full-time or part-time status. Part-time faculty supplement full-time faculty to meet departmental instructional needs. Only full-time tenure track

faculty (probationary or degree completion) are eligible to apply for tenure.

- (4) The official offer of employment for full-time faculty is made by the provost/vice president for academic affairs upon the recommendation of the college dean, the chairperson of the department, and the office of human resources.
- (5) The chief human resources officer will submit a summary of all full-time faculty appointments to the board of trustees at the next regularly scheduled meeting for approval. Offers of employment for full-time faculty shall be contingent upon approval by the board of trustees; however, faculty may begin employment prior to the approval by the board of trustees.
- (6) Each full-time faculty member will be assigned a home department, which shall be that department in which the majority of the person's time is budgeted. In cases where the time assignment is evenly distributed, the home department shall be the department where the person holds academic rank.
- (7) Except for department chairpersons (who are excluded from the bargaining unit), the types of contracts and terms and conditions of employment of full-time faculty are outlined in the "Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association."
- (8) Faculty responsibilities of departmental chairpersons are described in the "Department Chair Handbook;" found on the office of academic affairs web page.
- (9) Part-time faculty members are appointed by the appropriate college dean upon the recommendation of the department chairperson and subject to review by the provost/vice president for academic affairs. Such appointments are for one academic term or a portion thereof. For purposes of compliance with the Revised Code and the state constitution regarding the hiring and the appointment of employees, including part-time faculty, the board of trustees designates the provost/vice president for academic affairs as the hiring authority for part-time faculty. The provost/vice president for academic affairs will ensure that the board of trustees receive



information ~~on an annual basis~~ regarding the use of part-time faculty on an annual basis.

- (10) Part-time faculty members may teach up to nine workload hours each fall or spring semester and up to eighteen workload hours per academic year. ~~The~~ To go beyond these limits, the department chairperson must request a written waiver from the chief human resources officer to go beyond these workload hours provost/vice-president for academic affairs using the "Part-Time Faculty Workload Waiver Request" found on the office of academic affairs web page. ~~The chief human resources officer~~ provost/vice-president for academic affairs, or designee, will grant a waiver when it is in the best interest of the university.
- (11) Part-time faculty members are paid on the basis of workload hours taught and highest earned degree held. The rate of pay is identified in the university's annual operating budget which is approved by the board of trustees.
- (12) After consultation with the dean, the decision to have a part-time faculty member teach multiple sections of a course within one section (also referred to as stacking courses) and employ a virtual assistant (VA) will be at the discretion of the department chairperson who oversees the course. The department chairperson will share their decision with the part-time faculty member prior to the course beginning. Part-time faculty members will be eligible for virtual assistant related compensation as supplemental pay in the same manner as full-time faculty members.
- (13) All part-time faculty members must be entered as an active employee in the banner system before commencing instruction in the classroom. To be considered an active employee, the individual must complete the entire hiring process with the office of human resources, be approved through the HLC credentialing process with the office of academic affairs and be listed as the instructor of record in the schedule of classes.

If the individual is not yet classified as an active employee by the first day of classes, a temporary replacement must be assigned to the course(s) until the process is completed. The replacement must be the college dean, department chairperson, a qualified full-time

faculty member, or a part-time faculty member who has been approved through the HLC credentialing process. The department chairperson will be responsible for communicating with the office of human resources and the office of academic affairs as to whom has been assigned as the temporary replacement(s) and ensuring that new faculty members do not begin teaching until the entire process is completed.

- (~~12~~14) Procedures, benefits, and other matters affecting part-time faculty members are found in the "Part-time Faculty Manual" ~~available in the office of academic affairs.~~ found on the office of academic affairs web page.
- (~~13~~15) Cross-reference. For information about faculty with graduate status, see rule 3356-10-02 of the Administrative Code (~~see also~~ university policy 3356-10-02, "Graduate faculty"). For information about adjunct faculty, see rule 3356-10-09 of the Administrative Code (~~see also~~ university policy 3356-10-09, "~~Adjunct~~Voluntary services adjunct faculty").



**BOARD OF TRUSTEES  
RESOLUTION REGARDING EXCEPTIONAL  
STUDENT GOVERNMENT ASSOCIATION LEADERSHIP**

**WHEREAS**, during the 2022-2023 school year, the exceptional leadership of the Student Government Association (SGA), particularly by Nickiforos Mastorides, President; and Maguire Franko, Executive Vice President, became very evident. They have consistently demonstrated exceptional skills in communicating with various constituencies across campus, including upper level YSU administration, development of exciting new initiatives for the student community, and outstanding representation of Youngstown State at the State and Local levels. A listing of their impressive accomplishments follows:

Reciprocal Responsibilities of Faculty and Students

- Passed a Resolution through the Academic Senate to create an Ad Hoc Committee composed of SGA, Teaching & Learning, and Standards. Reciprocal Responsibilities Document was passed and added within YSU's Common Course Syllabi to reshape the student-instructor relationship in the classroom (Post-Covid).

Solar Powered Tables:

- The Becker Family generously donated \$100,000 for SGA to model and install Solar Powered Tables around the fountain.

Aunt Flow:

- The program has expanded into MAAG, Cushwa, WCBA, and Beeghly College during this Administration.

SB83

- Successfully endorsed a letter that unified 8 separate Student Governments across Ohio stating their opposition to SB 83 (An Emergency SGA Meeting was initiated to allow Representatives to speak within an open forum)

Penguin Pantry:

- Successful Transition to the Office of the Dean of Students.

Administrative Transparency:

- Gave Students the opportunity to directly ask administrators questions via Instagram and posted the Q&A sessions.

YO App Partnership:

- Begun the successful partnership and promotion of local businesses through the Y App



**YOUNGSTOWN  
STATE  
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Food on Campus:

- Reinstated the Chartwells Student & Food Review Committee

Shuttle Tracking:

- Groundwork for tracking shuttles within the Y app has been laid.

Electric Bikes and Scooters:

- Potential partnership for a YSU docking station with YOGO in the future.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University congratulates the Youngstown State University Student Government Association members, particularly Nickiforos Mastorides, President and Maguire Franko, Executive Vice President because of their efforts; and

**BE IT FURTHER RESOLVED**, that a copy of this Resolution be presented to the Student Government Association membership.

**Board of Trustees Meeting  
June 22, 2023  
YR 2023-**



**YOUNGSTOWN  
STATE  
UNIVERSITY**

**RESOLUTION TO AUTHORIZE  
RECOMMENDATION OF CANDIDATES  
FOR HONORARY DEGREE**

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

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby authorize that the selection for honorary degrees in the 2023-2024 academic year be granted from the candidates listed in the roster attached hereto.

**Board of Trustees Meeting  
June 22, 2023  
YR 2023-**



## Honorary Degree/Commencement Speakers for AY 23-24 Academic Senate Events Committee Recommendations

**Pat Kerrigan**, Executive Director of Oak Hill Collaborative, is a former Youngstown Municipal Judge, former President of St. Patrick's Parish Council, former Vice-Chair of Youngstown Urban League, a member of Leadership Youngstown, ACTION, and Mahoning County ADAS Board and is active in numerous other community organizations.

**Nelda Sims** graduated from Youngstown City Schools, then went on to pursue a Bachelor of Science in Education. She graduated from YSU Cum Laude in 1998 and later went on to become a special education teacher and earn a Master of Education. She became the only black female high school principal in Howard County Public School System, one of the top performing school systems in the USA. Nelda eventually retired from the school system in 2020 and became an author. She is one of ten authors in a book titled "Discovering Strength, Hidden In Sight – An Educators Perspective". Her chapter, "Unlimited Possibilities" shares her journey as an educator. In honor of her parents, she also established the TJ and Annie Ruth Rushton Legacy Scholarship, awarded to minority students at Youngstown State University majoring in Education. Nelda attributes much of her success to adhering to her parents' principles and strong foundation. Now, Nelda is a travel agent and enjoys traveling and spending time with her family and friends. Her goal in life is to be a positive role model, encourage, inspire, and motivate others.

**Suzanne Barbati** - As YSU Alumna from 1995, she served as the President and Executive Director of the OH WOW! The Rodger & Gloria Jones Children's Center for Science and Technology for 14 years, before taking on the role as their Director of Planned Giving in 2021 until her retirement this March. An active leader in the Youngstown community, Ms. Barbati was instrumental in developing OH WOW! into the landmark institution it is today, which serves children and families across the entire Mahoning Valley.

**Bonnie Deutsch Burdman**, an attorney, has served the Youngstown Area Jewish Federation as Director, and now Executive Director of Community Relations/Government Affairs for the past 26 years. In this capacity, Bonnie leads the Federation's interfaith and inter-group activities, as well as its social action agenda. She directs the Federation's efforts to combat antisemitism, to promote strong support for Israel, and to encourage broad-based Holocaust and anti-genocide education. Bonnie also maintains strong relationships with public officials locally, in Columbus, and nationally in support of issues of importance to the Jewish community, and currently oversees the Federation's security work.

**Phil Hirsch** - Formerly at YSU as the Executive Director of Administrative Services but is better known to most people as the long-time Director of Kilcawley Center. After retiring from YSU, he took a leadership position on the YSURA Board. Dr. Hirsch has a lasting and notable legacy of service to the University, including the Hirsch-Satrum Leadership Scholarship.

**Carla J. Baldwin**, lifelong resident of the Mahoning Valley. She presently serves as the Administrative and Presiding Judge of Youngstown Municipal Court, and was the first African-American female elected as a judge in Mahoning County history. Prior to this appointment she worked for the Mahoning County Prosecutor's Office for eight years serving as an Assistant County Prosecutor in

both the Criminal and Juvenile Divisions. Judge Baldwin served on numerous boards which serve the greater community of the Valley.

**John Paul Vincent "Sonny" Vaccaro** is a former sports marketing executive. Vaccaro is best known for his tenure with Nike, Inc., where he signed Michael Jordan to his first sneaker deal. Vaccaro left Nike for Adidas, then Reebok. He founded the ABCD Camp, an elite showcase of high school basketball standouts, which ran from 1984 to 2007. It featured future stars Kobe Bryant, Dwight Howard, and LeBron James. Vaccaro cofounded the first national high school All-Star game, The Dapper Dan Roundball Classic, with concert promoter and boyhood friend Pat DiCesare in Pittsburgh in 1965. The game endured for 43 years and its alumni includes such greats as Calvin Murphy, Shaquille O'Neal, Kobe Bryant, Chris Webber, Alonzo Mourning, Kevin Garnett, Vince Carter, Tracy McGrady, Patrick Ewing, Rasheed Wallace and Stephon Marbury. Vaccaro's story will be featured in the upcoming film "Air," where he will be portrayed by Matt Damon.

**Austin Pendleton** - Warren native, is an American actor, playwright, theatre director and instructor. Pendleton received a Tony Award nomination for Best Direction of a Play for the Broadway revival of The Little Foxes in 1981. He has received two Drama Desk Award nominations and the recipient of a Special Drama Desk Award in 2007. He also received a Obie Award for Best Director for the 2011 off-Broadway revival of Three Sisters. His 6-decade spanning career also includes work in film (Short Circuit, My Cousin Vinny, Amistad, et al), television (Oz, Homicide:Life on the Street), and new media. His role in A Beautiful Mind earned him a Screen Actors Guild Award for Outstanding Performance by a Cast in a Motion Picture nomination.

**Bob DiPiero**, of Youngstown, is a Dana alum and notable country music songwriter He has written 15 US number one hits and several Top 20 singles for Tim McGraw, Reba McEntire, Faith Hill, Shenandoah, Brooks & Dunn, George Strait, Martina McBride, Trace Adkins, Travis Tritt, and many others. He has been recognized on the Nashville Walk of Fame and is a Nashville Songwriters Hall of Fame inductee.

**3356-10-05 Honorary degrees and commencement speakers.**

Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and VP for Academic Affairs  
Revision History: October 1997; July 2009; June 2011;  
June 2013; December 2015; December 2020;  
March 2021  
Board Committee: Academic Excellence and Student Success  
**Effective Date: March 4, 2021**  
Next Review: 2026

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- (A) Policy statement. The board of trustees shall review and authorize the list from which commencement speakers and honorary degree candidates will be recommended by the academic events committee of the academic senate to the president. The board of trustees shall grant honorary degrees in recognition of a significant impact on the university, on the community, state or nation, or on society. Such degrees will be conferred at commencements, special convocations, and other events. The honorary degree shall be clearly designated on the diploma as “Honorary degree of” followed by the name of the degree.
- (B) The following honorary degrees are those usually awarded at Youngstown state university:
- (1) Bus. D. (doctor of business), customarily awarded to a person making a unique contribution in the business community.
  - (2) LL.D. (doctor of laws), customarily awarded to a person distinguished in general service to the state, to learning and to mankind.
  - (3) LH.D. (doctor of humane letters), customarily awarded to a person distinguished in the humanities.
  - (4) Sc.D. (doctor of science), customarily awarded to a person distinguished in the sciences.
  - (5) Lett.D. (doctor of letters), customarily awarded to an acknowledged scholar in a particular discipline.



- (6) Mus.D. (doctor of music), customarily awarded to a distinguished performer or composer.
- (C) Procedures for selecting and approving candidates.
- (1) Criteria for nomination of commencement speakers and honorary degree candidates are determined by the provost/vice president for academic affairs, subject to board of trustees' approval.
  - (2) Faculty, staff, board of trustees members and/or anyone associated with the university may submit nominations for commencement speakers and/or honorary degree candidates to the academic events committee of the academic senate or directly to the provost/vice president for academic affairs.
  - (3) Per the academic senate bylaws, the academic events committee of the academic senate "shall be responsible for making recommendations concerning policy governing academic events such as graduation ceremonies, honors convocations, inaugural ceremonies, and recommend candidates for honorary degrees and commencement speakers to the university's president."
  - (4) The academic events committee will review the credentials of all the nominated candidates and will submit a list of no less than fifteen and no more than twenty recommended candidates for approval by the board of trustees during its regular June meeting. The list may be amended and reapproved by the board at any time throughout the year.
- (D) Selection of the commencement speaker.
- (1) The provost, in consultation with the president, shall select a commencement speaker from the board-approved list.
  - (2) The president will inform the board of the selection of the commencement speaker no later than the board meeting preceding the commencement ceremony.
- (E) Selection of the honorary degree recipient.

- (1) Only the board of trustees is authorized to approve the awarding of an honorary degree.
- (2) The provost, in consultation with the president, shall recommend candidates for an honorary degree from the approved list for recognition at an appropriate event.
- (3) The board shall approve the awarding of the degree no later than the board meeting preceding the event at which the honorary degree is to be conferred.



**RESOLUTION TO APPROVE  
MASTER OF SCIENCE IN DATA SCIENCE  
AND STATISTICS PROGRAM**

**WHEREAS**, the College of Science, Technology, Engineering and Mathematics and the College of Graduate Studies are proposing a new Master of Science (M.S.) in Data Science and Statistics degree program; and

**WHEREAS**, this program enhances learners' knowledge and application of data science and statistics and there is a need across disciplines for individuals who are knowledgeable and skilled in the application of data science and statistics including the use of "big data" to help solve problems and answer questions; and

**WHEREAS**, Gray Associates needs-assessment data suggests that there is incredibly strong student demand within a 100-mile radius of Youngstown (97<sup>th</sup> percentile) and within the state of Ohio (95<sup>th</sup> percentile) for data science programs and for statistics programs (95<sup>th</sup> percentile and 90<sup>th</sup> percentile respectively); and

**WHEREAS**, Gray Associates employment data suggest that there are excellent employment opportunities within the state of Ohio for data science programs (93<sup>rd</sup> percentile) and reasonable employment opportunities for statistics programs (55<sup>th</sup> percentile) and this program includes both; and

**WHEREAS**, the proposed graduate program will take advantage of the collaborative relationship between Youngstown State University faculty members and those involved with the Purdue University Data Mine, which will provide YSU students with a unique educational opportunity and provide YSU with a marketable advantage, an advantage which will help YSU complete for market share in a highly competitive environment for programs of this type; and

**WHEREAS**, the proposed degree program will leverage an existing graduate certificate in data analytics allowing a path for students to continue their graduate education; and

**WHEREAS**, Youngstown State University has faculty members with the requisite credentials to offer this degree; and

**WHEREAS**, the proposed degree program would meet an institutional need at Youngstown State University to increase graduate student enrollment; and

**WHEREAS**, the proposed degree program aligns with the Youngstown State University 2020 Strategic Plan, fitting with the vision to offer outstanding academic programs; to foster intellectual inquiry, exploration, and discovery; and fosters the development of a community that will grow intellectually, socially, and ethically through experiential and applied learning projects with local businesses and organizations that provide opportunities for students to apply their knowledge in scholarly activity.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the offering of the Master of Science degree in Data Sciences & Statistics subsequent to the approval of said degree by the Ohio Department of Higher Education and the Higher Learning Commission.

**Board of Trustees Meeting  
June 22, 2023  
YR 2023-**

***Master of Science in Data Science and Statistics***

Mode of Delivery: *on-campus*

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***Youngstown State University***

***College of STEM***

***Department of Mathematics and Statistics***

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## Basic Characteristics of the Educational Program

### **Brief description of the disciplinary purpose and significance of proposed degree**

The field of data science has experienced incredible growth because of its relevance and applicability in nearly all fields of study and all occupational sectors. The BLS predicts employment growth of 36% between 2021 and 2031.<sup>1</sup> The disciplinary purpose of the Master of Science in Data Science and Statistics degree is to equip students with the skills, training, and, most importantly, experience to leverage data science, statistics, and analytics in their chosen careers. Four years ago, YSU created a Graduate Certificate in Data Analytics consisting of courses in data management, visualization, and predictive modeling. The Certificate proved to be popular, quickly growing from six awardees in Spring 2022 to 23 awardees in Spring 2023. YSU also partnered with Purdue University to offer students the opportunity to work on teams solving real-world data science problems supplied by corporate sponsors. An August 2022 survey by Wiley<sup>2</sup> found 81 percent of students believe it is important or very important for institutions to incorporate company-led projects to mimic real-world work while only 30 percent of institutions currently offer such opportunities to students. One-fourth of the students surveyed suggested that lessons with real-world applications, including those grounded in experiential learning, would improve their engagement with the material. This study and our own experience piloting the YSU Data Mine and Graduate Certificate in Mathematics motivate the design of our Master of Science in Data Science and Statistics degree (MSDaS).

The importance of Youngstown State University to the region it serves cannot be understated. The MSDaS will provide students the opportunity to gain skills in data science and statistics that are of value to regional and state employers while the design of the proposed degree will provide students the opportunities and confidence to apply such skills in the corporate sector.

### Definition of the focus of the program

The YSU Master of Science in Data Science and Statistics (MSDaS) stems from a successful Graduate Certificate in Data Analytics, the YSU Data Mine, as well as from recognition of the need to train workers in the analysis and handling of data in this largely data-driven environment. The collaborative, interdisciplinary degree program provides students the tools they need to perform data and statistical analyses, to clean and organize data, and to communicate their results effectively within an ethical framework. The degree intends to provide students the opportunity to engage in experiential learning through participation in the YSU Data Mine or an internship while receiving relevant training in the required skills to conduct data analysis in the workforce. It has the potential to be a model for future

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<sup>1</sup> <https://www.bls.gov/ooh/math/data-scientists.htm>

<sup>2</sup> <https://www.wiley.com/en-us/network/trending-stories/the-state-of-the-student-adjusting-to-the-new-normal-and-all-that-comes-with-it>

interdisciplinary, collaborative degrees providing students the skills and experience necessary to contribute productively to the workforce.

Students will be required to complete a core set of courses in data management, visualization, predictive modeling, statistics, and data ethics. Students choose electives among options allowing them to tailor the program to their needs and interests. These electives include courses in accounting, biology, computer science, economics, geography, industrial engineering, mathematics, and statistics. There are no defined tracks but students will be advised on recommended courses based upon their background, interests, and ultimate career goals.

Students complete a culminating experience consisting of either a project, internship, or participation in the YSU Data Mine, which is a unique opportunity for teams of students to work under a corporate and faculty mentor on a data-related problem from the corporation.

#### Rationale for degree name

The proposed Master of Science in Data Science and Statistics provides students the opportunity to gain skills required to perform data analysis on large-scale data sets. This unique interdisciplinary program includes elective coursework in a variety of disciplines so that students can conduct research and complete a culminating experience applying their knowledge of statistics and data science to a field of interest. The degree requires either a project (research capstone), approved internship, or one-year commitment to participation in the YSU Data Mine as the culminating experience. Students will integrate what they learned in the program in the culminating experience.

#### Duration of the program

##### *Total credit hours*

The minimum number of credit hours for the degree is 30 semester hours.

##### *Normal or typical length of time for students to complete the program*

It is expected that full-time students will complete the program in three or four semesters of study (18 months to 24 months). Students may enroll part-time and complete the degree within the six-year limit required by the YSU College of Graduate Studies. Additionally, we anticipate many students taking advantage of a 4+1 accelerated option while completing their undergraduate programs.

#### Admission timing

We propose accepting students into the program beginning in Fall 2024. We expect most students to begin in fall semesters, although students can also be admitted and begin the program in spring and summer semesters.

**Primary target audience for the program and admission requirements**

The proposed degree is targeted primarily toward traditional post baccalaureate students and international students. We expect that professionals working toward the Graduate Certificate in Data Analytics may also continue to completion of the proposed degree because of the relevance of the coursework and applicability of the skills obtained in the courses.

The admission requirements for the degree are the minimum requirements for admission to the YSU College of Graduate Studies. These include a bachelor's degree from a college or university certified by a regional accrediting agency approved by the U.S. Department of Education and cumulative grade-point average in undergraduate work of at least 2.7 on a 4.0 scale. We expect students who choose to complete many of the statistics electives to have previous coursework in calculus and statistics. Likewise, students whose interest is data science will likely have more extensive programming and computer science background. Our Graduate Data Analytics Certificate has been running for three years with the same admission requirements as those proposed for the MSDaS degree and students have been successful in obtaining the certificate. We are confident students will be similarly successful in obtaining the degree.

**Special efforts to enroll and retain underrepresented groups**

The table below compares YSU’s profile of enrolling underrepresented groups in graduate studies to the national averages, as obtained by the Council of Graduate Schools. All numbers reported are percentages.

	American Indian / Alaskan Native	Asian	Black or African American	Hawaiian or Pacific Islander	Hispanic or Latino	Multi-Racial	Unknown	White
2022 YSU All Graduate	0.3	1.7	9.0	0.1	3.4	2.3	3.7	79.7
2022 YSU Math and CS Graduate	0.0	12.5	12.5	0.0	0.0	0.0	0.0	75.0
2021 YSU All Graduate	0.2	1.1	7.7	0.1	3.4	1.9	3.9	0.8
CGS Fall 2021 Graduate	0.5	9.1	11.6	0.02	13.7	3.6	4	57.5
2021 YSU Math and CS Graduate	0.0	16.7	0.0	0.0	0.0	0.0	0.0	83.3
CGS Fall 2021 Math and CS Graduate	0.2	22.1	7.6	0.1	10.3	3.4	5.7	50.5

In 2020-2021, according to the Council of Graduate Schools<sup>3</sup>, 59.3% of graduate certificates were awarded to males and 40.7% to females. For our Graduate Certificate in Data Analytics, in 2021-2022,

<sup>3</sup> [https://cgsnet.org/wp-content/uploads/2022/11/CGS\\_GED21\\_Report\\_v1-1.pdf](https://cgsnet.org/wp-content/uploads/2022/11/CGS_GED21_Report_v1-1.pdf)



66% of certificates were awarded to females. In 2022-2023, it is projected that 36% of certificates will be awarded to females. Data on race are not available.

As a University, we are committed to recruit, retain, and graduate members of underrepresented groups. The proposed degree has a low barrier to entry and will accept post-baccalaureate students from any discipline who meet the minimum admission requirements of the College of Graduate Studies. The Department of Mathematics and Statistics collaborates with the Office of DEI and has a faculty member who regularly attends SACNAS, is involved in diversity efforts in the mathematics discipline, and has been successful in recruiting underrepresented groups to our current MS program. We will continue these efforts and employ targeted marketing to potential students. Specifically, we will utilize the Choose Ohio First scholarship and 4+1 options within majors at YSU to make the MS degree an attractive option to our current undergraduate students. YSU was recently awarded Choose Ohio First funding that is targeted toward our STEM graduate programs. We give preference to applicants from underrepresented groups that apply and are eligible for this Choose Ohio First scholarship.

Marketing of this program will include elements of a campaign that targets underrepresented groups by defining relevant geolocations, income, and household education levels. Specifically, we will announce this opportunity to different groups through their sites, newsletters and social media such as SACNAS, Lathisms, Mathematically Gifted and Black, and NAM. Additionally, targeted emails will be sent to our network of faculty members from underrepresented groups. In general, locations including underrepresented populations are included in YSU's marketing campaigns. Our international marketing effort specifically targets an underrepresented international group of students that encompasses many races. YSU's current MS in mathematics has long-standing relationships with universities in Ghana and Kenya and we anticipate these students will also be attracted to and better served by the proposed program. Most of our international students are interested in pursuing advanced study in statistics or data analytics.

## Institutional Planning for the Program

What are the physical facilities, equipment and staff needed to support the program?

Current resources at YSU are sufficient for the proposed program. The majority of the courses required for the program have been regularly offered and staffed adequately in the past and we can support the additional enrollment expected by students in the program. As the program grows, we will add faculty as necessary. As an interdisciplinary program with faculty from many areas participating ensures that current staffing needs are adequate.

Classrooms across campus were updated recently with projectors and WebEx technology that allow for both virtual and in-person options and give instructors flexibility in the delivery of course materials. The Department of Mathematics and Statistics also has one computer lab that is sufficient for our statistics courses. Each collaborating department has at least one computer lab for student and instructor use.

Students are working with big data currently in the YSU Data Mine through our partnership with Purdue University. Students are engaged with Purdue's supercomputer, but we plan to take advantage of the Ohio Supercomputing Center in the YSU Data Mine and in other courses in the program.

What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Several factors were used to evaluate the need for a graduate program in data science and influenced its design. These factors include a program evaluation conducted by Gray Associates, a consulting firm used by YSU to assess and evaluate programs, student reviews and comments regarding our current certificates in data analytics, and consultation with alumni and our YSU Math Advisory Board. The Appendix includes the program evaluation scorecards for data science in both Ohio and areas within a 100-mile radius from Youngstown. This evaluation rates the overall suitability of a program in the 97<sup>th</sup> percentile. It receives strong ratings in all critical areas of the evaluation. The program proposal was also approved at the university-level by a committee tasked with reviewing the suitability of proposed programs and by the Council of Deans.

There is tremendous growth in our data analytics certificates over the past three years. The graduate certificate grew from six awardees in Spring 2022 to 23 awardees in Spring 2023 while the undergraduate certificate has seen steady enrollment around 15 students each year. We collect feedback from students completing the certificate that includes “The data analytics certificate is the best thing that YSU has to offer. Students get tired of not having classes that have practical application but the Data analytics program has this outlet. The program gave me so many opportunities and is one of the main reasons I got hired at the SBDC. It is smart to bring all the colleges in together. YSU should do more collaboration among departments. Outside companies respect employment like I had.” Another student remarked that “The DATX certificate was fantastic. The courses lined up exactly with what I will be doing at Key Bank. If there were other certificates, I would have considered them.” A third noted “The Department should offer a master of science in statistics since so many students are interested in stats.”

Consultation with alumni and the YSU Advisory Board confirmed the need to provide students the opportunity to engage in practical, real-world projects while learning data analytics. Alumni and advisory board members noted the importance of data literacy and fluency in their work and the need for more employees in the area skilled in data analysis. Initiatives in the region and state to attract employers, such as Ultium Cells in Lordstown and Intel in Columbus, will only increase the need for more workers trained in data science and statistics. MSDaS is attractive to students who want to better prepare for employment in the area and for those who seek retraining or new direction in their current employment.

## Statewide Alternatives

What programs are available in other institutions and how do they differ from the program being proposed?

While numerous colleges and universities in Ohio and western Pennsylvania offer master’s degrees in the individual data science core competencies including statistics, computer science, and analytics, master’s degrees in data science are not as widely available. As the most affordable university in the northeastern Ohio and the western Pennsylvania region, with highly qualified faculty who are committed to providing high quality graduate education, we expect the proposed program offered by YSU to compete favorably



against existing competitors and hence to attract sufficient students who will be well positioned in the job market after graduation.

For example, Kent State offers a MS in Data Science and The University of Akron offers an MS degree in statistics. Our unique program pairs students with corporations on team projects through the YSU Data Mine and offers students the flexibility to take courses in a variety of disciplines. Students currently interested in data analytics and statistics typically complete courses in these areas while pursuing our MS in mathematics. However, this degree requires advanced mathematics classes and admission requirements not necessary and exclusionary for students interested in data science or statistics. We designed the MSDaS program to have low barriers to entry. We hope students from a variety of disciplines will enroll in the data science program. One student who participated in the YSU Data Mine opined “I think my favorite part of the program is the emphasis on diversity. You don’t have to be a Computer Science or Math major to be a part of The Data Mine – anyone can apply! This is important because it encourages collaboration among different fields of study, leading to very creative approaches to problem solving. And the fact that you get to interact directly with real-life companies really prepares you for a potential future in data science.” We are excited for this aspect of the program.

Address appropriateness of specific locale for the new program

YSU has one of the lowest graduate tuition rates in the State, making this program competitive. We also have a unique mission to serve the needs of the Mahoning Valley and are committed to providing residents of the area the opportunity to enhance their skills while simultaneously addressing the needs of employers in the region who are increasingly demanding a workforce skilled in the ability to analyze and interpret data.

Address opportunities for inter-institutional collaboration

We welcome collaboration with other institutions and continue to work collaboratively on actuarial science programming with the University of Cincinnati, the University of Toledo, and Kent State. This has been a fruitful collaboration.

## Growth of the Program

What future growth do you anticipate over several years, and how do you plan to manage this growth? When do you expect the program to be self-sufficient?

We anticipate growth in this program similar to growth in our Graduate Certificate in Data Analytics. You can learn more about our Graduate Certificate in Data Analytics at:

<https://ysu.edu/academics/science-technology-engineering-mathematics/data-analytics-certificate>

We hope an initial enrollment of 10 students will grow to at least 30 within the first five years of the program and are confident that the program’s ability to attract students from across disciplines both

domestically and internationally will sustain the program. We plan to undertake a concerted marketing effort for international students similar to that undertaken by all STEM graduate programs. See

<https://exploreysu.com/college-of-science-technology-engineering-mathematics/mathematics-international/>

as an example of the marketing effort. The graduate program in computer information systems used a similar marketing strategy and saw an enrollment increase from 23 in Fall 2021 to 119 in Fall 2022! Based on international interest in data science, we hope for similar growth in enrollment as the international marketing of the program takes shape.

The program will be self-sufficient from onset because it requires no new resources at start-up. Nearly all the courses currently exist and have been offered regularly and this program will only make these courses more sustainable.

Faculty and staff will be added as necessary as the program grows. YSU responded to the rapid growth in international enrollment in its MS in Computer Information Systems and supported that growth with new staff and faculty hires.

## Curriculum and Instructional Design

### Curricular Content

COURSE #	TITLE	CREDITS
Required core courses for degree		
DATX 5801	Data Management	3
DATX 6903	Data Visualization	3
DATX 6905	Predictive Modeling Algorithms	3
PHIL 69XX*	Data Ethics*(new course)	3
STAT 6940	Advanced Data Analysis	3
DATX 6996 or STEM 6990	Data Analytics Project or STEM Graduate Internship	3-8
Elective courses for degree (at least 12 credits must be selected in this category if student does not participate in YSU Data Mine; at least 7 credits must be selected if student chooses YSU Data Mine for culminating experience)		
BIOL 5858	Computational Bioinformatics	3
BIOL 6900	Advanced Bioinformatics	3
BUS 6940	Data Analytics and Data Management	3
CSCI 6950	Advanced Database Design and Administration	3

CSCI 6951	Data Science and Machine Learning	3
CSCI 6952	Deep Learning	3
CSCI 6970	Biometrics	3
CSCI 6971	Cloud Computing and Big Data	3
DATX 5800	Quantitative Methods in Economic Analysis	3
ECON 6976	Econometrics	3
GEOG 6901	Introduction to Geographic Information Science	3
GEOG 6902	Introduction to Remote Sensing	3
GEOG 6903	Advanced Geographic Information Science	3
GEOG 6904	Advanced Remote Sensing	3
ISEN 6902	Digital Simulation	3
ISEN 6935	Design Analysis for Engineering	3
MATH 5845	Operations Research	3
MATH 6910	Advanced Engineering Mathematics 1	3
MATH 6911	Advanced Engineering Mathematics 2	3
MPH 6904	Biostatistics in Public Health	3
STAT 5811	SAS Programming for Data Analytics	3
STAT 5814	Statistical Data Mining	3
STAT 5819	Bayesian Statistics	3
STAT 5840	Statistical Computing	3
STAT 5846	Categorical Data Analysis	3
STAT 5849	Multivariate Statistical Analysis	3
STAT 5857	Statistical Consulting	3
STAT 5895	Special Topics in Statistics	3
STAT 6904	Long-Term Actuarial Mathematics 1	3
STAT 6905	Long-Term Actuarial Mathematics 2	3
STAT 6910	Short-Term Actuarial Mathematics 1	3
STAT 6911	Short-Term Actuarial Mathematics 2	3
STAT 6912	Advanced SAS Programming for Data Analytics	3
STAT 6943	Mathematical Statistics 1	3
STAT 6944	Mathematical Statistics 2	3
STAT 6948	Linear Models	3
STAT 6949	Design and Analysis of Experiments	3

What are the requirements students must fulfill to complete the program successfully?

