



**YOUNGSTOWN
STATE
UNIVERSITY**

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

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

**Wednesday, December 4, 2019
11:30 a.m.**

**Kilcawley Center
President's Suites**

AGENDA

- A. Disposition of Minutes for Meeting Held September 4, 2019**
- B. Old Business**
- C. Committee Items**

1. Academic Excellence and Student Success Consent Agenda Items

a. Student Success Consent Agenda Items*

- Tab C.1.a.1. *1) Resolution to Modify 3356-8-05, Support and Assistance to Veterans and Service Members**
Mr. Eddie J. Howard, Jr., Vice President for Student Affairs, will report.

2. Academic Excellence and Student Success Action Items

a. Academic Excellence Action Items

- Tab C.2.a.1. 1) Resolution to Approve 3356-10-23, Textbook Adoption Policy**
Dr. Brien N. Smith, Provost and Vice President for Academic Affairs, will report.

- Tab C.2.a.2. 2) Resolution to Approve University Remediation Report**
Dr. Brien N. Smith, Provost and Vice President for Academic Affairs, and Dr. Mike Sherman, Vice President for Institutional Effectiveness and Board Professional, 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.

3. Academic Excellence and Student Success Discussion Items

- Tab C.3.a.** **a. Change Name of Division of Multicultural Affairs to Office of Diversity, Equity, and Inclusion**
Dr. Brien N. Smith, Provost and Vice President for Academic Affairs, will report.
- Tab C.3.b.** **b. Board Discussion on Strategic Planning**
Molly S. Seals and Atty. James “Ted” Roberts, Co-chair and Chair of the Academic Excellence and Student Success Committee of the Board of Trustees, will lead.
- c. Fall 2019 and Spring 2020 Enrollment Update**
Mr. Eddie J. Howard, Vice President for Student Affairs, and Dr. Brien N. Smith, Provost and Vice President for Academic Affairs, will report.
- Tab C.3.d.** **d. Office of Academic Affairs Strategic Actions**
Dr. Brien N. Smith, Provost and Vice President for Academic Affairs, will report.

D. New Business

E. Adjournment

*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
SUPPORT AND ASSISTANCE TO VETERANS AND SERVICE
MEMBERS, 3356-8-05**

WHEREAS, University Policies are being created, 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 Support and Assistance to Veterans and Service Members, policy number 3356-8-05, shown as Exhibit __ attached hereto.

**Board of Trustees Meeting
December 5, 2019
YR 2020-**

3356-8-05 Support and assistance to veterans and service members.

~~Previous Policy Number:~~ **New**

Responsible Division/Office: Student ~~Success and Student Experience~~ Affairs

Responsible Officer: Vice President of Student Success and Experience

Revision History: December 2014; December 2019

Board Committee: Academic Quality Excellence and Student Success

Effective Date: ~~December 16, 2014~~ December 5, 2019

Next Review: ~~2019~~ 2024

- (A) Policy statement. Youngstown state university is committed to providing a veteran friendly campus designed to attract, assist, and maintain veteran and service member students in a supportive and academically productive environment and to meaningfully recognize the contributions of our military men and women.
- (B) Purpose. To provide guidelines and requirements for the support and assistance offered to veteran and service member students in order to promote their achievement and success.
- (C) Scope. This policy applies to all university divisions, colleges, departments and units and to all prospective and current veteran and service member students.
- (D) Definitions.
- (1) "Service member." A person who is serving in the armed forces of the United States.
 - (2) "Veteran." Any person who has completed service in the armed forces, including the national guard of any state or a reserve component of the armed forces, and who has been discharged under honorable conditions from the armed forces or who has been transferred to the reserve with evidence of satisfactory service.
- (E) Procedure. The university shall:
- (1) Maintain an office of veterans affairs to serve as the central resource of information, support, and referrals for military and

veteran students for enrollment, GI Bill educational benefits, and services offered by the department of veterans' affairs.

