



**YOUNGSTOWN
STATE
UNIVERSITY**

**BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**James E. "Ted" Roberts, Chair
Molly S. Seals, Vice Chair
All Trustees are Members**

**Wednesday, December 5, 2018
8:30 a.m.**

**Tod Hall
Board Meeting Room**

AGENDA

- A. Disposition of Minutes for Meetings Held September 5, 2018**
- B. Old Business**
- C. Committee Items**

1. Academic and Student Affairs Consent Agenda Items

a. Student Affairs Consent Agenda Item*

Tab C.1.a.1. *1) Resolution to Modify Policy 3356-5-13, Request for Student Directory Information
Ms. Jeanne Herman, University Registrar, will report.

b. Academic Affairs Consent Agenda Items*

Tab C.1.b.1. *1) Resolution to Modify Policy 3356-10-01, Hiring and Selection Process for Full and Part-time Faculty
Dr. Joseph L. Mosca, Interim Provost and Vice President of Academic Affairs, will report.

Tab C.1.b.2. *2) Resolution to Modify Policy 3356-10-07, Organization of Instruction
Dr. Joseph L. Mosca, Interim Provost and Vice President of Academic Affairs, will report.

Tab C.1.b.3. *3) Resolution to Modify 3356-10-08, Sabbatical Leave for Department Chairpersons
Dr. Joseph L. Mosca, Interim Provost and Vice President of Academic Affairs, 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.

2. Academic and Student Affairs Action Items

a. Academic Affairs Action Items

Tab C.2.a.1.

1) Resolution of Appreciation for Recent Program Accreditations

Dr. Kevin E. Ball, Associate Provost for Academic Programs and Planning, will report.

Tab C.2.a.2.

2) Board Resolution on Strategic Plan

Atty. James “Ted” Roberts and Molly S. Seals, Chair and Co-chair of the Academic and Student Affairs Committee of the Board of Trustees, will report.

3. Academic and Student Affairs Discussion Items

a. Student Affairs – Spring 2019 and Fall 2019 Enrollment Update

Mr. Gary D. Swegan, Associate Vice President for Enrollment Planning and Management, will present an update regarding spring and fall 2019 enrollment.

Tab C.3.b.

b. Student Affairs – Student Organization Accounts Update

Mr. Eddie J. Howard, Vice President for Student Affairs, and Ms. Erin Driscoll, Director of Student Activities and Greek Life, will report.

Tab C.3.c.

c. Student Affairs – Student Mental Health

Dr. Ann Jaronski, Director, Student Counseling Center, Ms. Nicole Kent-Strollo, Director, Student Outreach and Support, Ms. Kate Fitzgerald, Director, Housing and Residence Life, and Mr. Eddie J. Howard, Vice President for Student Affairs, will present a brief look at what YSU students are experiencing and seeing on campus this semester.

Tab C.3.d.

d. Academic Affairs – Higher Learning Commission Update

Dr. Kevin E. Ball, Associate Provost for Academic Planning and Programs, will report.

Tab C.3.e.

e. Academic and Student Affairs – Student Success

Dr. Claire Berardini, Associate Provost, Student Success, and Dr. Michael Sherman, Special Assistant to the President, 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**

**RESOLUTION TO MODIFY
REQUEST FOR STUDENT DIRECTORY INFORMATION, 3356-5-13**

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of University Policy governing Request for Student Directory Information, policy number 3356-5-13, shown as Exhibit __ attached hereto.

**Board of Trustees Meeting
December 6, 2018
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3356-5-13 Requests for student directory information from external organizations.

~~Previous Policy Number: 5014.01~~
Responsible Division/Office: ~~Student Affairs~~Registrar
Responsible Officer: ~~Associate Vice President for Student Affairs~~Enrollment Planning and Management
Revision History: November 2010; March 2013; ~~December 2018~~
Board Committee: Academic ~~Quality~~ and Student ~~Success~~Affairs
Effective Date: ~~March 13, 2013~~December 15, 2018
Next Review: ~~2018~~23

- (A) Policy statement. ~~The Family Education Rights and Privacy Act of 1974 (FERPA) protects the privacy of student education records. However, pursuant to FERPA an educational institution may disclose information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy (34 CFR§99.3). Such information is known as directory information. Requests for student directory information from external organizations are approved and provided by the division of the vice president for student affairs. Directory information is defined by the Family Education Rights and Privacy Act (“FERPA”).~~
- (B) ~~Scope. This policy applies to requests from external organizations for the directory information of currently and previously enrolled students (collectively referred to as student/students for purposes of this policy).~~
- (BC) In accordance with FERPA, Youngstown state university (university) has designated the following student information ~~about students~~ as directory information:
- (1) Name;
 - (2) Address (local, home and email);
 - (3) Telephone (local and home);
 - (4) Program of study (including college of enrollment, major and campus);

- (5) Enrollment status (e.g., full-time, part-time, withdrawn);
- (6) Dates of attendance and graduation;
- (7) Degrees, honors, and awards received;
- (8) Previous educational agencies or institutions attended;
- (9) Participation in officially recognized activities and sports;
- (10) Weight, ~~and~~ height, hometown, high school attended and photographs of members of intercollegiate athletic teams; and
- (11) Graduation lists.

(C) Parameters.

- (1) Requests for student directory information ~~for currently registered students must be submitted in writing to the office of the registrar and with appropriate contact information included.~~ The division office will review each request to ensure that it adheres to FERPA guidelines, state law, and university policy.
- (2) In accordance with Revised Code section 3319.321, the university will not release the directory information concerning any student to any person or group for use in a profit-making plan or activity. In order to ascertain whether the directory information is for the use of a profit-making plan or activity,
- ~~(2) In accordance with section 3319.321 of the Revised Code, the division may require that the requestor disclose their identity and/or the intended use of the information concerning the students in attendance in order to ascertain whether the information is for use in a profit-making plan or activity. If so, the request may be denied.~~
- (3) Also, the division university may deny any request for directory information if the information is also personally identifiable and the for a purpose is for one other than one listed in Revised Code section 3319.321 of the Revised Code or for a legitimate educational purpose.

- (4) ~~Any~~ Information will only be released upon the condition that the information will not be further disclosed.
- (5) Students may request that their directory information not be released to external organizations by completing and signing the Student Privacy Hold Form request form, ~~which is available~~ All forms are available in the office of the registrar.

(D) Procedures.

- (1) Requests ~~for directory information from external organizations~~ must be submitted in writing or via ~~memo or~~ email to the office of the registrar with appropriate contact information included.
- (2) A three-week lead time is recommended. Complex list requests may require a longer lead time.
- (3) In cases in which the information cannot be provided within the standard time frame, the requester will be notified.
- (4) Copying charges will be the same as consistent with university charges pursuant to a public records request, ~~, i.e., five cents per page and one dollar per compact disk.~~

3356-5-13 Requests for student directory information from external organizations.

Responsible Division/Office: Registrar
Responsible Officer: Associate Vice President for
Enrollment Planning and Management
Revision History: November 2010; March 2013; December 2018
Board Committee: Academic and Student Affairs
Effective Date: December 15, 2018
Next Review: 2023

- (A) Policy statement. The Family Education Rights and Privacy Act of 1974 (FERPA) protects the privacy of student education records. However, pursuant to FERPA an educational institution may disclose information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy (34 CFR§99.3). Such information is known as directory information.
- (B) Scope. This policy applies to requests from external organizations for the directory information of currently and previously enrolled students (collectively referred to as student/students for purposes of this policy).
- (C) In accordance with FERPA, Youngstown state university (university) has designated the following student information as directory information:
- (1) Name;
 - (2) Address (local, home and email);
 - (3) Telephone (local and home);
 - (4) Program of study (including college of enrollment, major and campus);
 - (5) Enrollment status (e.g., full-time, part-time, withdrawn);
 - (6) Dates of attendance and graduation;
 - (7) Degrees, honors, and awards received;

- (8) Previous educational agencies or institutions attended;
- (9) Participation in officially recognized activities and sports;
- (10) Weight, height, hometown, high school attended and photographs of members of intercollegiate athletic teams; and
- (11) Graduation lists.

(C) Parameters.

- (1) Requests for student directory information must be submitted in writing to the office of the registrar and with appropriate contact information included. The office will review each request to ensure that it adheres to FERPA guidelines, state law, and university policy.
- (2) In accordance with Revised Code section 3319.321, the university will not release the directory information concerning any student to any person or group for use in a profit-making plan or activity. In order to ascertain whether the directory information is for the use of a profit-making plan or activity,
- (3) The university may deny a request for directory information if the information is personally identifiable and for a purpose other than one listed in Revised Code section 3319.321 or for a legitimate educational purpose.
- (4) Information will only be released upon the condition that the information will not be further disclosed.
- (5) Students may request that their directory information not be released to external organizations by completing and signing the [Student Privacy Hold Form](#) which is available in the office of the registrar.

