



**YOUNGSTOWN
STATE
UNIVERSITY**

**BOARD OF TRUSTEES
GOVERNANCE COMMITTEE
David C. Deibel, Chair
Anita A. Hackstedde, Vice Chair
All Trustees are Members**

**Wednesday, December 4, 2019
11:00 a.m. or following
previous meeting**

**Kilcawley Center
President's Suites**

AGENDA

A. Disposition of Minutes

B. Committee Items

1. Discussion Items

Tab B.1.a. a. 2020 Board Meeting Schedule

Tab B.1.b. b. ODHE Trustees Annual Conference: Institutional Financial Health

c. Institutional Effectiveness

C. New Business

D. Adjournment



BOARD OF TRUSTEES

2020 Schedule

The dates listed below are a general guideline for upcoming Board meetings. As the date for the Board meeting nears, please check for updates of meeting times and locations on the YSU website. www.ysu.edu

*Approximate start time; meeting will start immediately following preceding meeting.

2020

Wednesday, March 4, 2020*

Kilcawley Center, President's Suites

- 11:00 a.m. Academic Excellence and Student Success Committee
- 12:30 p.m. Institutional Engagement Committee
- 1:00 p.m. Lunch
- 1:30 p.m. Investment Subcommittee
- 2:00 p.m. Audit Subcommittee
- 2:30 p.m. Finance & Facilities Committee
- 3:30 p.m. University Affairs Committee
- 4:30 p.m. Governance Committee
- 5:00 p.m. Executive Committee

Thursday, March 5, 2020*

Tod Hall, Board Meeting Room

- 10:00 a.m. Board Meeting

Wednesday, June 3, 2020*

Tod Hall, Board Meeting Room

- 11:00 a.m. Academic Excellence and Student Success Committee
- 12:30 p.m. Institutional Engagement Committee
- 1:00 p.m. Lunch
- 1:30 p.m. Investment Subcommittee
- 2:00 p.m. Audit Subcommittee
- 2:30 p.m. Finance & Facilities Committee
- 3:30 p.m. University Affairs Committee
- 4:30 p.m. Governance Committee
- 5:00 p.m. Executive Committee

Thursday, June 4, 2020*

Tod Hall, Board Meeting Room

- 10:00 a.m. Board Meeting

Wednesday, September 2, 2020* Kilcawley Center, President's Suites

11:00 a.m. Academic Excellence and Student Success Committee
12:30 p.m. Institutional Engagement Committee
1:00 p.m. Lunch
1:30 p.m. Investment Subcommittee
2:00 p.m. Audit Subcommittee
2:30 p.m. Finance & Facilities Committee
3:30 p.m. University Affairs Committee
4:30 p.m. Governance Committee
5:00 p.m. Executive Committee

Thursday, September 3, 2020* Tod Hall, Board Meeting Room

10:00 a.m. Board Meeting

Wednesday, December 2, 2020* Tod Hall, Board Meeting Room

11:00 a.m. Academic Excellence and Student Success Committee
12:30 p.m. Institutional Engagement Committee
1:00 p.m. Lunch
1:30 p.m. Investment Subcommittee
2:00 p.m. Audit Subcommittee
2:30 p.m. Finance & Facilities Committee
3:30 p.m. University Affairs Committee
4:30 p.m. Governance Committee
5:00 p.m. Executive Committee

Thursday, December 3, 2020* Tod Hall, Board Meeting Room

10:00 a.m. Board Meeting

*Approximate start time; meeting will start immediately following preceding meeting.

Meeting times and dates are subject to change. Please check for updates of meeting times and locations on the YSU website. www.ysu.edu



