



**YOUNGSTOWN
STATE
UNIVERSITY**

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

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

**Thursday, December 8, 2022
12:30 p.m. or immediately following
previous meeting**

**Board Room
Tod Hall**

AGENDA

- A. Disposition of Minutes for Meeting Held September 21, 2022**
- B. Old Business**
- C. Committee Items**

1. Academic Excellence and Student Success Consent Agenda Item*

- C.1.a. = Tab 1 a. Resolution to Modify Teaching by Staff Policy, 3356-10-12**
Brien N. Smith, Provost and Vice President for Academic Affairs, will report.

2. Academic Excellence and Student Success Action Items

- C.2.a. = Tab 2 a. Resolution to Modify and Retitle Adjunct Faculty Policy, 3356-10-09**
Brien N. Smith, Provost and Vice President for Academic Affairs, will report.

- C.2.b. = Tab 3 b. Resolution related to O.R.C. 3345.062 Remediation Report**
Brien N. Smith, Provost and Vice President for Academic Affairs, and Kevin Ball, Associate Provost for Academic Programs and Planning, will report.

3. Academic Excellence and Student Success Discussion Items

- C.3.a. = Tab 4 a. Academic Program Enhancement and Effectiveness Initiative, Increasing Effectiveness – Gaining Efficiencies, and Optimizing the Academic Portfolio**
Brien N. Smith, Provost and Vice President for Academic Affairs, and Jennifer Pintar, Associate Provost for Academic Administration, 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.

C.3.b. = Tab 5

b. Academic Senate Update

Chester Cooper, Chairperson, Academic Senate, will report.

D. New Business

E. Adjournment



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION TO MODIFY
TEACHING BY STAFF POLICY, 3356-10-12**

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

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

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

WHEREAS, the Teaching by staff policy has been reviewed and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Teaching by staff, policy number 3356-10-12, shown as Exhibit __ attached hereto. A copy of the policy indicating changes to be made is also attached.

**Board of Trustees Meeting
December 9, 2022
YR 2023-
HLC Criterion 3.C.3.**

3356-10-12 Teaching by staff.

Responsible Division/Office: Office of Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: June 1999; March 2007; March 2011; March 2017; December 2022
Board Committee: Academic Excellence and Student Success
Effective Date: December 9, 2022
Next Review: 2027

- (A) Policy statement. On occasion it is necessary and appropriate to have employees perform services above and beyond their normal scope of duties and to pay employees for these additional services.
- (B) Definition. For purposes of this policy, a “staff member” is defined as any full-time employee who is not a member of the faculty bargaining unit.
- (C) Parameters.
- (1) Assignment of a staff member to teach shall be based solely upon the academic needs of the university and the appropriateness of the individual’s academic credentials.
 - (2) Staff members may not receive payment for any course taught during their paid work schedule. Staff members may teach only during the lunch hour, approved leave time, or at times other than their paid work schedule.
 - (3) Prior to the assignment, the staff member’s supervisor shall certify in writing that any teaching assignment will not interfere with the staff member’s regular responsibilities.
 - (4) Non-exempt staff members that complete a forty-hour workweek and engage in teaching activities in addition to, and outside of, the primary duty of their position will be paid 1.5 times the established teaching rate for part-time faculty instructors, as per Fair Labor Standards Act (FLSA) requirements.

- (5) A staff member may teach no more than one course per term (normally considered to be equivalent to three teaching hours) without approval of the provost/vice president for academic affairs.

(D) Procedures.

- (1) A staff member having appropriate academic credentials may request or be requested by an academic chairperson to teach in a department. Appropriate academic credentials must be documented.
- (2) The credentials will be collected by the chair of the department for departmental review. The credentials must be forwarded to the dean and provost for certification following higher learning commission expectations. Staff desiring to teach a graduate level course must also have graduate faculty status. Once approval is granted, the staff member becomes eligible to teach in the department.
- (3) A department chairperson wishing to have an eligible staff member teach a class will initiate the appropriate part-time teaching assignment agreement, secure written approval of the staff member's supervisor, and then forward the materials to the dean and provost for final approval.

3356-10-12 Teaching by staff.

Responsible Division/Office: Office of Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: June 1999; March 2007; March 2011; March
2017; December 2022
Board Committee: Academic Excellence and Student AffairsSuccess
Effective Date: ~~March 16, 2017~~ December 9, 2022
Next Review: ~~2022~~2027

- (A) Policy statement. On occasion it is necessary and appropriate to have employees perform services above and beyond their normal scope of duties and to pay employees for these additional services.
- (B) Definition. For purposes of this policy, a “staff member” is defined as any full-time employee who is not a member of the faculty bargaining unit.
- (C) Parameters.
- (1) Assignment of a staff member to teach shall be based solely upon the academic needs of the university and the appropriateness of the individual’s academic credentials.
 - (2) Staff members may not receive payment for any course taught during their paid work schedule. Staff members may teach only during the lunch hour, approved leave time, or at times other than their paid work schedule.
 - (3) Prior to the assignment, the staff member’s supervisor shall certify in writing that any teaching assignment will not interfere with the staff member’s regular responsibilities.
 - (4) Non-exempt staff members that complete a forty-hour workweek and engage in teaching activities in addition to, and outside of, the primary duty of their position will be paid 1.5 times the established teaching rate for part-time faculty instructors, as per Fair Labor Standards Act (FLSA) requirements.

- (5) A staff member may teach no more than one course per term (normally considered to be equivalent to three teaching hours) without approval of the provost/vice president for academic affairs.

(D) Procedures.