- (2) Utilize the Ohio board of regents, and the legislative, workforce and higher education communities as resources and/or partners for the development and promotion of effective practices to assist service member and veteran students in their transition to and success at the university and in the workforce.
- (3) Establish specific benefits for veteran and service member students including but not limited to priority registration, a separate or specific portion of student orientation, and recognition of service members and veterans at various university events such as graduation.
- (4) Establish a clear outreach strategy through the office of veterans affairs to inform potential veteran and service member students about the opportunities offered by the university and the educational benefits available through the use of GI Bill and other available veteran and service member resources.

3356-8-05 Support and assistance to veterans and service members.

Responsible Division/Office: StudentAffairs
Responsible Officer: Vice President of Student Success and Experience
Revision History: December 2014; December 2019
Board Committee: Academic Excellence and Student Success
Effective Date: December 5, 2019
Next Review: 2024

- (A) Policy statement. Youngstown state university is committed to providing a veteran friendly campus designed to attract, assist, and maintain veteran and service member students in a supportive and academically productive environment and to meaningfully recognize the contributions of our military men and women.
- (B) Purpose. To provide guidelines and requirements for the support and assistance offered to veteran and service member students in order to promote their achievement and success.
- (C) Scope. This policy applies to all university divisions, colleges, departments and units and to all prospective and current veteran and service member students.
- (D) Definitions.
 - (1) “Service member.” A person who is serving in the armed forces of the United States.
 - (2) “Veteran.” Any person who has completed service in the armed forces, including the national guard of any state or a reserve component of the armed forces, and who has been discharged under honorable conditions from the armed forces or who has been transferred to the reserve with evidence of satisfactory service.
- (E) Procedure. The university shall:
 - (1) Maintain an office of veterans affairs to serve as the central resource of information, support, and referrals for military and

veteran students for enrollment, GI Bill educational benefits, and services offered by the department of veterans' affairs.

- (2) Utilize the Ohio board of regents, and the legislative, workforce and higher education communities as resources and/or partners for the development and promotion of effective practices to assist service member and veteran students in their transition to and success at the university and in the workforce.
- (3) Establish specific benefits for veteran and service member students including but not limited to priority registration, a separate or specific portion of student orientation, and recognition of service members and veterans at various university events such as graduation.
- (4) Establish a clear outreach strategy through the office of veterans affairs to inform potential veteran and service member students about the opportunities offered by the university and the educational benefits available through the use of GI Bill and other available veteran and service member resources.



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION TO APPROVE
TEXTBOOK SELECTION POLICY, 3356-10-23**

WHEREAS, University Policies are being created, 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 adoption of University Policy governing Textbook Selection Policy, policy number 3356-10-23, shown as Exhibit __ attached hereto.

**Board of Trustees Meeting
December 5, 2019
YR 2020-**



Explanation to Approve *Textbook Selection Policy*:

3356-10-23 Textbook Selection Policy

O.R.C. 3345.025 requires boards of trustees to adopt a textbook selection policy for faculty to use when choosing and assigning textbooks and other instructional materials. To be in compliance with the State of Ohio's annual Efficiency Report, Youngstown State University has created a University Policy pursuant to O.R.C. 3345.025 and will review the policy at least every five years as per the rotation established for university policies at YSU.

**Board of Trustees Meeting
December 5, 2019
YR 2020**

NEW POLICY

3356-10-22 Textbook selection policy

Responsible Division/Office:	Office of Academic Affairs
Responsible Officer:	Provost and Vice President for Academic Affairs
Revision History:	December 2019
Board Committee:	Academic Excellence and Student Success
Effective Date:	December 5, 2019
Next Review:	2024

