



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

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

**Wednesday, December 1, 2021  
12:30 p.m. or immediately following  
previous meeting**

**Presidents' Suite  
Kilcawley Center**

**AGENDA**

- A. Disposition of Minutes for Meeting Held September 2, 2021**
- B. Old Business**
- C. Committee Items**

**1. Academic Excellence and Student Success Consent Agenda Items\***

- C.1.a. = Tab 1      a. Resolution to Modify Student Media Policy, 3356-8-02**  
Joy Polkabla Byers, Associate Vice President for Student Experience, will report.
- C.1.b. = Tab 2      b. Resolution to Modify Privacy and Release of Student Education Records: The Family Education and Privacy Act (FERPA) Policy, 3356-8-04**  
Jeanne Herman, Registrar, will report.
- C.1.c. = Tab 3      d. Resolution to Modify Objectivity in Research – Avoidance of Conflicts of Interest and/or Commitment in Sponsored Research Policy, 3356-10-17**  
Brien N. Smith, Provost and Vice President for Academic Affairs, and Sev Van slambrouck, Director of Office of Research, will report.

**2. Academic Excellence and Student Success Action Items**

- C.2.a. = Tab 4      a. Resolution to Approve Anti-Hazing Policy, 3356-8-08**  
Joy Polkabla Byers, Associate Vice President for Student Experience, and Nicole Kent-Strollo, Dean of Students and Ombudsperson, will report.
- C.2.b. = Tab 5      b. Resolution to Approve the 2021 Remediation 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.

Brien N. Smith, Provost and Vice President for Academic Affairs, Wim Steelant, STEM Dean, Thomas Wakefield, Chair of Department of Mathematics and Statistics, and Hillary Fuhrman, Associate Provost for the Institute for Teaching and Learning, will report.

**3. Academic Excellence and Student Success Discussion Items**

- C.3.a. = Tab 6**    **a. YSU National Survey of Student Engagement (2018 and 2021)**  
Brien N. Smith, Provost and Vice President for Academic Affairs, and Hillary Fuhrman, Associate Provost for Institute for Teaching and Learning, will report.
- C.3.b. = Tab 7**    **b. Diversity Strategies and Initiatives Update**  
Provide year-to-date progress report and update on the diversity strategies and initiatives. Carol Bennett, Associate Provost for Diversity, Equity, and Inclusion, will report.
- C.3.c. = Tab 8**    **c. Curricular Efficiencies & Academic Program Enhancement and Effectiveness Initiative Updates**  
Brien N. Smith, Provost and Vice President for Academic Affairs, Kevin Ball, Associate Provost for Academic Programs and Planning, and Jennifer Pintar, Associate Provost for Academic Administration, will report.
- d. Academic Senate Update**  
Chester Cooper, Chairperson, Academic Senate, will report.

**D. New Business**

**E. Adjournment**



**RESOLUTION TO MODIFY  
STUDENT MEDIA POLICY, 3356-8-02**

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

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

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

**WHEREAS**, the Student Media policy has been reviewed and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Student Media, policy number 3356-8-02, attached hereto.

**3356-8-02 Student media.**

Responsible Division/Office: Student Affairs/Office of Student Experience  
Responsible Officer: Associate Vice President for  
Student Experience  
Revision History: March 1998; December 2010; June 2016;  
December 2021  
Board Committee: Academic Excellence and Student Success  
**Effective Date: December 2, 2021**  
Next Review: 2026

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- (A) Policy statement. Youngstown state university recognizes and supports the establishment and operation of student media organizations as important media for communication to the university and as training laboratories for students. The official student media organizations are “The Jambar,” a student-operated newspaper, thejambar.com, a student operated news and information website, “JambarTV,” a student produced weekly news video production, “The Penguin Review,” a student literary magazine, “YO Magazine,” featuring the university, the city and the people of Youngstown, “Rookery Radio,” a student-operated internet radio station, “The Guin,” a digital yearbook, and “Penguin Rundown,” a student-run sports show.
- (B) Parameter. Individuals involved with student media and the student press are expected to follow all professional media legal and ethical standards and guidelines that address matters such as libel, indecency, personal attacks and harassment, slander, undocumented allegations, and other forms of irresponsible media presentation.
- (C) Procedures.
- (1) The student media committee oversees official student media and is responsible for reviewing complaints, offering recommendations, participating in the selection of staff for each upcoming academic year, and ensuring execution of publication responsibilities.

- (2) A representative from the student experience division will serve as a liaison to the committee and appoint its members based on the guidelines outlined in the “Student Media Committee Governance Document.”
- (3) Each official student media organization has a faculty and/or staff advisor. The advisor is responsible for helping students understand the nature, function, and ethics of student media, for providing instruction that will result in quality media publications, and for serving as a liaison to the student media committee.
- (4) Concerns regarding a particular article or presentation of an official student media organization may be directed to the current editor/director or advisor of the respective organization. Other questions may be directed to the student media committee chairperson or the assigned representative of student experience.
- (5) Guidelines and information related to responsible journalism and student publications may be found in “The Student Media Committee Governing Document,” available through the student media office.

**3356-8-02 Student media.**

~~Previous Policy Number: 8002.01~~  
Responsible Division/Office: ~~Student Experience~~ Student Affairs/Office of Student Experience  
Responsible Officer: Associate Vice President for Student Experience  
Revision History: March 1998; December 2010; June 2016; December 2021  
Board Committee: Academic Excellence and Student Affairs Success  
**Effective Date:** ~~June 15, 2016~~ December 2, 2021  
Next Review: ~~2021-2026~~

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- (A) Policy statement. Youngstown state university recognizes and supports the establishment and operation of student media organizations as important media for communication to the university and as training laboratories for students. The official student media organizations are “The Jambar,” a student-operated newspaper, thejambar.com, a student operated news and information website, “JambarTV,” a student produced weekly news video production. “The Penguin Review,” a student literary magazine, “YO Magazine,” featuring the university, the city and the people of Youngstown, and “Rookery Radio,” a student-operated internet radio station, “The Guin,” a digital yearbook, and “Penguin Rundown,” a student-run sports show.
- (B) Parameter. Individuals involved with student media and the student press are expected to follow all professional media legal and ethical standards and guidelines that address matters such as libel, indecency, personal attacks and harassment, slander, undocumented allegations, and other forms of irresponsible media presentation.
- (C) Procedures.
- (1) The student media committee oversees official student media and is responsible for reviewing complaints, offering recommendations, participating in the selection of staff for each upcoming academic year, and ensuring execution of publication responsibilities.

- (2) A representative from the student experience division will serve as a liaison to the committee and appoint its members based on the guidelines outlined in the “Student Media Committee Governance Document.”
- (3) Each official student media organization has a faculty and/or staff advisor. The advisor is responsible for helping students understand the nature, function, and ethics of student media, for providing instruction that will result in quality media publications, and for serving as a liaison to the student media committee.
- (4) Concerns regarding a particular article or presentation of an official student media organization may be directed to the current editor/director or advisor of the respective organization. Other questions may be directed to the student media committee chairperson or the assigned representative of student experience.
- (5) Guidelines and information related to responsible journalism and student publications may be found in “The Student Media Committee Governing Document,” available through the student media office.



**RESOLUTION TO MODIFY  
PRIVACY AND RELEASE OF STUDENT EDUCATION RECORDS: THE  
FAMILY EDUCATION AND PRIVACY ACT (FERPA) POLICY, 3356-8-04**

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

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

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

**WHEREAS**, the Privacy and Release of Student Education Records: The Family Education and Privacy Act (FERPA) policy has been reviewed and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Privacy and Release of Student Education Records: The Family Education and Privacy Act (FERPA), policy number 3356-8-04, attached hereto.



**3356-8-04 Privacy and release of student education records: The Family Education and Privacy Act (FERPA).**

Responsible Division/Office: Registrar  
Responsible Officer: Vice President for Institutional Effectiveness and Board Professional  
Revision History: September 2012; September 2016; December 2021  
Board Committee: Academic Excellence and Student Success  
**Effective Date: December 2, 2021**  
Next Review: 2026

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- (A) Policy statement. This policy governs the confidentiality of educational records and provides processes for students and parents to access their records.
- (B) Purpose. The Family Educational Rights and Privacy Act (“FERPA”) of 1974, as amended, sets forth requirements designed to protect the privacy of student educational records. The law governs access to records maintained by educational institutions and the release of information from those records. A notice regarding the rights of students with respect to records maintained by the university and the university’s procedures to comply with these requirements are available on the university’s electronic catalog and on the registrar’s webpage at <http://cms.ysu.edu/administrative-offices/registrar/undergraduate-and-graduate-policies>.
- (C) Definitions.
- (1) “Education records” are those records, files, documents, and other materials which contain information directly related to a student and are maintained by any employee or agent of the university. The following categories of information are exempted and are not considered to be education records:
- (a) Records made by university personnel which are in the sole possession of the maker and are not accessible or revealed to any other person.

- (b) Records maintained by the Youngstown state university police for law enforcement purposes.
  - (c) Medical and counseling records used solely for treatment. (Medical records may be personally reviewed by a physician of the student's choice.)
  - (d) Records created or received after a student is no longer in attendance, i.e., alumni records.
  - (e) Grades or peer-graded papers before they are collected and recorded by a professor.
- (2) All records pertaining to students which are maintained by university offices are official university records and, as such, remain the property of the university. University employees are not permitted to access, utilize, share or copy student educational records for their personal use.
- (3) Each university unit has an obligation to keep a record of requests and disclosures of student education records except when the request is from the student, a university official with a legitimate educational interest, someone requesting directory information, or related to a request with consent from the student. Students have the right to review this record of requests and disclosures of student record information.
- (D) Right to inspect and review. Students are granted the right to inspect and review all of their educational records except the following:
- (1) Financial records of parents.
  - (2) Confidential letters and statements of recommendation placed in education records prior to January 1, 1975.
  - (3) Confidential letters and statements of recommendations for admission, employment, or honorary recognition placed in education records after January 1, 1975 for which students have waived their right of access.

- (E) Waiver of rights of access. Students may waive their right of access to confidential letters and statements of recommendation. Even if the student signs a waiver upon request, the names of all persons making confidential recommendations will be made available. Employees or agents of the university may not require a student to waive their right of access for receipt of university benefits or services.
- (F) Procedures for inspection and review.
  - (1) Requests to review one's own records must be made separately, in writing, to each office maintaining records. That office has forty-five days to respond to requests to review and inspect. However, arrangements will be made as expeditiously as possible.
  - (2) Information contained in education records will be fully explained and interpreted to students by university personnel assigned to and designated by the appropriate office.
  - (3) Students have the right to review only their own records. When a record contains information about more than one student, disclosure cannot include information regarding the other student(s).
- (G) Right to request amendment of information in records.
  - (1) Students have a right to challenge the content of their education records if they consider the information contained therein to be inaccurate, misleading, or otherwise in violation of their privacy rights.
  - (2) This process includes an opportunity for amendment of the records or insertion of written explanations by the student into such records.
  - (3) The right to challenge grades does not apply under FERPA unless the grade assigned was inaccurately recorded, under which condition the record will be corrected.
- (H) Procedures for hearing to challenge records.
  - (1) Students challenging information in their records must submit in

writing a request for a hearing to the office of the university registrar listing the specific information in question and the reasons for the challenge. If the responsible office denies the request for amendment, the university will notify the student, in writing, and advise of a right to a hearing.