- (1) A staff member having appropriate academic credentials may request or be requested by an academic chairperson to teach in a department. Appropriate academic credentials must be documented.
- (2) The credentials will be collected by the chair of the department for departmental review. The credentials must be forwarded to the dean and provost for certification following higher learning commission expectations. Staff desiring to teach a graduate level course must also have graduate faculty status. Once approval is granted, the staff member becomes eligible to teach in the department.
- (3) A department chairperson wishing to have an eligible staff member teach a class will initiate the appropriate part-time teaching assignment agreement, secure written approval of the staff member's supervisor, and then forward the materials to the dean and provost for final approval.



Explanation of Modifications and Retitling to *University Policy*:

3356-10-09 Voluntary services adjunct faculty.

This policy is being recommended for modification to provide a restructured process to request voluntary services adjunct faculty status. By creating a Voluntary Services Adjunct Faculty Request Form, the Office of Academic Affairs and Human Resources have reduced the number of forms the prospective voluntary services adjunct faculty member will need to complete. The procedure on how to request voluntary services adjunct faculty status, the department's responsibilities, and the voluntary services adjunct faculty member's responsibilities have been added to the policy to offer additional guidance through the process. The recommended modifications further provide for all prospective voluntary services adjunct faculty to successfully pass background checks before any onsite assistance can commence.

In addition, "Adjunct faculty" has been retitled to eliminate any misperception with part-time faculty who receive payment for teaching. The policy statement was rewritten with no major changes to content.

**Board of Trustees Meeting
December 9, 2022
YR 2023-**



**RESOLUTION TO MODIFY AND RETITLE
ADJUNCT FACULTY POLICY, 3356-10-09**

WHEREAS, University Policies are being reviewed and re-conceptualized on an ongoing basis; and

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy governing Adjunct Faculty, policy number 3356-10-09, to be retitled as Voluntary Services Adjunct Faculty, shown as Exhibit __ attached hereto. A copy of the policy indicating changes to be made is also attached.

3356-10-09 Voluntary services adjunct faculty.

Responsible Division/Office: Office of Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: June 1999; March 2007; December 2011;
September 2017; December 2022
Board Committee: Academic Excellence and Student Success
Effective Date: December 9, 2022
Next Review: 2027

- (A) Policy statement. Youngstown state university (YSU) encourages the affiliation of non-university individuals engaged in appropriate professional activity as voluntary services adjunct faculty.
- (B) Definition. “Voluntary services adjunct faculty” are professionals employed by cooperating organizations or agencies who provide onsite assistance for the various university programs that require students to gain experience in clinical research or field settings.
- (C) Parameters.
- (1) Designation as voluntary services adjunct faculty includes no regular teaching assignments in the university nor compensation by the university.
 - (2) Prospective voluntary services adjunct faculty must have adequate experience, qualifications, and training for the task(s) they will be performing.
 - (3) Prospective voluntary services adjunct faculty must successfully complete all applicable background checks.
 - (4) The chair of the department in which the appointment is requested, or designee, in cooperation with the dean of the college, are responsible for the review of credentials and the nomination of voluntary services adjunct faculty to the provost. Offers of appointment as voluntary services adjunct faculty are the responsibility of the provost/vice-president for academic affairs. While appointment is normally for a term of one year, the

provost/vice president for academic affairs may extend an appointment to three years when appropriate justification is provided.

- (5) Suitable recognition may be given to voluntary services adjunct faculty and the agency in which they are employed.
 - (6) Voluntary services adjunct faculty will have access to university facilities and, at the request of the appropriate chair and/or dean, be provided with a YSU ID card, parking pass, and YSU e-mail address. At the request of the appropriate department chair and/or dean and approval from the executive director of facilities, the voluntary services adjunct faculty will be provided with building/office keys. Usual and customary charges for the use of university facilities and services may apply; and if so, are the responsibility of voluntary services adjunct faculty.
- (D) Procedures. Voluntary services adjunct faculty cannot provide onsite assistance until the “Voluntary Services Adjunct Faculty Request Form” has been fully executed, all necessary documentation has been provided and all necessary reviews and approvals have been completed.
- (1) An individual seeking to provide onsite assistance for the university as voluntary services adjunct faculty will be required to complete the “Voluntary Services Adjunct Faculty Request Form.” The individual will forward the completed form, along with a current resume or curriculum vita to the appropriate department chair, or designee. The form will also be forwarded to the appropriate college dean. The individual will also be required to complete a “Release for Background Information” and submit to the human resources secure e-mail.
 - (2) The dean will review and approve or deny in writing the “Voluntary Services Adjunct Faculty Request Form.” Prior to approval, the dean may return the form for modification and/or clarification. Once approved, the dean will forward the form to the office of academic affairs. Once approved, the provost/vice president for academic affairs will forward the form to human resources. If the form is denied by the dean or provost/vice president for academic affairs, it will be returned to the department chair, or designee.

- (3) Human resources will complete an independent background investigation and review the submitted documents for completion and accuracy.
 - (4) Review of the “Voluntary Services Adjunct Faculty Request Form” may require the review and approval of the chief human resources officer (CHRO), or designee. The CHRO, or designee, will approve or deny voluntary services adjunct faculty status based on the independent background investigation results and/or mandatory background question results.
- (E) Voluntary services adjunct faculty responsibilities. Voluntary services adjunct faculty must comply with all applicable university policies, procedures and all regulations governing their actions, including but not limited to those relating to standards of conduct, safety, confidentiality, protected health and student information, the use of university computers and resources, financial responsibility, substance abuse, discrimination/harassment, and sexual misconduct.
- (F) Department responsibilities.
- (1) Assess the services and individual to ensure the individual has adequate experience, qualifications, and training for the services to be provided.
 - (2) Ensure the services to be provided are directly related to the business of the university.
 - (3) Assist the individual with retrieving YSU ID card, parking pass, building/office keys, etc.
 - (4) Ensure the completion and approval/non-approval of all required forms and checks prior to the beginning of onsite assistance.
 - (5) Appropriately supervise the individual.
 - (6) Enforce compliance with university policies and procedures.