- (A) Policy statement. Youngstown state university (university) is committed to providing affordable high quality educational access for students. Affordable high quality educational access includes minimizing the cost of textbooks and instructional materials while correspondingly ensuring instructional quality and the academic freedom of faculty to select textbooks and instructional materials.
- (B) Purpose. To comply with Revised Code section 3345.025 and the Higher Education Opportunity Act of 1965, as amended , assist students in the timely procurement of materials, and to ensure instructional quality.
- (C) Parameters.
 - (1) Textbook and course materials selection
 - (a) A faculty member may select the textbook(s) and instructional materials to be used in his/her courses unless the faculty member teaches a multi-section or sequential course, in which case the department faculty who are involved in teaching the course(s) shall provide for textbook selection. In multiple sections of sequential courses that are also prerequisites to advanced courses in the sequence, uniform texts will be selected.
 - (b) Faculty members shall provide written notification regarding textbook and course material selection to the department chair no later than seven (7) calendar days prior to the date established on the university calendar of operations as the textbook order due date.

- (c) A faculty member's failure to provide textbook information pursuant to this policy shall result in a default to the textbook and course materials previously utilized by the faculty member in that course, if available, or if not available, equivalent textbook and/or course material to be used for the upcoming academic term shall be selected in consultation with the faculty member.
- (2) Cost
 - (a) Cost should be an important consideration when selecting textbooks and other course materials that students are required to purchase. Faculty should consider whether the cost of their adopted textbooks and other materials is suitable for their discipline and the course subject. When textbooks and other materials are markedly different in cost but are comparable in content and quality, the university recommends that faculty select the less-costly option.
 - (b) The university recommends that faculty select open-access textbooks and materials when they are appropriate for the faculty members discipline and course content.
- (3) Faculty recognize that self-authored materials shall be used pursuant to university policy 3356-7-01.



**YOUNGSTOWN
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**RESOLUTION TO APPROVE
UNIVERSITY REMEDIATION REPORT
FOR YOUNGSTOWN STATE UNIVERSITY**

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 FY 19 as required by the Ohio Department of Higher Education;

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 to the Chancellor of the Ohio Department of Higher Education and the Superintendent of Public Instruction by December 31, 2019.

**Board of Trustees Meeting
December 5, 2019
YR 2020-**

2019 University Remediation Report

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 (FY19 actual).

Number of Students	Description (if needed)
745	Consistent with the 2017 report, of the 10,967 undergraduate degree-seeking students who were enrolled at any point during the Summer 2018, Fall 2018, and Spring 2019 terms, a total of 3,851 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of those students, 745 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.
633	Of the 3,111 new (first-time and transfer) undergraduate degree-seeking students who were enrolled at any point during the Summer 2018, Fall 2018, and Spring 2019 terms, a total of 1,405 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of those students, 633 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 (FY19 actual).

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	Costs to the university \$316,625 (2018-\$453,900)	Includes help centers (Writing Center, Math Assistance Center, Center for Student Progress, and Testing Center), faculty, and classrooms) at ~\$425 per student (given FY17 cost per student).
Costs to the student	Costs to the student \$771,075 (2018-\$1,105,387)	Includes total credit hours multiplied by cost per credit for all students taking a course designated as remedial at ~\$1,035 per student (given FY17 cost per student).
Costs to the state	Costs to the state \$208,064 (2018-\$259,560)	This is the sum of SSI for Completed and At-Risk FE as given in Appendix A of the report request