Ohio Department of Higher Education

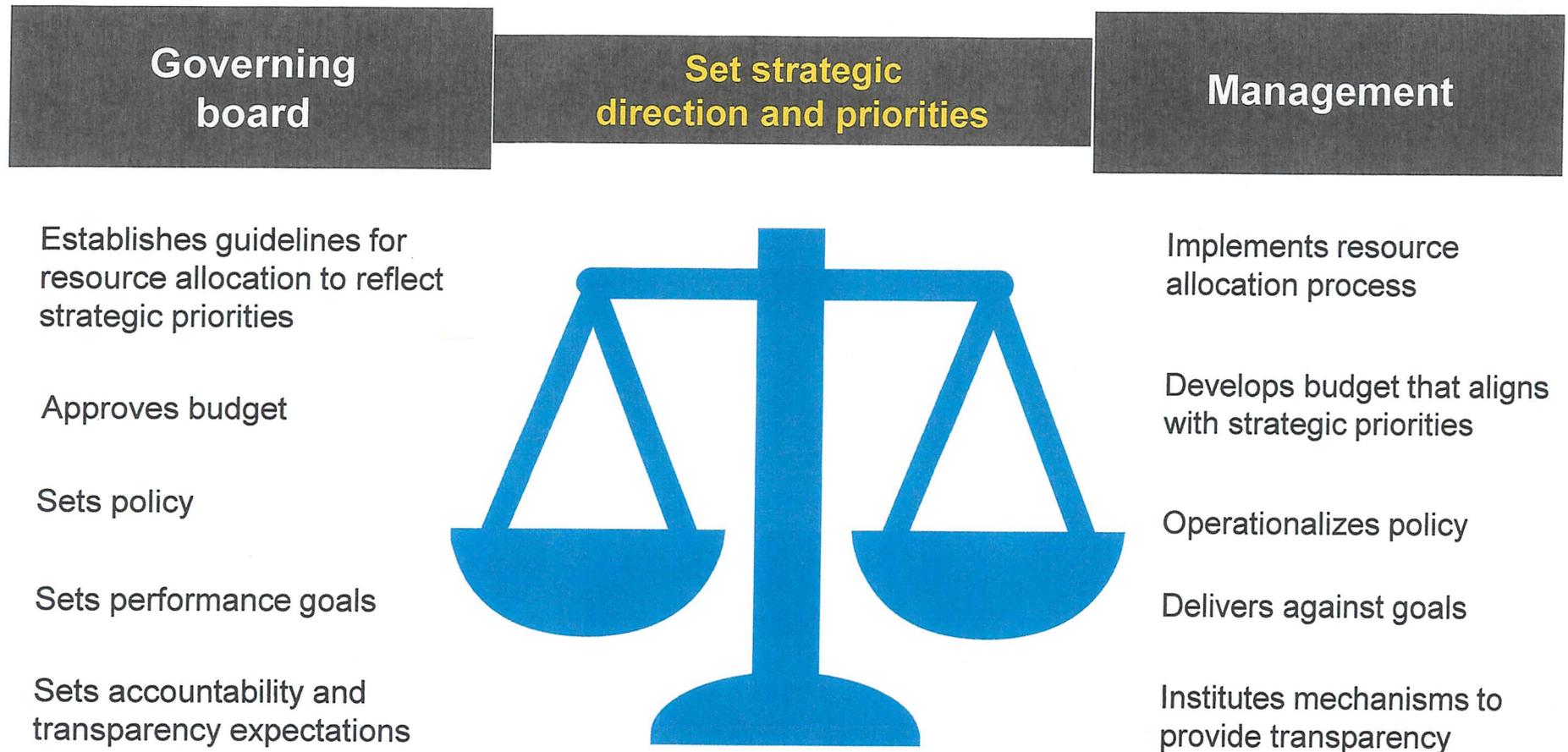
2019 Board of Trustees Annual Conference

*Institutional financial health:
essential questions board members should be asking*

October 30, 2019

Introduction

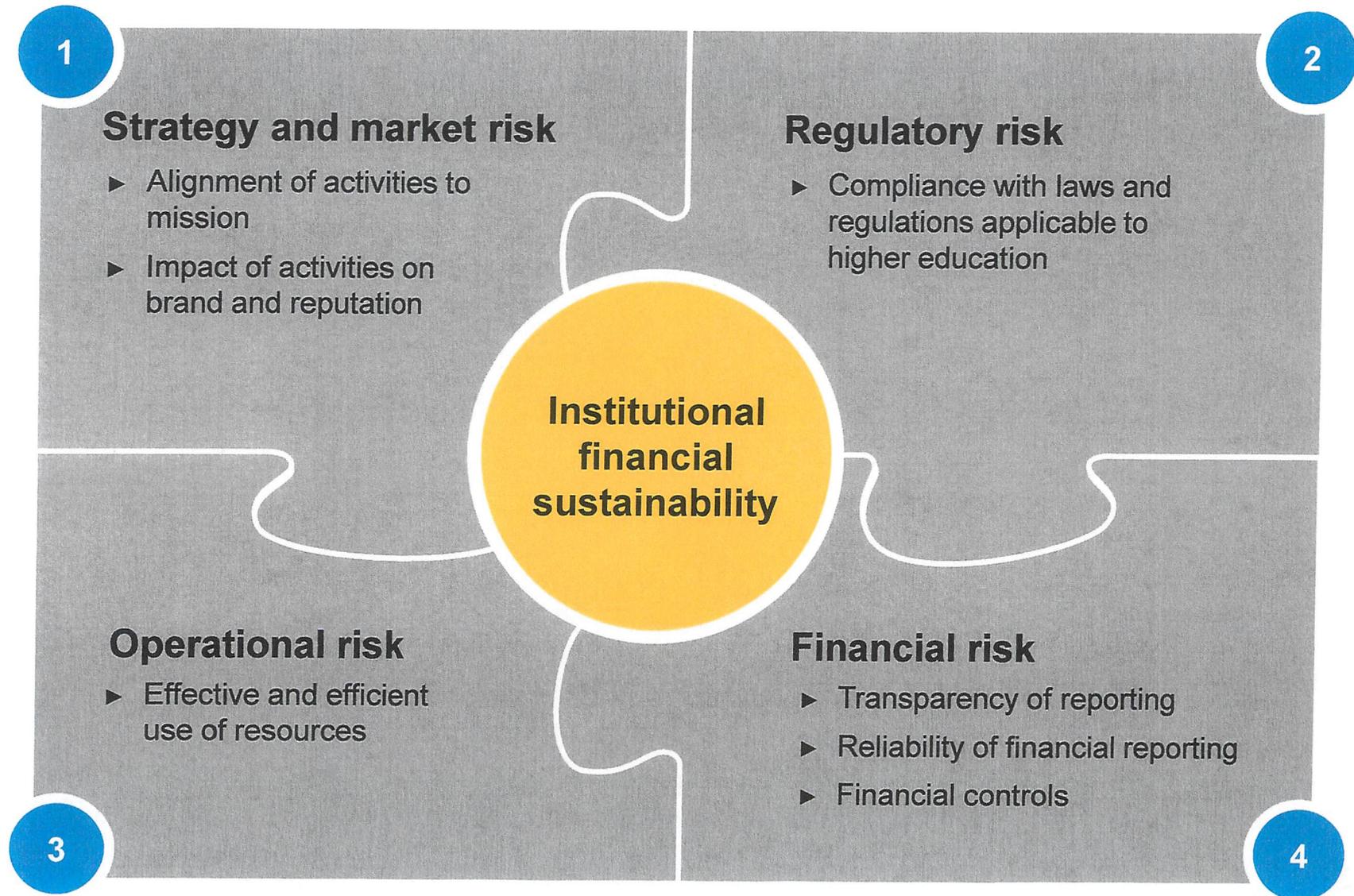
Governance is not the same as management; both need to work together. Boards must strike the right balance when asking questions of leadership