(D) Procedures.

- (1) Requests must be submitted in writing or via email to the office of the registrar with appropriate contact information included.

- (2) A three-week lead time is recommended. Complex list requests may require a longer lead time.
- (3) In cases in which the information cannot be provided within the standard time frame, the requester will be notified.
- (4) Copying charges will be consistent with university charges pursuant to a public records request.



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

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of University Policy governing Hiring and Selection Process for Full and Part-time Faculty, policy number 3356-10-01, shown as Exhibit __ attached hereto.

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

~~Previous Policy Number: 1001.01~~

Responsible Division/Office: Academic Affairs

Responsible Officer: Provost and Vice President for Academic Affairs

Revision History: December 1997; March 2007; March 2011;
April 2013; June 2013; December 2018

Board Committee: Academic Quality and Student Success Affairs

Effective Date: ~~June 12, 2013~~ December 6, 2018

Next Review: ~~2018~~ 23

(A) Policy statement. While the president has overall responsibility for the management of the university, the responsibility for decisions regarding hiring priorities about the and the employment of faculty personnel isare delegated to the ~~appropriate divisional executive officer~~ provost/vice-president for academic affairs. who is responsible for making All faculty personnel decisions shall be consistent within the described applicable legal requirements and university policies and procedures. Personnel actions will become effective upon approval by the board of trustees. ~~The university employs faculty with the degrees and other credentials appropriate to their responsibilities.~~

(B) Parameters.

(1) Recruitment to fill faculty positions ~~must~~ shall be authorized by the provost/vice president for academic affairs. Faculty degree and credentials requirements should comply with In accordance with higher learning commission expectations. ~~“faculty members must possess an academic degree at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.”~~

(2) Recruitment activities must conform to the university’s equal opportunity and affirmative action procedures (see rule 3356-2-01~~2~~ of the Administrative Code, see also university policy 3356-2-02 Equal opportunity and affirmative action recruitment and employment). The director of equal opportunity may require additional search postings and/or processes pursuant to rule 3356-2-02 of the Administrative Code.

- (23) Faculty are employeddesignated as having either full-time or part-time status. Part-time faculty supplement ~~the~~ full-time faculty to meet departmental instructional needs. and cannot acquire Only full-time, tenure track faculty (probationary or degree completion) are eligible to apply for tenure.
- (34) The official offer of employment for full-time faculty is made by the provost/vice president for academic affairs upon the recommendation of the college dean, the chairperson of the department, and the office of human resources.
- (45) The chief human resources officer will submit a summary of all full-time faculty appointments to the board of trustees at the next regularly scheduled meeting for approval. Offers of employment for full-time faculty shall be contingent upon approval by the board of trustees; however, faculty may begin employment prior to the approval by the board of trustees.
- (56) Each full-time faculty member will be assigned a home department, which shall be that department in which the majority of the person's time is budgeted. In cases where the time assignment is evenly distributed, the home department shall be the department where the person holds academic rank.
- (67) Except for department chairpersons (who are excluded from the bargaining unit), the types of contracts and terms and conditions of employment of full-time faculty are outlined in the "Agreement Between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association."
- (78) Faculty responsibilities of departmental chairpersons are described in the "Department Chair Handbook."
- (89) Part-time faculty members are appointed by the appropriate college dean upon the recommendation of the department chairperson and subject to review by the provost/vice president for academic affairs. Such appointments are for one academic term or a portion thereof. For purposes of compliance with the Revised Code and the state constitution regarding the hiring and the appointment of employees, including part-time faculty, the board of trustees

designates the provost/vice president for academic affairs as the hiring authority for part-time faculty. The provost/vice president for academic affairs will ensure report to that the board of trustees receive information on an annual basis regarding on the use of part-time faculty on an annual basis.

- (910) Part-time faculty may teach up to sixnine workload hours per term each fall or spring semester and up to twelveeighteen workload hours per academic year. - The provost/vice president for academic affairs department chairperson may ust request a written waiver from the chief human resources officer to go beyond thise workload hours limitation. The chief human resources officer, or designee, will grant a waiver when it is in the best interest of the university.
- (101) Part-time faculty are paid on the basis of workload hours taught and highest earned degree held. The rate of pay is identified in the university's annual "Operating Budget and Capital Funds" document which is approved by the board of trustees.
- (112) Procedures, benefits, and other matters affecting part-time faculty are found in the "Part-time Faculty Manual" available in the office of the provost/vice president for academic affairs.
- (123) Cross-reference. This policy incorporates former rule 3356:1-11-02 of the Administrative Code. For information about faculty with graduate status, see rule 3356-10-02 of the Administrative Code (see also university policy 3356-10-02 Graduate faculty). For information about adjunct faculty, see rule 3356-10-09 of the Administrative Code (see also university policy 3356-10-09 Adjunct faculty).

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

Responsible Division/Office: Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: December 1997; March 2007; March 2011;
April 2013; June 2013; December 2018
Board Committee: Academic and Student Affairs
Effective Date: December 6, 2018
Next Review: 2023

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

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

- (10) Part-time faculty may teach up to nine workload hours each fall or spring semester and up to eighteen workload hours per academic year. The department chairperson must request a written waiver from the chief human resources officer to go beyond these workload hours. The chief human resources officer, or designee, will grant a waiver when it is in the best interest of the university.
- (11) Part-time faculty are paid on the basis of workload hours taught and highest earned degree held. The rate of pay is identified in the university's annual operating budget which is approved by the board of trustees.
- (12) Procedures, benefits, and other matters affecting part-time faculty are found in the "Part-time Faculty Manual" available in the office of academic affairs.
- (13) Cross-reference. For information about faculty with graduate status, see rule 3356-10-02 of the Administrative Code (see also university policy 3356-10-02 Graduate faculty). For information about adjunct faculty, see rule 3356-10-09 of the Administrative Code (see also university policy 3356-10-09 Adjunct faculty).



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION TO MODIFY
ORGANIZATION OF INSTRUCTION, 3356-10-07**

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of University Policy governing Organization of Instruction, policy number 3356-10-07, shown as Exhibit __ attached hereto.

**Board of Trustees Meeting
December 6, 2018
YR 2019-**

3356-10-07 Organization of instruction.

~~Previous Policy Number: 1007.01~~

Responsible Division/Office: Academic Affairs

Responsible Officer: Provost and Vice President for Academic Affairs

Revision History: June 1998; March 2007; March 2011;
September 2013; December 2018

Board Committee: Academic and Student Affairs

Effective Date: September 25, 2013~~December 6, 2018~~

Next Review: 2018~~23~~

(A) Policy statement. In order to fulfill its mission and strategic goals, Youngstown state university (university) establishes and recognizes the primary academic structure of departments, schools and colleges. The faculty affiliated with an academic department and associated with a school or college delivers instruction at Youngstown state university. Departments, schools, and collegesThe university may establish secondary academic constructs such as institutes, programs or centers in order to facilitate the mission of the university, its departments, schools and colleges.

(B) Procedures. The university's organization of instruction may be established, altered, or abolished by the president upon the recommendation of the provost/vice president for academic affairs and approval of the board of trustees. The establishment of partnerships, centers and related arrangements between the university and public and private entities is addressed pursuant to rule 3356-10-22 of the Administrative Code (see university policy 3356-10-22 Partnerships, centers, and related arrangements).

~~(B) Existing colleges include:~~

~~(1) Williamson college of business administration;~~

~~(2) Beeghly college of education;~~

~~(3) College of creative arts and communication;~~

~~(4) Bitonte college of health and human services;~~

~~(5) — College of liberal arts and social sciences;~~

~~(6) — College of science, technology, engineering, and mathematics.~~

~~(C) — Existing schools include:~~

~~(1) — Dana school of music in the college of creative arts and communication;~~

~~(2) — Lariccia school of accounting and finance in the Williamson college of business administration;~~

~~(3) — Rayen school of engineering and technology;~~

~~(4) — School of engineering technology;~~

~~(5) — School of graduate studies and research.~~

~~(C) The university's organization of instruction can be viewed at the office of academic affairs website.~~

3356-10-07 Organization of instruction.

Responsible Division/Office: Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: June 1998; March 2007; March 2011;
September 2013; December 2018
Board Committee: Academic and Student Affairs
Effective Date: December 6, 2018
Next Review: 2023

- (A) Policy statement. In order to fulfill its mission and strategic goals, Youngstown state university (university) establishes and recognizes the primary academic structure of departments, schools and colleges. The faculty affiliated with an academic department and associated with a school or college delivers instruction at Youngstown state university. The university may establish secondary academic constructs such as institutes, programs or centers in order to facilitate the mission of the university, its departments, schools and colleges.
- (B) Procedures. The university's organization of instruction may be established, altered, or abolished by the president upon the recommendation of the provost/vice president for academic affairs and approval of the board of trustees. The establishment of partnerships, centers and related arrangements between the university and public and private entities is addressed pursuant to rule 3356-10-22 of the Administrative Code (see university policy 3356-10-22 Partnerships, centers, and related arrangements).
- (C) The university's organization of instruction can be viewed at the office of academic affairs website.



