



**BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
James E. "Ted" Roberts, Chair
Charles R. Bush, Vice Chair
All Trustees are Members**

**Wednesday, November 30, 2016
8:30 a.m.**

**Tod Hall
Board Meeting Room**

AGENDA

A. Disposition of Minutes for Meeting Held September 6, 2016

B. Old Business

C. Committee Items

1. Student Affairs

a. Student Affairs Discussion Item

1) Spring 2017 and Fall 2017 Enrollment Update

Gary D. Swegan, Associate Vice President for Enrollment Planning and Management, will present an update regarding spring and fall 2017 enrollment.

2. Academic Affairs

a. Academic Affairs Special Discussion Item

Tab C.2.a.1.

1) Campus Climate Survey

Hillary Fuhrman, Director of Assessment, will report.

b. Academic Affairs Action Items

Tab C.2.b.1.

1) Resolution of Appreciation Regarding Campus Climate Survey

Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, will report.

Tab C.2.b.2.

2) Motion to Request the Governance Committee to Recommend to the Board of Trustees a Proposed Amendment to the Board's *Bylaws*

Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, will report.

Tab C.2.b.3. **3) Resolution of Support for Appalachian Regional Commission Grant**
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and Michael A. Hripko, Associate Vice President for Research, will report.

c. Academic Affairs Consent Items*

Tab C.2.c.1. ***1) Resolution to Modify Policy 3356-10-2, Graduate faculty (Previous policy 1002.01)**
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and Dr. Salvatore Sanders, Dean, College of Graduate Studies, will report.

Tab C.2.c.2. ***2) Resolution to Modify Policy 3356-10-3, Affiliate scholars (Previous policy 1003.01)**
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and Michael Hripko, Associate Vice President for Research, will report.

Tab C.2.c.3. ***3) Resolution to Modify Policy 3356-10-6, Admission, retention and graduation standards (Previous policy 1006.01)**
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, will report.

Tab C.2.c.4. ***4) Resolution to Modify Policy 3356-10-16, Research misconduct (Previous policy 1016.01)**
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and Michael Hripko, Associate Vice President for Research, will report.

Tab C.2.c.5. ***5) Department Name Changes**
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and Dr. Michael Reagle, Associate Vice President for Student Success, will discuss the proposed department name changes within the Division of Student Success.

Tab C.2.c.6. ***6) Auxiliary Unit Name Change**
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and Dr. Phyllis Paul, Dean, College of Creative Arts and Communication, and Leslie Brothers, Director, John J. McDonough Museum of Art, will discuss the proposed name change of the John J. McDonough Museum of Art to the John J. McDonough Center for Contemporary Arts.

d. Academic Affairs Discussion Item

Tab C.2.d.1. **1) Honors College Update**
Dr. Amy Cossentino, Director of the Honors College, will report.

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

Youngstown State University “Great Colleges to Work For” Campus Climate Survey

Theme Area Executive Summary

The Youngstown State University (YSU) data from the Chronicle of Higher Education’s “Great Colleges to Work For” Campus Climate Survey reflect significant challenges to the quality of the workplace experience.

Strengths: The survey themes with the highest percentage of positive responses (aggregate of “Strongly Agree” or “Agree” to individual questions in the scale):

Top 5 Survey Theme Areas (% positive)	YSU	Carnegie Master’s
1. Supervisors/Department Chairs	66%	75%
2. Job Satisfaction/Support	62%	74%
3. Pride	60%	78%
4. Professional Development	60%	71%
5. Facilities	58%	73%

The themes reflect a generally higher satisfaction with the immediate job duties and environment, as well as affiliation with the institution. *It should be specifically noted that all five of these categories as a whole only fall into the “Fair to Mediocre” level on the Great Colleges scale. YSU’s positive response percentage is 10-20 points lower than the average of other colleges in our Master’s Carnegie Classification (e.g., 66% YSU vs. 75% at other Master’s institutions).*

In the data disaggregated by job function (e.g., “Administration,” “Faculty”), some groups’ satisfaction levels cross over into the “Good” level, such as satisfaction with “Professional Development” for administration and faculty, and exempt professional staff’s satisfaction with “Facilities.” The job groups with the highest overall satisfaction were administration and adjunct faculty, though it should be noted that adjunct faculty had a low response rate so generalization to the larger group is limited.

Challenges: The survey themes with the lowest percentage of positive responses were:

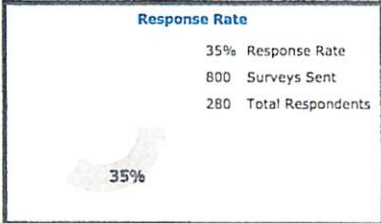
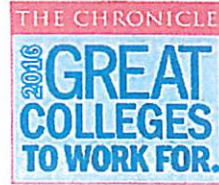
Bottom 5 Survey Theme Areas (% positive)	YSU	Carnegie Master’s
1. Senior Leadership	31%	61%
2. Faculty, Administration, and Staff Relations	32%	60%
3. Shared Governance	33%	63%
4. Communication	40%	60%
5. Collaboration	43%	63%

The themes reflect low satisfaction at the upper leadership and structural levels of the university. All five of the bottom five theme areas are considered at the “Poor” level in the Great Colleges scale. It should be noted that our benchmark institutions (Carnegie Master’s) satisfaction levels are 1½ to 2 times higher than YSU’s percentage of positive responses (e.g., 28% at YSU vs. 61% at other Master’s institutions).

While there is variation across the job categories, no disaggregated group’s average rises above the “Warrants Attention” level on the Great Colleges scale for these bottom five theme areas.

Next Steps: These data will be shared widely across campus. A series of public forums will be held to gather feedback and recommendations for addressing areas of greatest concern. Data from the forums will be used by senior leadership in developing action plans.

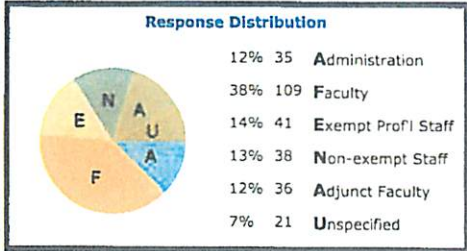
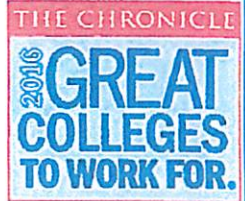
Youngstown State University
 ModernThink Higher Education Insight Survey 2016
 Topline Survey Results - Full Data Set



	Poor 0% - 44%	Warrants Attention 45% - 54%	Fair to Medocre 55% - 64%	Good 65% - 74%	Very Good to Excellent 75% - 100%
	OVERALL		2016 Honor Roll > 10,000		2016 Carnegie Master's
Job Satisfaction/Support			62%	83%	74%
Teaching Environment		45%		80%	68%
Professional Development			60%	80%	71%
Compensation, Benefits & Work/Life Balance			56%	79%	70%
Facilities			58%	83%	73%
Policies, Resources & Efficiency			44%	75%	61%
Shared Governance			33%	77%	63%
Pride			60%	86%	78%
Supervisors/Department Chairs			66%	80%	75%
Senior Leadership			31%	77%	61%
Faculty, Administration & Staff Relations			32%	78%	60%
Communication			40%	70%	60%
Collaboration			43%	75%	63%
Fairness		45%		72%	62%
Respect & Appreciation		48%		77%	64%
Survey Average			48%	78%	67%

*Results in the first one or two columns (two if you participated in the program last year) of the table reflect your school's average percent positive for each survey dimension, that is, the percentage of your faculty and staff that responded with "Strongly Agree" or "Agree" to the statements comprising each dimension

Youngstown State University
 ModernThink Higher Education Insight Survey 2016
 Topline Results by Job Category - Full Data Set



	Poor 0% - 44%	Warrants Attention 45% - 54%	Fair to Mediocre 55% - 64%	Good 65% - 74%	Very Good to Excellent 75% - 100%	
	OVERALL	Administration	Faculty	Exempt Prof'l Staff	Non-exempt Staff	Adjunct Faculty
Job Satisfaction/Support	62%	59%	62%	54%	57%	72%
Teaching Environment	46%	57%	39%	55%	37%	56%
Professional Development	60%	66%	68%	47%	47%	55%
Compensation, Benefits & Work/Life Balance	56%	66%	55%	55%	57%	48%
Facilities	58%	55%	52%	70%	61%	60%
Policies, Resources & Efficiency	44%	45%	46%	40%	35%	53%
Shared Governance	33%	50%	33%	27%	15%	41%
Pride	60%	71%	54%	58%	56%	72%
Supervisors/Department Chairs	66%	71%	68%	51%	63%	72%
Senior Leadership	31%	45%	24%	33%	17%	54%
Faculty, Administration & Staff Relations	32%	37%	30%	31%	24%	51%
Communication	40%	52%	42%	31%	36%	40%
Collaboration	43%	52%	46%	40%	32%	40%
Fairness	45%	51%	47%	41%	34%	48%
Respect & Appreciation	48%	54%	50%	44%	42%	49%
Survey Average	48%	56%	48%	45%	41%	55%

*Job Category response distributions have been truncated and may not total 100%. Please also note that data will not populate where there are fewer than five respondents.