- (2) Hearings will be conducted by a university official who does not have a direct interest in the outcome of the hearing.
  - (3) Students shall be afforded a full and fair opportunity to present evidence relevant to the reasons for the challenge, as referenced in paragraph (G) of this rule.
  - (4) The hearing officer will render a decision in writing noting the reason and summarizing all evidence presented within a reasonable period of time after the challenge is filed.
  - (5) Should the hearing be in favor of the student, the record shall be amended accordingly. Should the request be denied, an appeal may be made in writing and submitted to the university registrar within ten days of the student's notification of the decision of the hearing officer. The appeal shall be heard by an appeals board of three disinterested senior university officials and a decision rendered in writing within a reasonable period of time.
  - (6) Should the appeal be in favor of the student, the record shall be amended accordingly. Should the request be denied, the student may choose to place a statement with the record commenting on the accuracy of the information in the record and/or setting forth any basis for inaccuracy. When disclosed to an authorized party, the record will always include the student's statement and notice of the board's decision as long as the student's record is maintained by the university.
- (I) Consent for release required. Consent must be obtained from students for the release of education records or information contained in education records, specifying what is to be released, the reasons for release and to whom, with a copy of the record sent to the student if he or she desires.
  - (J) Release without consent.

- (1) The university reserves the right to verify the accuracy of any information contained in what purports to be an official university document (e.g., a transcript or diploma) or that is provided to a third party. In addition, degrees (any honors, majors, minors and specializations) are considered public information since they are conferred in a public ceremony.
  
- (2) The requirement for consent does not apply to the following:
  - (a) Requests from faculty and staff of Youngstown state university who have a legitimate education interest on a need-to-know basis, including student employees or agents of the institution, if necessary to conduct official business. Legitimate educational interest includes performing a task related to the regular duties of the employee or agent, the student's education, the discipline of a student, a service or benefit for the student, maintaining safety and security of the campus, or performing any function of the university.
  - (b) Requests by officials of another institution where the student seeks to enroll or is already enrolled for purposes related to enrollment or transfer.
  - (c) Requests in compliance with a lawful subpoena or judicial order.
  - (d) Requests in connection with a student's application for or receipt of financial aid.
  - (e) Requests by state authorities and agencies specifically exempted from the prior consent requirements by FERPA conducting studies on behalf of the university, if such studies do not permit the personal identification of students to any persons other than to representatives of such organizations and if the personal identification data is destroyed when no longer needed.
  - (f) Information submitted to accrediting organizations.
  - (g) Requests by parents of a dependent student when claimed

by a parent on one's federal income tax return.

- (h) In the case of a health or safety emergency, the university may release information from education records to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons.
  - (i) To authorized federal officials who have need to audit and evaluate federally-supported programs.
  - (j) The results of any disciplinary proceeding conducted by the university against an alleged perpetrator of a crime of violence or non-forcible sex offense to the alleged victim of that crime.
  - (k) Disclosure to a parent of an underage student in violation of university policy governing the use or possession of alcohol or drugs.
  - (l) Request for directory information, as referenced in paragraph (K) of this rule.
- (K) Directory information.
- (1) Youngstown state university, in accordance with FERPA, has designated the following information about students as public (directory) information:
    - (a) Name.
    - (b) Address (local, home, and email).
    - (c) Telephone (local and home).
    - (d) Program of study (including college of enrollment, major, and campus).
    - (e) Enrollment status (full-time, part-time, withdrawn).
    - (f) Dates of attendance and graduation.

- (g) Degrees, honors, and awards received.
  - (h) Previous educational agencies or institutions attended.
  - (i) Participation in officially recognized activities and sports.
  - (j) Weight and height of members of intercollegiate athletic teams.
- (2) Students have the right to have this directory information withheld from the public if they so desire. Each student who wants all directory information to be withheld shall so indicate by completing a "Student Privacy Hold Form," which can be obtained from the office of the university registrar. At least ten days should be allowed for processing of these requests.
- (3) Youngstown state university receives many inquiries for directory information from a variety of sources, including friends, parents, relatives, prospective employers, other institutions of higher education, honor societies, licensing agencies, government agencies, and the news media. Each student is advised to carefully consider the consequences of a decision to withhold directory information. The university, in all good faith, will not release directory information requested to be withheld, and any requests from persons or organizations outside the university will be refused unless the student provides written consent for the release.
- (4) The university publishes email student directory information on its website.
- (L) Complaints, concerns, or suggestions. Any student who has reason to believe that the university is not complying with FERPA or this policy should inform the office of the university registrar in writing. The university registrar shall promptly review all such allegations.

**3356-8-04 Privacy and release of student education records: The Family ~~education~~Education and Privacy Act (FERPA).**

~~Previous Policy Number: 8004.01~~  
Responsible Division/Office: ~~Enrollment Planning and Management~~Registrar  
Responsible Officer: ~~Associate Vice President for Enrollment Planning~~  
~~and Management~~Vice President for Institutional  
~~Effectiveness and Board Professional~~  
Revision History: ~~September 2012; September 2016;~~ December  
2021  
Board Committee: ~~Academic Excellence and Student Affairs~~Success  
**Effective Date:** ~~September 15, 2016~~December 2, 2021  
Next Review: ~~2024~~2026

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- (A) Policy statement. This policy governs the confidentiality of educational records and provides processes for students and parents to access their records.
- (B) Purpose. The Family Educational Rights and Privacy Act (“FERPA”) of 1974, as amended, sets forth requirements designed to protect the privacy of student educational records. The law governs access to records maintained by educational institutions and the release of information from those records. A notice regarding the rights of students with respect to records maintained by the university and the university’s procedures to comply with these requirements are available on the university’s electronic catalog at <http://catalog.yzu.edu/undergraduate/general-information/academic-policies-procedures/student-records/> and on the registrar’s webpage at <http://cms.yzu.edu/administrative-offices/registrar/undergraduate-and-graduate-policies>.
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possession of the maker and are not accessible or revealed to any other person.

- (b) Records maintained by the Youngstown state university police for law enforcement purposes.
  - (c) Medical and counseling records used solely for treatment. (Medical records may be personally reviewed by a physician of the student's choice.)
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- (3) Each university unit has an obligation to keep a record of requests and disclosures of student education records except when the request is from the student, a university official with a legitimate educational interest, someone requesting directory information, or related to a request with consent from the student. Students have the right to review this record of requests and disclosures of student record information.
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  - (3) The right to challenge grades does not apply under the ~~Act~~ FERPA unless the grade assigned was inaccurately recorded, under which condition the record will be corrected.
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  - (2) Hearings will be conducted by a university official who does not have a direct interest in the outcome of the hearing.
  - (3) Students shall be afforded a full and fair opportunity to present evidence relevant to the reasons for the challenge, as referenced in paragraph (G) of this rule.
  - (4) The hearing officer will render a decision in writing noting the reason and summarizing all evidence presented within a reasonable period of time after the challenge is filed.
  - (5) Should the hearing be in favor of the student, the record shall be amended accordingly. Should the request be denied, an appeal may be made in writing and submitted to the university registrar within ten days of the student's notification of the decision of the hearing officer. The appeal shall be heard by an appeals board of three disinterested senior university officials and a decision rendered in writing within a reasonable period of time.
  - (6) Should the appeal be in favor of the student, the record shall be amended accordingly. Should the request be denied, the student may choose to place a statement with the record commenting on the accuracy of the information in the record and/or setting forth any basis for inaccuracy. When disclosed to an authorized party, the record will always include the student's statement and notice of the board's decision as long as the student's record is maintained by the university.
- (I) Consent for release required. Consent must be obtained from students for the release of education records or information contained in education records, specifying what is to be released, the reasons for release and to whom, with a copy of the record sent to the student if he or she desires.

(J) Release without consent.

- (1) The university reserves the right to verify the accuracy of any information contained in what purports to be an official university document (e.g., a transcript or diploma) or that is provided to a third party. In addition, degrees (any honors, majors, minors and specializations) are considered public information since they are conferred in a public ceremony.
- (2) The requirement for consent does not apply to the following:
  - (a) Requests from faculty and staff of Youngstown state university who have a legitimate education interest on a need-to-know basis, including student employees or agents of the institution, if necessary to conduct official business. Legitimate educational interest includes performing a task related to the regular duties of the employee or agent, the student's education, the discipline of a student, a service or benefit for the student, maintaining safety and security of the campus, or performing any function of the university.
  - (b) Requests by officials of another institution where the student seeks to enroll or is already enrolled for purposes related to enrollment or transfer.
  - (c) Requests in compliance with a lawful subpoena or judicial order.
  - (d) Requests in connection with a student's application for or receipt of financial aid.
  - (e) Requests by state authorities and agencies specifically exempted from the prior consent requirements by the AetFERPA conducting studies on behalf of the university, if such studies do not permit the personal identification of students to any persons other than to representatives of such organizations and if the personal identification data is destroyed when no longer needed.
  - (f) Information submitted to accrediting organizations.

- (g) Requests by parents of a dependent student when claimed by a parent on one's federal income tax return.
- (h) In the case of a health or safety emergency, the university may release information from education records to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons.
- (i) To authorized federal officials who have need to audit and evaluate federally-supported programs.
- (j) The results of any disciplinary proceeding conducted by the university against an alleged perpetrator of a crime of violence or non-forcible sex offense to the alleged victim of that crime.
- (k) Disclosure to a parent of an underage student in violation of university policy governing the use or possession of alcohol or drugs.
- (l) Request for directory information, as referenced in paragraph (K) of this rule.

(K) Directory information.

- (1) Youngstown state university, in accordance with ~~the act~~ FERPA, has designated the following information about students as public (directory) information:
  - (a) Name.
  - (b) Address (local, home, and email).
  - (c) Telephone (local and home).
  - (d) Program of study (including college of enrollment, major, and campus).
  - (e) Enrollment status (full-time, part-time, withdrawn).