To complete the MSDaS program successfully, all students must complete the six core courses to equip them with the skills necessary to contribute productively to data analysis in the workplace. These courses include data management, data visualization, predictive modeling, data analysis, and data ethics. Students then choose a culminating experience that best meets their needs. Students choose among completion of a



data analytics project (3 semester hours), internship (3 semester hours), or participate for at least one year in the YSU Data Mine (6-8 semester hours). Students are required to reach 30 hours, so must then select courses among the list of electives to complete the minimum hours of the degree requirement. Although there are not specified tracks or concentrations in the degree, there will be recommendations for students who want to focus their graduate study in data science, GIS, statistics, or biological applications of data science.

#### Description of a required culminating, or integrated learning, experience

The goal of the MSDaS program is to provide students with experiential learning in data science or analysis during their course of study. Students choose among three possible culminating experiences. Students can opt to complete an approved internship in data analytics/data science as their culminating experience, complete a data analytics project, or participate for at least two semesters in the YSU Data Mine. The YSU Data Mine provides students the opportunity to work in teams on a problem posed by a corporate sponsor. In all cases, students will work under the advisement of a faculty member and, if opting for participation in the YSU Data Mine, will be advised by a corporate mentor as well.

## Institutional Staffing, Faculty, and Student Support

### Faculty

We have at least one or two full-time faculty members from each of the partner disciplines (biology, business, computer science, economics, geography, industrial engineering, and philosophy) who work in the intersection of their field and data science and analysis and will be teaching courses in the program. The program is anchored in the Department of Mathematics and Statistics with strong support from the School of Computer Science, Information, & Engineering Technology. There are five faculty members in the Department of Mathematics and Statistics and two faculty members in the School of Computer Science, Information, & Engineering Technology who teach the DATX courses. The interdisciplinary nature of the program and the number of faculty involved in and with expertise in data science and analysis will be sufficient to support the program. We do not anticipate adding any new faculty at the start of the program but will do so as program enrollment and growth warrants.

### Administration and Support

The administrative arrangements for the proposed degree primarily will be the responsibility of the Department of Mathematics and Statistics in the YSU College of STEM. The Department currently oversees the MS in Mathematics and Graduate Certificate in Data Analytics. The Department's Graduate Executive Committee (consisting of the Department Chair, Graduate Coordinator, and one or two mathematics or statistics faculty members) will provide oversight for the program and will consult with the faculty and administration of the partnering disciplines on issues such as course scheduling, student advising and degree plans. For this degree program, the Graduate Executive Committee will also include

at least two faculty members from partner disciplines. Any additional financial support and staffing will come from the College of STEM.

## Additional Questions for Entry Level Graduate Degree Programs

*How is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines?*

The field of data science is interdisciplinary and draws on knowledge of statistics, mathematics, computer science and discipline-specific knowledge when analyzing data. The synthesis of these areas makes it conceptually and qualitatively different from the individual programs that use and comprise the field. Our MS degree will provide post-baccalaureate students the opportunity to engage in data analytics and statistical problems drawn from business, industry, and government agencies and will require students to complete graduate-level coursework and obtain skills outside of their undergraduate degree program area. Undergraduate courses in each of the component areas focus on introducing students to the major terms, theories, and practices relevant in the disciplines. The graduate courses in the MSDaS program focus on the application of this knowledge and acquisition of additional skills to augment the knowledge gained in the undergraduate education. The theoretical courses also have a deeper component than at the undergraduate level.

*How does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?*

An important component of statistics and data analytics courses (particularly DATX 6905: Predictive Modeling Algorithms) is to expose students to the theoretical basis of data science and statistics so that the student can answer “Why?” and not just “How?” The core courses emphasize the theoretical foundation of the discipline, the electives provide students the opportunity to apply and expand that knowledge in applications, and the culminating experience gives students the hands-on, authentic experience working on a real problem from industry.

Data Management (DATX 5801) covers the theory of relational databases and structured query language with a focus on big data. Data Visualization (DATX 6903) covers the theory of visual perception of data (color schemes, pre-attentive attributes, rules for actionable visualizations) with a focus on industry best practices of visual analytics and data presentation. Predictive Modeling Algorithms (DATX 6905) introduces a cornucopia of predictive models to form the theoretical basis of the data scientist's toolbox. The DATX ethics course forms the ethical framework for the responsible/moral use, management, and communication of data. The core course Advanced Data Analysis (STAT 6940) introduces students to some of the theoretical basis for statistics; students interested in deeper theoretical understanding can choose appropriate electives such as Mathematical Statistics 1 and 2, which cover the theory of probability and statistics.

*How does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?*

Through participation in the YSU Data Mine and completion of the graduate project and/or internship, the student will have opportunities to make decisions and recommendations to corporate partners and use critical analysis in problem solving. The data analytics and statistics courses are project-based and expose and require students to make decisions and recommendations based upon their analysis of the required problems. The required core course in data ethics offers students the opportunity to critically evaluate the appropriate use of data, identify, and avoid the misuse of data. Students will also learn to critically evaluate potential consequences of data analysis and recommendations from predictive modeling algorithms and the practitioner.

*How is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?*

The proposed program is designed intentionally to broadly educate students in a variety of disciplines and expose them to the major issues and concerns in the discipline. The core covers the broad dimensions of data management, visualization, modeling, and ethical use, with additional competency in advanced statistical methods. Because of the required data ethics course, students gain a major understanding and awareness of issues surrounding big data and its use (or misuse, unfortunately). On top of this broad foundation, students can focus in a content area that interests them and apply this knowledge with real-world experience (broadened beyond the classroom) with a project, internship, or participation in the YSU Data Mine.

*Does the program identify faculty resources appropriate for the research component of the program?*

The program has faculty support from a variety of disciplines to engage students in the research component. All faculty have experience leading graduate projects and theses. MSDaS has support from faculty in several disciplines with the intention to grow these faculty resources as the program expands.

*Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?*

The program curriculum was designed with input from our Advisory Board and from examining the skills sought by local and national employers. Students who opt to take the sequence of courses in data analysis in SAS have the opportunity to gain SAS Certification. As the program grows, we intend to add Tableau certification. Our graduates will have the expected level of expertise with Python, R, SQL, and Tableau commensurate with an MS level degree.

*What plans have been made to address standards and guidelines for professional accreditation, if applicable?*

The program was designed following guidelines from the American Statistical Association and from similar professional societies in the collaborating disciplines. After successfully administering the program, we will pursue accreditation with DASCAs, the Data Science Council of America (<https://www.dasca.org/data-science-accreditation-program>), or through ABET (which accredits YSU's engineering programs).



## YSU MSDaS Appendix

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## Faculty Matrix

Instructor Name	Rank or Title	Full-Time (FT) or Part-Time (PT)	Instructor Qualification			Courses taught in the proposed program (Include course number and title)
			Degree Title, Discipline Institution, Year	Years of Teaching Experience In the Discipline/Field	Additional qualifications (e.g., licenses, certifications)	
<b>Cory Brozina</b>	<b>Associate Professor</b>	<b>FT</b>	<b>Ph.D., Engineering Education, Virginia Tech, 2015</b>	<b>6</b>	<b>none</b>	<b>DATX 6995:</b> <i>Special Topics in Data Analytics</i>  <b>DATX 6996:</b> <i>Data Analytics Project</i>  <b>ISEN 6902:</b> <i>Digital Simulation</i>  <b>ISEN 6935:</b> <i>Design Analysis for Engineering</i>
<b>Alexis Byers</b>	<b>Assistant Professor</b>	<b>FT</b>	<b>Ph.D., Mathematics, Western Michigan University, 2018</b>	<b>5</b>	<b>none</b>	<b>MATH 5835:</b> <i>Introduction to Combinatorics and Graph Theory</i>
<b>Guang-Hwa Chang</b>	<b>Professor</b>	<b>FT</b>	<b>Ph.D., Mathematics, Texas Tech University, 1993</b>	<b>30</b>	<b>none</b>	<b>STAT 5811:</b> <i>SAS Programming for Data Analytics</i>  <b>STAT 5814:</b> <i>Statistical Data Mining</i>  <b>STAT 5840:</b> <i>Statistical Computing</i>  <b>STAT 5846:</b>

						<b>Categorical Data Analysis</b>  <b>STAT 5857: Statistical Consulting</b>  <b>STAT 6912: Advanced SAS Programming for Data Analytics</b>  <b>STAT 6940: Advanced Data Analysis</b>  <b>STAT 6943: Mathematical Statistics 1</b>  <b>STAT 6944: Mathematical Statistics 2</b>  <b>STAT 6948: Linear Models</b>  <b>STAT 6949: Design and Analysis of Experiments</b>  <b>MPH 6904: Biostatistics in Public Health</b>
<b>Jeffrey Coldren</b>	<b>Professor</b>	<b>FT</b>	<b>Ph.D., Developmental Psychology, University of Kansas, 1992</b>	<b>29</b>	<b>Sabbatical in the Laboratory for Natural and Simulation Cognition, McGill University</b>	<b>DATX 6905: Predictive Modeling Algorithms</b>  <b>DATX 6995: Special Topics in Data Analytics</b>  <b>DATX 6996: Data Analytics Project</b>
<b>Jozsef Z. Jalics</b>	<b>Professor</b>	<b>FT</b>	<b>Ph.D., Mathematics, The Ohio State University, 2002</b>	<b>27</b>	<b>none</b>	<b>MATH 6910-11: Advanced</b>

						<b>Engineering Mathematics 1-2</b> <b>DATX 6903:</b> <b>Data Visualization</b>  <b>DATX 6905:</b> <b>Predictive Modeling Algorithms</b>  <b>DATX 6995:</b> <b>Special Topics in Data Analytics</b>  <b>DATX 6996:</b> <b>Data Analytics Project</b>  <b>STAT 5811:</b> <b>SAS Programming for Data Analytics</b>  <b>STAT 5814:</b> <b>Statistical Data Mining</b>  <b>STAT 5819:</b> <b>Bayesian Statistics</b>  <b>STAT 5840:</b> <b>Statistical Computing</b>  <b>STAT 5846:</b> <b>Categorical Data Analysis</b>  <b>STAT 5849:</b> <b>Multivariate Statistical Analysis</b>  <b>STAT 5857:</b> <b>Statistical Consulting</b>  <b>STAT 5895:</b> <b>Special Topics in Statistics</b>  <b>STAT 6940:</b> <b>Advanced Data Analysis</b>
<b>G. Jay Kerns</b>	<b>Professor</b>	<b>FT</b>	<b>Ph.D., Mathematics, Bowling Green State University, 2004</b>	<b>20</b>	<b>none</b>	

						<b>STAT 6943:</b> <b>Mathematical</b> <b>Statistics 1</b>  <b>STAT 6944:</b> <b>Mathematical</b> <b>Statistics 2</b>  <b>STAT 6948:</b> <b>Linear Models</b>  <b>STAT 6949:</b> <b>Design and Analysis</b> <b>of Experiments</b>
<b>Lucy</b> <b>Kerns</b>	<b>Associate</b> <b>Professor</b>	<b>FT</b>	<b>Ph.D.,</b> <b>Mathematics,</b> <b>Bowling Green</b> <b>State University,</b> <b>2006</b>	<b>16</b>	<b>none</b>	<b>DATX 6903:</b> <b>Data Visualization</b>  <b>DATX 6905:</b> <b>Predictive</b> <b>Modeling</b> <b>Algorithms</b>  <b>DATX 6995:</b> <b>Special Topics in</b> <b>Data Analytics</b>  <b>DATX 6996:</b> <b>Data Analytics</b> <b>Project</b>  <b>STAT 5849:</b> <b>Multivariate</b> <b>Statistical Analysis</b>  <b>STAT 5857:</b> <b>Statistical</b> <b>Consulting</b>  <b>STAT 5895:</b> <b>Special Topics in</b> <b>Statistics</b>  <b>STAT 6943:</b> <b>Mathematical</b> <b>Statistics 1</b>  <b>STAT 6944:</b> <b>Mathematical</b> <b>Statistics 2</b>

						<b>STAT 6949: Design and Analysis of Experiments</b>
<b>Peter K. Kimosop</b>	<b>Associate Professor</b>	<b>FT</b>	<b>Ph.D., Geography, University of Cincinnati, 2011</b>	<b>12</b>	<b>Certified Geographic Information Systems (GIS) Professional (GISP) from  The GIS Certification Institute (GISCI)</b>	<b>GEOG 6901: Introduction to Geographic Information Science</b>  <b>GEOG 6902: Introduction to Remote Sensing</b>  <b>GEOG 6904: Advanced Remote Sensing</b>
<b>Alicia Prieto Langarica</b>	<b>Professor</b>	<b>FT</b>	<b>Ph.D., Mathematics, University of Texas at Arlington, 2012</b>	<b>11</b>	<b>none</b>	<b>DATX 6905: Predictive Modeling Algorithms</b>  <b>DATX 6995: Special Topics in Data Analytics</b>  <b>DATX 6996: Data Analytics Project</b>  <b>MATH 5845: Operations Research</b>
<b>Alina Lazar</b>	<b>Professor</b>	<b>FT</b>	<b>Ph.D., Computer Science, Wayne State Univ, 2002</b>	<b>21</b>	<b>none</b>	<b>CSCI 6950: Advanced Database Design and Administration</b>  <b>CSCI 6951: Data Science and Machine Learning</b>  <b>CSCI 6952: Deep Learning</b>
<b>Xiangjia Min</b>	<b>Professor</b>	<b>FT</b>	<b>Ph.D., Plant Physiology, University of Hawaii, 1995</b>	<b>22</b>	<b>None</b>	<b>BIOL 5858: Computational Bioinformatics</b>  <b>BIOL 6900:</b>

			<i>MS, Software Systems, University of British Columbia, 2002</i>			<b>Advanced Bioinformatics</b>
<b>Nguyet "Moon" Nguyen</b>	<b>Associate Professor</b>	<b>FT</b>	<b>Ph.D., Financial Mathematics, Florida State University, 2014</b>	<b>9</b>	<b>none</b>	<b>DATX 6903: Data Visualization</b>  <b>DATX 6905: Predictive Modeling Algorithms</b>  <b>DATX 6995: Special Topics in Data Analytics</b>  <b>DATX 6996: Data Analytics Project</b>  <b>STAT 6904: Long-Term Actuarial Mathematics 1</b>  <b>STAT 6905: Long-Term Actuarial Mathematics 2</b>  <b>STAT 6910: Short-Term Actuarial Mathematics 1</b>  <b>STAT 6911: Short-Term Actuarial Mathematics 1</b>
<b>Joseph Palardy</b>	<b>Professor</b>	<b>FT</b>	<b>Ph.D., Economics, West Virginia University, 2002</b>	<b>20</b>	<b>Undergraduate Degree in Mathematics</b>	<b>DATX 5800: Quantitative Methods in Economic Analysis</b>  <b>ECON 6976: Econometrics</b>  <b>STAT 6912:</b>

						<b>Advanced SAS Programming for Data Analytics</b>
<b>Bradley A. Shellito</b>	<b>Professor</b>	<b>FT</b>	<b>Ph.D., Geography, Michigan State University, 2001</b>	<b>22</b>	<b>none</b>	<b>GEOG 6901: Introduction to GIS</b> <b>GEOG 6902: Introduction to Remote Sensing</b> <b>GEOG 6903: Advanced GIS</b>
<b>Alan Tomhave</b>	<b>Associate Dean and Professor</b>	<b>FT</b>	<b>Ph.D., Philosophy, University of Missouri-Columbia, 2008</b>	<b>20</b>	<b>Competency in Formal Logic</b>	<b>PHIL 69xx: Data Ethics</b>
<b>Yogesh Uppal</b>	<b>Professor</b>	<b>FT</b>	<b>Ph.D., Economics, Univ. of California, Irvine, 2006</b>	<b>17</b>	<b>IBM Data Science Professional Certificate (8/10 courses)</b>	<b>ECON 6976: Econometrics</b>
<b>Mark Vopat</b>	<b>Professor</b>	<b>FT</b>	<b>Ph.D., Philosophy, University of Western Ontario, 2004</b>	<b>23</b>	<b>None</b>	<b>PHIL 69xx: Data Ethics</b>
<b>Thomas Wakefield</b>	<b>Professor</b>	<b>FT</b>	<b>Ph.D., Mathematics, Kent State University, 2008</b>	<b>16</b>	<b>Fellow, Society of Actuaries</b> <b>Predictive Analytics Certificate, Society of Actuaries</b>	<b>DATX 6905: Predictive Modeling Algorithms</b> <b>DATX 6995: Special Topics in Data Analytics</b> <b>DATX 6996: Data Analytics Project</b> <b>MATH 5835: Combinatorics and Graph Theory</b> <b>MATH 5845: Operations Research</b> <b>STAT 6904:</b>



						<b>Long-Term Actuarial Mathematics 1</b>  <b>STAT 6905: Long-Term Actuarial Mathematics 2</b>  <b>STAT 6910: Short-Term Actuarial Mathematics 1</b>  <b>STAT 6911: Short-Term Actuarial Mathematics 1</b>  <b>STAT 6943: Mathematical Statistics 1</b>  <b>STAT 6944: Mathematical Statistics 2</b>  <b>STEM 6990: STEM Graduate Internships</b>
<b>Feng "George" Yu</b>	<b>Associate Professor</b>	<b>FT</b>	<b>Ph.D., Computer Science, Southern Illinois University Carbondale, 2013</b>	<b>10</b>	<b>none</b>	<b>DATX 5801: Data Management</b>  <b>CSCI 6970: Biometrics</b>  <b>CSCI 6971: Cloud Computing and Big Data</b>
<b>Yiyang Zhang</b>	<b>Associate Professor (effective in August 2023)</b>	<b>FT</b>	<b>Ph.D., Accounting, University of South Florida, 2018</b>	<b>5</b>	<b>none</b>	<b>BUS 6940: Data Analytics and Data Management</b>

## Faculty Vitae

*Vitae provided for the following faculty members (discipline in parentheses):*

**Brozina, Cory (Industrial Engineering)**  
**Byers, Alexis (Mathematics)**  
**Chang, Guang-Hwa (Statistics)**  
**Coldren, Jeffrey (Psychology)**  
**Jalics, Jozsef (Mathematics)**  
**Kerns, G. Jay (Statistics)**  
**Kerns, Lucy (Statistics)**  
**Kimosop, Peter (Geography)**  
**Prieto Langarica, Alicia (Mathematics)**  
**Lazar, Alina (Computer Science)**  
**Min, Xiangjia (Biology)**  
**Nguyen, Nguyet (Mathematical Finance)**  
**Palardy, Joseph (Economics)**  
**Shellito, Bradley (Geography)**  
**Tomhave, Alan (Philosophy)**  
**Uppal, Yogesh (Economics)**  
**Vopat, Mark (Philosophy)**  
**Wakefield, Thomas (Mathematics)**  
**Yu, Feng (Computer Science)**  
**Zhang, Yiyang (Accounting)**

## S. Cory Brozina

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One University Avenue  
Rayen School of Engineering  
Youngstown State University

### EDUCATION

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<b>Ph.D.</b> Engineering Education, Virginia Tech	Dec 2015
<b>M.S.</b> Industrial and Systems Engineering, Virginia Tech	May 2007
<b>B.S.</b> Industrial and Systems Engineering, Virginia Tech	May 2005

### PROFESSIONAL APPOINTMENTS

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1. Youngstown State University, Rayen School of Engineering—
  - o Associate Professor & Director: First-Year Engineering, 2022-Present
  - o Associate Chair, 2021-Present
  - o Assistant Professor & Director: First-Year Engineering, 2016-2022
2. University of Texas at El Paso, Department of Engineering Education and Leadership—Postdoctoral Scholar, 2015-2016

### ADMINISTRATIVE APPOINTMENTS

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1. Associate Chair, Rayen School of Engineering, Youngstown State University, 2021-Present
2. Director, First-Year Engineering Program, Youngstown State, 2016-Present

### RESEARCH INTERESTS

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Non-traditional students in engineering; commuter students in engineering; learning analytics; first-year engineering; student support & success; engineering program assessment & evaluation; broadening participation

### GRANT FUNDING

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#### *External Grants*

#### **YSU**

1. **Title:** Studying Student Support and Success Experiences to Improve Persistence of Nontraditional Students in Engineering. **Role:** PI **Source:** The National Science Foundation (NSF) **Award:** \$299,968 (3/2021-2/2024) **Personal Share:** 100%
2. **Title:** Improving Transfer Student Outcomes Through Linked Learning Communities in Math and Science. **Role:** External Co-PI (Researcher). **Source:** The National Science Foundation (NSF) **Award:** \$649,936 (3/2021-3/2026) **Personal Share:** 20%
3. **Title:** Developing and Encouraging Engineering Professionals within a Commuter Student Population. **Role:** PI **Source:** The National Science Foundation (NSF) **Award:** \$999,971 (1/2021-12/2025) **Personal Share:** 60%
4. **Title:** Collaborative EAGER: Novel Ethnographic Investigations of Engineering Workplaces to Advance Theory and Research Methods for Preparing the Future Workforce. **Role:** PI **Source:** The National Science Foundation (NSF) **Award:** \$65,930 (1/2020-12/2021) **Personal Share:** 100%

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## BOOK CHAPTERS

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1. Knight, D. B., Brozina, C., Kinoshita, T. J., Novoselich, B. J., Young, G. D., & Grohs, J. R. (2019). Discipline-focused learning analytics approaches with users instead of for users. Lester, J., Klein, C., Rangwala, H. & Johri, A. (Eds.). *Learning Analytics in Higher Education: Current Innovations, Future Potential, and Practical Applications*. (pp. 93-117). Routledge, NY.
2. Katz, A, Godwin, A., Brozina, C. (Accepted) Methods to advance and enhance quantitative research: A primer to novel approaches for engineering education. Johri, A. (Eds.). *International Handbook of Engineering Education*

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## JOURNAL ARTICLES

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### **Published**

1. Brozina, C., Johri, A., Katz, A, (2021). Taking Stock: Analysis of IJEE Publications from 1996-2020 to Examine Impact and Coverage of Topics. *International Journal of Engineering Education*, 37(5)
2. Brozina, C., Knight, D.B., Kinoshita, T., & Johri, A. (2019). Engaged to succeed: Understanding first-year engineering students' course engagement and performance through analytics. *IEEE Access*. (**Impact Factor: 4.098**)
3. Lee, W.C., Brozina, C., Amelink, C. T., & Jones, B. D. (2017). Motivating incoming engineering students with diverse backgrounds: Assessing a summer bridge program's impact on academic motivation. *Journal of Women and Minorities in Science and Engineering*, 23(2), 121-145.
4. Knight, D.B., Brozina, C. and Novoselich, B. (2016). An investigation of first-year engineering student and instructor perspectives of learning analytics approaches. *Journal of Learning Analytics*, 3(3), 215-238.

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## PEER REVIEWED CONFERENCE PAPERS

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### **Published (Recent)**

1. Brozina, C., Johri, A., Katz, A., & Shuman, L. (2022) *Analysis of Advances in Engineering Education Publications (2007-2020) to Examine Impact and Coverage of Topics. FIE Conference 2022.*
2. Brozina, C., & Johri, A. (2022) *Using prompted reflective journaling to understand nontraditional students in engineering. ASEE Annual Conference 2022.*
3. Brozina, C. (2022) *Commuter student integration during COVID-19. ASEE Annual Conference 2022*
4. Brozina, C. (2022) *Nontraditional students in engineering: Studying student support and success experiences to improve persistence and retention. ASEE Annual Conference 2022*

## Alexis Byers

Department of Mathematics & Statistics  
Youngstown State University  
Youngstown, Ohio 44555  
Email: abyers@ysu.edu

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### EDUCATION

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- 2018 Ph.D. in Mathematics, Western Michigan University.  
Doctoral Dissertation: *Graceful Colorings and Connection in Graphs*
- 2014 B.S. in Mathematics, Wittenberg University

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### PROFESSIONAL EXPERIENCE

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- 2018 - Present Assistant Professor.  
The Department of Mathematics & Statistics, Youngstown State University.
- 2014 - 2018 Doctoral Associate.  
The Department of Mathematics, Western Michigan University.

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### COURSES TAUGHT

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- MATH 5895J/6995T Advanced Topics in Graph Theory 2, Youngstown State University.
- MATH 5895B/6995P Advanced Topics in Graph Theory, Youngstown State University.
- MATH 5835 Intro to Combinatorics & Graph Theory, Youngstown State University.
- MATH 3715 Discrete Mathematics, Youngstown State University.
- MATH 3715H Honors Discrete Mathematics, Youngstown State University.
- MATH 2673/H (Honors) Calculus III, Youngstown State University.
- MATH 1572H (Honors) Calculus II, Youngstown State University.
- MATH 1571H (Honors) Calculus I, Youngstown State University.

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### SELECTED STUDENT RESEARCH

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- 2022 - 2023 Travis Schauer, Masters Thesis. "Analysis of Tokyo and Paris Metro Systems"
- 2022 - 2023 Johnathan Koch, Masters Thesis. "Computation of Down Arrow Ramsey Numbers"
- 2022 - 2023 Justine Appolonia, Lucy Allen, Ananya Kalidindi, Devan Miller, Saad Yousef, URC-Funded Project. "DNA Self-Assembly"
- Summer 2022 Aska Dalal, Francesca Cantor, Sahojar Khan, Morgan Nasir, YSU-BUMP, REU. "Graceful Labeling Meets Hamming Distance"
- 2021 - 2022 Megan Krawick, Choose Ohio First Project & Undergraduate Honors Thesis. "Brain Analysis using Graph Theory"
- 2020 - 2021 Hannah Roose, Choose Ohio First Project. "Counting Tiles"
- 2019 - 2021 Erica Bajo Calderon, Masters Thesis. "An Exploration of the Hamiltonicity of Cayley Digraphs"
- 2019 - 2020 Olivia Bindas, Undergraduate Honors Thesis. "Not Your Grandma's Sudoku: An Exploration of Latin Squares"
- 2018 - 2019 Madeline Cope, Undergraduate Honors Thesis. "Light Up the Darkness: An Application of Graph Theory to Merlin's Game"

## RESEARCH

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### SELECTED RESEARCH PUBLICATIONS

12. Planar 3-path graphs (with D. Olejniczak, M. Zayed and P. Zhang) *Ars Combin.* 149 (2020) 279-297.
13. Hamiltonian walks and Hamiltonian-connected 3-path graphs (with J. Hallas, D. Olejniczak, M. Zayed and P. Zhang) *Journal of Combinatorial Mathematics and Combinatorial Computing.* 113 (2020) 213-231.
14. The Down-Arrow Ramsey Set of a Graph (with D. Olejniczak).  
*Journal of Combinatorial Mathematics and Combinatorial Computing.* (2020), 117, P2, 1-21.
15. An Amalgamation of Graceful and Harmonious Labelings (with A. O'Mellan).  
*Bulletin of the Institute of Combinatorics and its Applications.* 96 (2022) 53-67.
16. Harmonious Colorings of Graphs (with A. Adams\*, O. Bindas\*, E. Bajo Calderon, M. Cope\*, A. Summers\*, R. Thapa\*). *Springer Proceedings in Mathematics and Statistics.* (2023) To appear.

### PRESENTATIONS AT PROFESSIONAL MEETINGS

Twenty one talks at regional, national, and international conferences and five invited talks at universities.

### RECENTLY AWARDED GRANTS

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- 2022 Analyzing DNA Self-Assembly with Graph Theory. Byers, A. (PI).  
*YSU Office of Research Services, University Research Council.* Amount: \$5,000
- 2021 People Reaching Intuition in Mathematics for Empowerment, PRIME. Byers, A. (PI), Prieto-Langarica, A., Scott, B., Stark, C. *Mathematical Association of America, Tensor SUMMA Grant.* Amount: \$6,000
- 2021 The Youngstown State University Beginning Undergraduates' Mathematical research Preparation, YSU-BUMP. Prieto-Langarica, A. (PI), Byers, A., Kerns, L., Madsen, T., Taylor, P., Wakefield, T.  
*National Science Foundation.* Amount: \$291,406
- 2019 The Association for Women in Mathematics Travel Grant Award to attend the 51st Southeastern International Conference on Combinatorics.

### SYNERGISTIC ACTIVITIES

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- |                |   |
|----------------|---|
| 2022 - Present | Ohio MAA Program Committee member   |
| 2022           | REU Mentor for YSU-BUMP   |
| 2021 - Present | A.I.M. Mentor for first-year, first-generation, underrepresented, and/or marginalized students                        |
| 2021 - Present | Director of PRIME after school program for Youngstown city high school students                                       |
| 2021 - Present | Graduate Executive Committee Member   |
| 2020           | LAWShe Reviewer of Math Comprehensive Evaluation for the Master's in Curriculum and Instruction in Mathematics at YSU |
| 2019 - Present | Co-Advisor for the Association of Women in Mathematics at YSU   |
| 2019 - Present | Calculus Committee Member   |
| 2018 - Present | YSU Mathfest Committee Member   |
| 2018 - 2019    | Project NExt Fellow   |

**Guang-Hwa Andy Chang**  
**Professor, Mathematics and Statistics**  
**Youngstown State University, Youngstown, OH 44555**  
**(330) 941-1818(Office) or (330) 941-3302(Dept.) E-Mail: [gchang@ysu.edu](mailto:gchang@ysu.edu)**

### **Education**

- Ph.D. Mathematics/Statistics, Texas Tech University, 1993  
Dissertation: *Nonparametric ANOCOVA in Block Designs*
- M.S. Mathematics/Computer Science, Texas Tech University, 1987  
Master report: *Image Enhancement and Restoration for Ultrasound B-Scan Images in Medical Applications*

### **Professional Positions**

- 2013 - 2020 Statistics Coordinator, Department of Mathematics and Statistics, Youngstown State University
- 2004 - present Professor, Department of Mathematics and Statistics, Youngstown State University
- 1998 - 2004 Associate Professor, Department of Mathematics and Statistics, Youngstown State University
- 1993 - 1998 Assistant Professor, Department of Mathematics and Statistics, Youngstown State University
- 2005 - present Coordinator, Eastern Microbial Round-Robin Consortium
- 2001 - present Director of Biostatistics Core Course, Consortium of Eastern Ohio Universities Master of Public Health Program.
- 2000 - 2001 Computer Vision Consultant, Robotic Vision System Inc.
- 1996 - 2008 Statistical Consultant, Data for Professionals

### **Honors and Awards**

- YSU Distinguished Professor in Teaching, 2015.
- Outstanding MPH Faculty Awards, Consortium of Eastern Ohio Universities Master of Public Health Program 2005, 2007, 2009, 2010, 2011, and 2013.
- YSU Research Professorship, 1995, 2004, 2009.
- Graduate Faculty Member of Youngstown State University, 1993 - present

### **Publications**

- Y. Chi and G. Chang, "Modeling Trip Count Data with Excess Zeros for U.S. Saltwater Recreational Fishing" *Journal of Economics and Business*, Vol. 2, No. 3, p. 773-735, 2019.
- S. Khavari, X. Min, J. Munyon, G. Chang, "Prediction Human and Animal Protein Subcellular Location" *JSM Proceedings - Section on Statistics in Genomics and Genetics*, Alexandria, VA: American Statistical Association, p. 2982-2999, 2016.
- J. Munyon, G. Chang, X. Min, S. Khavari, "Prediction of Subcellular Locations for Fungal Proteins," *JSM Proceedings - Section on Statistics in Genomics and Genetics*, Alexandria, VA: American Statistical Association, p. 2499-2508, 2015.

- Neizer-Ashun K., Yu F., Meinken J., Min X., Chang G., “Prediction of plant protein subcellular locations,” In: Saeed F. and Haspel N. (ed), Proceedings of the 7th International Conference on Bioinformatics and Computational Biology (BICOB-2015). Honolulu, Hawaii, USA. pp 91-96, 2015.
- J. Meinken, D. Asch, K. Neizer-Ashun, G. Chang, C. Cooper JR, and X. Min, “FunSecKB2: a fungal protein subcellular location knowledgebase” *Journal of Computational Molecular Biology*, Vol. 4, No. 7, 1-17, 2014.
- D. Kandray, M. Yacovone, D. Juruaz, and G. Chang, “Inter-rater Reliability of the Mallampati Classification for Patients in a Dental Hygiene Clinic” *The Journal of Dental Hygiene*, Vol. 87, No. 3, 134-139, June 2013.