The Chronicle Great Colleges to Work For 2016

ModernThink

ModernThink Higher Education Insight Survey 2016

Youngstown State University

Aspirational & Peer Benchmark ScoreCard - Full Data Set

SCALE RANK	Q#	Total number of survey respondents (280)	YSU		Benchmark				
			Positive Response +	Negative Response -	Youngstown State 2016 Aspirational Peer Benchmark +	Youngstown State 2016 Aspirational Peer Benchmark -	2016 Carnegie Master's +	2016 Control Public +	
1		Supervisors/Department Chairs							
	3	My supervisor/department chair makes his/her expectations clear.	68	10	75	8	75	73	
	7	I receive feedback from my supervisor/department chair that helps me.	58	18	69	11	69	67	
	12	I believe what I am told by my supervisor/department chair.	65	11	73	9	75	72	
	15	My supervisor/department chair regularly models this institution's values.	65	11	75	9	78	74	
	19	My supervisor/department chair is consistent and fair.	66	13	73	10	74	72	
	20	My supervisor/department chair actively solicits my suggestions and ideas.	61	20	72	10	73	71	
	24	I have a good relationship with my supervisor/department chair.	81	5	84	5	85	83	
		Supervisors/Department Chairs - Average	66	12	74	8	75	73	
2		Job Satisfaction/Support							
	1	My job makes good use of my skills and abilities.	70	6	79	6	80	79	
	2	I am given the responsibility and freedom to do my job.	77	9	81	5	83	82	
	4	I am provided the resources I need to be effective in my job.	39	28	63	14	59	60	
		Job Satisfaction/Support - Average	62	14	74	8	74	73	
3		Pride							
	5	I understand how my job contributes to this institution's mission.	80	7	87	4	89	87	
	25	Overall, my department is a good place to work.	71	11	80	7	82	80	
	36	I am proud to be part of this institution.	65	14	77	6	79	77	
	59	This institution's culture is special - something you don't find just anywhere.	35	32	62	17	69	63	
60	All things considered, this is a great place to work.	51	21	72	10	74	72		
		Pride - Average	60	17	75	8	78	75	
4		Professional Development							
	6	I am given the opportunity to develop my skills at this institution.	58	18	76	9	73	73	
	10	I understand the necessary requirements to advance my career.	62	19	72	12	70	71	
		Professional Development - Average	60	18	74	10	71	72	
5		Facilities							
	29	The institution takes reasonable steps to provide a safe and secure environment for the campus.	73	7	83	5	82	82	
	31	The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs.	43	28	64	14	65	65	
		Facilities - Average	58	17	73	9	73	73	
6		Compensation, Benefits & Work/Life Balance							
	11	I am paid fairly for my work.	30	48	44	34	47	47	
	34	This institution's benefits meet my needs.	58	18	79	7	75	76	
	47	My supervisor/department chair supports my efforts to balance my work and personal life.	77	9	84	6	83	81	
53	This institution's policies and practices give me the flexibility to manage my work and personal life.	61	12	77	8	75	75		
		Compensation, Benefits & Work/Life Balance - Average	56	21	71	13	70	69	
7		Respect & Appreciation							
	9	I am regularly recognized for my contributions.	38	34	56	18	57	56	
	35	Our recognition and awards programs are meaningful to me.	32	42	51	23	48	47	
	45	At this institution, people are supportive of their colleagues regardless of their heritage or background.	71	6	81	6	82	79	
52	We celebrate significant milestones and important accomplishments at this institution.	52	14	71	7	72	70		
		Respect & Appreciation - Average	48	24	64	13	64	63	
8		Teaching Environment							
	33	There is a good balance of teaching, service and research at this institution.	44	29	69	13	64	64	
	40	Teaching is appropriately recognized in the evaluation and promotion process.	49	22	70	12	74	70	
	51	There is appropriate recognition of innovative and high quality teaching.	45	25	68	10	68	66	
		Teaching Environment - Average	46	25	69	11	68	66	

The Chronicle Great Colleges to Work For 2016

ModernThink

ModernThink Higher Education Insight Survey 2016

Youngstown State University

Aspirational & Peer Benchmark ScoreCard - Full Data Set

YSU		Benchmark			
Positive Response +	Negative Response -	Youngstown State 2016 Aspirational Peer Benchmark +	Youngstown State 2016 Aspirational Peer Benchmark -	2016 Carnegie Master's +	2016 Control Public +

SCALE RANK	Q#	Total number of survey respondents (280)	Positive Response +	Negative Response -	Youngstown State 2016 Aspirational Peer Benchmark +	Youngstown State 2016 Aspirational Peer Benchmark -	2016 Carnegie Master's +	2016 Control Public +
		Fairness						
9	14	I can speak up or challenge a traditional way of doing something without fear of harming my career.	51	24	64	16	65	64
	16	Promotions in my department are based on a person's ability.	46	32	58	20	59	56
	18	Issues of low performance are addressed in my department.	35	36	52	23	50	48
	44	This institution's policies and practices ensure fair treatment for faculty, administration and staff.	30	40	64	14	62	61
	54	This institution has clear and effective procedures for dealing with discrimination.	65	12	81	7	76	76
		Fairness - Average	45	28	63	16	62	61
		Policies, Resources & Efficiency						
10	17	Our review process accurately measures my job performance.	44	27	60	18	58	59
	28	My department has adequate faculty/staff to achieve our goals.	16	64	42	34	40	39
	30	Our orientation program prepares new faculty, administration and staff to be effective.	35	34	62	14	55	53
	49	This institution actively contributes to the community.	81	4	86	3	85	84
	50	This institution places sufficient emphasis on having diverse faculty, administration and staff.	63	18	77	9	70	71
		Policies, Resources & Efficiency - Average	44	31	64	15	61	60
		Collaboration						
11	13	We have opportunities to contribute to important decisions in my department.	50	22	70	12	71	69
	23	People in my department work well together.	58	16	70	8	73	69
	26	I can count on people to cooperate across departments.	41	17	60	12	57	56
	58	There's a sense that we're all on the same team at this institution.	23	48	53	20	54	52
		Collaboration - Average	43	25	63	13	63	61
		Communication						
12	8	When I offer a new idea, I believe it will be fully considered.	50	21	64	13	64	64
	21	In my department, we communicate openly about issues that impact each other's work.	55	19	64	13	67	64
	22	Changes that affect me are discussed prior to being implemented.	37	33	54	19	53	52
	43	At this institution, we discuss and debate issues respectfully to get better results.	21	43	58	15	56	54
		Communication - Average	40	29	60	15	60	58
		Shared Governance						
13	38	The role of faculty in shared governance is clearly stated and publicized.	36	30	63	15	63	63
	39	Faculty are appropriately involved in decisions related to the education program (e.g. curri.development, evaluation).	45	23	70	9	71	70
	42	Faculty, administration and staff are meaningfully involved in institutional planning.	20	49	54	19	55	53
		Shared Governance - Average	33	34	62	14	63	62
		Faculty, Administration & Staff Relations						
14	46	Faculty, administration and staff work together to ensure the success of institution programs and initiatives.	41	25	67	9	67	65
	55	There is regular and open communication among faculty, administration and staff.	24	43	56	17	54	53
		Faculty, Administration & Staff Relations - Average	32	34	61	13	60	59
		Senior Leadership						
15	27	Senior leadership provides a clear direction for this institution's future.	31	44	55	20	58	55
	32	Our senior leadership has the knowledge, skills and experience necessary for institutional success.	36	34	66	14	66	65
	37	Senior leadership shows a genuine interest in the well-being of faculty, administration and staff.	29	48	58	20	60	58
	41	Senior leadership communicates openly about important matters.	24	44	54	21	56	54
	48	Senior leadership regularly models this institution's values.	38	29	66	14	69	66
		Senior Leadership - Average	32	39	60	17	61	59
		Senior Leadership - Average	31	39	59	17	61	59
		Overall Survey Average 1 - 60	48	25	67	12	67	65

KEY	Positive +	Very Good/Excellent (75%+)	Good (65%-74%)	Fair to Mediocre (55%-64%)	Warrants Attention (45%-54%)	Poor (<35%)	
	Negative -	Excellent/Very Good (75%+)	Fair - Good (10%-14%)		Yellow Flag (15%-19%)	Red Flag (20%-24%)	Acute (30%+)

What do you appreciate most about working at this institution? (n=236)

- 1. Positive Relationships with Colleagues**

Respondents share positively about relationships with their colleagues within offices and departments. Consistent throughout the comments are positive statements about employees having the support of their supervisors, chairs and deans. Colleagues are viewed as professional, friendly and supportive. **92 comments** (38.98%) were coded to this theme.
- 2. Working Towards the Common Goal of Student Success**

Respondents cite working towards the common goal of helping students succeed. Comments regularly reference the job satisfaction that comes from watching students develop personally and professionally. There are frequent references to working together or on a team to meet this goal of serving students. **61 comments** (25.85%) were coded to this theme.
- 3. Interacting with Great Students**

Respondents view students as valuable, hard-working and approachable. **52 comments** (22.03%) were coded to this theme.
- 4. Benefits Associated with Job**

Respondents reference various parts of their compensation package that they see as valuable - health benefits, pension, tuition remission, vacation time, paid leave, union support, pay and others. It is important to note the tension in that many respondents reflect on their compensation package in a negative way in the second survey question – however, this selection of comments focus on benefits as one of the things they appreciate most about working at Youngstown State University. **47 comments** (19.92%) were coded to this theme.
- 5. Freedom & Flexibility**

Respondents report positively on the freedom they have to perform their job to the best of their abilities and in creative ways. Respondents also highlight the flexibility they have in their schedules. Both professional freedom and flexibility are viewed as positive job characteristics. **37 comments** (15.68%) were coded to this theme.
- 6. Satisfaction with Job**

Respondents enjoy the specific tasks associated with their job and the many opportunities they have associated with their position(s). Additionally, some respondents reflect on the personal enjoyment that comes from their work. **32 comments** (13.56%) were coded to this theme.
- 7. Dedicated Faculty & Staff**

Respondents speak specifically to the commitment, passion, work-ethic and dedication of faculty and staff on campus. **24 comments** (10.17%) were coded to this theme.
- 8. Role of Youngstown State University to the Community**

Respondents reflect on the role Youngstown State University has in the city, county and region. Community involvement is seen as positive aspect of being employed at Youngstown State University. **23 comments** (9.75%) were coded to this theme.
- 9. Being a Part of the Youngstown State University Family**

Respondents demonstrate pride in being a part of the Youngstown State University family. Association with the university is respected by outsiders. **14 comments** (5.93%) were coded to this theme.
- 10. The Potential**

While noticeably a smaller percent of comments were coded this way, this theme highlights the potential (campus improvements, vision for the future and positive growth) employees see for Youngstown State University. **10 comments** (4.24%) were coded to this theme.

What would make this institution a better place to work? (n=242)

1. Senior Leadership Valuing Employees

Comments reveal a sense that Senior Leadership (President, Provost and Board of Trustees) does not value, respect or trust Faculty, Staff and/or Students. Respondents perceive that employee relationships and contributions are underappreciated. Comments emphasize that valuing employees would build trust and morale, while valuing students would be in line with the mission of Youngstown State University. There is the perception that Senior Leadership makes decisions for personal, professional and/or political gain – not with the best interest of employees and/or students in mind. **67 comments** (27.69%) were coded to this theme.

2. Removing and/or Accountability for Senior Leadership

Comments include a call to terminate or hold accountable those in Senior Leadership at Youngstown State University (including the Provost, President and/or Board of Trustee members) for areas such as misdirected financial goals, inadequate enrollment management, questionable hiring practices, mistreatment of employees and general mismanagement and misdirection of the university. Respondents desire senior leaders with knowledge of the functioning of higher education, along with leaders who do not micromanage (specifically the Provost and Board of Trustees). **53 comments** (21.9%) were coded to this theme.

3. Strategic Communication from Senior Leadership

Respondents desire strategic thinking and communication from Senior Leadership about the mission, goals, direction and decisions of the university. Employees desire leaders who communicate a vision for Youngstown State University with forthrightness and inform all employees of university changes. **51 comments** (21.07%) were coded to this theme.

4. Equitable Pay Structures

Respondents discuss higher pay, merit based pay raises outside of union contracts, equitable pay structures across departments, pay structures that are comparable to other universities and improved benefits. Two things to note: 1. Conflict between the theme from question one about employees appreciating the benefits associated with their job. While this theme did include comments about benefits, majority of comments relate to either a pay increase or fairer pay structures. 2. This code does not include any comments coded about part-time/adjunct faculty pay. Including the call for fairer pay for adjunct faculty would make the theme of *Equitable Pay Structures* the most prevalent in the comments. **50 comments** (20.66%) were coded to this theme.

