

CRITERION FIVE: ENGAGEMENT AND SERVICE

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Introduction

Youngstown State University is dedicated to “advancing the intellectual, cultural, and economic life of the state and region” (Mission Statement). The University’s Vision Statement articulates the institution’s role in the community: “to increase the educational attainment, economic prosperity, and environmental vitality of the region; to be a center for intellectual and cultural activity and a catalyst for public engagement.” During the academic strategic planning process, the following statement was crafted to describe the institution’s distinctiveness: “YSU is a public university for the public good committed to excellence, engagement, and meaningful experiences in diverse settings” (*Academic Strategic Plan*). The University’s constituencies include its students, faculty, and staff as well as the communities, organizations, businesses, and individuals with which it interacts. This chapter provides evidence that the University is fulfilling the mission and achieving the vision by engaging with the public and serving its external constituencies.

Core Component 5a:

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Mission and Capacity

5a1. The organization’s commitments are shaped by its mission and its capacity to support those commitments.

Youngstown State University’s Mission, Vision, and Core Values clearly indicate the high priority that the University places on engaging with and serving its constituencies. The following statement from the University Core Value “Collegiality and Public Engagement” expresses the University community’s goals: “... we pledge to work collegially and cooperatively to enrich the cultural environment; establish productive partnerships; provide responsible leadership; address community and workforce needs; and bring about the greater good of the collective whole—be it the University, the Mahoning Valley, the state, the region, or beyond.” YSU is a member of the Coalition of Urban and Metropolitan Universities and subscribes to the values expressed in its *Declaration of Metropolitan Universities*.

The actions of an organization’s chief executive officer demonstrate the institution’s commitment to its espoused values and goals. Over the past decade, both President David Sweet and his immediate predecessor, President Les Cochran, have led the University to become increasingly more engaged with the community and more collaborative with other institutions. President

Core Component 5a:

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Cochran was instrumental in establishing the City-University Commission, articulation agreements with the region's community colleges, and the North-eastern Ohio/Western Pennsylvania Academic Alliance. President Sweet, a geographer and an experienced urban planner, has contributed his expertise and institutional support to redevelopment of Youngstown and the surrounding area in efforts such as Youngstown 2010, Wick Neighbors, Inc., and Cityscape. These institutional commitments, and the other division, college, and department commitments described throughout this chapter, flow from the University's mission.

The Ohio Board of Regents (OBOR) shapes engagement and service and provides resources that help the University meet community needs. YSU is a charter member of the Ohio Urban University Program (UUP), a collaborative of Ohio's eight public urban universities created by the Ohio Board of Regents. The UUP is charged with researching urban policy alternatives as well as developing and assisting in implementing solutions for Ohio's urban problems. The UUP partially underwrites the budget of the University's Public Service Institute with \$160,000 in annual funding to the Center for Urban and Regional Studies.

The University is also a member of the Enterprise Ohio Network, established by the Board of Regents to provide training that will improve the competitiveness of Ohio's businesses. Higher Skills Incentive Grants subsidize workforce education. These include Targeted Industries Training Grants, which can cover up to 75% of training costs for companies of 100 employees or fewer. Larger employers can receive up to 50% reimbursement for training costs. The University also works with area businesses to secure the benefits of Ohio Investment in Training Program (OITP) grants from the Ohio Department of Development. These grants support up to 50% of instructional costs, materials, and training-related activities for employees of new and expanding businesses.

Grants and philanthropic gifts have increased the capacity for service and engagement. The University has obtained, for example:

- \$1.7 million from the Ohio Department of Education to the Center for Human Services Development for 21st Century Community Learning Centers in East Liverpool and Weathersfield school districts.
- \$1 million from the U.S. Department of Education for continuation of the Upward Bound program.
- \$2.5 million from the U.S. Department of Education for the *Tri-County Partnership for Excellence in Teacher Education*.
- \$875,000 from the U.S. Department of Justice for a Weed and Seed project to reduce criminal activity on Youngstown's North Side.

- \$834,000 from the Ohio Board of Regents and \$15,000 from KnowledgeWorks in 2007 to support the Youngstown Early College High School, located on the YSU campus.
- \$1.5 million from the Ohio Department of Education for the Ohio Partnership for the Far East Region Science Teachers to improve science teaching.
- \$1.5 million from the Ohio Department of Education for the Far East Regional Partnership for Conceptually Based Mathematics to provide professional development in mathematics content and pedagogy for 400 teachers in the tri-county area.
- More than \$750,000 from the National Youth Sports Program for 11 years of summer programs for children from low-income families.
- \$483,823 from the Ohio Department of Education over seven years for the Summer Honors Institute for gifted high school students.
- \$100,000 from the Getty Foundation to help identify and preserve historic buildings on and near campus.

Environmental Scanning

5a2. The organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

Throughout the past decade Youngstown State University has used several methods to understand the changing needs of its constituencies and communities. These efforts have informed the planning processes described in Chapter 2.

The institution received a Title 2 Planning Grant in 1999 to fund the Community Assessment Program (CAP) conducted by the College Board. The CAP involved an analysis of census tract data, a telephone survey of potential adult learners, and interviews with key informants. Consultants from the College Board facilitated meetings with groups of veterans, individuals with disabilities, and members of the African American and Hispanic communities to obtain recommendations for better serving these groups. An Environmental Scanning Committee reviewed the CAP results, as well as regional demographic data, trends in higher education, and occupational projections, and prepared a report for the Strategic Planning Committee to use as it developed the *Centennial Strategic Plan*.

A more recent example of large-scale environmental scanning is the work done by Burges and Burges in 2007 to determine the need for a community college in the Mahoning Valley and the public perception of the role that YSU should play in its development. The consulting company, in conjunction with YSU's Public Service Institute, conducted 700 telephone interviews with residents of Mahoning, Columbiana, and Trumbull counties, met with 57 community leaders, and surveyed 200 business leaders and 400 YSU faculty and staff.

Colleges and academic departments attempt to understand the changing needs of their constituencies through discussion with college boards of visitors, department and program advisory committees, and surveys of employers and graduates. Proposals for new degree programs, submitted to the Ohio Board of Regents for approval, must include a rationale related to the institutional mission, anticipated student demand, and societal need. Academic units use community surveys and advisory committees to document demand and need. Faculty and staff learn about the needs of the community through their participation in community organizations, professional associations, and involvement with the institutions and businesses where students have field-based experiences and internships.

Environmental scanning is done by units to meet their specific programming needs or to inform the development of grant proposals. The Metropolitan College and the Public Service Institute have conducted studies, such as the *Survey of Advanced Manufacturing Clusters*, to better understand the workforce education and training needs of the region. The Center for Human Services Development's successful proposal for a Weed and Seed grant was based largely on environmental scans of criminal activity in Youngstown. The Weed and Seed initiative is aimed at reducing criminal activity, and the success of the initiative will be measured by future environmental scans conducted by the Center.

The Criterion 5 Committee expressed some concern about the episodic manner in which communities are scanned. There does not seem to be a systematic and sustained effort to assess community needs at regular intervals.

The University's Constituencies

5a3. The organization demonstrates attention to the diversity of the constituencies it serves.

The University's constituencies (its student, alumni, and external stakeholders) are diverse in many ways, including class, race, ethnicity, religion, gender, sexual orientation and/or gender identity, disability, and age. Youngstown State University attends to this diversity through several mechanisms, some of which have been described in previous sections of this report. The organization practices environmental scanning to identify needs (see 5a2), and it has created centers, academic programs, cocurricular activities, public events, and services to meet these needs and build bridges among diverse groups. These efforts are described in Core Component 5c.

Responding to Community Needs

5a4. The organization's outreach programs respond to identified community needs.

The University has developed outreach programs to respond to specific community needs. A few examples described below include programs to increase educational attainment; assist children with special needs; increase Ohio's human capital in science, technology, engineering, and mathematics; and reduce crime, while improving the quality of life in the region.

Increasing educational attainment. As noted previously, the percentage of college graduates in the region is lower than the state and the national averages. Ohio has set a goal of increasing college attendance by 230,000 students by 2017. Several outreach programs of the University are designed to increase access to higher education for individuals who face barriers such as low income:

- YSU has offered the federally funded **Upward Bound** program since 1998. The goal of Upward Bound is to increase the rate at which low-income or first-generation students enroll in and graduate from college. The program works with students in the Youngstown City School District's Chaney and East high schools. It provides after-school tutoring; group sessions on topics such as study skills, test taking, time management, career exploration, college selection, admission, application, and financial aid; college visits; community and cultural events; a Summer Bridge program to ease the transition to college; a summer residential program, including classes, field trips, and recreational activities; and a work-study program.
- **SCOPE (Summer College/Occupational Preview Experience)**, funded by the Alice and Edward Powers Trust, is a pre-college enrichment program for high school students from Youngstown City and surrounding high schools. The activities, such as ACT preparatory classes, a one-week summer residential experience, job shadowing, and college visits, are designed to better prepare high school juniors for college.
- **Academic Achievers**, started in 2001, is a program to help low-income students from Warren G. Harding High School in Warren get ready for college. It is funded by the Roberta Marsteller Hannay Charitable Trust. Participants have ACT preparation and tutoring after school as well as Saturday enrichment sessions and a six-week summer residential experience on the YSU campus.
- The University acts as the fiscal and program manager for **21st Century Community Learning Centers** in local school districts. Students participate in after-school academic and enrichment programs. The goal is to help students in high-poverty, low-performing schools meet academic achievement standards.

Assisting children with special needs. Members of the community have brought their concern for children with autism, as well as their significant financial support, to the University to establish **The Paula and Anthony Rich Center for the Study and Treatment of Autism**. The Rich Center is dedicated to improving the lives of individuals with autism by providing innovative education, research, and support facilities to professionals and to families of autistic individuals. Approximately 50 children aged 13 and under attend the school program under the Ohio Autism Scholarship Program. An extended-school-year summer program is also offered. Children enrolled in the Center receive comprehensive services, including speech and occupational therapy. The Center also provides research opportunities for faculty, laboratory experiences for YSU students, a resource library, support groups for parents and siblings, and advocacy. The Center was named the “Program of the Year” in 1999 by the Autism Society of America and has received funding from the Hine Memorial Fund, the Wean Foundation, Toys-R-Us, The Crandall Foundation, Ronald McDonald Charities, the Paul Newman Foundation, and many contributors from the community.

■ *“The state is counting on YSU to continue developing the quantity and quality of its STEM programs.”*

— Eric D. Fingerhut, Chancellor

Increasing human capital in science, technology, engineering and mathematics. Nationally, the number of jobs in science, technology, engineering and mathematics (STEM) is growing rapidly, yet the number of Americans receiving college degrees in these fields is on the decline. To increase the number of students entering STEM fields, the University has offered several outreach programs to middle and high school students. Some examples are described below; many others are listed in Core Component 5c.