To ensure budget transparency and institutional financial health, questions board members ask need to balance the need for transparency with the right level of operational detail.

Introduction

Boards need to ask questions to assure themselves of institutional financial sustainability, but those questions cannot be asked in a vacuum



Youngstown State University
Financial Sustainability and Institutional Attributes Update
Date, Year

How financially sustainable is Youngstown State University?

The following sections will essentially address the following very general questions.

- How stable are my institution's current and future sources of revenue?
- Are my institution's current and future expenditures aligned to revenues? Is the institution living within its means?
- How is my institution balancing its budget and managing cash?

What is Youngstown State University's financial sustainability based upon regulatory requirements?

To assess an institution's financial sustainability, the State of Ohio established specific ratios to assess the financial sustainability of Ohio's public universities via Senate Bill Six that is reported on annually to the Board of Trustees. In addition, Ernst & Young Parthenon suggest an additional ratio to assess this condition. Those are illustrated below.

What are the components of and the meaning of Senate Bill 6 ratios?

- Results in a composite score range of 0-5
 - If the ratio is <1.75 two consecutive years the institution is placed on fiscal watch
- Are **resources sufficient** and flexible enough to support the mission?
 - Primary reserve ratio-50% weight: E&Y ratio threshold value is 0.4
- Do **operating results** indicate the institution is living within its means?
 - Net income ratio-20%: E&Y threshold value is 4%
- Is **debt managed** strategically to advance the mission?
 - Viability ratio-30%: E&Y ratio threshold value is 1.25

What is the additional indicator developed by Ernst & Young?

- Does financial asset performance sustainability support the mission?
 - Return on net assets ratio: Threshold value is 6%

How stable is my institution's revenue?

- Mix
 - What are the current sources of income?
 - Is the mix healthy or is the institution overly reliant on a single revenue source??
- Historic trends and underlying drivers
 - What have the trends been for each revenue source?
 - How has the mix shifted over time?
 - What are the underlying drivers of each revenue source?
- Projections
 - What is the three- to five-year forecast?
 - Is revenue expected to grow enough to cover cost of inflation or anticipated or desired growth?
- Forecasting accuracy

Source for this outline: [https://www.ey.com/Publication/vwLUAssets/ey-institutional-financial-sustainability-board-questions/\\$File/final-ey-institutional-financial-sustainability-board-questions.pdf](https://www.ey.com/Publication/vwLUAssets/ey-institutional-financial-sustainability-board-questions/$File/final-ey-institutional-financial-sustainability-board-questions.pdf)

- How reliable have our projections been in the past?
- What assumptions have we made in projecting each revenue source?
- Do we still believe these assumptions given external factors?
- What can be done to improve forecasting accuracy?

Drill deeper into drivers of core revenue sources

- Mix of students
 - New vs. returning
 - In-state vs. out-of-state
 - Full-time vs. part-time
 - “Traditional” vs. adult
 - Demographics
 - Incoming student quality
- Mix of program enrollment
 - Degree levels
 - Program areas
 - Onsite, hybrid, online
- Financial aid strategy
 - Percent of students receiving aid
 - Percent Pell eligible
 - Award size over time
 - Overall tuition “discount”

As the attributes of student type, program attraction, and financial aid influences revenue, consider the following questions:

- What are the major changes over the past five years in student enrollment mix?
- How do our overall enrollment trends compare to the rest of higher education sector?
- How do enrollment trends align with the institution’s vision of whom they serve?
- Are we appropriately investing in areas that are growing or in demand?
- Are we meeting students at their point of need (education delivery format)?
- Do we have seamless pathways into our institution (e.g., for transfers)?
- Are there opportunities to strengthen relationships with local employers to drive enrollment growth?
- How much is the institution spending year over year on financial aid?
- How effective is the financial aid strategy in achieving the desired student mix?