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION TO MODIFY
SABBATICAL LEAVE FOR DEPARTMENT CHAIRPERSONS, 3356-10-08**

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of University Policy governing Sabbatical Leave for Department Chairpersons, policy number 3356-10-08, shown as Exhibit __ attached hereto.

**Board of Trustees Meeting
December 6, 2018
YR 2019-**

3356-10-08 Sabbatical leave for department chairpersons.

~~Previous Policy Number: 1008.01~~

Responsible Division/Office: Academic Affairs

Responsible Officer: Provost and Vice President for Academic Affairs

Revision History: September 1998; March 2007; February 2011;
March 2013; December 2018

Board Committee: Academic Quality and Student Success Affairs

Effective Date: ~~March 13, 2013~~ December 6, 2018

Next Review: ~~2018~~ 2023

- (A) Policy statement. Academic chairpersons may be granted sabbatical leaves to pursue substantial scholarly or professional development activities which benefit both the chairperson and Youngstown state university (university).
- (B) Parameters.
- (1) Up to three sabbaticals are provided each year for academic chairpersons.
 - (2) A chairperson who has served as a full-time faculty member and/or chairperson for the past seven years without a sabbatical is eligible for a sabbatical after having served at least two years as a chairperson.
 - (3) The sabbatical can be awarded for a twelve-month period. Sabbatical leave recipients will receive ninety per cent of their twelve-month salary for the period of their leave.
 - (4) Fringe benefits, including ~~state teachers retirement system~~ ("STRS") provisions, will continue during the sabbatical period.
- (C) Procedures.
- (1) The office of ~~the provost/vice president for~~ academic affairs distributes applications and deadline dates during the fall term.

- (2) A completed application should be submitted to the dean of the chairperson's college. The dean will submit the application with a recommendation to a committee appointed by the provost/vice president for academic affairs, consisting of five individuals holding faculty rank. The committee will submit prioritized recommendations to the provost/vice president for academic affairs, who awards sabbaticals.
- (3) Along with the application, applicants are required to provide a statement detailing substitute administrative arrangements during the sabbatical. The statement will not be used to evaluate the merits of the proposal and will be detached from the proposal. The ultimate funding of a particular proposal may, however, depend upon the suitability of substitute arrangements.
- (4) Upon completion of the leave, recipients are required to submit a written report of the results of their work to the dean of their college. The report and the dean's written review are submitted to the provost/vice president for academic affairs for inclusion in the chairperson's personnel file in the office of human resources.
- (5) Recipients of these sabbaticals must return to the university for a minimum of two years of full-time service following the leave. Failure to adhere to this service requirement requires the recipient to ~~or~~ reimburse the university within a two-year period for the full amount of the salary provided during the leave).

3356-10-08 Sabbatical leave for department chairpersons.

Responsible Division/Office: Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: September 1998; March 2007; February 2011;
March 2013; December 2018
Board Committee: Academic and Student Affairs
Effective Date: December 6, 2018
Next Review: 2023

- (A) Policy statement. Academic chairpersons may be granted sabbatical leaves to pursue substantial scholarly or professional development activities which benefit both the chairperson and Youngstown state university (university).
- (B) Parameters.
- (1) Up to three sabbaticals are provided each year for academic chairpersons.
 - (2) A chairperson who has served as a full-time faculty member and/or chairperson for the past seven years without a sabbatical is eligible for a sabbatical after having served at least two years as a chairperson.
 - (3) The sabbatical can be awarded for a twelve-month period. Sabbatical leave recipients will receive ninety per cent of their twelve-month salary for the period of their leave.
 - (4) Fringe benefits, including retirement provisions, will continue during the sabbatical period.
- (C) Procedures.
- (1) The office of academic affairs distributes applications and deadline dates during the fall term.
 - (2) A completed application should be submitted to the dean of the chairperson's college. The dean will submit the application with a

recommendation to a committee appointed by the provost/vice president for academic affairs, consisting of five individuals holding faculty rank. The committee will submit prioritized recommendations to the provost/vice president for academic affairs, who awards sabbaticals.

- (3) Along with the application, applicants are required to provide a statement detailing substitute administrative arrangements during the sabbatical. The statement will not be used to evaluate the merits of the proposal and will be detached from the proposal. The ultimate funding of a particular proposal may, however, depend upon the suitability of substitute arrangements.
- (4) Upon completion of the leave, recipients are required to submit a written report of the results of their work to the dean of their college. The report and the dean's written review are submitted to the provost/vice president for academic affairs for inclusion in the chairperson's personnel file in the office of human resources.
- (5) Recipients of these sabbaticals must return to the university for a minimum of two years of full-time service following the leave. Failure to adhere to this service requirement requires the recipient to reimburse the university within a two-year period for the full amount of the salary provided during the leave.



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION RECOGNIZING RECENT
ACCREDITATION OF ACADEMIC PROGRAMS**

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

WHEREAS, the School of Technology engaged in the extensive self-study and documentation required for continuing accreditation by the Engineering Technology Accreditation Commission (ETAC) of ABET; and

WHEREAS, the Engineering Technology Accreditation Commission (ETAC) of ABET granted the School of Technology accreditation of the Civil and Construction Engineering Technology AAS program, the Civil and Construction Engineering Technology BSAS program, the Electrical Engineering Technology AAS program, the Electrical Engineering Technology BSAS program, the Mechanical Engineering Technology AAS program, and the Mechanical Engineering Technology BSAS program, to September 30, 2024; and

WHEREAS, the accreditation classifications of these disciplines indicate that these programs achieved or exceeded the basic requirements for accreditation;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University congratulates the faculty and staff of the School of Technology, Dean Wim F.A. Steelant, and especially School of Technology Director Carol M. Lamb, who led the accreditation process for Youngstown State University in the reaccreditation with the Engineering Technology Accreditation Commission (ETAC) of ABET.

**Board of Trustees Meeting
December 6, 2018
YR 2019-**



415 North Charles Street Baltimore, MD 21201
+1.410.347.7700 www.abet.org

August 29, 2018

James P. Tressel
President
Youngstown State University
One University Plaza
Youngstown State University
Youngstown, OH 44555

Dear Mr. Tressel :

I am pleased to transmit to you the findings of the Engineering Technology Accreditation Commission (ETAC) of ABET with respect to the evaluation conducted for Youngstown State University during 2017-2018. Each of ABET's Commissions is fully authorized to take the actions described in the accompanying letter under the policies of the ABET Board of Directors.

We are pleased that your institution has elected to participate in this accreditation process. This process, which is conducted by approximately 2,000 ABET volunteers from the professional community, is designed to advance and assure the quality of professional education. We look forward to our continuing shared efforts toward this common goal.

Sincerely,

Michael R. Lightner
President

Enclosure: Commission letter and attachments



415 North Charles Street Baltimore, MD 21201
+1.410.347.7700 www.abet.org

August 29, 2018

Wim Steelant
Dean of STEM College
Youngstown State University
Mioser Hall
Youngstown State University
Youngstown, OH 44555

Dear Dr. Steelant :

The Engineering Technology Accreditation Commission (ETAC) of ABET recently held its 2018 Summer Meeting to act on the program evaluations conducted during 2017-2018. Each evaluation was summarized in a report to the Commission and was considered by the full Commission before a vote was taken on the accreditation action. The results of the evaluation for Youngstown State University are included in the enclosed Summary of Accreditation Actions. The Final Statement to your institution that discusses the findings on which each action was based is also enclosed.

The policy of ABET is to grant accreditation for a limited number of years, not to exceed six, in all cases. The period of accreditation is not an indication of program quality. Any restriction of the period of accreditation is based upon conditions indicating that compliance with the applicable accreditation criteria must be strengthened. Continuation of accreditation beyond the time specified requires a reevaluation of the program at the request of the institution as noted in the accreditation action. ABET policy prohibits public disclosure of the period for which a program is accredited. For further guidance concerning the public release of accreditation information, please refer to Section II.A. of the 2017-2018 Accreditation Policy and Procedure Manual (available at www.abet.org).

A list of accredited programs is published annually by ABET. Information about ABET accredited programs at your institution will be listed in the forthcoming ABET Accreditation Yearbook and on the ABET web site (www.abet.org).

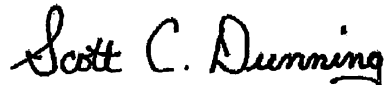
It is the obligation of the officer responsible for ABET accredited programs at your institution to notify ABET of any significant changes in program title, personnel, curriculum, or other factors which could affect the accreditation status of a program during the period of accreditation stated in Section II.H. of the 2017-2018 Accreditation Policy and Procedure Manual (available at www.abet.org).