5. Resources

Respondents request facility maintenance and safety, facility upgrades, better technology support, technology upgrades, ADA support and training, and an increase of resources focused on student success and innovative teaching and learning. **49 comments** (20.25%) were coded to this theme.

6. Transparency, Openness and Shared Decision Making

Respondents focus on much needed transparency and openness in decision making; a genuine commitment to shared governance from Senior Leadership. Employees want input in the decision-making process, especially in decisions that will affect the functions of their job. **48 comments** (19.83%) were coded to this theme.

7. Added Staff/Faculty with a Less Top-Heavy Organizational Structure

Respondents wish the university would be less top-heavy. Instead of adding new administrators, respondents want to add full-time faculty, add staff, and fairly compensate employees. Identified is the need to have more people to do the hands-on work of helping students. Additionally, resources should be put towards the training and transitioning of new staff and faculty. **40 comments** (16.53%) were coded to this theme.

8. **Clarity in Emphasis between Research and Teaching**
 Respondents express the need for clarification of Youngstown State University as an “urban research institute.” Respondents question how much the university values research over teaching or teaching over research. Comments express concern for course load and resource allocation towards toward either research or teaching. **24 comments** (9.92%) were coded to this theme.
8. **Care for Part-Time Faculty**
 Respondents call for a pay raise for part-time faculty and/or opportunities for full-time positions. **24 comments** (9.92%) were coded to this theme.
8. **Working Relationships and Collaboration**
 Respondents would like to have better working relationships with their colleagues. This includes relationships within offices/programs, but also across departments and colleges. Comments focus on a call for collaboration and a realization that all employees are on the same team. **24 comments** (9.92%) were coded to this theme.
11. **Less Division as a Result of Union and Contract Negotiations**
 Respondents share how tense negotiations involving contracts have caused division, bitterness and imbalance in resources/pay/benefits on campus. Comments reference divisions between bargaining units and within bargaining units. **19 comments** (7.85%) were coded to this theme.
12. **Fair Treatment across Departments and Colleges**
 Respondents focus on the need for fair treatment of all departments and colleges in line with Youngstown State University’s mission. There is a specific mention of favoritism for STEM programs in the comments. **14 comments** (5.79%) were coded to this theme.
13. **Opportunities for Professional Growth**
 Respondents would like more opportunities for professional development, employee recognition and career advancement. **10 comments** (4.13%) were coded to this theme.
14. **Holding Employees Responsible for Completing Their Jobs**
 Respondents desire for all employees and supervisors to be responsible for their job performance. There are specific references to Human Resources and Information Technology Services being responsible for providing better service. Note: This theme includes no comments coded regarding senior leadership. **9 comments** (3.72%) were coded to this theme.
15. **Less Focus on Athletics**
 Comments reveal that there may be too much priority placed on athletics. **7 comments** (2.9%) were coded to this theme.
15. **Job Flexibility**
 In contrast to the *Freedom & Flexibility* theme in question one, respondents would like increased job flexibility and/or the freedom to work from home. **7 comments** (2.9%) were coded to this theme.
17. **Relationship with State Legislation and Funding**
 A small selection of comments discusses state funding, Youngstown State University’s reactionary stance to legislation coming from the state and Youngstown State University’s role as an advocate to the State. **6 comments** (2.48%) were coded to this theme.
18. **Increased Diversity of Faculty and Staff**
 These comments focus on a need to increase diversity in faculty and staff. **5 comments** (2.07%) were coded to this theme.

October 31, 2016

Dear YSU Campus Community,

Our team was tasked with the job of collaboratively analyzing the data from open forums, focus groups, and an online form created in response to the campus climate survey. This summative report is presented from the collaborative work of nine team members over ten hours of group analysis. The analysis team included representatives from professional staff, classified staff, faculty, and excluded employee groups. Conversations were held around the tension in the team's purpose to summarize the data, while representing the complex variety in data. The team acknowledges that they cannot possibly give voice to each of the almost 900 comments, but strives through this summary to best represent the collective voice of YSU employees.

From the first-cycle of coding, 30 descriptive codes emerged. These 30 codes were used to create manageable groupings of data that were read by each team member, analyzed, and discussed for patterns in the groupings and overall data. Fifteen primary themes and five sub-themes emerged from the discussion. Summaries of each theme, actionable items from the data, notable quotes, and comment count are presented for each theme. **The committee strongly recommends Senior Leadership and the Board of Trustees read through the entire set of comments to fully understand the scope of these significant concerns.** Themes are presented in order of importance determined by the analysis team. Comment counts are presented, but should not be taken as the only measure of importance. Many comments represent multiple voices from focus groups or open forums. Comment counts partially show emphasis, but summaries, actionable items (in no particular order), and notable quotes are a much better mechanism to understand the depth of each thematic area.

The team takes the quality of this report and transparency very seriously. Every comment was read multiple times and by multiple people. Every theme and sub-theme was discussed in detail. Every draft of this report, every action item, and every included quote was subject to feedback and group editing.



We endeavored on this time-consuming analysis process to ensure accuracy and representation of all employee groups at YSU. Detailed process notes and data can be requested through the Office of Assessment. We encourage you to ask questions of anyone on the committee about this process. The analysis process is not a secretive process, in fact it is the opposite; the goal is to be transparent and allow the collective voice of YSU employees to be amplified. This is a campus conversation we sincerely hope will continue.

Sincerely,



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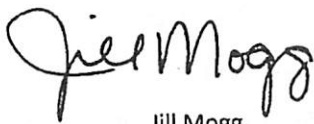
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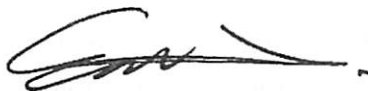
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1. THEME: TRUST IN THE SURVEY PROCESS

Emerging from the data and discussion was a sense of tension around who is responsible for fixing the problems made evident through the campus climate survey. There was also concern that there will be no significant response. Several comments expressed a frustration in the lack of responsibility or ownership demonstrated by those in Senior Leadership in response to the campus climate survey results and process. Respondents note that Senior Leadership should be ultimately responsible for strategically fixing problems, but also should be seeking expertise (e.g. best practices, consultants) and input from stakeholders across campus. A lack of feeling valued and respected in daily workspaces has led to distrust in the survey process and distrust in the leaders in place to respond to these issues. (35 comments)

Actionable Items

- Senior Leadership must acknowledge problems, apologize for the problems, and act strategically to resolve the problems in a timely manner.
- Senior Leadership should create a transparent timeline, with strategic priorities in response to the campus climate survey. Priorities should be created by Senior Leadership, but include diverse communities of campus stakeholders to address the problems through a collaborative process.
- Clarify the roles and responsibilities of Senior Leadership and the Board of Trustees in terms of responding to the campus climate survey.
- Data overwhelmingly supports that results from this process should be shared widely.

Notable Quotes

- *I don't see a solution unless it comes from those in power. Priorities need to change.*
- *I get the impression most were not surprised by the survey results, yet little time has been devoted to generating questions that get to the root cause of the issues noted in the climate survey. Let's breathe life into YSU's core value of "Excellence and Innovation" and strive to "foster intellectual inquiry". Forming diverse committees supported by Sr. Leadership could also help explore the issues of communication and creating an inclusive culture.*

2. THEME: SENIOR LEADERSHIP CHANGE AND ACCOUNTABILITY

A tension emerges in the data between calling for the complete removal of the members of Senior Leadership (primarily the Provost) or a radical change of the behaviors/management styles of those in Senior Leadership. Senior Leadership is frequently referred to as "Tod Hall Leaders" or "Upper Administration" in the data. There is a tone in the data that the problems of the campus are rooted in leadership problems and are unfixable with current leaders. Senior leaders are seen as arrogant, unqualified, self-motivated and elitist. Data reveal a great deal of comments focus on Senior Leadership not being held accountable to the same policies and procedures that the rest of campus is held accountable. A large portion of comments focus on frustrations specifically with the Provost; the way he

was hired and how he has behaved (e.g. authoritative decision making, micromanaging, poor communication). People are dissatisfied (which links this item closely to the comments around shared governance) and feel like leadership made the wrong decision for the university in the hiring of Provost Abraham. (135 comments)

Actionable Items

- Create Leadership Improvement Plans for all Senior Leadership (Tod Hall Leaders). Be transparent with these plans and accountable to completing them.
- Remove members of Senior Leadership who should be removed based on faculty/staff input.
- Provost should ask Chairs and Deans who are effective leaders for input when making decisions that affect their college/departments.
- President should engage more deeply in academic decisions.
- Clarify the role of the President and Provost and communicate that to faculty/staff.
- Senior Leadership must be held accountable to campus policies, procedures, and agreements.

Notable Quotes

- *The layoffs were effective in proving the weakness of the union, but the price was too high for the university. Instability, insecurity, displacement, the continuing cost to this institution is immeasurable. Chaos created by upper level management who thought they would never face a consequence... This action created a climate of distrust and resentment, which is fueled by the raises these same people give themselves every year. All while the rest of us wonder if there will be a job tomorrow or if we'll be lucky enough to make it to retirement. I don't think there's a quick fix for this, but it needs to be addressed honestly and publicly. It would take a different type of leadership to admit to making mistakes, but maybe that's what we need.....a different type of leadership.*
- *I don't think there can be any doubt that the current provost is the source of most of the dissatisfaction with senior leadership. I've been at YSU for nearly twenty years and have never seen such universal dissatisfaction with a provost. It's not just his communication style, which is widely acknowledged to be problematic. His management style, including his often unilateral and ill-thought-out directives, is also a destructive force in the university that I love. The only solution, if we're being honest, is for him to leave YSU and be replaced with a provost with more vision, a clearer commitment to shared governance, and a much better communication style.*
- *The problems are at the provost level. Chairs and deans have been relegated as impotent in decision making.*
- *The fear of being targeted and the mistrust of the senior leadership is real. I have attempted to go to Tressel. A problem won't be solved if you can only speak to the people causing the problem. Tressel will have to address these issues at some point.*
- *If the University is to survive and move forward, a self-assessment among the current leaders needs to take place... Current leaders are only interested in serving themselves by increasing their own pay and benefits all while the employees they rule over struggle to make ends meet... They like to consider themselves as "important". However they also know that they do not know that much and fear being exposed by questions or debate. Seagull management is a term that is used to describe a*

style of management whereby the person 'flies in, poops on you and then flies away again'. The experience of having a seagull manager is not positive. When they are there, they typically give criticism and direction in equal quantities, often without any real understanding of what the job entails. Then before you can object or ask what they really want, they have an 'important meeting' to go to. They avoid eye contact and continuing to talk over you if you start to say anything. They make employees feel under-valued and generally abuse. The best thing that can be said is that they are typically there not very often and you can largely get on with the job by yourself. While the "great" leaders of the past are gone, the real lesson here is that our current leaders are unable to sustain good relationships with the employees of the University. They need not (and should not) be best friends with them, they should respect them and communicate regularly and with integrity. Listen too -- this is a key skill and frequent activity of good leaders. There are great leaders out there and we do not have to be stuck with the ones we have. The Tod Hall Leaders should be put on a leadership improvement plan, if they are unable to change their leadership style, they need to be replaced.