- In 2007, YSU, Kent State University, and Jefferson Community College, created the **Lake-to-River T⁴ (Teaching Tomorrow’s Teachers Today) Summer STEM Academy**. The academy was designed to encourage students to pursue careers as teachers in science, technology, engineering, or math. The students earned both high school and college credit for biology and math classes, and received a free laptop computer and a \$200 stipend. They began with a two-week residency program on the campus of YSU and then continued their coursework at their chosen institution through October. The academy concluded with a conference, where the students presented their research and competed for honors. The academy was funded with a \$340,000 grant from the Ohio Board of Regents.
- The National Society of Professional Engineers identified the need for a national program to enhance interest and skills in math. The Rayen College of Engineering and Technology has hosted the annual **MATH-COUNTS** competition for 7th and 8th grade students for the past 26 years. It will now be hosted by the STEM College. Current participation averages 32 schools and 230 students each year.
- The Office of Associate Degree and Tech Prep Programs coordinates the **Northeast Ohio Robotics Education Program**, an annual competition for over 150 middle school students and teachers in Columbiana, Mahon-

ing, and Trumbull counties, as well as a similar competition at the high school level for an eight-county region, involving over 250 high school students and teachers.

- The annual **Women in Science and Engineering Career Workshop** exposes middle and high school girls to career opportunities in science and technology. The program features panel discussions, hands-on activities, and lab demonstrations in fields such as biology and environmental science, chemistry, engineering, forensic science, and physical therapy.

Reducing crime. According to crime statistics reported annually, the YSU campus has the lowest or next to lowest incidence of crime among Ohio's state universities. However, according to Federal Bureau of Investigation statistics, the City of Youngstown was recently ranked as the fifteenth most violent city in America. The University is involved in several endeavors to reduce crime and increase quality of life in the area, including the following two examples:

- The Center for Human Services Development received a five-year, \$875,000 federal **Weed and Seed Project** grant for the city's North Side. The grant funds proactive crime prevention initiatives, drug reduction efforts, and social services, such as after-school programs and services to the elderly. YSU is the fiscal agent, and other partners include the City of Youngstown, Youngstown City Schools, Youngstown Metropolitan Housing Authority, Humility of Mary Health Partners, the Burdman Group, Mahoning County Juvenile Justice Center, the Ohio Department of Rehabilitation and Correction, Youngstown/Mahoning Valley United Way, and many faith-based organizations.
- The **Advanced Job Training Program** operates in the Ohio Department of Rehabilitative Services and delivers credit coursework and certificate programs to incarcerated inmates. Individuals with education and job skills are less likely to be repeat offenders when they return to the community. The program enrollment has increased from 40 students in 2001 to a projected 200 students for 2007.

Continuing Education, Outreach, and Training

5a5. In responding to external constituencies, the organization is well-served by programs such as continuing education, outreach, customized training, and extension services.

Continuing education, outreach, and customized training programs are primarily offered through the Public Service Institute, Metro Credit and Metro Workforce units, and the Basic Peace Officer Training Academy.

One significant example of institutional commitment to engagement and service is the **Public Service Institute (PSI)**, a unit in the Division of

Academic Affairs. The PSI focuses on six programmatic areas: campus and community planning, urban and regional planning, economic development consultancy, human services development consultancy, data and mapping services, and technical assistance to local governments and public service organizations. The PSI addresses these six programmatic areas through the work of its two Centers—The Center for Urban and Regional Studies (CURS) and the Center for Human Services Development (CHSD). In both areas, the PSI provides outreach support services to the community, calling upon the expertise of the staff of the PSI as well as experts from other segments of the campus community. The PSI is located in the Phelps Building.

The **Center for Human Services Development** works with community health, social-service, and human-service agencies to identify problems, raise community-wide issues concerning human services, and address those problems and issues. Some of the services available are organizational strategic planning, leadership development, grant application assistance and management, and program evaluation. The CHSD is currently involved in 21st Century Learning Grants for several area schools, the North Side Weed and Seed program, the Northeast Ohio Leadership Task Force, and evaluation of public housing for the Youngstown Metropolitan Housing Authority. The Center also works on the “grassroots” level with residents to ensure their needs are met. Further detail about some of these projects is included elsewhere in the report.

The **Center for Urban and Regional Studies** integrates University resources (e.g., faculty, staff, students, geographic information systems technology) to address challenges of urban and regional development through research, training, and technical assistance to governments, business, and non-profit organizations. The Center focuses on seven areas: poverty reduction, local government assistance, economic development, urban and environmental planning, urban data services, human services development, and crime reduction. The Center is a charter member of the Ohio Urban University Program, a statewide think tank of eight public universities working together to address urban issues.

The PSI is largely self-funding, relying on grants and contracts. In FY 2005, it generated \$501,884; and in FY 2006, \$717,510. The Institute’s campus-planning functions recently moved to a separate office of Campus Planning and Community Partnerships, which reports to the Vice President for Administration and Finance.

Metro Credit/Metro Workforce Development. Metropolitan College (Metro College) was established in 1996–97 as an organizational unit within the Division of Academic Affairs to respond to the need for more credit and non-credit courses at sites beyond the main campus. Courses had been offered at different locations, such as high schools, but the University had no permanent off-campus locations for outreach efforts. Metropolitan College sites were initiated at three suburban locations, including the Southwoods Commons office complex in Boardman, Ohio.

Metropolitan College staff work with the academic departments to offer credit courses at off-campus locations. Metropolitan College also offers business and industry services such as customized training, non-credit courses for personal enrichment and leisure, computer training, and continuing education programs for professionals. Metro College manages the College for the Over-Sixty and the Institute for Learning in Retirement. It also partners with Gatlin Education Services (GES) to offer online open-enrollment career training and certification programs. The Advanced Job Training program provides credit coursework and certificate programs to inmates in four Ohio penitentiaries.

Metro College has had many successes as well as challenges. It has collaborated with the Public Service Institute on several projects to meet specific community needs. These include creation of the Northeast Ohio Health Force and the Mahoning Shenango Advanced Manufacturing Initiative. These cluster initiatives engage the YSU community with business and industry to solve industry-identified problems. Metro College staff members have been successful in obtaining grants to fund programs, such as the “Bridges Out of Poverty” training. There has been growth in specific programs, such as a 37% enrollment increase in the prison education program from FY 2006 to FY 2007.

The full potential of the unit has not yet been reached due to several factors. These include changes in executive directors, lack of communication channels with colleges, changes in physical locations, and difficulty balancing expenses with revenues. A review of Metro College identified a need for more teamwork and customer orientation and better alignment with the University’s *Centennial Strategic Plan*. Off-campus programs have not been aggressively marketed. To address some of these issues, the unit was recently reorganized. The non-credit activities and personnel of Metro College now report to the Director of the Public Service Institute, although the staff members and activities continue to be located at the Southwoods Commons site.

The credit portion, named Metro Credit, was relocated to the main campus in fall 2006, with a director who reports to the Associate Provost for Academic Administration. Metro Credit’s priority is increasing off-campus credit-generating courses in regional high schools, workplaces, and other off-site facilities, to increase off-campus credit generation 40% by 2013. Metro Credit has proposed establishing a College in High School program in which high school students could take college classes during the day. The program has also taken the lead in increasing articulation between the University and technical and career centers throughout the region to facilitate the awarding of associate degrees.

The Criminal Justice Department operates a **Basic Peace Officer Training Academy**. The academy has trained over 300 cadets, who have gone on to law enforcement careers in the region and across the nation. Program topics range from riot control and child abuse to collecting evidence and deal-

ing with the media. Cadets use the FATS (Firearms Training Systems) Law Enforcement and Security Training Platform, a state-of-the-art computerized firearms-training simulator, to learn the appropriate use of force in various circumstances. Nearly 200 officers from police departments throughout the region have used the simulator for professional development training. The Academy also provides training in cultural diversity for local law enforcement officers.

Summary and Evaluation of Core Component 5a

Youngstown State University learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Youngstown State University is committed to service and engagement as a metropolitan university and has demonstrated that commitment in a number of tangible ways. The University's governing documents are replete with statements of intent to engage and serve its communities. YSU has been, and continues to be, headed by service-oriented presidents who lead by example. Several methods of environmental scanning are used; however, large-scale community assessments are infrequent. Nevertheless, the organization is clearly aware of the needs of the community and of its constituencies and responds accordingly, often obtaining external funding to supplement its efforts. The effectiveness of Metropolitan College in meeting those needs through its new organizational structure will need to be evaluated.

Core Component 5b:

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Core Component 5b:

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Planning for Engagement

5b5. Planning processes project ongoing engagement and service.

The plans that have guided the University throughout the past decade have emphasized engagement and service. *YSU 2000*, the strategic plan for the 1990s, identified five major institutional purposes, one of which was "Connections with the Community." The subsequent plan, the *Centennial Strategic Plan* (see Appendix B), outlines strategies for engagement and service in three critical issues:

- *Critical Issue 8—Community Engagement:* "YSU will undertake community partnerships to serve and address the cultural, intellectual, educational, social, and economic needs of the region."
- *Critical Issue 10—Facilities/University Neighborhood:* "YSU will develop and maintain a safe, attractive, convenient, and functional physical plant responsive to the present and future needs of students, staff, alumni, and the community. The University will work with the community to

enhance the safety, aesthetics, and vitality of the campus periphery and surrounding neighborhood.”

- *Critical Issue 2*—Programs/Teaching, Learning, and Research: “YSU will promote excellence in teaching, learning, service, and research—and prepare students to undertake *civic and leadership responsibilities*—through programs and educational experiences that meet student and workforce needs.”

As noted under Criteria 1 and 2, the process of developing the *Academic Strategic Plan* during the 2006–07 academic year began with a program review. In that review, departments were asked to address, among many other factors, the role of the department with respect to outreach and engagement with the community, faculty service to the community, collaborations with the community and other institutions, and contributions to economic development of the community. Following this program review, departments developed plans, which included as one key element “Partnerships and community involvement.” These department-level plans were integrated into college plans that informed the development of the Academic Division’s plan. The resulting *Academic Strategic Plan* (see Appendix C) contains three overarching themes, one of which is “Academic Impact and Engagement: Campus and Community.” Seven goals related to this theme have been set, and the plan is now being implemented.

Organizing for Engagement

5b1. The organization’s structures and processes enable effective connections with its communities.

5b4. The organization’s resources—physical, financial, and human—support effective programs of engagement and service.

The University has several structures to enable effective connections with its constituents. These include Metropolitan College, the Public Service Institute, the Division of University Advancement, the Office of Campus Planning and Community Partnerships, Intercollegiate Athletics, the Office of Associate Degree and Tech Prep Programs, and the special centers, advisory boards, and committees within the colleges and other units.

As noted under Criterion 1, the **Division of University Advancement**, headed by a Special Assistant to the President, includes the offices of Alumni Relations, University Development, Marketing and Communications, Events Management, and the public broadcasting radio station WYSU-FM. The Division develops and maintains relationships with the citizens of the region and the University’s constituents across the nation.

Alumni Relations. Since the last HLC site visit, the University has strengthened its relationship with the Alumni Society. The previous externally funded position of Executive Director of the Alumni Society has evolved to Director

of Alumni Relations, who is a University employee. The Alumni Relations Office is located in Alumni House, the oldest structure on campus. The Office provides support to the Alumni Society, which is led by a board of directors. The Office of Alumni Relations, working with the Alumni Society, connects effectively with the community in a variety of ways:

- annually honors an outstanding member of the community with a Distinguished Citizen Award and banquet;
- involves alumni in recruitment activities, community service projects, and networking with students;
- connects with alumni through events, a web site, and an e-newsletter;
- negotiates programs that help market the University and provide additional revenue (e.g., Penguin logo credit card, YSU collegiate license plates).