3. The specific areas of remediation provided by the university.

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 1540: Fundamentals of 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. ENG 1550C: Corequisite Support for Writing 1 is a one-credit course that provides students with practice in adapting college-level writing conventions, organizational strategies, and revision and editing techniques; it is open to students based on their ACT English score, SAT score, or their Composition and Reading Placement Test results. This corequisite support course is taken alongside standard English 1550: Writing 1. Students who place into English 1540 will move onto 1550 with the Corequisite Support for Writing 1.
Mathematics	The University provides one stand-alone remedial course in mathematics that does not count toward the degree. Placement is based upon students' Math ACT score, Math SAT score, or proficiency as demonstrated by their score on an ALEKS placement assessment. MATH 150S: Intermediate Algebra with Applications is a five-credit hour course intended to prepare STEM and business majors for their college-level mathematics requirement through time spent remediating in the ALEKS product. Students who place into remedial math but who wish to fulfill their mathematics graduation requirement may enroll in designated sections of non-remedial math to which additional hours of remedial instruction are added, if their placement permits. These include: MATH 1510: College Algebra and MATH 1510C: Co-requisite Support for College Algebra; MATH 1511: Trigonometry and MATH 1511C: Co-requisite Support for Trigonometry; MATH 2623: Quantitative Reasoning and MATH 2623C: Co-requisite Support for Quantitative Reasoning, MATH 2651: Mathematics for Early Childhood Teachers 1 and MATH 2651C: Co-requisite Support for Mathematics for Early Childhood Teachers 1; STAT 2625: Statistical Literacy and Critical Reasoning and STAT 2625C: Co-requisite Support for Statistical Literacy and Critical Reasoning. These co-requisite courses have greatly reduced the number of students taking stand-alone remedial mathematics courses at YSU.
Reading and Study Skills	The University provides three three-credit hour instructional options for students who, based upon their ACT Reading score or proficiency as demonstrated by their ACCUPLACER reading test score, 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 college textbooks. RSS 1510B: Basic College Success Skills is designed to assist students in their transition to studying at the college level; course content stresses development of skills in word recognition, vocabulary, and reading to find main ideas, supporting evidence and conclusions in college textbooks. RSS 1510C: STEM Advanced College Success Skills is designed to help students in STEM disciplines develop study skills by focusing on improving comprehension and retention of textbook and lecture materials.

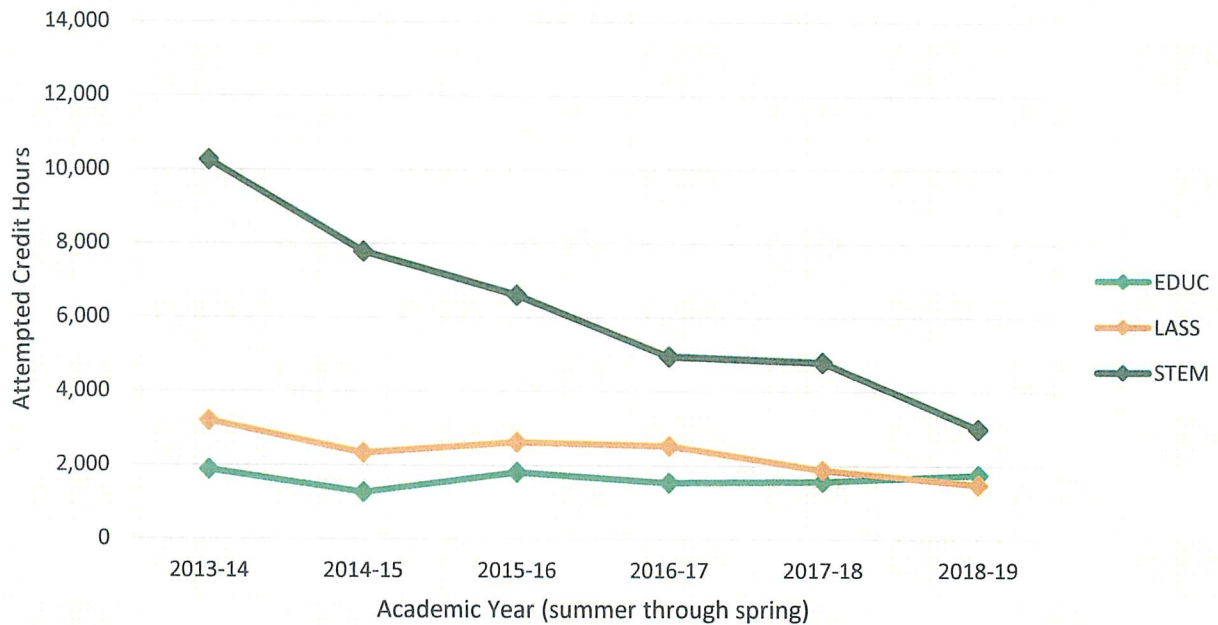
4. Causes for remediation.