#### **Selected Student Research Presentations Related to Data Science**

- D. Author (2019) “Predicting Sub-cellular Location of Plant Protein,” presented at Joint Statistical Meeting, Denver, Colorado.
- S. Khavari (2016) “Predicting Human and Animal Protein Subcellular Locations,” presented at Joint Statistical Meeting, Chicago, Illinois.
- J. Munyon (2015) “Prediction of Subcellular Locations for Fungal Proteins,” Joint Statistical Meetings, Seattle, Washington.
- Neizer-Ashun K. (2015) “Prediction of plant protein subcellular locations,” In: Saeed F. and Haspel N. (ed), the 7th International Conference on Bioinformatics and Computational Biology (BICOB-2015). Honolulu, Hawaii.

#### **Other Recent Graduate Student Research Projects Advised Related to Data Science**

- Wycliffe Magangi (2022) “Studying the Effect of Twitter Sentiment Scores on Apple Stock Prices”
- Benedict Kongyir (2021) “Predicting Telecom Customer Attrition Using the Hopfield Neural Network Model”
- Norpoli Lovi (2020) “Demographic, Socioeconomic, and Psychological Factors Associated with Diabetes Self-Management Practices – A Count Data Analysis”
- Benjamin Annan (2020) “Subcellular Localization Predictions of Animal and Human Proteins Using Machine Learning Algorithms”
- Desmond Offei (2018) “Modelling Saltwater Recreational Fishing Trips Using Count Data Models
- Richard Baffour-Awuah (2017) “Pure Premium Modeling Using Nonparametric Models”
- Rainier Kouajiep (2016) “A Comparative Study of Prediction Algorithms for Fungal Spore Classification”
- Desmond Appiah (2016) “Prediction of Protein Subcellular Location in Plant”

#### **Graduate Courses Taught Related to Data Science at YSU**

Mathematical Statistics 1 & 2, Statistical Computing, Categorical Data Analysis, Nonparametric Statistics, Linear Models, Design and Analysis of Experiments, Statistical Data Mining, Advanced Data Analysis, SAS Programming for Data Analytics



**Curriculum Vitae**  
**Jeffrey T. Coldren, Ph.D.**

**Contact Information**

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Department of Psychological Sciences and Counseling  
321 DeBartolo Hall / 4408 Beeghly Hall  
Youngstown State University  
One University Plaza  
Youngstown, Ohio 44555  
330.941.1617 (DeBartolo Hall Office)  
jtcoldren@ysu.edu (Email)

**Education**

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Ph.D. 1992 - Child Development & Developmental Psychology, University of Kansas, Lawrence, KS. (John Colombo, Ph.D. - advisor)

M.A. 1988 - Human Development, University of Kansas, Lawrence, KS. (Frances Degen Horowitz, Ph.D. - advisor)

**Academic Positions**

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Youngstown State University - Professor, Department of Psychology – August, 2003 to present.

McGill University - Visiting Professor, Department of Psychology - 2012-2013.

**Administrative Positions and Experience**

---

Department Chair - Department of Psychological Sciences and Counseling, Youngstown State University (July, 2015\* to present)

Data Coordinator for the Beeghly College of Liberal Arts, Social Sciences, and Education, Youngstown State University (July, 2015 to present)

Director of Undergraduate Research, Youngstown State University (2011-2015)

**Research Interests**

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My research investigates the development of cognition and learning across the lifespan involving processes such as stimulus dimensionalization, transfer, response shifting, attention, hypothesis-testing, and executive functioning. I have conducted studies with infants, preschool and elementary school children, and college students. Most of my research questions have both theoretical and applied aspects of basic cognitive processes.

In addition to conducting empirically based experiments, I also use computational models to simulate the development of psychological processes.

### **Selected Publications and Conference Presentations**

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Coldren, J. T. (2013). Cognitive control predicts academic achievement in kindergarten children. *Mind, Brain, and Education*. 7(1), 40-48. doi: Doi 10.1111/Mbe.12006

Coldren, J. T. & Colombo, J. (2009). Attention to stimulus background as a cueing function in the Dimensional Change Card Sort Task. *Infant & Child Development*, 18(5), 441-454. doi -10.1002/icd.632

Coldren, J. T. (under review). Conditions under which college students cease learning. Submitted to *Frontiers in Psychology*.

Arslanyilmaz, A., Briley, M. L., Loto, M. B., Fernberg, C., Coldren, J. T. (preprint). Making an original computing curriculum accessible for students with ASD.

Lytle, A., & Coldren, J. T. (2023). Just Quit: An Analysis of Learning Cessation and Its Effects on Academic Performance. Poster to be presented at the Association for Psychological Science Conference, Washington. DC.

Taylor, K., & Coldren, J. T. (2023). Efficient Quitting: Learning Cessation in Kindergarten Children. Poster to be presented at the Association for Psychological Science Conference, Washington. DC.

Coldren, J. T., & Shultz, T. S. (2015). A neural network simulation of cognitive control in the Dimensional Change Card Sort Task. Poster presented to the Society for Research in Child Development, Philadelphia, PA.

Coldren, J. T., & Shultz, (2014). A neural network simulation of cognitive control in the Dimensional Change Card Sort Task. Poster presented to the Association for Psychological Science Conference, San Francisco, CA.

Coldren, J. (2023, February 24). Validation of a Keras-Based Neural Net Model to Simulate Learning Cessation. Retrieved from [osf.io/g8zw9](https://osf.io/g8zw9)

### **Teaching**

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- Research Methods for Psychology
- Statistics for Psychology
- Advanced Statistics
- Principles of Development for School Psychology

## Biographical Sketch – Jozsef Z. Jalics

Department of Mathematics and Statistics, Youngstown State University,  
Youngstown, OH 44555. (330) 941-3311, jalics@ysu.edu

### (a) Professional Preparation

John Carroll University	Mathematics (minor in Physics)	B.S. 1996
The Ohio State University	Mathematics	M.S. 1999
The Ohio State University	Mathematics	Ph.D. 2002
Boston University	Mathematical Neuroscience	Post Doc. 2003-06

### (b) Appointments

- 2019- Professor, Department of Mathematics and Statistics, Youngstown State University  
2011-19 Associate Professor, Department of Mathematics and Statistics, Youngstown State University  
2013-14 Fulbright Fellow and Visiting Researcher, Wigner Research Centre for Physics,  
Hungarian Academy of Sciences  
2006-11 Assistant Professor, Department of Mathematics and Statistics, Youngstown State University  
2003-06 Postdoctoral research fellow, Center for BioDynamics and Department of Mathematics and  
Statistics, Boston University  
2002-03 Volunteer Teacher, St. Mary's School (St. Francis Foundation), Deva, Romania  
1996-02 Graduate Teaching Assistant, Department of Mathematics, The Ohio State University

### (c) Publications

#### (i) Refereed Journal Articles

Kalik, Z., Mike, J., Slipski, C., Wright, M., Jalics, J., Womble, M., *Sex and Regional Differences in Rabbit Right Ventricular L-type Calcium Current levels and Mathematical Modelling of Arrhythmia Vulnerability*, *Experimental Physiology*, 102(7), 804-817, 2017.

Jalics, J., Krupa, M., Rotstein, H.G., *Mixed-mode oscillations in a three time-scale system of ODEs motivated by a neuronal model*, *Dynamical Systems*, 25 (4): 445-482, 2010.

Ermentrout, G.B, Jalics, J.Z., Rubin, J.E., *Stimulus-driven traveling solutions in continuum neuronal models with a general smooth firing rate function*, *SIAM Journal on Applied Mathematics*, 70 (8): 3039-3064, 2010.

Middleton, S., Jalics, J., Kispersky, T., LeBeau, F., Roopun, A., Kopell, N., Whittington, M., and Cunningham, M., *NMDA receptor-dependent switching between different gamma rhythm-generating microcircuits in entorhinal cortex*, *Proc Natl Acad Sci USA*, 105: 18572-18577, 2008.

Jalics, J., *Slow waves in mutually inhibitory neuronal networks*, *Physica D: Nonlinear Phenomena*, 192: 95-122, 2004.

#### (ii) Abstracts

Somogyvari, Z., Benko, Z., Jalics, J.Z., Roux, L., Berenyi, A., *Determination of Spatio-temporal Input Current Patterns of Single Hippocampal Neurons Based on Extracellular Potential Measurements*, Program No. 267.02, Neuroscience Meeting Planner, Washington, DC: Society for Neuroscience, 2015.

Kalik Z.M, Mike J.L, Doinoff C.M., Wright M.E., Jalics J.Z., Womble, M.D. and Sims C. *Sex and Regional Differences in Rabbit Right Ventricular L-Type Calcium Current Levels and Mathematical Modeling of Arrhythmia Vulnerability*. *Biophysical Journal*, Volume 100, Issue 3, Supplement 1, 2011

Doinoff, C., Kalik, Z., Wright, M., Jalics, J., Sims, C., *Gender and Regional Differences in  $I_{CaT}$  Distribution in Adult Rabbit Right Ventricle Influence Action Potential Duration and Propensity for EADS in a Model of Long QT Syndrome Type 2*. Biophysical Journal, Vol. 98, Issue 3, Supp. 1, 2010.

Middleton, S., Jalics, J., Kispersky, T., LeBeau, F., Kopell, N., Whittington, M., and Cunningham, M., *NMDA receptor-dependent expression of different gamma rhythm-generating microcircuits in the entorhinal cortex*, Soc. Neurosci. Abs., 38:41.9, 2008.

Jalics, J., Cunningham, M., Kispersky, T.J., Whittington, M., and Kopell, N., *Activation of Different Gamma-Generating Microcircuits in Entorhinal Cortex is NMDA Receptor Dependent*, Soc. Neurosci. Abs., 36:635.18, 2006.

Jalics, J., Kispersky, T.J., Cunningham, M., Whittington, M., and Kopell, N., *Modeling theta nested gamma in the medial entorhinal cortex*, Soc. Neurosci. Abs., 35:274.1, 2005.

Jalics, J., Kispersky, T.J., Dickson, C., and Kopell, N., *Neuronal ensembles and modules: modeling dynamics in medial entorhinal cortex*, Soc. Neurosci. Abs. 34:517.1, 2004.

#### **(d) Synergistic Activities**

- Research program in mathematical and computational neuroscience in collaboration with experimental neuroscientists.
- Research program in cardiac dynamics in collaboration with experimentalists.
- Development and analysis of models for activity patterns in neuronal and cardiac networks using numerical and dynamical systems techniques.
- Incorporation of topics from mathematical biology in undergraduate and graduate courses.

#### **(e) Collaborators & Other Affiliations**

- Collaborators and Co-Editors
  - Cserpán Dorottya, Hungarian Academy of Sciences
  - Mark Cunningham, University of Newcastle upon Tyne
  - Bard Ermentrout, University of Pittsburgh
  - Tilman Kispersky, Boston University
  - Nancy Kopell, Boston University
  - Martin Krupa, Radboud University Nijmegen
  - Fiona LeBeau, University of Newcastle upon Tyne
  - Steve Middleton, University of Newcastle upon Tyne
  - Anita Roopun, University of Newcastle upon Tyne
  - Horacio Rotstein, New Jersey Institute of Technology
  - Jonathan Rubin, University of Pittsburgh
  - Zoltán Somogyvári, Hungarian Academy of Sciences
  - Miles Whittington, University of Newcastle upon Tyne
  - Mark Womble, Youngstown State University
  - George Yates, Youngstown State University
- Graduate Advisors and Postdoctoral Sponsors
  - Nancy Kopell, Boston University
  - David Terman, The Ohio State University
- Thesis Advisor and Postgraduate-Scholar Sponsor (5 M.S. students advised)
  - Bismark Oduro, Ohio University
  - Raju Niraula, Youngstown State University
  - Jonathan Whitacre, Youngstown State University
  - Dennis Asante, Youngstown State University
  - Samuel Sefah, Youngstown State University

## G. Jay Kerns

Professor

Curriculum Vitae

March 2023

📍 Department of Mathematics & Statistics, Youngstown State University  
🏠 gkerns.people.yzu.edu  
☎ +1 330 941 3310  
✉ gkerns@ysu.edu  
🐦 @gkerns  
👤 gjkerns  
📺 g-jay-kerns

### Academic Degrees

2000 - 2004	<b>Doctor of Philosophy in Mathematics</b> Bowling Green	Bowling Green State University
1999 - 2000	<b>Master of Arts in Mathematics (Statistics Specialization)</b> Bowling Green	Bowling Green State University
1993 - 1999	<b>Bachelor of Arts in Education (Music, Mathematics, Science)</b> Glenville	Glenville State College

► **Dissertation:** *Signed Measures in Exchangeability and Infinite Divisibility* advised by Dr. Gabor J. Szekely

### Professional Appointments

2016-present	<b>Professor</b>	Youngstown State University
2008-2016	<b>Associate Professor</b>	Youngstown State University
2004-2008	<b>Assistant Professor</b>	Youngstown State University
1999-2004	<b>Graduate Teaching Assistant</b>	Bowling Green State University

### Honors and Awards

2013	<b>Distinguished Professorship Award</b> for Excellence in University Service
2011	<b>Outstanding Young Alumnus</b> awarded by Glenville State College
2010	<b>YSU Sabbatical</b> entitled Statistical Generation of Assessment Devices in the GNU-FDL Context
2007	<b>Distinguished Professorship Award</b> for Excellence in Teaching
2006	<b>YSU Research Professorship</b> entitled Finite Markov Exchangeable Sequences
2004	<b>Project NExT Fellow</b> of the Mathematical Association of America

### Refereed Publications

1. Zhang, H., Li, B., & Kerns, G. J. (2017). A characterization of signed discrete infinitely divisible distributions. *Studia Scientiarum Mathematicarum Hungarica*, 54(4), 446-470.
2. Schroeder, L. A., Martin, S. C., Kerns, G. J., & McLean, C. E. (2016). Diatom assemblages in a reservoir sediment core track land-use changes in the watershed. *Journal of Paleolimnology*, 55, 17-33.
3. Bairamov, I., Altinsoy, B., & Kerns, G. J. (2011). On generalized sarmanov bivariate distributions. *TWMS Journal of Applied and Engineering Mathematics*, 1(1), 86-97.
4. Learman, K. E., Myers, J. B., Lephart, S. M., Sell, T. C., Kerns, G. J., & Cook, C. E. (2009). Effects of spinal manipulation on trunk proprioception in subjects with chronic low back pain during symptom remission. *Journal of Manipulative and Physiological Therapeutics*, 32(2), 118-126.
5. Chang, G. A., Kerns, G. J., Lee, D., & Stanek, G. L. (2009). Calibration experiments for a computer vision oyster volume estimation system. *Journal of Statistics Education*, 17(2).
6. Landgraff, N. C., Passek, L., & Kerns, G. J. (2009). Implementation of the comprehensive assessment toolbox for stroke in a medical system. *Rehabilitation Nursing*, 34(2), 70-77.
7. Pohle-Krauz, R., Bader, E., McCarroll, M., Kerns, G., & Carey, M. (2008). Assessment of habitual dietary intake of firefighters: A pilot study. *Journal of the American Dietetic Association*, 9(108), A23.

8. Pfeil, E. K., Casacchia, N., Kerns, G. J., & Diggins, T. P. (2007). Distribution, composition, and orientation of down deadwood in riparian old-growth woodlands of zoar valley canyon, western new york state, USA. *Forest Ecology and Management*, 239(1-3), 159-168.
9. Kerns, G. J., & Székely, G. J. (2006). Definetti's theorem for abstract finite exchangeable sequences. *Journal of Theoretical Probability*, 19, 589-608.

### Free and Open Source Software

1. Kerns, G. J. (2022). *IPSUR: Introduction to Probability and Statistics Using R (Version 4.0.1206)* [Computer software]. <https://github.com/gjkerns/IPSUR>
2. Kerns, G. J. (2022). *Prob: Elementary probability on finite sample spaces (Version 1.0-2)* [Computer software]. <https://github.com/gjkerns/prob>
3. Kerns, G. J. (2022). *RcmdrPlugin.IPSUR: An IPSUR plugin for the r commander (Version 0.2-1)* [Computer software]. <https://github.com/gjkerns/RcmdrPlugin.IPSUR>
4. Kerns, G. J. (2022). *Penguindown: An updated r markdown YSU thesis template based on the thesisdown package (Version 0.1.0)* [Computer software]. <https://github.com/gjkerns/RcmdrPlugin.IPSUR>
5. Kerns, G. J. (2017). *Ob-julia: A julia plugin for emacs org-mode (Version 1.0)* [Computer software]. <https://github.com/gjkerns/ob-julia>
6. Fox, J., Andronic, L., Ash, M., Boye, T., Calza, S., Chang, A., Grosjean, P., Heiberger, R., Kerns, G., Lancelot, R., et al. (2010). Rcmdr: R commander, r package version 1.6-3. *CRAN Rproject Org/Package=Rcmdr (March 2012)*.

### YSU Data Mine

**Description:** A partnership between Youngstown State University Division of Workforce Education and Innovation and Purdue University in which students engage in experiential data science research projects alongside Corporate Partner Mentors. After a successful pilot in Fall 2022, YSU launched a stand-alone team in Spring 2023. Research ongoing with corporate partners Central Mutual Insurance (Van Wert, OH) and Nuvve Holding Corporation (San Francisco, CA).

**Title:** Faculty Mentor Data Science Researcher

**Organization:** Youngstown State University in partnership with Purdue University

**Location:** Teams coordinated between Youngstown OH, West Lafayette IN, and Fort Wayne, IN

### Professional Development

March 8-9, 2023	HPC Workshop: Machine Learning and Big Data	Ohio Supercomputer Center, Ohio State University
Apr - Jun, 2021	Tableau Desktop Spring Training Pass	Tableau Global Services, funded by Youngstown State University

### Graduate Theses

2020	Mixed Effects Modeling of CAMP Study Data	Jonathan Sandoval
2014	A Statistical Analysis of Witchcraft Accusations in Colonial America	Tara McCart
2007	Seasonal Time Series Model Comparison for Nonstationary Passenger Flight Data	Theresa Moore

### Masters Projects

2022	YSU Data Mine Corporate Partners	Samuel Adjei, Agnes Anyomi, Samuel Baah, James Lagese, Derek Miller, Gayatri Pant
2015	A Pre-Post Survey Analysis of Student Perceptions on Writing Assignments as the Result of the Course General Biology: Organisms and Ecology	Tram Le
	Projecting Daily Fantasy Basketball using Neural Networks	Bradley Craig
2014	Forecasting and Back-Testing Value-at-Risk with Parametric and Nonparametric Models in R	Jenna Hallapay
	Forecasting Hawaii's Employment with Factor Models	Olivia Atutey
2013	Analyzing the Trend of Performance of the Manchester United Football Club in the 1960-2013 English Premiership	Linus Addae
	Time Series Analysis of the Civilian Labor Force Participation Rate of the United States of America	Jonah Amponsah
	Time Series Analysis of the Seasonally Adjusted Monthly Unemployment Rates of the United States of America	Bismark Amenyo

# Lucy X. Kerns

Cafaro Hall Room 641  
Department of Mathematics and Statistics  
Youngstown State University  
Phone: (330) 941-1412  
E-mail: [xlk@ysu.edu](mailto:xlk@ysu.edu)

## EDUCATION

- **Ph. D.**, Mathematics, 2006. Bowling Green State University.
- **M. S.**, Applied Statistics, 2002. Bowling Green State University.

## EMPLOYMENT

- **Associate Professor**, Youngstown State University, August 2019 - Present
- **Assistant Professor**, Youngstown State University, August 2014 – May 2019
- **Part-time Faculty Member**, Youngstown State University, August 2006 – 2014

## COURSES TAUGHT (Previous two years only)

2022

DATX 5803	Data Visualization
STAT 3717	Statistical Methods
STAT 3743	Probability and Statistics
STAT 6949	Design Analysis Experiments (Graduate)
STAT 4849	Design of Experiments

2021

STAT 3717	Statistical Methods
STAT 3743	Probability and Statistics
STAT 6943	Mathematical Statistics I (Graduate)
STAT 4843	Theory of Probability
MATH 3705	Differential Equations
MATH 1510C	College Algebra with Coreq
STAT 6944	Mathematical Statistics II (Graduate)
STAT 4844	Theory of Statistics
STAT 6949	Design Analysis Experiments (Graduate)
STAT 4849	Design of Experiments

## **PUBLICATIONS (Previous Five Years Only)**

- Tidderman, L., Dongmo, N. F., Munteanu, K., Kirschenbaum, M., and Kerns, L. (2023) Analyzing the Impact of State Gun Laws on Mass Shootings in the United States from 2013 to 2021. *Public Health*, 215C, 100-105. <https://doi.org/10.1016/j.puhe.2022.12.001>.
- Ge, W., Ball, M., Balog-Bickerstaff, N., and Kerns, L. (2023). The Impacts of the Covid Pandemic on Doctor of Physical Therapy Students: A National Survey. *Journal of Physical Therapy Education*, 37(1), 38-42. DOI: 10.1097/JTE.000000000000265.
- Yu, F., Cal, S., Cheng, E., Kerns, L., and Xiong, W. (2022). Non-Parametric Error Estimation for  $\sigma$ -AQP using Optimized Bootstrap Sampling. *International Journal of Computers and Their Applications*, 29 (1), 38-47.
- Morton, R. C., Rasey, J., Kerns, L., and Ge, W. (2021). Addressing Lesbian, Gay, Bisexual, Transgender, and Queer Health in Physical Therapy Education. *Journal of Physical Therapy Education*. 35 (4), 307-314.
- Kerns, L. (2020). Statistical Inferences on Nonconstant Relative Potency with Quantal Response Data. *Biometrical Journal*. 63 (4), 825-840.
- Kerns, L. (2020). Benchmark Profile and Inferences for Joint-Exposure Quantal Data in Quantitative Risk Assessment. *Communication in Statistics – Theory and Method*. 49 (11), 2713-2727.
- Stemock B. and Kerns, L. (2019). Use of Commercial and Free Software for Teaching Statistics. *Statistics Education Research Journal*, 18 (2), 54-67.
- Boccieri, B., Gazdik, K., Kerns, L., Williams, P., Landgraff, N., and Ge, W. (2019). Severe Pain in Veteran Students. *Journal of Allied Health*, 48 (3), 172-180.
- Kerns, L. (2019). Multiplicity-Adjusted Confidence Limits in Risk Assessment with Quantal Response Data. *Journal of Biopharmaceutical Statistics*, 28 (6), 1182-1192.

## **SELECTED SUPERVISED GRADUATE PROJECTS**

- Auderta Amoako-Nuamah, Economic Impact of Covid-19 in the United States.
- Eric Quayson, *Statistical Approaches for Detecting Departures from Additivity in Mixtures of Chemicals*.
- Yaa Yeboaa Appiagyei, *Quantitative Risk Assessment with Continuous Data Using Benchmark Approach*.
- Grace Barnes, *Using Expectation Maximization Algorithm for Gaussian Mixture Model Clustering*.
- Irene Larbi, *Quantitative Risk Analysis with Quantal Response Data Using Logistic and Two-Stage Models*.
- Opoku Minta-Afari, *Credit Approval Rating with Support Vector Machines and Neural Networks*.
- Rahatu Alasane, *The Use of Probit and Complementary-log Models in Quantitative Risk Assessment with Quantal Response Data*.



**Peter K. Kimosop, Ph.D.**  
Associate Professor  
Department of Humanities and Social Sciences  
Youngstown State University, 1 University Plaza, Youngstown, Ohio 44555-3317  
Phone: 330-941-3052. Email: [pkimosop@ysu.edu](mailto:pkimosop@ysu.edu)

**a. Education**

University of Cincinnati, USA	Geography	Ph.D., 2011
Western Michigan University, USA	Geography	M.A., 2005
University of Nairobi, Kenya	Geography and Mathematics	B.S., 2000

**b. Appointments**

2020 – Present	Associate Professor, Department of Humanities and Social sciences, Youngstown State University (YSU)
2022 – Present	Program Coordinator, Geography and Urban-Regional Studies program, YSU
2014 – 2020	Assistant Professor, Department of Geography, Youngstown State University
2011 – 2014	Instructor, Department of Geography, Bowling Green State University
2010 – 2011	Instructor, Department of Geography, East Stroudsburg University of PA
2009 – 2010	Adjunct Instructor, Department of Geography, University of Cincinnati

**c. Professional Certification**

Certified Geographic Information Systems (GIS) Professional (GISP)

**d. Selected Publications**

- Bhatt, R., Sharma, S. & Kimosop, P.K., (forthcoming). Evaluating the spatial and temporal variability of soil salinity and phragmites in Mentor Marsh using Remote Sensing techniques. In T. I. Eldho and M. Jha (eds). Hydro-environmental impact assessment of climate and land use change on watersheds for sustainable development. Cambridge Scholars Publishing.
- Diggins, T. & Kimosop, P.K. (forthcoming). Planimetric and slope-corrected area quantification of eastern deciduous old-growth forest using GIS and Remote Sensing in the Zoar Valley Canyon, New York State, USA. *Applied Geography*.
- Chesoli, K., & Kimosop, P. (2021) International development cooperation, corruption, and COVID-19 in Kenya: Lessons for infectious disease control. *Kenya Studies Review*, 8 (2), 21-42.
- Kimosop, P.K. (2018). Characterization of Drought in the Kerio Valley Basin, Kenya using the Standardized Precipitation Evapotranspiration Index: 1960-2016. *Singapore Journal of Tropical Geography*, 40(2), 239 - 256. <https://doi.org/10.1111/sitg.12270>
- Kimosop, P. K., Otiso, K. M., & Ye, X. (2015) Spatial and gender inequality in the Kenya certificate of primary education examination results. *Applied Geography*, 62, 44-61. <https://doi.org/10.1016/j.apgeog.2015.04.006>

**e. Workshop Manuals**

- Shellito, B. and Kimosop P. K. ArcGIS Pro: The next level workshop. Prepared for ArcGIS Pro workshop, Youngstown State University, Youngstown, OH, February 28, 2020.
- Shellito, B. and Kimosop P. K. Making the leap to ArcGIS Pro workbook manual. Prepared for 2019 Ohio Urban and Regional Information Systems Association (URISA) Education Series Workshop, Cuyahoga County Administration Building, Cleveland, OH, May 8-9, 2019.
- Shellito, B. and Kimosop P. K. Making the switch to ArcGIS Pro workbook manual. Prepared for ArcGIS Pro workshop, Youngstown State University, Youngstown, OH, February 8, 2019.
- Shellito, B. and Kimosop P. K. Introduction to ArcGIS Pro workbook manual. Prepared for ArcGIS Pro workshop, Youngstown State University, Youngstown, OH, February 9, 2018.

**f. Software, Programming, and Field Expertise**

Remote Sensing, Geographic Information Systems (GIS), and GPS Interface: Google Earth Engine (GEE), ArcGIS Pro, ArcGIS Online, ENVI, ERDAS Imagine, IDRISI, eCognition, GRASS, QGIS, Google Earth/SketchUp Pro, KML, WebGIS, Geovisualization.

### **g. Thesis Committee Chair**

**Jeniffer Nkopic** (MS in Environmental Science): Assessment of forest cover change on carbon capture in the Youngstown Metropolitan Area: Spring 2022.

### **h. Thesis Committee Member**

1. **Tamar Atwell** (Cleveland State University - MS in Biology): A comparison of land use effects on freshwater mussels in the Upper Cuyahoga River and Tinkers Creek: Spring 2022.
2. **Aastha Gurung** (MS in Environmental Science): Food desert mapping and analysis in the City of Youngstown: Fall 2021.
3. **Emmy Soy** (MS in Industrial and Manufacturing Engineering): A spatial cluster and socio-demographic analysis of COVID-19 infection determinants in Ohio, Michigan and Kentucky: Summer 2021.
4. **Rajesh Bhatt** (MS in Civil and Environmental Engineering): Investigating the variability of water and soil salinity using watershed model and remote sensing techniques: A case study of Mentor Marsh, Ohio. Graduated: Summer 2020.
5. **Ekaraj Ghimire** (MS in Civil and Environmental Engineering): Evaluation of one-dimensional, two-dimensional and coupled one and two-dimensional HEC-RAS models to predict flood travel time and inundation area for flood warning system. Graduated: Spring 2019.
6. **Victoria Wilson** (MS in Environmental Science): Utica-Point Pleasant produced water assessment: An analysis of past production and prediction of future production. Graduated: Spring 2019.
7. **Troy Elsea** (MS in Biology): Influence of land use and land cover on aquatic habitat in tributaries of the Grand River, Ohio: Fall 2018.
8. **Hari Dhunge** (MS in Civil and Environmental Engineering): Investigating temporal and spatial variability of streamflow and salinity level in the upstream Mentor Marsh Watersheds. Graduated: Summer 2018.
9. **Shadrack Ampomah** (MS in Environmental Science): Influence of land use on sediment quality in the Mill Creek Watershed, Youngstown Ohio. Graduated: Spring 2018.
10. **Breanna Beaver** (MS in Environmental Science): Analysis of habitat fragmentation and ecosystem connectivity within The Castle Parks, Alberta, Canada. Graduated: Fall 2017
11. **Lawrenzo Yengwia** (MS in Environmental Science): Analyzing recycling habits in Mahoning County, Ohio. Graduated: Fall 2017
12. **Sabin Shrestha** (MS in Civil and Environmental Engineering): Impact of global climate change on extreme streamflow: A case study of the Great Miami River Watershed in Southwestern Ohio. Graduated: Summer 2017
13. **Stefanie Hudzik** (MS in Environmental Science): A case study of the spatial relationship between bat pass frequency and artificial light pollution along a bike trail in Portage County, Ohio. Graduated: Fall 2015
14. **Elizabeth Abraham** (MS in Environmental Science): Analysis of temporal range change in neotropical passerine migrants using stable hydrogen isotope techniques. Graduated: Fall 2015
15. **Erin O'Connor** (MS in Environmental Science): Post-fire vegetative regrowth associated with mature tree stands and topography on Sofa Mountain. Graduated: Spring 2015

### **i. Teaching and Course Development**

2014 – Present: Youngstown State University

- GEOG 2611, Geospatial Foundations
- GEOG 2630, Weather
- GEOG 3701/6901, Introduction to Geographic Information Science
- GEOG 3702/6902, Introduction to Remote Sensing
- GEOG 3781, GIS Applications for the Social Sciences (Developed by Dr. Kimosop)
- GEOG 3782, GIS Applications for the Natural Sciences (Developed by Dr. Kimosop)
- GEOG 4802/6904, Advanced Remote Sensing
- GEOG 4825, Geography Internship
- GEOG 5820, Directed Research in Geography
- GEOL 6950, Select Topic GIS Applications.

## CURRICULUM VITAE – ALICIA PRIETO LANGARICA

### EDUCATIONAL HISTORY:

- 8/12      PhD (*Mathematics*), Department of Mathematics, *The University of Texas at Arlington, TX*  
Dissertation Title: “From Discrete to Continuous Mathematical Models of Infection Control on Medical Implants”  
Ph.D. Advisor: Dr. Hristo Kojouharov
- 5/08      BS (*Applied Mathematics*), *The University of Texas at Dallas, TX*

### EMPLOYMENT HISTORY:

- 7/19-8/23    Associate Director, *Mathematics Association of America’s New Experiences in Teaching, Project NExT,*
- 8/20-Present    Distinguished Professor, Department of Mathematics and Statistics, *Youngstown State University, OH*
- 8/21-Present    Director of Academic Programs, Sokolov Honors College, *Youngstown State University, OH*
- 8/16-8/20      Associate Professor, Department of Mathematics and Statistics, *Youngstown State University, OH*
- 8/12-8/16      Assistant Professor, Department of Mathematics and Statistics, *Youngstown State University, OH*
- 8/08-8/12      Graduate Teaching Assistant, Department of Mathematics, *The University of Texas at Arlington, TX*

### HONORS AND AWARDS:

- 05/20      Distinguished Professor Designation, for Excellence in Research, Teaching and Service, *Youngstown State University Youngstown, Oh*
- 08/19      Alder Award For excellence in teaching by early career mathematician. The Mathematics Association of America, *Cincinnati, Oh*
- 05/19      Athena Award Finalist Mahoning Valley Regional Chamber of Commerce *Youngstown, Oh*
- 03/19      Women Leadership Award, Faculty Leader *Youngstown State University Youngstown, Oh*
- 02/17      25 Under 35 Mahoning Valley Young Professionals *Youngstown, Oh*

### SELECTED GRANTS:

- 08/2021      The Youngstown State University Beginning Undergraduates’ Mathematical research Preparation, YSU-BUMP. Prieto-Langarica A., Wakefield T., National Science Foundation Amount: \$291,406
- 08/2018      Research Experience for Undergraduate Students in Mathematics Prieto-Langarica A..  
Office of Research and Grants, YSU Amount: \$2,369.20

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*Last updated March 9, 2023*

- 05/2018 **Research Experience for Undergraduate Students in Mathematics**  
Prieto-Langarica A.  
*Center for Undergraduate Research, YSU Amount: \$8,095.50*
- 01/2017 **Faculty-Undergraduate Research Teams (FUSRT)** Prieto-Langarica A. (PI), Harris P. (PI),  
*National Science Foundation Amount: \$ 35,010.00*
- 08/2016 **CURM Grant for Research with Undergraduate Students** Prieto-Langarica A. (PI), Harris P. (PI),  
*Center for Undergraduate Research Amount: \$ 28,000.00*

**SELECTED PUBLICATIONS:****RESEARCH PUBLICATIONS**

- [15] Harris P., Insko E., Prieto-Langarica A, Stoisavljevic, R. “Tipsy Cop and Drunk Robber: a Game on Graphs”, *Advances and Applications in Discrete Mathematics*, 2021.
- [14] Bañuelos, S., Bush, M., Martinez, M., Prieto-Langarica A., “Undergraduate Research in Mathematical Epidemiology.”, *A resourceful Guide for undergraduate Research in Mathematics, Foundations for Undergraduate Research in Mathematics, Birkhauser, 2020*
- [13] Best J, Fuller P, Bañuelos S, Huguet G, Prieto-Langarica A, Wilson S. “Modeling the Long Term Effects of Thermoregulation on Human Sleep”, *Journal of Theoretical Biology In Revisions*.
- [12] Ballow, A., Chludinski, L., Prieto-Langarica A., ‘Agent-Based Modeling in Mathematical Biology: A Few Examples’, *Foundations for Undergraduate Research in Mathematics, Birkhauser, Forthcoming 2020*
- [11] Banuelos S, Martinez M, Mitchell C, Prieto-Langarica A, “Using Mathematical Modeling to Investigate the Effect of the Sexual Behavior of Asymptomatic Individuals and Vector Control Measure on Zika.”, *Letters in Biomathematics*, 2019.