During the last decade, Alumni Relations has increased the number of alumni chapters, the number of annual events (from 12 in 2001 to 46 in 2006), attendance at pre-football-game Terrace Dinners, corporate sponsorships for alumni events, and Alumni Society memberships. As the number of chapters across the country continues to grow, it will be difficult to maintain services with existing resources. Viable meeting space on campus has also become a problem. Few spaces on campus can accommodate an alumni gathering. Improvements in parking and campus signage would be particularly helpful to visiting alumni.

The Office of **Marketing and Communications** leads the University's efforts to develop and communicate a positive institutional identity. The Office oversees marketing and advertising, the University web site, publications, and media relations. The Office communicates effectively with the community through:

- the University web site, with almost 2 million visits per year;
- advertising and marketing campaigns;
- *YSU Magazine* and *The Insider* magazine supplement, circulated quarterly to nearly 80,000 readers across the world;
- online publications (e.g., *eUpdate* and *YSU News Briefs*) in a centralized searchable format;
- production or oversight of more 150 publications annually, including the *YSUupdate*, recruitment materials, catalogs, schedules, telephone directories, brochures, and other promotional publications;
- more than 100 news releases per year distributed to 53 news media outlets throughout Ohio, western Pennsylvania, and beyond;

- *YSU News Briefs*, a weekly summary of campus news and events circulated via e-mail to faculty, staff, students and the news media;
- organization of numerous news conferences; and
- development and maintenance of University graphic identity standards.

Marketing and Communications has played an important role in enrollment growth. The amount of news media coverage locally, and especially outside the immediate local area, has increased significantly. One of the office's concerns is limited resources for web development, as noted in Chapter 1. The position of Executive Director of the office has been vacant for some time, and the duties have been distributed among several individuals.

Events Management works to ensure that public events are well organized and effectively communicated to the community. The office schedules and supports the use of University facilities by external groups. A small staff of four facilitates numerous events and manages its resources carefully to meet increased costs and increasing demands for use of University facilities. Specific responsibilities include:

- Providing support for facilities use by area high schools for athletic events and by area clubs and organizations.
- Marketing public events through media and direct mail.
- Managing public ceremonies, including the Freshman Scholars Tribute, Honors Convocation, commencement, and veterans' ceremonies.
- Coordinating the Skeggs Lecture Series, the Youngstown Area Jewish Film Festival, the Paul J. and Marguerite K. Thomas Colloquium on Free Enterprise, and Forte on the Fifty—an annual outdoor concert and fireworks display in conjunction with the YSU Summer Festival of the Arts.
- Organizing YSU's presence at the Canfield Fair, one of the largest county fairs in Ohio and the country, attended by over 350,000 fairgoers. Recruitment and informational materials are available to fairgoers visiting the YSU tent. Each academic college is responsible for programming on a specific day of the fair. The fair provides an opportunity to engage with segments of the community that are not easily reached in other ways.
- Working with University Development to coordinate donor-recognition events, such as the annual recognition of a University donor and community leader.

University Development holds approximately 20 special events each year, including prospect cultivation events, major donor-recognition events, and an annual giving reception. Donor-recognition and dedication events are paired with press releases and press conferences. These events showcase the generous and positive financial support of alumni, friends, and corporations. They communicate the institution's successes and highlight its community partner-

ships. More information about University Development and its major responsibility in preparing for the future of the institution can be found in Chapter 2.

WYSU-FM 88.5 serves the cultural and educational needs of the community by providing high-quality music and intellectually stimulating news and information programming. The station provides a forum to promote the artistic and intellectual activities of the University. The WYSU web site (www.wysu.org) services approximately 130,000 visitors per year.

Radio station WYSU-FM engages its constituents by sponsoring or co-sponsoring numerous community events, including a Folk Festival concert, YSU Dana Piano Week, Searching for a Non-Violent Future Seminar, Ohio Percussion Day, the regional Martin Luther King Day Celebration, Youngstown Peace Race, Double-Bass Jazz Symposium, and bus excursions to concerts at the Blossom Music Festival. WYSU also provides the opportunity for the community to participate in annual overseas educational tours. Audience research data are a primary component the station uses to determine its programming schedule.

Station fundraising activities are also designed to build community among the listeners and supporters of the station. There has been a substantial increase in underwriting revenues and in the number of underwriters. WYSU has 132 program underwriters and partnerships with 20 regional businesses. Over the past year, 120 volunteers provided assistance during the station's pledge drives and special events. The most recent fall fund drive exceeded the station's goal by several thousand dollars, raising a record \$104,097. During the fund drive 1,143 listeners contributed, including 165 new members. A special capital campaign (WYSU Power Run) raised \$38,000 for the digital transmitter, which is now operational. The station has also secured grants to assist the digital broadcasting transition, to help fund news and information programming, and to study and improve the station's programming services.

The Office of Campus Planning and Community Partnerships was created in 2007 when a decision was made to move campus planning and some of the partnership activities from the Public Service Institute to a new office in the Division of Administration and Finance. The office is currently staffed by an Executive Director (the former Director of the Center for Urban and Regional Studies) with part-time secretarial support. Two additional positions are planned to be filled when funding becomes available: a neighborhood development officer and a senior urban designer. The office is assuming leadership for implementing the *Centennial Campus Master Plan* (see Appendix F) and for economic and community development in the University's near environment (within approximately ½ mile of the campus core).

The Office of **Associate Degree and Tech Prep Programs** manages the Mahoning Area Consortium Tech Prep, a state and federally funded program designed to prepare students for career, technical, and professional fields.

This unit also markets associate degree programs, facilitates the transition of high school Tech Prep students into YSU, provides professional development for K–12 teachers, and coordinates enrichment activities for middle school and high school students that foster the development of academic and technical skills, especially math and science.

Intercollegiate Athletics. The University offers 18 Division I varsity sports. Men’s sports include baseball, basketball, cross-country, football, golf, tennis, and indoor and outdoor track and field. Women’s teams compete in basketball, cross-country, golf, soccer, softball, swimming and diving, tennis, indoor and outdoor track and field, and volleyball. YSU is a member of the Gateway Football Conference and the Horizon League for all other sports. The Department of Intercollegiate Athletics recently received full certification from the NCAA. The self-study is available online for review.

Intercollegiate Athletics communicates a positive image of student-athletes, athletics staff, and the University through events, publications, radio, television, and the Athletics Department web site. Intercollegiate Athletics connects the community with the University, not only through attendance at athletic events, but also through summer youth camps and student-athlete involvement in the community. In 2006, 2,959 youth attended YSU athletic camps and clinics, and student-athletes and staff participated in 149 outreach events.

Team successes generate campus and community spirit. The Penguin football team won a second consecutive Gateway Conference championship in 2006 and reached the semifinals of the NCAA Football Championship, posting an 11-3 mark. Head coach Jon Heacock was named the American Football Coaches Association’s Division I-AA Region Four Coach of the Year. Also in 2006, YSU’s women’s teams won the Softball Horizon League Championship and the Outdoor Track and Field Championship, and the men’s golf team finished second in the league. In 2003, the women’s golf team won the league championship.

The Penguin Club is organized to provide financial support for intercollegiate athletics at YSU. A formal agreement exists between the Penguin Club and the University, and audited financial statements are available for review.

College Connections. A board of visitors provides guidance to each college. Many departments, academic programs, or other units have advisory boards. College centers provide direct service to the community. The Williamson College of Business Administration includes a small business development center, the Williamson Center for International Business, and the Nathan H. and Frances T. Monus Entrepreneurship Center. The Bitonte College of Health and Human Services sponsors the Eastern Ohio Area Health Education Center (EOAHEC). Research centers described in Chapter 4, such as the Lake Erie Center for Enology Research, the Center for Historic Preservation, and the Center for Working-Class Studies, integrate research, teaching, and service.

■ *“One of the main functions of the board [of visitors] is to strengthen our relationship with the community—to build bridges for us and serve as the college’s eyes and ears in the community.”*

— Dean Philip Ginnetti
Beeghly College of Education

Physical Resources. The University creates connections with the community not only through organizational structures and processes, but also through its physical plant and resources. Since the last HLC visit, the building housing the Admissions Office has been remodeled and named Sweeney Hall, new campus gateways have been constructed, and parking lots have been improved to create better access and a more welcoming appearance. The new home for the Williamson College of Business Administration will more closely link the physical campus with downtown Youngstown and include facilities appropriate for events with the business community.

Space has been provided for non-profit organizations, such as the Industrial Information Institute and a satellite office of the Volunteer Service Agency, which is housed in the Williamson College of Business Administration. Leadership Mahoning Valley was also located on campus for a time. Campus spaces also provide symbolic connections with the University's communities:

- Veterans' Plaza serves as a central place to display the American and Ohio flags and provides an opportunity to honor the community's veterans, many of whom are faculty, staff, or students. Ceremonies are held on Veterans' Plaza on Veterans' Day and other patriotic holidays.
- Approximately 200 pieces of children's art are on display throughout the Beeghly College of Education through its Partners in Art Project.
- The Rose Marie Smith Gallery in Tod Hall displays painting, sculpture, and photography by local artists, community members, and YSU faculty and students. From 2003-07, a juried photo competition was held in partnership with the Regional Chamber that drew entrants from a broad spectrum of the community.
- Alumni Plaza, outside the Andrews Wellness and Recreation Center, was recently named in recognition of alumni contributions to building the center.

Human Resources. Considerable human resources are devoted to engagement and service, as is evident in the many organization-sponsored examples noted throughout this chapter. In addition, employees volunteer their time in activities as diverse as providing free bone-density screening, sponsoring an Engineering Explorers Boy Scout Post, conducting Junior Achievement lessons with fourth-grade students, and assisting non-profit agencies with grant preparation. Faculty and staff serve on the boards and committees of community organizations such as LifeBanc, the Citizens League of Greater Youngstown, Friends of the Library, the Italian Fest, the Jewish Community Center, the North Side Citizens Coalition, the Ohio Cultural Alliance, the Ohio Historical Society, Boys and Girls Club of Youngstown, Mill Creek MetroParks, the Youngstown Business Incubator, the Youngstown Area Arts Council, the Oakland Center for the Arts, Treez Please, Big Brothers and Big Sisters, Goodwill Industries, the Youngstown Opera Guild, the Youngstown Symphony Orchestra, and the Children's Museum of the Valley.

One of the ways the University honors such services is the Distinguished Professor Award for Public Service, which has been given since 1994. Up to six Distinguished Professorships for “excellence in public service” are given each year. Recipients receive a cash award of \$2,000.

Engaging Students with External Communities

5b2. The organization’s cocurricular activities engage students, staff, administrators, and faculty with external communities.

5b3. The organization’s educational programs connect students with external communities.