- (f) Dates of attendance and graduation.
  - (g) Degrees, honors, and awards received.
  - (h) Previous educational agencies or institutions attended.
  - (i) Participation in officially recognized activities and sports.
  - (j) Weight and height of members of intercollegiate athletic teams.
- (2) Students have the right to have this directory information withheld from the public if they so desire. Each student who wants all directory information to be withheld shall so indicate by completing a "Student Privacy Hold Form," which can be obtained from the office of the university registrar. At least ten days should be allowed for processing of these requests.
- (3) Youngstown state university receives many inquiries for directory information from a variety of sources, including friends, parents, relatives, prospective employers, other institutions of higher education, honor societies, licensing agencies, government agencies, and the news media. Each student is advised to carefully consider the consequences of a decision to withhold directory information. The university, in all good faith, will not release directory information requested to be withheld, and any requests from persons or organizations outside the university will be refused unless the student provides written consent for the release.
- (4) The university publishes email student directory information on its website.
- (L) Complaints, concerns, or suggestions. Any student who has reason to believe that the university is not complying with ~~the act~~ FERPA -or this policy should inform the office of the university registrar in writing. The university registrar shall promptly review all such allegations.



**RESOLUTION TO MODIFY OBJECTIVITY IN RESEARCH – AVOIDANCE  
OF CONFLICTS OF INTEREST AND/OR COMMITMENT IN SPONSORED  
RESEARCH POLICY, 3356-10-17**

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

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

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

**WHEREAS**, the Objectivity in Research – Avoidance of Conflicts of Interest and/or Commitment in Sponsored Research policy has been reviewed and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Objectivity in Research – Avoidance of Conflicts of Interest and/or Commitment in Sponsored Research, policy number 3356-10-17, shown as Exhibit \_\_ attached hereto. A copy of the policy indicating changes to be made is also attached.

**3356-10-17 Objectivity in research – avoidance of conflicts of interest and/or commitment in sponsored research.**

Responsible Division/Office: Office of Research Services  
Responsible Officer: Provost and Vice President for Academic Affairs  
Revision History: June 1999; June 2010; June 2016, December 2021  
Board Committee: Academic and Student Affairs  
**Effective Date: December 2, 2021**  
Next Review: 2026

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- (A) Policy statement. Recognizing the need for objectivity in research, Youngstown state university (university) shall maintain procedures that control conflicts and potential conflicts in funded research. Such procedures are consistent with the university’s professional conduct and conflicts of interest and conflicts of commitment policies (see rules 3356-9-06 and 3356-7-01 of the Administrative Code) and relevant state and federal laws.
- (B) Purpose. The intent of this policy and these procedures is to ensure that the design, conduct, and reporting of research projects and other sponsored activities are not compromised, nor would reasonably appear to be affected, by any significant financial interest and/or commitment of the responsible faculty and staff members.
- (C) Scope. This policy applies to all members of the Youngstown state university community, including faculty, staff and students during the course of conducting sponsored research or projects at or on behalf of the university.
- (D) Definitions.
- (1) “Project” is an externally funded scholarly activity such as basic, applied, or developmental research, instructional or curricular activities, student aid, career development, or other activity conducted by faculty or staff members at or on behalf of the university.
  - (2) “Investigator” includes the principal investigator, co-investigators,



and other persons (e.g., technicians, students, research associates) responsible, in whole or in part, for the design, conduct, or reporting of the project; and for reporting purposes, includes the investigator's spouse and dependent children.

- (3) "Significant financial interest" is anything of monetary value including, but not limited to, salary or other payments for services such as consulting fees or honoraria; equity interests such as stocks, stock options, or other ownership interests; and intellectual property rights such as patents, copyrights and royalties from such rights.

Not included in this definition are:

- (a) Salary, royalties, promotion in rank, or other remuneration from the university;
- (b) Income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities;
- (c) Income from service on advisory committees or review panels from public or nonprofit entities;
- (d) Financial interest arising solely by reason or investment in a business by a mutual, pension, or other institutional investment fund over which the employee does not exercise control;
- (e) Equity interest that when aggregated for the investigator and the investigator's spouse and dependent children, does not exceed ten thousand dollars in value, as determined by public prices or other reasonable measures of fair market values, and does not represent more than five per cent ownership interest for any one enterprise or entity;
- (f) Salaries, royalties, or other payments that when aggregated for the investigator and the investigator's spouse and dependent children over the next twelve months, are not expected to exceed ten thousand dollars; and
- (g) The financial interest is an ownership interest in a business

which is the applicant organization under phase I of a small business innovative research (“SBIR”) program or phase I of a small business technology transfer (“SBTR”) program and the university is a subcontractor under the business’ application.

- (4) “Conflict of interest” means an action, omission, or situation that may or may reasonably appear to affect or compromise the objectivity or integrity of an investigator’s design, conduct or reporting of a project. A conflict of commitment is a type of conflict of interest, which can arise when the external activities burden or interfere with the university member’s primary obligations and commitments to the university. A potential conflict of interest may exist if the director of research services determines that a significant financial interest and/or commitment could directly and significantly affect the design, conduct, or reporting of a project.
- (5) “Disclosure” is a written statement submitted by the investigator describing the nature of any significant financial interests and/or commitments, and the relationship of these to the externally funded project.

(D) Parameters.

- (1) All faculty and staff members or other university-affiliated individuals who apply for, receive, or are currently working on a grant, contract, cooperative agreement, sub-grant, subcontract, or sub-cooperative agreement which is funded in whole or in part by federal funds or other external sources must adhere to this policy and its procedures.
- (2) The director of research services is designated to solicit and review financial and commitment disclosure statements from investigators.

(E) Principles.

- (1) Complex relationships among universities, government agencies, and industry require adherence to standards of conduct in federally funded and other externally sponsored activities. Application of

these standards must serve both project requirements and the public interest. Protecting the integrity of cooperating entities requires that both real and perceived conflicts of interest be avoided.

- (2) Faculty or staff members engaging in a federally or other externally sponsored projects are subject to the provisions of federal and state laws and any requirements of the sponsoring or entity.
- (3) To avoid bias in the design, conduct, or reporting of the sponsored project, full disclosure must be made when a faculty or staff member consults for a business, nonprofit agency, government agency, or other non-university contractor, in the same technical field as the externally sponsored project.

(F) Procedures.

- (1) Prior to submitting an application to conduct an externally funded project, the investigator shall disclose to the director of research services any significant financial interests or other possible conflict situations:
  - (a) That would appear to be affected by the project for which the funding is sought; and
  - (b) In entities whose financial interests would appear to be affected by such project.

A conflict of interest statement shall be included within the proposal routing form process and shall be circulated for review and approval for all proposals.

- (2) Throughout the duration of a sponsored research project, investigators shall update the conflict of interest statement at least annually. If an investigator acquires a significant reportable financial interest in or commitment to an entity, the investigator shall submit a revised or new conflict of interest statement to the director of research services within five working days after acquisition.

- (3) The director of research services shall review the disclosure and make an initial determination whether a potential conflict of interest exists. If the disclosure is determined not to be a potential conflict of interest, the director of research services shall provide documentation of this determination that shall be retained with the other project records and shall so advise the investigator, the chair, and the appropriate college dean.
- (4) If the disclosure is determined to be a potential conflict of interest, the director of research services shall consult with the dean of the college and the university general counsel. They shall review the disclosure, consult with the investigator, and seek any additional information to determine whether a conflict of interest exists. If they determine that a conflict of interest exists, they shall determine a plan of action, and document in writing the conditions or restrictions that shall be required by the university to manage, reduce, or eliminate such actual or apparent conflict of interest. If all parties accept the plan, the director of research services shall notify all involved parties and the provost of the final determination in writing.
- (5) If a mutually acceptable method for managing, reducing, or eliminating the conflict of interest cannot be agreed upon, the director of research services shall refer the disclosure to the provost, who shall consult with the university general counsel prior to appointment a conflict of interest review committee for final determination.
- (6) The provost shall notify the investigator, the investigator's chairperson and dean, and the director of research services of the final determination.
- (7) In addition to possible legal action, the university may take disciplinary action against individuals who fail to file a disclosure statement or intentionally file an incomplete or misleading disclosure statement. Breaches of this policy may be referred to a conflict of interest review committee to investigate and recommend sanctions. If sanctions are necessary, they will be imposed in accordance with any applicable university policy, procedure, or collective bargaining agreement.

- (8) Prior to the expenditure of any funds under a federally funded project award, the university will, as required by law, report to the appropriate federal agency the existence of a conflict of interest and assure that the conflict has been managed, reduced, or eliminated.
- (9) When the university identifies a conflict of interest subsequent to the university's initial report under the federally funded project award, the university will report the conflict of interest to the appropriate federal agency and manage, reduce, or eliminate the conflict within sixty days of identifying the same.
- (10) The director of research services shall ensure that the required records, identifiable to each award, are retained for a period of not less than three years after the termination of the award, or until three years after the resolution of any action taken by the sponsor involving these records, whichever is longer. Records for proposals that are not funded by sponsoring agencies will be retained for a period of one year after the decision of the sponsoring agency.

**3356-10-17 Objectivity in research – avoidance of conflicts of interest and/or commitment in sponsored research.**

~~Previous Policy Number: 1017.01~~  
Responsible Division/Office: [Office of Research Services](#)  
Responsible Officer: Provost and Vice President for Academic Affairs  
Revision History: June 1999; June 2010; June 2016, [December 2021](#)  
Board Committee: Academic and Student Affairs  
**Effective Date:** ~~June 15, 2016~~ [December 2, 2021](#)  
Next Review: 2026+

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- (A) Policy statement. Recognizing the need for objectivity in research, ~~the Youngstown state university (-university)~~ shall maintain procedures that control conflicts and potential conflicts in funded research. Such procedures are consistent with the ~~Youngstown state university's~~ professional conduct [and conflicts of interest and conflicts of commitment policies](#) (see rules [3356-9-06 and 3356-7-01](#) of the Administrative Code) and relevant state and federal laws.
- (B) Purpose. The intent of this policy and these procedures is to ensure that the design, conduct, and reporting of research projects and other sponsored activities are not compromised, nor would reasonably appear to be affected, by any significant financial interest [and/or commitment](#) of the responsible faculty and staff members.
- (C) [Scope. This policy applies to all members of the Youngstown state university community, including faculty, staff and students during the course of conducting sponsored research or projects at or on behalf of the Universityuniversity.](#)
- (D) [Definitions.](#)
- (1) “Project” is an externally funded scholarly activity such as basic, applied, or developmental research, instructional or curricular activities, student aid, career development, or other activity conducted by faculty or staff members [at or](#) on behalf of the university.