2a. SUB-THEME: BOARD OF TRUSTEES ROLE

Data reveal confusion or dissatisfaction with the role of the Board of Trustees (BOT) and the BOT's contribution to the functions of the university. Respondents perceive the BOT to be secretive, lack knowledge of university functions, and lack respect for employees. Respondents desire clarity in the role of the BOT and their relationship to Senior Leadership. Employees desire for the BOT to express support and appreciation for university employees. (28 comments)

Actionable Items

- There should be a faculty representative on the Board of Trustees.
- Board of Trustees meetings must be transparent. Decisions should not be made in "back rooms."
- Clarify the role of the Board of Trustees in the decision-making process.
- Clarify the relationship between the Board of Trustees and Senior Leadership.

Notable Quotes

- *The Board of Trustees do not have respect for the faculty.*
- *The BOT meetings should be more open. Everything is done in the back room and then they come out and breeze through the meeting. The meetings used to be at least 1-1/2 hour with discussions. Now they just breeze through with approvals of Items 1 to 10 and they're done in 20 minutes. You have to go [online] to find out what is going on. There should be employee representation on the board, just like there is student representation.*
- *Have the next BOT meeting in our actual building so they can see where we work. Have them come down the dark staircase and step over the plywood covering the hole in the floor.*

- *There needs to be clear definition and boundaries between the Board of Trustees and Senior Administration. The relationship has become convoluted.*
- *Senior Leadership does not relay... facts to the Board of Trustees.*

2b. SUB-THEME: LEADERSHIP DISCONNECT

Respondents note various characteristics that point towards disconnect between Senior Leadership/Board of Trustees members and university employees. Data reveal that employees sense those in leadership do not understand the jobs and functions of individuals on campus, the spaces in which people work, or the high-levels of involvement university employees have with students. Respondents call for Senior Leadership to increase their understanding of the functions of jobs on campus, as well as being visible in places across campus to build relationships and understanding. (28 comments)

Actionable Items

- Senior Leadership (specifically President Tressel) and BOT members should visit each college and interact with faculty, staff, and students.
- Through listening to employees, Senior Leadership/BOT members should gain a fuller understanding of the workload and effort that goes into student engagement and success on campus.

Notable Quotes

- *There is no effort to understand each people's roles, what they do on a day to day basis, how busy people are, their frustrations, etc.*
- *There is a disconnect between the upper levels and the people who are actually helping the students. Let them work for a day in Ward Beecher. Let them see what we deal with on a daily basis.*
- *Learn more about how faculty engage with students, and how faculty work to increase student retention.*

3. THEME: CALL FOR SHARED GOVERNANCE AND INPUT

Emergent from the data was the collective notion that Senior Leadership disregards the input and expertise of faculty and staff. Faculty and staff are hesitant to offer valuable input due to patterns of ignoring feedback and a culture of fear. There is a hierarchical power structure in place that hinders shared governance. A great deal of the frustration with shared governance is around the hiring and actions of Provost Abraham. Respondents are scared. Respondents are frustrated. Respondents don't

feel valued, because their opinions and expertise aren't a part of the direction of the university. Senior Leadership is not creating an environment where providing expertise and valuable input is encouraged, respected, or even safe. (131 comments)

Actionable Items

- Senior Leadership should attend training on shared governance.
- Senior Leadership should respect the role of the supervisors/chairs and seek their expertise in the areas in which they manage. Give authority back to deans/chairs/supervisors.
- Institute a monthly communication process that sends updates and changes before they are implemented (regarding building, policies, and procedures). Create a channel for feedback based on this communication.
- Senior Leadership should demonstrate that feedback is valued; frequent, genuine appreciation is effective at making others feel comfortable sharing their ideas and fosters an inclusive environment.
- Develop a tool for needs-based analysis to provide opportunity for departments to weigh in on decisions before finalizing.
- Senior Leadership must follow established policies and protocols (e.g. hiring, governance documents).

Notable Quotes

- *The intimidation has to stop. People are afraid. Why come to work when you're afraid? People are afraid to speak their minds because they are afraid they will lose their jobs.*
- *Shared governance is a big issue, but I doubt either administrators or faculty could tell you what it means. There is an opportunity here to bring people together, engage in a serious self-study involving anyone on campus who wants to contribute, and come to consensus. Some key decisions such as hiring Abram [sic] as provost, forming an honors college, and making department chairs administrators appear to be happening without the right kind of discussion. We aren't a football team subject to the whims of the coach—we are a community of incredibly well educated people who are independent thinkers.*
- *Shared governance has been continually undermined for years and the problem has been exacerbated by the actions of our current provost.*
- *Respect college-level and department-level decision making processes. Deans and department chairs can and should be relied on.*
- *So many administrators at chair/director level have been assigned increased responsibilities by the Provost and others without staffing... There should never be work assigned by the Provost without direct communication by the Provost with the chair/director responsible for completing the work. The Provost should be willing to listen to concerns and challenges so timelines to complete the work, when established, are reasonable. If new work needs done/implemented right away without adequate resources, decisions to eliminate other work must be made collaboratively.*

4. THEME: PAY EQUITY

The data reveal widespread dissatisfaction with the levels of pay on campus, along with widespread dissatisfaction in the recent raises distributed to members of administration. Respondents call for fairness when it comes to pay; everyone is given a raise or everyone sacrifices together. The data supporting pay is linked to other significant issues of value and respect of expertise. Faculty and staff sense they are “not worth a raise.” Additionally, competitive pay is a significant factor in acquiring a talented faculty and staff and therefore a factor in the quality of our institution. Respondents are upset with their levels of pay, especially when it is paired with an increase in workload because of staff reduction. (95 comments)

Actionable Items

- Increase pay and equally distribute raises.
- Use strategic budgeting to prioritize competitive pay for faculty and staff.
- Increase transparency of university pay structure by making job descriptions and pay ranges available publicly.
- Fairly compensate employees for additional workload and responsibilities.

Notable Quotes

- *If we are going to be successful, we need to work together. We are not treated like a team. That’s why morale is low. There is no appreciation, no wage increase, less money in our paychecks. They don’t think how this affects us. They are like, “if you don’t like it, too bad.” We are here for the students, but sometimes it’s hard.*
- *Not believing that employees are worth a raise while the “higher ups” continually receive big raises.*
- *Pay raises should be equally distributed. One for all, and all for one. If one group is denied pay raises, then no one at YSU gets raises. If the budget is restrictive for one person, department, or area, then the budget is restrictive for everyone and every area.*

5. THEME: PRACTICE RESPECT, TRUST, AND FAIRNESS

Respect is closely related to many of the other themes in the data (e.g. pay, shared governance). Respondents sense a lack of respect from the Board of Trustees and Senior Leadership for staff and faculty (including part-time faculty). Data reveal a perception that Senior Leadership favors some colleges and programs over others (e.g. STEM favored over CLASS). Employees do not feel respected for their expertise and are seen as replaceable rather than valued, even though they are essential to survival, student success, and every function of the university. Senior Leadership is perceived to only be managing; not leading people through true collaboration and partnership. Respondents believe respect should be modeled at the top and practiced through all levels of the organization. Authentic

appreciation and acknowledgement from Senior Leadership for all employees is needed. (114 comments)

Actionable Items

- Senior Leadership should find regular and meaningful ways to thank staff/faculty and show appreciation.
- President should visit offices to say thank you. He should make his appreciation known.
- Senior Leadership must stop insulting and bad-mouthing faculty and staff.
- Employees should be seen not as a cost to cut, but as revenue-generating investments.
- Leadership training on treating employees with respect.
- Senior Leadership and Board of Trustees must support staff and faculty in media rather than benefitting from the community thinking the worst.

Notable Quotes

- *Our direct supervisors at the college level have respect, but outside of the college level they are out of touch with us and what we do. They are happy the students are here, but who makes the students happy and successful? Us. We are the persons who help the students on a day to day basis.*
- *Happy [employees] = better student experience = higher retention.*
- *CLASS is not equally supported. Dr. Abraham has said he does not understand the point of Liberal Arts... We are separate, but not treated equally.*
- *I believe senior leadership needs to set the example for the rest of the university community when it comes to how people should be treated. I believe if they treat everyone, regardless of job position, with fairness, respect, courtesy, and professionalism that that behavior would spread throughout the rest of the campus community.*
- *Please have someone from the [BOT] respond to the constant attacks from our local partisan press on faculty. If the [BOT] or President Tressel would respond to these politically motivated and ill-informed attacks in defense of the faculty and YSU itself, they might find that faculty would feel respected and truly appreciated, instead of softened up for more wage and benefit concessions.*
- *Don't view [employees] as a cost to cut; rather, view [employees] as revenue-generating investments.*
- *The administration treats faculty with utter contempt. No student attends a university on the strength of its provost or various vice presidents. Students attend universities on the strength of its faculty.*

5a. SUB-THEME: WIN/WIN NEGOTIATIONS

Data reveal dissatisfaction with past negotiations and union contracts. Rather than negotiations being perceived as administration versus employees, respondents call for bargaining in “good faith” and negotiations as a “win/win” situation. (24 comments)

Actionable Items

- Bargain in good faith.
- Approach negotiations as a win/win.
- Reduce the incentive to prolong the process by using staff attorneys instead of an outside attorney (paid hourly).

Notable Quotes

- *I don't think that it is unreasonable to expect that if you do your job that you will be able to earn a livable wage, have decent benefits, have a pension, have some level of job security, and be able to work in a friendly atmosphere... Many of us have heard of administrators making comments criticizing the wages we earn and making comments that none of us should be employed at YSU long enough to earn a pension. ... If administration and BOT would negotiate with us in good faith and treat us fairly in the upcoming round of labor talks, that would be a step in the right direction toward improving morale.*
- *Contracts should not be open to interpretation and manipulation.*

6. THEME: INCREASED COMMUNICATION AND TRANSPARENCY

A theme emerging from the data is the flow of information. Employees are frustrated with the frequency, pace, transparency, consistency, and clarity in which information is transmitted from Senior Leadership. Several respondents note finding out information in the local newspaper, before information was shared/released through appropriate campus channels. Respondents sense that information goes up, but either doesn't come down or comes down with no justification or connection to clear strategic vision. There is frustration around not knowing why decisions are made; a lack of transparency. This is made evident in the data when respondents comment on their frustration with communication specific to Facilities. Not as common, but still evident, data reveal frustration in communication not just at the Senior Leadership level but between campus units. Respondents desire clear communication and transparency at all levels across campus. (105 comments)

Actionable Items

- Reinststitute the annual *State of the University* address.
- Provide explicit information/justification to stakeholders on why decisions are rejected at the Senior Leadership level (e.g. requests for new positions, release time, tenure).