Community Engagement in the Curriculum

The University’s location in an urban area provides a wealth of opportunities for students to engage with diverse audiences, encounter complex challenges, and experience a variety of business, organizational, and institutional settings. Educational programs connect students with the external community through internships and other off-campus field placements, clinics, class projects, research, and public performances and exhibits.

A visitor to campus might encounter a graduate student in the Community Counseling Clinic conducting group therapy, dental hygiene students providing free teeth cleaning for low-income clients in the dental hygiene lab, an art student discussing her work on exhibit with a visitor to the McDonough Museum, community health students preparing a grant proposal for a local non-profit organization, a prospective teacher reading to children in the Child Study Center, and accounting students helping citizens prepare tax returns.

A tour of the community would reveal YSU students teaching in pre-schools and high schools, assisting with day-care for infants and activities for senior citizens, gaining clinical experiences in hospitals and other health-care facilities, and consulting with entrepreneurs at the Youngstown Business Incubator. One might find a music major helping inner-city children create an original opera at the SMARTS center, anthropology students working alongside community members at an archeological dig in a rural church yard, and students collecting oral histories from workers at the General Motors Lords-town Assembly Plant.

Graphic arts students have designed brochures for community organizations; history students have helped prepare nominations for the National Register of Historic Places; and civil engineering students have conducted solid waste minimization audits for local industrial facilities. Merchandising students have done the interior design for homes in the Home Builders Association Parade of Homes. Chemical engineering students have conducted a study of carbon-capture technologies for Babcock and Wilcox, an engineering and construction company.

■ *“Knowledge from books and classes can only get you so far. Taking advantage of old experiences is the key to furthering your education and experience. My capstone project at the Mahoning County District Board of Health was an example of an excellent experience!”*

— Jennifer Keagy, Prevention Specialist, National Centers for Disease Control and Prevention

The preceding examples are only a few of the ways that YSU students engage with the community through the curriculum. As described in Chapter 4, most academic programs either require or offer internship opportunities for students. Student interns have contributed their talents and developed their professional competencies through placements at the Mahoning Valley Historical Society, Butler Institute of American Art, Children’s Museum of the Valley, the Mahoning River Education Project, Youngstown Playhouse, Girard Multi-Generational Center, D&E Counseling Clinic, Mill Creek MetroParks, Mahoning County Board of Health, Westinghouse, Parker Hannifin, CMGI Efco, Ajax Tocco Magnethermic, BuTech Bliss, and the Ohio Department of Transportation. They have worked in local political campaigns, with homeless families, and the county Green Team (Solid Waste Management District).

The Dare to Care Day in the Williamson College of Business Administration is one example of the way that service is integrated into the curriculum. Public relations students in Dr. Jane Reid’s class organize the project and recruit other students for a day of volunteerism at approximately 20 local non-profit organizations. Students assist with duties ranging from stuffing envelopes to reading to the blind to supervising children.

The Criterion 5 Committee noted that the culture of higher education prizes the individual scholarly work of faculty, graduate education and research, and traditional undergraduate education above engagement. Tenure and promotion guidelines do not always include the scholarship of engagement. Thus, the creation or use of pedagogies that engage students with external communities may not always be rewarded.

On the other hand, awareness of the importance of civic engagement is growing at YSU. The University has been a member of the American Association of State Colleges and Universities’ American Democracy Project since its inception in 2003. A Civic Engagement Steering Committee conducted an audit of engagement, held campus conversations on the topic, and is encouraging development of service-learning opportunities. These efforts may lead to greater integration of service learning into the curriculum.

Engagement Through the Cocurriculum

Cocurricular organizations provide opportunities for students to engage with the community beyond the classroom experience. A few examples in addition to those cited in Chapter 4 follow:

- The Zeta Tau Alpha chapter and its alumnae host the *Pink Ribbon Cheer Classic*, a cheerleading and dance exhibition to raise money for breast cancer awareness, research, and education. High school cheerleading squads raise money for breast cancer research prior to the event and then perform cheers in memory or celebration of breast cancer patients. Thousands of spectators and hundreds of breast cancer survivors attend this

event, which has raised over \$150,000 since its inception in 2001, garnering a national philanthropic award for the sorority.

- Pre-service teachers in Kappa Delta Pi, the International Honorary Society for Students in Education, present programs in schools during Reading Is Fundamental Week. They have selected, purchased, and organized books for distribution to P–6 students.
- Student Government has organized lobbying at the state capitol in Columbus and involved students in the Ohio Voter Registration Project.

Joint programs with related professional organizations in the community are another way in which students interact with external constituencies. Students and faculty from the Williamson College of Business Administration work with the Society for Human Resource Management in sponsoring the annual Human Resource Management Conference. Members of the Early Childhood Student Education Association participate in activities of the local affiliate of the Association for the Education of Young Children, and dietetics students collaborate with the Mahoning Valley Dietetic Association in activities for National Nutrition Month.

The National Survey of Student Engagement (NSSE) provides an indication of the extent to which students are engaged with the community. The 2007 NSSE results, shown in **Table 5-1**, indicate that YSU students are similar to students at peer institutions in their level of involvement with the community and that their involvement increases between the first and senior years. These results are based on a random sample of 523 students.

Table 5-1: Student Engagement with the Community

	YSU	Urban Institutions	Carnegie Peer Institutions
Students who had participated in community service or volunteer work:			
First-year students	37%	29%	34%
Seniors	54%	47%	54%

Chart continued on the following page

	YSU	Urban Institutions	Carnegie Peer Institutions
Students who answered that they often or very often participate in service-learning or community projects during regular courses:			
First-year students	10%	9%	11%
Seniors	16%	17%	17%
Students who had taken part in a practicum, internship, field experience, or clinical placement:			
First-year students	8%	8%	7%
Seniors	49%	44%	48%

Source: National Survey of Student Engagement, 2007

Summary and Evaluation of Core Component 5b

Youngstown State University has the capacity and the commitment to engage with its identified constituencies and communities.

No central office or coordinating committee within the YSU structure is charged to ensure that engagement will be carried out. However, engagement and service are well integrated into planning and activities of colleges, departments, and units. The University has created organizational units whose sole purpose is service and engagement. Although there is no official designation of “service-learning” courses, or widespread familiarity with the concept, many educational programs and cocurricular activities connect faculty, staff, administrators, and students with external communities in meaningful ways. Tenure and promotion guidelines that do not value the scholarship of engagement as highly as other activities may be a barrier to further development of service learning. Yet, service to the community is deeply rooted in the Youngstown State University culture, and the institution’s financial, physical, and human resources support effective programs of engagement.

Core Component 5c:

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Collaboration

5c5. *The organization participates in partnerships focused on shared educational, economic, and social goals.*

Collaborating to Improve Quality of Life

Perhaps no activity better demonstrates the University's commitment to collaborating on shared goals than does its participation in **Youngstown 2010**, which is described in Chapter 2, Criterion 2. Other examples of collaborating to improve the quality of life include the Wick Neighbors and Healthy Valley Alliance partnerships.

Wick Neighbors, Inc. is a non-profit community development corporation founded by the cultural, educational, and religious institutions on and near Wick Avenue. A major goal of the group is the redevelopment of the Smoky Hollow neighborhood adjacent to campus into a mix of housing, retail, and office space. The University plays a major role by acquiring land, demolishing houses, and preparing the area for future development. The University recently received a Getty Campus Heritage Grant of \$100,000 that will be used in collaboration with Wick Neighbors to inventory historic buildings on and near campus and have the structures placed on the National Register of Historic places.

Healthy Valley Alliance. Faculty and staff of the Bitonte College of Health and Human Services support and play a leadership role in the Healthy Valley Alliance, a partnership of more than 50 public, private, and non-profit organizations in the tri-county area with a plan to improve the health of Mahoning Valley citizens. The alliance addresses six priority areas: environmental health, health screening, school health, substance abuse among youth, unintended pregnancy, and violent death.

Collaborating for Economic and Workforce Development

Voices & Choices was a joint project of "America Speaks," a Washington, D.C.-based civic engagement agency, and YSU, Kent State University, Lorain County Community College, the University of Akron, and Cleveland State University, supported by the Fund for Our Economic Future. The process included leadership workshops, regional town meetings, economic analyses, and online and televised dialogues to set priorities for economic development in a 15-county region. The work of Voices and Choices has been transformed into an action plan called Advance Northeast Ohio.

Core Component 5c:

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

■ *"YSU has been a good 'neighbor' on Wick Avenue, contributing significantly to the re-development and rejuvenating of the whole Wick District."*

— Dr. Nick Mager, Pastor
First Presbyterian Church

Northeast Ohio HealthForce grew out of a 2002 Healthcare Workforce Summit and a 2004 Healthcare Education Summit organized by Metro College. Members of the YSU community participated in the planning of these events, gave presentations, and facilitated breakout sessions designed to develop collaborative plans with partner institutions. The result was a network of employers and healthcare education providers collaborating to make effective use of resources through a regional approach to training healthcare workers.

The Youngstown-Warren Regional Chamber of Commerce and the Williamson College of Business Administration cosponsor the **Greater Mahoning Valley Growth Awards**. The awards are given to for-profit companies in the tri-county area in categories of increasing sales, increasing employees, increasing export sales, emerging business, and human resource development.

■ *“Youngstown State is a very important part of First Energy’s workforce development program.”*

— Donald R. Schneider, senior vice president of Energy Delivery and Customer Service at First Energy

Power Systems Institute. The School of Technology has partnered with First Energy, American Electric Power, and Reliant Energy to prepare highly skilled workers for the electric utility industry. Students earn an Associate of Technical Study degree with concentrations in electric utility technology or power plant technology. Courses are delivered on campus, via distance learning to local community college partners, and via the web. Laboratory courses and field work are held at electric utility company facilities. Community College partners include Jefferson Community College, Belmont Technical College, and Butler County (PA) Community College.

Collaborating in the Arts

SMARTS (Students Motivated by the Arts) is a partnership among the College of Fine and Performing Arts, the Beeghly College of Education, Youngstown City Schools, and many area arts organizations. This initiative provides after-school, weekend, and summer arts education and reaches from 100 to 150 students a week. SMARTS was chosen from 350 nominations as one of 50 semifinalists for the prestigious 2006 Coming Up Taller award. Located in the DeYor Performing Art Center’s Adler Art Academy in downtown Youngstown, it houses a public gallery, private practice rooms, music ensemble rooms, visual arts classroom, a dance/theater workshop, and a store.

Summer Festival of the Arts, a collaboration between the University and the regional arts community, has become an annual tradition. It attracts over 10,000 visitors to campus for the two-day event of live music, dance, and art activities. The Artists’ Marketplace, a juried arts and crafts show, draws local, regional, and national artists and craftspeople who sell their products. The Festival of Nations showcases local ethnic groups, who sell food and set up displays. Many University facilities host events during the festival, including Maag Library, the Clarence Smith Mineral Museum, the McDonough Museum of Art, the Andrews Wellness and Recreation Center, and Ward Beecher Planetarium.