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
Lack of student preparation	Consistent with the 2017 report, 9,335 students enrolled for one or more terms between Summer 2018 and Spring 2019 were 25 years of age or younger. 3,483 (37.3%) required remedial instruction in at least one subject area. These students account for 90.4% of all undergraduate students who required remedial instruction during these terms.
Deferred entry	Consistent with the 2017 report, 1,632 students enrolled for one or more terms between Summer 2018 and Spring 2019 were over the age of 25. 368 (22.6%) required remedial instruction in at least one subject area. These students account for 9.6% of all undergraduate students who required remedial instruction during these terms.
	YSU added the following to understand how this impacts new students.
Lack of student preparation	2,900 New students enrolled for one or more terms between Summer 2018 and Spring 2019 were 25 years of age or younger. 1,382 (47.7%) required remedial instruction in at least one subject area. These students account for 98.4% of all new students who required remedial instruction during these terms.
Deferred entry	211 New students enrolled for one or more terms between Summer 2018 and Spring 2019 were over the age of 25. 23 (10.9%) required remedial instruction in at least one subject area. These students account for 1.6% of all new students who required remedial instruction during these terms.

YSU's Annual Developmental Credit Hours Attempted by College of Developmental Course



College of Course	One-Year Difference		
	2017-18	2018-19	Difference
Education	1,556	1,741	185
Liberal Arts & Social Sc.	1,872	1,482	-390
Sci, Tech, Engr. & Math	4,789	2,999	-1,790

College of Course	Five-Year Difference		
	2013-14	2018-19	Difference
Education	1,873	1,741	-132
Liberal Arts & Social Sc.	3,199	1,482	-1,717
Sci, Tech, Engr. & Math	10,263	2,999	-7,264

College of Course	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Education	1,873	1,257	1,807	1,528	1,556	1,741
Liberal Arts & Social Sc.	3,199	2,332	2,625	2,533	1,872	1,482
Sci, Tech, Engr. & Math	10,263	7,778	6,600	4,948	4,789	2,999

Source: YSU's course enrollment data reported via HEI to ODHE.

Proposal for Name Change
Office of Diversity, Equity, and Inclusion
Submitted by
Carol Bennett, assistant provost for diversity and inclusion
and
Brien N. Smith, provost and vice president for academic affairs

Currently, Youngstown State University has a Division of Multicultural Affairs. The Division of Academic Affairs proposes that this area be renamed the Office of Diversity, Equity, and Inclusion.

A common language is required as Youngstown State University strives to be a more inclusive institution sensitive to the academic and social needs of its students, staff, and faculty. Currently, the term “multicultural” intertwines with “diversity” and “inclusion.” “Multicultural” is singular in nature and does not recognize the intersectionality of the many identities that students bring to campus and the classroom. When an institution lacks a unified term, confusion over a common language creates a sense of being disjointed, and departments can be perceived as pursuing different objectives. “Multicultural” as a term does not recognize the variances within a culture group and deems that the members of a group—Latinx, for example—are homogeneous including holding the same beliefs, traditions, and values. The terms “diversity,” “equity,” and “inclusion” should be used consistently across campus to be more inclusive and understanding of the many identities individuals possess. As part of these efforts, the Division of Multicultural Affairs should be renamed the Office of Diversity, Equity, and Inclusion (DEI) within the Division of Academic Affairs.

“Diversity” is more inclusive of the intersectionality of identities individuals possess, and it recognizes and acknowledges those differences. For example, an institution cannot consider race without examining gender expression, sexual orientation, and religious beliefs that can factor into the way an individual experiences and navigates the university.

“Equity” refers to access to the resources that students, staff, and faculty need to succeed. In regard to student success, YSU must ensure that students are equipped to persist through graduation, and staff and faculty members’ needs must also be met as they prepare the students they serve to enter the global world.