As State Share of Instruction (SSI) is a component of YSU revenue, what do we know about it from a stability perspective?

- How dependent is my institution on state appropriations?
- How is my institution performing on the fundamental metrics that affect the state amount allocated to my institution (course completion, persistence, retention, and ultimately graduation rates)?

As PELL grants, Ohio grants and Loans are a component of YSU revenue, what do we know about them from a stability perspective?

- How dependent is YSU on federal and state grants and loans?
- How actively does YSU attempt to influence completion and submission of FAFSA as well as designation of YSU as a recipient institution?

As semester-to-semester attendance taking 15 credits per semester influences the rate of graduation, what do we know about our support of student success that will influence revenue?

- Are any subgroups of students within my institution differentially affected by support of their success?
- How diverse is the student population?
- Are support structures aligned to the types of students being recruited or who are attending?
- What is the cost of supports provided to students?
- In a constrained resource environment, where might it make sense to invest to improve outcomes and where might the return-on-investment be highest?

Grants, contracts and research funding and expenditures also contribute to revenue; to what extent is YSU dependent upon this source of funds?

- How has my institution fared relative to the overall market (national or regional) in terms of accessing external funding?
- Research can be costly; are we able to articulate all direct and hidden costs of research?
- In what areas of research are we most competitive; should we or can we invest more in these areas or disinvest in others?
- Are there opportunities to establish closer collaborations with industry, locally, regionally, or nationally?
- Are there opportunities to establish closer collaborations with other universities to build a critical mass in research that way?

To what extent does revenues align with expenditures: which is outpacing or pacing with the other?

- What are the distributions of expenses via accounting standards and IPEDS categories?
 - What are the largest categories and how have those changed?
- How have overall expenses trended relative to overall revenues in the last five years?
 - Outpacing or pacing the other?
 - How does this align with enrollment trends?
 - How does this align with persistence trends?
- If expenses are outpacing revenue growth, can appropriate expenses be reduced?
 - How have one-time vs. permanent reductions helped manage balancing the budget?
 - What is the status of reserves relative to balancing the budget annually?

What are YSU's personnel needs and associated institutional and departmental and area costs?

- How has salary and benefit expenditures changed overtime?
 - What are faculty and staff full-time equivalents?
 - Are there large variances across the institution by department or areas?
- What are expected future personnel expenditures?
 - Are there anticipated retirements?

- How might anticipated changes in enrollment trends influence the numbers of position types, length of those commitments, and recruiting and hiring or “right-sizing”?
- Are there opportunities to realign how functions are structured?
 - Are there opportunities to improve the quality of services without increased costs?
 - Are there opportunities to reduce expenditures without sacrificing service levels?

To what extent does level of debt and debt service influence the balance of expenditures and revenues?

- What is YSU’s capital plan?
- Has the institution appropriately budgeted not just for new construction, but also for renovations and upkeep of the overall plant?
- How does YSU intend to pay for construction?
- Has the institution deferred maintenance and what institutional liability exists?
- What impact will financing decisions have on long-term debt levels and annual debt service levels?
- What are current and projected debt service levels as percentage of total expenses?
- What is the current debt structure and is there the opportunity to restructure debt?
- What is the institution’s credit rating and how might it be influenced?

How is YSU balancing the budget?

- Highly preferred
 - Structurally balanced budget: annual revenues cover annual expenses
 - How sustainable is this given the trends of revenue and expenses?
 - What changes in cash balances has occurred over time: being expended or creating reserves?
- Not preferred
 - Institution transfers money across funds
 - Is the general fund subsidizing auxiliary or other funds at the institution?
 - Is there transparency into which activities (funds) are self-sustaining or require subsidies?
 - Which funds are subsidized and by how much?
- Undesirable
 - Institution dips into its reserve fund
 - Does the institution have a reserve fund?
 - How much is in the fund relative to operating expenses?
 - Under what circumstances can the fund be used?
 - How often or consistently is the reserve fund used?

Standardized Data Set Illustrations

The table represents variables for which the data is updated at least annually.

This is a table from which Institutional Research and Analytics works to develop reports and illustrations of the data.

It is convenient that this table illustrates the value for each variable for the respective years at the institutional level.

This data is also illustrated in a standardized fashion: line- or bar-chart for five-years including a table of the data, as well as separate tables of a 1-year change and a 5-year change.