■ *“Brett’s really creative. SMARTS gives him confidence and a feeling of accomplishment.”*

— Rebecca Banks, mother of SMARTS participant

Over 2,500 people attend Forte on the Fifty in Stambaugh Stadium to hear a concert that includes the YSU Dana All Star Band and to watch fireworks donated by B. J. Alan Phantom Fireworks. Participating organizations include the Mahoning Valley Historical Society, Butler Institute of American Art, Children’s Museum of the Valley, Victorian Players, Oakland Center for the Arts, Youngstown Playhouse, Youngstown Symphony Guild, Wick Neighbors, Inc., Youngstown Opera Guild, Youngstown Film, Public Library of Youngstown and Mahoning County, and many churches in the neighborhood. In 2007, the festival was supported by the Mahoning County Convention and Visitors Bureau (CVB) with a \$10,000 grant. More information is available at www.yzu.edu/sfa/.

YSU has a partnership with the Youngstown Symphony Society for use of the **Ford Family Recital Hall** in the DeYor Performing Arts Center. The new 600-seat concert hall has become the performance home for the YSU Dana School of Music. It also serves as a rehearsal and recording space, an instructional space, and a meeting and work space for the University, the Symphony Society, and the community. This partnership further connects the University to downtown revitalization.

Beecher Center for Art and Technology was jointly created by YSU and the Butler Institute of American Art, which adjoins the YSU campus. The facility is an interactive learning environment that provides opportunities for the University’s students and faculty to create technology-based art. The Center includes a gallery, online exhibitions, and a visiting artist program. Visiting artists not only enrich the learning environment for YSU students, but also make connections with K–12 institutions through distance learning.

Collaborating to Achieve Educational Goals

5c1. Collaborative ventures exist with other higher learning organizations and education sectors (e.g., K–12 partnerships, articulation arrangements, 2+2 programs.)

Youngstown State University considers its many collaborative ventures with K–12 education to be a long-standing strength of the institution. Space precludes describing all of the examples. They include activities that enrich the educational experience for children and youth and strengthen college preparation, endeavors focused on professional development of teachers, and efforts to increase articulation between secondary and higher education.

The University collaborates with high schools and career and technical centers to enable high school students to earn college credit and to create career pathways that avoid duplication of coursework:

- One of the most ambitious collaborations is the **Youngstown Early College (YEC)**, a joint effort of the Youngstown City School District and the University, with funding from the KnowledgeWorks Foundation

and the Ohio Board of Regents. YEC began in September 2004 and brings approximately 75 students into each year's 9th grade class. YEC is located on the University campus, where students are prepared for college work with the expectation that they will migrate to YSU classes when they have met benchmark levels for preparation. Faculty, staff, and students from many departments, especially in the Beeghly College of Education, work with YEC. The University hired a consultant in 2006–07 to evaluate the effectiveness of the YEC and to make recommendations for improvement, a number of which are now being implemented. The Beeghly College of Education has since hired the consultant as an associate dean, and her duties include serving as a liaison between the University and the YEC.

- **Mahoning Area Consortium Tech Prep (MAC Tech Prep)** prepares students for careers that require technical education. There are 18 participating high schools and career centers. The consortium has a governing board and steering committee composed of internal and external stakeholders that set policy, provide leadership, and develop the strategic plan for the consortium. High school teachers, University faculty, and personnel from related industries jointly develop curricula spanning the last two years of high school and the first two years of college. Programs are offered in biotechnology, business and financial services, construction technologies, engineering technology, exercise science, health technologies, information technology, manufacturing technology, pre-engineering, and teacher preparation. Students may earn college credit for Tech Prep coursework through teacher evaluation, testing, or other means agreed to by the academic department. The credits appear on the transcript once the students have enrolled at Youngstown State University.
- **Post-Secondary Enrollment Options (Senate Bill 140) Program.** YSU participates in the Ohio Senate Bill 140 program, which allows high school students to take college classes on campus for high school or college credit. Approximately 100 area high school students take advantage of this program through classes at YSU each year.
- Recently a **Dual Credit Enrollment Grant** in collaboration with the Educational Service Centers in Ashtabula, Trumbull, and Mahoning counties gave high school students the opportunity to take college calculus after school for college credit.
- Career center students who complete the PROSTART or Lodging Management curriculum approved by the **Hospitality Education Foundation** can receive credit toward hospitality management and food and nutrition degree programs in the Department of Human Ecology.

Youngstown State reaches out to support and enrich the education of Pre-K–12 students:

- **Homework Express** is an interactive call-in television program where area teachers answer questions and provide support to students with homework.

Show host Kelly Stevens had this to say “The greatest compliment is when a parent says ‘Wow, thank you for helping me so I can help my son/daughter...I know I had that [math problem] when I was in school, but I couldn’t remember how to do it.’...One of our greatest compliments came from a guy who was taking the civil service test. He was watching *Homework Express* to help him review...Sure enough, one of the problems our teachers demonstrated was on the test. He passed with flying colors!” The program, distributed by Warner Cable and Armstrong Cable into 27 counties in Ohio and eight counties in Pennsylvania, was nominated for an Emmy Award in 2006.

- The **Mahoning County Educational Services Center** leases space in the Beeghly College of Education for its Early Learning Initiative. Preschool children from families with incomes up to 185% of poverty level qualify for educational services and day care at the “Little Penguins Child Study Center.” The center is a field site for Prekindergarten Associate and Early Childhood Education majors enrolled in the Practicum in Preprimary Settings course.
- The University is a major co-sponsor of *Academic Challenge*, an educational quiz show that has been broadcast on WYTV News Channel 33 for the last five years. The program began in 2003 with nine high school teams and has grown to 36 teams from schools throughout Mahoning and Trumbull counties. Scholarships are awarded to the school with the winning team.
- **Scottish Rite Masonic Children’s Learning Center for Dyslexia.** YSU is an affiliate of the Scottish Rite Masons, Northern Jurisdiction learning center program, which provides free tutoring for children with dyslexia. Tutors are trained and certified through the Learning Center Corporation in the Orton-Gillingham method.
- The University is a member of the **Industrial Information Institute for Education, Inc.** The chief executive officers of the universities and colleges in the five-county region are trustees. Working with committees of educators and representatives of businesses, the organization provides economic and career education to students and teachers to further collaboration between education and business.
- The **Mahoning River Education Project** is a partnership of the University, the Mahoning River Consortium, Earth Force, and local school districts. The purpose is to help students learn how the condition of the Mahoning River watershed affects quality of life and economic vitality, engage in civic-action processes, and educate the broader community (http://www.ysu.edu/mahoning_river/education_project.htm).
- The McDonough Museum offers the **Youth Media Program** that provides opportunities for abused, neglected, and dependent children to work creatively with video cameras and computer imaging programs. The youth work with visiting artists, mentors in the community, students, and alumni.

- Over 90 schools in four counties participate in the **Regional Scholastic Art Awards Program**. Art teachers annually select close to 700 works of art by middle school and high school students for the exhibition.

In addition to the athletic camps previously mentioned, YSU hosts several summer programs for youth:

- The **National Youth Sports Program (NYSP)** is a six-week summer program for disadvantaged youths aged 10 to 16 who participate in physical fitness, sports, and educational enrichment classes on campus. The program has enrolled over 2,500 children since its inception in 1994. In 2004, YSU's program received the Silvio O. Conti Award of Excellence as one of the top 10 programs in the nation.
- The **Ohio Business Week Foundation's** week-long summer program offers a hands-on experience with business and entrepreneurship for high school students. The students learn directly from practicing professionals how to establish and run their own company.
- The **YSU Summer Honors Institute** is the largest Ohio Institute for academically gifted and talented high school students. More than 200 freshman and sophomore high school students from over 50 schools attend the week-long program. The courses, covering a variety of topics (e.g., resolving world conflict, crime scene investigation, digital video production) are taught by University professors and area school educators.

Many other academic departments sponsor annual events for middle and high school students:

■ *"Of all the various festivals I've attended over the years, none has been better organized and attended than yours. It was a delight working with those students and watching their faces as they received their awards. What a wonderful affirmation of reading and writing!*

You and everyone there deserve abundant praise."

— Joseph Bruchac, author

- The **YSU English Festival** brings approximately 3,000 middle and high school students and teachers to campus over three days each year to discuss books, attend lectures by noted authors, and participate in related competitions. The Festival, which celebrates its 30th anniversary in 2008, has been a model for the development of similar programs at institutions around the country. The Festival has won the Intellectual Freedom Award from the National Council of Teachers of English for standing up to censorship challenges and furthering intellectual freedom and students' right to read.
- For more than 25 years, elementary and high school students from throughout the Mahoning and Shenango valleys have been competing in the **Italian Contest** sponsored by the Greater Youngstown Chapter of the American Association of Teachers of Italian and the YSU Foreign Language Department.
- The **"We are IT" Information Technology Conference** introduces middle and senior high school students to careers in information technology, science, and engineering.

- Teachers from 35 to 40 area schools help plan and execute **MathFest**, an event for 350 high school juniors and seniors who participate in workshops and competitions, such as an essay contest and statistics poster contest.
- Youngstown State University, civic organizations, and regional businesses sponsor **Lake-to-River Science Day**, which brings 500 to 600 students to campus. Those whose projects are judged superior may compete at the State Science Day.
- **History Day** involves students from Ashtabula, Geauga, Mahoning, Portage, and Trumbull Counties who compete in seven categories. Winners are eligible to advance to the state and national competition.
- Physics students from 25 high schools come together to compete in contests that demonstrate the applications of physics in the **Physics Olympics**.
- Co-sponsored by the Tri-County Journalism Association and YSU's Journalism program, **Press Day** brings high school journalists to campus for a day of workshops, speakers, and journalism competitions.
- The **Penguin Bowl** is a regional competition of the National Ocean Sciences Bowl, a tournament for high school students on topics related to the study of the oceans and the Great Lakes.
- The Office of Associate Degree and Tech Prep hosts the **Penguin Regatta**, a cardboard canoe race, for approximately 100 high school students from Northeast Ohio.
- Junior Achievement of Mahoning Valley and First Energy partner with the WCBA to offer **Business 2020**. More than 1,200 high school students from 25 local high schools participated in the 2007 programs. Students learn from area business leaders about financial literacy, careers in business, and preparing for the job market. Participating businesses include Humility of Mary Health Partners; Home Savings and Loan Co.; Hill, Barth, and King, LLC; Cintas Corp.; Cohen and Co.; First Place Bank; Packer Thomas; Butler Wick and Co., and IRS Criminal Investigations.

The professional development of area teachers, administrators, and staff has been supported through several collaborative projects:

- **Tri-County Partnership for Excellence in Teacher Education.** Supported by a \$2.5 million five-year grant, the Beeghly College of Education, the College of Arts and Sciences, Beaver Local Schools, Youngstown City Schools, and Warren City Schools joined as partners to improve pre-service teacher education and P–12 student learning. YSU faculty served as faculty-in-residence in the partner schools, sharing their expertise with classroom teachers while learning about challenges teachers experience in teaching mathematics, science, and language arts. Three teachers on

■ *"History Day opens new doors for my students. It helps them to develop important skills such as research, critical thinking and working with others."*

— Linda Taylor, Holy Family School

loan from partner schools served as teacher-scholars, working with pre-service teachers in the areas of language arts and mathematics. Summer workshops for in-service teachers and a summer camp for middle-grade students were offered to increase understanding of conceptually based mathematics and inquiry-based science.