**PEDAGOGY PUBLICATIONS**

- [1] Kubrik B, Harris P, Mimbs D, Prieto-Langarica A, “Contagious: A Network Science Approach to Defending Your Digital World”, *Command, Control, and Interoperability Center for Advanced Data Analysis (CICCADA) a Department of Homeland Security Center of Excellence*, Module for Undergraduate Students (This includes the student and faculty version), 2015.

**SELECTED WRITING CONTRIBUTIONS TO THE PROFESSION**

- [9] Flores, C., Harris, P., Prieto-Langarica A., Wilson, S., “Advising Underrepresented Minorities in Mathematics Research”, Chapter for *A Mathematician’s Practical Guide to Mentoring Undergraduate Research* by Michael Dorff, Allison Henrich, Lara Pudwell, The Mathematical Association of America, August/September, 2019.
- [8] Harris, P., Prieto-Langarica A., “Co-Mentoring Collaborations”, *MAA Focus.*, The Mathematical Association of America, August/September, 2019.
- [7] Prieto-Langarica A., “The Unnecessary Struggle of Self-Mandated Isolation”, *Living Proof Stories of Resilience Along the Mathematical Journey.*, Produced and Distributed by The American Mathematical Society and The Mathematical Association of America, 2019.
- [6] Harris, P., Lozano, G., Prieto-Langarica A., Sordo Vieira, L., “Lathisms”, *MAA Focus.*, The Mathematical Association of America, June/July, 2019.

## ALINA LAZAR

Office Address:  
Department of Computer Science and  
Information Systems  
Youngstown State University  
Youngstown, OH, 44555  
(330) 941-3468 [alazar@ysu.edu](mailto:alazar@ysu.edu)

### Academic Education and Degrees:

- 05/2002 Ph.D. Major: Computer Science, Minor: Mathematics  
Department of Computer Science, Wayne State University  
Thesis Title: "Impact of Knowledge Discovery Techniques on Multi-Agent Simulation of Cultural Evolution"  
Advisor: Dr. Robert G. Reynolds
- 06/1995 B. S. Major: Computer Science, Minor: Education  
Department of Mathematics and Computer Science  
Western University of Timisoara, Romania

### Professional Experience and Skills:

Machine Learning, Big Data, Database Management Systems, Artificial Intelligence, Evolutionary Computation, High Performance Computing, Machine Learning Applications for High Energy Physics.

### Professional Positions:

- 08/2016 – Present Professor, Department of Computer Science and Information Systems,  
Youngstown State University.
- 06/2017 – Present Faculty Research Affiliate, Lawrence Berkeley National Laboratory,  
Physics and X-Ray Science Computing Group, Computational Research Division.
- 08/2008 – 08/2016 Associate Professor, Department of Computer Science and Information Systems,  
Youngstown State University.
- 08/2002 – 08/2008 Assistant Professor, Department of Computer Science and Information Systems,  
Youngstown State University.

### Refereed Publications:

- \* L. Jin, A. Lazar, C. Brown, B. Sun, V. Garikapati, S. Ravulaparthi, Q. Chen, A. Sim, K. Wu, T. Ho, T. Wenzel, and C. A. Spurlock, (2022) "What makes you hold on to that old car? Joint insights from machine learning and multinomial logit on vehicle-level transaction decisions," *Front. Future Transp.*, vol. 3, Jul. 2022.
- \* P. Pokhrel and A. Lazar, (2022) "Towards machine learning interpretability for tabular data with mixed data types," *The International FLAIRS Conference Proceedings*, vol. 35, May 2022.
- \* C.-Y. Wang, X. Ju, S.-C. Hsu, D. Murnane, P. Calafiura, S. Farrell, M. Spiropulu, J.-R. Vlimant, A. Aurisano, J. Hewes, G. Cerati, L. Gray, T. Klijsma, J. Kowalkowski, M. Atkinson, M. Neubauer, G. DeZoort, S. Thais, A. Ballow, A. Lazar, S. Caillou, C. Rougier, J. Stark, A. Vallier, and J. Sardain, (2022) "Reconstruction of Large Radius Tracks with the Exa.TrkX pipeline," *arXiv [physics.ins-det]*, 14-Mar-2022.
- \* A. Lazar, X. Ju, D. Murnane, P. Calafiura, and S. Farrell, (2022) "Accelerating the Inference of the Exa. TrkX Pipeline," *arXiv preprint arXiv*, 2022.
- \* A. Lazar, L. Jin, C. Brown, C. A. Spurlock, A. Sim, and K. Wu, (2021) "Performance of the Gold Standard and Machine Learning in Predicting Vehicle Transactions." In *2021 IEEE International Conference on Big Data (Big Data)*.
- \* X. Ju, D. Murnane, P. Calafiura, N. Choma, S. Conlon, S. Farrell, Y. Xu, M. Spiropulu, J.-R. Vlimant, A. Aurisano, J. Hewes, G. Cerati, L. Gray, T. Klijsma, J. Kowalkowski, M. Atkinson, M. Neubauer, G. DeZoort, S. Thais, A. Chauhan, A. Schuy, S.-C. Hsu, A. Ballow, and A. Lazar, (2021). Performance of a geometric deep learning pipeline for HL-LHC particle tracking. *The European Physical C* 81 (10), 1-14.
- \* A. Lazar, A. Sim and K. Wu, (2021) "GPU-based Classification for Wireless Intrusion Detection". *Proceedings of the 2021 on Systems and Network Telemetry and Analytics, Association for Computing Machinery*, 27–31.
- \* A. Syal, A. Lazar, J. Kim, A. Sim and K. Wu, (2021) "Network traffic performance analysis from passive measurements using gradient boosting machine learning" accepted in the *International Journal of Big Data Intelligence*, by Inderscience Publishers, 8 (1), 13-30.

\*S. Xiaoyuan, O. Glebova, D. Liu, A. Lazar, and D. Bein, (2021). "A Survey of Teaching PDC Content in Undergraduate Curriculum." In IEEE CCWC 2021.

\*L. Jin, A. Lazar, J. Sears, A. Todd-Blick, A. Sim, K. Wu, H. -C. Yang, and C. A. Spurlock, (2020). "Clustering life course to understand the heterogeneous effects of life events, gender, and generation on habitual travel modes." IEEE Access: Practical Innovations, Open Solutions, 8, 190964–190980.

\*A. Ballow, A. Lazar, B. Isbell, K. Wu, and A. Sim, (2020). "Performance Evaluation of Calorimeter Clustering Algorithms for Particle Tracking". Bulletin of the American Physical Society.

\*S. Bhandari, A. K. Kukreja, A. Lazar, A. Sim, and K. Wu, (2020). "Feature Selection Improves Tree-based Classification for Wireless Intrusion Detection." Proceedings of the 3rd International Workshop on Systems and Network Telemetry and Analytics, 19–26.

\* L. Jin, A. Lazar, J. Sears, A. Todd, A. Sim, K. Wu, C. A. Spurlock, "Life Course as a Contextual System to Investigate the Effects of Life Events, Gender, and Generation on Travel Mode Use", Transportation Research Board (TRB) 99th Annual Meeting, 2020.

#### **Selected Presentations:**

- "Towards Achieving Real-time GNN Inference" at the 7th International Connecting the Dots Workshop, Princeton University, Princeton, NJ, May 31 – June 2, 2022
- "Introduction to Graph Neural Networks" at the 35th International FLAIRS Conference, May 15-18, Jensen Beach, Florida, USA
- "Performance of the Gold Standard and Machine Learning in Predicting Vehicle Transactions." at the 2021 IEEE International Conference on Big Data (Big Data), December 15-18, 2021, Virtual.
- "Accelerating the Inference Time of Machine Learning-based Track Finding Pipeline." at the 20th International Workshop on Advanced Computing and Analysis Techniques in Physics Research, November 29 to December 3, 2021, Virtual and Daejeon, South Korea

#### **Research Professorship Awards:**

2021 - 2022	"Temporal Deep Learning Anomaly Detection for Multivariate Time Series Data"
2020 - 2021	"Federated Wireless Network Intrusion Detection"
2018 - 2019	"Efficient Clustering Algorithms for Real-time Streaming Data"
2006 - 2007	"An Image Indexing and Retrieval System Based on Relevance Feedback and SVM"
2004 - 2005	"Knowledge Discovery for Income Prediction"
2003 - 2004	"Agent-Based Social Simulations on Parallel Computers"

#### **External Grants:**

\* Alina Lazar, DOE subcontract: The Optimization of the Exa.TrkX Inference Pipeline on the Multi-CPU, awarded \$16,500, 2022.

\* Alina Lazar, 2021 XSEDE EMPOWER program (Expert Mentoring Producing Opportunities for Work, Education, and Research), \$3,400.

\* Alina Lazar, DOE subcontract: The Optimization of the Exa.TrkX Inference Pipeline on the TrackML Dataset, awarded \$16,333, 2021.

\* Kesheng Wu, Marta Gonzalez, Alina Lazar, DOE, FAIR: Turn Anomalous into Golden Eggs— Statistical Learning to Make Data FAIR and Ready for AI, 2020, not funded.

#### **Teaching Experience:**

CSCI 6950 Advanced Database Design and Administration  
CSCI 6951 Data Warehousing and Data Mining  
CSIS 3722 Database Design

#### **University Service:**

- General Education Committee, 2018 - 2020
- University Curriculum Committee Chair, 2015 – 2017
- Ad-Hoc Committee for Online Course Proposals, 2011 – 2015

#### **Professional Service:**

- Served as General Chair for Ohio Celebration of Women in Computing 2015 and 2017.
- Served as Registration Chair for Ohio Celebration of Women in Computing 2009, 2011, 2013.
- Member of the ACM-W, North America, 2019 – 2021

#### **Scientific, Technical and Professional Societies:**

- Member of SIGCSE, ACM Special Interest Group for Computer Science Education, since 2003.
- Member of ACM Association for Computing and IEEE Computing Society, since 2004.
- Member of SIAM Society for Industrial and Applied Mathematics, since 2018.

## Curriculum Vitae

### Xiangjia Min

Department of Chemical and Biological Sciences, Youngstown State University  
One University Plaza, Youngstown, OH 44555  
Telephone: (office) (330) 941-1945 E-mail: xmin@ysu.edu

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#### **Professional Preparation (Education)**

<u>Institution</u>	<u>Major/Area</u>	<u>Degree (Year)</u>
Qingdao Agricultural University	Plant Science	B.S. (1984)
China Agricultural University	Plant Physiology	M.S. (1987)
University of Hawaii	Plant Physiology	Ph.D. (1995)
University of British Columbia	Software Systems	M.S. (2002)

#### **Appointments**

<u>Position</u>	<u>Institution</u>	<u>Dates</u>
Professor	Youngstown State University	2018 - present
Associate Professor	Youngstown State University	2013 - 2018
Assistant Professor	Youngstown State University	2008 - 2013
Research Associate	Concordia University	2002 - 2008
Research Associate	Kinexus Bioinformatics Inc	2001 - 2002
Research Associate	University of British Columbia	2000 - 2001
STA Research Fellow	Ins. Physical & Chemical Res, Japan	1998 - 2000
Postdoctoral Fellow	University of British Columbia	1996 - 1998
Teaching Assis/Lecturer	China Agricultural University	1987 - 1990

#### **RESEARCH, TEACHING AND WORK EXPERIENCE**

**Professor (August 2018 – present)**

**Associate Professor (Aug. 2013 – August 2018)**

**Assistant Professor (Aug. 2008 – August 2013)**

**Youngstown State University**

- Teaching: BIOL2601: General Biology - Molecules and Cells; BIOL3745: Plant Physiology; BIOL4890L: Molecular Genetics Laboratory; BIOL4800: Bioinformatics; BIOL6900: Advanced Bioinformatics; BIOL5858: Computational Bioinformatics.
- Research: (1) Identification and analysis of alternatively spliced genes in plants; (2) knowledgebase development for secretomes in eukaryotes (humans/animals, plants, fungi, and protists); (3) Gene and genome annotation of sacred lotus, pineapple, sugarcane, and pistachio.

#### **SELECTED PUBLICATIONS (last 8 years)**

Kafkas S, et al. (2022) The pistachio genomes provide insights into nut tree domestication and ZW sex chromosome evolution. *Plant Communications*. 100497.

Min X, Kasamias T, Wagner M, Ogunbayi, Yu F (2022) Identification and analysis of alternative splicing in soybean plants. In: Hisham Al-Mubaid, Tamer Aldwairi and Oliver Eulenstein (editors). Proceedings of 14th International Conference on Bioinformatics and Computational Biology, vol 83, pages 1-9.

Asch DK, Ziegler J, Min XJ (2021) Molecular evolution of genes involved in quinic acid utilization in fungi. *Computational Molecular Biology*. 11(5):1-15.

Min XJ, Wagner M, Kasamias T (2021) Advances in transcriptome analyses using RNA sequencing technology in soybean plants [*Glycine max*]. *Computational Molecular Biology*. 11(1):1-14.

Clark S, Yu F, Gu L, Min XJ (2019) Expanding alternative splicing identification by integrating multiple sources of transcription data in tomato. *Frontiers in Plant Sciences*. 10:689. doi:10.3389/fpls.2019.00689.

Min XJ, Wai CM, Powell B, Ming R (2018) Genome-Wide Identification and Analysis of Protease-Coding Genes in Pineapple. *Genetics and Genomics of Pineapple*. pp. 215-229. Edited by R. Ming. Published by Springer International Publishing.

Wai CM, Powell B, Ming R, Min XJ (2018) Analysis of Transcriptome and Alternative Splicing Landscape in Pineapple. *Genetics and Genomics of Pineapple*. pp. 195-213. Edited by R. Ming. Published by Springer International Publishing.

Min XJ (2018) A survey of alternative splicing in allotetraploid cotton (*Gossypium hirsutum* L.). *Computational Molecular Biology*. 8(1):1-13.

Min XJ (2017) Comprehensive Cataloging and Analysis of Alternative Splicing in Maize. *Computational Molecular Biology* 7(1):1-11.

Sablok G, Powell B, Braessler J, Yu F, Min XJ (2017) Comparative landscape of alternative splicing in fruit plants. *Current Plant Biology*. DOI: 10.1016/j.cpb.2017.06.001.

Khavari S, Min X, Munyon J, Chang G (2016) Prediction human and animal protein subcellular location. *JSM Proceedings - Section on Statistics in Genomics and Genetics*, 2982-2999.

Powell B, Amerishetty V, Meinken J, Knott G, Yu F, Cooper C, Min XJ (2016) ProtSecKB: The Protist Secretome and Subcellular Proteome Knowledgebase. *Computational Molecular Biology* 6(4):1-12.

Wai CM, Powell B, Ming R, Min XJ (2016) Genome-wide identification and analysis of genes encoding proteolytic enzymes in pineapple. *Tropical Plant Biology*. 9(3):161-175. DOI: 10.1007/s12042-016-9172-5

Wai CM, Powell B, Ming R, Min XJ (2016) Analysis of alternative splicing landscape in pineapple (*Ananas comosus*). *Tropical Plant Biology*. 9(3):150-160.

Ming R, VanBuren R, Wai CM, ...Min X, ..., et al. (2015) The pineapple genome and the evolution of CAM photosynthesis. *Nat Genet* 47(12):1435-1442. doi: 10.1038/ng.3435.

Min XJ, Powell B, Braessler J, Meinken J, Yu F, Sablok G. (2015) Genome-wide cataloging and analysis of alternatively spliced genes in cereal crops. *BMC Genomics*. 16:721.

Meinken J, Walker G, Cooper CR, Min XJ (2015) MetazSecKB: the human and animal secretome and subcellular proteome knowledgebase. Database, bav077.



# Nguyet (Moon) Nguyen

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Youngstown State University  
Youngstown, OH 44555

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## EDUCATION

- FLORIDA STATE UNIVERSITY TALLAHASSEE, FL  
*Doctor of Philosophy, Financial Mathematics* 2011-2014  
*Master of Science, Financial Mathematics* 2009-2011
- HANOI NATIONAL UNIVERSITY OF EDUCATION HANOI, VIETNAM  
*Master of Science, Mathematics* 2000-2002  
*Bachelor of Science, Mathematical Education* 1994-1998

## PROFESSIONAL POSITIONS

- YOUNGSTOWN STATE UNIVERSITY YOUNGSTOWN, OH  
*Associate Professor, Department of Mathematics & Statistics* August 2020-present  
*Assistant Professor, Department of Mathematics & Statistics* 2014-July 2020

## TEACHING AND MENTOR

### Teaching:

1. Undergraduate courses: Calculus I, Quantitative Reasoning, Trigonometry, Survey of mathematics, Statistics method, Statistical Literacy and Critical Reasoning, Probability & Statistics, Differential Equations.
2. Swing and graduate courses: Actuarial Models I, Life Contingency Modeling I, Modeling in Financial Economics, Theory of interest, Monte Carlo Methods, Predictive Modeling Algorithms.

### Mentor:

- Supervising many undergraduate and graduate students for their research projects in mathematical modeling.
- Serving in committees for master and bachelor thesis/projects in mathematics and statistics.

## PUBLICATIONS

1. Nguyet Nguyen and Paa Kwesi Mensah “Weather Forecasting using the Machine Learning Hidden Markov Model”, submitted.
2. G M Fahad Bin Mostafa, Pritam Saha, Mohammad R. Islam, and Nguyet Nguyen “Risk Assessment with NIG and Supervised Learning Approach Cryptocurrencies”, submitted, June 2021.
3. Nguyet Nguyen and Dung Nguyen, “Global Stock Selection with Hidden Markov Model”, Risks, published December 2020.
4. Mohammad Rafiqul Islam and Nguyet Nguyen, “Comparison of Financial Models for Stock Price Prediction”, Journal of Risk and Financial Management, published August 2020.
5. Nguyet Nguyen, Dung Nguyen, and Thomas P. Wakefield, “Using the Hidden Markov Model to Improve the Hull-White Model for Short Rate”, International Journal of Trade, Economics and Finance, published April 2018, vol.9, no.2, pp. 54-59, 2018. doi: 10.18178/ijtef.2018.9.2.588
6. Nguyet Nguyen, Linlin Xu, and Giray Ökten, “A Quasi-Monte Carlo Implementation of the Ziggurat Method”, Monte Carlo Methods and Applications, published March 2018. <https://doi.org/10.1515/mcma-2018-0008>

7. Nguyet Nguyen, "Hidden Markov Model for Stock Trading", *International Journal of Financial Studies*, published March 2018. *Int. J. Financial Stud.* 2018, 6(2), 36; doi:10.3390/ijfs6020036
8. Nguyet Nguyen, "An Analysis and Implementation of the Hidden Markov Model to Technology Stock Prediction", *Journal of Risks* in special issue: "A Celebration of the Ties That Bind Us: Connections between Actuarial Science and Mathematical Finance", published November 2017, *Risks* 2017, 5(4), 62; doi:10.3390/risks5040062.
9. Nguyet Nguyen, "Hidden Markov Model for Portfolio Management with Mortgage-Backed Securities Exchange-Traded Fund", *Society of Actuaries*, April 2017.
10. Nguyet Nguyen and Giray Ökten, *Acceptance-rejection method for low-discrepancy sequences*, *Monte Carlo Methods and Applications*, ISSN (Online) 1569-3961, ISSN (Print) 0929-9629, DOI: 10.1515/mcma-2016-0104, April 2016
11. Nguyet Nguyen and Dung Nguyen, *Hidden Markov Model for Stock Selection*, *Journal of Risks* in special issue: *Recent Advances in Mathematical Modeling of the Financial Markets*, *Risks* 2015, 3(4), 455-473; DOI:10.3390/risks3040455.
12. Nguyet Nguyen, *Probabilistic Methods in Estimation and Prediction of Financial Models*, *Electronic Theses, Treatises and Dissertations*, 2014, 9059.

## RESEARCH CONFERENCES AND INVITED TALKS

1. The Joint Math Meeting 2021 "*Comparison of Financial Models for Stock Price Prediction*" 01/2021
2. The Joint Math Meeting 2020, "*Hidden Markov Model for Weather Forecast*" 01/2020
3. Organized a special section at the national Joint Mathematics Meeting, JMM, in January 2018.
4. The Vietnam-USA Joint Mathematical Meeting in Quy Nhon, Vietnam "*Global Stock Trading using Hidden Markov Model*". 06/2019
5. National Joint Math Meeting, "*Machine-Learning Hidden Markov Model for Global Stock Portfolio*". 01/2019
6. National Joint Math Meeting, 01/2019 "*Modeling and Pricing Weather Derivatives*".
7. The 2017 International Conference on Financial Technology (ICFT 2017) will be held in Taichung, "*Using the Hidden Markov Model to Improve the Hull-White Model for Short Rate*" Taiwan 05, 2017
8. The SIAM Southeastern Atlantic Section conference at Florida State University, FL "*Hidden Markov Model for Stock Trading*" 03/2017
9. The "International Conference on Applied Financial Economics", China "*Stock Price Prediction using Hidden Markov Model*" 07/2016
10. National Joint Math Meeting, AMS Special Session on Problems and Challenges in Financial Engineering and Risk Management, Seattle, WA, "*Regime Switching Model for Economic Crisis and Stock Selection*", 01/2016
11. Colloquium Talk, Department of Mathematics, Dayton University, Dayton, OH, "*Hidden Markov Model and Its Applications*"., 10/2015
12. Ohio MAA Fall Meeting, Contributed Talk, Capital University, Columbus, OH, "*Hidden Markov Model and Its Applications*"., 10/2015
13. AMS Spring Eastern Sectional Meeting, Georgetown University, Washington, DC, "*Using Gradient Descent to Calibrate Parameters for Variance Gamma Model*"., 03/2015
14. AMS Central Spring Sectional Meeting, Michigan State University, East Lansing, MI "*Hidden Markov Models for Financial Market Predictions*". 03/2015
15. Analysis Seminar, Department of Mathematics and Statistics, Youngstown State University "*Steepest method and its application in finance*". 02/2015

**Dr. Joseph Palardy**  
Youngstown State University  
Lariccia School of Accounting & Finance  
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## **Education**

Ph D, West Virginia University, 2002.  
Major: Economics  
Supporting Areas of Emphasis: Macroeconomics

BS, Frostburg State University, 1997.  
Major: Mathematics and Economics  
Supporting Areas of Emphasis: Computer Science

## **Academic Positions**

### **Academic - Post-Secondary**

Professor, Youngstown State University. (August 2016 - Present).

General Education Coordinator, Youngstown State University. (August 2012 - August 2022).

Associate Professor, Youngstown State University. (August 2008 - August 2016).

Assistant Professor, Youngstown State University. (August 2003 - August 2008).

Instructor, West Virginia University. (August 2002 - May 2003).

## **TEACHING**

## **Teaching Experience**

### **Youngstown State University**

DATX 5805, Predictive Modeling Algorithms, 1 course.  
ECON 2630, Principles of Macroeconomics, 2 courses.  
ECON 2630H, Hon Principles Macroeconomics, 1 course.  
ECON 3701, Money and Banking, 1 course.  
ECON 3788, Statistics for Bus and Econ 1, 2 courses.  
ECON 5824, Applied Time Series, 4 courses.  
ECON 6922, Macroeconomic Theory, 6 courses.  
ECON 6976, Econometrics, 1 course.  
ECON 6980, Applied Time Series Analysis, 3 courses.  
MATH 6995W, ST Analysis and Forecasting, 1 course.

## **RESEARCH**

## **Published Intellectual Contributions**

### **Book Chapters**

Palardy, J., Porter, T., Messenger, A., Fuhrman, H. (2016). Adapting the VALUE Rubrics to Build a ROAD to Curriculum Mapping. In James Purdy and Randall McClure (Ed.), *The Future Scholar: Researching and Teaching the Frameworks for Writing and Information Literacy*.

#### **Refereed Journal Articles**

Palardy, J., Ovaska, T. (2015). Household, Professional And Market Forecasts On Inflation: How They Differ, and What That Means for Policy. *Applied Economics*, 47(20), 2092-2101.

Palardy, J., Ovaska, T. (2014). Business Cycle Volatility: Does the European-Style Safety Net Help. *Journal of Private Enterprise*, 29(2).  
[http://journal.apee.org/index.php?title=2014.Spring.JPE\\_part4.pdf](http://journal.apee.org/index.php?title=2014.Spring.JPE_part4.pdf)

Palardy, J., Nesbitt, T., Adzima, K. (2012). Charter versus Traditional Public Schools: A Stochastic Frontier Panel Study of the Technical Efficiency. *Education Economics*.

Palardy, J., Nesbitt, T. (2007). Traditional Public Schools versus Charter Schools: A Comparison of Technical Efficiency. *Economics Bulletin*, 9(9), 1-10.

#### **Presentations Given**

Palardy, J. (Presenter), Ball, K. (Presenter), Verdone, K. (Presenter), Higher Learning Commission Annual Conference, "Improving Transfer Evaluations: Process Evaluation, Redesign and Automation," HLC, Chicago, IL. (2022).

Palardy, J., YSU DATX, "From Regression to Basic Machine Learning," Youngstown State University. (2021).

Palardy, J., Fresh Start Workshop, "Things you can do in Office 365 but Probably didn't Know," Youngstown State University. (January 2020).

Palardy, J., Missouri Valley Economic Association Annual Meeting, "Factor Stochastic Volatility Model of Inflation and Survey Measures of Inflation Expectations," MVEA, Kansas City, MO. (October 2019).

Palardy, J., Missouri Valley Economic Association Annual Meeting, "Common Trends of Inflation Components and Inflation Expectations," MVEA, Kansas City, MO. (October 2017).

Palardy, J. (Author & Presenter), Porter, T. (Author & Presenter), Messenger, A. (Author & Presenter), Higher Learning Commission Annual Conference, "The ROAD: Assessing writing and critical thinking with VALUE rubrics," HLC, Chicago, IL. (2014).

Palardy, J., Missouri Valley Economic Association, "A Triangle Model of Inflation Incorporating Unobserved Components and Stochastic Volatility," MVEA. (2014).

#### **Research Currently in Progress**

"A Time-Varying-Parameter Model of Survey Measures of Inflation Expectations and Sectoral Components of Inflation" from the University of Michigan Survey of Consumers, during recessionary periods.

"Can we even determine if the Philips Curve exists?"

"Common trends of inflation components and inflation expectations" (Writing Results).

## **Bradley A. Shellito**

Professor, Department of Humanities and Social Sciences, YSU

### **Education**

- Doctorate, Geography, 2001, Michigan State University,
- Master of Arts, Geography, 1996, The Ohio State University
- Bachelor of Science, 1994, Youngstown State University

### **Selected Classes Taught at Youngstown State University**

- Geospatial Foundations (Geog 2611)
- Introduction to GIS (Geog 3701 / 6901)
- Introduction to Remote Sensing (Geog 3702 / 6902)
- Advanced GIS (Geog 4801 / 6903)
- Advanced Remote Sensing (Geog 4802 / 6904)

### **Selected Master's Thesis Committees**

- Mr. Mohd Zeeshan, Department of Civil and Environmental Engineering, YSU
- Mr. Troy Elsea, Department of Biology, YSU
- Mr. Rex Kostraba, Department of Computer Science and Information Systems, YSU
- Mr. Dan Buckler, Department of Geology and Environmental Sciences, YSU
- Mr. Mohammad Alam, Department of Mathematics and Statistics, YSU

### **Selected Workshops Offered**

- ArcGIS StoryMaps: Behind the Scenes. Lafayette, LA, March 15, 2023.
- OhioView Presents: Online and Open-Source GIS and Remote Sensing Workshop. Online workshop, February 10, 2023. Presented with Umesh Haritashya and Robbyn Abbitt.
- OhioView Presents: Online GIS and Open-Source Remote Sensing Workshop. Online workshop, February 4, 2022. Presented with Umesh Haritashya and Robbyn Abbitt.
- OhioView Presents: Remote Sensing on a Shoestring Workshop. Online workshop, February 5, 2021. Presented with Joe Ortiz and Anita Simic-Milas.
- ArcGIS Pro: The Next Level. Youngstown, OH, March 6, 2020. Presented with Peter Kimosop.
- Making the Switch to ArcGIS Pro Workshop. Youngstown, OH, February 8, 2019. Presented with Peter Kimosop.

### **Selected Publications: Books**

- Shellito, Bradley. 2022. Introduction to Geospatial Technologies. (6<sup>th</sup> edition). New York: Macmillan Education, 585 pp.
- Shellito, Bradley. 2020. Discovering GIS and ArcGIS Pro. (3<sup>rd</sup> edition) New York: Macmillan Education, 536 pp.
- Shellito, Bradley. 2019. Introduction to Geospatial Technologies. (5<sup>th</sup> edition). New York: Macmillan Education, 590 pp.

### **Selected Publications: Book Supplements and Workbooks**

- Shellito, Bradley. 2022. Instructors manual for Introduction to Geospatial Technologies (6<sup>th</sup> edition).
- Shellito, Bradley. 2020. Instructors manual for Discovering GIS and ArcGIS Pro (3<sup>rd</sup> edition).
- Shellito, Bradley. 2012. Google Earth Exercises for World Regional Geography. New York: WH Freeman, 58pp.
- Ter-Ghazaryan, Diana and Bradley Shellito. 2012. Google Earth Exercises for Human / Cultural Geography. New York: WH Freeman, 62pp.

### **Selected Publications: Peer-Reviewed Articles**

- Lazar, Alina and Bradley Shellito. 2011. "Classification of Spatially Imbalanced Data." Proceedings of the 22nd Midwest Artificial Intelligence and Cognitive Science Conference. 710: 108-113.
- Shellito, Bradley. 2010. "Applying 3D Modeling and Geospatial Technology To University Campus Visualizations." Papers of the Applied Geography Conferences. 33: 183-192.
- Hedley, Mikell, Kevin Czajkowski, Janet Struble, Terri Benko, Bradley Shellito, Scott Sheridan, and Mandy Munro-Stasiuk. 2009. "Celebrate With SATELLITES – An International Polar Year Partnership To Study Earth's Materials." The Science Teacher. 76 (1): 27-33.
- Allen, Thomas, and Bradley Shellito. 2008. "Spatial Interpolation and Image-Integrative Geostatistical Prediction of Mosquito Vectors for Arboviral Surveillance." Geocarto International. 23 (4): 311-325.
- Shellito, Bradley, and Keith Lockwood. 2006. "GIS and 3D Analysis Techniques Applied To Sea Turtle Mortalities and Navigation Channel Dredging." Virginia Journal of Science. 57(4): 167-183.

### **Selected Publications: Editor-Reviewed Articles**

- Shellito, Bradley. 2016. "Global Environmental Change: Growing a City in the Desert." In: McKnight's Physical Geography: A Landscape Appreciation, 12<sup>th</sup> edition, by D. Hess and D. Tasa. New York: Pearson, p. 42.
- Hedley, Mikell, Kevin Czajkowski, Terri Benko, Rick Landenberger, Bradley Shellito, Mandy Munro-Stasiuk, and Janet Struble. 2008. "SATELLITES: A Geospatial Technology Program for Teachers and Students," The Earth Scientist. 27 (2): 11-13.