- (7) Maintain relevant forms and documentation in a central location for a period of three years from the date the relationship with the voluntary services adjunct faculty ends.
- (G) Termination of voluntary services adjunct faculty.
- (1) If the coordinating department terminates the voluntary services adjunct faculty before the appointment end date, such coordinating department is responsible for providing notice to the individual and such notice shall be kept with the “Voluntary Services Adjunct Faculty Request Form.”
 - (2) If the voluntary services adjunct faculty terminates voluntary onsite services before the appointment end date, such coordinating department must keep a record of notice with the “Voluntary Services Adjunct Faculty Request Form.”

FORMS:
Voluntary Services Adjunct Faculty Request Form
Release for Background Information

3356-10-09 ~~Adjunct~~Voluntary services adjunct faculty.

Responsible Division/Office: Office of Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: June 1999; March 2007; December 2011;
September 2017; December 2022
Board Committee: Academic Excellence and Student Success
Effective Date: ~~September 7, 2017~~December 9, 2022
Next Review: ~~2022~~2027

- (A) Policy statement. ~~The university~~ Youngstown state university (YSU) encourages the affiliation of non-university individuals engaged in appropriate professional activity as ~~an~~voluntary services adjunct faculty.
- (B) Definition. ~~“Adjunct”~~“Voluntary services adjunct faculty” are professionals employed by cooperating organizations or agencies who provide onsite assistance for the various university programs that require students to gain experience in clinical research or field settings.
- (C) Parameters.
- (1) Designation as voluntary services adjunct faculty includes no regular teaching assignments in the university nor compensation by the university.
 - (2) Prospective voluntary services adjunct faculty must have adequate experience, qualifications, and training for the task(s) they will be performing.
 - (3) Prospective voluntary services adjunct faculty must successfully complete all applicable background checks.
 - ~~(2)~~(4) The chair of the department in which the appointment is requested, or designee, in cooperation with the dean of the college, are responsible for the review of credentials and the nomination of voluntary services adjunct faculty to the provost. Offers of appointment as voluntary services adjunct faculty are the responsibility of the provost/vice-president for academic affairs. While appointment is normally for a term of one year, the

provost/vice president for academic affairs may extend an appointment to three years when appropriate justification is provided.

~~(3)~~(5) Suitable recognition may be given to voluntary services adjunct faculty and the agency in which they are employed.

~~(4)~~(6) Adjunct-Voluntary services adjunct faculty will have access to university facilities and services as defined by, at the request of the appropriate chair and/or dean, be provided with a YSU ID card, parking pass, and YSU e-mail address. At the request of the appropriate department chair and/or dean and approval from the executive director of facilities, the voluntary services adjunct faculty will be provided with building/office keys. Usual and customary charges for the use of university facilities and services may apply; and if so, are the responsibility of the voluntary services adjunct faculty member.

(D) Procedures. Voluntary services adjunct faculty cannot provide onsite assistance until the "Voluntary Services Adjunct Faculty Request Form" has been fully executed, all necessary documentation has been provided and all necessary reviews and approvals have been completed.

(1) An individual seeking to provide onsite assistance for the university as voluntary services adjunct faculty will be required to complete the "Voluntary Services Adjunct Faculty Request Form." The individual will forward the completed form, along with a current resume or curriculum vita to the appropriate department chair, or designee. The form will also be forwarded to the appropriate college dean. The individual will also be required to complete a "Release for Background Information" and submit to the human resources secure e-mail.

(2) The dean will review and approve or deny in writing the "Voluntary Services Adjunct Faculty Request Form." Prior to approval, the dean may return the form for modification and/or clarification. Once approved, the dean will forward the form to the office of academic affairs. Once approved, the provost/vice president for academic affairs will forward the form to human resources. If the form is denied by the dean or provost/vice

president for academic affairs, it will be returned to the department chair, or designee.

(3) Human resources will complete an independent background investigation and review the submitted documents for completion and accuracy.

(4) Review of the "Voluntary Services Adjunct Faculty Request Form" may require the review and approval of the chief human resources officer (CHRO), or designee. The CHRO, or designee, will approve or deny voluntary services adjunct faculty status based on the independent background investigation results and/or mandatory background question results.

(E) Voluntary services adjunct faculty responsibilities. Voluntary services adjunct faculty must comply with all applicable university policies, procedures and all regulations governing their actions, including but not limited to those relating to standards of conduct, safety, confidentiality, protected health and student information, the use of university computers and resources, financial responsibility, substance abuse, discrimination/harassment, and sexual misconduct.

(F) Department responsibilities.

(1) Assess the services and individual to ensure the individual has adequate experience, qualifications, and training for the services to be provided.

(2) Ensure the services to be provided are directly related to the business of the university.

(3) Assist the individual with retrieving YSU ID card, parking pass, building/office keys, etc.

(4) Ensure the completion and approval/non-approval of all required forms and checks prior to the beginning of onsite assistance.

(5) Appropriately supervise the individual.

(6) Enforce compliance with university policies and procedures.

(7) Maintain relevant forms and documentation in a central location for a period of three years from the date the relationship with the voluntary services adjunct faculty ends.

(G) Termination of voluntary services adjunct faculty.