- (2) “Investigator” includes the principal investigator, co-investigators, and other persons (e.g., technicians, students, research associates) responsible, in whole or in part, for the design, conduct, or reporting of the project; and for reporting purposes, includes the investigator’s spouse and dependent children.
- (3) “Significant financial interest” is anything of monetary value including, but not limited to, salary or other payments for services such as consulting fees or honoraria; equity interests such as stocks, stock options, or other ownership interests; and intellectual property rights such as patents, copyrights and royalties from such rights.

Not included in this definition are:

- (a) Salary, royalties, promotion in rank, or other remuneration from the university;
- (b) Income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities;
- (c) Income from service on advisory committees or review panels from public or nonprofit entities;
- (d) Financial interest arising solely by reason or investment in a business by a mutual, pension, or other institutional investment fund over which the employee does not exercise control;
- (e) Equity interest that when aggregated for the investigator and the investigator’s spouse and dependent children, does not exceed ten thousand dollars in value, as determined by public prices or other reasonable measures of fair market values, and does not represent more than five per cent ownership interest for any one enterprise or entity;
- (f) Salaries, royalties, or other payments that when aggregated for the investigator and the investigator’s spouse and dependent children over the next twelve months, are not expected to exceed ten thousand dollars; and

- (g) The financial interest is an ownership interest in a business which is the applicant organization under phase I of a small business innovative research (“SBIR”) program or phase I of a small business technology transfer (“SBTR”) program and the university is a subcontractor under the business’ application.
- (4) “Conflict of interest” means an action, omission, or situation that may or may reasonably appear to affect or compromise the objectivity or integrity of an investigator’s design, conduct or reporting of a project. A conflict of commitment is a type of conflict of interest, which can arise when the external activities burden or interfere with the university member’s primary obligations and commitments to the university. ~~(A potential conflict of interest may exist if the director of research services grants and sponsored programs determines that a significant financial interest and/or commitment could directly and significantly affect the design, conduct, or reporting of a project.)~~
- (5) “Disclosure” is a written statement submitted by the investigator describing the nature of any significant financial interests and/or commitments, and the relationship of these such interests to the externally funded project.
- (D) Parameters.
- (1) All faculty and staff members or other university-affiliated individuals who apply for, receive, or are currently working on a grant, contract, cooperative agreement, sub-grant, subcontract, or sub-cooperative agreement which is funded in whole or in part by federal funds or other external sources must adhere to this policy and its procedures.
- (2) The director of research services~~associate vice president for research~~ is designated to solicit and review financial and commitment disclosure statements from investigators.
- (E) Principles.
- (1) Complex relationships among universities, government agencies, and industry require adherence to standards of conduct in federally



funded and other externally sponsored activities. Application of these standards must serve both project requirements and the public interest. Protecting the integrity of cooperating entities requires that both real and perceived conflicts of interest be avoided.

- (2) Faculty or staff members engaging in a federally or other externally sponsored projects are subject to the provisions of federal and state laws and any requirements of the sponsoring or entity.
- (3) To avoid bias in the design, conduct, or reporting of the sponsored project, full disclosure must be made when a faculty or staff member consults for a business, nonprofit agency, government agency, or other non-university contractor, in the same technical field as the externally sponsored project.

(F) Procedures.

- (1) Prior to submitting an application to conduct an externally funded project, the investigator shall disclose to the director of research services associate vice president for research any significant financial interests or other possible conflict situations:
  - (a) That would appear to be affected by the project for which the funding is sought; and
  - (b) In entities whose financial interests would appear to be affected by such project.

A conflict of interest statement shall be included within the proposal routing form process and shall be circulated for review and approval for all proposals.

- (2) Throughout the duration of a sponsored research project, investigators shall update the conflict of interest statement at least annually. If an investigator acquires a significant reportable financial interest in or commitment to an entity, the investigator shall submit a revised or new conflict of interest statement to the director of research services associate vice president for research within five working days after acquisition.

- (3) The director of research services ~~associate vice president for research~~ shall review the disclosure and make an initial determination whether a potential conflict of interest exists. If the disclosure is determined not to be a potential conflict of interest, the director of research services ~~associate vice president for research~~ shall provide documentation of this determination that shall be retained with the other project records and shall so advise the investigator, the chair, and the appropriate college dean.
- (4) If the disclosure is determined to be a potential conflict of interest, the director of research services ~~associate vice president for research~~ shall consult with the dean of the college and the university general counsel. They shall review the disclosure, consult with the investigator, and seek any additional information to determine whether a conflict of interest exists. If they determine that a conflict of interest exists, they shall determine a plan of action, and document in writing the conditions or restrictions that shall be required by the university to manage, reduce, or eliminate such actual or apparent conflict of interest. If all parties accept the plan, the director of research services ~~associate vice president for research~~ shall notify all involved parties and the provost of the final determination in writing.
- (5) If a mutually acceptable method for managing, reducing, or eliminating the conflict of interest cannot be agreed upon, the director of research services ~~associate vice president for research~~ shall refer the disclosure to the provost, who shall consult with the university general counsel prior to appointment a conflict of interest review committee for final determination.
- (6) The provost shall notify the investigator, the investigator's chairperson and dean, and the director of research services ~~associate vice president for research~~ of the final determination.
- (7) In addition to possible legal action, the university may take disciplinary action against individuals who fail to file a disclosure statement or intentionally file an incomplete or misleading disclosure statement. Breaches of this policy may be referred to a conflict of interest review committee to investigate and recommend sanctions. If sanctions are necessary, they will be

imposed in accordance with any applicable university policy, procedure, or collective bargaining agreement.

- (8) Prior to the expenditure of any funds under a federally funded project award, the university will, as required by law, report to the appropriate federal agency the existence of a conflict of interest and assure that the conflict has been managed, reduced, or eliminated.
- (9) When the university identifies a conflict of interest subsequent to the university's initial report under the federally funded project award, the university will report the conflict of interest to the appropriate federal agency and manage, reduce, or eliminate the conflict within sixty days of identifying the same.
- (10) The director of research services ~~associate vice president for research~~ shall ensure that the required records, identifiable to each award, are retained for a period of not less than three years after the termination of the award, or until three years after the resolution of any action taken by the sponsor involving these records, whichever is longer. Records for proposals that are not funded by sponsoring agencies will be retained for a period of one year after the decision of the sponsoring agency.



**Explanation to Adopt New University Policy:**

**3356-8-08 Anti-hazing.**

This policy is being recommended for adoption to reinforce the University's condemnation of hazing and its commitment to provide a safe environment in which members of the learning community may participate in experiences and activities without compromising their health, wellbeing, dignity, and/or rights. The policy will govern the University's implementation of Collin's Law: The Ohio Anti-Hazing Act. The policy defines key terms; prohibits hazing and related conduct; describes reporting duties; establishes corrective action and discipline for violating the policy; details how information about hazing violations shall be shared and reported; and sets forth the requirements for anti-hazing educational and training programs.

**Board of Trustees Meeting  
December 2, 2021  
YR 2022-**



**YOUNGSTOWN  
STATE  
UNIVERSITY**

**RESOLUTION TO APPROVE  
ANTI-HAZING POLICY, 3356-8-08**

**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 creation of a University Policy governing Anti-Hazing, policy number 3356-8-08, attached hereto.

**Board of Trustees Meeting  
December 2, 2021  
YR 2022-**

NEW

**3356-8-08 Anti-hazing.**

Responsible Division/Office: Student Affairs  
Responsible Officer: Associate VP Student Experience/ Dean of Students and Ombudsperson  
Revision History: 2021  
Board Committee: Academic Excellence and Student Success  
**Effective Date: December 2, 2021**  
Next Review: 2026

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- (A) Policy statement. Youngstown state university (university) condemns hazing and is committed to providing a safe environment in which members of the learning community may participate in experiences and activities without compromising their health, wellbeing, dignity, and/or rights. Prevention of hazing is the responsibility of every member of the university community, including students, student organizations, university sponsored programs, coaches, student groups, faculty members, employees, volunteers, and alumni.
- (B) Purpose. This policy governs the university's implementation of Collin's Law: The Ohio Anti-Hazing Act. The policy defines key terms; prohibits hazing and related conduct; describes reporting duties; establishes corrective action and discipline for violating the policy; details how information about hazing violations shall be shared and reported; and sets forth the requirements for anti-hazing educational and training programs.
- (C) Scope.
- (1) The policy shall apply to any act of hazing or violation of section (G) that takes place on or off campus between two or more people who are affiliated with the university.
  - (2) This policy applies to all members of the university community, including faculty, staff, students, volunteers, organizations, university sponsored programs, as well as visitors and other licensees and invitees.
  - (3) NCAA student athletes shall follow the policies and guidelines set forth by the NCAA, the affiliated conference and the university department of athletics, in addition to this policy.
- (D) Definitions.
- (1) "Hazing," as set forth in Ohio Revised Code section 2903.31, as amended, means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person,

including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code. (See 3356-8-01.1 “The Student Code of Conduct” which prohibits hazing.)

- (2) “Organization” means any university sponsored program or registered student organization recognized by or operating under the sanction of the university including, but not limited to: registered student organizations, Greek life, club sports, athletics, honors college, student programming board, student government, student media, marching band, music ensembles and theater. “Organization” includes a national or international organization with which a fraternity or sorority is affiliated.
  - (3) “Student” means all person registered for courses, seminars, and workshops at the university, either full-time or part-time, pursuing undergraduate, graduate, professional studies or continuing education. This includes college credit plus students and Youngstown early college students. Also included are those individuals accepted for admission or living in the residence halls, whether enrolled at the university.
  - (4) “Staff” means any individual employed by the university, including administrators, employees, faculty members, teachers, consultants and coaches. “Staff” does not include student employees.
  - (5) “Serious physical harm” means any of the following:
    - (a) any mental illness or condition of such gravity as would normally require hospitalization or prolonged psychiatric treatment;
    - (b) any physical harm that carries a substantial risk of death;
    - (c) any physical harm that involves some permanent incapacity, whether partial or total, or that involves some temporary, substantial incapacity;
    - (d) any physical harm that involves some permanent disfigurement or that involves some temporary, serious disfigurement; or
    - (e) any physical harm that involves acute pain of such duration as to result in substantial suffering or that involves any degree of prolonged or intractable pain.
- (E) Procedure. The division of student affairs shall be responsible for developing and enforcing anti-hazing procedures and policies at the university. The office of human resources shall assist the division of student affairs with the development and enforcement of the anti-hazing policy where it pertains to staff, coaches, and volunteers who are registered with human resources.

(F) Duty to report hazing violations.