- The **Partnership for the Far East Region Science Teachers** and the **Far East Regional Partnership for Conceptually Based Mathematics** provide professional development in mathematics and science content and pedagogy. The programs serve 400 teachers from 47 school districts in the tri-county area.
- The Mahoning County Educational Service Center, Youngstown City Schools, and the Beeghly College of Education collaborated to develop an **alternative teacher licensure program** leading to licensure as an Intervention Specialist.
- The Physics Department sponsors the **Youngstown Area Physics Alliance** that conducts monthly sharing sessions for area high school physics and physical science teachers in a six-county area.
- **Pan-influenza Disaster Preparedness Training** has been provided for K–12 school teams in the tri-county area through a grant from the Ohio Office of Workforce Development.

The University collaborates with other higher learning organizations, and these partnerships are likely to increase as a result of the work of the Northeast Ohio Universities Collaboration and Innovation Study Commission. The Commission has recommended that the Northeast Ohio universities develop a common admissions application, a cross-registration program, collaborative online degree programs, a regional approach to internships, a shared data center, and other means to effectively use resources and meet the educational needs of Northeast Ohio. The following examples of collaborative ventures with other colleges and universities are an illustrative, but not exhaustive, list of these partnerships:

- Youngstown State University is a member of the **Northeastern Ohio Universities Colleges of Medicine and Pharmacy (NEOUCOM)** consortium, along with the University of Akron and Kent State University. Students take premedical coursework at an accelerated pace at one of the consortial universities, followed by the four-year medical school program. Students can earn a B.S. from YSU and an M.D. from the medical school within six years. The medical school is located in Rootstown, Ohio, and is separately accredited by the Higher Learning Commission.
- YSU, Kent State University, and the University of Akron created a 501(c)(3) corporation, Northeastern Educational Television of Ohio, Inc. (NETO), which owns and operates **WNEO/PBS 45 and WEAO/PBS 49**. Their simulcast programming provides the only television service

that covers all of Northeast Ohio. NETO public broadcasting stations and the web site provide educational services and community outreach programs (<http://pbs4549.org>).

■ The MFA in Creative Writing is part of the **Northeast Ohio Universities Master of Fine Arts in Creative Writing**—a multidisciplinary, inter-departmental consortium with courses and faculty at Youngstown State University, Cleveland State University, Kent State University, and the University of Akron.

■ Partnerships with Cleveland State include the **Aspiring Administrators Program**, a joint master’s degree and principal licensure program, serving Lake, Geauga, and Ashtabula counties. The program was inaugurated in 2004–05, and a cohort of 20 candidates is currently enrolled. Individuals in the Youngstown area can access Cleveland State University’s **Master of Public Administration** by taking courses on the YSU campus. Courses are taught by faculty from both universities.

■ The Master of Public Health is offered by the **Consortium of Eastern Ohio Master of Public Health**—through courses and faculty at Youngstown State University, Cleveland State University, the University of Akron, Ohio University, and the Northeastern Ohio Universities Colleges of Medicine and Pharmacy (NEOUCOM). Most courses are taught via distance delivery, and students take courses at any of the campuses.

■ The Bitonte College of Health and Human Services initiated the University’s first off-site degree completion program as part of the **Lorain County Community College University Partners** project. The initial program, the BSAS in Allied Health was first offered through on-site delivery by faculty and through interactive video conferencing. The Allied Health program has evolved to include asynchronous online instruction and has been expanded to include Cuyahoga County Community College. Courses toward degrees in social work and public health are also offered at Lorain. The College also offers the **Air Force Reserve Officer Training Corps (AFROTC)** through an agreement with Kent State University.

■ The **Northeast Ohio Center of Excellence (NEOCEx) in Mathematics and Science Teacher Education** encourages collaboration among faculty at Cleveland State University, Kent State University, The University of Akron, and Youngstown State University, and with regional K–12 institutions to promote the effective teaching of mathematics and science.

■ The **Northeastern Ohio/Western Pennsylvania Academic Alliance** was initiated by Youngstown State University for the purpose of sharing resources and developing joint programs, projects, and activities with other colleges and universities in the region. Lake Erie College, Thiel College, Walsh University, Slippery Rock University, and Westminster College are the partners.

■ Dr. Philip Brady, professor of English, has been awarded five \$5,000 Ohio Arts Council Individual Artist Fellowships.

- The **Northeast Ohio Council on Higher Education (NOCHE)** is a consortium of 26 public and private colleges and universities in the 14-county region of Northeast Ohio. Its focus is building a strong economy through an educated workforce. It sponsors activities such as the Entrepreneurial Internship Program that facilitates placement of students at Northeast Ohio's entrepreneurial firms.
- The Beeghly College of Education initiated the **Northeast Ohio OISM (Ohio Integrated Systems Model for Academic and Behavior Supports) Consortium**. The mission is to identify the OISM-related knowledge, skills and dispositions and share strategies for implementing related curricula in pre-service professional educator programs through a web site and networking opportunities. Partners include Northeast Ohio universities, Special Education Regional Resource Centers, Educational Service Centers, Regional School Improvement Teams, public schools, parent organizations, and community service agencies.

Integrity in Partnerships

5c6. The organization's partnerships and contractual arrangements uphold the organization's integrity.

Partnerships or related arrangements between the University and other organizations are governed by Board of Trustees Policies 5005.01 and 5005.02 found in the *University Guidebook*. Proposals to establish partnerships must describe the need, delineate the responsibilities of the University and other involved parties, and describe where administrative responsibility is housed. The Office of the General Counsel reviews contracts and assists in developing agreements at the request of the relevant department.

■ *"Youngstown State University has taken on a leadership role and has also partnered with the Regional Chamber and many other organizations in creating an agenda to address the diversity challenges of the Mahoning Valley."*

—Tom Humphries,
President, Regional
Chamber of Commerce

Building Bridges Among Diverse Communities

5c4. The organization's programs of engagement give evidence of building effective bridges among diverse communities.

Youngstown State University builds bridges among diverse communities through its partnerships, centers, and programs.

Partners for Workplace Diversity has created a network for dialogue on work and diversity with area business, professional, civic and labor groups. The Partners sponsor programs throughout the year that promote the value of diversity in the workplace and develop participants' capacity and knowledge. These include an annual Human Resource Management Conference for professionals, and Diversity Works, a month-long fall celebration in which employers develop activities to recognize how diversity helps to achieve an organization's mission. The complete list of partners and activities can be found at the web site (www.cc.yzu.edu/diversity).

The **University Community Diversity Council** has raised public consciousness of diversity issues through activities such as book talks at public libraries, a play (Studs Terkel's *Working*), a group discussion of immigration, a celebration of the 50th anniversary of the Montgomery bus boycott, and a disability awareness program. This initiative is described in the Introduction to the self-study.

Many of the centers and programs described in Chapter 4, whose focus is scholarship and/or delivery of academic coursework, also have close connections with the community:

- The **Center for Working-Class Studies** examines the intersections of race, class, sexuality, and gender in the formation of individual and group identity. Since the Center's founding in 1997 as the first of its kind in the nation, the Center has brought over 100 visiting scholars and artists from around the world to the YSU campus. Through WYSU-FM's *Focus* program, public radio audiences have listened to many interviews with these visiting scholars. The CWCS Lecture Series has hosted historians, theologians, poets, journalists, and artists from around the country and from six foreign countries. Its biennial interdisciplinary conferences attract workers, labor and community organizers, working-class artists, and K–12 students and teachers in addition to international scholars, faculty, and YSU students.
- The **Center for Islamic Studies** is the first center of its kind to be established by funds from local Muslim benefactors. The Islamic community in the Youngstown area raised \$500,000 to endow a faculty position in Islamic studies. The Center educates the community about Islamic religion, history, and culture.
- The **Africana Studies Program** coordinates the Africian American History Month celebration which features African Marketplace, nationally known speakers, workshops, and entertainment. It also sponsors the annual Jabali African Cultural Celebration, which includes a dinner of authentic African cuisine, culturally relevant music, and a lecture.
- The **Judaic and Holocaust Studies Program** hosts the Youngstown Area Jewish Film Festival. Films deal with Israel, Jewish life inside and outside of the United States, and the Holocaust.
- The **Judaic and Holocaust Studies Program** and the **Center for Islamic Studies** are co-sponsoring a series of four public lectures on Jewish and Islamic traditions during the 2007–08 academic year. The discussions will examine mysticism, the afterlife, revelation, and evil.

Colleges, academic departments, and other units offer programs to create connections among diverse groups:

- The Department of Human Performance and Exercise Science created “**A Multicultural Outdoor Adventure.**” Students from the Rayen School, an inner-city public school, and Springfield High School, located in a rural environment, were paired to participate in an eight-day program. The goal was to promote better understanding and appreciation between individuals from diverse backgrounds, as well as appreciation and respect for the outdoor environment. The adventure program included canoeing, a ropes course, an overnight camping trip, and visiting each others’ schools for a day.
- YSU Metro College has delivered “**Bridges Out of Poverty**” training to over 350 managers, administrators, and school teachers. This program, usually facilitated by Dr. Karen Becker, Director of Reading and Study Skills, teaches how economic class affects language, families, education and employment, and how teaching people from generational poverty the “rules” of middle-class culture significantly improves their employment and earning ability. Similarly, teaching middle-class managers and teachers the hidden rules used by people from generational poverty enables them to improve retention by managing and teaching more effectively.
- The Center for Human Service Development provided **cultural competency training** for mental health professionals in Columbiana County.
- The Metro College’s **Career Pathway Initiative** specifically targets low-wage earners with the goal of improving their ability to move up educational and career pathways. The program has delivered educational programs on site in minority-owned businesses.
- Maag Library Archives staff members have worked with the Center for Working-Class Studies to create the **Ethnic Archives**, a collection detailing, through letters to and from home, the immigrant experience.
- The **Schermer Scholar-in-Residence Program** was established through an endowment from the Frances and Lillian Schermer Charitable Trusts, administered by the Youngstown Zionist District of the Zionist Organization of America and B’nai B’rith Mahoning Lodge 339. The program advances the Schermer family’s interest in young people and education and strengthens links between the Jewish community and the community at large. It brings to campus speakers and performing artists who explore contemporary issues in a series of public presentations. For example, one Scholar-in-Residence was Rebecca Walker, author of *Black, White, and Jewish: Autobiography of a Shifting Self*.
- The annual **Martin Luther King Jr. Breakfast** is hosted by Student Diversity Council, the Partners for Workplace Diversity, and the Office of Student Diversity. At this event, the Student Diversity Council gives Outstanding Service Awards for Diversity Programming.