ABET requires that each accredited program publicly state the program's educational objectives and student outcomes as well as publicly post annual student enrollment and graduation data as stated in Section II.A.6. of the Accreditation Policy and Procedure Manual (available at www.abet.org).

ABET will examine all newly accredited programs' websites within the next two weeks to ensure compliance.

Please note that appeals are allowed only in the case of Not to Accredit actions. Also, such appeals may be based only on the conditions stated in Section II.L. of the 2017-2018 Accreditation Policy and Procedure Manual (available at www.abet.org).

Sincerely,

A handwritten signature in black ink that reads "Scott C. Dunning". The signature is written in a cursive style with a prominent initial "S".

Scott C. Dunning, Chair
Engineering Technology Accreditation Commission

Enclosure: Summary of Accreditation Action
Final Statement

cc: James P. Tressel, President
Carol M Lamb, Director, School of Engineering Technology
Thomas Singer, Team Chair



8/29/2018

Engineering Technology Accreditation Commission

**Summary of Accreditation Actions
for the
2017-2018 Accreditation Cycle**

**Youngstown State University
Youngstown, OH**

Civil and Construction Engineering Technology (AAS)

Civil and Construction Engineering Technology (BSAS)

Electrical Engineering Technology (AAS)

Electrical Engineering Technology (BSAS)

Mechanical Engineering Technology (AAS)

Mechanical Engineering Technology (BSAS)

Accredit to September 30, 2024. A request to ABET by January 31, 2023 will be required to initiate a reaccreditation evaluation visit. In preparation for the visit, a Self-Study Report must be submitted to ABET by July 01, 2023. The reaccreditation evaluation will be a comprehensive general review.



RESOLUTION TO APPROVE STRATEGIC PLANNING PROCESS

WHEREAS, Youngstown State University (YSU) is in the 12th decade of serving the educational attainment needs of the region and beyond; and

WHEREAS, Strategic Plan 2020 is nearing its conclusion, with much having been accomplished as reported on a regular basis to the Board of Trustees (BOT) and affirmed by continuing accreditation through 2027 with President Tressel recommending and the BOT endorsing developing the next strategic plan; and

WHEREAS, the Strategic Planning Organization Team has determined the strategic planning process will involve: a) connections with and feedback from various constituencies including faculty, staff, students, alumni, community members, and regional stakeholders; b) feedback on various topics via a campus survey; c) responses from campus constituencies to various questions posed across time to address particular facets of the future of higher education and the opportunities in the future for YSU; and d) various nationally recognized Thought Leaders/Provokers interacting with the campus and the community in various ways to help inform the process in the context of the shifting higher education landscape; and

WHEREAS, the planning process will be informed by a rigorous assessment of important facets and factors influencing higher education and creating opportunities for YSU including amongst others, enrollment, redesigned student success support structures, inclusive excellence, diversity, and equity, a revitalized general education curriculum, and financial integrity, stability and sustainability; and

WHEREAS, the faculty, programs, departments, colleges and Academic Affairs will undertake a two-step process that: 1) in Fall 2018, will assess current foundational strengths, compelling points of distinction, strategies linked to student success, engagement with the community and interdisciplinary initiatives; and 2) in Spring 2019 will determine a future of academic opportunities informed by a strengths, weaknesses, opportunities and barriers assessment and business intelligence steps as well as determining opportunities for implementation that create an even more vibrant and compelling future.

NOW, THEREFORE, BE IT RESOLVED, the attached Board of Trustees Case Statement is approved and a Compelling Strategic Case will be developed by the BOT for Spring 2019 providing further guidance to the strategic planning process, and that compilation of the information created by the strategic planning activities will be developed into an outline and a narrative for a DRAFT Strategic Plan to be

released for review at the Fall 2019 State of the University delivered by the president; and

BE IT FURTHER RESOLVED that the October 2019 BOT Advance/Retreat will consider the DRAFT Strategic Plan, including deliberations on the mission and vision for YSU, and that the BOT anticipates approving in Spring 2020 a presidentially recommended Strategic Plan along with a strategic budget that will support implementation of the Strategic Plan in Fall 2020, and that the approval of said strategic budget will be predicated on processes having been completed that optimize and prioritize the use of current resources in both the academic and support areas that will be a normal component of each budget process thereafter; and

BE IT FINALLY RESOLVED that it is intended that the annual process of optimization, prioritization, and potential investment to align the budget to support the Strategic Plan will be foundational to the continued vibrancy and success of YSU.

**Board of Trustees Meeting
December 6, 2018
YR 2019-**

Youngstown State University Board of Trustees

Strategic Planning Case Study

Prepared for the YSU Board by Trustees Molly Seals and Ted Roberts with intent to incite emotional catharsis, engagement, discussion & self-reflection

Context: Over summer 2018, members of the [Strategic Plan Organization Team](#) developed constituency-based Case Studies. The constituencies included the following: undergraduate and graduate students; unions (faculty and staff); chairs/directors; deans; alumni; the community; Academic Senate; athletics; academic affairs; and senior leadership.

In various ways, the constituencies were asked to address the following: What was your experience in helping shape the [current strategic plan](#)? How might you imagine being optimally engaged in developing the next strategic plan? What are the major issues facing higher education that from the perspective of the constituency should receive a high level of consideration in the upcoming strategic planning process.

The following represents perspectives developed by two members of the YSU Board of Trustees who are members of the [Strategic Plan Organization Team](#).

Background: Nine members of the YSU Board of Trustees are selected by the Governor of Ohio and appointed to 9-year terms. The board also consists of 2 student members who attend Youngstown State and are appointed by Governor, and up to 2 non-voting national/global members appointed by the Trustees. The appointment and powers of the Board are set forth in the Ohio Revised Code Chapter 3356 and R.C. Section 369.180. The YSU Board of Trustees governs by statute, its bylaws and its policies.

This approach fulfills the American model of higher education governance and the unique concept of volunteer citizen trusteeship that provides for autonomy, independence and academic freedom. Public trustees adhere to core principles pertaining to effective trusteeship as advocates for the university: ensuring its institutional mission, education quality and fiscal vitality; selecting, supporting and assessing its chief executive while respecting the balance between governing and managing; charging the chief executive with leading, implementing and evaluating effective strategic planning, participating in the process and monitoring its progress; engaging with the university's major constituents to provide community perspective; participating in fundraising and practicing personally affordable philanthropy; ensuring current and effective institutional and board policies. Trustees are called to conduct business with transparency, high ethical and fiduciary standards, and adherence to public meeting and record laws.

In December 2017, the board amended its bylaws to create the position of national/global trustee. National/global trustees are appointed by the board on the basis of success in their field, state or national prominence, ability to advocate for higher education, and their ability to offer insights to the board and university president.

The Key Role of the Board: YSU Trustees are advocates for the university to further its mission and enhance its legacy to the local, regional, national, and global communities, while maintaining the highest level of accountability to the taxpayers of the State of Ohio. To do this, the YSU Board of Trustees must

assure effective Presidential leadership and work with the university faculty, staff and students to create an effective strategic plan to be supported by university resources in a fiscally responsible way that achieves the budgetary balance so critical to the long-term sustainability of the university. Thereafter the board monitors the plan and calls for sound corrective plans where needed to assure successful achievement.

From "[A Practical Guide To Strategic Planning In Higher Education](#)" published by the Society for College and University Planning, the following reflects the role of the board in the planning process:

"Generally, members of governing boards should (1) ensure planning takes place, and (2) insist plans are used regularly for decision making. In carrying out these basic responsibilities, boards should attend to the following:

- Recognize and promote the usefulness of planning in higher education and support its use,
- Review and approve a planning process for the institution,
- Hold the chief executive accountable for the planning function,
- Participate in certain steps in the planning process, and
- Use the institution's plans to make decisions, especially those that involve setting priorities and allocating resources."

How our Strategic Plan Will Guide Us to our Future: The Youngstown State University Strategic Plan will need to answer key "Who, What, Where and How" questions. The following points appeared in a [Strategic Plan of Cornell University, 2010-2015](#) and similar questions appear in other University strategic plans:

Four basic questions to help organize the planning process:

- Who are we as a university?
- Where do we want to go as a university?
- How do we get there?
- How do we know when we arrive?

The 2020 Strategic Plan of YSU will likewise need to answer:

- Who are we as a university?
- Who do we want and need to become and where do we want to go as a university?
- How do we get there?
- How do we know when we arrive?

As an anchor institution and given that our local, state and national challenges are also our challenges (poverty, urban decline, job loss, income inequality, increasing diversity, racial and gender inequities, and climate change), we are also called to answer additional profound questions like:

- How do we sustain higher education at our university as a powerful, affordable and meaningful agent of self-realization and social progress that address many of these challenges?