- (1) All university staff, coaches, alumnus and volunteers are required to immediately report the suspicion or knowledge of a hazing incident to:
  - (a) university police at 330-941-3527; and
  - (b) the law enforcement agency in the county in which the victim of hazing resides or in which the hazing is occurring or has occurred; and
  - (c) the office of community standards & student conduct in person or through the online reporting form on the website.
- (2) All students, parents, and members of the community are encouraged to immediately report the suspicion or knowledge of a hazing incident to
  - (a) university police at 330-941-3527; and/or
  - (b) the law enforcement agency in the county in which the victim of hazing resides or in which the hazing is occurring or has occurred; and/or
  - (c) the office of community standards & student conduct in person or through the online reporting form on the website.
- (3) Students, parents, and members of the community may report known or suspected incidents of hazing anonymously.
- (4) Amnesty. The university encourages students to report potential violations of university policies, including the anti-hazing policy. Students who report potential incidents of hazing may be exempted from the formal student conduct process for minor policy violations that arose out of, or were committed as a direct result of, the reported incident. The office of community standards & student conduct has complete discretion to determine whether to grant an exemption in such cases. Exemptions do not apply to behaviors that endanger or harm the health, safety, or wellbeing of others. Hazing is considered a behavior that endangers the health, safety, or wellbeing of others and, therefore, students will not be exempted from any actions taken to participate in, condone, or act in complicity with hazing.

(G) Prohibited conduct.

- (1) No person or organization shall commit hazing as defined in (D)(1).



- (2) No administrator, employee, faculty member, teacher, consultant, alumnus, or volunteer of any organization shall recklessly permit the hazing of any person associated with the organization.
  - (3) No administrator, employee, faculty member, teacher, consultant, alumnus, or volunteer of any organization who is acting in an official and professional capacity shall recklessly fail to immediately report the knowledge of hazing to university police and to the law enforcement agency in the county in which the victim of hazing resides or in which the hazing is occurring or has occurred.
  - (4) No person or organization shall retaliate against or take adverse action toward any reporting party and/or any person participating in a hazing investigation or disciplinary proceeding.
- (H) Criminal sanctions.
- (1) Participating in hazing. Pursuant to section 2903.31 of the Revised Code, a person who recklessly participates in the hazing of another commits a misdemeanor of the second degree. If the hazing includes coerced consumption of alcohol or drugs of abuse resulting in serious physical harm to the other person, the criminal penalty is increased to a felony of the third degree.
  - (2) Permitting hazing. Pursuant to section 2903.31 of the Revised Code, an administrator, employee, faculty member, teacher, consultant, alumnus, or volunteer of any organization who recklessly permits the hazing of any person associated with the organization commits a misdemeanor of the second degree. When the hazing includes coerced consumption of alcohol or drugs of abuse resulting in serious physical harm to that person, the criminal penalty is increased to a felony of the third degree.
  - (3) Failure to report hazing. Pursuant to section 2903.311 of the Revised Code, an administrator, employee, faculty member, teacher, consultant, alumnus, or volunteer of any organization who is acting in an official and professional capacity who recklessly fails to immediately report the knowledge of hazing to a law enforcement agency in the county in which the victim of hazing resides or in which the hazing is occurring or has occurred commits a misdemeanor of the fourth degree. When the hazing causes serious physical harm, the criminal penalty is increased to a misdemeanor of the first degree.
- (I) University sanctions.
- (1) University policy 3356-8-01.1 "The Student Code of Conduct" governs student conduct investigations, hearings and sanctions for hazing, including hazing violations by student groups and registered student organizations. See Article IV. Student conduct procedures. The dean of students, or designee, shall coordinate the investigation of all hazing allegations.

- (2) Appropriate penalties for a violation of the anti-hazing policy shall be based on the severity of the violation and may include any of the following:
    - (a) Educational sanctions, including but not limited to, topical reflections, online modules, campus referrals, continued enrollment status agreements, and re-entry plans;
    - (b) The imposition of fines;
    - (c) Withholding of diplomas or transcripts pending compliance with the rules or payment of fines;
    - (d) The revocation of permission for an organization to operate on campus or to otherwise operate under the recognition or sanction of the institution; or
    - (e) The imposition of probation, suspension, or expulsion.
  - (3) Staff who violate this policy shall be subject to disciplinary proceedings under the collective bargaining agreement governing their position. Excluded professional administrative employees and excluded classified employees not covered by a collective bargaining agreement will be subject to disciplinary proceedings established by the office of human resources.
  - (4) A penalty imposed under this policy shall be in addition to a penalty imposed for a violation of section 2903.31 of the Revised Code, the criminal laws of Ohio, or for a violation of any other rule of the university to which the individual or organization who committed the violation may be subject.
- (J) Reporting/posting requirements.
- (1) The university shall provide a copy of the anti-hazing policy and 3356-8-01.1 “The Student Code of Conduct.” to each organization within the university.
  - (2) The university shall post the anti-hazing policy on the website of the Division of Student Affairs.
  - (3) Beginning in the 2022-2023 academic year, the university shall maintain a report of all violations of the anti-hazing policy or other state law regarding hazing that are reported to the university. The report shall be posted on the website of the office of community standards & student conduct.
  - (4) Each report referenced in section (J)(3) shall include all of the following:
    - (a) The name of the subject of the report;

- (b) The date when the subject of the report was charged with a violation of the anti-hazing policy or other state law regarding hazing;
  - (c) A general description of the violation, any investigation and findings by the university, and any penalties imposed on the subject of the report; and
  - (d) The date on which the matter was resolved.
- (5) The initial report required by section (J) shall be posted on the website of the office of community standards & student conduct not later than January 15, 2023 and shall include information concerning hazing violations that have been reported to the university for the five consecutive years prior to October 7, 2021 to the extent that the university retained information concerning the violations.
- (6) After the posting of the initial report referenced above, the university shall update the report on the first day of January and August of each year and shall post the updated report on the website of the office of community standards & student conduct.
- (7) The university shall retain reports for five consecutive years.
- (8) Reports issued under section (J) shall not include the personal identifying information of an individual and shall be subject to the "Family Educational Rights and Privacy Act of 1974," 20 U.S.C. 1232g.
- (K) Educational program and training requirements.
- (1) Students.
    - (a) The university shall provide all students with a mandatory educational program on hazing (educational program), which may be offered online or in person. The educational program shall include information regarding hazing awareness, prevention, intervention, and this anti-hazing policy. Newly admitted students will be provided training at the time of orientation.
    - (b) The university shall offer at least one opportunity for students to complete the educational program during new student orientation.
    - (c) Each student's attendance at the educational program shall be verified.
    - (d) Students are prohibited from participating in an organization recognized by or operating under the sanction of the university until the student attends the educational program. Students who participate in organizations without completing the required educational program will be referred to

the office of community standards & student conduct for failure to comply with the anti-hazing policy.

- (2) Staff, alumnus and volunteers.
  - (a) No administrators, employees, faculty members, teachers, consultants, staff, alumni, and volunteers shall recklessly permit hazing or fail to immediately report it to university police and to the law enforcement agency in the county in which the victim of hazing resides or in which the hazing is occurring or has occurred. See sections (G)(2) and (3). The university shall encourage these individuals to take the online hazing awareness training provided to students.
  - (b) The university shall provide mandatory training on hazing, which shall include information on hazing awareness, hazing prevention and this anti-hazing policy, to all staff and volunteers that:
    - (i) advise or coach an organization recognized by or operating under the sanction of the university; and
    - (ii) have direct contact with students.
- (3) Organizations.
  - (a) Organizations, including university sponsored programs, recognized by or operating under the sanction of the university shall conduct mandatory training on hazing for any volunteer who has contact with students. The division or department responsible for the organization shall ensure that the training is completed by all volunteers.
  - (b) No organization shall accept or initiate any student who has not attended the mandatory anti-hazing educational program identified in section (K)(1)(a).
  - (c) No organization shall permit a volunteer, staff, coach or faculty to assist if they have not completed the mandatory training.



**YOUNGSTOWN  
STATE  
UNIVERSITY**

**RESOLUTION TO APPROVE  
THE 2021 REMEDIATION REPORT**

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

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

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

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

**WHEREAS**, Youngstown State University completed the report for FY 21 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 via the President to the Chancellor of the Ohio Department of Higher Education and the Superintendent of Public Instruction by December 31, 2021.

**Board of Trustees Meeting  
December 2, 2021  
YR 2022-**

## 2021 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.

Number of Students	Description (if needed)
647	Of the 9,749 undergraduate degree-seeking students who were enrolled at any point during the Summer 2020, Fall 2020, and Spring 2021 terms, a total of 2,851 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of those students, 647 took at least one remedial course during that period. (Note: YSU has developed required math pathways based on major.) Therefore, requirements for remedial instruction in math may change for students who change their major.
YSU added the following to understand how this impacts new students.	
360	Of the 2,413 new (first-time and transfer) undergraduate degree-seeking students who were enrolled at any point during the Summer 2020, Fall 2020, and Spring 2021 terms, a total of 461 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of those students, 360 took at least one remedial course during that period. (Note: YSU has developed required math pathways based on major.) Therefore, requirements for remedial instruction in math may change for students who change their major.

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

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

- **Costs to the university:** Please include a description of all university resources allocated in support of and/or on behalf of remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others.
- **Costs to the student:** Please include a description of tuition paid by students in pursuit of remedial education.
- **Costs to the state:** Please include a description of state resources provided to your institution in support of remedial education. (See Appendix A containing this information for all state universities.)

Cost Type	Amount	Description
Costs to the university	\$274,975	Includes help centers (Writing Center, Math Assistance Center, Center for Student Progress, Testing Center), faculty and classrooms at \$425 per student (given FY17 cost per student).
Costs to the student	\$689,645	Includes total credit hours multiplied by cost per credit hour for all students taking a course designated as remedial at \$1,035 per student (given FY17 cost per student).
Costs to the state	\$142,759	Sum of 531 for Completed and At-Risk FTE as reported via Ohio Department of Higher Education.