### **Selected Presentations at Professional Meetings**

- Pecora 2022, Denver CO. October 23-27, 2022. "The OhioView Presents Workshop Series" – presentation in organized session of "AmericaView and StateView Educational Outreach Empowers Earth Observation Education."
- VW Starr History Across The Humanities Conference, Youngstown OH. February 20-21, 2020 (invited). "GIS and Applied History."
- American Association of Geographers Conference, Washington DC. April 3-7, 2019. "So You Want To Write a Book?" Panel session – co-panelists: Jennifer Edwards, Bruce Gervais, Ola Johansson, Alex Pulsipher, Lydia Pulsipher.
- 13<sup>th</sup> Annual NW PA GIS Conference, Clarion, PA. October 18-19, 2018. "GIS and Remote Sensing – For Free."
- American Association of Geographers Conference, New Orleans, LA. April 14-18, 2018. "Teaching Foundations of Geospatial Technology On a Shoestring."
- 12<sup>th</sup> Annual NW PA GIS Conference, Clarion, PA. October 19-20, 2017. "GIS in a GPS World: Teaching GIS and GPS Together."

### **Selected National-Level Service**

- AmericaView (national remote sensing and geospatial education and research consortium) Board of Directors member, 2021-present.
- AmericaView Education-Outreach Committee member, 2017-present.
- AmericaView Request for Continuing Assistance committee member, 2021-present.
- Served on workshop planning committee for AmericaView Teachers Workshop in Brookings, SD, in Fall 2017.

### **Selected State-Level Service**

- YSU PI representative to OhioView (statewide geospatial education and research consortium), 2004-present
- Board Chairperson of OhioView, 2018-present
- Director of OhioView, 2014-2016
- Serving as Panel Lead for Ohio statewide TAG review of Geographic Information Systems, 2022-2023.

# **Alan Tomhave**

# **Curriculum Vitae**

*Beeghly College of Liberal Arts,  
Social Sciences, and Education  
Youngstown State University  
One University Plaza  
Youngstown, Ohio 44555*

*phone: 330-774-0649  
email: aetomhave@ysu.edu*

## **Education**

- Ph.D. University of Missouri — Philosophy, 2008
- M.A. University of Missouri — Philosophy, 2007
- M.A. St. John's College-Santa Fe — Eastern Classics, 1997
- B.A. University of Texas at Austin — Philosophy, 1996

**Areas of Specialization:** Social and Political Philosophy, Ethics, Business Ethics

**Areas of Competency:** Asian and Comparative Philosophy, Applied Ethics, 20<sup>th</sup> Century Continental Philosophy, Aspects of the History of Philosophy, Metaphysics, Logic

## **Academic Appointments**

2022-Present—**Associate Dean** and Professor of Philosophy, Beeghly College of Liberal Arts, Social Sciences, and Education.

2021-2022—**Professor of Philosophy and Chair**, Department of Humanities and Social Sciences, Youngstown State University. Department comprised of former Departments: Philosophy and Religious Studies, History, Politics and International Relations, Anthropology and Sociology, and Geography and Urban Studies.

2020-2021—**Associate Professor of Philosophy and Interim and Organizing Chair**, Department of Humanities and Social Sciences, Youngstown State University. Department comprised of former Departments: Philosophy and Religious Studies, History, Politics and International Relations, Anthropology and Sociology, and Geography and Urban Studies.

2015-2020—**Associate Professor of Philosophy** (Assistant Professor 2009-2015), Youngstown State University, **Chair**, Department of Philosophy and Religious Studies 2016-2020

*Courses:* Introduction to Philosophy, Professional Ethics, Logic, Social and Political Philosophy, Philosophy of Law, Business Ethics, Anarchism-the State-and Power, History of Modern Philosophy, Classical Asian Philosophy, Capstone Advisor

2008/9—**Visiting Assistant Professor**, Occidental College

*Courses:* God and Evil (writing focus), The Philosophy of India and China, Introduction to Philosophy, Applied Ethics, and Global Justice-Fairness-and Equality (writing focus)

**Selected Publications**

- “Fictive Narrative Philosophy as Necessary in the Classroom,” in *Reshaping Philosophy: Michael Boylan’s Narrative Fiction*, Wanda Teays ed., forthcoming 2021
- “Boycotts and Silencing,” with Mark Vopat, *Business Ethics Journal Review*, 8 (8): 45-50, 2020, doi.org/10.12247/bejr2020.08.08
- “The Role of *Teaching Ethics* in Teaching Ethics Across the Curriculum,” with Mark Vopat, *Ethics Across the Curriculum – Pedagogical Perspectives*, Elaine E. Englehardt and Michael S. Pritchard, eds., Springer International Publishing, 2018
- “The Business of Boycotting: Having Your Chicken and Eating It Too,” with Mark Vopat, *Journal of Business Ethics*, 2016, doi:10.1007/s10551-016-3336-y
- “A Libertarian Reading of Michael Boylan’s *Natural Human Rights: A Theory*,” *The Journal of Applied Ethics and Philosophy*, Vol. 8, 2016
- “Buddhist States, Citizenship and Justice,” with Michael Jerryson, *Journal of the International Association of Buddhist Universities*, Vol. 7, 2016
- “Advocacy, Autonomy, and Citizenship in the Classroom,” *Teaching Ethics*, Vol. 15, No. 1, Spring 2015
- “Global Government and Global Citizenship,” *International Journal of Applied Philosophy*, Vol. 27, Issue 2, Fall 2013
- “On the Disconnect between Professional and Business Ethics,” with Mark Vopat, *Teaching Ethics*, Vol. 13, No. 2, Spring 2013
- “Civility as a Condition of Citizenship,” *Civility in Politics and Education*, Routledge Studies in Contemporary Philosophy, Deborah Mower and Wade Robison, eds., Routledge, 2011
- “Cartesian Intuitions, Humean Puzzles, and the Buddhist Conception of the Self,” *Philosophy East and West*, Volume 60, Number 4, 2010
- “Salience and Chance,” *Southwest Philosophy Review*, Volume 25, Number 1, 2009

**Professional and Community Service Activities**

- January 1, 2015-December 31, 2019—Co-Editor, *Teaching Ethics* (Journal for Society for Ethics Across the Curriculum)
- 2012 and 2014 Campaign Seasons—Judicial Campaign Ethics Committee, Mahoning County Bar Association
- 2013-Present—IRB Alternate, Northside Medical Center, Youngstown, Ohio
- 2013-2019—Resident Research Day Poster Competition Judge
- Referee for the following: Internet Encyclopedia of Philosophy; Religion (Journal); Political Studies (Journal); Philosophy East and West (Journal); Ohio Philosophical Association Annual Meeting; Broadview Press; Oxford University Press; Cambridge University Press



## Yogesh Uppal

3377 Williamson Hall, Youngstown State University, Youngstown, OH 44555

PHONE: 330-941-3494 EMAIL: yuppal@ysu.edu

### PROFESSIONAL EXPERIENCE

- 08/17-present: Professor, Department of Economics, Youngstown State University  
09/15-12/15: Visiting Fellow, Institute of Social Research (CPS), Univ. of Michigan, Ann Arbor  
08/12-present: Associate Professor, Department of Economics, Youngstown State University  
08/06-08/12: Assistant Professor, Department of Economics, Youngstown State University  
06/05-08/05: Instructor, Department of Economics, UC, Irvine  
01/02-06/06: Teaching Assistant, UC, Irvine  
06/03-09/03: Research Assistant, Graduate School of Management, UC, Irvine  
04/01-07/01: Research Associate, Economic Research Unit, Ministry of Steel, Govt of India  
05/00-03/01: Research Associate, Center for Policy Research, New Delhi, India

### EDUCATION

- 2006: Ph.D. Economics, University of California, Irvine  
2000: M.A. Economics, Delhi School of Economics, University of Delhi  
1998: B.A. (Honors) Economics, University of Delhi

### AWARDS

- 2009 *Gordon Tullock Prize* for the best paper by a younger scholar in journal *Public Choice*  
2013 *Distinguished Scholar Award*, Youngstown State University  
2020 *Distinguished Scholar Award*, Youngstown State University

### PUBLICATIONS

- "Political Fragmentation, Fiscal Policy and Economic Growth in Indian States" (with Thushyanthan Baskaran) *European Journal of Comparative Economics* (forthcoming).  
"Do Criminally Accused Politicians Affect Economic Outcomes? Evidence from India" (with Nishith Prakash and Marc Rockmore) *Journal of Development Economics*, 141 (2019).  
"Election Cycles and Electricity Provision: Evidence from a Quasi-experiment with Indian Special Elections" (with Thushyanthan Baskaran and Brian Min) *Journal of Public Economics*, 126, 64-73 (2015).  
"Legislative Turnover, Fiscal Policy, and Economic Growth: Evidence from U.S. State Legislatures" (with Amihai Glazer), *Economic Inquiry*, 53(1), 91-107 (2015).  
"Does Political Turnover Adversely Affect State Expenditure Policy? Evidence from Indian State Legislative Elections", *Public Choice*, 147, 189-207 (2011).  
"Estimation of the Incumbency Effects in the US State Legislatures: A Quasi-Experimental Approach", *Economics and Politics*, 22(2), 180-199 (2010).  
"The Disadvantaged Incumbents: Estimating Incumbency Effects in Indian State Legislatures", *Public Choice*, 138(1), 9-27 (2009): *Won the 2009 Gordon Tullock prize for the best article in Public Choice by a younger scholar.*

### WORKING PAPERS AND PROJECTS IN PROGRESS

- "Female Legislators and Economic Growth: Evidence from State Elections in India" (with Thushyanthan Baskaran, Sonia Bhalotra, and Brian Min) (Revisions requested from *Journal of Economic Growth*).  
"The Drug Overdose Death Epidemic: Evidence from U.S. Counties" (with Albert Sumell and Tomi Ovaska)

*"Economic Performance and Opioid Crisis" work in progress.*

#### **TEACHING AND OTHER ACADEMIC EXPERIENCE**

**Assistant/Associate Professor/Professor**, Department of Economics, Youngstown State U. (2006-present)

*Graduate Courses:* Research Seminar, Public Finance, Econometrics, Statistical Problems

Microeconomic Theory, Quantitative Methods

*Undergraduate Courses:* Business and Economic Statistics, Principles of Microeconomics

**Thesis Supervision**, Department of Economics, Youngstown State University

*Chair:* Shahidur Talukdar, Melissa Oney. *Member:* Robert McGovern, Jeremiah Okore

#### **PRESENTATIONS AND OTHER SCHOLARLY ACTIVITIES**

##### **Seminars and Conferences**

**2006-2022:** Southern Economic Association Meetings, Tampa, FL; NEUDC, MIT; Department of Economics, University of Michigan, Ann Arbor; Center for Political Studies, University of Michigan, Ann Arbor; NEUDC, Brown University; 12th MIEDC, Univ. of Wisconsin, Madison; Delhi School of Economics Winter School, Delhi, India; Economic Growth and Development Conference, ISI, Delhi, India; Department of Economics, Carleton University, Ottawa, Canada; NEO Economics Workshop, Cleveland State University, Cleveland, Ohio; Public Choice Society Annual Meetings, Charleston, SC Economic Growth and Development Conference, Indian Statistical Institute, Delhi, India

##### **Referee Activity**

Review of Economics and Statistics, Journal of Public Economics, Economic Inquiry, American Political Science Review, Public Choice, Political Analysis, European Journal of Political Economy, Economic and Politics, Economics of Governance, Journal of Politics, International Tax and Public Finance, Journal of Economics, Journal of Economic Education, Mathematical Social Sciences, Asian Survey

#### **GRANTS AND FELLOWSHIPS**

##### **Grants**

*"Female Politicians and Economic Growth: Evidence from State Elections in India"*, Co-PIs:

Thushyanthan Baskaran, Sonia Bhalotra, Brian Min, and Yogesh Uppal, 2016 (IGC-35326, £18400).

*"He is a Criminal But He is Our Criminal"*, Co-PIs: Nishith Prakash, Marc Rockmore, Yogesh Uppal, 2015-16 (IGC-89208, £18443).

*"Effect of Employer Access to Criminal History Data on the Incidence of Adult Crime on the Incidence of Adult Crime"*, 2012-13, University Research Council (YSU) (\$3700).

##### **Fellowships**

Research Professorship, YSU (2016-17, 2012-13, 2007-08); Dean's Faculty Development Reassigned Time, YSU (2008-09); Regents' Dissertation Fellowship, UCI (2005); Department Release Time (2006-2014); Tuition Fellowship, UCI (2001-05); UCI (2002-05); IMBS Summer Fellowship, UCI (2005), Graduate Teaching Assistantship, UCI (2002-05)

#### **UNIVERSITY SERVICE ACTIVITIES**

**Youngstown State University (2006-present)**

Academic Senate Research Committee, Department Promotion Committee, Department Assessment Coordinator, University Assessment Council, CLASS Assessment Council, University Graduate Curriculum Committee, Dean's Advisory Council, College Promotion Guidelines Committee, Graduate Committee, Quantitative Committee (Chair), Research Seminars Comm, Program Review Comm, Undergrad Curriculum Comm, Undergrad Assessment Comm

#### **OTHER INFORMATION**

Computer Skills: Python, SQL, Stata, SPSS, Latex, Dreamweaver

# CURRICULUM VITAE

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**Mark C. Vopat**

mvopat@ysu.edu

AOS: Social and Political Philosophy, Ethics, Applied Ethics, Children's Rights

AOC: Logic (Formal and Informal), History of Philosophy

## EDUCATION

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<b>Academic Credentials</b>	
University of Western Ontario	PhD, Philosophy, June 2004
Dissertation	"The Moral Status of Children: A Contractarian Approach"
Supervisory Committee	Samantha Brennan, Michael Milde, John Thorp
Competency Exams	Logic (May 2001); History of Philosophy (August 2000)
Comprehensive Exam	Ethics and Value Theory (August 2001)
Cleveland State University	MA, Philosophy 1996
Cleveland State University	BA, Philosophy 1994

## **Journal Articles**

**"The Belief in Innate Talent and Its Implications for Distributive Justice"**  
*Educational Philosophy and Theory* Vol. 53, 2021. (Print-published online in July 2020).

**"Boycotting and Social Movements"** co-authored with Alan Tomhave. *The Encyclopedia of Business and Professional Ethics*. Springer 2020

**"The Business of Boycotting"** co-authored with Alan Tomhave. *The Encyclopedia of Business and Professional Ethics*. Springer 2020.

**"The Ethics of Boycotting"** co-authored with Alan Tomhave. *The Encyclopedia of Business and Professional Ethics*. Springer 2020.

**"The Business of Boycotting: How to have your chicken and eat it too"** co-written with Alan Tomhave *Journal of Business Ethics* 1–10 (2016)

**"On the Disconnect Between Business and Professional Ethics,"** co-authored with Alan Tomhave. *Teaching Ethics*, Vol. 13, No. 2 Spring 2013.

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**"Is a Christian-Libertarian an Oxymoron"** *Journal of Religion and Spirituality in Society* (Spring 2013)

**"Magnet Schools, Innate Talent and Social Justice"**

*Theory and Research in Education* Vol.9 No. 1 (March 2011)

**"School Uniforms and Freedom of Expression"**

*Ethics and Education* Vol.5 No.3 (November 2010)

**"Justice, Religion and the Education of Children."** *Public Affairs Quarterly* Vol. 23, No. 3 (July 2009).

# CURRICULUM VITAE

THOMAS P. WAKEFIELD

Department of Mathematics and Statistics  
Youngstown State University  
One University Plaza  
Youngstown, OH 44555  
(330)941-1395

41 Mill Creek Drive  
Youngstown, OH 44512  
(330)518-9289

e-mail: [tpwakefield@ysu.edu](mailto:tpwakefield@ysu.edu)

Date of Hire: August 17, 2009  
Current Rank: Chair and Professor  
Graduate Faculty Status: Full Member

## EDUCATION

Society of Actuaries  
Fellow of the Society of Actuaries 2015  
SOA Certificate in Predictive Analytics 2020  
Associate of the Society of Actuaries 2011  
Kent State University, Kent, OH  
College of Arts and Sciences  
Ph.D., Pure Mathematics 2008  
M.A., Pure Mathematics 2004  
Dissertation: "Verifying Huppert's Conjecture for the Simple Groups  
of Lie Type of Rank Two"  
Dissertation Director: Donald L. White  
Youngstown State University, Youngstown, OH  
College of Arts and Sciences  
B.A., Economics, summa cum laude 2002  
Honors Thesis: "Voting Systems"  
Chairperson: Teresa Riley, Ph.D.  
College of Arts and Sciences  
B.S., Mathematics, summa cum laude 2002  
Honors Thesis: "Factorizable Groups"  
Chairperson: Neil Flowers, Ph.D.

## PROFESSIONAL EXPERIENCE

Youngstown State University, Youngstown, OH  
Professor and Chair of Mathematics and Statistics 2018–present  
Youngstown State University, Youngstown, OH  
Professor of Mathematics and Statistics 2017–present

Youngstown State University, Youngstown, OH Associate Professor of Mathematics and Statistics	2013–2017
Youngstown State University, Youngstown, OH Assistant Professor of Mathematics and Statistics	2009–2013
Slippery Rock University, Slippery Rock, PA Temporary Instructor of Mathematics	2008–2009
Kent State University, Kent, OH Teaching Fellow	2002–2008

## PUBLICATIONS

### Refereed Papers

1. Values of Weighted Davenport Constants (joint work with Helen Grundman, Christine Caples, Karen Kohl, Rene Ardila, Laura Hall-Seelig, and Jill Jordan), to appear in *Integers*.
2. Piloting and Implementing Mathematics Pathways and Co-Requisite Courses: A Chair's Perspective, *PRIMUS*, **30** (2020) 659–667.

### Student Publications

1. Halavick, N., O'Kane, S., McConnell, L., and Sabre, K., Analyzing New Health Care Placement of Mercy Health Facilities, *The Emperor* **2** (2018), 26–41.
2. Busser, M., Clark, B., Orr, A., Urig, E., and Van Scoy, G., Student Academic Support Services: All universities have them, but are they worth it?, *The Emperor* **1** (2017), 1–25.
3. Haigler, S., Orr, A., Shehadi, E., Wise, J., and Yazvac, K., Redistricting Youngstown Police Beats, *SIAM Undergraduate Research Online* **9** (2016).
4. Doyle, Shawn, A Graph Partitioning Model of Congressional Redistricting, *Rose-Hulman Undergraduate Mathematics Journal* **16** (2) (2015), 38–52.

### Grant Proposals: Funded

April	2022	"Workforce Advancement through YSU STEMM (WAYS)," Choose Ohio First Scholarship Grant, Ohio Department of Higher Education, \$1.4 million; June 2022–June 2027.
March	2022	Interdisciplinary Data Science Training Faculty Workshop, \$49,393; June 2022.
June	2021	YSU REU in Mathematics, \$291406; September 2021–August 2024.
May	2021	PIC Math: Preparation for Industrial Careers in Mathematical Sciences, \$1,534,512; May 2021–August 2023

## CONFERENCE PRESENTATIONS AND INVITED ADDRESSES

TPSE Leadership Institute "Leadership Skills Have I Learned and Advice for New Fellows?"	2022
PICMath Faculty Workshop "Things I Wish I Knew about PICMath"	2021
PICMath Faculty Workshop "Things I Wish I Knew about PICMath"	2019
PICMath Faculty Workshop "My PICMath Experience"	2018

## Feng “George” Yu

Associate Professor  
Computer Science and Information Systems  
Youngstown State University  
Youngstown, OH, 44555

Email: [fyu@ysu.edu](mailto:fyu@ysu.edu)  
Office: +1 (330) 941-1775  
Homepage: <http://fyu.people.ysu.edu>  
Data Lab: <http://datalab.ysu.edu/>

**Research Interests:** Database Systems, Big Data, Cloud Computing, Data Mining

### 1 Professional Experience

Youngstown State University	Associate Professor	2018-current
Youngstown State University	Assistant Professor	2013-2018

### 2 Education

Southern Illinois University	Computer Science	Ph.D.	2013
Shandong University, China	Pure Mathematics	M.S.	2008
Northeastern University, China	Information and Computation Science	B.S.	2005

### 3 Selected Publications

Complete publication list: <https://scholar.google.com/citations?user=pg-nF3IAAAAJ>

**Total publications: 47; peer-reviewed journals: 15; peer-reviewed conferences: 31; book chapters: 1.**

#### 3.1 Selected Peer-Reviewed Journal Articles

5. F Yu, DS Wilson, TM Wells, MA Hamdi, X Huang, WC Hou, Scalable Correlated Sampling for Join Query Estimations on Big Data, *International Journal of Computers and Their Applications* 27 (1), 14-23, 2020.
4. S. Clark, F. Yu, L. Gu, X.-J. Min, Expanding Alternative Splicing Identification by Integrating Multiple Sources of Transcription Data in Tomato, *Frontiers in Plant Science*, Vo. 10, 12 pages, May 2019 (DOI: 10.3389/fpls.2019.00689)
3. F. Yu, T. J. Maticic, B. J. Latronica, OB-Tree: A New Write Optimization Index on Out-of-Core Column-Store Databases. *International Journal of Intelligent Information and Database Systems*, Vol. 11, No. 1, pages 46-66, 2018 (DOI: 10.1504/IJIDS.2018.10012700)
2. G. Sablok, B. Powell, J. Braessler, F. Yu, X.-J. Min, Comparative landscape of alternative splicing in fruit plants, *Current Plant Biology*, ISSN 2214-6628, <https://doi.org/10.1016/j.cpb.2017.06.001>, July 2017
1. W. Xiong, M. Hamdi, F. Yu, W.-C. Hou, A Prudent-Precedence Concurrency Control Protocol for High Data Contention Database Environments, *International Journal of Database Management Systems (IJDMIS)*, Vol. 8, No. 5, pages 1-14, October 2016

#### 3.2 Selected Peer-Reviewed Conference Proceeding Papers

8. S. Cal, E. Cheng, F. Yu, Optimized Bootstrap Sampling for  $\sigma$ -AQP Error Estimation: A Pilot Study, *30th International Conference on Software Engineering and Data Engineering (SEDE'21)*, 10 pages to appear.
7. F. Yu, W.-C. Hou, CS\*: Approximate Query Processing on Big Data using Scalable Join Correlated Sample Synopses, *2019 IEEE International Conference on Big Data (IEEE BigData 2019)*, December 9-12, 2019, Los Angeles, CA, USA, pp. 583-592
6. D.S. Wilson, W.-C. Hou, F. Yu, Scalable Correlated Sampling for Join Query Estimations on Big Data, *28th International Conference on Software Engineering and Data Engineering (SEDE'19)*, September 30 - October 2, 2019, San Diego, CA, USA, pp. 1-10, DOI: 10.29007/87vt (Best Paper Award)
5. R. Almutairi, M. Hamdi, F. Yu, W.-C. Hou, Performance Evaluations of Two Fast Join Query Processing Methods: Join Core and Join Indices, *The 33rd International Conference on Computers and Their Applications (CATA 2018)*, March 19-21, 2018, Las Vegas, Nevada, USA, pp. 104-109
4. M. Hamdi, F. Yu, S. Alswedani, W.-C. Hou, Storing Join Relationships for Fast Join Query Processing, *28th International Conference on Database and Expert Systems, Applications (DEXA 2017)*, August 28 - 31,

2017, Lyon, France, pp. 167-177

3. F. Yu, T. Maticic, W. Xiong, M. Hamdi, W.-C. Hou, Data Cleaning in Out-of-Core Column-Store Databases: An Index-Based Approach, *The 15th International Conference on Information & Knowledge Engineering*, July 25-28, 2016, Las Vegas, Nevada, USA, pp. 16-22
2. F. Yu, W.-C. Hou, A Framework of Write Optimization on Read-Optimized Out-of-Core Column-Store Databases, *26th International Conference on Database and Expert Systems Applications (DEXA 2015)*, Valencia, Spain, September 1-4, 2015, pp. 155-169
1. F. Yu, W.-C. Hou, C. Luo, D. Che, M. Zhu, CS2: A New Database Synopsis for Query Estimation, *2013 ACM SIGMOD International Conference on Management of Data (SIGMOD 2013)*, New York, New York, June 22-27, 2013, pp.469-480

## 4 Extramural Funding

1. Collaborative Research Experience for Undergraduates (CREU) 2018-19. Sponsor: Computing Research Association (CRA) and NSF, Title: Recommender Systems for Deal Websites. Co-PI. **\$13,500** awarded.
2. Amazon Web Service Research Education Grant 2017, Title: Develop Fast Data Cleaning on Large-Volume Columnar Data. PI. **\$8,500** awarded. (**\$6,099.45** extended in 2018.)
3. Amazon Web Service Research Education Grant 2016, Title: Improve Write Speed in Column-Store Databases using Timestamped Binary Association Table. PI. **\$5,000** awarded. (**\$1,300** extended in 2017.)
4. Amazon Web Service Research Education Grant 2016, Title: Large Scale TEM Image Feature Selection Study in a Cloud Computing Environment. Co-PI. Other Personnel: Zhang, Y. (PI, CSIS). **\$5,000** awarded.
5. Amazon Web Service Research Education Grant 2015, Title: Deriving Fast and Accurate Result Approximation of Big Query on a Big Data Platform. PI. **\$45,950** awarded.

## 5 Professional Activities

### 5.1 Editorial Board

1. Associate Editor, *Circulation in Computer Science* (ISSN: 2456-3692).
2. Associate Editor, *International Journal of Database Management Systems* (ISSN: 0975-5985)
3. Associate Editor, *Transactions on Large-Scale Data and Knowledge-Centered Systems* (Springer, ISSN: 1869-1994)

### 5.2 Conference Program Committee

1. International Conference on Big Data, Small Data, Linked Data and Open Data (ALLDATA), current
2. International Conference on Computer Applications in Industry and Engineering (CAINE), current
3. International Conference on Data Mining and Database (DMDB), current
4. International Conference on Advances in Databases, Knowledge, and Data Applications (DBKDA), current
5. International Conference on Human and Social Analytics (HUSO), current
6. International Conference on Software and Computer Applications (ICSCA), current
7. International Conference on Software Engineering and Data Engineering (SEDE), current
8. International Conference on Scientific and Statistical Database Management (SSDBM), 2021
9. IEEE International Conference on Big Data (IEEE BigData), 2021



**Yiyang (Ian) Zhang, Ph.D.**  
yzhang03@ysu.edu | (330) 941-1783

Associate Professor (effective in August 2023)

Youngstown State University  
Lariccia School of Accounting and Finance, Williamson College of Business Administration  
221 N. Hazel St. (WCBA 3306) – Youngstown, OH 44503

## **Primary Areas of Interest**

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### Research:

General: Accounting information systems, financial accounting, finance, and auditing topics

Specific: ERP system implementation, XBRL, cost of capital, disclosure, earnings management, asset pricing, mergers & acquisitions, audit quality, auditor litigation risk, Tax avoidance

### Teaching:

Accounting Information Systems (including System Understanding Aid, SAP, Microsoft Dynamics, QuickBooks, SQL, and Tableau projects), Data Analytics (including Tableau and SAS-JMP projects), Financial Accounting, Intermediate Accounting

## **Education**

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Ph.D. in Accounting 2018

*Support Area: Finance*

University of South Florida Tampa, FL

Master of Accounting (MAcc) 2013

*Concentration: Finance*

University of Kansas Lawrence, KS

Bachelor of Business Administration in Accounting - *Cum Laude* 2011

*Minor: Music*

Washburn University Topeka, KS

## **Research**

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### Publications

J. Perols, D. Robinson, T. Smith, **Y. Zhang**. "Earnings Management Strategies to Maintain a String of Meeting or Beating Analysts' Expectations." *Advances in Accounting, Volume 43, November 2018, Pages 46-55 (ABDC ranking: A)*

U. Murthy, T. Smith, J. Whitworth, **Y. Zhang**. "The Effect of Information System Compatibility on Firm Performance Following Mergers and Acquisitions." *Journal of Information Systems, Volume 34, No. 2 Summer 2020, Pages 211-233 (ABDC ranking: A)*

S. Walton, P. Wheeler, X. Zhao **Y. Zhang**. "An Integrative Review and Analysis of Cybersecurity Research: Current State and Future Directions." *Journal of Information Systems, Volume 35, No.1 Spring 2021, Pages 155-186 (ABDC ranking: A)*

F. Guo, S. Walton, P. Wheeler, **Y. Zhang**. "Early Disruptors: Examining the Factors Surrounding Blockchain Early Adoption." *Journal of Information Systems, Volume 35, No.2 Summer 2021, Pages 219-242 (ABDC ranking: A)*

S. Walton, L. Yang, **Y. Zhang**. "XBRL Tag Extensions and Tax Accrual Quality." *Journal of Information Systems, Volume 35, No.2 Summer 2021, Pages 91-114 (ABDC ranking: A)*

F. Guo, X. Luo, L. Yang, P. Wheeler, X. Zhao, Y. Zhang. "Enterprise Resource Planning Systems and XBRL Reporting Quality." *Journal of Information Systems*, Volume 35, No.3 Fall 2021, Pages 77-106 (ABDC ranking: A)

X. Luo, Tawei (David) Wang, L. Yang, X. Zhao, Y. Zhang. "Initial Evidence on the Market Impact of the iXBRL Adoption." *Accounting Horizons*, Forthcoming, available at <https://doi.org/10.2308/HORIZONS-2020-023> (ABDC ranking: A)

F. Guo, Y. Liu, M. Wang, Y. Zhang. "When the president comes to town: The impact of Donald J Trump Rally on Local Firm's Environment & Social Performance." *Journal of Business Ethics* Forthcoming, available at <https://doi.org/10.1007/s10551-022-05212-z> (ABDC ranking: A)

S. Walton, P. Wheeler, Y. Zhang. "Intended and Unintended Consequences of ERP System Implementation." *Accounting Horizons*, Forthcoming (ABDC ranking: A)

### Paper under Review

M. Liu, J. Tang, S. Walton, X. Zhao, Y. Zhang. "Auditor Sustainability Focus and Client Sustainability Reporting" Second round review *Accounting, Organizations, and Society* (2023 Accounting, Organizations, and Society Conference Accepted) (ABDC ranking: A\*)

D. Robinson, T. Smith, J. Whitworth, Y. Zhang. "Earnings String Break, Accounting Litigation Risk, and Audit Fees." Third round review by *Managerial Auditing Journal* (ABDC ranking: A)

M. Adi, X. Cheng, Y. Zhang. "Can Enterprise Resource Planning (ERP) Systems Help Companies Keep Out of Future Litigation Troubles?" Second round review by *Journal of Operations Management* (ABDC ranking: A\*)

B. Russell, P. Robert, S. Walton, Y. Zhang. "Do Two Minds Think Alike? Common ERP Vendor Use in a Supply Chain" First round review by *Journal of the Association for Information Systems* (ABDC ranking: A\*)

S. Walton, M. Wang, Y. Zhang. "iXBRL Early Adoption, Audit Efforts and Audit Resource Allocation" First round review by *Auditing- a Journal of Practice & Theory* (ABDC ranking: A\*)

### Research in Progress

A. Tadesse, S. Walton, Y. Zhang. "COSO Framework Adoption and Cybersecurity Breaches." Preparing for submission to *Journal of Accounting and Public Policy*

I. Suk, M. Wang, Y. Zhang. "Did Researchers Test Whether Managers Use Private Knowledge of a Forthcoming Price Decline to Time Corporate Acquisitions?" Preparing for submission to *Review of Financial Studies*

S. Walton, Y. Zhang. "Auditing Trade Credit Risk: Evidence from the Bankruptcy Abuse Prevention and Consumer Protection Act of 2005" Preparing for submission to *Auditing- a Journal of Practice & Theory*

Y. Zhang, W. Zhang, B. Russell, S. Walton. "Auditor-Client Relationships: Does Customer Relationship Management Matter?" Working paper

### Honors and Awards

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AAA Accounting Information System Midyear Meeting Best Paper Award for Journal of Information Systems	2023
YSU Research Professorship Award	2023
YSU Distinguished Professor in Scholarship	2021
AAA Accounting Information System Midyear Meeting Best Research Paper Award	2021

## Course Descriptions

### Core Requirements

#### **DATX 5801 Data Management 3 s.h.**

This course covers the basic concepts of database systems and emphasizes the real-world database applications relevant to the management of data in an organization environment. The topics include (not limited to) database environment, database development, relational database management systems, SQL/NoSQL data management language, data normalization, data warehousing, and internet database environment. Credit will not be given for both DATX 5801 and CSIS 3722.

**Prereq.:** Junior standing or higher and GPA of 2.5 or higher.

#### **DATX 6903 Data Visualization 3 s.h.**

This course introduces students to various types of visualization techniques like charts, tables, graphs, maps, infographics and dashboards. It emphasizes applying appropriate visualization techniques in uncovering information from data. Moreover, it will help students effectively communicate actionable insights through the combination of data visualization and narratives.