(1) If the coordinating department terminates the voluntary services adjunct faculty before the appointment end date, such coordinating department is responsible for providing notice to the individual and such notice shall be kept with the “Voluntary Services Adjunct Faculty Request Form.”

(2) If the voluntary services adjunct faculty terminates voluntary onsite services before the appointment end date, such coordinating department must keep a record of notice with the “Voluntary Services Adjunct Faculty Request Form.”

FORMS:

Voluntary Services Adjunct Faculty Request Form
Release for Background Information



Voluntary Services Adjunct Faculty Request Form

This form should be used when the affiliation of non-university individuals engages in appropriate professional activity as voluntary services adjunct faculty, which includes no regular teaching assignments in the university nor compensation by the university. See Voluntary Services Adjunct Faculty Policy 3356-10-09 for additional information.

Directions for Prospective Voluntary Services Adjunct Faculty:

1. Complete Part 1 A, B, and C of this form.
2. Submit this form and a current resume or curriculum vita (c.v.) to the Department Chairperson.
3. Complete the RELEASE FOR BACKGROUND CHECK INFORMATION form and submit to the Office of Human Resources at HR@ysu.edu.

PART 1: To be completed by Prospective Voluntary Services Adjunct Faculty ONLY (Please Print)

A. PERSONAL INFORMATION

Last Name: _____ First Name: _____ Middle Initial: _____

Prefix: Mr. Mrs. Ms. Dr. Other: _____

Suffix: Jr. II III Sr. PhD Other: _____

Birth Date (mm/dd/yyyy): _____ Email Address: _____

Street Address: _____ City: _____

State: _____ Zip Code: _____ County of Residence: _____

Primary Phone Number: _____ Secondary Phone Number: _____

Gender: Male Female Marital Status: Single Married Divorced Widowed

US Citizen Birth (Native) US Citizen Naturalized Permanent Resident

Non-Resident Alien Visa Type: _____ Expiration Date: _____

First Emergency Contact Name: _____ Relationship: _____

Primary Phone Number: _____ Secondary Phone Number: _____

Second Emergency Contact Name: _____ Relationship: _____

Primary Phone Number: _____ Secondary Phone Number: _____

Voluntary Services Adjunct Faculty services to be provided:



Voluntary Services Adjunct Faculty Request Form

B. MANDATORY QUESTIONS

1. Do you have any criminal charges pending against you? Yes No
2. Are you required to register with the sex offender registration of any state, including Ohio, and/or are you subject to sex offender community notifications, residency restrictions, or limitation laws? Yes No
3. Are you currently being investigated for sexual harassment, sexual discrimination, or sexual misconduct at any current or past employer? Yes No
4. Have you been the subject of any substantiated finding of sexual harassment, sexual discrimination, or sexual misconduct at any current or past employer? Yes No
5. Have you ever been disciplined, discharged, nonrenewed, asked to resign from employment, or have resigned from or otherwise separated from any employment while allegations of sexual harassment, sexual discrimination and/or sexual misconduct were pending or under investigation, or due to an adjudication or finding of sexual harassment, sexual discrimination, or sexual misconduct? Yes No

If you answered "Yes" to any question above, you may explain below:

C. APPLICANT CERTIFICATION

1. I certify that the information I have provided, including the information contained in my resume or c.v., is true and complete.
2. I agree that as an adjunct faculty I am not considered to be an officer or employee of Youngstown State University with respect to benefits, retirement programs or coverage for claims of professional liability.
3. I agree that as adjunct faculty I am not entitled to civil immunity from suit, even when acting in my capacity as adjunct faculty for Youngstown State University.
4. Through my acceptance of adjunct faculty appointment, I expressly waive the right to claim benefits or immunity under Ohio law and acknowledge that YSU is not responsible to provide a defense or pay a judgment with respect to a professional liability claim filed against me.
5. I acknowledge that when I engage as adjunct faculty in a clinical practice or other service, I must maintain my own separate professional liability coverage and will receive no compensation from Youngstown State University.



Voluntary Services Adjunct Faculty Request Form

C. APPLICANT CERTIFICATION CONTINUED:

6. I acknowledge that I have read and agree to abide by applicable Youngstown State University policies, procedures and rules governing my actions, including but not limited to those relating to standards of conduct, safety, confidentiality, protected health and student information, use of computers and resources, substance abuse, discrimination/harassment, and sexual discrimination.
7. I acknowledge that Youngstown State University has the right to release me as adjunct faculty at its sole discretion and with or without notice.
8. I understand that as adjunct faculty I am responsible for completing a hazing education module and I am required to report any hazing incidents.
9. I acknowledge that I have a continuing duty to report any change to the information I have supplied.
10. I understand that as voluntary services adjunct faculty, I am responsible for completing a hazing education module and I am required to report any hazing incidents.

I sign this agreement of my own free will and on behalf of myself, my heirs, and my representatives do hereby release, waive, indemnify, and hold harmless the State of Ohio, YSU or any of its trustees, officers, or employees from any and all liability, damage, or claim of any nature that arises out of or is related to my voluntary onsite activities.

Signature

Date



Voluntary Services Adjunct Faculty Request Form

PART 2: To be completed by YSU department representative ONLY (Please Print)

Department Name: _____ Requesting Start Date: _____

Describe the full scope of activities to be provided by the individual (attach additional sheet(s) if necessary):

[Large empty box for describing activities]

Will the individual be involved in programs/activities designed for participation by minors? [] Yes* [] No
*A "Yes" answer requires completion of the on-line course through the Human Resources Organizational Department Office Protecting Children: Identifying and Reporting Misconduct.