- Share information with employees promptly (before it is read in the Vindicator).
- Establish and publish senior leaders' goals for the academic or fiscal year.
- Institute a once a month time (e.g. brown bag lunch) where employees can come ask questions of the President and Provost regarding the direction of YSU and upcoming decisions.
- Have an internal communication audit done by an expert to identify breakdowns and offer suggestions on the dissemination of information.
- Provide a reference list (especially in regards to technology and facilities) on who to contact for specific questions and requests.
- Use exit interviews to collect input from people leaving YSU.

Notable Quotes

- *Tell the truth - speak forthrightly and honestly and don't say one thing to one group of people and another thing to another group of people. It doesn't garner respect and this is what you're seeing in the lack of confidence in our administration. A big part of communication is listening to your [employees] that actually know their areas and are in touch with students.*
- *Information travels up to the administration, but never sent back down.*
- *Administration should set objectives and manage with the objectives in mind. Currently the Administration manage by reacting to crisis only. There is a need for more communication. Administration should manage in a way that serves our students after all we are in the business of serving our students.*
- *People simply want to know WHY decisions are made, reasons for them. Have better communication - this would go a long way! John Hyden's email about energy bills was very helpful, for example.*
- *It's bad when you have to hear about big or significant news at YSU through the media rather than employees being told directly by administration. Many joke that YSU's motto should be: YSU, where everything's a secret. There needs to be transparency on the rationale behind decisions made that affect employees. Some decisions made by administration come across as being made for no reason other than spite, retaliation, or bullying. If there's a legitimate reason, then explain in detail why the action is being taken.*

7. THEME: INCREASED STAFFING AND BALANCED WORKLOAD

Respondents are frustrated with the negative effects of steep decreases in staffing levels and outsourcing. Beyond increased workload for those who are currently employed at the university, decreased staffing impacts the quality and efficiency of the university (e.g. student services, retention, research, training for new technology). There is frustration around the speed of the hiring process and onboarding of new employees (decreased staffing has led to slow processes to receive keys, computers, etc.). All of these factors affect the university's ability to recruit and retain quality full-time faculty and staff, and thus our ability to recruit and retain students. Data reveal a call to move towards less part-

time faculty and more full-time faculty. Additionally, employees desire opportunities for professional development and growth. (122 comments)

Actionable Items

- Examine ratio of faculty to students, staff to students, administrators to students, and administrators to faculty/staff. Benchmark this against other universities to develop metrics for staffing levels. Make hiring decisions based on staffing models that are proven effective.
- Prioritize resources by hiring more full-time faculty and staff.
- Speed up the hiring process. Programs can't continue without personnel.
- Think strategically about implementing new processes/programs and provide appropriate staffing and training.

Notable Quotes

- *There are not enough people to get work done.*
- *Upper administrators justified their recent pay raises by saying that they've had to take on additional job duties, including some duties that are working out of their classification. Well, welcome to YSU! Everyone across the entire campus has had to take on more duties, including those duties that are sometimes out of our classification. We've taken on these extra duties as people retired or quit because the work still needs to get done, and we've all pitched in to get the work done.*
- *Highest workload among peers, lowest pay.*
- *With the replacement of faculty with part-time faculty students are paying more for less education.*
- *Understand the behavioral aspects of employment, not just the mechanics.*
- *I think it's time to have more than just one painter, one key guy, one mover, one driver, etc. We are really lean and it's taking a toll plus services are being neglected. At the same time, supervisors need to evaluate their areas and not be afraid to make changes as needed.*
- *YSU draws from a national pool of faculty. The administration's insistence on pay cuts, increases to workload, and other concessions make it difficult to attract top-tier faculty.*
- *Recruitment, Enrollment & Retention can't be the responsibility of the colleges. There are departments on campus created for these purposes.*

8. THEME: PLANNING FOR THE FUTURE

Data reveal that very few people have any idea about the direction of the university. Senior Leaders are perceived to be making reactionary decisions, rather than casting vision about the future or acting strategically to best serve students. There seems to be a missing link between decisions and a student-centered mission. Respondents want the opportunity to provide input into the future of the university. There is a sense that decisions of the past are negatively affecting the future, and a call for everyone to move on to make the university better. Morale is low for long-time employees. Enthusiasm is needed to move forward. (50 comments)

Actionable Items

- Comprehensively revise/reaffirm YSU's mission and direction. Establish a 5-year vision or strategic plan, with goals, that is focused on aspirations, not cuts, through collaboration with faculty, staff, and administration.
- Cultivate enthusiasm for moving the university forward together.
- When requests are denied, help provide solutions or justification in accordance with strategic plan.
- Create a master plan or reorganization plan around staffing, instead of making reactionary decisions about positions.

Notable Quotes

- *I used to feel pride when I said that I worked for YSU and was a YSU employee. In light of that given what was told to us about the ACE Bargaining Unit during negotiations being unprofessional, unintelligent and uneducated has pretty much stripped me of my dignity and pride. The Senior Administration needs to put aside their differences and stop punishing the current employees because the individuals who caused this turmoil and animosity are no longer here. We need to move on together and forge a better place for our students.*
- *Administrators should stop trying to pretend they are working to align with the strategic plan.*
- *Enthusiasm – generate some enthusiasm for moving the university forward together... Let's all (including Sr. Leadership) talk about what we want for the university, what it means to us, and the experience we want to make for the students, our co-workers, and everyone we serve ... We seem to all agree we're not where we want to be now, but where do we want to be?*

8a. SUB-THEME: CLEAR PRIORITIES AND EXPECTATIONS

In planning for the future, expectations and priorities must be established and communicated clearly to faculty and staff. Priorities and expectations should be aligned to the university mission, strategic plan, and budget. The data support the need for academics to be a priority above all else (e.g. athletics). Currently, respondents feel like expectations are ill-defined and poorly supported. This frequently appears when comments discuss expectations for faculty research in regards to high teaching and administrative workloads. Resources and time should be distributed to support university expectations and goals (such as becoming an urban research institute). (106 comments)

Actionable Items

- Senior Leadership must be accountable for valuing academic excellence first and foremost. Use the comprehensive strategic plan to set priorities and clear expectations for all employees at the university. Support these priorities and expectations, by funneling resources, support, and time to achieve them.
- Each college should have a research forum (brown bag lunch) to build community. It would build collaboration and YSU's image as an urban research university.

- Senior Leadership should not undermine the faculty by encouraging leniency with students.
- Create a mechanism for faculty and staff success stories to be shared campus-wide.

Notable Quotes

- *My suggestion is to lower the [teaching hours] to allow for a healthy balanced workload. It has been my experience that when institutions invested in their faculty, and provided them with the time for research and professional development, they would come out as a more productive member of the institution... I'm still confused on whether we are a teaching college or a research college. I understand that teaching colleges put more emphasis on more teaching hours, but that does not transfer to a high quality teaching college - I believe it does the opposite.*
- *Ever since moving to Ohio, all I hear from the state is about efficiency. It seems as if many people think this word means when the "most for the dollar." I believe word "efficiency" is actually related to quality. Therefore, we need to examine the actions of this word more closely so that our definition of "efficiency" doesn't lead us to mediocrity, and instead to excellence...I hope that you take action in finding more balance in the faculty workload.*
- *There are far too many resources diverted to the creation of administrative positions and athletics. The strength of a university is the education that a student receives. Therefore, resources should be allocated first to those areas of the university that advance student education.*
- *Campus wide attitude of hostility toward teaching - classroom deficiencies.*
- *The administration should not keep repeating "the academic division is our highest expense", because academics is the university.*
- *I get tasked with many non-technical advisory duties, as there is nobody else to do the work. As I go for promotion, I compete with others that are given time to conduct research and have much better portfolios than me.*
- *I do not believe that senior leadership (Deans and above personnel) understands what junior faculty members need. Many of us joined YSU because we were promised a substantial support for research (time off for research). However, in recent years, senior leadership has decided not honor this promise by taking away time allocated for research. Also, senior leadership comes across as if it does not value faculty research (in particular theoretical research)...Reputation of our university depends on faculty research.*

8b. SUB-THEME: STRATEGIC BUDGETING

Budgeting should align with the mission, strategic vision, and priorities of the university. Respondents call for budgeting that prioritizes academics and forecasts into the future. The university's budget should be transparent and seek the input of employee representatives. (33 comments)

Actionable Items

- Budgeting should forecast beyond the year and strategize long-term for the sustainability of YSU.
- Senior Leadership should communicate mission/vision and clearly explain how resources align with mission/vision.
- Benchmark to other institutions in terms of our spending per capita. Find out where we are spending our money compared to where our peer institutions are spending their money.
- Senior Leadership could work with other institutions and protest the decrease in available state funds.

Notable Quotes

- *Budgeting needs to be prioritized with academics first, outward appearances seem to matter more.*
- *The general budget should not be going to Athletics. If athletics is so necessary, explain its value, or why money needs to go there.*

9. THEME: INEFFECTIVE PROCESSES

Respondents share dissatisfaction in many processes that exist on campus. Policies and processes are not always clear or easily accessible. These include, but are not limited to chargebacks, redundant reporting, technology requests, facilities requests, weather/closing policies, online teacher evaluations, and Human Resources processes. Data reveal frustration with certain chargebacks or costs that departments/programs are charged, but should be a part of general university support. Chartwells was noted as being financially burdensome on programs/departments, as well as frustrations with Concur for being time-consuming. (52 comments)

Actionable Items

- Remove outdated forms and information from webpages.
- Shift unnecessary and/or time-consuming tasks and cost off of academic units that distract from student focus.
- Clarify policies that are considered confusing (e.g. weather/closing policy).

Notable Quotes

- *This whole thing needs to start from the beginning with new hires. I waited three months for a key to my office because there is only one person who makes keys. You have to wait to get a key. I had no computer for the first two months; I used my laptop. I brought in my own chair for my office. There is no welcome from the time you are hired. You should receive a list of things that you need to*

know from day one. It might happen with the faculty, but not with the staff. And with the layoffs, people came in who didn't know anything about this place. There is nothing in place for transitions.