**Prereq.:** Graduate Standing.

#### **DATX 6905 Predictive Modeling Algorithms 3 s.h.**

Predictive modeling (also referred to predictive analytics and machine learning) applies statistical techniques in analyzing data to predict outcomes. Through a hands-on approach, this course helps students develop basic skills in predictive analytics. Topics may include (not limited to) k-nearest neighbors, naïve-Bayes, linear and logistic regression models, time-series models, classification and regression trees, Principal Component/Factor Analysis, non-linear models, neural networks, random forests, and cluster analysis among others.

**Prereq.:** Graduate Standing.

#### **DATX 6995 Selected Topics in Data Analytics 1-3 s.h.**

The study of a topic in data analytics in depth or the development of a special area of data analytics. May be repeated.

**Prereq.:** Permission of the instructor.

#### **DATX 6996 Data Analytics Project 3 s.h.**

Individual or team research project culminating in a written report or paper utilizing predictive modeling techniques, visualization, and data management techniques, possibly through a partnership with a business, industry, or government partner. If working in partnership with YSU

Data Mine, concurrent enrollment in DATX 5895 is required. May be repeated.

**Prereq.:** Permission of the instructor.

**PHIL 69xx Data Ethics 3 s.h.**

Examination of the particular ethical challenges that arise in data science and computational analysis. Includes ethical considerations arising from privacy, moral responsibility, and bias as well as interpretation and recommendations resulting from data analysis.

**Prereq.:** Graduate Standing

**STAT 6940 Advanced Data Analysis 3 s.h.**

An overview of techniques in data analysis. Includes a strong emphasis on visual interpretation of data. Topics include one or more samples, proportions, odds, regression, and multiple comparisons.

**Prereq.:** STAT 3743 or permission of graduate coordinator.

**STEM 6990 STEM Graduate Internships 3 s.h.**

The Graduate STEM Internship provides the student with a professional work experience or research experience in an organizational environment. The internship is an extension of the curriculum and provides meaningful experience related to the student's area of concentration. This academic experience encourages examination about and beyond daily professional related work, in order to broaden students' horizons intellectually, professionally and personally. Students will work with the STEM Careers, Internships & Co-op office and their designated Program Coordinator or Faculty Intern Advisor. The internship course is for credit and can be used to fulfill degree requirements and is charged at the regular tuition rate.

**Prereq.:** A student should at least be accepted into their Graduate program, a 3.0 overall GPA, and approval by the STEM Careers, Internships & Co-op office in consultation with the student's designated Department Chair/Program Coordinator/Faculty Intern Advisor

Electives

**BIOL 5858 Computational Bioinformatics 3 s.h.**

Project-based learning course with a focus on using a Linux environment and PERL for processing large genomic datasets and data mining. Relational database and BioPERL will also be introduced for genomic data analysis and display. Three hours of combined lecture and lab per week.

**BIOL 6900 Advanced Bioinformatics 3 s.h.**

An examination of how computer and informatics technology is applied to biological data analysis, particularly in the area of genomics data mining, and its use in genomics, molecular, and systems biology research. Three hours of lecture per week.

**Prereq.:** BIOL 4890 or permission of instructor.

**BUS 6940 Data Analytics and Data Management 3 s.h.**

Course emphasis is on knowledge and skills required by accountants and managers to collect, manage, query, analyze extremely large volumes of data in various formats from numerous sources. Focus will be given to results that management of data brings to an organization. It will cover a broad spectrum of topics chosen from the following: database management, descriptive statistics, predictive analytics, through data discovery, data merging & cleaning, data visualization, ethics data quality, and advanced data modeling. It will include hands-on use of available software found in industry practices such as SAS and Tableau, with an emphasis on spreadsheets and coding skills.

**Prereq.:** Graduate standing.

**CSCI 6950 Advanced Database Design and Administration 3 s.h.**

Advanced concepts in database design, development, and administration. Database query languages, transactions, and data warehousing. Relational calculus. System analysis; concurrency; backup and recovery, and security issues; advanced models, including distributed, object-oriented, and online databases.

**Prereq.:** CSCI 3722 or equivalent.

**CSCI 6951 Data Science and Machine Learning 3 s.h.**

Basic methodologies for the data science pipeline: data acquisition and cleaning, handling missing data, exploratory data analysis, visualization, feature engineering, modeling, interpretation, and presentation in the context of real-world datasets. Classical models and techniques for classification, clustering, anomaly detection, deep learning, and collaborative filtering. Cross-Listed: CSCI 4851.

**Prereq.:** CSCI 3722 with a grade of C or better.

**CSCI 6952 Deep Learning 3 s.h.**

Foundations of neural networks and deep learning. Master the practical aspects of implementing deep learning solutions, using a hands-on approach to understanding both theory and practice. Key architectures in deep learning are covered, including feedforward networks, convolution neural networks, recurrent neural networks, long short-term memory networks, autoencoders and generative adversarial networks. Apply deep learning to real world problems. Crosslisted with: CSCI 4852.

**Prereq.:** CSCI 3722.

**CSCI 6970 Biometrics 3 s.h.**

Biometrics is an emerging and fast growing field that has found applications in a wide range of areas. This course will introduce major biometric techniques (face, fingerprint, voice and iris), focusing on the methods that have roots in computer vision, image processing, pattern recognition and machine learning. The course is designed to be project oriented. Student can choose a topic and develop it into a full project. Students who are interested in writing C++



codes and doing tests with OpenCV libraries are particularly encouraged to do so.

**Prereq.:** [CSCI 6901](#) or [CSIS 3700](#) or [FSCI 3716/L](#) or permission of instructor.

**CSCI 6971 Cloud Computing and Big Data 3 s.h.**

The objective of this course is to provide an introduction of cloud computing and big data, including the background knowledge and embracing technologies. This course addresses the latest advances in hardware and software, cluster architecture, programming paradigms that emphasize in system performance, scalability, security, and energy efficiency. We also include hands-on experiences for students to practice on building, managing, and programming on contemporary cloud and big data systems. Research directions in cloud and big data will be introduced for graduate level study.

**Prereq.:** [CSIS 3700](#) or [CSCI 6901](#).

**DATX 5800 Quantitative Methods in Economic Analysis 3 s.h.**

This course introduces to students the nuts and bolts of cleaning, manipulating, and crunching data in Python, and serves as adequate preparation to enable students to move on to other domain-specific courses that use Python as the learning tool.

**Prereq.:** STAT 2601 or STAT 2625 or STAT 3717 or STAT 3743 or ECON 3790, or ECON 3788 and ECON 3789, or ECON 3788 and BUS 3700, or permission of instructor

**ECON 6976 Econometrics 3 s.h.**

Study of the fundamentals of econometric techniques that are useful for estimating causal economic relationships. The objectives include (1) analysis of the effects of exogenous factors on the variable whose behavior we seek to explain, (2) testing of hypotheses about new and existing economic theories, and (3) forecasting estimated economic relationships beyond the sample period for the purpose of planning and control. The course will focus on the practice of econometrics with extensive applications to a variety of real-world problems in many areas of economics.

**Prereq.:** [ECON 6904](#).

**GEOG 6901 Introduction to Geographic Information Science 3 s.h.**

Introduction to the principles of collection, storage, manipulation, retrieval, analysis and visualization of spatial data in a computer environment. Designed to support graduate research efforts. No credit if taken GEOG 5810.

**Prereq.:** [GEOG 2611](#) or permission of instructor.

**GEOG 6902 Introduction to Remote Sensing 3 s.h.**

Analysis and interpretation of earth features from both airborne and satellite observation platforms. Themes include photogrammetry, digital data manipulation, multispectral imagery, and interpretation of environmental features. Designed to support graduate research efforts. No

credit if taken GEOG 5805.

**Prereq.:** GEOG 2611 or permission of instructor.

**GEOG 6903 Advanced Geographic Information Science 3 s.h.**

Focus is on theory and application of advanced techniques in spatial data handling, modeling, and spatial analysis. Designed to support graduate research efforts.

**Prereq.:** GEOG 6901; no credit if taken GEOG 5811.

**GEOG 6904 Advanced Remote Sensing 3 s.h.**

Advanced digital image processing methods and algorithms. Themes include high-resolution multi-spectral imaging systems, SAR interferometry, and hyperspectral imaging systems, in addition to topics such as geometric corrections, atmospheric corrections, image enhancement, image segmentation and shape analysis and change detection. Designed to support graduate research efforts.

**Prereq.:** GEOG 6902; no credit if taken GEOG 5806.

**ISEN 6902 Digital Simulation 3 s.h.**

A study of simulation methods using digital computers, random number generation, Monte Carlo techniques, queuing models, and analysis of simulation output. The student will be provided the opportunity to simulate moderately complex systems on digital computers. Primary emphasis will be on models of technical, scientific, and economic systems.

**ISEN 6935 Decision Analysis for Engineering 3 s.h.**

Review of probability and statistics, subjective probability, probability models, using data, Monte Carlo simulation, and value of information. Introduction to decision analysis, elements of decision problems, structuring decisions, making choices, creativity, and decision making. Risk attitudes, utility axioms, paradoxes, and conflicting objectives.

**Prereq.:** ISEN 3710 Engineering Statistics or equivalent, or permission of instructor.

**MPH 6904 Biostatistics in Public Health 3 s.h.**

Principles of biostatistics in the context of multiple public health applications, Epi Info, SAS, and JMP statistical packages to be used.

**Prereq.:** Graduate standing, permission of course director required for non-MPH students.

**MATH 5845 Operations Research 3 s.h.**

An introduction to operations research with emphasis on mathematical methods. Topics may include: linear programming, sensitivity analysis, duality theory, transportation problems, assignment problems, transshipment problems, and network problems.

**Prereq.:** MATH 3715 and MATH 3720.



**MATH 6910 Advanced Engineering Mathematics 1 3 s.h.**

Theory and solution techniques used in engineering applications. Topics include brief review of ordinary differential equations and linear algebra; vector calculus, integral theorems, complex analysis, series, residue theory, potential theory, special functions, integral transforms, partial differential equations and applications in mathematical modeling.

Prereq.: [MATH 3705](#).

**MATH 6911 Advanced Engineering Mathematics 2 3 s.h.**

Theory and solution techniques used in engineering applications. Topics include brief review of ordinary differential equations and linear algebra; vector calculus, integral theorems, complex analysis, series, residue theory, potential theory, special functions, integral transforms, partial differential equations and applications in mathematical modeling.

Prereq.: [MATH 6910](#).

**STAT 5811 SAS Programming for Data Analytics 3 s.h.**

An introduction to SAS programming for data analytics. Topics include using SAS for data processing, manipulation, visualization, reporting and statistical analysis. The objective is for students to develop statistical computing skills for problem solving and decision making. Also listed as [ECON 5861](#).

Prereq.: [STAT 3717](#) or [STAT 3743](#) or [STAT 2601](#) or ECON 3790 or equivalent.

**STAT 5814 Statistical Data Mining 3 s.h.**

A systematic introduction to data mining with emphasis on various data mining problems and their solutions. Topics include data mining processes and issues, exploratory data analysis, supervised and unsupervised learning, classification, and prediction methods.

Prereq.: [STAT 3717](#) or [STAT 3743](#), or consent of department chairperson.

**STAT 5819 Bayesian Statistics 3 s.h.**

An introduction to the Bayesian approach to statistical inference for data analysis in a variety of applications. Data analysis using statistical software will be emphasized. Topics include: comparison of Bayesian and frequentist methods, Bayesian model specification, prior specification, basics of decision theory, Markov chain Monte Carlo, Bayes factor, empirical Bayes, Bayesian linear regression and generalized linear models, hierarchical models.

Prereq.: [STAT 3717](#) or [STAT 3743](#) or [STAT 4817](#) or [STAT 6940](#) or equivalent.

**STAT 5840 Statistical Computing 3 s.h.**

Computational methods used in statistics. Topics include generation and testing of random numbers, computer intensive methods, and simulation studies.

Prereq.: [STAT 3717](#) or [STAT 3743](#).



**STAT 5846 Categorical Data Analysis 3 s.h.**

Discrete distributions, contingency table analysis, odds ratios, relative risk, logistic regression, hierarchical models.

**Prereq.:** STAT 3743 or equivalent.

**STAT 5849 Multivariate Statistical Analysis 3 s.h.**

The statistical analysis of multivariate observations. Topics include multivariate probability distribution theory, regression, analysis of variance, and techniques in data analysis.

**Prereq.:** MATH 3720 and STAT 3743 or equivalent.

**STAT 5857 Statistical Consulting 3 s.h.**

The objective of this course is to cultivate the skills necessary to competently engage in statistical consulting. Topics include problem solving, study design, power and sample size, data management, selection and application of statistical methods, ethical practice, and effective visual and literal communication of results.

**Prereq.:** STAT 4817 or equivalent.

**STAT 5895 Special Topics in Statistics 2-3 s.h.**

The study of a standard statistical topic in depth or the development of a special area of statistics. May be repeated twice.

**Prereq.:** STAT 3717 or STAT 3743.

**STAT 6904 Long-Term Actuarial Mathematics 1 3 s.h.**

An introduction to long-term actuarial mathematics through an analysis of survival models and their applications as well as the determination and interpretation of probabilities and statistics related to the present value random variable.

**Prereq.:** STAT 4843, STAT 6943, or consent of the instructor.

**STAT 6905 Long-Term Actuarial Mathematics 2 3 s.h.**

A continuation of the study of long-term actuarial mathematics through the application of premium-calculation methodologies and reserving.

**Prereq.:** STAT 6904.

**STAT 6910 Short-Term Actuarial Mathematics 1 3 s.h.**

An introduction to the development of loss and severity models used in actuarial science and the statistical methods used to estimate the parameters of such models.

**Prereq.:** STAT 4844, STAT 6944 or equivalent.

**STAT 6911 Short-Term Actuarial Mathematics 2 3 s.h.**

A continuation of parametric statistical methods used in short-term actuarial mathematics through an introduction to credibility theory and ratemaking and reserving in casualty insurance.

**Prereq.:** STAT 6910.

**STAT 6912 Advanced SAS Programming for Data Analytics 3 s.h.**

This course is designed to provide students with training in advanced SAS programming for data analytics. Main topics include SQL, Macro language, selected SAS statistical analysis procedures, and working with large data sets. Also listed as ECON 6992.

**Prereq.:** STAT 5811 or ECON 5861.

**STAT 6943 Mathematical Statistics 1 3 s.h.**

Random variables, their distributions and densities. Families and exponential families of distribution. Independence, joint distributions, conditional probability and expectation. Convergence and limit theorems. Credit will not be given for both STAT 4843 and STAT 6943.

**Prereq.:** MATH 3751 or MATH 5851 or permission of graduate coordinator.

**STAT 6944 Mathematical Statistics 2 3 s.h.**

A study of theories and properties of statistical hypothesis testing and estimation, including maximum likelihood method, likelihood ratio tests, sufficiency, and related topics. Credit will not be given for both STAT 4844 and STAT 6944.

**Prereq.:** STAT 4843 or STAT 6943 or permission of graduate coordinator.

**STAT 6948 Linear Models 3 s.h.**

A study of linear statistical models of the relationship between analysis of variance and regression and the assumptions underlying the analysis of variance.

**Prereq.:** STAT 4817 or STAT 6940.

**STAT 6949 Design and Analysis of Experiments 3 s.h.**

Fundamental principles of design and analysis of experiments. Topics include blocking; multifactor testing; multiple comparisons; repeated measures; crossing and nesting designs.

**Prereq.:** STAT 4817 or STAT 6940.

# Fiscal Impact Statement

## Budget for New Graduate Degree Programs

	Year 1	Year 2	Year 3	Year 4
<b>Projected Enrollment</b>				
Head-count full time	5	10	20	30
Head-count part time	2	4	6	8
Full Time Equivalent (FTE) enrollment	6.2	12.4	23.6	34.8
<b>Projected Program Income</b>				
Tuition (paid by student or sponsor)	\$28,153	\$56,306	\$109,300	\$162,294
Externally funded stipends, as applicable	\$16,000	\$32,000	\$32,000	\$32,000
Expected state subsidy	\$49,150	\$98,301	\$187,089	\$275,877
Other income (if applicable, describe in narrative section below)				
<b>TOTAL PROJECTED PROGRAM INCOME:</b>	<b>\$93,303</b>	<b>\$186,607</b>	<b>\$328,389</b>	<b>\$470,171</b>
<b>Program Expenses</b>				
New Personnel <ul style="list-style-type: none"> <li>• Faculty (e.g. tenure-track, clinical, professional) Full __0__ Part Time __0__</li> <li>• Non-instruction (indicate role(s) in narrative section below) Full __0__ Part time __0__</li> </ul>				
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Tuition Scholarship Support (if applicable, describe in narrative section below)				
Stipend Support (if applicable, describe in narrative section below)				

Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)				
Other expenses (e.g., Waived Tuition and Fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)	\$65,000	\$70,000	\$75,000	\$80,000
<b>TOTAL PROJECTED EXPENSE:</b>	\$65,000	\$70,000	\$75,000	\$80,000
<b>NET</b>	\$28,303	\$116,607	\$273,389	\$390,171

**Budget Narrative:**

Full-time enrollment assumes each student is taking 9 hours per semester while part-time enrollment assumes 3 hours per semester. Tuition is calculated at the current YSU graduate tuition rate for residents of \$552.02 per semester hour.

The expected state subsidy was computed by taking an average of the STEM 6 and STEM 7 figures for FY23 from ODHE (\$21,446 and \$26,119, respectively) and dividing it by three to get an estimated \$7927.50 FTE.

We conservatively estimate modest enrollment growth over the first couple of years of the program, and that the students will be paying YSU's in-state graduate tuition rate. The YSU Data Mine generates \$10,000 per corporate sponsor, which we will use to fund assistantships in the MSDaS program (at an estimate of \$16000/assistantship). We do not project any additional expenses from the program initially because all resources are currently sufficient and nearly all the courses are currently being offered.

In the "Other Expenses" category, we include 50% of the 2021 instructional cost of the MS in mathematics as faculty and courses will be shared between the two programs. We expect modest growth in this instructional expense over the four year projection.

## Market Analysis and/or Needs Survey

YSU utilizes Gray Associates to assist with review of current programs and identification of potential new programs. Reviews for Data Science and Statistics appear in the Consultant Report section. More information regarding Gray Associates is available at: <https://www.grayassociates.com/>

The evaluation utilized as part of this market analysis was conducted on both a 100-mile radius of Youngstown, Ohio and on the State of Ohio. Gray's Program Evaluation System (PES) uses Student Demand, Employment Opportunities, Degree Fit (which refers to whether a graduate degree is appropriate for this area of study), and Competitive Intensity for programs identified from over 1,400 CIP codes. Scores are based upon the program reaching a targeted percentile for the metric. Completion data are based upon institution reports to IPEDS. The overall percentile is a weighted average of the Employment, Student Demand, and Competitive Intensity scores.

Additionally, in 2019, the YSU College of Graduate Studies purchased a limited license for Burning Glass and ran reports on the Youngstown-Warren metropolitan area for current programs. The report for the YSU mathematics program included career outcomes Financial Quantitative Analyst, Survey Researcher, Operations Analyst, Statistician, Mathematician, Actuary, Data /Data Mining Analyst, and Data Scientist. These positions were expected to have average growth in Youngstown and high growth in both Ohio and Pennsylvania. However, employment growth in these programs in one year in the region was 72.7% with an average salary of \$132,249, where the median salary in our MSA is \$28,933. Python, SAS, and R were recognized as the top programming skills. For the Economics graduate program, data analysis and data science were recognized as growing categories within the field.

All ratings in this narrative are taken from Gray Associates PES scorecards retrieved January 2023 and reflect 100-mile radius at the master's/grad certificate level. The overall rating for statistics and related programs are:

Statistics: 90<sup>th</sup> percentile  
Data Analytics: 93<sup>rd</sup> percentile  
Data Science: 97<sup>th</sup> percentile  
Actuarial Science: 98<sup>th</sup> percentile

The PES Employment Rating for the programs is the following:

Statistics: 44<sup>th</sup> percentile  
Data Analytics: 57<sup>th</sup> percentile  
Data Science: 88<sup>th</sup> percentile  
Actuarial Science: 94<sup>th</sup> percentile

Extending the result to the national level, the employment rating is much more favorable. With increasingly growing demand for data scientists fueled by big data and artificial intelligence (AI), we expect the employment rating for the proposed M.S. in Data Science and Statistics to increase sharply from the one reported by Gray Associates. Supporting data from the U.S. Bureau of Labor Statistics and job sites Glassdoor and Indeed include:

- The U.S. Bureau of Labor Statistics projects the employment of statisticians to grow 35% from 2019 to 2029, much faster than the 7% projected growth for all jobs, and the field of data science

is a source of particularly high demand for statisticians due to their ability to develop and analyze big data. The full report can be found [here](#)<sup>1</sup>.

- According to Glassdoor’s annual ranking, data scientist has been named the number one best job in the U.S. for four years in a row (2016-2019). The full report on the breakdown of the 50 best jobs in America for 2019 can be found [here](#)<sup>2</sup>.
- According to a recent [report](#)<sup>3</sup> from Indeed Hiring Lab, more employers than ever are looking to hire people with data science skills and there has been a steady rise in data science jobs posted on Indeed—job postings for data scientists on Indeed have rocketed 256% since 2013.
- The employment market for data scientists is robust, with a growing need for qualified data engineers. According to a recent jobs report by [Glassdoor list of the 50 best jobs in America](#)<sup>4</sup> by number of job openings, salary, and overall job satisfaction, Data Scientist is ranked #3 with more than 10,000 job openings, Data Engineer is ranked #7 with more than 11,800 job openings, and Data Analyst is ranked #35 with almost 13,600 job openings. Across a recent five-year period, the number of data engineers has grown to half the number of data scientists. The number of data scientists more than doubled over those five years, and the number of data engineers sextupled.
- The Bureau of Labor Statistics provides listings of high-growth job titles. Training in data science is relevant many job titles, including statistician, computer systems analyst, software developer, database administrator, computer network analyst, data scientist, data analyst, data engineer, and data manager. Computer systems providers use “big data” to refer to increases in the quantity, speed, and variety of data flowing into organizations. Data scientists are needed to manage the large quantities of data coming into organizations and to utilize data in making informed decisions. “Artificial intelligence” or “AI” is another popular topic. Data scientists work with machine learning methods, which are the heart of AI systems.

The PES Student Demand Rating is as follows:

Statistics: 95<sup>th</sup> percentile  
Data Analytics: 89<sup>th</sup> percentile  
Data Science: 97<sup>th</sup> percentile  
Actuarial Science: 91<sup>st</sup> percentile

While data scientists are in high demand, there is a shortage of qualified professionals as the number of openings exceeds the number of job seekers with the knowledge and skills to do the work, according to reports from top job sites. For example, a January 2019 report from Indeed showed that searches by job seekers skilled in data science grew at a pace of 14%, much lower than the 29% increase for demand for data scientists, suggesting a gap between supply and demand. This supply-demand gap is likely to become a driving force behind students in pursuing a degree in data science. More information about the career outlook for data scientists and statisticians is available at [discoverdatascience.org](#).

For the complete PES results, please see the Consultant Reports section.

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<sup>1</sup> <https://www.bls.gov/opub/btn/volume-7/big-data-adds-up.htm>

<sup>2</sup> <https://www.glassdoor.com/research/best-jobs-2019/>

<sup>3</sup> <https://www.hiringlab.org/2019/01/17/data-scientist-job-outlook/>

<sup>4</sup> [https://www.glassdoor.com/List/Best-Jobs-in-America-LST\\_KQ0,20.htm](https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm)

## Letters of Support

### **YSU Letters of Support**

Dean Jeffery Allen (YSU Bitonte College of Health and Human Services)  
Dr. Abdu Arslanyilmaz (Director, YSU School of Computer Science, Information, and Engineering Technology)  
Associate Provost Carol Bennett (YSU Office of DEI)  
Mr. John Bralich (Program Director, YSU Center for Applied GIS)  
Dr. Jeffrey Coldren (Chairperson, YSU Department of Psychological Sciences and Counseling)  
Associate Provost Amy Cossentino (YSU Honors College/Community Engagement)  
Dean Charles Howell (YSU Beeghly College of Liberal Arts, Social Sciences, and Education)  
Ms. Sherri Hrusovski (YSU College of STEM Office of Academic Advising, Careers, Internships & Co-ops, and Outreach & Scholarships)  
Dr. Loren Lease (Chairperson, YSU Department of Humanities and Social Sciences)  
Dr. Frank Li (Director, YSU Rayen College of Engineering)  
Ms. Jennifer Oddo (Vice-President, YSU Division of Workforce Education and Innovation)  
Dean Sal Sanders (YSU Graduate College)  
Provost Brien Smith (YSU Office of Academic Affairs)  
Dean Wim Steelant (YSU College of STEM)  
Dr. Tim Wagner (Chairperson, YSU Department of Chemical and Biological Sciences)

### **Outside/Corporate Letters of Support**

Ms. Aubrey Abbas (Residency Program Director and Clinical Pharmacy Specialist at Mercy Health)  
Ms. Alyssa Adams (Senior Operations Analyst at BNY Mellon)  
Mr. John Aidoo (Director of Analytics, Central Insurance)  
Mr. Daniel Catello (Senior Operations Analyst, Thermo Fisher Scientific)  
Ms. Maddie Cope (Analyst, First National Bank)  
Mr. Jason Dittmer (Business Leader, Progressive Insurance)  
Dr. Tyler Drombosky (Senior Staff Engineer, Morning Consult)  
Mr. Thomas Gallagher (Vice President of Operations at Ultium Cells, LLC)  
Mr. Ethan Gerak (YSU Alumnus and Data Analyst at Aidan Health)  
Ms. Elaine Guthrie (Business Intelligence Analyst at GSW Manufacturing, Inc.)  
Mr. Sebastian Haigler (Associate Data Architect, Confluence)  
Mr. James Merz and Ms. Melissa Marshall (Chief Actuary and Analytics Officer, Westfield Insurance)  
Mr. Charles Nelson (President, Nelson Development Ltd.)  
Dr. Richard Opoku-Nsiah (Assistant Director, Data Science, Liberty Mutual Insurance)  
Mr. Donald Oregia (Director of Business Development, Main Street Therapy Partners)  
Mr. Keith Sikora (Design Engineer, BWX Technologies)  
Mr. Ted Smith (President and Chief Operating Officer, Nuvve Holding Corporation)  
Mr. Grant Taylor (GIS Specialist, Eastgate Regional Council of Governments)  
Mr. Richard Wallack (Regional Vice President, Medical Mutual of Ohio)  
Dr. Mark Ward (Director of the Data Mine at Purdue University)



March 17, 2023

Office of Program Development and Approval:

It is my pleasure to provide my strongest support for the proposal to create a Master of Science in Data Science and Statistics (MSDaS). The demand for data analysts is rising rapidly due to a variety of factors including big data availability and democratization of data, growth in data-driven decision-making, and the increase in the use of connected devices. Along with the growing demand for data analysts in many areas of business, health care, and industry, there is an accompanying high student interest in pursuing careers as a data scientist as a result of guaranteed employment and strong earning potential.

Along with the broad demand for trained data analysts, there are many unique factors related to existing programming at Youngstown State University that would further advantage the success of a new MSDaS offering. For example, the presence of the YSU Data Mine would allow students to participate in a uniquely enriching capstone or culminating experience with a corporate partner serving in a mentoring role. Additionally, the popular undergraduate Data Analytics programs and minor bode well for the addition of this particular Masters-level program.

For our own Bitonte College of Health and Human Services (BCHHS) the specific opportunities for interdisciplinary cooperation are substantial. Many of our Health and Human Service undergraduate students would be especially interested in the 30-semester hour program that would prepare them for the growing availability and subsequent need to leverage big data and emerging advances in AI within the world of health care. Finally, there is an immediate opportunity for curricular sharing with our own Master of Health and Human Service (MHHS) program given the presence of a Health Informatics track.

For reasons highlighted in this letter of support as well as the many additional reasons noted in the proposal, I am in strong support of this curricular proposal. Please do not hesitate to contact me if I can answer questions related to this letter of support or provide additional information.

Sincerely,

Jeffery B. Allen, Ph.D., Dean,  
Bitonte College of Health and Human Services  
Youngstown State University  
Youngstown, Ohio 44555





March 2, 2023

As the Director of School of Computer Science, Information, & Engineering Technology (SCSIET), I support the proposal for a new Master's Degree program in Data Science & Analytics. The program is being proposed as an interdisciplinary program between SCSIET and Math & Statistics Department. SCSIET will be involved in developing, running, and maintaining the academic program.

If you need any additional information, please do not hesitate to contact me.

Thank you,

Abdu Arslanyilmaz, Ph.D.  
Professor and Director  
School of Computer Science, Information, & Engineering Technology  
Youngstown State University  
Ph: 330-941-3120 (Meshel Office) / 330-941-4625 (Moser Office)



**YOUNGSTOWN  
STATE  
UNIVERSITY**

*Office of Diversity, Equity, and Inclusion*

Letter of Support  
Master of Science in Data Science and Statistics

The Office of Diversity, Equity, and Inclusion offers its full support of the development of a Master of Science in Data Science and Statistics. This would be a great opportunity for students considering an advanced degree in information and technology as well as Youngstown State University. The MSDaS will encourage students to think about their future and provide YSU the opportunity to incorporate diverse strategies to recruit students from a range of backgrounds

I believe this move is great for the university, the communities of Youngstown, and Ohio. Moving forward with this shows the university understands the demands of the field and the need to grow individuals professionally. If you have any questions please contact me via phone or email.

Sincerely,

*Carol L. Bennett*

Carol L. Bennett  
Assistant Provost, for Diversity, Equity, and Inclusion  
Youngstown State University  
330-941-3522  
Clbennett04@ysu.edu



March 13, 2023

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern,

The Center for Applied GIS at Youngstown State University (YSU) is pleased to support YSU's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEMM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.

The Center for Applied GIS will partner with the YSU Department of Mathematics and Statistics in the implementation of MSDaS should this program be approved. This partnership will reflect the distinctive attributes and mission of the center and may include virtual or on-site work-based learning experiences for students, participation in the YSU STEM Expo, and promotion of internship opportunities to YSU students.

The Center for Applied GIS has a long-standing working relationship with the YSU Department of Mathematics and Statistics, and most recently collaborated with the department on a public transit project in the city of Youngstown. The center's mission is to provide an ongoing program of applied research to local communities, and a data-driven approach is critical to this mission. A master's degree program in data science and statistics will allow the university to expand on our current work with our community and corporate partners, and provide future students with opportunities to gain real-world experience by applying data analytics and predictive modeling to the issues and problems facing our region.

For the aforementioned reasons, we wholeheartedly support the development of a master's degree program in data science and statistics at Youngstown State University.

Sincerely,

A handwritten signature in black ink, appearing to read 'John D Bralich'. The signature is fluid and cursive, with a long horizontal stroke at the end.

**John D Bralich**  
*Program Director and Instructor*  
*Center for Applied GIS*  
*Department of Humanities and Social Sciences*  
*Youngstown State University*  
[jdbralich@ysu.edu](mailto:jdbralich@ysu.edu)  
330.941.2302

The mission of the Youngstown State University Center for Applied GIS is to integrate professional staff, and university faculty and students, to focus on issues and problems of urban and regional development, by providing an ongoing program of applied research and technical assistance to government, nonprofit, and social service organizations.



**YOUNGSTOWN  
STATE  
UNIVERSITY**

One University Plaza, Youngstown Oh, 44555  
Beeghly College of Liberal Arts, Social Sciences & Education  
The Department of Psychological Sciences & Counseling  
*Psychology Program*  
330.941.3321 | Fax 330.941.2309

March 14, 2023

It is my pleasure to provide a letter of support for the proposed Master of Science Program in Data Science and Statistics in the Department of Mathematics and Statistics at Youngstown State University.

As I have been trained in research with a strong quantitative emphasis, I have always appreciated the role played by statistics and rigorous methodology. Most *scientific* areas of psychology embrace the quantitative mindset. This approach is even more pronounced today with the latest developments in data science and analytics, computational modeling and simulation, so-called big-data, and machine learning and AI. We are just beginning to explore the interface between human and machine learning. Further, there is recent evidence that wearable technology such as Apple Watches may be used for identifying psychiatric conditions. Moreover, thanks to exciting and transformational technological developments such as ChatGPT, I see an increasing number of students in psychology asking about additional training in data science. Thus, having the proposed data science program would dramatically enhance career and scholarship opportunities for students and faculty within the psychological sciences.

Indeed, the overall demand for data science programs is increasing at a breath-taking pace. A quick search of open job postings on Linked-In reveals hundreds of positions that require skills such as data annotation, feature engineering, data cleaning and wrangling, and algorithm design. In short, I have no doubt that graduates from this program would have little trouble finding well-paying and rewarding jobs.

The proposed program builds upon a strong foundation already established within the department with their data science minor, the data analytics certificate, and the "data mine" project. The demonstrated success of these existing programs justifies further program development and growth. I must also add that the existing programs are extremely well constructed as to support student choice and success.