Finally, YSU must be inclusive. YSU must strive to not only have a diverse campus but to have an inclusive campus. By using DEI, YSU will align the many positions with “diversity” and “inclusion” in the title. By using DEI, YSU displays a willingness to progress towards a more inclusive collaborative approach of serving those with underrepresented and marginalized identities. The institution’s common language reflects that this is not just the task of one group but a concerted effort of students, staff, and faculty to gain a better understanding of the world in which we live and work.

November 11, 2019

Dear Colleague,

As you know, Youngstown State University (YSU) is developing the next *Plan for Strategic Action to Take Charge of Our Future*. Notwithstanding the demographic challenges that will influence enrollment, our ability to stimulate academic excellence and facilitate student access and success will be significant contributors to the vibrancy and vitality of YSU.

The academic programs engaged in this process last year by assessing their current state and envisioning a future state considering strengths, weakness, opportunities, and barriers. Concurrently, four Thought-Leaders engaged the campus community in various conversations to instigate thinking regarding YSU as an institution that anchors the vitality and vibrancy of the community and region.

Last April at a Town Hall conversation, President Tressel presented a perspective from which to view the success of YSU by considering the *intersections* of student futures and lifelong learning, academic distinction and discovery of knowledge, and collective impact with the region. In further considering such an approach at the August 2019 *State of the University*, he implored us to consider how we optimize our contributions to these areas by considering "If it is going to be, it is up to ~~me~~ WE".

To engage the support areas in the planning process, the Strategic Plan Organizing Team (SPOT) will host an ADVANCE on November 21, 2019 beginning at 8:00 a.m. in the Presidential Suite in Kilcawley Center. **You have been identified by your vice president or your associate vice president to attend and engage in the ADVANCE.**

The purpose of the ADVANCE is to provide the opportunity to consider how you individually and the collective actions of your area contributes to the *intersection* of the three areas of focus of YSU. Having considered these perspectives at the ADVANCE, you will thereafter be engaged with your area in collaboration with the respective vice president or associate vice president (see attached) to develop DRAFT mission, quality and attribute statements. Thereafter feedback will be provided by SPOT and other individuals so these statements can be finalized.

To further inform your thinking regarding participating in the ADVANCE, attached is a DRAFT of the areas identified to develop such statements. In addition, direct your attention to the [strategic planning website](#), particularly the [BOT Resolutions](#), and [feedback to questions asked of campus](#) last year.

Finally, **please bring your written personal statement** regarding how you in your role and how your area contributes to *intersections* of student futures and lifelong learning, academic distinction and discovery of knowledge, and collective impact with the region. Also include your thoughts about actions your area can take to enhance these contributions in the future.

The Strategic Plan Organizing Team

SPOT Sponsored Support Area Advance
November 21, 2019
Presidential Suites, Kilcawley Center
8 am until no later than 12-noon

- **Pre-Work:**
 - On-Line Question posed to University constituents (students, staff and faculty) asking “What are the barriers to Student Success, Academic Engagement & Mutually Beneficial Community Engagement?” Responses to be summarized and available for reading prior to the Support Area Advance.

- **PRE-WORK Instructions** Sent to Participants 2 weeks before Advance:
 - Review the attached two “Take Charge of Our Future” resolutions
 - Review the attached 1-page summary of Academic Affairs Advance
 - Review the attached summary of Responses to the question “What are the barriers to Student Success, Academic Engagement & Mutually beneficial Community Engagement?”.
 - Given the above three documents, bring your personal statement regarding how you in your role contribute to academic excellence and student success and how your area/division contributes to academic excellence and student success.

ADVANCE Agenda

- **Welcome and Context**
 - President’s Welcome ... Opening Statement by President Tressel
 - Objectives of the Advance:
 - Begin to develop mutual understanding of the mission of the Support Areas and to begin to outline the important work that must be done in order to fulfill the expectations set forth in our Take Charge of Our Future Plan for Strategic Action.
 - Set the stage for the Support Areas to develop mission, quality, and attribute statements that will be followed by the creation of Procedures in support of those statements.