The process to construct our new Strategic Plan shall support our *Guiding Principles of Shared Governance*. The goal is to engage all stakeholders in the process and provide opportune time and approach to collect input, feedback, and thought leadership from a diversity of stakeholders as well as progress updates and feedback throughout the life of the plan. Some of the key principles driving our engagement plan shall include the following:

- Creative engagement (Not just asking for input but finding creative ways of assuring input and considering it)
- Input precedes feedback (Opportunity for big ideas from all)
- Exchange throughout the process (Input, Shared Data Reservoir, Build, Feedback, Activate & Achieve)
- Everyone is a connector to someone (Communication and Engagement is a shared responsibility of all)
- Meet constituencies where they are (Go where they are and seek first to understand unique WIIFMs of each constituency group)

Our strategic plan should be *aspirational* to inspire our university through its aims, goals and ideologies to higher levels of achievement and thus helping our students to achieve higher levels of success. *Student Success and Achievement* shall be paramount in our new Strategic Plan as that is why we exist and without students we would not be. [Economic development](#) and job growth will be of key focus as well -- as without it the Ohio tax base cannot exist to support sustainability of this and other Ohio universities. *Research* shall be of key focus -- as that is the pathway to assuring students (undergraduate and graduate) are prepared with the critical thinking and application skills required to meet the challenges of today.

Some of the aspirational goals that appear in the [Strategic Plan of Cornell University, 2010-2015](#) involve:

- Enroll, educate, and graduate deserving, promising, and diverse students.
- Recruit, nurture, and retain an excellent and diverse faculty, and an excellent and diverse staff who provide outstanding support to faculty and students.
- Strengthen public engagement of university education, research, and programs with local, national, and international communities.
- Sustain organizational structures and processes that promote and support academic excellence in a cost effective, balanced-budget manner.

Given our [unique challenges](#), just as recognized by Tulane University, we will also:

- Seek *a more collaborative and applied scholarship*, committed to change that brings faculty, students, local residents and government together in projects addressing community, region and world needs.

BRIEFING SHEET- REPORT OF STUDENT ORGANIZATION BANKING ACCOUNTS

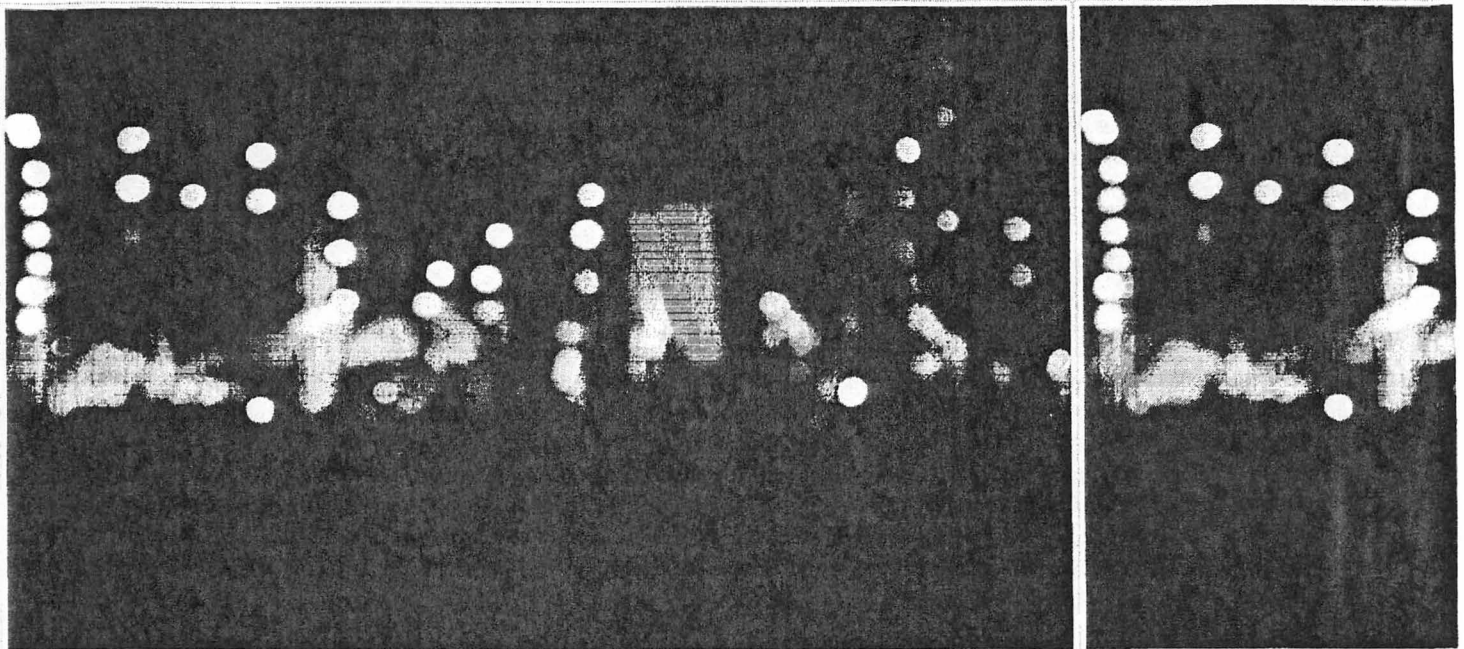
Issue	What are the current practices and policies regarding the management of student organization funds?
Context	<p>There are two primary points of concern related to student organization funds:</p> <ol style="list-style-type: none"> 1) Should student organization funds be maintained by the University in University accounts or directly by students via private financial institutions? 2) Should organization advisors (full time faculty or staff) have access, signature authority, and liability for student organization funds? <p>The answer to both questions should be considered through a common lens: how much responsibility does the University seek to carry for registered student organizations, both in terms of resources committed to managing organizations and liability for the actions of organizations?</p> <p>See supporting document: Camputaro, Justin. <i>Distancing Universities from Student Organizations: A Look at Public Institutions in Virginia</i>. February 2017.</p>
Action Requested	The Board of Trustees requested an update on current practices and a review to determine recommended practice which provides best fiscal management of student organization funds while managing risk and liability of the institution.
Framework	<p>The existence of Registered Student Organizations (RSOs) is driven by students. Students create the constitution and by-laws, elect officers, and manage membership, finances, and activities of the group. Organizations register with the Office of Student Activities annually to gain access to campus privileges including a campus mailbox, the ability to reserve University spaces, and the ability to apply to Student Government Association for funding.</p> <p>YSU has approximately 200 RSOs. Current university practice maintains that student organizations establish accounts through private financial institutions, i.e., Associated School Employees Credit Union or Home Savings and Loan. Each organization registers with the IRS to obtain a Tax Identification Number which is distinct from the University EIN/TIN. Students in the organization are responsible for all financial transactions associated with their organization account. Students can be held responsible for misuse of student organization funds via the Student Code of Conduct.</p> <p>YSU RSO Advisors serve on a voluntary basis and not through the requirements of a contract, therefore the ability to hold faculty or staff accountable for mismanagement or misuse of RSO funds presents a greater</p>

BRIEFING SHEET- REPORT OF STUDENT ORGANIZATION BANKING ACCOUNTS

	challenge. As such, Student Activities policy currently prohibits advisors from having signature authority on student organization bank accounts.
Impacted Groups	<ol style="list-style-type: none"> 1) Office of Student Activities 2) Students in RSOs 3) RSO Advisors 4) Bursar's Office and/or Accounts Payable
Working Group Members	<p>Eddie Howard, Vice President for Student Affairs Erin Driscoll, Director, Student Activities & Greek Life Carrie Anderson, Assistant Director, Student Activities</p>
Options	<ol style="list-style-type: none"> 1) Create a FOAP for each RSO and transfer all RSO financial activities to the University. All RSO transactions (deposits, purchases, check requests, etc.) would be managed by the University. This would require hiring an additional full time administrative support staff to maintain all student organization transactions and records. Transitioning to this model would decrease the liability of having RSO Advisors on accounts, as there would be a method in place for holding University staff accountable for misuse of University funds. This approach would also increase the liability of the institution, as all student organization functions would be attached to University accounts. This would make students appear as agents of the institution when contracting with venues, performers, etc., and in legal situations increases the responsibility of the University for RSO actions. 2) Maintain current practices as outlined in Framework section above. This practice enables student organizations to gain experiences in managing their own finances, provides greater autonomy in carrying forth the activities of their own organization outside of University processes, and minimizes the staff resources required by the University to support the financial activity of RSOs. This also minimizes the liability of the institution.
Recommended Actions	<p>Continue current practice in which RSO finances are independent of University accounts. Enter into a partnership with Associated School Employees Credit Union (ASECU) which maintains a branch on the YSU campus. Direct student organizations to maintain accounts with ASECU. Maintain regular communication between the Office of Student Activities and ASECU regarding active RSO accounts and provide RSOs with financial management training at Annual Student Leadership Summit and Retreat. This supports RSOs in appropriate financial management while minimizing the risk and resources required of the institution, and also allows RSOs greater autonomy in accomplishing the mission of their organization.</p>

BRIEFING SHEET- REPORT OF STUDENT ORGANIZATION BANKING ACCOUNTS

	<p>See attached draft: Memorandum of Understanding, Youngstown State University and Associated School Employees Credit Union</p>
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Distancing Universities from Student Organizations: A Look at Public Institutions in Virginia

By Justin Computaro 📅 February 1, 2017 💎 Feature

The relationship between college campuses and student organizations is complicated. Externally, the public often sees them as one entity, not distinguishing nuances of oversight, finances, or responsibility. From a legal standpoint, lines are often blurred as well. While all stakeholders may see the value of student organizations and activities in terms of the cocurricular experience, some institutions have chosen to distance themselves from student organizations as a way to avoid legal responsibility should something go awry. Knowing that risk is an inherent part of student organizations, the discourse has centered on how best to balance institutional support with potential liability. Drawing from the historical context in which student organizations exist and relevant case law from across the United States, universities in Virginia offer a microcosm of various approaches to this issue.