- *It seems apparent that our faculty and staff are feeling overwhelmed and underappreciated. Having been at YSU for three years and having worked at four different campuses I have witnessed that the Academic departments are involved in a lot of campus events. Though I understand enrollment is a campus wide initiative, pulling faculty, staff and administrators away from the classroom for events such as Crash Day, CCP receptions, ALC programs, etc. it leave little time for them to concentrate on current students. My recommendation is to leave enrollment events and responsibilities in the hands of Enrollment Services, ask the CCP office to advise CCP students, require Housing and Residence Life to create and implement Academic Learning Communities and hold other offices accountable for their role on campus. This will allow the academic departments to concentration on the retention and graduation of our current students which should be their first and foremost responsibility.*
- *Academic areas are doing other department's jobs and Human Resources jobs with processing contracts. Procurement jobs with processing Professional Service Agreements.*

10. THEME: RESOURCE ALIGNMENT

Respondents note the ways in which classroom technology, labs, and equipment are out of date. Data reveal that out of date classroom/lab equipment hinders student recruitment and student success. Keeping technology and equipment up to date is an important part of providing enriching educational opportunities to students. Additionally, respondents discuss a lack of technology support and library resources. There is a call for resources to be tied to the university's mission and aligned with strategic planning. New plans should not be imposed without the resources to support them (e.g. FYE courses). Updating technology, equipment, and other resources is a key to faculty and staff performing their job functions at high levels. (51 comments)

Actionable Items

- Technology and resource budgets should be tied to mission and aligned with strategic planning.
- Increase library budget.
- Stop wasting resources and time (e.g. Provost search, Honor's College Dean search).
- Prioritize infrastructure.

Notable Quotes

- *I have heard many times that we are attempting to be an urban research university. And while we can debate the meaning of this, the roadmap to becoming such an institution is well trodden by other institutions. It takes capital and investment. [It] means filling scientific staff positions when people leave for green pastures. [It] also means not throwing all of our eggs into one basket (i.e. additive manufacturing). True research institutions both big and small diversify their portfolio. 3-D printing is a niche market and what will happen to us when the bottom falls out and we are left*

holding all of this equipment that nobody cares about. The university is better off investing its limited resources into building up the fundamental research departments and encouraging faculty researchers to research their own areas of interest instead of cramming niche areas down our throat (by implying that the university only supports additive manufacturing).

- *My classrooms are an embarrassment. When we try to recruit students in our department, and bring them on tours through our facilities, which have not even seen a coat of paint in decades, let alone the necessary technological upgrades that are required for teaching in the 21st century, it makes a terrible impression on prospective students, who often come from high schools with classrooms far better equipped than our own.*

11. THEME: FACILITY CONCERNS

Respondents are asking for there to be a prioritization of facility updates for spaces of learning on campus. Issues range in severity, but even minor problems, like temperature control, affect labs and equipment in negative ways. The university's inability to address these problems is hindering learning. There is frustration that public facades are being prioritized above academic buildings. Respondents call for a mechanism to provide input in planning and prioritizing facility maintenance and updates. (40 comments)

Actionable Items

- Ward Beecher needs immediate attention. Input should be gathered from faculty/staff in the building to prioritize upgrades.
- Create a Senate Committee that focuses on facilities or include faculty/staff representatives in facility planning.
- Design a proactive (not reactive) facilities update/maintenance strategy.
- Create a mechanism for requesting feedback from faculty/staff in specific buildings on upgrades.

Notable Quotes

- *Facilities may have a master plan for upgrades, but faculty have no input or awareness of a plan.*
- *Be proactive, not reactive when it comes to facilities. Offices leak repeatedly, for years, e.g., costing more than if the problem was fixed correctly to begin with.*

12. THEME: ETHICS IN HIRING

Data reveal the notion that cronyism or a "good old boy" mentality muddies the ethics of hiring practices at the university. It is perceived that Senior Leadership has a disregard for hiring and shared governance procedures, when those procedures interfere with hiring friends or preferred candidates.

There is not consistency in the hiring practices of the university at all levels. Additionally, respondents note that delays in processes get in the way of hiring qualified candidates. Searches need to be conducted with an appropriate pace and timeline in order to recruit the best faculty/staff possible. (48 comments)

Actionable Items

- Increase the transparency around the search procedures for hiring of administrative-level positions.
- Ensure hiring processes are followed for searches at all levels.
- Identify and remove system problems that hinder the hiring of qualified individuals.
- Prioritize hiring approvals within traditional hiring cycles (e.g. Fall for faculty) to attract the best candidates.

Notable Quotes

- *It is frustrating when someone's friend is brought in from off campus, let's say as a consultant and then months later just handed a position. This also goes for employees already on campus that are handed interim positions for months at a time, and then ultimately get the position, often times without a search. I understand that departments need someone to run them and not having a search can be a cost saving to the university, but it is completely unfair. That individual may very well be the best person for the position, but because of the way they end up in it, it leaves a bad taste in everyone's mouth. Plus, it never gives someone else that may be a better candidate the opportunity to apply. This has always happened and continues to happen. When I was hired, I was asked "who do you know that got you in?", so this climate is not only campus wide, but community wide. It makes current staff feel looked over and it eliminates our opportunity to move up.*
- *The administration needs to move away from the 'good old boy' mentality: taking care of friends, giving friends jobs. Things are pushed aside for friends and it has to stop. They need to be more open instead of making back room deals. The rules do not change for us, why do they change for them?*
- *Chairs/directors need better and faster support from HR to hire the best staff in the rare cases we are allowed to hire. The way that hiring works does not produce the best hiring decisions because committees don't know what departmental needs are if they don't work in that department.*

13. THEME: MODELING BEST PRACTICES

Respondents recommend Senior Leadership solicit help by seeking best practice advisement or consulting, attending leadership training, and gathering strategies from other universities to address many of the problems that were brought to light through the campus climate survey, open forums, focus groups, and online form. (20 comments)

Actionable Items

- Best practice advising or consulting is recommended moving forward.
- Senior Leadership needs training in areas identified as problematic.
- Senior Leadership should contact leadership at other universities to ask for advice in areas identified as problematic.

Notable Quotes

- *Hire management consultants from the 'Association of Governing Boards of Universities and Colleges' to coach senior leadership on the items identified as problematic.*
- *People that are getting paid (administration) need to find the solutions, even if it means outside consultants.*
- *Leadership and Management be required to take leadership and management training.*
- *Out of concern for passing our upcoming accreditation visit, it wouldn't be a bad idea to have our Provost contact the provosts at other Universities scoring well in the Senior Leadership area in the survey. These other provosts may suggestions/models for shared governance and collaborative governance structures.*

14. THEME: PROMOTE A DIVERSE AND INCLUSIVE COMMUNITY

Respondents discuss issues around diversity and inclusion at the university. Included in the data are examples of specific exclusionary practices (e.g. moving disability services, requiring survey questions with only male/female choices) that have taken place. Valuing diverse perspectives is in line with the mission of the university. (16 comments)

Actionable Items

- University should confront any exclusionary or disadvantaging practices on campus and elevate diverse and inclusive discourse and processes.
- Administration should re-dedicate their support of LGBTQIA issues on campus
- Office of Multicultural Affairs/Culture of Community should be creating spaces for critical conversations around privilege and bias.
- Disability Services must be in a location on campus that supports students with disabilities.

Notable Quotes

- *The lack of diversity on the faculty precludes the ability to advocate for minority students.*
- *As faculty/staff we were sent a [survey] that asked gender as a required field and only had the choices "male and female" and only allowed respondents to choose one answer for their racial identification. These are not mistakes any office on campus should be making, because they communicate to campus that we have a community for some, while others are excluded. If the Culture of Community is the mechanism in which Senior Leadership has decided to best establish YSU as a place that challenges bias and promotes equality - then it would serve us well to have the*

collaborative be watching for places where exclusion is happening (like that survey) and correct those issues through training and education.

15. THEME: PART-TIME FACULTY TREATMENT

Comments focus on the treatment and opportunities provided to part-time faculty. Respondents discuss increasing pay, providing opportunities for part-time faculty to give input, clear paths for moving from part-time to full-time positions, and appreciation/recognition for good work. Also present in the data is the fear that the institution relies too heavily on part-time faculty and should seek to add more full-time positions. (44 comments)

Actionable Items

- Provide a pay increase for part-time faculty.
- Have a part-time faculty representative on Academic Senate.
- Institute a part-time teaching cash-award or means for authentic recognition.
- Each program should have a goal of hours taught by full-time versus part-time faculty to ensure quality and consistency in the program.

Notable Quotes

- *To improve job satisfaction Part-time Faculty should receive higher compensation and more respect. Invite us, include us and reimburse us for extra duties, such as serving on committees.*
- *Too many part-time people are teaching important courses and consistency is lacking.*



**RESOLUTION OF APPRECIATION
REGARDING THE YSU CAMPUS CLIMATE SURVEY**

WHEREAS, Youngstown State University (YSU) participated in The Chronicles Great Colleges to Work For Survey, a study designed to provide feedback to universities regarding the quality of their workplace, from March 16 through April 8, 2016; and

WHEREAS, the results of the survey were reviewed and summarized by the YSU Office of Assessment in September 2016. The information was shared with the Academic Senate Executive Committee (ASEC), who took a leadership role to design ways to disseminate the information and receive feedback. The ASEC, in tandem with the Office of the Provost, formed open forums to discuss possible solutions to the issues identified in the Survey. The ASEC also formed college focus groups to provide greater opportunities for input at the college level; and

WHEREAS, a tremendous amount of time and energy was expended by many members of the YSU community in moderating and note-taking at the forums and focus groups, gathering feedback, and analyzing and processing the data from the feedback, and preparing a final report; and

WHEREAS, Hillary Fuhrman, Director of Assessment, developed the materials to present the results of the survey, helped to train the moderators and note-takers, and made available a tool for faculty and staff to share opinions. Ms. Fuhrman displayed exemplary leadership in undertaking this project with the utmost professionalism; and

WHEREAS, the Senate Executive Committee, consisting of Chester R. Cooper, Adam Earnhardt, Carol M. Lamb, Ramesh Dangol, Tomi Ovaska, Daniel O'Neill, Amy Flick, Patrick Spearman, Cathy Bieber Parrott, and Gabriella N. Gessler, served the University in promoting open and frank discussions on campus; and leading the sessions in a positive light; and

WHEREAS, many faculty, staff, and students, including Rebecca Badawy, Mari Ann Cann, Rebecca Curnalia, Ramesh Dangol, Amy Flick, Connie Frisby, Gabriella N. Gessler, Jaietta Jackson, Melanie Leonard, Dorian Mermer, Tyler Miller-Gordon, Cary Wecht, Debbie Yiannaki, and Jennifer Young, helped to facilitate the Open Forums and Focus Groups by their participation of being a moderator or a note taker; and

WHEREAS, a group of faculty and staff, including Annette Burden, Justin Edwards, Hillary Fuhrman, Becky Geltz, Alison Kaufman, Jill Mogg, Alicia Prieto Langarica, Kriss Schueller, and Emre Ulusoy, spent numerous hours reading, coding, analyzing, and grouping the data, creating primary themes and sub-themes, and preparing a final document that is a true reflection of the almost nine hundred comments received; and

WHEREAS, the members of the Board of Trustees understand and appreciate the time and energy that was expended by these individuals and wish to thank them for their dedication and service to Youngstown State University with this very important project;

NOW, THEREFORE, BE IT RESOLVED, that the members of the Board of Trustees express their appreciation to Hillary Fuhrman, the Senate Executive Committee, and all of the faculty, staff, and students named above regarding their service with the Campus Climate Survey, and for their efforts in promoting the welfare and best interests of Youngstown State University and the Community it serves.