YSU ANNUAL INSTITUTIONAL DATA SET (1-y AND 5-y CHANGES & BY COLLEGES)

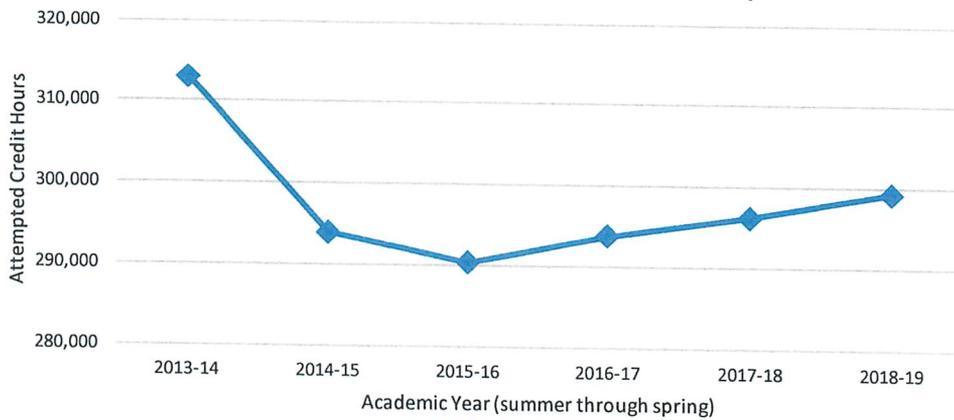
		Fall Term								To	
		2012	2013	2014	2015	2016	2017	2018	2019	Mike	
	IPEDS First-Time Undergraduates (full and part)	2218	2090	1764	1999	2075	2200	2308	2010	14th day	10/18/2019
	High School GPAs (incl sm)	2.9	3.01	3.14	3.15	3.25	3.32	3.36			10/18/2019
	ACT Composite Scores	20.36	20.69	21.27	21.19	21.78	21.8	21.66	21.57		10/18/2019
14th Day	Total Headcount	13813	13381	12551	12471	12756	12644	12696	12155		10/18/2019
	FTE	11171.00	10819.00	10149.00	10034.00	10389.00	10432.00	10566.00	10185.13		10/18/2019
14th Day	Total Minority Headcount	2708	2393	2152	2110	1932	1875	1907	1809		10/18/2019
	FTE	2095.00	1858.00	1630.00	1613.00	1118.00	1466.00	1504.40	1422.67		10/18/2019
14th Day	Total International Headcount	199	192	214	270	318	442	454	447		10/18/2019
	FTE	158.00	155.00	175.00	220.00	264.00	403.00	437.47	421.67		10/18/2019
14th Day	Total Honors/Scholars Headcount	273	421	453	521	740	932	1136	1262		10/18/2019
	FTE	258.00	432.00	465.00	530.00	766.00	984.00	1188.60	1316.27		10/18/2019
		cohort									
	First-Time Undergrad Retention Rates	64.80%	66.30%	67.90%	73.80%	73.40%	76.30%	74.85%	73.99%		10/17/2019
	First-Time Minority Undergrad Retention Rates	49.00%	50.40%	52%	60.80%	61.80%	70.10%	65.90%	64.89%		10/17/2019
	First-Time International Undergrad Retention Rates	100%	81.80%	69.20%	95.70%	83.30%	70.80%	78.40%	92.45%		10/17/2019
	First-Time Full-Time		67.91%	69.68%	74.87%	74.33%	76.57%	75.39%	74.33%		10/17/2019
	First-Time Part-Time		39.02%	34.29%	44.26%	40.98%	57.14%	39.39%	41.67%		10/17/2019
		Annual									
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19			
HEI	Developmental credit hours (Course level = V)	22224	15335	11367	11032	9009	8217	622			10/21/2019
HEI	Lower level credit hours (15XX - 26XX catalog #s)	194889	187528	173285	172289	175049	180175	181196			10/21/2019
HEI	Upper level credit hours (37xx-48XX grad/doc crs lvl with undergrad)	106062	110081	109319	107015	109674	107776	111808			10/21/2019
HEI	Graduate/Doctoral level course	21549	22611	23732	24642	25919	24645	23329			10/21/2019
HEI	Total Undergraduate level	323175	312944	293971	290336	293732	296168	299226			10/21/2019
		July 1 to June 30									
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19		
	Associate Degrees Awarded	211	197	211	202	185	166	133	147		8/12/2019
	Bachelor's Degrees Awarded	1454	1503	1557	1682	1632	1730	1608	1615		8/12/2019
	Master's Degrees Awarded	346	328	351	356	388	397	466	407		11/13/2019
	Doctoral Degrees Awarded	23	35	28	30	39	41	46	49		11/13/2019
	Honors/Scholars degrees awarded	53	56	55	50	46	75	35	103		11/13/2019
	Associate Degrees Awarded with Honors	24	24	24	21	20	18	21	19		8/12/2019
	Associate Degrees Awarded with High Honors	24	12	14	12	13	21	17	7		8/12/2019
	Bachelor Degrees Awarded Cum Laude	172	182	178	226	202	222	209	205		8/12/2019
	Bachelor Degrees Awarded Magna Cum Laude	164	172	193	197	178	209	192	187		8/12/2019
	Bachelor Degrees Awarded Summa Cum Laude	181	180	184	211	198	242	220	238		8/12/2019

YSU ANNUAL INSTITUTIONAL DATA SET (1-y AND 5-y CHANGES & BY COLLEGES)