In sum, I strongly support the proposed graduate program in data science as it will promote a variety of career paths and meet a growing societal and technological need. Please feel free to contact me directly about my support for this program ([jtcoldren@ysu.edu](mailto:jtcoldren@ysu.edu); 330-941-1617).

Sincerely,

Jeffrey Coldren, Ph.D.  
Professor and Chair





**YOUNGSTOWN  
STATE  
UNIVERSITY**

One University Plaza, Youngstown, Ohio 44555

Sokolov Honors College  
330.941.2772 | Fax 330.941.4743  
[www.ysu.edu/honors](http://www.ysu.edu/honors)

March 10, 2023

Dear Members of the Office of Program Development and Approval,

I enthusiastically offer this letter of support for the MSDaS proposal submitted by YSU. In a recent meeting of the Sokolov Honors College Advisory Board, members of which represent diverse career and industry backgrounds, discussed the types of skills and knowledge needed by YSU students. The Board agreed that, in a data-driven decision-making environment, graduates with knowledge about data science are increasingly in high demand.

One of the strategic initiatives at Youngstown State University is to increase the vitality and prosperity of our region. Previously, mathematical modeling courses offered in the Math Department partnered with local agencies to address issues such as safety, homelessness, and other public purposes. Given the needs of Youngstown and the surrounding communities, having the knowledge and resources of the institution partnering with agencies and business can have vast positive implications to address needs within the community. Students will benefit from the real-world training in data science that brings value to any type of career. The more opportunities we have for students to engage with this content in the classroom and as a part of working with businesses and community partners through experiential learning, the better prepared we will be as a global society to make data-informed decisions.

Lastly, honors students, who generally enter the university with College Credit Plus and Advanced Placement credits, will find a program like this as a value-added experience. Undergraduate students, who are able to take up to 9 credits of graduate work while still an undergraduate, will be positioned to complete the MSDaS directly following the undergraduate program.


I attended several of the initial planning meetings between YSU and Purdue. I, along with other staff and faculty members, immediately recognized the value of a program like the one being proposed. There exists a great opportunity for mutual benefit for our students and local, regional and global communities and enthusiastically recommend it for your consideration and approval.

Sincerely,

Amy Cossentino, Ph.D.  
Associate Provost & Dean  
Sokolov Honors College

Memo to: Office of Program Development and Approval  
Ohio Department of Higher Education

c: Thomas Wakefield, Mathematics and Statistics Department Chair

From: Charles Howell 

Date: 3/4/2023

RE: BCLASSE support for M. S. in Data Science and Statistics

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On behalf of the college, I am pleased to offer support for the proposed YSU M. S. in Data Science and Statistics. The proposed degree will position YSU to meet the emerging need for data science skills in government and industry. It will enhance job prospects for our graduates. It is anticipated that the emerging YSU Data Mine will provide opportunities for our undergraduate majors in the liberal arts and social sciences. Internship credits associated with this project will be incorporated in a data science minor, sponsored by the college, which will link concepts and methodology from the humanities and social sciences with statistical methods associated with large data sets. It is anticipated that comparable synergies will emerge with disciplines in other colleges as well.

For these reasons, I strongly support the proposed degree program. The BCLASSE leadership team looks forward to working closely with Dr. Wakefield and his colleagues as the new program unfolds.

YOUNGSTOWN STATE UNIVERSITY



STEM Professional Services  
STEM Careers, Internships & Co-ops  
Moser Hall, Room 2095  
One University Plaza  
Youngstown, Ohio 44555  
330.941.2151 (Direct) 330.941.1567 (Fax)  
STEM.jobs@ysu.edu (email) www.ysu.edu/STEM

March 2, 2023

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

RE: Support for Master's degree program in Data Science and Statistics (MSDaS)

Dear Office of Program Development and Approval:

It is the intent of the College of STEM Professional Services Careers, Internships & Co-ops program to be a supporter of the Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEM work force development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.

To support the master's degree program in data science and statistics (MSDaS), it will be the STEM Professional Services Careers, Internships & Co-ops office intent to assist the students with developing a career pathway through creating and enhancing various career related venues. These venues will consist of promoting career related workshops for the students, providing access to internship/co-op/research/et al opportunities via Handshake, and hosting STEM Expos for students and employers to connect. The aforementioned venues are the preludes to obtaining an internship/co-op/research internship. It is our belief that transcribed internships and co-ops, and research experience internships are an important piece of a student's formal education which reinforces academic knowledge through practical experience.

It is our hope that the creation and enhancement of meaningful relationships, partnerships and sustainable linkages will serve as a bridge. The bridge will serve as a pathway to improve the retention of STEM majors and provide skilled and talented MSDaS graduates an opportunity to fill the gaps in the workplace. We are committed to contributing the necessary resources to our students to build a talented workforce for the future.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sherri L. Hrusovski'.

Sherri L. Hrusovski, MA Ed.  
Executive Director, STEM Professional Services  
STEM Academic Advising, Careers, Internships & Co-ops, and Outreach & Scholarships  
College of Science, Technology, Engineering & Mathematics (STEM)  
Youngstown State University

# Youngstown

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STATE UNIVERSITY

One University Plaza, Youngstown, Ohio 4555  
Department of Humanities and Social Sciences  
330-941-3456

March 11, 2023

To: Office of Program Development and Approval  
Ohio Department of Higher Education  
RE: Support for M.S. in Data Science and Statistics

To Whom It May Concern,

I am writing in support of YSU's proposed Master of Science in Data Science and Statistics. The proposed MS is a natural extension of the emerging Data Analytics programs at Youngstown State University, which has a focus on the unique opportunity to participate in the Data Mine.

The Department of Humanities and Social Sciences consists of the majors of anthropology, geography, history, philosophy, political science, and sociology. The students within these majors are interested in cross-disciplinary training, not only in their own fields, but also in other areas such as data and technology. All of these disciplines are continuing to expand their methodology to include predictive modeling, statistical models, and computational tools such as data scraping and R. For example, the fields of anthropology and sociology are encouraging graduate students to use R and predictive modeling in dissertation research. The proposed MS is a perfect opportunity for graduates of the liberal arts and social sciences to learn additional data skill sets as they prepare for employment or further graduate education at YSU.

The Department of Mathematics and Statistics and the Department of Humanities and Social Sciences are already involved in several interdisciplinary projects centered around data analytics, GIS analysis, and data communication; the Master in Data Science and Statistics is another arena for increased research opportunities and internships for students and faculty collaboration.

Sincerely,

*Loren R Lease*

Loren R. Lease, PhD  
Acting Chair and Associate Professor of Anthropology  
Department of Humanities and Social Sciences  
[llease@ysu.edu](mailto:llease@ysu.edu)  
330-941-1686



March 11, 2023

To: Office of Program Development and Approval

On behalf of the Rayen School of Engineering of Youngstown State University (YSU), I am very pleased to provide a support letter for the Master of Science in Data Science and Statistics (MSDaS) program proposal.

The ABET-accredited Industrial and Systems Engineering (ISEN) at YSU has a long history of graduating process engineers, operations managers, quality control managers, and logistics coordinators. The ISEN program focuses on improving processes and systems to optimize efficiency and productivity. The curriculum covers topics such as supply chain management, operations research, quality control, and production planning.

Both undergraduate and graduate levels ISEN students will benefit from the MSDaS program with possible elective courses in the areas of machine learning, statistical analysis, data mining, data visualization, and programming. Future Interdisciplinary collaborations between the existing ISEN programs and the proposed MSDaS could help the students to gain valuable skills and knowledge to better serve society.

I strongly support the proposed MSDaS program, please do not hesitate to contact me via email if you have any questions or concerns.

*Frank X. Li*

Frank X. Li, Ph.D.  
Professor and Director  
Rayen School of Engineering  
College of STEM  
Email: xli@ysu.edu





Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

March 17, 2023

To Whom It May Concern:

YSU's Division of Workforce Education and Innovation offers its full support for the proposed Master's Degree in Data Science and Statistics. For the past two years, the Division of Workforce Education and Innovation has partnered with the Department of Mathematics and Statistics to offer YSU students the opportunity to participate in the YSU Data Mine. This truly unique experience pairs YSU student teams with corporate partners to complete projects related to data science. We devoted resources in our Division to grow the YSU Data Mine through seeking regional, national, and international corporate sponsors for projects for students and have been successful in obtaining such projects.

The MSDaS program will provide students for the YSU Data Mine and, in turn, the corporate partners and YSU Data Mine experience will provide students the opportunity to apply their data science knowledge in a real-world corporate setting. The corporate sponsors gain access to a talented pool of students to potentially further the development of their workforce. It is a win-win!!

We are excited that the YSU Data Mine is an integral component of the proposed degree. Both students and corporate partners provide great feedback regarding the program and its potential to transform the training and preparation of YSU students for data science in the workforce. We will continue to support the YSU Data Mine by seeking corporate partners and by funding teaching assistants as required.

Respectfully yours,

A handwritten signature in black ink that reads 'Jennifer Oddo'.

Jennifer Oddo  
Vice President, Division of Workforce Education and Innovation  
Youngstown State University



**YOUNGSTOWN  
STATE  
UNIVERSITY**

One University Plaza, Youngstown, Ohio 44555  
College of Graduate Studies  
330.941.3091

March 17, 2023

Dear Dr. Wakefield:

I am writing to express my support for the Master of Science in Data Science program that you and your faculty colleagues are developing. The program is unique in the utilization of real-world data analysis utilizing the YSU Data Mine and STEM internship projects.

The proposed admission requirements should allow admission of students from multiple disciplines and educational backgrounds, enhancing inclusiveness. Likewise, the options in the curriculum will be attractive and serve well students with varying educational goals and career aspirations.

Review of data from Gray Associates suggests a need for this program. This program has the support of deans from across our university. Discussion among members of our Graduate Student Advisory Committee also informs me that there is demand for this program in Data Science.

Please know that I and the staff in the College of Graduate Studies commit to help you and your colleagues as you continue to develop this program. I wish you success!

Sincerely,

Salvatore A. Sanders, Dean & Assistant Provost  
College of Graduate Studies





**YOUNGSTOWN  
STATE  
UNIVERSITY**

One University Plaza, Youngstown, Ohio 44555

Office of Academic Affairs  
330.941.3103 | Fax 330.941.7169

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

March 17, 2023

To Whom It May Concern:

The Office of Academic Affairs at Youngstown State University (YSU) offers its full support for the proposed Master's Degree in Data Science and Statistics. The recommendation to add a graduate degree program in data science and statistics comes after very careful consideration and deliberation by a Program Review Committee and Council of Deans. Both committees recognize the growing importance of our students to possess data science and statistics skills for success in the workforce and the advantages of the interdisciplinary nature of the program in giving both faculty and students the ability to collaborate and learn across disciplines.

YSU has been successfully offering certificates in data analytics for the past three years and has seen enrollment and interest in these courses grow quickly. We will capitalize on this success as well as priority initiatives such as the YSU Data Mine, a collaboration between the Division of Workforce Innovation and Education and the Office of Academic Affairs, to promote this degree program.

The design of the degree program will take advantage of current resources and will enhance the sustainability of our graduate courses in a variety of disciplines, such as business, economics, geography, industrial engineering, and statistics. Moving forward, we are committed to ensure resources are adequate for this proposed degree. Because of interest both domestically and internationally for data science, we are hopeful this will be one of YSU's most successful graduate programs and incredibly impactful for the University and, more importantly, the Mahoning Valley.

We are excited about the prospect of adding data science and statistics to our portfolio of graduate degree options for students. I am confident in the abilities and expertise of our faculty to administer the program and train the students successfully. Thank you for your consideration.

Sincerely,

Brien N. Smith, Ph.D.  
Provost and Vice President for Academic Affairs

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

March 17, 2023

To Whom It May Concern:

YSU's College of Science, Technology, Engineering, and Mathematics (STEM) offers its full support for the proposed Master's Degree in Data Science and Statistics. The degree was designed with careful consideration to include many interdisciplinary STEM and non-STEM options for students to tailor the program for their individual needs. The program stresses the importance of experiential learning, which is an emphasis of the College of STEM, through the ability of students to complete an internship or to participate in the YSU Data Mine as their capstone experience.

The YSU College of STEM support of the implementation of this degree program by devoting appropriate resources to ensure its success. These resources include supporting both the domestic and international marketing of the program, ensuring adequate faculty and support staff, especially as the program grows, and seeking additional partnerships and collaborations to continuously improve the degree. Similar marketing efforts of our Master's Degree in Computing and Information Systems led to a quadrupling of enrollment in one year! We are excited about the prospect of adding data science and statistics to our portfolio of graduate degree options for students. The growth of our accelerated master's programs and current certificates in data analytics provide evidence for student interest in obtaining the data science and statistics skills necessary to succeed in the workforce. I am confident in the abilities and expertise of our faculty to administer the program and train the students successfully.

Respectfully yours,



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

Dean Wim F. Steelant  
YSU College of STEM







**YOUNGSTOWN  
STATE  
UNIVERSITY**

Professor Tim R. Wagner  
Department of Chemical & Biological Sciences  
Youngstown State University  
One University Plaza, Youngstown, Ohio 44555  
Phone: (330) 941-3662  
E-mail: [trwagner@ysu.edu](mailto:trwagner@ysu.edu)

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March 13, 2023

Re: Proposed YSU Interdisciplinary Master of Science Program in Data Science and Statistics

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

Dear Panelist Members:

I am writing this letter in strong support of the new YSU Master of Science Program in Data Analytics and Statistics (forthwith referred to as the MSDaS Program). It is an interdisciplinary, cutting edge program, and incorporates unique features compared to related programs at other Ohio institutions, as discussed below.

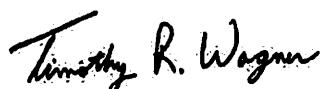
MSDaS is a non-thesis program that will be attractive to both domestic and international students for several reasons. These include: (1) low cost (YSU has among the lowest tuition rates of any university in the state), (2) interdisciplinary nature of the program, (3) the opportunity to work with real companies on real problems through the *YSU Data Mine* or internship features of the program, and (4) the possibility of finishing the program in as little as 3 semesters. The viability of the MSDaS program is further demonstrated through an *Academic Program Evaluation System* developed by Gray Associates, a private consulting firm hired by YSU to assess both existing as well as potential new programs. The resulting data discussed in the proposal show that the MSDaS program would have high student demand, low competitive intensity, and high level of employment prospects for graduates, suggesting high viability of the program.

Another attractive feature for students is that acceptance to the MSDaS program requires only an undergraduate degree with a 2.7/4.0 GPA. Due to the interdisciplinary nature of the program, no specific coursework is required for admission. Students in the program will receive the training they need to organize and statistically analyze large databases to glean the information required to solve problems or discover trends that could positively impact a company partner. This opportunity is implemented through a required 'culminating experience' for the program, comprising one or two semesters of student engagement with company partners. For example, students may choose to participate in the aforementioned *YSU Data Mine*, in which they work together at YSU as a team to solve actual corporate problems. It should be noted that the *YSU Data Mine* has already been established, and about 20 students successfully participated in it this year as part of a Graduate Certificate Program that YSU now hopes to expand into the presently proposed MSDaS program.

The interdisciplinary nature of the program is one of its particularly strong features. Besides the required Data Analytics core courses, students can choose electives from a variety of disciplines ranging from *Bioinformatics* in Biological Sciences through courses in Business, Computer Sciences, Economics, Geography, Mathematics, Statistics, and more. Thus they can focus their new expertise in data analytics on an area related to their respective undergraduate programs.

In summary, this is a cutting-edge program that would place YSU students at the doorway of opportunity for the increasingly important role that Data Science will play in corporate decision-making into the future. It is also an exciting opportunity for researchers, particularly in areas such as the Biological Sciences, where data is rapidly accumulating (e.g., Genomic data) and can be harvested by data analysts trained through programs such as MSDaS. I therefore whole heartedly support the proposed Master of Science in Data Science and Statistics at Youngstown State University.

Sincerely,

A handwritten signature in black ink that reads "Timothy R. Wagner". The signature is written in a cursive style with a large initial 'T'.

Timothy R. Wagner, Ph.D.  
Professor, Inorganic Materials Chemistry  
Chair, Dept. of Chemical and Biological Sciences

**Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215**

**To Whom It May Concern:**

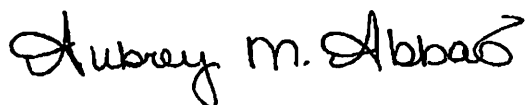
**I, Aubrey Abbas, am pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.**

**I am the Post-Graduate Year 1 (PGY1) Residency Program Director and a Clinical Pharmacy Specialist in Internal Medicine and the Medical Intensive Care Unit at Bon Secours Mercy Health- St. Elizabeth Youngstown Hospital. As a part of my daily job functions, I have to evaluate medical literature to determine if medication therapy provides a mortality benefit and is safe for patient use. I also assess medical literature at our Pharmacy and Therapeutics committee to help my pharmacy team and physicians decide if a medication should be placed on our hospital's formulary. The American Society of Health-System Pharmacists (ASHP) is our accrediting body for our PGY1 residency program. Per ASHP standards, it is a requirement of all pharmacy residents to complete a yearlong major research project. As the Residency Program Director, I help to oversee and guide my residents through this research journey. Understanding medical literature and statistics is a valuable asset to have in my role.**

**This past February, Dr. Jay Kerns was very kind to help my resident David and I on his research project regarding which dosing method of an important antibiotic leads to more therapeutic levels in patients. Dr. Kerns is knowledgeable and is a huge asset to Youngstown State University! He was able to run statistical tests on our data and he explained the parametric and nonparametric data well! His skillset helped us to evaluate which dosing method would create a greater impact on our patients and hopefully lead to a publication in a medical journal.**

**I believe the initiation of this master's program would lead to a great collaboration between Youngstown State University and Bon Secours Mercy Health-St. Elizabeth Youngstown Hospital. Having a master's degree in MSDaS would be beneficial for individuals going into the medical field, will gain relationships within the medical community, and expand publication exposure for both parties.**

**Respectfully yours,**



**Aubrey M. Abbas, PharmD, BCPS, BCCCP  
Clinical Pharmacy Specialist- Internal Medicine/Medical Intensive Care  
PGY1 Pharmacy Residency Program Director  
Bon Secours Mercy Health-St. Elizabeth Youngstown Hospital  
1044 Belmont Ave.  
Youngstown, Ohio 44501  
E-mail: AMAbbas@mercy.com**



**Office of Program Development and Approval**

**Ohio Department of Higher Education**

**25 S. Front St.**

**Columbus, OH 43215**

**To Whom It May Concern:**

**I, Alyssa Adams am pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEM workforce development as it provides students with the training and skills necessary to advance and succeed in an increasingly data-driven workplace.**

**I am a 2020 graduate from Youngstown State University with a major in Mathematics and minors in Finance and Actuarial Science. The experience garnered from my time at Youngstown State University has helped me in my role as a senior operations analyst at BNY Mellon. I'm primarily responsible for generating reporting systems from untouched data files and recommending procedural changes based on the knowledge received from the reports.**

**The world is becoming increasingly data-driven with a need for qualified individuals to organize, interpret, and present the knowledge from the raw data. This is no easy task. The analyst will need to utilize several complicated computing tools to obtain the final product and then present this information to clients in an understandable way. To do this efficiently and effectively, the analyst needs to have a strong foundation in data science. Given the newfound demand for specialized analysts there is also a demand for programs to train them. The faculty and program at Youngstown State University is equipped to be able to meet this demand. I strongly believe that the proposed MSDaS program will enable students to be highly competitive in the data science workforce and be a great success.**

**Respectfully yours,**

**Alyssa Adams**



EXCELLENCE IS OUR POLICY.™

800 S. Washington St.  
Van Wert, OH 45891  
Ph: 419.238.1010  
central-insurance.com

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern:

Central Mutual Insurance is pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact Ohio STEM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.

Central Mutual Insurance will partner with Youngstown State University in the implementation of MSDaS should this program be approved. This partnership will reflect the distinctive attributes and mission of Central Mutual Insurance and may include virtual or on-site work-based learning experiences, and promotion of internship opportunities to YSU students.

Central Insurance and the insurance industry in general, are always looking for innovative ways to use science in their business decision making process and as such there is a strong need to recruit analytical talents to their organizations. We are interested in graduates with strong statistical background and flexibility in aspects of data science (data engineering, modeling, and visualization), which this program fulfills.

Sincerely,

John Aidoo  
Director, Analytics

Nguyen, Nguyen  
Supervisor, Data Scientist

**Daniel Catello  
1808 Greentree Rd  
Pittsburgh, PA 15220**

**Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215**


**To Whom It May Concern:**

**Daniel Catello on behalf of Thermo Fisher Scientific is pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.**

**Thermo Fisher Scientific will partner with Youngstown State University in the implementation of MSDaS should this program be approved. This partnership will reflect the distinctive attributes and mission of Thermo Fisher Scientific and may include virtual or on-site work-based learning experiences for students, participation in the YSU STEM Expo, and promotion of internship opportunities to YSU students.**

**There is a critical need for trained data scientists at Thermo Fisher Scientific. The MSDaS program at YSU will offer critical exposure to the data software tools standard in this industry, such as SQL programming, Tableau, and model building in statistical engines. This program will ensure that the students who wish to enter this demanding field are well equipped and competitive with their peers. We look forward to the great talent this program will build.**

**Respectfully yours,**



**Daniel Catello**

**Sr Operations Analyst**

**Thermo Fisher Scientific**

**Office of Program Development and Approval**

**Ohio Department of Higher Education**

**25 S. Front St.**

**Columbus, OH 43215**

**To Whom It May Concern:**

**I, Madeline Cope am pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEMM workforce development as it provides students with the training and skills necessary to advance and succeed in an increasingly data-driven workplace.**

**I graduated from YSU with a bachelor's degree in Mathematics in May 2019 and a master's in Computing and Information Systems in May 2021, this combination of degrees enabled me to get a job with First National Bank as a profitability specialist. In my current role, I deal with over 60 data streams to compile Profitability Metrics for the bank on a monthly basis. First National Bank seeks out strong analytical candidates who have skills in a wide variety of programming languages and data analysis tools including SQL, SAS, Python, Microsoft Power BI (Tableau), and Microsoft Access. I believe the proposed MSDaS will enable YSU students to be more competitive in a job market that prioritizes the ability to manipulate, clean and present data.**

**Respectfully yours,**

**Madeline Cope**

**From:** Jason Carl Dittmer <[Jason\\_Dittmer@Progressive.com](mailto:Jason_Dittmer@Progressive.com)>

**Sent:** Thursday, March 16, 2023 4:03 PM

**To:** Sherri L Hrusovski <[slhrusovski@ysu.edu](mailto:slhrusovski@ysu.edu)>; Sandra Stocz-Fenton <[sandra\\_stocz-fenton@progressive.com](mailto:sandra_stocz-fenton@progressive.com)>

**Subject:** RE: REMINDER: IMPORTANT: Support Letter for Master's program in Data Science and Statistics

Hi Sherri – I was on vacation earlier this week and have a large business review tomorrow, so I am unfortunately I am not able to fill out the letter by tomorrow's due date. I would also need time to gain commitment from our recruiting department before committing to any partnerships with the program. As a former Business Leader for Analytics, I am very supportive of YSU adding a Data Science curriculum. Data Science talent are in high demand and highly sought after. We have employed several Data Scientists at Progressive Insurance including a couple of YSU grads who have transitioned into the field.

Thank you for the consideration,

**Jason Dittmer**

Business Leader • CRM Simplification • 234-817-1621  
Dedicated Progressive Service since 2001

CRM

**SIMPLIFICATION**

**Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215**

**To Whom It May Concern:**

**I am pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEMM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.**

**Employees with knowledge of data science and the experience of using it in industry are the ones who are excelling and giving their organizations a competitive edge. Most practicing data scientist I work with have had to pick up these skills in an *ad hoc* manner over many years. Often, on-boarding data scientists takes internal resources to level up new hires on the theory or best practices of their field.**

**Youngstown State University's master program will allow Mahoning Valley residents to quickly acquire the expertise they need to be successful. A structured program like MSDaS will teach students how to combine necessary theory with practice, a skill found in the best data scientists. The focus on real world applications will give graduates the knowhow to hit the ground running. They will know how to apply the right tools to the important problems making themselves, their organizations, and their communities successful.**

**Respectfully yours,**

**Tyler Drombosky, Ph.D.**

**Senior Staff Engineer, Morning Consult**

**Youngstown State University, class of 2009**

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern:

Ultium Cells LLC is pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEMM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.

Ultium Cells LLC will partner with Youngstown State University in the implementation of MSDaS should this program be approved. This partnership will reflect the distinctive attributes and mission of supporting business objectives of manufacturing business and may include virtual or on-site work-based learning experiences for students, participation in the YSU STEM Expo, and promotion of internship opportunities to YSU students.

Ultium Cells LLC has a need for professionals in Production Management, Production Planning and Quality/Reliability Engineering that leverage these skills.

Respectfully yours,

**Thomas A. Gallagher**  
Digitally signed by Thomas A. Gallagher  
DN: cn=Thomas A. Gallagher, c=US, o=Ultium Cells LLC, email=thomas.a.gallagher@gm.com  
Date: 2023.03.17 15:38:23 -04'00'

Thomas Gallagher

Vice President of Operations; Ultium Cells LLC.

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern:

Ethan Gerak is pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.

As an alumnus of YSU and a student in the first cohort of the YSU Data Analytics Certificate program, I believe that this expanded master's program is necessary to equip students with the changing demands of the job market. Virtual, on-site work-based learning experiences for students, participation in the YSU STEM Expo, increased theoretical understanding of data analytics concepts, and promotion of internship opportunities to YSU students is necessary to enable students to compete in the vastly growing field of big data, data science, and data analytics.

Without my time spent in the data analytics certificate program at YSU, I would have been unable to secure my position as a data analyst developer at Aidan Health after graduation. However, I am in a constant state of learning as new technologies are produced, or I am faced with new problems that were not covered in the small certificate program. With the inclusion of a master's degree program in data science and statistics, students would be well prepared to face the challenges and competition that they will encounter after graduation.

Respectfully yours,



Ethan Gerak



Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern:

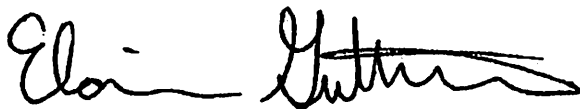
As a proud Youngstown State University alum, I am writing this letter to inform you of my support of the proposal to initiate a master's degree program in data science and statistics (MSDaS). This program will provide new career opportunities and professional development to the Mahoning County community in an exponentially growing field and expand the diversity within the Youngstown State STEM department.

I graduated from Youngstown State in May 2022 with a Bachelor's degree in Mathematics. I was also one of the first students to complete the Data Analytics Certificate which gave me the opportunity to explore a different avenue of mathematics and lead me to discover what I am most passionate about. I am happy to say I have since accepted a position as a Business Intelligence Analyst for a manufacturing company where I get to do what I enjoy every day.

Although I have only just begun my career, I would like to share with you some insight from my experience thus far. Data dictates every single department within my company and how we operate our business. It is the most valuable resource we have to support our decisions and set us apart within the manufacturing market. The tools that will be taught in this program, SQL, R, and Tableau, are extremely relevant to my everyday work and widely utilized throughout my field. The need for data analytics has become so large that we have recently partnered with a local university to support a data analytics supply chain project and have provided internship opportunities to participating students. With the support of my company, I am now considering obtaining my master's degree in data analytics to further my skillset in the workforce.

This master's program is the perfect opportunity for Youngstown State University to continually meet the needs of its students, alumni, and the community and be a university leader in the data analytics field. Again, I would like to affirm my support of a master's degree program in data science and statistics.

Sincerely,



Elaine Guthrie

3-16-2023

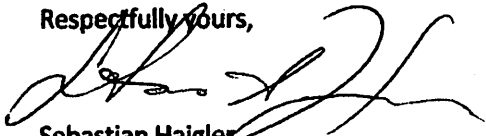
Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern:

I, Sebastian Haigler, am pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.

I will partner with Youngstown State University in the implementation of MSDaS should this program be approved, in any way feasible. This partnership will reflect the distinctive attributes and mission of the data industry and may include virtual or on-site work-based learning experiences for students, participation in the YSU STEM Expo, and promotion of internship opportunities to YSU students.

Respectfully yours,

A handwritten signature in black ink, appearing to read 'Sebastian Haigler', written over a horizontal line.

Sebastian Haigler  
Associate Data Architect  
Confluence Technologies, Inc.



March 20, 2023

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern:

Westfield is pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.

Westfield will partner with Youngstown State University in the implementation of MSDaS should this program be approved. This partnership will reflect the distinctive attributes and mission of Westfield and may include virtual or on-site work-based learning experiences for students, participation in the YSU STEM Expo, and promotion of internship opportunities to YSU students.

Westfield's competitive advantage depends on its ability to make fast, high-quality decisions with business-ready data and self-service analytics. The importance of data-driven decisioning continues to grow rapidly which makes statistics and data science talent a critical component to how we operate and strategize towards the future. A program in data science and statistics at YSU would aid in the development of core skills like programming, predictive analytics, data visualization and data analysis, while also providing hands-on experience alongside Westfield. This results in a true win-win, as we prepare talent for this ever-growing field while also creating a lasting means for Westfield to leverage this talent and keep them in Ohio.

Respectfully yours,

**James R. Merz**  
Chief Actuary & Analytics Officer

**Melissa Marshall**  
Business Intelligence & Self-Service Analytics Leader  
YSU Class of 2005 (Mathematics)



## NELSON DEVELOPMENT LTD

March 13, 2023

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern:

Nelson Development Ltd is pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEMM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace. We are pleased to support this important program based on our experience working with YSU on a datamining project associated with a public transportation shuttle service connecting downtown Youngstown with YSU and Mercy Health Center. Project partners included the Ohio Department of Transportation, DriveOhio, YSU and the Western Reverse Transit authority. Nelson Development is a consultant to WRTA.

Through DriveOhio, we engaged in a Capstone Challenge Project with faculty and students. The students used the *Streetlight Data*, a smart phone database, available via license to the Eastgate Regional Council of Governments through the Ohio Department of Transportation. The database supports unlimited, customized transportation analyses such as origin-destination, mode of travel, trip purpose and day/time of travel.

As a consultant to WRTA, Nelson Development was the lead partner on an ODOT Capstone Project with Youngstown State University in the implementation of our one-semester Capstone Project. Students accessed the *Streetlight Data* database to analyze travel patterns in the downtown-YSU-Mercy area to be served by an autonomous shuttle bus route. I met with students and faculty on a weekly basis to review work completed and advise on subsequent work. We gained valuable insights into the service area for the route and concentrated travel patterns in the study area and in specific proximity to the shuttle route.

We are hopeful that the proposed MSDaS program is approved. I can attest to the immeasurable benefits of this work based on the success of our project. Employers will have access to a stronger labor force anticipating future technology and datamining capabilities, to help them move forward successfully.

Respectfully yours,

Charles A. Nelson  
President

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern:

I, Richard Opoku-Nsiah, Ph.D., is pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.

I will partner with Youngstown State University in the implementation of MSDaS should this program be approved. This partnership will reflect the distinctive attributes and mission of Richard Opoku-Nsiah, and may include virtual or on-site work-based learning experiences for students, participation in the YSU STEM Expo, and promotion of internship opportunities to YSU students.

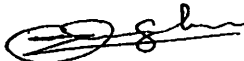
In today's business landscape, companies are increasingly relying on data to extract insights in order to make informed decisions and gain competitive advantage. As a result, the need for employees trained in statistics or data science has become more important than ever before.

These employees possess the skills and knowledge required to effectively drive business decisions. They can help companies identify patterns and trends in the data, make accurate predictions and develop strategies to improve business performance. To be successful in statistics/data science role, employees need a range of skills including;

- i. Strong quantitative and analytical skills
- ii. Proficiency in statistical analysis and predictive modeling
- iii. Expertise in data visualization and communication of insights
- iv. Knowledge of programming languages such as Python and R
- v. Familiarity with machine learning algorithms and deep learning techniques

The YSU MSDaS program can provide employees with the above skills and knowledge they need to be successful in statistics and data science roles.

Respectfully yours,



Richard Opoku-Nsiah, Ph.D.  
Assistant Director, Data Science  
GRM Actuarial - US Non-Price Predictive Modeling  
Liberty Mutual Insurance  
Email: Richard.Opoku-Nsiah@libertymutual.com

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern:

Main Street Therapy Partners is pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.

Main Street Therapy Partners will partner with Youngstown State University in the implementation of MSDaS should this program be approved. This partnership will reflect the distinctive attributes and mission of Main Street Therapy Partners and may include virtual or on-site work-based learning experiences for students, participation in the YSU STEM Expo, and promotion of internship opportunities to YSU students.