## 2021 University Remediation Report

<b>Name of University:</b>		<b>YOUNGSTOWN STATE UNIVERSITY</b>
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:		
<b>3. The specific areas of remediation provided by the university.</b>		
<b>Subject Area</b>	<b>Description</b>	
English Composition	The University provides two remedial writing courses that do not count toward the graduation requirement in composition. <b>ENG 1509: Academic English for Non-native Speakers</b> 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. <b>ENG 1541: Introduction to College Writing</b> is a three-credit course that provides intensive individualized instruction in written communication and college-level reading practices. It is open to students based on their ACT English score, SAT score, or proficiency as demonstrated by their YSU Composition and Reading Placement Test results. Students who place into English 1541 will move on to English 1549, a four-credit version of Writing that provides students an additional hour of instructional time to cultivate college-level writing conventions, organizational strategies, and revision and editing techniques.	
Mathematics	The University provides one standard 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. <b>MATH 1500: Mathematics Preparation for Algebra Placement</b> is a two-credit hour course intended to prepare STEM and business majors for their college-level mathematics requirement through time spent remedating in the ALEKS product. During 2020-2021, YSU piloted a program that allowed students to remediate using resources in the Mathematics Achievement Center instead of enrolling in Math 1500. YSU did offer Math 1500 as a fallback course for students who needed to withdraw from their college-level mathematics course during Fall 2021. Students who withdrew were given the option to enroll in sections of Math 1500 to improve their prerequisite skills in preparation for retaking their college-level mathematics course in Spring 2022.  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 sections 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 1520: Calculus I and MATH 1520C: Co-requisite Support for Calculus I, MATH 1521: Calculus II and MATH 1521C: Co-requisite Support for Calculus II, and MATH 1522: Calculus III and MATH 1522C: Co-requisite Support for Calculus III.	
Reading and Study Skills	The University provides one three-credit hour instructional option for students who, based upon their high school GPA and their ACT Reading score or proficiency as demonstrated by their ACCUPLACER reading test score, may require remediation in reading and study skills. <b>RSS 1510A: Advanced College Success Skills</b> is designed to develop students' skills essential for college studying. The primary focus is improving the comprehension and retention of information in college textbooks and from lecture and laboratory materials.	
<b>4. Causes for remediation.</b>		
Please select all that are relevant from the following categories and provide detail.		
<ul style="list-style-type: none"> <li>- Lack of student preparation at the K-12 level</li> <li>- Prescriptive placement policies (over reliance on a single assessment measure)</li> <li>- Deferred entry into higher education (adult students returning to higher education)</li> <li>- Other (any other cause identified by the university)</li> </ul>		
<b>Cause</b>	<b>Description (as requested)</b>	
Lack of student preparation	Consistent with the 2017 report, 8,690 students enrolled for one or more terms between Summer 2020 and Spring 2021 were 25 years of age or younger. 2,513 (28.9%) required remedial instruction in at least one subject area. These students account for 98.1% of all undergraduate students who required remedial instruction during these terms.	
Deferred entry	Consistent with the 2017 report, 1,237 students enrolled for one or more terms between Summer 2020 and Spring 2021 were over the age of 25. 328 (26.5%) required remedial instruction in at least one subject area. These students account for 11.9% of all undergraduate students who required remedial instruction during these terms.	
<b>YSU added the following to understand how this impacts new students</b>		
Lack of student preparation	2,241 New students enrolled for one or more terms between Summer 2020 and Spring 2021 were 25 years of age or younger. 637 (28.4%) required remedial instruction in at least one subject area. These students account for 35.4% of all new students who required remedial instruction during these terms.	
Deferred entry	173 New students enrolled for one or more terms between Summer 2020 and Spring 2021 were over the age of 25. 24 (13.9%) required remedial instruction in at least one subject area. These students account for 3.6% of all new students who required remedial instruction during these terms.	

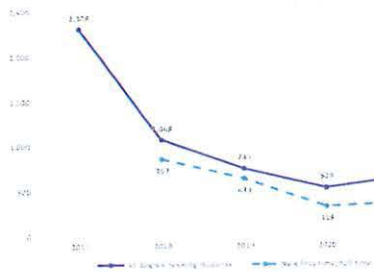
## 2021 University Remediation Report

Name of University:

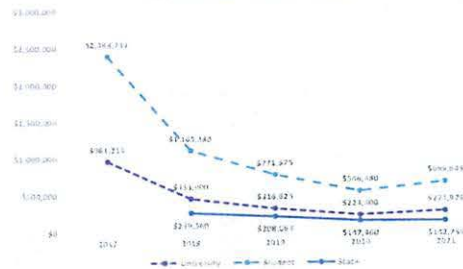
YOUNGSTOWN STATE UNIVERSITY

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:

Enrolled Students Requiring Remediation



Estimated Costs for Remediation





Youngstown State University  
Academic Excellence and Student Success Committee  
Wednesday, December 1, 2021

## Mathematics Remediation/Co-Requisite Update

### Success Rates (ABC) in Gateway Mathematics Courses

	Fall 2018	Fall 2019	Fall 2020
Developmental (Math 1500)*	20% (140)	47% (257)	51% (266)
College Algebra	45%	74%	79%
College Algebra with Co-Requisite	55%	64%	58%
Quantitative Reasoning	75%	77%	80%
Quantitative Reasoning with Co-Requisite	74%	87%	83%
Elementary Statistics	80%	79%	89%
Elementary Statistics with Co-Requisite			73%

\*Special thanks and appreciation

- Jessie Jones (MAC Coordinator);
- Julie Seitz (Director of Dual Enrollment and Student Support); and
- Student Success Committee in the Department of Mathematics and Statistics

### Strong Start to Finish Update

- Strong Start to Finish Round I Funding (Summer 2019): \$19,000 used to support mathematics faculty professional development\
- Strong Start to Finish Round II Funding (Summer 2020): \$15,000 used to support additional mathematics faculty professional development and study of multiple measures for mathematics placement
- Strong Start Co-Requisite Funding (Summer 2021): \$12,000 used to pilot a program outside of the classroom setting to prepare students to take a co-requisite college algebra course.

- Of the 25 students who participated in the program over the summer, 80% of the students who met with tutors registered for a math course this academic year with the majority registering for a math course in the fall semester
- For Fall 2021, more than 75 students were referred to the program with 30 working regularly with tutors to improve their placement

#### CARES Updates:

- **Penguin Prep Program:** Provided a way for students to work with a tutor and staff from the Mathematics Achievement Center for guidance and support while the students learned the developmental material required to start the algebra pathway.
- **STEMIFY:** All students enrolled in a Calculus course for Fall 2021 and Spring 2022 are provided a STEMIFY account. This software is designed to help identify gaps in a student's understanding of the algebra and trigonometry needed to be successful in a calculus course.
- **Math 1500 Fallback:** Students needing to withdraw from their mathematics pathway course were given the opportunity to register for a section of Math 1500 to work with a tutor, attend study sessions, and prepare to retake the course in Spring 2022.

# ***Selected* Comparisons from the National Survey of Student Engagement 2018 and 2021**

## **ADMINISTRATION DETAILS**

### ***2021 Response Summary***

First-year-613; Response rate 29%; 66% female; 98% full-time

Senior-553; Response rate 26%; 71% female; 84% full-time

### ***2018 Response Summary***

First-year-441; Response rate 21%; 66% female; 98% full-time

Senior-374; Response rate 18%; 68% female; 82% full-time

## **SUMMARY OF ENGAGEMENT RESULTS**

### **ENGAGEMENT INDICATORS**

#### **Discussion with Diverse Others**

##### **First-year**

2018- significantly lower than peers effect size <0.3

2021-no change

##### **Senior**

2018- significantly lower than peers effect size <0.3

2021-no change

## **ITEM COMPARISONS (2021)**

### **First-year**

#### **Highest Performing Relative to True Peers (Updated)**

Quality of interactions with academic advisors (**Q**uality)

Spent more than 15 hours per week preparing for class

Quality of interactions with other administrative staff and offices (Q)

Quality of interactions with student services staff (Q)

Quality of interactions with faculty (Q)

#### **Lowest Performing Relative to True Peers (Updated)**

Institution emphasis on encouraging contact among students from different backgrounds

(**S**upportive **E**nvironment)

Institution emphasis on providing opportunities to be involved socially (SE)

Discussions with...People with religious beliefs other than your own (**D**iscussion with **D**iverse  
Others)

Discussions with...People form an economic background other than your own (DD)

Discussions with...People of a race or ethnicity other than your own (DD)

### **Senior**

#### **Highest Performing Relative to True Peers (Updated)**

Completed a culminating senior experience (**H**igh **I**mpact **P**ractice)

Worked with a faculty member on activities other than coursework (**S**tudent **F**aculty Interaction)

About how many courses have included a community-based project (HIP)

Worked with a faculty member on a research project (HIP)  
I feel comfortable being myself at this institution (Sense of Belonging)

**Lowest Performing Relative to True Peers (Updated)**

Discussions with...People with religious beliefs other than your own (DD)  
Quality of interaction with academic advisors (Q)  
Discussions with...People from an economic background other than your own (DD)  
Spent less than 10 hours per week on assigned reading  
Discussions with...People of a race or ethnicity other than your own (DD)

**HOW STUDENTS ASSESS THEIR EXPERIENCE**

*Perceived Gains Among Seniors* (How much their experience at YSU contributed to their knowledge, skills, and personal development in 10 areas)

Understanding people with other backgrounds (percentage of seniors responding “very much” or “quite a bit”)

2018-62% and ranked 9<sup>th</sup> out of the top 10

#1 Thinking critically analytically-84%

#10 Being an informed and active citizen-58%

2021-65% and ranked 7<sup>th</sup> out of the top 10

#1 Thinking critically analytically-83%

#10 Being an informed and active citizen-59%

*Satisfaction with YSU* (Plan for Strategic Actions to Take Charge of Our Future **KEY PERFORMANCE INDICATOR (KPI)**)

Percentage Rating the Overall Experience as “Excellent” or “Good”

First-year

2021                      2018

YSU-78%                83%

Peer-77%                82%

Senior                      2018

YSU-78%                84%

Peer-80%                83%

Percentage Who Would “Definitely” or “Probably” Attend this Institution Again

First-year                      2018

YSU-86%                84%

Peer-82%                81%

Senior

YSU-77%                81%

Peer-79%                82%

For 2021, yet to be analyzed are additional questions on *Academic Advising* and *Inclusiveness and Engagement with Cultural Diversity*

# Key Module NSSE Takeaways

Two topical modules were added to the 2021 Spring administration of the National Survey of Student Engagement (NSSE): *Academic Advising* and *Inclusiveness/Engagement with Diversity*. This is the first time this version of the Academic Advising module has been administered at YSU. The Inclusiveness/Engagement with Diversity module was administered in 2018. Key takeaways were put together after data and report review by staff in the Institute for Teaching and Learning. Full module frequency and mean reports are available, as well as raw data by request.

## ACADEMIC ADVISING

### Takeaway 1

First-year students on average talked to an assigned academic advisor more than students at peer institutions (mean frequency of 2.5 compared to 2.2). Only 3% of first-year students said they hadn't discussed academic interests, course selections, or academic performance with an assigned advisor (compared to 10% at peer institutions').

### Takeaway 2

First-year students at YSU reported positive advising experiences compared to true peers and YSU seniors. Question 3 data is included below with an asterisk (\*) next to statistically significant differences compared to True Peers.