		Cohort Year									
		2006	2007	2008	2009	2010	2011	2012	2013		
	Bachelor's four-year grad rate	9.70%	8.80%	10.20%	10.40%	10.70%	13.70%	12.96%	17.13%	8/7/2019	
	Bachelor's six-year grad rate	32.10%	33.40%	33.50%	30.80%	31.20%	34.90%	37.14%	40.48%	8/7/2019	
	Minority Std't Bachelor's four-year grad rate	2.80%	3.60%	5.20%	5.90%	4.40%	4.80%	7.02%	8.18%	8/7/2019	
	Minority Std't Bachelor's six-year grad rate	12.60%	13.20%	15.00%	13.70%	12.60%	14.40%	19.01%	20.72%	8/7/2019	
	International Bachelor's four-year grad rate	16.70%	0.00%	16.70%	0.00%	57.10%	50.00%	27.27%	27.27%	8/7/2019	
	International Bachelor's six-year grad rate	50.00%	77.80%	66.70%	45.50%	71.40%	50.00%	45.45%	63.64%	8/7/2019	
	Honors Student Bachelor's six-year grad rate	Not available per Amy Cossentino 5/22/2018									
		Fall Term									
		2012	2013	2014	2015	2016	2017	2018	2019*		
IPEDS	Nov. 1 tenured full-time faculty	280	269	263	258	260	258	267	267	11/13/2019	
IPEDS	Nov. 1 tenure-track full-time faculty	97	108	113	99	88	84	71	63	11/13/2019	
IPEDS	Nov. 1 not-on-tenure-track full-time faculty	53	44	50	51	51	57	71	70	11/13/2019	
IPEDS	Nov. 1 part-time faculty (excluding adm/staff who teach)	567	629	565	580	591	582	569	538	11/13/2019	
IPEDS	% Minority FT Faculty (AI, AS, BL, HS, HW)	17.21%	16.39%	15.73%	17.65%	16.04%	16.54%	16.63%	16.75%	11/13/2019	
IPEDS	% Minority Undergraduate Students	20.43%	18.78%	17.90%	17.47%	15.77%	14.98%	15.21%	15.09%	11/13/2019	
*Preliminary Fall 2019 data											
		Update Year									
		2012	2013	2014	2015	2016	2017	2018	2019		
	Persistence rates FTFT bachelor's by cohort	X	X	X	X	X	X	X	X	10/17/2019	
	Persistence rates Minority FTFT bachelor's by cohort	X	X	X	X	X	X	X	X	10/17/2019	
	Persistence rates International FTFT bachelor's by cohort	X	X	X	X	X	X	X	X	10/17/2019	
		Fiscal Year									
		2011	2012	2013	2014	2015	2016	2017	2018		
	% Undergraduate Student Credit Hours taught by full-time faculty	51%	47%	47%	49%	52%	52%				
	% First Year Undergraduate Credit Hours taught by full-time faculty	34%	31%	31%	34%	37%	34%				
	% First Year Undergraduate Students taking any course taught by full-time faculty	91.0%	86.0%	85.0%	85.0%	85.8%	89.0%				

Source: ODHE Instruction by Faculty Type

YSU Annual Undergraduate Credit Hours Attempted

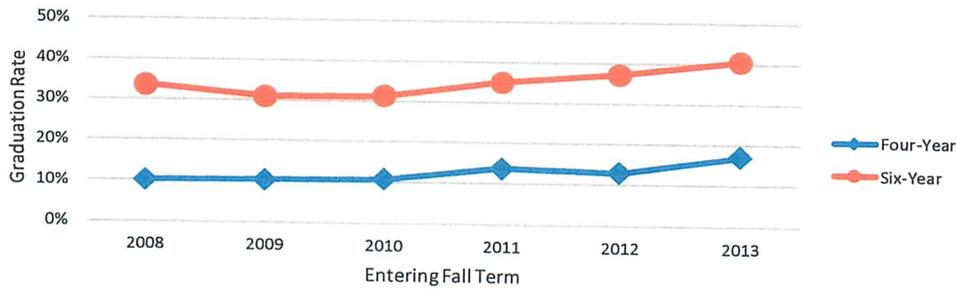


One-Year Difference (#)		
2017-18	296,168	
2018-19	299,226	3,058

Five-Year Difference (#)		
2013-14	312,944	
2018-19	299,226	-13,718

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

4-Yr and 6-Yr Graduation Rates for First-Time, Full-Time Bachelor's Degree Seeking Undergraduates