Background

In 1812 at the University of Oxford, Augustus Hare founded the Attic Society (a precursor to the Oxford Union) as the first student-organized debate society in modern higher education, and did so under the goal of free expression of ideas. This group stands as the original student organization, where over time students began to organize around more than debate. In 1895, Harvard students established the University Club, the first student organization in the United States to “promote comradeship among members of Harvard University,” according to college union historian Porter Butts in *The College Union Idea*. In response to the expansion and diversification of students in U.S. higher education, the student personnel movement began in the 1920s. The purpose of these administrators was to address the nonacademic needs of college students as more began to organize outside of the classroom.

As this history shows, students have chosen to organize for more than a century in higher education. However, it was not until *Healy v. James* (1972) where students were legally granted the precedent giving them the right to organize. In this case, the president of Central Connecticut State College denied recognition of a local chapter of Students for a Democratic Society (SDS). The president stated the group was antithetical to the institution’s commitment to academic freedom and feared it would be disruptive to the campus. This denial prohibited the organization from using campus space and from advertising on campus bulletin boards and the campus newspaper. Referencing the First Amendment’s Freedom of Association clause, the Supreme Court ruled that institutions cannot deny recognition to student organizations that agree to abide by the institution’s policies and cannot deny recognition based on apprehension about what a group may do. Therefore, the court ruled the reasons were insufficient to justify nonrecognition and that diversity in the content of campus organizations allowed for the “intellectual give and take of campus debate.” This final note is important as it relates to the historical foundation of student organizations in higher education as previously mentioned.

The courts have historically held that institutions can make reasonable rules and regulations for student organizations. According to William Kaplan and Barbara Lee’s definitive text, *The Law of Higher Education, 5th Edition*, institutions should follow three regulatory bases when considering denying recognition:

- Institutions can require that all groups comply with reasonable rules concerning conduct.
- Denial can happen when associational activities interrupt classes or significantly interfere with education of other students.
- Organizational activity must follow all local, state, and federal laws.
- Institutions should apply these rules equally across organizations, avoiding selective enforcement to specific groups.

The idea of equal enforcement is most often seen with regard to student organization benefits granted with recognition. In particular, student activity fee funding policies are often the leading contentious benefit. Although institutions are not required to supply funds to student organizations, once they choose to do so, it must be without regard to the content of the organization's ideas being expressed (*Gay and Lesbian Students Association v. Gohn, 1988*; *Rosenberger v. Rector and Visitors of the University of Virginia, 1995*). In the seminal student activity fee case in the United States *Board of Regents of University of Wisconsin System v. Southworth (2000)*, the court set the precedent that institutions do have the authority to impose and allocate student activity fees to student organizations for the "purpose of facilitating free and open exchange of ideas by, and among, its students," and must do so through content-neutrality. The language used in the opinion continues to show the importance of free expression of ideas that student organizations bring to higher education institutions.

Recognition Policies

Most institutions' policies regarding registered student organizations outline the process for recognition, expectations of the student organizations, and the benefits granted by the institution upon recognition. The traditional practice of many institutions has been to provide the same type of recognition to all student organizations; that is, they treat all student organizations equally, have the same expectations, and afford the same benefits upon recognition.

These policies provide legal protection to both the institution and the student organization by describing what will be acceptable. Some institutions outline behavior expectations that may result in discipline or loss of recognition. For instance, Virginia Commonwealth University explicitly states that student organizations will not "willfully disrupt or prevent the conduct of classes ... act in violation of reasonable and lawful requests of university officials [nor] ... falsify or forge an official university record or document." These expectations directly correspond to the opinion stated in *Healy v. James (1972)*.

One of the most common policies references how the organization can or cannot use the name of the institution in the organization's name. *Gay Rights Coalition v. Georgetown University (1987)* firmly established that although institutions cannot deny recognition when the organization meets all reasonable rules and regulations, the recognition does not mean that the institution endorses the organization. To establish this firmly in policy, many institutions do not permit the university's name to be at the front of the organization's title. In these instances, organizations that choose to use the institution's name would be required to do so as such: *organization at institution*. The purpose for this is to distance the institution from the organization.

Is this enough to distance an institution when other policies contradict and bring the relationship closer? Consider this scenario: James Madison University's policies state that it does not accept responsibility for recognized student organizations that enter into contracts using non-university funds and without support from the university. However, student organizations using university funding must receive approval from appropriate university officials before entering into any contracts. It is feasible that this practice could be interpreted from a legal standpoint to make the university responsible and liable for the actions of the organization with respect to that specific contract and program.

Negligence

When considering policies about student organizations, institutions should consider how much distance they want to create between themselves and the organization from a professional, ethical, and legal standpoint. Numerous cases against student organizations have included the institution as an additional defendant and with mixed results that can help with navigating this complexity.

The most common question courts ask in determining duty and negligence on the part of the institution in these cases is whether a supervisory relationship exists. According to Kaplan and Lee, agency theory with respect to holding institutions liable for student organization behavior links to two standards: 1) Was the student organization acting as an agent of the institution (respondeat superior doctrine)? 2) Does the institution have a legal duty to supervise the student organization because the institution provided direct support to the organization's operation, even if the organization was not acting as an agent of the institution?

In *Marzart v. State (1981)*, the student newspaper published a libelous letter and the court found the organization responsible. However, citing freedom of the press and agency theory, since the institution had no authority to preapprove, censor, or control what the student newspaper published, there was no supervisory relationship. Therefore, the court found that the institution was not responsible.

Not all instances are as clear as a freedom of the press situation. In *Mynhardt v. Elon University (2012)*, a student was paralyzed after a fight at an off-campus party hosted by a student organization. The court ruled in favor of the institution because the student voluntarily chose to engage in dangerous activities and did so at an off-campus premises. Since the university did not supervise the premises, there was no relationship to this organization activity.

There are many organizational activities that are supervised by university officials, and this is especially concerning when the supervision is outlined by university policy. When institutions require organizations to maintain a university advisor who is responsible for ensuring the organization follows policies and procedures, the institution and the organization's advisors can become liable for the actions of the student organization. This was the situation in *Bishop v. Texas A&M* (2005), in which a director of a student organization-sponsored play chose to use a real knife as a prop. During a rehearsal, a student was stabbed by the knife and sued the institution, claiming it was the advisor's duty to prevent these types of decisions. The court stated that since the university required a faculty advisor, the institution and the advisor could be held liable for the injury. However, in this particular instance, the court found that since the director was an independent contractor, the institution was not liable for the director's decisions.

Yost v. Wabash College (2014) provides another example where even though the institution does provide an advisor, this may not by itself create a supervisory relationship. In this case, a student was injured during a fraternity pledge event. The court found that since the institution did not attempt to supervise the event there was no supervisory relationship. The institution prevailed in this case, but other courts have ruled against the institution in similar situations.

The most significant of those was *Furek v. University of Delaware* (1991). In this case, a student was hazed and burned while pledging a fraternity. The court did hold the university responsible because the fraternity house was located on campus, the university had policies against hazing, and staff had responsibilities to supervise the fraternity and sorority life activities.

Case law has made it clear that if a supervisory relationship exists, then institutions may become liable for student organization activities. Some institution policies and practices make it clear when a supervisory relationship exists, such as requiring university advisors. Since the courts have had mixed rulings, it is important for institutions to decide proactively how they will manage risk with respect to student organizations on their campus.

A risk management plan can minimize litigation for institutions. Kaplan and Lee outlined four primary methods of risk management exist, each with different levels of protection.