- **Contextual Framework for Take Charge of Our Future Plan for Strategic Action**
 - BOT Take Charge of Our Future Resolution Overview ... Trustee Ted Roberts
 - Planning Process Overview ... Professor AJ Sumell
 - The Challenges of Academic Excellence ... Provost Brien Smith
 - The Challenges of Student Success ... Associate Provost Claire Berardini
 - The Challenges of Mutually Beneficial Community Engagement Professor Tim Francisco

- **Support Area Discussions –**
 - Ask the groups to move to “assigned” tables to illustrate integration and collaboration across Support Areas is essential
 - Indicate there is one facilitator per table who will also make notes regarding the topics discussed
 - Recognize all members of SPOT who are in attendance

- For each of the three topics below 20 min for discussion and 10 min to report out and to summarize table discussions
- ❖ Ice Breaker at each table “What is your favorite sound?”
- ❖ Read personal statements around the table as a starting point
- ❖ How might you/we work together and what is keeping us from optimizing:
 - Student Success?
 - Academic Excellence?
 - Community Engagement?

Go back to seating by area.

- ❖ Given the answers to the above, discuss how each person’s personal statement and thoughts regarding their Division have changed, including statements explaining what s/he will do differently to enhance student success, academic excellence, and community engagement. These can be written on a separate sheet of paper next to their initial statements.
 - Leave their statements identified by VP or AVP areas
- ❖ Around the room
 - Discoveries from the day (ah-ha moments)
- Expectations & Next Steps –
 - 1-page Summary document of advance to be developed by Marketing & Communications and SPOT and be posted on-line within 1 week
 - Divisions to develop their Mission, Quality & attributes statements based on discoveries from the day
 - Submit to Mike Sherman by end of business January 17, 2020

Welcome	10 min
Framework	30 min (5 min each)
Ice breaker and personal statements	30 min
Student Success	30 min (20 min; 10 min report-out)
Academic Excellence	30 min (20 min; 10 min report-out)
Community Engagement	30 min (20 min; 10 min report-out)
Seating by area	20 min
Around the Room	10 min
Expectations/Next Steps	10 min
	200 total of 210 min total (3.5 h) (Finish by 11:30 am)

Support Area SPOT ADVANCE Attendees

DRAFT

Areas that are underlined will develop mission/quality/attribute statements

Support Areas

Vice Presidents Smith, Howard, Jacobs, McNally, Sherman

Associate Vice Presidents Tirone, Hripko

Office of Academic Affairs

Provost Smith (OAA)

Associate Provost Pintar (Academic administration)

Associate Provost Ball (Academic programs)

Associate Provost Myer (International programs)

Assistant Provost Lynnett-Bennett (Diversity, Equity, and Inclusion)

Director Van Slambrouck (Research)

External Relations, Governmental Affairs, and Economic Development

Associate Vice President Hripko

Finance and Business Operations

Vice President McNally (Budget and Treasury Operations)

Controller Davidson (Controller)

Bursar Beiling (Bursar)

Associate Vice President Yukech (IT)

Associate Vice President Hyden (Facilities/Support Services)

Director Miller (Internal Audit)

Institutional Effectiveness

Vice President Sherman

Associate Provost Berardini (Student Success)

Director Center for Student Progress (Varian)

Director First-Year Student Services (Page)

Director Career & Academic Advising (Edwards)

Registrar Herman (Registrar)

Associate Registrar/Director Egleton

Director Geltz (Institutional Research)

General Counsel

Vice President Jacobs (General Council)

Director Weir (Equal Opportunity)

Associate Vice President Kravitz (Human Resources)

Associate General Counsel Morgione (General Council)

Associate General Counsel Sipusic (Director ETC)

Student Affairs

Vice President Howard (Student Affairs)

Executive Director Ruse (Enrollment Services: Admissions and Financial Aid)