4-Yr Grad Rate 1-Yr Difference (%)		
2012	12.96%	
2013	17.13%	4.16%

4-Yr Grad Rate 5-Yr Difference (%)		
2008	10.16%	
2013	17.13%	6.96%

6-Yr Grad Rate 1-Yr Difference (%)		
2012	37.14%	
2013	40.48%	3.34%

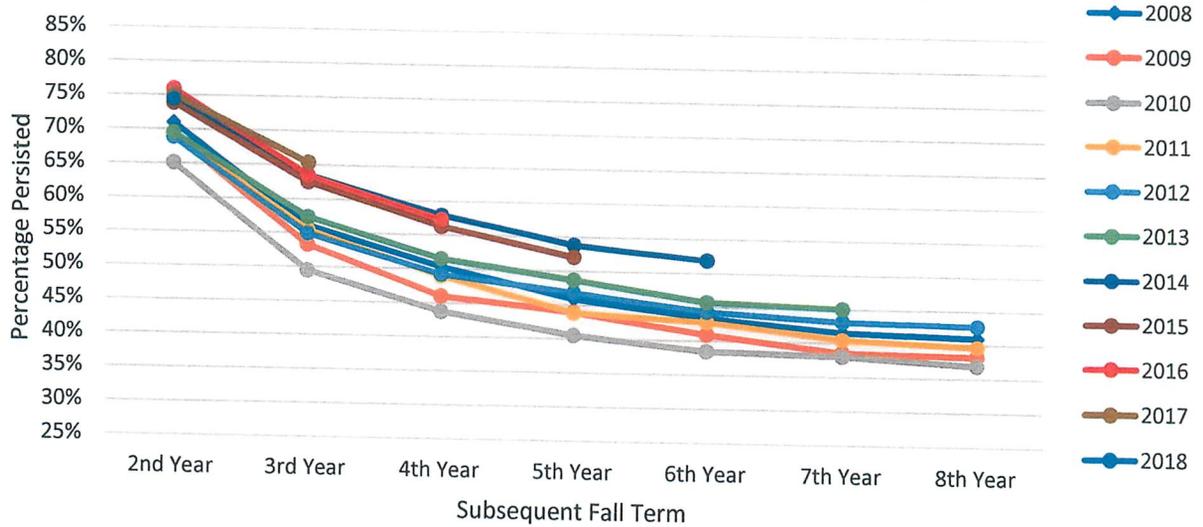
6-Yr Grad Rate 5-Yr Difference (%)		
2008	33.45%	
2013	40.48%	7.02%

Source: YSU's IPEDS Graduation Rates survey responses.

	2008	2009	2010	2011	2012	2013
Four-Year	10.16%	10.43%	10.72%	13.74%	12.96%	17.13%
Six-Year	33.45%	30.78%	31.16%	34.94%	37.14%	40.48%

Bachelor's seekers earning bachelor's degrees

YSU's First-Time, Full-Time Bachelor's Degree Seeking Persistence through Six Years After Entrance



Fall	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
2008	70.95%	56.05%	50.27%	45.89%	43.36%	41.53%	40.98%
2009	69.23%	53.30%	45.97%	43.90%	40.86%	38.46%	38.19%
2010	65.05%	49.41%	43.69%	40.48%	38.47%	38.06%	36.91%
2011	69.20%	55.38%	48.94%	43.82%	42.72%	40.41%	39.60%
2012	68.81%	54.86%	49.13%	46.76%	44.27%	43.13%	42.71%
2013	69.48%	57.26%	51.45%	48.66%	45.70%	45.05%	
2014	74.63%	63.45%	57.89%	53.80%	51.82%		
2015	73.84%	62.50%	56.25%	52.02%			
2016	75.84%	63.47%	57.21%				
2017	75.04%	65.31%					
2018	74.40%						

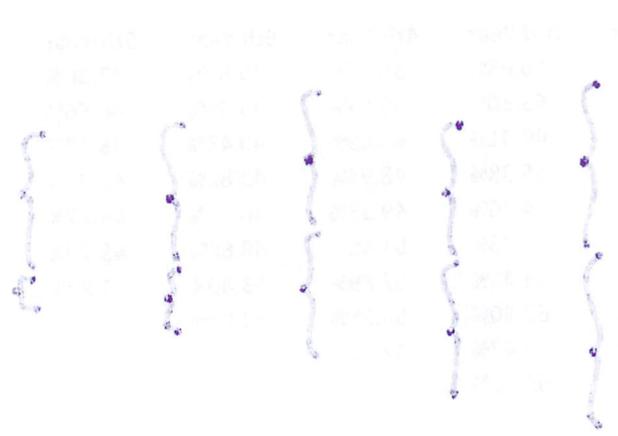
Source: YSU_IR_Datasets and ODS_ST_ACADEMIC_OUTCOME. Persistence means graduated or retained by the University to the next subsequent fall term. It does NOT indicate a continuation in the entering college or major.

↑ persistence per bracket

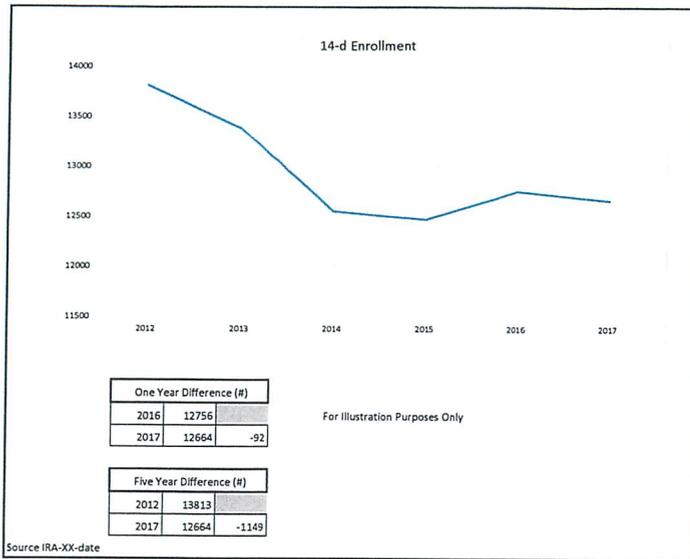
1. Erklärung der Begriffe
 a) Ergebnis
 b) Ergebnis
 c) Ergebnis