In order to fulfill their voluntary services adjunct faculty duties and obligations to YSU, please provide the individual with the following (check all appropriate):

- [] ID Card [] Building/Office Keys (Requires approval from the executive director of Facilities)
[] Parking Pass [] YSU E-mail Address [] Other: _____

While appointment is normally a term of one year, the provost/vice president for academic affairs may extend an appointment to three years when appropriate justification is provided.

Length of appointment: [] One Year [] Three Years*
*Justification must be attached

Department Account Number: _____

Name of Immediate Supervisor (Please print): _____

Department Director/Chairperson Signature & Date Approved [] Yes [] No

Dean Signature & Date Approved [] Yes [] No

Provost/Vice President (or designee) Signature & Date Approved [] Yes [] No



Voluntary Services Adjunct Faculty Request Form

PART 3: Human Resources Background Check Review ONLY

HR Staff Initial and Date: HR Review _____ Date _____ EPC _____ Date _____

Form and Materials Complete Incomplete/Missing Information _____

Background Check Completed: _____ Completed By (Initials) _____ Date: _____

A **Yes** answer to any MANDATORY QUESTION requires review and approval of the CHRO/Designee.

- The individual is approved for the described services.
- The individual is not approved for the described services.

CHRO/Designee Signature _____
Date

Approved Start Date: _____ Approved End Date: _____ Banner Number: _____

Distribution: Department Director/Chairperson, Dean, Provost, Academic Budget Officer



RELEASE FOR BACKGROUND INFORMATION

I, _____ hereby authorize Youngstown State University and/or its agents to conduct an independent background investigation.

I release Youngstown State University and/or its agents and any person or entity which provides information pursuant to this authorization from any and all liabilities, claims or lawsuits in regard to the information obtained from any and all of the above referenced sources used.

For an individual under the age of 18, a parent or guardian must sign and agree on behalf of the minor for the release of background information. *

The following is my true and complete legal name, and all information is true and correct to the best of my knowledge:

Full Name: _____

Position: _____

Maiden Name or Other Names Used: _____

Country of Citizenship: _____

Present Address: _____ How Long: _____

City: _____ State: _____ Zip Code: _____

Former Address: _____ How Long: _____

City: _____ State: _____ Zip Code: _____

Date of Birth: _____ Social Security Number: _____

Driver's License Number: _____ State: _____

Signature: _____ Date: _____

***Parent/Guardian Signature: On behalf of the minor under the age of 18 listed above, I authorize Youngstown State University to conduct an Independent Background Investigation:**

Parent/Guardian Signature: _____ Date: _____

Original: Office of Human Resources
Copy: Applicant

11/2020



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION TO APPROVE
THE 2022 O.R.C. 3345.062 REMEDIATION REPORT**

WHEREAS, Youngstown State University is a state-funded university in the state of Ohio; and

WHEREAS, Section 3345.062 of the Ohio Revised Code requires the president of each state university to issue a report by December 31, 2017, and each thirty-first day of December thereafter, regarding the remediation of students; and

WHEREAS, each president is also required to submit the remediation report to his or her Board of Trustees for acceptance; and

WHEREAS, the Ohio Department of Higher Education (ODHE) provided a reporting template to collect and submit the necessary information as required by law; and

WHEREAS, Youngstown State University completed the report for 2022.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve Youngstown State University's Remediation Report to be submitted in final form to the Chancellor of the Ohio Department of Higher Education and the Superintendent of Public Instruction by December 31, 2022.

**Board of Trustees Meeting
December 9, 2022
YR 2023-**

2022 University Remediation Report (some information is fall 2021 as 2022 is being gathered)

Name of University: **YOUNGSTOWN STATE UNIVERSITY**

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2018, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

1. The number of enrolled students that require remedial education. Fall 2021

Number of Students	Description (if needed)
447	Of the 9,949 undergraduate degree-seeking students who were enrolled at any point during the Summer 2020, Fall 2020, and Spring 2021 terms, a total of 2,851 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of those students, 647 took at least one remedial course during that period. (Note: YSU has developed required math pathways based on major.) Therefore, requirements for remedial instruction in math may change for students who change their major.
YSU added the following to understand how this impacts new students.	
360	Of the 2,413 new (first-time and transfer) undergraduate degree-seeking students who were enrolled at any point during the Summer 2020, Fall 2020, and Spring 2021 terms, a total of 661 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of those students, 360 took at least one remedial course during that period. (Note: YSU has developed required math pathways based on major.) Therefore, requirements for remedial instruction in math may change for students who change their major.

2. The cost of remedial coursework that the state university provides. Fall 2021

Please select the type of cost in the following areas and describe.

Costs to the university Please include a description of all university resources allocated in support of, and/or on behalf of, remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others.

Costs to the student Please include a description of tuition paid by students in pursuit of remedial education.

Costs to the state Please include a description of state resources provided to your institution in support of remedial education. (See Appendix A containing this information for all state universities.)