3. Thinking about academic advising, how much have people and resources at your institution done the following?	% Responding Quite a Bit or Very Much		
	YSU First-Year	True Peer First-Year	YSU Senior
Respecting your identity and culture*	76	70	65
Providing prompt and accurate information	74	67	59
Providing information about learning support services*	73	67	53
Notifying you of important policies and deadlines*	73	62	59
Being available when needed*	72	65	64
Caring about your overall well-being*	69	61	55
Actively listening to your concerns*	64	53	52
Reaching out about academic progress*	48	42	35
Following up regarding something recommended*	48	41	39
Asking questions about your educational background and needs*	45	37	34

### Takeaway 3

First-year students experienced "goal/future oriented" advising at higher rates than true-peers.

- 56% of first-year students (compared to 46% of true-peer first year students) report their academic advisor "often" or "very often" talking about academic goals and future plans.
- 55% of first-year students (compared to 46% of true-peer first year students) report their academic advisor "often" or "very often" discussing how major choice relates to goals and future plans.

### Takeaway 4

There are few areas of statistical difference between seniors at YSU and seniors at peer institutions. One notable data point:

- 37% of senior students (compared to 31% of true-peer senior students) report faculty not assigned as their advisor in helping students develop academic goals and future plans. This is consistent with data on the main NSSE tool that shows "Student-Faculty Interaction" for YSU Seniors as statistically significantly higher than True Peer Institutions.

## Takeaway 5

Statistically significantly lower than true peers is the use of an online advising system for first year and senior YSU students in helping students develop academic goals and future plans.

# INCLUSIVENESS AND ENGAGEMENT WITH DIVERSITY

## Takeaway 1

YSU seniors perceive lower institutional support and opportunities around diversity/inclusion than seniors at true peer institutions<sup>9</sup> (only statistically significant data points are included in the table). Additionally, note downward trends on majority of items in the table from YSU seniors in 2018.

	% Responding Quite a Bit or Very Much		
	2021 YSU Seniors	2021 True Peer Seniors	2018 YSU Seniors
Perception that institution is committed to diversity	66	71	71
Perception that institution is supportive of diverse gender identities	64	69	64
Perception that institution takes allegations of discrimination or harassment seriously	63	68	63
Perception that institution is supportive of diverse sexual orientations	61	67	63
Perception that institution provides students with the resources needed for success in a multicultural world	60	64	63
Coursework emphasis on respecting the expression of diverse ideas	56	64	64
Coursework emphasis on recognizing cultural norms and biases	54	57	58
Coursework emphasis on learning about other cultures	48	53	54
Coursework emphasis on discussing issues of equity or privilege	47	51	51

## Takeaway 2

Comparing to data from **Inclusiveness and Engagement with Diversity** in 2018, we are seeing very different results when comparing mean score data from 2018 to 2021 for first-year students and senior students.

- For first-year students, **42%** of question mean scores trended upward, **11.5%** trended downward, and the rest remained the same.
- For senior students, **73%** of question mean scores trended downward, **4%** trended upward, and the rest remained the same.

Just a note of caution for multi-year analysis, these are not matched samples, nor is this data tested for statistical significance. The COVID-19 pandemic and experiences of students during remote learning likely impacted this data in significant ways. These trends are likely worthy of further discussion and follow-up data collection and analysis.

<sup>9</sup> Includes 9 True Peers Participating in the Academic Advising Module: California State Polytechnic University, Cleveland State University, McNeese State University, Middle Tennessee State University, Minnesota State University, Purdue University – Fort Wayne, San Francisco State University, University of Memphis, University of Southern Maine

<sup>10</sup> Includes 8 True Peers Participating in the Inclusiveness and Engagement with Cultural Diversity Module: Augusta University, Austin Peay State University, California State University Chico, California State University Sacramento, Emporia State University, Middle Tennessee State University, University of Southern Maine, The University of Toledo

# Diversity, Equity & Inclusion

At

Youngstown State University

November 4, 2021

DEI work is dependent on faculty, staff, and administrators working together and understanding how their identity and experiences impact how they interact with students. Faculty, staff, and administrators play a role in students' academic persistence. It's in our language, approachability, how we speak to students and an understanding of the social aspects that students face that can connect students to YSU and the four colleges or it can cause a student to disassociate themselves from everything YSU. As DEI moves forward there has been a committee developed focusing on human resources and how we recruit staff and faculty. A student advisory board has been created, which helps with the development of student programs and event; and we are working on developing our community outreach programs.

## **The office of diversity, equity, and inclusion Fall 2021**

The office of DEI has faced challenges just as every unit on YSU's campus, however, there has been movement. We created a student DEI board, we planned and completed our first YSTAR summer academic institute. We have also made personal connections with Youngstown Early College, East and Chaney High Schools. Our partnerships across campus are growing. Our campus should and can grow in numerous ways.

- Summer/Fall 2021 worked with high school administrators and develop a plan of action to engage with juniors and seniors at the respective schools.
- YSTAR scholars are required to participate in the AIM program. AIM is the umbrella name for the programs we provide for students.
- Summer/Fall 2021 the office of DEI developed several DEI workshops focusing on identity development.
- The office of DEI is partnering with Student Affairs and several academic units to provide support and resources for programming and workshops.

- The office of DEI is creating spaces for students where they can connect with others and develop a sense of belonging.
- Development of a human resource task force
  - HIS (Hispanic Serving) and HBCU (Historical Black College University) network plan created
  - Search advocate training (individuals participated in a search advocate program, which helps to understand and follow what is meant in creating a diverse pool of candidates)

### **YSTAR Success**

- Initially we had 25-30 students had agreed to participate in the program. The final number of participants was 18.
- We were able to retain a smaller grant associated with YSTAR with the requirement of using those funds by or before December 2021.
- We were able to hire an amazing student staff that is engaging and positive.

### **Moving forward:**

While the YSTAR program showed some success, there should be consideration of moving to a broader five-week summer program:

#### **What we are doing**

- Developed a student advisory board.
- Developed community partnerships:
  - Sojourn to the past
  - Inspiring Minds
- Met with Justin Jennings, CEO of Youngstown City Schools to discuss a partnership
  - We additionally had a second meeting with the principals/administrators of Youngstown City High Schools.
- We are developing a calendar and establish monthly meetings with the schools to work with their YSTAR eligible students.

Spring 2022 – two informational sessions will be held for these students and non-YSTAR students to engage them in discussions on YSU. This also includes prepping to apply for YSU and ensuring their FASFA is completed in a timely fashion.

- Spring 2022 – There will be a YSTAR event to connect current YSTAR scholars with future YSTAR scholars.



- Spring 2022- We will connect with graduating Youngstown City Schools students and assist with completing YSU applications and along with their FAFSA
- Working with several grant-awarding foundations.

**Academic Excellence and Student Success Committee  
Youngstown State University Board of Trustees  
December 1, 2021  
UPDATE**

**Plan for Students Enrolled in a Sunset Program**

YSU is committed to serving our students and providing pathways to graduation. We have formed a committee to ensure all students enrolled in each of the sunset programs have the opportunity for degree completion. Degree audits have been run for each of these students, and the audits are being reviewed at the department, curricular, and advisement level.

The Office of Academic Affairs, the Office of the Registrar, and the College of Graduate Studies will work together to provide each student a program curriculum plan that if followed, will facilitate completion.

Based upon the plans, department chairs will develop efficient strategies for course availability for degree completion. The plans will also be reviewed by academic advisors so effective student outreach can be attained, ensuring that students remain on track for graduation or are able to select a different program of study.

**Team Members**

- Kevin Ball, Associate Provost, Academic Programs and Planning
- Claire Berardini, Associate Provost, Student Success
- Jeanne Herman, University Registrar
- Sal Sanders, Dean and Assistant Provost, College of Graduate Studies



# HIGHER LEARNING COMMISSION

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Chicago, IL 60604-1411  
312.263.0456 | 800.621.7440  
Fax: 312.263.7462 | [hlcommission.org](http://hlcommission.org)

November 14, 2021

President James Tressel  
Youngstown State University  
One University Plaza  
Youngstown, OH 44555-3101

Dear President Tressel:

The interim report you submitted to our office has now been reviewed. The staff analysis of the report is attached.

On behalf of the Higher Learning Commission staff received the report on program review. No further reports are required.

The Open Pathway Assurance Review is scheduled for 2022. The institution's next reaffirmation of accreditation is scheduled for 2027– 2028.

For more information on the interim report process contact Lil Nakutis, Accreditation Processes Manager, at [lnakutis@hlcommission.org](mailto:lnakutis@hlcommission.org). Your HLC staff liaison is Andrew Lootens-White ([alootenswhite@hlcommission.org](mailto:alootenswhite@hlcommission.org)).

Thank you.

HIGHER LEARNING COMMISSION

**STAFF ANALYSIS OF INSTITUTIONAL REPORT**

**DATE: November 14, 2021**

**STAFF LIAISON: Andrew Lootens-White**

**REVIEWED BY: Lee Bash**

**INSTITUTION:** Youngstown State University, Youngstown, OH

**EXECUTIVE OFFICER:** James Tressel, President

**PREVIOUS COMMISSION ACTION AND SOURCES:** An interim report is required by 9/1/2021 on program review.

This report needs to provide evidence of adherence to an established schedule of program reviews at the undergraduate as well as the graduate level, with examples of completed program reviews. The examples provided need to include the departmental self-study and documentation of review having occurred at all levels specified in the new program review model. Finally, the report should include evidence of how information from the program review process was used to inform changes at the department, college, and/or institutional level.

This interim report derives from the Team Report of the institution's 2018 Comprehensive Evaluation.

**REPORT PRESENTATION AND QUALITY:** The Youngstown State University (YSU) interim report abstract is presented in a succinct one-page narrative supported with a series of supplementary materials pertaining to the institution's program review concerns. The responses provide information and evidence to support compliance with the identified Core Component. The evidence presented in the report reflects the thoroughness and transparency of the document in its preparation and presentation.

**REPORT SUMMARY:** The interim report's supportive material is explicit in the timeline and steps taken by the institution to arrive at its present state of compliance, and it is supported by extensive data, attendant analyses and indications of next steps. The response describes the institution's efforts, beginning in AY2019-2020, to address its ongoing program review areas of concern with greater focus and commitment by building new initiatives and ways of thinking about program review

Initially this included the implementation of the 2019 Academic Program Enhancement and Effectiveness Initiative (APEEI), its full integration into YSU's 2020 strategic plan, the partnership with Gray Associates, utilizing its Program Evaluation System (PES)

and the formative steps relating to YSU's realization of new systems and ways of thinking and actualizing program review. The partnership utilized the extensive background and experience Gray Associates had gained academic institution data collection and its interpretation, but without them taking any active role in decision-making on the part of YSU.

Subsequent to the formation of their partnership, a series of faculty workshops and meetings focused on program review characterized much of the next year, resulting in the extensive collection, and discussion of related matters that helped stakeholders to make better and more informed decision relating to the future of program review at YSU. These discussions included topics such as market data on student demand, employment, relevant competition, instructional cost and revenue, (largely provided by Gray Associates). Based on the criteria established at the Workshops, Gray Associates collaborated with YSU to create scorecards and through other ways to make measurable and informed decisions.