**Board of Trustees Meeting
December 1, 2016
YR 2017-**

E. Standing Committees – The Board’s standing committees, and their respective duties and areas of responsibility, shall be as follows:

1. **Academic and Student Affairs Committee**

- a. To consider those matters that warrant Board attention or require Board action relating to:
 - academic policies which provide for and govern faculty teaching, research, and service;
 - establishment of new academic programs, changes in or deletions of existing academic programs, and the issuing of certificates or the granting of degrees;
 - policies which provide for and govern student recruitment, admission, financial aid, retention, and graduation, including but not limited to, diversity issues, enrollment management, and general education requirements;
 - policies which provide for and govern student housing and student life; and
 - institutional mission, strategic and master plans, or relevant parts thereof, dealing with matters within the purview of the Academic and Student Affairs Committee.
- b. To assist the Board in the exercise of its oversight responsibilities relating to those academic and administrative departments within the purview of the Academic and Student Affairs Committee.
- c. To exercise on behalf of the Board ancillary jurisdiction as related to the above, or as assigned by the Board or its Executive Committee.
- d. Provided that he or she is a member of the University faculty, the chair of the YSU Academic Senate shall be a nonvoting member of the Academic and Student Affairs Committee. In the event that the chair of the YSU Academic Senate is not a member of the University's faculty, then the faculty member holding the most senior position within the YSU Academic Senate leadership shall hold this position. This position shall not count toward the determination of a quorum of the Academic and Student Affairs Committee, nor shall this position be entitled to attend executive sessions of the Committee.

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McDonough Museum of Art



A Center
for
Contemporary
Ideas, Art
Education
and
Community

MEMO

TO: Dean Paul
FROM: The McDonough Advisory Board
RE: Modification of the name of the John J McDonough Museum of Art to the John J McDonough Center for Contemporary Arts.
DATE: September 19, 2016

At the John J McDonough Museum of Art Advisory Board Meeting on September 16, 2016 a proposal was put forward to modify the name of the John J McDonough Museum of Art to the John J McDonough Center for Contemporary Arts. The topic was introduced by Leslie A Brothers, Director of the Museum after receiving a recommendation from Board member Paul Ricciuti. A further discussion took place with Board members Paul J Ricciuti, Al Cinelli and Board Chair, William Mullane to submit the proposal to the entire Board.

Reasons for the modification:

Changing the name from Museum to Center for Contemporary Arts more accurately reflects what the McDonough does and has been doing for the last 25 years. The McDonough presents changing exhibitions and programs that reflect ideas, art and community interests of our time, and anticipates, in its advanced planning, what will be relevant next in our contemporary culture.

The name Museum implies a collection or collecting institution, which the McDonough is not and never has been. As defined by the American Alliance of Museum's Code of Ethics for Museums: "Museums make their unique contribution to the public by collecting, preserving and interpreting the things of this world."

It would be ethically irresponsible to collect art, as the facility was not built to include a proper storage facility that is climate controlled and equipped for the long-term preservation and care of art objects.

Changing the name from Museum to Center for Contemporary Arts would reinforce the Museum's mission (attached) and would be an advantage for fund raising and grant writing rather than causing confusion.

Most significantly changing the name from Museum to Center for Contemporary Arts would give audiences a clear understanding of what goes on at the McDonough before they walk through the doors as opposed to setting them up for unreal expectations.

Changing the name from Museum to Center for Contemporary Arts is consistent with the original intent of what Dr. McDonough wanted when he established this institution - to bring his love of art to the University and community.

A motion was made by Paul Ricciuti to modify the name of the John J McDonough Museum of Art to the John J McDonough Center for Contemporary Arts. John Noga seconded the motion. The motion was voted on and passed unanimously.

Youngstown
STATE UNIVERSITY

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McDonough Museum of Art



A Center
for
Contemporary
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Community

Mission statement 2016

RE: Modification of the name of the John J McDonough Museum of Art to the
John J McDonough Center for Contemporary Arts.

DATE: September 19, 2016

MCDONOUGH MUSEUM OF ART MISSION STATEMENT 2016

The mission of the McDonough Museum of Art reinforces the mission of the College of Fine and Performing Arts and Youngstown State University in recognizing the need to support both cultural values and academic excellence.

Consistent with Youngstown's efforts toward redefinition and relevance together with YSU's newly formed strategic plan, the McDonough, the University's Center for Contemporary Arts, has established four key objectives:

To function as a partner in all aspects of its programming by strengthening existing partnerships and developing new ones. We intend to promote heuristic processes vital to collaboration creating an environment for greater transparency.

To serve as a unique center for public engagement the McDonough is the logical locus for a campus and community-wide open forum for ongoing collaborative efforts. Within this working lab for shared investigations we will explore the potential for unknown possibilities redefining the role of the artist/designer in the re-imagining and re-inventing process of the city.

To further articulate the public value of aesthetic experiences as important opportunities for knowing the complex and often ambiguous world we live in. To measure the public value of aesthetic experience by looking at creative capital, entrepreneurship, civic belonging and urban identity.

It is ultimately our goal as a university museum dedicated to the display and commission of contemporary art to function as a catalyst for new knowledge, to play a central role in the exploration of the aesthetic dimension of human intelligence and to substantially affect the way the arts contribute to education and public life.



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State University

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**RESOLUTION OF SUPPORT FOR APPALACHIAN REGIONAL
COMMISSION GRANT**

WHEREAS, Youngstown State University (YSU) has applied for Appalachian Regional Commission Funding to secure Flexible Hybrid Electronics Manufacturing Equipment for career-specific education and workforce development; and

WHEREAS, the Appalachian Regional Commission (ARC) has grant funds in the amount of \$187,000.00 available for equipment in support of advanced manufacturing education; and

WHEREAS, the ARC grant would enable YSU to offer expanded relevant curriculum supported by the addition of this equipment; and

WHEREAS, the equipment will accelerate the development of a shared regional resource supporting educational needs in flexible automation and 3D printed electronics; and

WHEREAS, this equipment will further position YSU as a regional and national leader in advanced manufacturing education; and

WHEREAS, YSU supports a cost match of \$313,000.00 through a combination of philanthropic contributions specifically directed for advanced manufacturing education and leveraged state grant funding;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby support YSU's submission of the Flexible Hybrid Manufacturing Equipment grant proposal to the Appalachian Regional Commission and, if awarded, developing the curriculum to fully leverage these resources for students throughout the region.

SECTION 1:
PROJECT PROPOSAL
EXECUTIVE SUMMARY

EXECUTIVE PROJECT PROPOSAL SUMMARY

Date Prepared:	5/10/2016			
1. Project Title:	Flexible Hybrid Electronics Manufacturing Equipment			
2. Project Grantee:	Youngstown State University			
3. Contact Person: (include name, title, address, email & phone)	Darrell Wallace, Associate Professor - Mechanical & Industrial Engineering Youngstown State University, One University Plaza, Youngstown, OH 44555, drwallace01@ysu.edu, 330-941-3272			
4. County(ies) & Designation:	Mahoning (Transitional) & Trumbull (Transitional)			
5. Basic Agency	N/A			
6a. GOA State Goal/Strategy:	<p>Goal II: Strengthen the capacity of the people of Appalachia to compete in the global economy.</p> <p>Objective A) Enhance workforce skills through training.</p> <p>Strategy 3) Work toward building the capacity of training institutions, including but not limited to, two- and four-year colleges and career technical schools, to provide real-life skill training that is applicable on the job.</p>			
6b. ARC Fed Goal / Strategy:	<p>Investment Goal 2: Ready Workforce - Increase the education, knowledge, skills, and health of residents to work and succeed in Appalachia.</p> <p>Action Objective 3: Develop and support career-specific education and skills training for students and workers, especially in sectors that are experiencing growth locally and regionally and that provide opportunities for advancement. Appalachia's economy is undergoing transition. New employment opportunities are emerging as the Region's economic sectors grow and change. However, with these opportunities come new demands on local workers' skills and knowledge. For workers to take advantage of new employment opportunities they must have access to and engage in career-specific education and skills training that can help them succeed and advance on the job.</p>			
7. Purpose:	Equipment will initiate the development of a shared regional resource to support educational needs surrounding two rapidly emerging and regionally important industrial technologies: flexible automation (particularly collaborative robotics) and the manufacturing processes of agile and hybrid 3D printed electronics manufacturing.			
8. Funding/Budget: Source	Amount	% of Total	Program Funding	Status of Funds
ARC	\$187,000	37.4%	ARC	This application
Federal				
State				
Local				
Private / Applicant	\$313,000	62.6%	YSU	Committed
Total	\$500,000	100%		
9. Description:	<p>This project will equip a laboratory housed on the campus of Youngstown State University with state of the art equipment to demonstrate and teach advanced techniques for using flexible automation (particularly co-robotics) to assist both traditional board-level electronics manufacturing as well as the integration of electronics into both conventional and hybrid 3D printed structures. The equipment would be owned by YSU, a public university, and would be incorporated into the University's plans for a shared-use innovation and commercialization center where students, faculty, and industry from across the region may access the equipment.</p>			

	<p>The emergence of additive manufacturing and its capability for integrating both structural and functional electronic forms is changing fundamental assumptions about manufacturing. Concurrently, new automation technologies such as collaborative robots or co-robots are changing paradigms of how humans and machines interact to perform tasks. These two major areas of technology evolution are causing major regional manufacturers like Delphi to rethink significant aspects of their production strategies. However, the necessary expertise does not yet exist within either the organization or the region. The proposed equipment would provide infrastructure to develop a skilled workforce able to address these immediate skill needs and a proving ground where students, faculty, and industry could work together to solve real-world problems of immediate interest to regional manufacturers. The value of this effort to support regional industry innovation is evidenced by the attached letters of support from Delphi (p. 6), Altronic (p. 7), the Youngstown Business Incubator (p. 8), and Turning Technologies (p. 9). These organizations have real and immediate opportunities to leverage access to this equipment for growth and innovation.</p> <p>Pending ARC approval, it is anticipated that the equipment for this project will go out to bid requesting price quotes approximately June 1, 2017. Within 6 months of acquisition of the equipment, YSU will incorporate the equipment into a new manufacturing program curriculum that has been specifically tailored to meet the workforce needs of this region. Within 2 years, the equipment will be relocated to a planned new facility (on YSU campus) where it will be readily accessible to students from the major regional post-secondary educational institutions as well as to regional industry. As a result, it is expected that this project will result in the creation of 6 jobs.</p>
<p>10. Rationale:</p>	<p>The new technologies of co-robotic automation, agile on-demand electronics assembly, and hybrid 3D printed structures with integrated electronics are fundamentally changing manufacturing paradigms for the electronics industry. Major regional manufacturers, including Delphi, have identified these technology areas as important to their long-term strategies, but they lack access to personnel with expertise in these topics.</p>
<p>11. Benefit:</p>	<ul style="list-style-type: none"> • Skilled workforce with capabilities in emerging technologies • Cross-disciplinary and cross-institutional sharing of resources • Opportunity for enhanced industry / academic collaboration • Support for regional companies to adopt emerging technologies • Increased student exposure to regional companies and real-world problems
<p>12. Performance Measurement:</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • 3 courses offered through the laboratory • 4 educational institutions with agreements to allow facility access • 4 companies engaged <p>Outcomes:</p> <ul style="list-style-type: none"> • 50 students enrolled in courses making use of the equipment • 6 jobs created • 2 companies using facility to test manufacturing feasibility
<p>13. Leveraged Private Investment:</p>	<ul style="list-style-type: none"> • \$250,000 private donation to YSU – This donor has made a commitment to donate funds in support of this effort. He is deeply committed to preserving and growing the competitiveness of electronics manufacturing in the region and has voiced his support for this effort through a significant personal investment.