- **Risk avoidance** – Institutions eliminate the dangerous conditions and activities. Since student organizations have the right to organize and typically plan their own activities, this method is often not reasonable.
- **Risk control** – This reduces the frequency or level of risky conditions and activities. Institutions can accomplish this by offering trained professional staff to advise organizations as they plan their events, either through direct advisors or through event services offices.
- **Shifting the burdens of risk and liability away from the institution** – This can be done through insurance, indemnification practices (transferring liability to other parties such as an independent contractor), releases or waivers at organization events, and shifting the risk to the organization itself.
- **Accept the risk completely** – This is typically only appropriate when other methods are too costly or the risks are considerably low.

Shifting the Risk in Virginia

In October 1982, Sigma Chi at the University of Virginia (UVA) took a road trip to a neighboring institution. Sixty-three brothers and potential members piled into the back of a U-Haul truck and while driving, the truck tipped and collided with another vehicle. Two students were killed and several others were severely injured, including Thomas Stumm, who was in a coma for 10 weeks. The Stumm family filed suit against the university, the local Sigma Chi chapter, the driver, and U-Haul. In 1985, the court found that UVA had no responsibility in the accident. However, the student affairs vice president decided that the institution needed to reconsider the university's relationship to all student organizations in respect to becoming aware of its legal liabilities. At the time, the assistant dean of students was quoted in *The Cavalier Daily* student newspaper as saying, "The university will not simply return to old policies just because the suit was decided in its favor."

As a result, the University of Virginia changed its student organization recognition policies in an attempt to remove all supervisory relationships between itself and the organizations, and to transfer the risk directly to the organizations. UVA created the Contracted Independent Organization (CIO) system to create this distance. According to the university website, "The CIO exists and operates independently of the University. The CIO is not an agent, servant or employee of the University, but rather is an independent contractor which manages its own affairs."

Virginia Tech subsequently followed this policy with their own in 1991 and went a step further to create a three-tiered system. In developing these new policies, one of the key points was to remove the "review process" for constitutions from the recognition process because the legal understanding at the time was that if the university approved governing documents of an organization, then the actions of the organization could possibly be seen as university supervision in liability cases. Additionally, the expansion of many new organizations made it challenging to maintain trained university advisors for every organization; Virginia Tech currently has approximately 700 student organizations.

This tiered system was different from UVA's in that, based on the level of relationship Virginia Tech chose to maintain, the university grants the organization different expectations and benefits of protection, treating each tier differently from the others, but all organizations equally situated within that level. The farthest removed tier is for Registered Student Organizations (RSO), which meet the basic requirements of *Healy v. James* (1972) to recognize the organization. This tier comprises the majority of Virginia Tech organizations and by policy "has no direct relationship to the university but upon completion of registration and documents is entitled to certain privileges." The university will not enter into any contractual agreements on behalf of an RSO and the organizations are not permitted to represent themselves as agents of the university. The second tier are University Chartered Student Organizations. These organizations are directly "affiliated with" Virginia Tech and are provided university advisors. Additionally, the university signs all contractual agreements on behalf of the organization, choosing to accept responsibility for the organization's actions. The final tier, University Student

Life Programs, are university governed student organizations in which university administrators make all decisions for the group and the institution accepts all responsibility for the organization's actions.

This tiered system was tested in court in 1996 when the *Collegiate Times*, the student newspaper that was run by the RSO-recognized Student Media Board, was sued by a VT football player. The suit originally named the university, but was quickly dropped because of the recognition status outlined by the institution's policies.

Virginia Tech grants each tier the same level of benefits with respect to funding, access to facilities, and ability to advertise on campus. The College of William and Mary followed with a three-tiered system, in which the university accepts responsibility for "sponsored" organizations and distances itself from two separate levels of "affiliated" organizations. William and Mary chose also to differentiate the benefits each tier receives, including use of the college name and access to specific facilities. Within the last seven years, Old Dominion University, Virginia Commonwealth University, and James Madison have each considered moving to similar systems that distance their institutions from liability of student organizations.

Legal and Professional Implications

With legal rights to organize and educational benefits of having organizations to provide diversity in free expression of ideas on college campuses, student organizations will continue to be a priority policy consideration for institutions. Institutions should regularly review their recognition practices and contemporary case law to decide the best practices to protect themselves from liability. As seen in Virginia, there is a split philosophy among public institutions regarding the level of supervisory relationships each campus chooses to establish, both distancing and accepting the risk.

Regardless of what rules and regulations the institution establishes, the courts can always choose to see things differently. In the unpublished case of *Pawlowski v. Delta Sigma Phi* (2010), the court found the university not responsible for a student death after an off-campus party, even though the university had rules governing off-campus parties, which could have created a supervisory relationship. Based on the court opinion, Peter Lake wrote in his book *The Rights and Responsibilities of the Modern University*: "Too much enforcement in colleges will not teach, but police students—destroying the educational mission we are trying to protect."

The judge's opinion from this case encourages colleges to have and enforce policies for its students, but also create an educational environment that "keeps colleges accountable without holding them liable," Lake explained. As one final note, institutions should consider and understand their legal liabilities with student organizations. However, institutions also have professional and ethical obligations to support and advise student organizations for the greater benefit of the students' free expression of ideas.

About the Author



Justin Camputaro

Justin Camputaro is the director of the Husky Union Building (HUB) at the University of Washington. Throughout his 17-year professional career, he has been responsible for college union facility management and student organization support. He is a former ACUI Education Council member, co-creator of the Essentials of Facilities Management Training Seminar, and has served on numerous Regional Leadership Teams. Camputaro is currently a doctoral candidate in the higher education Ph.D. program at Virginia Tech.

Memorandum of Understanding Youngstown State University and Associated School Employees Credit Union

This Memorandum of Understanding (“MOU”) is made and entered into on the date (TBD) of the last signature hereon by and between Associated School Employees Credit Union (hereinafter “ASECU”) and Youngstown State University (hereinafter “YSU”).

WHEREAS, RSOs are fiscally independent of YSU and therefore prohibited from maintaining organization finances through YSU accounts;

WHEREAS, YSU RSOs require bank accounts for proper management, operation, and accomplishment of organizational goals and activities;

WHEREAS, RSO officers change on an annual basis;

WHEREAS, RSOs increasingly require Debit cards to enable electronic financial processing;

WHEREAS, YSU Policy prohibits RSO Advisors from signature authority on RSO bank accounts;

WHEREAS, ASECU maintains a branch on the campus of YSU;

NOW, THEREFORE, the parties to this MOU desire to create a partnership between the two institutions to support proper financial management of YSU Registered Student Organization (hereinafter “RSO”) bank accounts.

The following understandings will guide this effort, until modified or amended:

ASECU will provide:

- A dedicated webpage with information and details on account processes
<https://www.asecu.com/accounts/student-organization-accounts>
- Organization account application and disclosures
- Checklist of organization account opening procedures
- VISA debit card application & guidelines
- Online banking with 12 month of e-statements, and ability to view check copies
- EIN numbers for all student organizations
- FREE Check copies for Student Government Association reimbursement requests
- Process for changing signature authorities, emphasizing importance of removing names that are no longer an officer in organization
- Education for students on account opening, auditing & statement retention, reading account statements, liability for individuals
- Review of existing accounts to identify RSO accounts with Advisors serving as signature authority, and work with YSU Student Activities to bring accounts into compliance with existing policy

YSU Office of Student Activities will:

- Provide a list of YSU RSOs to cross reference with ASECU
- Provide verified list of officers permitted to have RSO signature authority
- Remind RSOs to change signature authority on RSO accounts during annual RSO registration process
- Provide each RSO with a mailbox in the Student Activities Office for delivery of bank statements:
1 University Plz
Student Activities
Youngstown, OH 44555-0001
- Encourage RSOs to conduct an audit of financial accounts
- Serve as a liaison between RSOs and ASECU in case of questions or concerns regarding status of RSO bank accounts

Basic Guidelines: Continued participation is contingent upon compliance with ASECU's financial regulations and YSU's applicable policies, rules regulations and *The Student Code of Conduct*. The appropriate Vice Presidents at both institutions in accordance with the parties' applicable codes of conduct, policies and procedures, including applicable due process provisions, will determine continued partnership.

This agreement will be reviewed and updated annually from the date signed.