Cost Type	Amount	Description
Costs to the university	\$274,975	includes help centers (Writing Center, Math Assistance Center, Center for Student Progress, Testing Center), faculty and classrooms at \$425 per student (given FY17 cost per student).
Costs to the student	\$669,645	includes total credit hours multiplied by cost per credit hour for all students taking a course designated as remedial at \$1,035 per student (given FY17 cost per student).
Costs to the state	\$148,689	Sum of \$51 for Completed and At-Risk FE as reported via Ohio Department of Higher Education

2022 University Remediation Report (some information is fall 2021 as 2022 is being gathered)

Name of University: YOUNGSTOWN STATE UNIVERSITY

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2018, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

3. The specific areas of remediation provided by the university, Fall 2022

Subject Area	Description
English Composition	The University provides two remedial writing courses that do not count toward the graduation requirement in composition: ENG 1509: Academic English for Non-native Speakers is a three-credit course that helps students develop writing and reading comprehension skills in English. The course is open to students on the basis of the placement process. Must be taken until a grade of C or better is achieved. ENG 1541: Introduction to College Writing is a three-credit course that provides intensive individualized instruction in written communication and college-level reading practices; it is open to students based on their ACT English score, SAT score, or proficiency as demonstrated by their YSU Composition and Reading Placement Test results. Students who place into English 1541 will move on to English 1549, a four-credit version of Writing I that provides students an additional hour of instructional time to cultivate college-level writing conventions, organizational strategies, and revision and editing techniques.
Mathematics	The University provides one stand-alone remedial course in mathematics that does not count toward the degree: MATH 1500: Mathematics Preparation for Algebra Placement is a two-credit hour course intended to prepare STEM and business majors for their college-level mathematics requirement through time spent remediating in the ALEKS product. However, since Fall 2021, YSU has recommended students remediate using resources in the Mathematics Achievement Center instead of enrolling in Math 1500. YSU continues to offer Math 1500 as an off-ramp course for students who need to withdraw from their college-level mathematics course during the semester. Students who withdraw are given the option to enroll in sections of Math 1500 to improve their prerequisite skills in preparation for retaking their college-level mathematics course in the subsequent term. Students who place into remedial math but who wish to fulfill their mathematics graduation requirement may enroll in designated sections of college-level math to which additional hours of instruction are added (if their placement permits). These sections include: MATH 1510C: College Algebra with Co-requisite Support; MATH 1511: Trigonometry with Co-requisite Support; MATH 2623: Quantitative Reasoning with Co-requisite Support; MATH 2661: Mathematics for Elementary Teachers 1 with Co-requisite Support; and STAT 2625: Statistical Literacy and Critical Reasoning with Co-requisite Support.
Reading and Study Skills	The University provides one three-credit hour instructional option for students who, based upon their high school GPA and their ACT Reading score or proficiency as demonstrated by their ACCUPLACER reading test score, may require remediation in reading and study skills. RSS 1510A: Advanced College Success Skills is designed to develop students' skills essential for college studying; the primary focus is improving the comprehension and retention of information in college textbooks and from lecture and laboratory materials. The University provides one three-credit hour instructional option for students who, based upon their high school GPA and their ACT Reading score or proficiency as demonstrated by their ACCUPLACER reading test score, may require remediation in reading and study skills. RSS 1510A: Advanced College Success Skills is designed to develop students' skills essential for college studying; the primary focus is improving the comprehension and retention of information in college textbooks and from lecture and laboratory materials.

4. Causes for remediation.

Please select all that are relevant from the following categories and provide detail.

- Lack of student preparation at the K-12 level
- Prescriptive placement policies (over reliance on a single assessment measure)
- Deferred entry into higher education (adult students returning to higher education)
- Other (any other cause identified by the university)

Cause	Description (as requested) Fall 2021
Lack of student preparation	Consistent with the 2017 report, 8,670 students enrolled for one or more terms between Summer 2020 and Spring 2021 were 25 years of age or younger. 2,613 (28.9%) required remedial instruction in at least one subject area. These students account for 68.1% of all undergraduate students who required remedial instruction during these terms.
Deferred entry	Consistent with the 2017 report, 1,258 students enrolled for one or more terms between Summer 2020 and Spring 2021 were over the age of 25. 338 (26.9%) required remedial instruction in at least one subject area. These students account for 11.7% of all undergraduate students who required remedial instruction during these terms.
YSU added the following to understand how this impacts new students Fall 2021	
Lack of student preparation	2,240 New students enrolled for one or more terms between Summer 2020 and Spring 2021 were 25 years of age or younger. 637 (28.4%) required remedial instruction in at least one subject area. These students account for 74.4% of all new students who required remedial instruction during these terms.
Deferred entry	173 New students enrolled for one or more terms between Summer 2020 and Spring 2021 were over the age of 25. 24 (13.9%) required remedial instruction in at least one subject area. These students account for 3.6% of all new students who required remedial instruction during these terms.

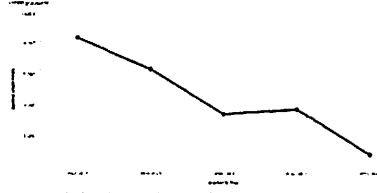
2022 University Remediation Report (some information is fall 2021 as 2022 is being gathered)

Name of University: **YOUNGSTOWN STATE UNIVERSITY**

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2018, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

Undergraduate Credit Hours of Instruction: Developmental

PLC's Annual Credit Hours Instruction: Developmental



Year	2017-18	2018-19	2019-20	2020-21	2021-22	One Year Change	One Year Change %	Four Year Change	Four Year Change %
Amount	5,318	4,917	4,427	4,729	3,796	-1,022	-19%	-1,522	-29%

The Academic Program Enhancement and Effectiveness Initiative, Increasing Effectiveness – Gaining Efficiencies, and Optimizing the Academic Portfolio will be forthcoming.

Review of the Student Success Seminar for First-time Students (December 2022)

Background

the FYE general education requirement, which was originally conceived of as a retention strategy which, as its name indicates, was targeted at first-year students. The rationale provided in the original proposal is as follows: "This course would serve as a cornerstone for a new student success initiative with goals of improving completion and retention of students at YSU." By 2018, declining first-year retention rates, along with end of semester student FYE surveys results, indicated that FYE was not serving the purpose for which it was created and that change was needed. Success Seminars – YSU 1500 and Strong Start 1500 – which replaced the FYE requirement as the University's main strategy to increase first-year retention rates – are substantively different from the courses that had met the FYE general education requirement.