**APPLICATION FOR
FEDERAL ASSISTANCE**

Version 7/03

1. TYPE OF SUBMISSION: Application		2. DATE SUBMITTED	Applicant Identifier
<input type="checkbox"/> Construction	Pre-application	3. DATE RECEIVED BY STATE	State Application Identifier
<input checked="" type="checkbox"/> Non-Construction	<input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier
5. APPLICANT INFORMATION			
Legal Name: Youngstown State University		Organizational Unit: Department: Mechanical & Industrial Engineering	
Organizational DUNS: 073131237		Division: College of STEM	
Address: Street: One University Plaza		Name and telephone number of person to be contacted on matters involving this application (give area code)	
City: Youngstown		Prefix:	First Name: Michael
County: Mahoning		Middle Name A	
State: Ohio	Zip Code	Last Name Hripko	
Country: 44555		Suffix:	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 34-1011998		Phone Number (give area code) 330-941-3092	Fax Number (give area code)
8. TYPE OF APPLICATION: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) (See back of form for description of letters.) Other (specify) <input type="checkbox"/> <input type="checkbox"/>		7. TYPE OF APPLICANT: (See back of form for Application Types) 1. State Controlled Institution of Higher Learning Other (specify)	
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: TITLE (Name of Program): 23-002		9. NAME OF FEDERAL AGENCY: Appalachian Regional Commission	
12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.): Youngstown, Mahoning / Trumbull Counties, Ohio		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Flexible Hybrid Electronics Manufacturing Equipment	
13. PROPOSED PROJECT Start Date: 06/01/2017		14. CONGRESSIONAL DISTRICTS OF: a. Applicant OH-013	
Ending Date: 01/01/2020		b. Project OH-013	
15. ESTIMATED FUNDING:		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?	
a. Federal	\$ 187,000.00	a. Yes. <input checked="" type="checkbox"/> THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE: 05/10/2016	
b. Applicant	\$ 313,000.00	b. No. <input type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372	
c. State	\$.00	<input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
d. Local	\$.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?	
e. Other	\$.00	<input type="checkbox"/> Yes if "Yes" attach an explanation. <input checked="" type="checkbox"/> No	
f. Program Income	\$.00	18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.	
g. TOTAL	\$.00	a. Authorized Representative	
Prefix		First Name Michael	Middle Name A
Last Name Hripko		Suffix	
b. Title Associate Vice President for Research		c. Telephone Number (give area code) 330-941-3092	
d. Signature of Authorized Representative		e. Date Signed 10/28/2016	

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Standard Form 424 (Rev. 9-2003)
Prescribed by OMB Circular A-102

BUDGET INFORMATION - Non-Construction Programs

OMB Approval No. 0348-0044

5

SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Leave Blank	Leave Blank	\$ 187,000.00	\$ 313,000.00	\$	\$	\$ 500,000.00
2.						0.00
3.						0.00
4.						0.00
5. Totals		\$ 187,000.00	\$ 313,000.00	\$ 0.00	\$ 0.00	\$ 500,000.00
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY					Total (5)
	(1) First Quarter	(2) Second Quarter	(3) Fourth Quarter	(4) Fourth Quarter		
a. Personnel	\$	\$	\$	\$	\$	0.00
b. Fringe Benefits						0.00
c. Travel						0.00
d. Equipment	500,000.00					500,000.00
e. Supplies						0.00
f. Contractual						0.00
g. Construction						0.00
h. Other						0.00
i. Total Direct Charges (sum of 6a-6h)	500,000.00	0.00	0.00	0.00	0.00	500,000.00
j. Indirect Charges						0.00
k. TOTALS (sum of 6i and 6j)	\$ 500,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 500,000.00
7. Program Income	\$	\$	\$	\$	\$	0.00

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Standard Form 424A (Rev. 7-97)
Prescribed by OMB Circular A-102

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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS	
8. Youngstown State University	\$ 313,000.00	\$	\$	\$ 313,000.00	
9.				0.00	
10.				0.00	
11.				0.00	
12. TOTAL (sum of lines 8-11)	\$ 313,000.00	\$ 0.00	\$ 0.00	\$ 313,000.00	
SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 187,000.00	\$ 187,000.00	\$	\$	\$
14. Non-Federal	313,000.00	313,000.00			
15. TOTAL (sum of lines 13 and 14)	\$ 500,000.00	\$ 500,000.00	\$ 0.00	\$ 0.00	\$ 0.00
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (Years)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16. Youngstown State University	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
17.					
18.					
19.					
20. TOTAL (sum of lines 16-19)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
SECTION F - OTHER BUDGET INFORMATION					
21. Direct Charges: \$500,000		22. Indirect Charges:			
23. Remarks:					

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (Identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE Associate Vice President, Research
APPLICANT ORGANIZATION Youngstown State University	DATE SUBMITTED 5/10/2016

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Memorandum of Understanding for ARC Projects

Project Name: Fliexible Hybrid Electronics Manufacturing Equipment
State: Ohio Federal Agency: _____

The Following Conditions Apply to all ARC Projects

- Deadline:** The Commission may revoke or revise its approval of any project if work intended to be assisted is not underway within 18 months after the date of approval of such project.
- Davis Bacon Wages:** Davis Bacon wage rates (as determined by the Department of Labor for your respective area) must be paid for all construction projects in accordance with Section 402 of the Appalachian Regional Development Act of 1965, as amended.
- ARC Underrun Policy:** Each disbursement of funds for a project receiving assistance from more than one Federal source will be deemed to be a proportional disbursement from each source. In the event of an underrun, the ARC will be entitled to recover its proportionate share of the underrun.
- Additional Funds added to the Project after ARC Approval:** It is understood that if the applicant receives additional funding from any new source towards the eligible cost of this project after the ARC approval, these funding sources should not be used to reduce the amount of local funds pledged. If new funds are made available to this project, the ARC and the Basic Federal Agency, if any, should be notified immediately. ARC reserves the right to reconsider the level of its funding approval in such an eventuality.
- Changes in Scope:** It is understood that a change-in-scope may not be implemented without prior written approval from the ARC and the Basic Federal Agency, if any. A change of scope is any major change to the project design, the type of project to be completed, capacity of the system, size of project, the number and/or type of customers served or equipment items purchased.
- Close Working Relationship with Basic Federal Agency:** It is understood that the applicant must work closely with the Basic Federal Agency identified in the ARC application, if any, and follow bidding and contract award procedures to insure that all pertinent Federal laws are complied with. Coordination with the Federal agency begins with filing an application with the basic Federal agency.
- Restrictions on Assistance:** ARC funds shall not be used for: a. any form of assistance to relocating industries; b. recruitment activities that place a state in competition with other state or states; and c. projects that promote unfair competition between businesses within the same immediate service area.
- Cornerstone or Plaque:** Any facility constructed in whole or in part by funds provided under the ARDA shall include a cornerstone, or plaque appropriately acknowledging the assistance provided through the ARC program, provided that such an item not be required if it would be prohibited as an eligible project cost under the basic federal program through which the ARDA assistance is provided.

Applicant/Authorized Representative _____ Date _____

Appalachian Regional Commission
 Program Operations Division
 1666 Connecticut Ave, NW Phone 202-884-7750
 Washington, DC 20009 Fax 202-884-7682

**ARC FORM 3: Application for Non-Construction Projects
 NON-CONSTRUCTION PROJECT APPLICATION**

ARC Project Control No.: _____ (assigned by ARC Washington Office)

Send three copies of project application to State ARC Office.

1. IDENTIFICATION

Project Title Flexible Hybrid Electronics Manufacturing Equipment	Location Youngstown	State Ohio
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2. ARC Goal Area (check appropriate box)

- A. Economy
- B. Education/Health
- C. Infrastructure
- D. Highway
- E. Other Specify: _____

3. Type of Project (check appropriate box)

- A. Operations Only
- B. Operations (including equipment)
- C. Equipment Only
- D. Training and/or Technical Assistance

4. Budget Period: From 06/01/2017 To 01/01/2020

5. Cost Request for this Budget Period:

Funding	Operations/TA		Equipment		Total	
	Dollars	%	Dollars	%	Dollars	%
ARC Funds			\$187,000	37.4%	\$187,000	37.4%
Other Federal Funds						
State Funds						
Other Funds (non-federal)			\$313,000	62.6%	\$313,000	62.6%
Total Cost		100 %	\$500,000	100 %	\$500,000	100 %

Specify source of all other Federal funds and approval date(s):

ARC Form 3: Application for Non-Construction Project (page 2)

Applicant Acknowledgement

I hereby request Appalachian Act grant funds in the amount identified above and agree to apply those funds in accordance with applicable Federal laws, including Section 224(b) and 402 of the Appalachian Act.

Responsible Officer _____ 10/26/2016
(Signature) (Date)

Name & Title of
Responsible Officer Michael A. Hripko, AVP Research
(Please type or Print) **If project is Section 211A, State Officer should sign here.*

STATE APPROVAL

This Application has been evaluated and approved as meeting the requirements for assistance under the Appalachian Regional Development Act of 1965, as amended; and, where required by Executive Order No. 12372 and implementing regulations, the appropriate project review clearinghouses were given an opportunity to review the project and comment:

E.O. No. 12372 Comments Attached E.O. No. 12372 Comments Not Made E.O. No. 12372 Not Applicable.

State Member or Alternate _____ Title _____
(Please Type or Print Name)

Signature _____ Date _____