The University partners with community organizations to celebrate the heritage and contributions of the various groups within the community:

- An annual **Chinese New Year** celebration, sponsored by the Chinese Association of the Greater Youngstown Area, takes place on the campus. A recent celebration featured the Lion Dance and a show of traditional Chinese costumes.
- **Celebrando**, an annual celebration of the culture of the Hispanic community, is held during **National Hispanic Heritage Month** and planned by representatives of the University, Youngstown City Schools, Organizacion Civica y Cultural Hispana Americana, and the Public Library of Youngstown and Mahoning County.
- **Lessons in Leadership**, an annual dinner held during National Business Women's Week, is co-sponsored by the Williamson College of Business Administration, the Youngstown Business and Professional Women, the Youngstown Club of the National Association of Negro Business and Professional Women (NANBPW), Latinas United Networking Association (LUNA), and Partners for Workplace Diversity. This dinner attracts more than 100 women from the community.

Articulation and Transfer

5c2. The organization's transfer policies and practices create an environment supportive of the mobility of learners.

Youngstown State University participates in several statewide programs that support mobility of learners within Ohio. YSU has created an Ohio Board of Regents approved **Transfer Module**, a subset of the University's general education program. Students who complete the Transfer Module are guaranteed that the courses they take at YSU will be accepted toward the general education requirements at another Ohio institution. As noted in the Federal Compliance section, Chapter 6, faculty have also been participating in OBOR panels to develop **Transfer Assurance Guides (TAGS)** for specific majors. Courses approved for the TAGS must be accepted toward the major by the receiving institution when a student transfers.

All Ohio public institutions use the **Course Applicability System (CAS)**, a web-based network for information on courses, course equivalencies, and program requirements. YSU maintains up-to-date information regarding course equates and degree requirements in this multi-state, decentralized system. Information is easily retrieved from a CAS site on the Internet by students, faculty, and the interested public. Students contemplating a transfer may review course equivalencies online, as well as review how those course equivalencies will apply toward a participating institution's academic programs.

The Office of Undergraduate Admissions works with academic departments to evaluate transcripts for transfer credit. There is an appeal process for students who disagree with the decisions. Undergraduate Admissions hosts open houses and participates in college transfer fairs for potential transfer students and an orientation program for transfer students is provided.

YSU is a member of the **Ohio Learning Network (OLN)**, which maintains a search engine to identify distance learning coursework from 81 Ohio higher-learning institutions. OLN is not a virtual university, but a collaboration of institutions. The search engine and OLN advisors assist Ohio citizens in finding distance learning courses and degrees offered by the member institutions. The Criterion 5 Self-Study Committee found that few students or faculty were aware of the potential benefits of OLN to current or potential YSU students.

The University has developed general **articulation agreements** with community colleges in Ohio and western Pennsylvania and with two-year campuses of other universities. There are also program-specific articulations, including:

- The Beeghly College of Education participated in the Northeast Regional Articulation Committee, a collaborative effort among 12 institutions to identify a common core of teacher education courses that would transfer among the four-year and two-year campuses. This agreement was developed to increase the number of teacher candidates entering the profession from underrepresented groups and to provide a pathway for students interested in the high-need areas of mathematics, science, and special education.
- In the Bitonte College of Health and Human Services, individuals may receive credit for accredited hospital or career-center training toward a bachelor's degree in allied health. BCHHS has articulation agreements, primarily in health and social work, with Cuyahoga County Community College, Lorain County Community College, and Jefferson Community College. Several times a year, a distance learning advisor and faculty members travel to these sites to advise possible transfer students. The Department of Human Ecology maintains an affiliation with the Fashion Institute of Technology (FIT) in New York City, which allows students to spend the junior year at FIT and obtain both an associate degree from FIT and a baccalaureate degree in Merchandising: Fashion and Interiors from YSU within four years.
- The College of Science, Technology, Engineering, and Mathematics has an early placement program for the Ph.D. in engineering at the University of Akron and Cleveland State University. Engineering graduate students can earn up to 12 semester hours of coursework and 12 hours of dissertation work at YSU toward the Ph.D. They also may select a co-advisor from the engineering faculty at Youngstown State.

Transfers and dual-enrollment are likely to increase in the future. The Northeast Ohio Universities Collaboration and Innovation Study Commission has developed two proposals that would enhance mobility among institutions: a common admissions application and cross-registration. These recommendations may go into effect as soon as the 2008–09 academic year. Some academic policies, such as the residency requirements, may need to be reexamined in light of increased collaboration among institutions. More information about the University’s transfer policies is available in the *Undergraduate Bulletin*.

Summary and Evaluation of Core Component 5c

Youngstown State University demonstrates its responsiveness to those constituencies that depend on it for service.

The University collaborates effectively with many institutions, particularly in the K–12 sector. These partnerships focus resources on shared goals, such as improving regional quality of life, promoting the arts, strengthening the economy, and achieving educational goals from pre-school through college. Appropriate policies and procedures ensure the integrity of these partnerships. Programs engage diverse constituencies and build bridges among them. Transfer policies and procedures support the mobility of learners. However, in light of the call for increased collaboration in Northeast Ohio, these policies will need to be reviewed and possibly revised. Students are not taking advantage of the possibility of earning a degree by combining YSU on-site courses and distance learning courses offered by Ohio Learning Network institutions. The benefits of the Ohio Learning Network should be publicized to current and potential students.

Core Component 5d:

Internal and external constituencies value the services the organization provides.

Assessing Engagement

5d1. The organization’s evaluation of services involves the constituencies served.

5d2. Service programs and student, faculty, and staff volunteer activities are well-received by the communities served.

5c3. Community leaders testify to the usefulness of the organization’s programs of engagement.

Several mechanisms are used to evaluate service and engagement, including program review and the assessment system for academic and non-academic units described in Chapter 3. Attendance figures, repeat business, and donations to support activities are indicators of their value to the participants.

Core Component 5d:

Internal and external constituencies value the services the organization provides.

College Boards of Visitors and academic program advisory boards include representatives of the constituencies served, and they provide valuable feedback regarding the usefulness of service activities provided. Some programs of engagement have an advisory board specific to that activity. The English Festival, for example, has an advisory board of 16 school and institutional representatives who help to determine the yearly program.

The diversity of programs and constituencies leads to a variety of assessment methods. The Partners for Workplace Diversity used focus groups in its most recent review of its goals and strategies. Some units have participants complete evaluation instruments. All continuing education courses offered by Metro College are evaluated by the attendees at the conclusion of the class. The Community Counseling Clinic has mailed surveys to clients, and the Williamson College of Business Administration surveys businesses annually.

Formal program evaluation is typically associated with grant-funded programs. Workforce training contracts, funded through Targeted Industry Training grants, undergo outcome and impact evaluation.

Awards given to programs and individuals illustrate community appreciation for the services provided. A few of the many awards received by faculty and staff include:

- WYSU won the best radio station Readers' Choice Award from *Metro Monthly* magazine.
- Mill Creek MetroParks commended Dr. John White of the Department of Sociology and Anthropology and his students and volunteers for their work on the Mill Creek Furnace.
- Dr. Cynthia Anderson, Vice President for Student Affairs, received the Athena Award, and several women faculty and staff have been nominated for the prestigious award.
- Norma Stefanik, Urban Designer in the Center for Urban and Regional Studies, accepted a Community Revitalization award from the Mahoning Valley Historical Society for the restoration design of the Jane Wooley House in Youngstown.
- Dr. Jane Reid, Professor of Marketing, is the recipient of the 2006 Ohio Association for Community Leadership Outstanding Community Leadership Award.
- Carol Trube received the Industrial Information Institute Eileen Award, given annually to a person who deserves special recognition for their efforts to improve business education in the Mahoning and Shenango valleys.

Economic and Workforce Development

5d3. The organization's economic and workforce development activities are sought after and valued by civic and business leaders.

Faculty members, often involving students, connect their research to the needs of the region, and that work is often funded by local governments and businesses. The titles of many externally funded projects illustrate the connection to regional economic development. Faculty-directed centers at YSU do research and/or consulting with economic implications. Examples include the Center for Environmental Monitoring and Restoration and the Center for Hydraulics Research and Education described in Chapter 4. The University recently created the position of Business Community Liaison to encourage businesses to look to YSU as a resource and to increase awareness of the level of expertise available to assist the business community.

Additional economic and workforce development activities are numerous and appreciated. For example:

- The **Emerging Markets Initiative** in the Williamson College of Business Administration was awarded the 2007 Governor's Excellence in Exporting Award. The award annually recognizes Ohio companies and organizations that have demonstrated outstanding performance in exporting or heightened awareness of exporting as a vital component of the state's economy. The goals are to internationalize the business curriculum, enhance the international knowledge and competencies of students and faculty, and educate the community about international business. The business community benefits from seminars with experts from the United States and abroad, discussing business opportunities in emerging and other international markets.
- Brainard, a division of Fastener Industries, Inc. is one example of the effectiveness of the **Targeted-Industry Training Program**. The company manufactures fasteners, primarily for automobiles and trucks. When the International Automotive Task Force issued a new quality management system certification, Brainard turned to YSU's Metro Workforce Targeted-Industry Training Program. The program helps businesses secure grants for training and consultation from the Enterprise Ohio Network. Metro staff arranged for consultants to train Brainard's employees and implement production methods geared toward the new certification. The company received the certification in June 2007. Rufus Hudson, marketing coordinator, and Michael Glonek, program planner, have assisted 10 businesses with this program, facilitating training for 706 employees, and saving companies \$174,793 through grants.
- The mission of the **Mahoning and Shenango Valley Advanced Manufacturing Initiative** is to "spur the development of advanced products and processes by linking business with higher education and other institutions that facilitate growth and innovation" (<http://msvami.googlepages.com/>). The

■ *I would like to commend the University for its work to link the intellectual resources at the institution with the local business community. By supporting efforts like the Mahoning and Shenango Advanced Manufacturing Initiative, the University is facilitating the integration of new technologies into the products and processes of local businesses."*

— Tim Ryan, Member of Congress

collaborative provides access to Youngstown States University's research and development, intellectual property, and training resources. At a recent MSVAMI Nano Manufacturers' Forum, representatives from Fireline, Inc., a local manufacturer of refractories, explained how they had worked with YSU to create a new composite that is more durable than the materials currently being used in the industry. In addition to Fireline, Inc., other MSVAMI participants include McDonald Steel, Altronic, Delphi, Linde Hydraulics, Advanced Microbeam, Industrial Machine and Design Services, and others.

- Small and mid-size businesses in Ashtabula, Mahoning, and Trumbull counties seek the assistance of the **Ohio Small Business Development Center (SBDC) at Youngstown State University**. The SBDC is organizationally attached to the Williamson College of Business Administration (WCBA), and the office is located in the Youngstown Business Incubator. SBDC provides counseling, training, research, technology transfer, and export assistance and uses the expertise of the WCBA faculty, as well as students, to assist its clientele. The SBDC also has offices in Warren, Jefferson, and Ashtabula.

Public Events

5d4. External constituents participate in the organization's activities and cocurricular programs open to the public.

■ "Programs offered through the College of Fine & Performing Arts provide a wonderful opportunity for our residents to see live theater and experience wonderful music. The college's mission of community outreach is certainly realized by welcoming us and many other groups to its diverse performances. Students and faculty alike are so professional and we enjoy being so close to the many venues at YSU."