On May 21, 2020, the YSU Academic Senate Executive Committee, acting on behalf of the University Senate, approved a 10-week, 1 s.h. Success Seminar YSU 1500: Success Seminar or implementation in Fall 2020. YSU 1500 is required of all incoming regularly-admitted first-year students, and transfer students having less than 30 earned credits. Individual sections of this course are organized by college or program. YSU 1500 is not for conditionally admitted students or those in the honors program – both take separate first-year success courses.

YSU 1500 was designed as the comprehensive, integrated, and proactive student intervention strategy called for in *The Plan for Strategic Actions: Taking Charge of our Future*, referenced below. It is proactive in that it anticipates and provides tools and support for students adjusting to the academic demands of college. Students learn the conventions that govern the academic community including what is expected of them and what they are responsible for, skills needed to successfully manage their academic workload, habits of mind that promote openness to challenge and resilience, college study strategies, and how to understand and use degree planning tools. YSU 1500 is comprehensive in that it integrates advising into course content and blends the role of advisor and the role of instructor, leveraging weekly contact between instructors and students to build relationship between advisor and advisee.

YSU 1500 Course Description

YSU 1500: Success Seminar helps students establish a solid foundation for success at YSU. Students learn the conventions that govern the academic community including what is expected of them and what they are responsible for, skills needed to successfully manage their academic workload, habits of mind that promote openness to challenge and resilience, college study strategies, and how to understand and use degree planning tools.

YSU 1500 Learning Outcomes

By the end of the course, students should be able to:

- use information provided on course syllabi to assess their workload and monitor their overall grade performance in each class
- develop and maintain an effective study plan
- apply principles of mindset theory in order to accept challenges and/or overcome setbacks
- know standards for good academic standing and financial aid eligibility, and how to calculate a grade point average
- understand and follow their curriculum sheet, four-year plan, and academic progress requirements for their major.

Student Feedback

Students completed end of the semester surveys in YSU 1500 Fall 2020 and Fall 2021 where asked for feedback about YSU 1500. Over 93% of students agreed or strongly agreed that the course helped them understand the resources available to them at YSU, and over 91% agreed or strongly agreed that the course helped them understand the importance of their syllabi. Over 87% agreed or strongly agreed that the course helped them understand University policies, and over 87% agreed or strongly agreed that they understood how mindset

impacted their responses to certain situations. Over 92% agreed or strongly agreed that the course helped them understand their degree requirements.

Students were also asked what they found most helpful about YSU 1500. The four most common themes that emerged from student comments were appreciation for: advising support, campus information and resources, the supportive relationship with their YSU instructor, and learning academic success strategies. Source: Institute for Teaching and Learning.

Students also provided feedback on their experience with advising. 94% agreed or strongly agreed their advisor cared about them. 91% would reach out to their advisor if they had an issue or problem, and over 95% agreed or strongly agreed that they would respond to emails or texts from their advisor. Over 89% agreed or strongly agreed that their advisor is their primary source of academic advice.

Results of the Spring 2021 NSSE confirm the positive impact YSU 1500 has had on first-year advising. YSU first year student responses to 11 out of 15 questions regarding advising was significantly higher ($p < .05$) with an effect size at least .3 in magnitude than those of first-year students at peer institutions. YSU first-year students rated their experience higher on all 15 questions compared to YSU seniors. Source: Institute for Teaching and Learning

Impact on first to second year retention

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020			Fall 2021		
					All Regular Admit	YSU 1500	No YSU 1500	All Regular Admit	YSU 1500	No YSU 1500
FT, FT Bachelor Regular Admit	1526	1649	1728	1427	1284	1200	84	1113	1069	44
Fall- Spring	1363 (89.5%)	1470 (89.1%)	1513 (87.6%)	1263 (88.5%)	1100 (85.7%)	1036 (86.3%)	64 (76.2%)	996 (89.5%)	962 (90%)	34 (77.3%)
Fall-Fall	1171 (76.7%)	1229 (74.5%)	1280 (74.1%)	1078 (75.5%)	928 (72.3%)	882 (73.5%)	46 (54.8%)	880 (79.1%)	846 (79.1%)	34 (77.3%)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
FT, FT Bachelor Admitted w/ Restrictions	214	163	187	164	128	134
Fall- Spring	153 (71.5%)	124 (76.1%)	143 (76.5%)	134 (81.75%)	93 (72.7%)	87 (64.9%)
Fall-Fall	121 (56.5%)	94 (57.7%)	111 (59.4%)	108 (65.9%)	76 (59.4%)	66 (49.4%)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
FT, FT Bachelor Honors Admit	264	329	314	275	336	293
Fall- Spring	259 (98.1%)	316 (96%)	308 (98.1%)	272 (98.9%)	320 (95.2%)	284 (96.9%)
Fall-Fall	241 (91.3%)	299 (90.9%)	287 (91.4%)	257 (93.5%)	304 (90.5%)	269 (91.8%)

Source: Initial cohorts created by Jim Hanek – Information and Reporting Services. Subsequent updates created by Becky Geltz – Institutional Research

**Executive Summary of Strong
Start 1500**

History

In 2006, YSU started admitting students conditionally (AR attribute) to identify at-risk students for extra support through academic coaching at the Center for Student Progress. The students were limited to taking 14 SH, had a list of approved courses from which they could choose, and were required to meet weekly with an academic coach. In 2019, a proposal to Academic Senate Strong Start was approved by Academic Senate to provide wrap around support to academically underprepared students.