Executive Director Polka-Byers (Recreation/Wellness Center, Veterans Center & Student Counseling)

Executive Director Young (Housing, Kilcawley Center & Auxiliary Services)

Executive Director Driscoll (Residence Life, Student Activities & Greek Life)

Director Kent-Strollo (Student Outreach & Support)

University Relations

Associate Vice President Tirone

Director LeViseur (Alumni & Events Management)

Director Morrone (University Marketing)

Director Cole (University Communications)

Director Sexton (WYSU) (*mission statement, etc., already BOT approved*)

Chief Varso (YSU Police) (*mission statement already exists*)

Department of Athletics

Executive Director Strollo

Director Kent-Strollo (Student Outreach & Support)

Director Wollet (Associate Director of Athletics) (Respective Divisions)

Office of Academic Affairs

UPDATE

Youngstown State University

Board of Trustees

December 4, 2019

- **Chairs Punderson ADVANCE**

- Update on status of the planning process
- Chair discussion and deliberation on the future of academic program enhancements
 - Summarized discussion
- Chair discussion regarding 2000-01 through 2018-19 by department data sets
 - Summarized discussion

- **Join the Conversation Question (www.ysu.edu/strategic-planning/shared-input)**

Engage in the conversation and share your thoughts, hopes and ideas for the future of Youngstown State University.

The goal of the next strategic plan is to help guide YSU on a path to its best possible future.

From your experience, what are some of the barriers to Academic Excellence, Student Success and Mutually Beneficial Community Engagement?

- **Strategic Plan Organizing Committee Support Areas ADVANCE**

- Perspectives on how Support Areas stimulate and facilitate academic excellence, student access and success, and engagement with the community
- Individualized and by individual for their area, come with their thoughts—how did they change as a result of the ADVANCE
- Setting the state for Support Areas development of mission, quality and attributes statements
- Feedback from SPOT/others regarding DRAFT Statements
 - Finalize statements of mission, quality, and attributes
- Development of Procedures

- **Strategic Plan Organizing Team**

- DRAFT Framework and definitions and statements document
- Developing DRAFT revised mission and vision
 - BOT will discuss at December 4, 2019 meeting
- Developing objectives and action steps for academic excellence, student success, and community engagement
- Will revised the DRAFT Framework and definitions statements document
- Develop a version for release to campus with various avenues for feedback (to be developed)

- **Momentum Gainers**
 - Degree Audit System (Degree Works)
 - Implementation at the “scribing” stage (logic)
 - Degree requirements (reviewed this summer)
 - Course catalog
 - Pre-requisites
 - Transfer equivalencies
 - Exceptions (principle will be to minimize)
 - Implement Fall 2020 for the first-time full-time entering class
 - Rolling implementation
 - Scribe programming logic for the previous ~4-6 years
 - Advising System
 - Campus review of the CRM Advise module (compatible with Banner)
 - Developing return-on-investment case
 - Review potential timeline for implementation
 - Compliment implementation of Degree Audit System
 - Shared Governance with Academic Senate
 - Reviewed and endorsed textbook policy considered by the BOT at this meeting
 - Future policies might include
 - Establishment and Assessment of Centers/Institutes
 - Office of Academic Affairs procedures
 - Student Success
 - Value chain and life-cycle opportunities for academic engagement (colleges, departments, faculty)
 - Enrollment
 - Retention and Persistence
 - First-Year developmental experience phased with increasing academic major experiences
 - Completion and Retention Plan
 - Committee of the Academic Senate (pending their revision of By-Laws)
 - Academic Effectiveness and Enhancement
 - Reviewed 2000-01 through 2018-19 data at Chairs ADVANCE
 - Discussions with the Deans and Chairs
 - Development of principles, process and procedures, feed-back loops, and communication steps presented at March 2020 Board of Trustees meeting
 - Preliminary recommendations December 2020 Board of Trustees meeting
 - Further developed recommendations and/or recommended actionable outcomes 2021 March or June Board of Trustees meeting