Signatory
Title
Associated School Employees Credit Union

Signatory
Title
Youngstown State University

Date: _____

Date: _____

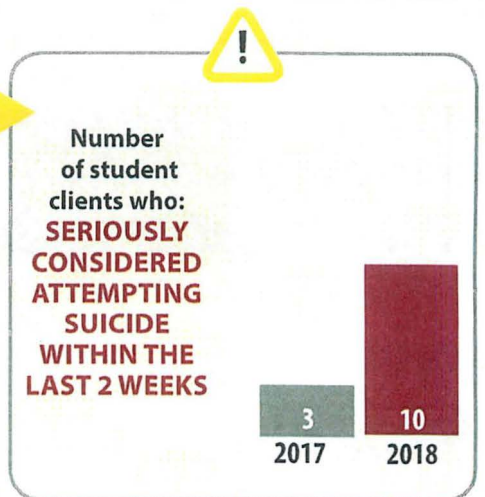
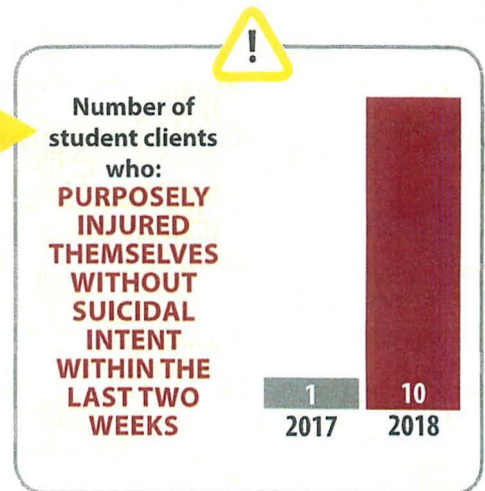
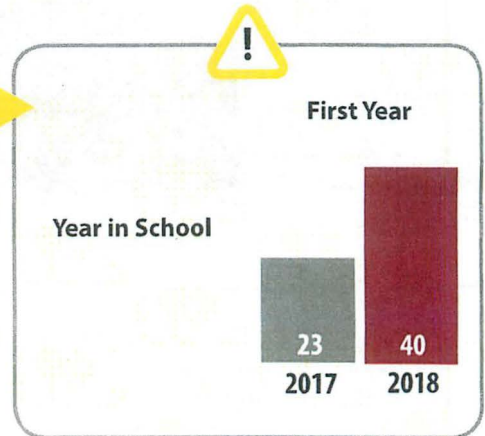
YSU Student Mental Health Fall 2018

Presented by Student Counseling Services | Student Outreach & Support | Housing & Residence Life.

1st 10 weeks of semester

YSU Student Counseling Services

	Fall 2017	Fall 2018
Number of new students seen for initial appointment	87	91
The following items are based on student self-report. Total numbers will not match above totals as students are not required to answer each question.		
Number of students experiencing their problem for months	28	30
Number of students experiencing their problem for years	64	49
Year in School		
Freshman/First Year	23	40
Sophomore	29	18
Junior	25	12
Senior	28	18
Graduate	8	7
Taken prescription medication for mental health concerns prior to college	11	16
Made a suicide attempt		
Ever	9	14
Within the last two weeks	0	2
Ever considered causing serious physical injury to another person	12	11
Someone had sexual contact with you without your consent	31	34
Ever experienced a traumatic event that caused you to feel intense fear, hopelessness, or horror	54	52



Continued on side 2

YSU Student Mental Health

Fall 2018

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1st 10 weeks of semester

YSU Student Outreach & Support / CARE Team Case Information

Case Type	Number of Individuals Involved in Cases	Number of Unique Cases
CARE	26	23
Student Outreach and Support	58	58
TOTALS	84	81

Of the 23 CARE cases from August 20, 2018 through October 29, 2018...

20 cases involve a student who attempted suicide or where there was a concern that a student might cause harm to themselves or someone else

12 of these students were hospitalized for a mental health-related issue (voluntary or involuntary)

Each of these cases require communication and coordination with hospital staff, on/off campus resources, professors, family members, the student, and others touched by the case (ex. roommates, teammates, classmates, etc.)

1st 10 weeks of semester

Housing & Residence Life

9 Mental Health Incidents

Of these, **7** were within the first month of school.

4 were hospitalizations where student had suicide ideation and a plan



YSU Student Outreach & Support and the CARE Team accept referrals from students, their families, faculty, staff, and the surrounding community with the goal of providing outreach, guidance, and assistance to students dealing with a variety of issues.

The Office of Student Outreach and Support provides a safe place for students to discuss a variety of issues and concerns that may create barriers to their success at YSU. In an effort to deal with issues in their earliest stages, the director actively reaches out to students in distress or identified as needing some type of assistance. Following this outreach, students are referred to appropriate campus and community resources or continue to work with the director.

More serious cases are brought to the attention of the CARE (Concern – Assessment – Referral – Education) Team, formerly known as the Behavioral Intervention Team (BIT). This group is composed of Youngstown State University personnel committed to a proactive, collaborative and planned approach to the management of threatening, disruptive, disturbing or otherwise problematic behaviors at YSU.

Criteria for bringing a case to the YSU CARE team:

- Student currently or in the recent past has threatened harm to themselves or others
- Students has been referred by multiple individuals/offices
- Student exhibits behavioral concerns that may negatively affect the campus learning environment or potentially harm the health, welfare and/or safety of members of the University community or the individual(s) exhibiting such behaviors

CARE Team website:

<https://ysu.edu/ysu-care-team>



**YOUNGSTOWN
STATE
UNIVERSITY**

DIVISION OF STUDENT EXPERIENCE

HIGHER LEARNING COMMISSION (HLC) UPDATE DECEMBER 2018

Reaffirmation of Accreditation

- On July 30, 2018, the Institutional Actions Council (IAC) of the Higher Learning Commission concurred with the peer review team's report and recommendations with no changes. The IAC granted continued accreditation for **ten** years with the next Reaffirmation of Accreditation scheduled to occur in **2027-28**.
- In conjunction with this action, the IAC required the following **interim monitoring**:
 - Interim report on **credit hour policy** (due 12/1/2018): "The current institutional credit hour policy is overly narrow in that it describes the class hour (a weekly 50-minute class period) as the basic unit of instruction and does not specifically address hybrid or online formats. The institution needs to provide evidence of a revised credit hour policy addressing all relevant delivery formats."
 - Progress Update: A revised Semester Credit Hour Definition was passed by Academic Senate on September 5, 2018, and has been submitted to HLC in compliance with the required interim report.

YSU's credit hour definition:

In all cases, learning in for-credit courses is guided by a qualified instructor and includes regular and substantive student-instructor interaction.

The class hour is a weekly 50-minute class period and is the basic unit of instruction. The term "semester hour" (s.h.) signifies one class hour a week carried for one 15-week semester (or the equivalent in a summer term or flexibly-scheduled class). A semester hour of credit is the amount of credit given for one semester hour successfully completed. Each semester hour of credit represents an average of three hours of study and instruction every week through the term.

Alternatively, a web-based semester hour will be defined as the learning that takes place in at least 45 hours of learning activities, which include time in reviewing lectures or class meetings online, laboratories, examination, presentations, tutorials, preparation, reading, studying, hands-on experiences, and other learning activities; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study.

- Interim report on **program review** (due 9/1/2021):
 - Progress Update: Efforts to align academic Program Enhancement and Program Optimization are ongoing. Deans and chairpersons are providing feedback on a proposed template and guidelines.

As of the 14th Day of Fall 2018

New Fall 2018(1st Time + Transfers)

68.87% were in the Top 50% of their high school graduating class

12.72% were in the Top 10% of their high school graduating class

55.20% HS GPAs 3.5 or better

98.26% are attending full-time

81.02% are Ohio residents

73.57% not living in YSU housing

15.89% persons of color
(14.14% Black or Hispanic)

98.34% under 24 years old

Age Range 17 to 48

53.72% female

0.36% active military/veterans

2.14% non-native English speakers

54.36% first generation college stdts

3.13% registered w/Disability Svcs

44.26% Pell Grant recipients*

0.10% have dependents*

Not New

69.13% were in the Top 50% of their high school graduating class

16.20% were in the Top 10% of their high school graduating class

56.71% HS GPAs 3.5 or better

73.17% are attending full-time

84.97% are Ohio residents

93.37% not living in YSU housing

15.02% persons of color
(13.71% Black or Hispanic)

77.94% under 24 years old

Age Range 13 to 73

52.46% female

1.19% active military/veterans

3.10% non-native English speakers

38.15% first generation college stdts

4.74% registered w/Disability Svcs.

47.87% Pell Grant recipients*

8.46% have dependents*

*information supplied by James Stanger (through Gary Swegan)

New Fall 2018(1st Time + Transfers)**25.75%** ACT composite 13 to 18**49.44%** ACT composite 19 to 24**24.77%** ACT composite 25 to 36**Not New****21.47%** ACT composite 13 to 18**51.33%** ACT composite 19 to 24**26.70%** ACT composite 25 to 36

Sources: YSU_IR_DATA_SETS, ODS_ST_STUDENT_COHORT and ODS_GP_MEDICAL_INFORMATION tables.

New Fall 2018 includes all undergraduate students enrolled Fall 2018 whose admission information indicated were first time undergraduate or new transfer students for fall 2018 or summer 2018 as of the 14th day of fall 2018.

Prepared by: Becky Geltz, 11/16/2018