— Ruth Birskovich, resident of Park Vista and coordinator of their University outings

The public participates in many of the University's cultural, intellectual, and athletic events. A review of the calendar shows there were 10 concerts, one poetry reading, eight lectures, seven theater performances, three films, one art exhibition, 11 athletic events, and two forums advertised to the public in one month alone. YSU brings nationally and internationally recognized leaders and artists from many different fields to the students and the community.

In the **College of Fine and Performing Arts**, the process of teaching and its outcomes are frequently available to the general public. In a typical year, the College brings over 400 events to the campus and local communities, including dozens of art exhibits, eight major theatrical productions, and more than one hundred musical events.

Intercollegiate Athletics. Many members of the community avidly support YSU athletic teams. In 2006–07, home basketball and football games attracted 174,813 in total attendance. YSU led the Gateway Football Conference in per game attendance for the tenth straight year. Football attendance has been in the top 10 among Division I-AA schools for the past seven years and in the top 20 for the past ten years.

Public lecture series include:

- The **Thomas Colloquium on Free Enterprise** brings experts in the fields of finance, accounting, and business to campus. The series has

featured such noted speakers as futurist Alvin Toffler; Steven Levitt, co-author of *Freakanomics*; and Andrew Young, former mayor of Atlanta, ambassador to the United Nations, and U.S. congressman. The Colloquium series is free, open to the public, and widely advertised.

- The **Skeggs Lecture Series** was established in memory of Leonard Skeggs, Sr., a major figure in the early development of Youngstown State University. Skeggs Lecturers have included former New York governor Mario Cuomo, retired Secretary of State Colin Powell, Pulitzer Prize-winning novelist Toni Morrison, and former British Prime Minister Margaret Thatcher.
- The **Williamson Symposium** brings nationally recognized business leaders and scholars to campus. In addition to meeting with classes and faculty, these “executives on campus” give a presentation that is open to the public and the regional business community. Williamson Fellows have included James Reese of Google, Inc. and David Ferguson of Wal-Mart Europe.

Public Use of Facilities

5d5. The organization's facilities are available to and used by the community.

Walking across campus and through the buildings, one could encounter:

- a busload of high school athletes arriving for a swim meet in Beeghly Center;
- an author seeking assistance from a reference librarian in Maag Library;
- a middle-school teacher consulting curriculum guides in the Wilcox Curriculum Resource Center;
- a tour-bus group visiting an exhibit at the McDonough Museum of Art;
- a prospective bride and groom headed to make arrangements for a wedding reception at the DeBartolo Stadium Club;
- an attorney leaving an Ohio State Bar Association satellite conference in Kilcawley Center;
- high school musicians practicing in Bliss Hall for a performance of the Youngstown Youth Symphony;
- first-graders enjoying their first show in the Ward Beecher Planetarium;
- a student monitor explaining interesting facts about the minerals, gemstones, and fossils in the Clarence Smith Mineral Museum to a group of senior citizens; and
- the planning committee for the American Heart Association Heart Walk setting up the registration table in Stambaugh Stadium.

The University's facilities are open to and widely used by the community. Athletic facilities are used by local schools and organizations for athletic competitions, usually for football, basketball, swimming, track, and tennis meets. In 2005–06 alone, there were 301 such events. Stambaugh Stadium is the home field for Youngstown City Schools, as well as Cardinal Mooney and Ursuline high schools.

Maag Library is open to the general public and is the primary research library in the region. Community members have access not only to the library's physical collections, but also to all collections of digital information, and to the human resources of the library, which include specialists in many fields. Library staff members provide tours and instruction for high school students. The Wilcox Curriculum Resource Center, located in the Beeghly College of Education, is used by K–12 teachers for research and curricular support.

Kilcawley Center is used by community organizations, local governments, and schools. If the group is sponsored by a University department or student organization, there is no charge. Outside organizations that pay a rental fee account for 5% of the reservations. Red Cross blood drives, the Youngstown *Vindicator* annual spelling bee, science fairs, and Destination Imagination competitions take place in Kilcawley Center.

Residence halls are used to house participants in athletics camps, summer enrichment programs, and community activities (e.g., umpires for the Pony League Nationals). There were over 1,800 guests in summer 2007.

■ *"Now that I am pursuing my master's in Literacy, I returned to Youngstown State and have again experienced high-quality instruction as well as opportunities for professional growth. I am extremely thankful...and look forward to continuing a life-long affiliation with Youngstown State."*

— Susan M. Miklos-Moss, teacher

Continuing Education for Professionals

5d6. The organization provides programs to meet the continuing education needs of licensed professionals in its community.

Licensed professionals in the Mahoning Valley look to YSU for their continuing-education needs:

- Metro College offers a number of continuing education classes. The spring 2008 schedule, for example, provides workshops for accountants and real estate brokers, as well as computer and grant-writing courses of interest to professionals from diverse fields (<http://www.ysu.edu/metro/courses.php>).
- In addition to the many professional development opportunities for teachers listed previously, the Beeghly College of Education offers post-graduate courses so that licensed teachers, educational administrators, and counselors can renew or upgrade licenses, or obtain additional credentials. The College has a Professional Development Coordinator who facilitates course access for practicing teachers and delivery of courses on-site at schools. Graduate and certification courses have been delivered to cohorts of students off-campus (e.g., the M.S. in Educa-

tion in Educational Administration in Ashtabula County). “Summer of Growth” workshops are flexibly scheduled to accommodate teacher schedules.

- Continuing education for licensed teachers is also provided through
 - the High School Chemistry Teachers Professional Development Day conducted by the Department of Chemistry.
 - economics education workshops offered by the Department of Economics in conjunction with the Industrial Information Institute.
 - Northeast Ohio Education Association Day workshops coordinated by the Department of Human Ecology for family and consumer science teachers.
- The **Eastern Ohio Area Health Education Center (EOAHEC)** is an Area Health Education Center of Northeastern Ohio Universities Colleges of Medicine and Pharmacy. One of EOAHEC’s major goals is to provide continuing education for health and human service professionals in Ashtabula, Columbiana, Mahoning, and Trumbull counties. It recently cosponsored a day-long program “Caring for Patients from Diverse Cultures: Health, Illness, and Culture.” The target audience was physicians, nurses, social workers, dietitians, case workers, health educators, home health and extended care providers, and students of health professions.
- The Department of Accounting and Finance provides continuing education workshops for Certified Public Accountants and accounting professionals. These programs include several offered by the Ohio Society for Certified Public Accountants. YSU has one of the largest annual Federal Tax Director’s Institutes in the United States.

Summary and Evaluation of Core Component 5d

Internal and external constituencies value the services that Youngstown State University provides.

The University is the premier source for intellectual and artistic programming in the region. Its physical facilities are open to and extensively used by the community. Civic and business leaders recognize the value of the economic and workforce development programs that are offered. Faculty and staff have close connections with the University’s constituencies. However, evaluation processes are more informal than formal, largely relying on advisory committees and person-to-person communications. With more precise evaluation data, it would be easier to assess the impact of activities and identify changes that increase effectiveness.

■ *“The SMARTS Program has tirelessly worked with inner city school students in their schools and at the SMARTS Center located at the Adler Art Academy.”*

— Patricia Syak, Chief Executive Officer of the Youngstown Symphony Society

Conclusions

Youngstown State University complies with Criterion 5: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Youngstown State University takes pride in its extensive engagement with its constituencies and the many ways that faculty, staff, and students serve the community. The evidence presented in this chapter indicates the following strengths, challenges, and opportunities for improvement:

Strengths

1. Commitment to civic engagement and community service is clearly articulated in the Mission, Vision, and planning documents. There is a long institutional history of planning for engagement and following through on the plans.
2. Acquiring land, demolishing derelict houses, and improving the University's physical plant have benefited the neighborhood, as well as the University.
3. The University has many outreach initiatives, including a unit, the Public Service Institute, specifically charged with addressing problems of the region.
4. Collaborative ventures with K–12 education and higher learning institutions make effective use of scarce resources and enhance the economic, educational, and cultural capacity of the region.
5. New degree and non-credit programs have been created at the request of, and to serve the needs of, local employers.
6. Faculty and staff have aggressively pursued external funding to address community needs.
7. The University is the premier source for intellectual and artistic programming in the region (e.g., lecture series; theater, art, and music programming; WYSU-FM).

Challenges and Opportunities

1. Development of the Metropolitan College's services (off-campus credit courses, non-credit courses, workforce development, etc.) has been hindered by frequent changes in leadership, lack of communication channels with the academic units, changes in physical location, and fluctuations in institutional emphasis on these services.

Recommendation: The effectiveness of the new organizational structure for Metropolitan College functions will need to be monitored. The institution should improve connections among Metro

Credit, Metro Workforce, and other campus units, and clarify priorities, roles, and responsibilities. The University should monitor evolving state policy on adult education and respond proactively with model programs based on career pathways.

2. Although the University gives high priority to engagement, the constrained resource base makes it impossible to respond to all the numerous community needs and opportunities for involvement. Engagement activities are often the result of soft money or individual faculty/staff interests, rather than conscious prioritization.
3. Community engagement is typically managed at the college or unit level, and the result is a very active and rich set of programs, but programs that sometimes lack strategic intent, strategic direction, and strategic support at the institutional level. Because engagement activities are so numerous and diffused throughout the institution, it is difficult to collect data or assess the collective impact of such activities. Improved coordination and focus could prevent duplication of effort, as well as omissions, and align activities with resources and strategic intent.

Recommendations: To address the challenges and build upon the strengths listed above, YSU should progress from an organization that undertakes engagement at a “unit-based” level to one that undertakes engagement at an “institution-based” level by clarifying strategic intent, strategic directions, and the required strategic support. The University should:

- Use the Carnegie Foundation for the Advancement of Teaching’s *Community Engagement 2008 Documentation Framework* to assess and plan YSU’s advancement as an engaged institution; consider submitting data to Carnegie for inclusion of YSU in the Community Engagement classification; and designate an individual to lead a work group in this assessment, planning, and submission effort.
- Continue the emphasis on engagement in the next institutional strategic plan; prioritize engagement commitments; and link unit plans, reporting structures, personnel decisions, and budget planning to priorities.
- Develop and expand reward structures for faculty, students, and staff who serve external constituencies.
- Improve institutional management of engagement through improved coordination, data collection, and assessment.
- Provide faculty and staff development focusing on collaboration and the “Scholarship of Engagement.”

Action: Action is already being taken on many of these recommendations. To implement the *Academic Strategic Plan*, the Dean’s Council identified goals and priorities for 2007–08. A work group, led by Dean Betty Jo Licata,

is focusing on placing “engagement at the center of the YSU educational experience, so that all students will encounter the ‘invitation to engagement’ as a permanent element in their curricula.” Tasks to be accomplished this year include:

- Establishing an operational definition of engagement and stating the desired learning outcomes of “engagement”;
- Identifying how to achieve these outcomes and at what level (i.e, academic program level and/or university level);
- Creating/refining an inventory of ways in which engagement is achieved in various academic programs;
- Identifying means of development and recognition for faculty who serve as “ambassadors for engagement”;
- Identifying resources (finances, processes, people) that are in place to support the achievement of engagement objectives;
- Hosting a faculty development program on engagement and its relationship to academic programs;
- Establishing a service learning team;
- Creating a web site on engagement/service-learning.