As a healthcare company, insight into our operational and financial key performance indicators is a critical driver of success. Before partnering with YSU and our intern, Samuel Baah, we had a gap in our knowledge base and execution abilities on the consolidation and reporting of data. While we are not the type of business that will have regular or recurring need for new talent in this field, the evidence is clear that even the atypical companies that you don't often think of having a Data Analyst need still could benefit greatly from a keen understanding of their data and how it's used in day-to-day operations.

Respectfully yours,



Donald Orengia

Director of Business Development

Main Street Therapy Partners





**Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215**

**To Whom It May Concern:**

**BWX Technologies, Inc. (BWXT) is pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will significantly impact the Mahoning Valley and advance Ohio STEM workforce development as it provides students with the training and skills necessary to succeed in an increasingly data-driven workplace.**

**BWXT employs several YSU graduates and currently promotes internship and employment opportunities to YSU students. The MSDaS curriculum will improve the readiness and effectiveness of YSU graduates and enhance their ability to contribute directly to BWXT's mission**

**Located in Barberton and Euclid, Ohio, BWXT specializes in manufacturing reactor components in support of the U.S. Navy's nuclear fleet. Our Advanced Technologies group is developing several microreactors for space and terrestrial use. Because of the mission-critical nature of these applications, BWXT uses cutting-edge computing and data analysis techniques, to organize, model, and visualize data in ways that ensure the highest quality and manage risk.**

**The current international environment and growing defense budgets reflect the need for a highly-skilled workforce to meet the demands of global competition. With its emphasis on statistical computing languages, data visualization tools and data querying tools, we believe the YSU MSDaS will be well-positioned to provide students with the skills they need to excel not just at BWXT but at any organization looking to thrive in the decades to come. The company supports this effort and looks forward to maintaining its relationship with YSU.**



March 2, 2023

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern:

Nuvve Holding Corp. ("Nuvve") is pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.

Nuvve will partner with Youngstown State University in the implementation of MSDaS should this program be approved. This partnership will reflect the distinctive attributes and mission of Nuvve and may include virtual or on-site work-based learning experiences for students, participation in the YSU STEM Expo, and promotion of internship opportunities to YSU students.

As the pioneer in Vehicle-to-Grid ("V2G") technology, Nuvve recognizes the importance of partnering with academic institutions to enable students – specifically those with a desire to build a career in the emerging V2G technology field – to acquire the essential skills for success. These skills, such as data science, statistics, and computer programming expertise, are scarce but highly sought-after. Therefore, we view programs such as YSU's MSDaS as vital opportunities to develop targeted skills that Nuvve requires for its expanding workforce.

Respectfully yours,

DocuSigned by:  
*Ted Smith*  
86B8E0C047AE449...

Ted C. Smith, CFA, CIC, NACD.DC  
President and Chief Operating Officer  
Nuvve Holding Corporation



**Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215**

**To Whom It May Concern:**

**My name is Grant Taylor. I am a GIS Specialist at the Eastgate Regional Council of Government. Eastgate is the Metropolitan Planning Organization for Mahoning and Trumbull Counties. The work I do is primarily in regional planning, primarily with a spatial focus on looking at and communicating data. The data component is becoming a much more prevalent part of planning as technology allows us to better collect data, transmit data, and study the data in ever increasing large quantities. The ability to be able to understand, analyze, and communicate the information from these data sources are going to be more in demand as data driven approaches to everything continues to increase. We work with datasets on a regular basis that allow us to evaluate many topics from expected crash frequencies to looking at hourly travel patterns between zip codes for multiple counties. A workforce with a better understanding of the concepts being covered by the proposed master's degree program in data science and statistics (MSDaS) will be a boon to our region.**

**This type of learning program is a great opportunity to develop skills and knowledge that will continue to assist students in many different career paths, especially as our region continues to push emerging technologies as a focus in Northeast Ohio and I highly recommend the proposal for this program.**



**Grant Taylor**

**GIS Specialist**

**Eastgate Regional Council of Governments**

**1000 East Federal St, Suite 1000**

**Youngstown, Ohio 44503**



Medical Mutual  
2060 East Ninth Street  
Cleveland, OH 44115-1355  
MedMutual.com

March 6, 2023

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern:

Medical Mutual is pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEMM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.

Medical Mutual currently partners with Youngstown State University's College of Science, Technology, Engineering and Mathematics to prepare students for successful careers in STEMM. We have established both a scholarship and a professorship at YSU to directly address talent shortages in this space relevant to our own industry. We are excited to build upon our existing partnership with Youngstown State University in the implementation of a MSDaS program should this proposal be awarded.

We are proud of the experiences and opportunities that Medical Mutual and Youngstown State University are providing for students. Your consideration in awarding the University funding is certain to amplify our ability to make a difference in developing, recruiting and retaining talent throughout Ohio.

If you have further questions regarding our commitment and support for this program, please do not hesitate to be in touch. I can be reached at 216-687-6279, or [Richard.Wallack@medmutual.com](mailto:Richard.Wallack@medmutual.com).

Respectfully yours,

Richard Wallack  
Regional Vice President, Sales & Service

Office of Program Development and Approval  
Ohio Department of Higher Education  
25 S. Front St.  
Columbus, OH 43215

To Whom It May Concern:

The Data Mine at Purdue University is pleased to support Youngstown State University's proposal to initiate a master's degree program in data science and statistics (MSDaS). This degree, if awarded, will greatly impact the Mahoning Valley and advance Ohio STEMM workforce development as it provides students the training and skills necessary to advance in an increasingly data-driven workplace.

The Data Mine will partner with Youngstown State University in the implementation of MSDaS should this program be approved. This partnership will reflect the distinctive attributes and mission of The Data Mine and may include virtual or on-site work-based learning experiences for students, participation in the YSU STEM Expo, and promotion of internship opportunities to YSU students.

At present, The Data Mine is already partnering with faculty and students at Youngstown State University. Students at Purdue and YSU are taking courses together, working together on projects with companies, and strategizing about curricular and workforce innovations for the upcoming 2023–24 academic year and beyond. In 2022–23, The Data Mine has supported coursework and real-world data science experiences for approximately 1300 students. We coordinate 84 teams of students and their mentors (almost all mentors are from industry). We have worked with undergraduate and graduate students. We recognize that it is essential to the economy in northeast Ohio that there are a range of statistics and data science programs for students at both the undergraduate and graduate level. Our team in The Data Mine at Purdue University is committed to being supportive partners of our colleagues at Youngstown State University throughout the implementation of MSDaS and beyond.

I am happy to clarify any details; please feel welcome to contact me at any time. My email address is [mdw@purdue.edu](mailto:mdw@purdue.edu).

Sincerely,



Mark Daniel Ward, Ph.D.  
Professor of Statistics and  
(by courtesy) of Agricultural & Biological Engineering,  
Computer Science, Mathematics, and Public Health;  
Director of The Data Mine

## Consultant Reports

**Included here are Gray Associates' Program Evaluation Scorecards for Data Science and Statistics programs at master's degrees/grad certificates level for both the 100-mile radius of Youngstown and the State of Ohio.**

**Student Demand**  
Score: 24 Percentile: 97

Category	Pct	Criterion	Value	Score
Size	90	Google Search Volume (3 Months)*	2,853	6
	71	International Page Views (12 Months)	22,460	3
	54	New Student Enrollment Volume (12 Mo.)	52	2
	56	On-ground Completions at In-Market Institutions	61	2
	27	Online Completions by In-Market Students	3	0
Growth	95	Sum of On-ground and Online Completions	64	8
	96	Google Search YoY Change (Units)*	960	3
	97	New Student Enrollment Vol. YoY Change (Units)	4	0
	4	Completion Volume YoY Change (Units)	-8	-2
	91	Google Search YoY Change (%)*	51%	2
	65	New Student Enrollment Vol. YoY Change (%)	9%	0
	47	Completion Volume YoY Change (%)	-11%	0

**Competitive Intensity**  
Score: 0 Percentile: 17

Category	Pct	Criterion	Value	Score
Volume of In-Market Competition	92	Campuses with Graduates**	2	0
	99	Campuses with Grads YoY Change (Units)**	1	-2
	95	Institutions with Online In-Market Students**	3	-2
In-Market Program Sizes	90	Average Program Completions	31	4
	95	Median Program Completions	31	4
	72	YoY Median Prog. Compl. Change (Units)	-3	-1
In-Market Saturation	54	YoY Median Prog. Compl. Change (%)	-5%	0
	96	Google Search * Cost per Click**	\$27	-2
National Online Competition	96	Google Competition Index**	0.73	-1
	91	National Online Institutions (Units)**	15	NS
	72	Natl Online % of Institutions	25%	NS
	65	Natl Online % of Completions	31%	NS

**Employment\***  
Score: 3 Percentile: 88

Category	Pct	Criterion	Value	Score
Size: Direct Prep	61	Job Postings Total (12 Months)*	66	-4
	70	BLS Current Employment*	621	0
	73	BLS Annual Job Openings*	62	0
Size: ACS Bach Outcomes	21	Job Postings Total (12 Months)*	4	-1
	19	BLS Current Employment*	20	-2
Growth (Direct Prep)	91	BLS 1-Year Historical Growth*	27.9%	2
	91	BLS 3-Year Historic Growth (CAGR)*	43.6%	2
	99	BLS 10-Year Future Growth (CAGR)*	2.1%	NS
Saturation (Direct Prep)	39	Job Postings per Graduate*	0.9	-1
	58	BLS Job Openings per Graduate*	0.8	-1
Wages (Direct Prep)	74	BLS 10th-Percentile Wages*	45,267	3
	67	BLS Mean Wages*	\$74,867	NS
National American Community Survey	63	Wages (Age < 30)	\$70,930	5
	90	Wages (Age 30-60)	\$129,496	5
	52	% with Any Graduate Degree	39%	NS
	64	% with Masters	30%	NS
	55	% with Doct/Prof Degree	9%	NS
	58	% Unemp (Age <30)**	6%	-3
Degree Outcomes	73	% Unemp (Age 30-60)**	2%	-2
	34	% in Direct Prep Jobs	2%	NS

**CIP Description:**

A program that focuses on the analysis of large scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, data representation, data modeling, mathematics, and statistics. Includes instruction in computer algorithms, computer programming, data management, data mining, information policy, information retrieval, mathematical modeling, quantitative analysis, statistics, trend spotting, and visual analytics.

**Degree Fit:**  
Score: 0 Percentile: 50

Category	Pct	Criterion	Value	Score
NHEBI Natl 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

**National Completions by Level**

Score: 0

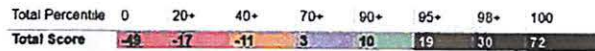
Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	4%	0%	0%
Associates	1%	0%	0%
Bachelors	18%	14%	16%
Postbaccalaureate Certificate	8%	0%	0%
Masters	66%	84%	80%
Post-masters Certificate	0%	0%	2%
Doctoral	2%	1%	3%
Unknown	0%	0%	0%

**National Workforce Ed. Attainment**

Score: 0

Award Level	BLS Educational Attainment
No College	4%
Some College	9%
Associates	5%
Bachelors	38%
Masters	33%
Doctoral	11%

\* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.  
 \*\* - Color scale in reverse.  
 NA - No data available/not currently tracked.  
 NS - Not Scored in Rubric (values = 0).  
 2-Yr - Associates & certificate programs only.  
 PCTL - Percentile



\*\* Color Scale in Reverse





CIP: 30.7001 Data Science, General

Market: Ohio

Total Score: 25

Percentile: 97

**Student Demand**

Score: 18 Percentile: 95

Category	Pct	Criterion	Value	Score
Size	89	Google Search Volume (3 Months)*	3,730	4
	71	International Page Views (12 Months)	22,460	3
	92	New Student Enrollment Volume (12 Mo.)	58	2
	0	On-ground Completions at In-Market Institutions	0	0
	89	Online Completions by In-Market Students	6	0
Growth	78	Sum of On-ground and Online Completions	6	4
	74	Google Search YoY Change (Units)*	1,290	3
	97	New Student Enrollment Vol. YoY Change (Units)	16	0
	16	Completion Volume YoY Change (Units)	-1	0
	92	Google Search YoY Change (%)*	53%	2
	78	New Student Enrollment Vol. YoY Change (%)	38%	1
	32	Completion Volume YoY Change (%)	-20%	-1

**Competitive Intensity**

Score: 0 Percentile: 17

Category	Pct	Criterion	Value	Score
Volume of In-Market Competition	0	Campuses with Graduates**	0	5
	93	Campuses with Grads YoY Change (Units)**	0	-1
	93	Institutions with Online In-Market Students**	3	-2
In-Market Program Sizes		Average Program Completions	NA	NS
		Median Program Completions	NA	NS
		YoY Median Prog. Compl. Change (Units)	NA	NS
		YoY Median Prog. Compl. Change (%)	NA	NS
In-Market Saturation	93	Google Search * Cost per Click**	\$26	-2
	96	Google Competition Index**	0.74	-1
National Online Competition	91	National Online Institutions (Units)**	15	NS
	72	Natl Online % of Institutions	25%	NS
	69	Natl Online % of Completions	31%	NS

**Employment\***

Score: 7 Percentile: 93

Category	Pct	Criterion	Value	Score
Size: Direct Prep	62	Job Postings Total (12 Months)*	103	-4
	71	BLS Current Employment*	994	0
	74	BLS Annual Job Openings*	103	0
	23	Job Postings Total (12 Months)*	7	-1
Size: ACS Bach Outcomes	30	BLS Current Employment*	32	-2
	82	BLS 1-Year Historical Growth*	17.6%	2
	74	BLS 3-Year Historic Growth (CAGR)*	52.6%	2
	90	BLS 10-Year Future Growth (CAGR)*	2.4%	NS
Growth (Direct Prep)	75	Job Postings per Graduate*	6.1	1
	87	BLS Job Openings per Graduate*	6.1	1
Saturation (Direct Prep)	73	BLS 10th-Percentile Wages*	\$45,084	3
	87	BLS Mean Wages*	\$77,035	NS
Wages (Direct Prep)	70	Wages (Age < 30)	\$70,930	5
	90	Wages (Age 30-60)	\$129,496	5
National American Community Survey	52	% with Any Graduate Degree	39%	NS
	64	% with Masters	30%	NS
	68	% with Doct/Prof Degree	9%	NS
	38	% Unemp. (Age <30)**	6%	-3
	73	% Unemp. (Age 30-60)**	2%	-2
	34	% in Direct Prep Jobs	2%	NS

**CIP Description:**

A program that focuses on the analysis of large scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, data representation, data modeling, mathematics, and statistics. Includes instruction in computer algorithms, computer programming, data management, data mining, information policy, information retrieval, mathematical modeling, quantitative analysis, statistics, trend spotting, and visual analytics.

**Degree Fit:**

Score: 0 Percentile: 50

Category	Pct	Criterion	Value	Score
NHED: Natl 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

**National Completions by Level**

Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	4%	0%	0%
Associates	1%	0%	0%
Bachelors	18%	65%	22%
Postbaccalaureate Certificate	8%	0%	0%
Masters	66%	35%	66%
Post-masters Certificate	0%	0%	4%
Doctoral	2%	0%	8%
Unknown	0%	0%	0%

**National Workforce Ed. Attainment**

Score: 0

Award Level	BLS Educational Attainment
No College	4%
Some College	9%
Associates	5%
Bachelors	38%
Masters	33%
Doctoral	11%

- \* - Google search, employment data and Job Per Grad Ratio do not filter by award level.
- \*\* - Color scale in reverse.
- NA - No data available/not currently tracked.
- NS - Not Scored in Rubrics (values = 0).
- 2-Yr - Associates & certificate programs only.
- PCTL - Percentile



\*\* Color Scale in Reverse



CIP: 27.0501 Statistics, General

Market: 100-Mile Radius

Total Score: 10

Percentile: 90

**Student Demand**  
Score: 19 Percentile: 95

Category	Pctl	Criterion	Value	Score
Size	95	Google Search Volume (3 Months)*	2,017	4
	95	Interational Page Views (12 Months)	4,410	2
	91	New Student Enrollment Volume (12 Mo.)	34	2
	91	On-ground Completions at In-Market Institutions	64	2
	82	Online Completions by In-Market Students	1	0
Growth	85	Sum of On-ground and Online Completions	65	8
	78	Google Search YoY Change (Units)*	113	0
	4	New Student Enrollment Vol YoY Change (Units)	-14	0
	93	Completion Volume YoY Change (Units)	4	1
	42	Google Search YoY Change (%)*	6%	0
	37	New Student Enrollment Vol YoY Change (%)	-28%	-1
60	Completion Volume YoY Change (%)	7%	1	

**Competitive Intensity**  
Score: -5 Percentile: 7

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	96	Campuses with Graduates**	4	-4
	94	Campuses with Grads YoY Change (Units)**	0	-1
	87	Institutions with Online In-Market Students**	1	-1
In-Market Program Sizes	79	Average Program Completions	16	0
	71	Median Program Completions	9	0
	67	YoY Median Prog Compl. Change (Units)	0	0
	67	YoY Median Prog Compl. Change (%)	0	0
In-Market Saturation	89	Google Search * Cost per Click**	\$8	0
	75	Google Competition Index**	0.38	1
National Online Competition	90	National Online Institutions (Units)**	13	NS
	44	Natl Online % of Institutions	8%	NS
	35	Natl Online % of Completions	4%	NS

**Employment\***  
Score: -4 Percentile: 44

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	61	Job Postings Total (12 Months)*	68	-4
	67	BLS Current Employment**	220	-2
	60	BLS Annual Job Openings**	21	-1
Size: ACS Bach Outcomes	60	Job Postings Total (12 Months)*	122	0
	61	BLS Current Employment**	651	0
Growth (Direct Prep)	21	BLS 1-Year Historical Growth*	-19.0%	-2
	16	BLS 3-Year Historic Growth (CAGR)*	-11.0%	-2
	89	BLS 10-Year Future Growth (CAGR)*	1.0%	NS
Saturation (Direct Prep)	24	Job Postings per Graduate*	0.2	-1
	28	BLS Job Openings per Graduate*	0.1	-1
Wages (Direct Prep)	76	BLS 10th-Percentile Wages*	\$46,012	3
	76	BLS Mean Wages*	\$61,706	NS
National American Community Survey	97	Wages (Age < 30)	\$68,119	5
	87	Wages (Age 30-60)	\$124,733	3
Bachelor's Degree Outcomes	79	% with Any Graduate Degree	51%	NS
	88	% with Masters	36%	NS
	75	% with Doct/Prof Degree	15%	NS
Degree Outcomes	19	% Unemp. (Age <30)**	2%	0
	75	% Unemp. (Age 30-60)**	2%	-2
	51	% in Direct Prep Jobs	6%	NS

**CIP Description:**

A general program that focuses on the relationships between groups of measurements, and similarities and differences, using probability theory and techniques derived from it. Includes instruction in the principles in probability theory, binomial distribution, regression analysis, standard deviation, stochastic processes, Monte Carlo method, Bayesian statistics, non-parametric statistics, sampling theory, and statistical techniques.

**Degree Fit:**  
Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year	1	Cost Index**	48%	NS
	91	Student Faculty Index	151%	NS

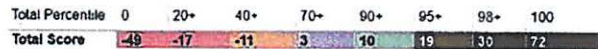
**National Completions by Level**  
Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	0%	0%	0%
Associates	0%	0%	0%
Bachelors	51%	74%	37%
Postbaccalaureate Certificate	1%	0%	3%
Masters	42%	21%	36%
Post-masters Certificate	0%	0%	0%
Doctoral	6%	5%	23%
Unknown	0%	0%	0%

**National Workforce Ed. Attainment**  
Score: 0

Award Level	BLS Educational Attainment
No College	5%
Some College	10%
Associates	5%
Bachelors	41%
Masters	32%
Doctoral	9%

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 \*\* - Color scale in reverse.  
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 PCTL - Percentile



\*\* Color Scale in Reverse





CIP: 27.0501 Statistics, General

Market: Ohio

Total Score: 3

Percentile: 71

**Student Demand**  
Score: 12 Percentile: 90

Category	Pct	Criterion	Value	Score
Size	85	Google Search Volume (3 Months)*	2,435	4
	40	International Page Views (12 Months)	4,410	2
	93	New Student Enrollment Volume (12 Mo.)	59	2
	96	On-ground Completions at In-Market Institutions	82	2
	65	Online Completions by In-Market Students	1	0
	96	Sum of On-ground and Online Completions	83	6
Growth	3	Google Search YoY Change (Units)*	-137	-2
	2	New Student Enrollment Vol. YoY Change (Units)	-31	0
	1	Completion Volume YoY Change (Units)	-30	-2
	26	Google Search YoY Change (%)*	-5%	0
	27	New Student Enrollment Vol. YoY Change (%)	-34%	-1
25	Completion Volume YoY Change (%)	-26%	-1	

**Employment\***  
Score: -2 Percentile: 55

Category	Pct	Criterion	Value	Score
Size: Direct Prep	61	Job Postings Total (12 Months)**	98	-4
	59	BLS Current Employment*	375	-2
	61	BLS Annual Job Openings*	38	-1
Size: ACS Bach Outcomes	61	Job Postings Total (12 Months)**	199	0
	82	BLS Current Employment*	1,034	0
Growth (Direct Prep)	24	BLS 1-Year Historical Growth*	-10.4%	-2
	66	BLS 3-Year Historic Growth (CAGR)*	1.7%	0
Saturation (Direct Prep)	88	BLS 10-Year Future Growth (CAGR)*	1.4%	NS
	32	Job Postings per Graduate*	0.4	-1
Wages (Direct Prep)	35	BLS Job Openings per Graduate*	0.2	-1
	78	BLS 10th-Percentile Wages*	\$46,566	3
National American Community Survey Bachelors Degree Outcomes	75	BLS Mean Wages*	\$81,930	NS
	97	Wages (Age < 30)	\$68,119	5
	67	Wages (Age 30-60)	\$124,733	3
	79	% with Any Graduate Degree	51%	NS
	63	% with Masters	35%	NS
	75	% with Doct/Prof Degree	15%	NS
	19	% Unemp. (Age <30)**	2%	0
	73	% Unemp. (Age 30-60)**	2%	-2
	51	% in Direct Prep Jobs	6%	NS

**Degree Fit:**  
Score: 0 Percentile: 50

Category	Pct	Criterion	Value	Score
NHEBI Natl 2 Year	1	Cost Index**	48%	NS
	99	Student: Faculty Index	151%	NS

**National Completions by Level**  
Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	0%	1%	0%
Associates	0%	0%	0%
Bachelors	51%	57%	50%
Postbaccalaureate Certificate	1%	3%	2%
Masters	42%	32%	41%
Post-masters Certificate	0%	0%	0%
Doctoral	6%	7%	7%
Unknown	0%	0%	0%

**Competitive Intensity**  
Score: -7 Percentile: 5

Category	Pct	Criterion	Value	Score
Volume of In-Market Competition	95	Campuses with Graduates**	6	-4
	5	Campuses with Grads YoY Change (Units)**	-1	1
	87	Institutions with Online In-Market Students**	1	-1
In-Market Program Sizes	78	Average Program Completions	14	0
	62	Median Program Completions	7	-2
	49	YoY Median Prog. Compl. Change (Units)	-1	0
	46	YoY Median Prog. Compl. Change (%)	-13%	-1
In-Market Saturation	73	Google Search * Cost per Click**	\$10	-1
	47	Google Competition Index**	0.40	1
National Online Competition	90	Natl Online % of Institutions**	13	NS
	44	Natl Online % of Institutions	8%	NS
36	Natl Online % of Completions	4%	NS	

**CIP Description:**

A general program that focuses on the relationships between groups of measurements, and similarities and differences, using probability theory and techniques derived from it. Includes instruction in the principles in probability theory, binomial distribution, regression analysis, standard deviation, stochastic processes, Monte Carlo method, Bayesian statistics, non-parametric statistics, sampling theory, and statistical techniques.

**National Workforce Ed. Attainment**  
Score: 0

Award Level	BLS Educational Attainment
No College	5%
Some College	10%
Associates	5%
Bachelors	41%
Masters	32%
Doctoral	9%

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\*\* Color Scale in Reverse





# Career Placement Rate Progress Update

Board of Trustees  
June 2023



**YOUNGSTOWN  
STATE  
UNIVERSITY**



National Association of Colleges and Employers

# Key Definitions

A **graduating class** includes students who graduated from July 1 through June 30 of the following year. For example, the Class of 2022 is comprised of students who graduated between July 1, 2021 and June 30, 2022.

**First Destination Survey** surveys graduating students on their employment status following commencement. Students may identify employment, military service, volunteer work, continuing education, or may indicate that they are still seeking or not seeking employment.

**Survey response rate** is the percent of students who completed the First Destination Survey

The **knowledge rate** is the percent of students for whom we know the career outcome. Knowledge sources:

- First Destination Survey – administered to all graduating students
- LinkedIn
- Other YSU follow up

The **career outcome rate** is the percentage of graduates (a) about whom an outcome is known and (b) are engaged in a career outcome (working full-time, accepted in an educational program, in the military, or in a service position).



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National Association of Colleges and Employers

## Career Outcomes Methodology

- NACE encourages institutions to look at multiple legitimate sources for outcome information, such as the First Destination Survey, faculty, employers, and social media, to increase the number of students about whose first-destination career outcomes we have knowledge.
- NACE has identified a knowledge rate goal of 65 percent.
- NACE has moved away from the notion of “placement rate” to a focus on “career outcome rate.” NACE considers a career outcome to be one that reflects positively on the institution and includes full-time and part-time work, military service, continued education, and other voluntary service programs.



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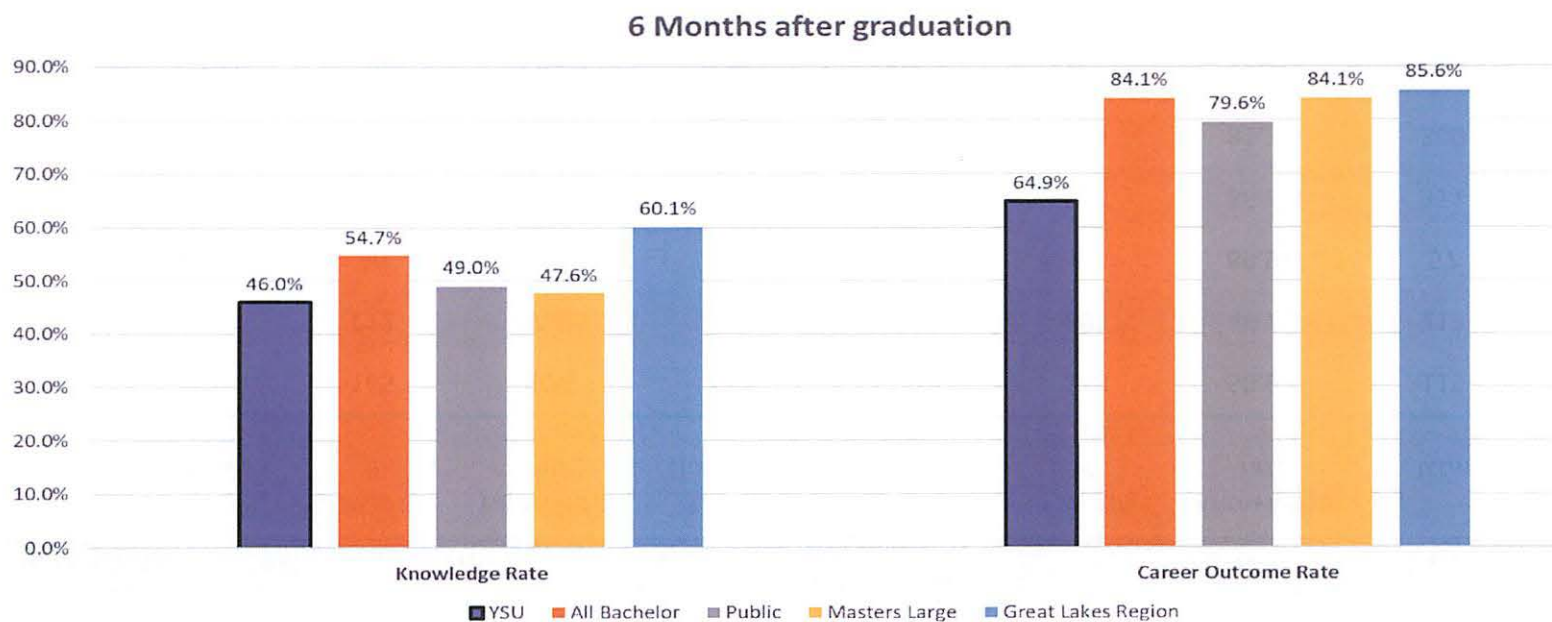
# YSU Class of 2021

## Aug 2020, Dec 2020, and May 2021 graduates

College	Bachelor's recipients	Within 6 months of graduation				Within 12 months of graduation			
		Knowledge #	Knowledge rate	Career outcomes	Career outcome rate	Knowledge #	Knowledge rate	Career outcomes	Career outcome rate
BCLASSE	407	204	50.1%	121	59.3%	219	53.8%	131	59.9%
HHS	555	224	40.4%	165	73.7%	250	45%	190	76%
CCCA	72	38	52.8%	14	36.8%	48	66.7%	23	47.9%
STEM	464	195	42%	104	53.3%	280	60.3%	174	62.1%
WCBA	319	175	54.9%	139	79.4%	217	68%	181	83.4%
All	1,817	836	46%	543	64.9%	1,014	55.8%	699	68.9%

Source: YSU data uploaded to Handshake

# Class of 2021: YSU career outcomes in context



# YSU Class 2022

Aug 2021, Dec 2021, May 2022 graduates

College	Bachelor's recipients	Within 6 months of graduation				Within 12 months of graduation			
		Knowledge #	Knowledge rate	Career Outcomes	Career outcome rate	Knowledge #	Knowledge rate	Career Outcomes	Career outcome rate
BCLASSE	330	165	50%	112	67.9%	168	50.9%	115	68.5%
HHS	567	212	37.4%	172	81.1%	262	46.2%	213	81.3%
CCCA	69	36	52.2%	22	61.1%	62	89.9%	57	91.9%
STEM	454	208	45.8%	149	71.6%	392	86.3%	311	79.3%
WCBA	355	166	46.8%	140	84.3%	324	91.3%	300	92.6%
All	1,775	787	44.3%	595	75.6%	1,208	68.1%	996	82.5%

Source: YSU data uploaded to Handshake



# Class of 2022 compared to Class of 2021

## Outcomes within 6 months of graduation

College	2021 Within 6 months				2022 Within 6 months			
	Knowledge #	Knowledge rate	Career Outcomes	Career outcome rate	Knowledge #	Knowledge rate	Career Outcomes	Career outcome rate
BCLASSE	204	50.1%	121	59.3%	165	50%	112	67.9%
HHS	224	40.4%	165	73.7%	212	37.4%	172	81.1%
CCCA	38	52.8%	14	36.8%	36	52.2%	22	61.1%
STEM	195	42%	104	53.3%	208	45.8%	149	71.6%
WCBA	175	54.9%	139	79.4%	166	46.8%	140	84.3%
All	836	46%	543	64.9%	787	44.3%	595	75.6%

Source: YSU data uploaded to Handshake

# Class of 2022 compared to Class of 2021

## Outcomes within 12 months of graduation

College	2021 Within 12 months				2022 Within 12 months			
	Knowledge #	Knowledge rate	Career Outcomes	Career outcome rate	Knowledge #	Knowledge rate	Career Outcomes	Career outcome rate
BCLASSE	219	53.8%	131	59.9%	168	50.9%	115	68.5%
HHS	250	45%	190	76%	262	46.2%	213	81.3%
CCCA	48	66.7%	23	47.9%	62	89.9%	57	91.9%
STEM	280	60.3%	174	62.1%	392	86.3%	311	79.3%
WCBA	217	68%	181	83.4%	324	91.3%	300	92.6%
All	1,014	55.8%	699	68.9%	1,208	68.1%	996	82.5%

Source: YSU data uploaded to Handshake



# Strategies to Increase YSU Knowledge Rate

1. Increase First Destination Response Rate to increase knowledge rate 6 months after graduation
2. Scan LinkedIn for YSU alumni information using LiveAlumni
  - *LiveAlumni* provides access to real-time employment data on every public alumni profile that is associated with YSU
    - Current position
    - Education
    - Location
    - Industry
  - Run 2 reports each year:
    - December report will include previous May graduates (5 months) and previous December graduates (1 year)
    - May report will include previous December graduates (5 months) and August graduates (9 months) and previous May graduates (1 year)



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Thank you!



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# **GENERAL EDUCATION TRANSFORMATION**

## **THE FRAMEWORK**

**BOARD OF TRUSTEES**

**JUNE, 2023**





# GENERAL EDUCATION FRAMEWORK

## CORE COMPETENCIES

- 6 courses

Category A – potential for micro-credential

- 3 courses

Category B – potential for micro-credential

- 3 courses



## WHY MICRO-CREDENTIALS?

- Industry specific
- Transferable skills
- Continuing education



**Academic Program Enhancement and Effectiveness will be forthcoming.**