2. Erklärung der Begriffe
 a) Ergebnis
 b) Ergebnis
 c) Ergebnis



3. Erklärung der Begriffe
 a) Ergebnis
 b) Ergebnis
 c) Ergebnis



DRAFT

ILLUSTRATION

DRAFT

KEY PERFORMANCE INDICATORS

Illustration of how each might be graphically represented
Would be updated for campus monthly with new data noted

These are the lag indicators
OAA/VPS would focus on the lead indicators

Actions focus on the lead indicators

KPIs or Lag Indicators

- 1 Yield (matriculation)
- 2 FTFT & continuing enrollment (14-d)
- 3 Cohort persistence rate
- 4 6-y graduation rate
- 5 Achievement gap
- 6 Degrees awarded by level
- 7 Career placement rate
- 8 % FTF teaching overall and FTFT students
- 9 Diversity of instructional FTE
- 10 On-line Enrollment
- 11 MVICC
- 12 NSSEE senior quality of educational experience

STUDENT SUCCESS RELATED

- 1 Freshman class size
- 2 HS GPA and ACT score for new first-time full-time freshmen
- 3 Total enrollment (14-d) head-count and full-time equivalent
- 4 Total annual student credit hours: lower, upper, graduate, developmental
- 5 First-year retention rate
- 6 Annual persistence rates (all students by cohort, etc.)
- 7 Graduation rate (4 and 6 year)
- 8 Degrees awarded by level
- 9 NSSE Seniors rate your entire educational experience
- 10 NSSE Would you go to the same institution
- 11 Placement rate 6-months post graduation
- 12 Perceived value of the educational experience

Responsive to demographics
Responsive to economics
Responsive to cultural

Market adaptation
Management adaptation
Learning adaptation

FISCAL INTEGRITY RELATED

- 1 Revenue/Expense/Net for projected vs actual
- 2 Senate Bill 6
- 3 Ratings (Moody's; S&P; Fitch)
- 4 Endowment assets
- 5 Foundation funds to YSU
- 6 Capital Campaign
- 7 Energy Usage

INCLUSIVE EXCELLENCE/GLOBAL CONNECTIONS

- 1 ALANA Statistics
- 2 First-year retention rate diverse students
- 3 Persistence rate diverse students
- 4 4- and 6-y graduation rates diverse students
- 5 Number of international students
- 6 First-year retention rate of international students
- 7 Persistence rate of international students
- 8 4- and 6-year graduation rates international students

Academic Attributes linked to Quality

- 1 Student faculty ratio
- 2 Teaching Faculty head-count (FT-tenured; FT-T-track; FT Inst; PT)
- 3 Student credit hours % taught by full-time faculty
- 4 % general education credit hours taught by full-time faculty (FT-tenured; FT-T-track; FT Inst; PT)
- 5 Research expenditures
- 6 Research expenditures by type (Federal/Institutional/Other)
- 7 Diversity (% minority students & % minority faculty)
- 8 Honors student headcount/graduates
- 9 Experiential learning (internships/co-ops/clinicals FTE by College)
- 10 Number and percent of courses offered via hybrid or on-line
- 11 Classroom utilization rates

Policy or Procedure*

Policies require extensive review and revision and require executive level approval

Policies:

- provide guiding principles that express the institutional culture, goals, and philosophy
- promote consistence and operational effectiveness and efficiency
- enhance the University's mission
- mitigate significant institutional risk
- allow for some discretion by guiding decision making
- may limit or set parameters or choices

Procedures provide step-by-step descriptions of tasks required to carry-out policies.

Procedures:

- articulate the process for accomplishing the principle(s) and intentionality of a policy
- document a course of action accomplished in a defined order
- ensure a consistent and repetitive approach to accomplish outcomes

Policies	Procedures
Have widespread application	Have a narrower focus
Are non-negotiable, change infrequently	Are subject to change and continuous improvement
Are expressed in broad terms	Are a more detailed description of activities
Are statements of <i>what</i> and/or <i>why</i>	Are statements of <i>how</i> , <i>when</i> and/or <i>who</i> & sometimes <i>what</i>
Answer major operational issues	Detail a process

Vice presidential and associate vice presidential areas and divisions may have procedures that accomplish the desired outcomes of University Policies. University Policies will designate the office, area, or individual responsible for assuring the Policy is appropriately and consistently implemented.

These areas and divisions may also have policies that require procedures that help assure effectiveness, optimize the use of resources, and enhances the talents and capabilities of the faculty and staff in consideration of all institutional policies.

*informed by the University of California System documents