The Board of Trustees (BOT) resolution from the June 2, 2021 meeting documents the institution's intent to "close the loop" regarding resource allocation based on the Provost's updates and summary of progress made, drawn from outcomes derived from the discussions and results of work outlined above. An important element of the Board's resolution was its emphasis on shared governance principles that highlighted the entire APEEI process.

This process continued through the period leading up to the September 2, 2021 BOT meeting when the Provost made recommendations regarding the YSU's academic programs. The Provost's presentation featured graphs, illustrating the number of students, student credit hours, graduates, and average contribution/student credit for each of the rating categories, reflected in "grow+, grow, sustain, adjust and sunset" options which the YSU BOT formally adopted as a resolution.

REPORT ANALYSIS: Materials presented in the Youngstown State University's interim report demonstrate that the institution has made meaningful progress regarding its program review issues. Specifically, the institution, with partial support from Gray Associates, has created a system (APEEI) that is closely linked with the YSU strategic plan and Board of Trustees, and reflecting a process utilizing strong faculty governance principles. The system is data-driven and has the capacity to monitor current practice and reinforce future program initiatives.

With leadership provided by the Provost, the Deans and special-focus faculty teams, using short-term objectives to help move the process along as approved by the faculty, and supported through their partnership with Gray Associates, programs were enabled to demonstrate how they are mission-aligned, fiscally aware and margin-sensitive.

Progress in the past 18 months is marked by the institution moving from a conceptual and preliminary, foundational discussion basis that assisted institutional focus to reach

more concrete outcome-based results, including assignments for programs, based on data reports and dashboards to systematic scheduling that lays out programmatic expectations. Furthermore, the APEEI utilized by YSU relies on transparency and full participation among all programs at both the undergraduate and graduate level, ensuring a robust and dynamic program review system for the future.

Now that YSU has completed one full cycle of program review under APEEI, the initiative will follow an annual cycle of continuous improvement. In year 2 and beyond, the APEEI will focus on the Goals and Actions for Continuous outlined in each program dashboard. The dashboards were intentionally constructed to encourage this perspective for ongoing and continuous improvement.

**ANALYSIS CONCLUDING STATEMENT:** Youngstown State University has addressed the interim requirements set forth in the institution's Team Report from its 2018 Comprehensive Evaluation. The new program review process was begun in 2019, in partnership with Gray Associates and, after extensive workshops, meetings collection and definition of appropriate data with designated areas that best defined the institution's focus required to maximize the program review process. Having completed its first annual cycle of systematic program review, derived from data that extend back three years to provide longitudinal perspective, it appears that the University has placed systems, timeline, and infrastructure in place to move into a meaningful manner of achieving program review for its future.

**STAFF FINDING:**

Note the relevant Criterion, Core Component(s) or Assumed Practice(s) 4.A

Statements of Analysis (check one below)

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and a HLC focused visit is warranted.

**STAFF ACTION:** Receive the report on program review. No further reports are required.

The Open Pathway Assurance Review is scheduled for 2022.

The institution's next reaffirmation of accreditation is scheduled for 2027– 2028.

Academic Excellence and Student Success Committee  
 Board of Trustees  
 Youngstown State University  
 December 1, 2021

**Extract from the 2021 Interim Report to the Higher Learning Commission 2021**

**An Annual Continuous Improvement Cycle (slightly modified from that submitted to HLC-Sunset is removed from this process)**

During the 2020-2021 academic year, faculty members in every academic program were actively engaged in compiling, composing, and updating the dashboards for their programs. Although a representative sampling of program dashboards was included in this report, dashboards currently exist for every YSU academic program.

Now that YSU has completed one full cycle of program review under APEEI, the initiative will follow an annual cycle of continuous improvement at both the undergraduate and graduate levels.

In Year 2 and beyond, APEEI will focus on the Goals and Actions for Continuous Improvement outlined in each program dashboard. The dashboards were intentionally constructed to encourage this perspective of ongoing and continuous improvement.

For instance, the Status and Comment columns in the dashboards allow a program to indicate recent progress on goals and proposed actions in pursuit of those goals. The Review Cycle Information box at the bottom of each dashboard provides space to note information regarding Program Accreditor Reviews and Institutional Accreditor Reviews. There is also space for initials

Goals and Actions for Continuous Improvement					
ID	Goal	Strategic Impact	Proposed Action	Status	Comments
				-	

Review Cycle Information			
Program Accreditor Review	Institutional Accreditor Review	Reviewed By	Initials and Date
		Reviewed by: Name: _____ Title: _____ Program Director	Initials and Date: _____ _____ _____ _____ _____

and dates of review at each level: Program Director, Program Chair, Dean, and Academic Leadership.

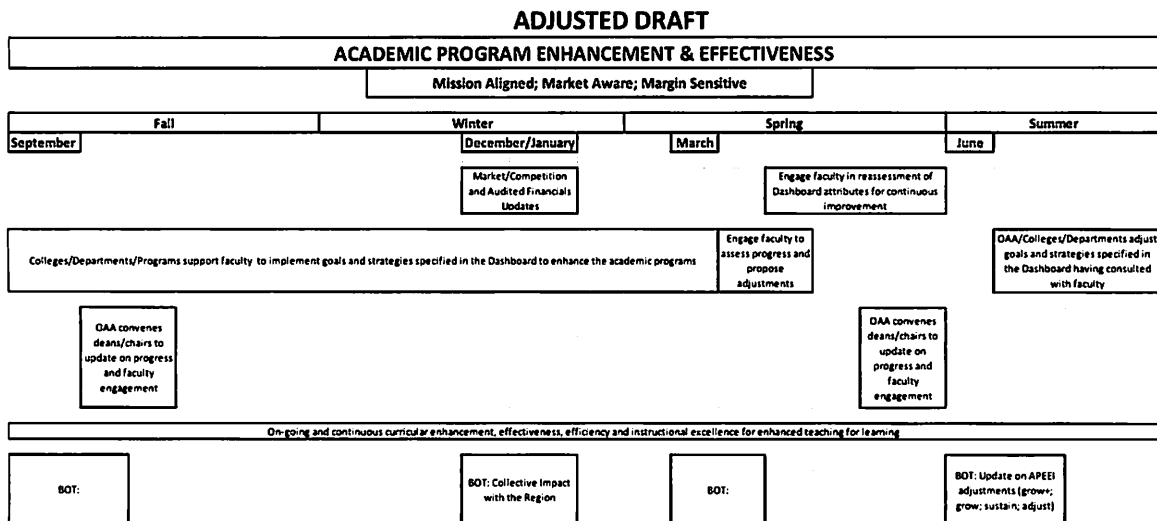
As this report has

documented, the results of the first iteration of APEEI informed changes at the department, college, and/or institutional level. YSU will continue to “close the loop” with its annual

approach to reviewing, assessing, and evaluating the program dashboards in the context of shifts in the Grow+, Grow, Sustain, Adjust categories. **(Sunset removed)**

Each year, the market and program economics data in the program dashboards will be automatically updated in the December-January time period. Once the dashboards are updated (and continuing throughout the spring semester), faculty will consider the updated data, update progress on goals and proposed actions in pursuit of those goals, and adjust goals and strategies as needed. Academic leadership will have the opportunity to inform and update the YSU Board of Trustees at the June quarterly meetings before implementing changes beginning in the following fall semester.

Significant progress has occurred during recent academic years as YSU implemented both a new strategic plan as well as the Academic Program Enhancement and Effectiveness Initiative (APEEI). Close alignment between the strategic plan and APEEI helped ensure the success of both initiatives. The first iteration of APEEI was challenging yet productive, and the necessary processes and procedures have now been established and implemented in order to ensure continued success in the future.





# Curricular Efficiency Timeline 2021-2022

## Summer 2021

- Workshop 1: July 20: Walk through Curricular Efficiency Team Idea Resource Toolkit developed by the Curricular Efficiency Team
  - All presentations posted on website: <https://ysu.edu/strategic-planning/cei>

### Major Steps Completed:

- Feedback from program coordinators/directors and chairpersons added to Idea Resource Toolkit
- Idea Resource Toolkit posted on website to be reviewed and used by Departments to improve Curricular Efficiencies

## Fall 2021

- Workshop 2: September 28: Review department progress with Deans Excel Spreadsheet and Curricular Mapping; group discussion regarding DFW rates; Curricular Complexity focusing on barriers to student completion of degrees discussed.

### Major Steps Completed:

- Complete review of course catalog started
- Complete review of programs curriculums started

- Workshop 3: October 20: Course specific efficiencies (Review of programming/course scheduling/course offerings; low enrolled courses; fall to fall persistence data)
  - Breakout Room led by Deans and CET College Team Members

### Major Steps Completed:

- Review of fall-to-fall persistence and exploration of potential retention issues
- Review of courses historically lower enrolled started

- Workshop 4: December 3: Summer and Fall scheduling using Curricular Efficiency Resource Toolkit.

### Major Steps To Be Completed:

- Decrease number of sections offered Fall term
- Discuss course cap sizes
- Solutions discussed for courses from Fall 2021 with reduced WL
- Teach out strategies for sunsetted programs

## Spring 2022

- Integrate 25 Live scheduling software to align with curricular efficiencies
- Updates completed to Banner and Course Catalog based on Dean's Excel Spreadsheet
  - Course cap sizes standardized
  - Elimination of unnecessary co-requisites and pre-requisites
  - Amount of class contact time entered into Course Catalog
- Frequent updates from each program regarding use of Curricular Efficiency Resource Toolkit
- Ensure Fall 2022 course offerings are aligned with number of sections allotted

**Curricular Efficiency Team  
Workshop 4: December 3, 2021  
11:00am – 3:00pm  
AGENDA**

- 11-11:30      Scheduling for Summer and Fall terms  
                    Teach out strategies  
                    25Live update
- 11:30-11:50    Summary of Dean's excel spreadsheet
- 11:50-12:15    Review HLC timeline and Dashboard update
- 12:15-12:35    Provost remarks
- 12:35-12:55    Q&A about curricular mapping
- 12:55-1:20     Questions about curricular rotation (carousel) and brief department report out  
                    regarding activities completed to date regarding curricular efficiency
- 1:20-3:00      Breakout sessions
- Session #1: SUMMER AND FALL SCHEDULING  
                    Review under enrolled sections to reduce  
                    Identify potential issues and successes for scheduling  
                    Review reduced WL classes from current Fall term and how to correct
- Session #2: WHEN/WHERE DO STUDENTS LEAVE YOUR PROGRAM