Special Population Background

Students who are admitted with restrictions have one commonality: They are all academically underprepared as determined by HSGPA and GPA. Because we are now test optional (as of 2020), the current admission guidelines are:

- Weighted Cumulative GPA of 2.0 or higher from high school
- Unweighted Core GPA between 2.25 – 2.69
- Test scores – if submitted, composite is below 17 on ACT or 920 on SAT or has no scores on file

*Test optional is approved through Spring 2023

A large percentage of the Strong Start population is first generation (64% F22) and minority (43% F22) Nationally, 20% of college students enrolled in 4-year colleges are FGCS. This population faces unique challenges and are 71% more likely to leave college than their peers. The differences persist throughout college and result in a much lower graduation rate for FGCS when compared to non-first gen; 13% vs 33%. (Pratt, Harwood, and Ditzfied, Journal of College Student Retention)

Some risk factors of note for FGCS include: financial insecurity, lack of confidence regarding their academic ability, fear of fitting in at college and fear of being disconnected from their families if they do fit in. FGCS have many obstacles to overcome and Strong Start was developed to address these obstacles.

Course Learning Outcomes/Objectives

Students will:

- Describe various motivational strategies and apply them to their success in college.
- Describe vocational interests, values, and personality theory to evaluate appropriate careers and college majors.
- Evaluate learning strategies (memory, reading, note taking, test taking, time management) and demonstrate how to use brain-based strategies to facilitate college success.
- Demonstrate lifelong success skills that facilitate optimal communication, critical and positive thinking.

Course Outcomes:

RETENTION	2016	2017	2018	2019	Strong Start 2020	Strong Start 2021
	214	163	187	164	128	134
Fall- Spring	153 (71.5%)	124 (76.1%)	143 (76.5%)	134 (81.75%)	93 (72.7%)	87 (64.9%)
Fall-Spring-Fall	120 (56.1%)	93 (57.1%)	108 (57.8%)	107 (65.2%)	72 (56.3%)	63 (47%)
Fall-Fall	121 (56.5%)	94 (57.7%)	111 (59.4%)	108 (65.9%)	76 (59.4%)	66 (49.4%)

	First Term GPA						First Year CUM GPA			
	Financially suspended	Withdrew	< 2.0	2.0-2.49	2.5-2.99	3.0 +	< 2.0	2.0-2.49	2.5-2.99	3.0 +
2019 (pre SS, prescribed courses)	0	3 (1.7%)	35 (19.8%)	21 (11.9%)	19 (10.7%)	99 (55.9%)	17 (12.3%)	17 (12.3%)	22 (15.9%)	82 (59.4%)
2020 Strong Start	5 (3.7%)	0	38 (28.4%)	18 (15.7%)	29 (21.6%)	44 (32.8%)	13 (13.7%)	18 (18.9%)	27 (28.4%)	37 (38.9%)
2021 Strong Start	8 (5.8%)	7 (5.1%)	45 (32.6%)	19 (13.8%)	19 (13.8%)	40 (29%)	6 (7.8%)	19 (24.7%)	23 (29.9%)	29 (37.7%)

Advising Outcomes

Results from NSSE (See Teams, First Year Advising NSEE, FYE F20 assessment folder) Overall, the S21 NSSE results show positive outcomes for the Strong Start Program Advisors in creating a sense of belonging at YSU, supporting student success, and being available to our students. We also scored very high in the inclusiveness section of the NSSE – see results below.

Diversity and Inclusion: The Fall 22 Strong Start cohort is 64% first generation students and 43% minority students. The NSSE results indicate the SS program advisors are excelling in the area of inclusiveness and engagement with our diverse student population.

Inclusiveness & Engagement with Diversity Module		First-Year		First-Year Success Seminar	
		Not Enrolled		SS 1500	
		Mean	N	Mean	N
. During the current school year, how much has your coursework emphasized the following? (1 Very Little, 2 Some, 3 Quite a Bit, 4 Very Much)	Coursework emphasis: Sharing your own perspectives and experiences	2.72	193	3.50	12
	Coursework emphasis: Discussing issues of equity or privilege	2.37	192	3.08	12
	Coursework emphasis: Respecting the expression of diverse ideas	2.69	191	3.17	12
How much does your institution emphasize the following? (1 Very Little, 2 Some, 3 Quite a Bit, 4 Very Much)	Institutional emphasis: Demonstrating a commitment to diversity	2.94	192	3.17	12
	Institutional emphasis: Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious affiliation, sexual orientation, etc.)	3.08	191	3.33	12
	Institutional emphasis: Providing information about anti-discrimination and harassment policies	2.97	192	3.17	12

Pre/Post Course Content: We administered a pre- and post-assessment for each chapter topic. There was significant improvement between pre-post in most categories. Areas with largest improvement are noted below.

Fall 2020 Strong Start			
	Pre	Post	Change
Memory	75.6%	86.9%	+ 11.3%
Study Skills	69.1%	86.0%	+ 16.9%
Note Taking	64.4%	79.9%	+ 15.5%

Changes implemented in Fall 2022

The Strong Start Team researched and created a new model for fall 2022 which included 8 weeks of class and 8 weeks of academic coaching and advising. The Team is using bookings appointments for ease of scheduling.

We also did a complete overhaul of the SS 1500 syllabus to make it more student centered. See TEAMS, FYE, General, sample syllabi.

Finally, we re-did each content area power point to be much more interactive. We've included activities, polling, etc. to engage our students.