BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 22, 2022
10:30 a.m., Morris University Center 215

Agenda

1.0 Action Items

1.1 Resolution ASA02-22
Approval of 2022-2023 and 2023-2024 Academic Calendars

Dr. Sunil Ahuja, Provost and Vice President for Academic and Student Affairs, will present Resolution ASA02-22, Approval of 2022-2023 and 2023-2024 Academic Calendars**.**

1.2 Resolution ASA03-22
Approval of Policy 5.44, Microcredentialing and Non-Credit Certificates

Mr. Eric Braun, Vice President for Advancement and Enrollment Management, will present Resolution ASA03-22 approving Policy 5.44, Microcredentialing and Non-Credit Certificates.

1.3 Resolution ASA04-22
Commemorative Naming of the Dayton duMeleau Math Center

Mr. Braun will present this resolution to ratify and amend SSU Development Foundation Resolution 2022-01, Commemorative Naming of the Dayton duMeleau Math Center.

2.0 Information Items

2.1 Academic & Student Affairs Executive Report

Dr. Ahuja will report on recent activities in Academic & Student Affairs.

2.2 Advancement & Enrollment Management Executive Report

Mr. Braun will report on recent activities in Advancement & Enrollment Management.

2.3 Recruitment and Admissions Report

Mr. Braun will report on new student recruitment and Admissions activities.

2.4   Student Programming Board

Mr. Eli Cole, Student Programming Board, Special Events Chair, will report on SPB events for spring 2022.

3.0   Education

Dr. Drew Feight, Professor of History, will present on the Center for Public History.

RESOLUTION ASA02-22

APPROVAL OF THE 2022-2023 & 2023-2024 ACADEMIC CALENDARS

WHEREAS, members of the Calendar Advisory Committee have developed and reviewed the proposed 2022-2023 Academic Calendar and the 2023-2024 Academic Calendar; and

WHEREAS, the Provost and the President have approved the proposed 2022-2023 Academic Calendar and the 2023-2024 Academic Calendar;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University approves the Shawnee State University 2022-2023 Academic Calendar and the 2023-2024 Academic Calendar, attached hereto.

(April 22, 2022)

Shawnee State
U N I V E R S I T Y

2022-2023 ACADEMIC CALENDAR

Fall Semester 2022-2023

August 22	Fall semester classes begin (full and first half session)
September 5	Labor Day (*University Closed*)
October 6-7	Fall Break *(No Classes)*
October 14	Last day of first half session (final exams during last scheduled class period)
October 17	First day of second half session
October 18	Grades due in Office of the Registrar by noon (first half session)
November 11	Veteran's Day (*University Closed*)
November 23	No Classes *(University Offices Open)*
November 24	Thanksgiving Day *(University Closed)*
November 25	Thanksgiving Holiday *(University Closed)*
November 26	Classes resume
December 2	Last day of classes (full session and second half session)
Dec 3-9	Final Exams (full session classes)
December 10	Fall Commencement – semester ends
December 13	Grades due in Office of the Registrar by noon (full and second half session for on-campus and online classes)
December 23	Christmas Holiday Observed *(University Closed)*
December 26	Christmas Holiday Observed *(University Closed)*
December 27-31	Winter Break *(University Closed)*
January 2	New Year's Holiday Observed (*University Closed*)

Spring Semester 2022-2023

January 9	Spring semester classes begin (full and first half session)
January 16	Martin Luther King, Jr. Day *(University Closed)*
February 24	Last day of first half session (final exams during last scheduled class period)
Feb 27-Mar 5	Spring Break
March 6	First day of second half- week session
	Spring full session classes resume
March 7	Grades due in Office of the Registrar by noon (first half session)
April 21	Last day of classes (full session and second half session)
April 22-28	Final Exams (full session classes)
April 29	Commencement
May 2	Grades due in Office of the Registrar by noon (full and second half session)

Summer Semester 2022-2023

May 8	First day of first seven-week session
May 22	First day of full session (ten week)
May 29	Memorial Day (*University Closed*)
June 19	Juneteenth *(University Closed)*
June 23	Last day of first-seven-week session
June 26	Second seven-week session week – classes begin
June 27	Grades due in Office of the Registrar by noon (first seven-week session)
July 4	Independence Day (*University Closed*)
July 28	Last day of full session
August 1	Grades due in Office of the Registrar by noon (full session)
August 11	Last day of second seven-week session
August 15	Grades due in Office of the Registrar by noon (second seven-week session)

** According to Ohio Department of Higher Education Requirements, "One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes)."

Shawnee State
U N I V E R S I T Y

2023-2024 ACADEMIC CALENDAR

Fall Semester 2023-2024

August 21	Fall semester classes begin (full and first half session)
September 4	Labor Day (*University Closed*)
October 5-6	Fall Break *(No Classes)*
October 13	Last day of first half session (final exams during last scheduled class period)
October 16	First day of second half session
October 17	Grades due in Office of the Registrar by noon (first half session)
November 10	Veteran's Day Observed (*University Closed*)
November 22	No Classes *(University Offices Open)*
November 23	Thanksgiving Day *(University Closed)*
November 24	Thanksgiving Holiday *(University Closed)*
November 25	Classes resume
December 1	Last day of classes (full session and second half session)
Dec 2-8	Final Exams (full session classes)
December 9	Fall Commencement – semester ends
December 12	Grades due in Office of the Registrar by noon (full and second half session for on-campus and online classes)
December 22	Christmas Holiday Observed *(University Closed)*
December 25	Christmas Holiday Observed *(University Closed)*
December 26-31	Winter Break *(University Closed)*
January 1	New Year's Holiday Observed (*University Closed*)

Spring Semester 2023-2024

January 8	Spring semester classes begin (full and first half session)
January 15	Martin Luther King, Jr. Day *(University Closed)*
February 23	Last day of first half session (final exams during last scheduled class period)
Feb 26 – Mar 3	Spring Break
March 4	First day of second half- week session
	Spring full session classes resume
March 5	Grades due in Office of the Registrar by noon (first half session)
April 19	Last day of classes (full session and second half session)
Apr 20-26	Final Exams (full session classes)
April 27	Commencement
April 30	Grades due in Office of the Registrar by noon (full and second half session)

Summer Semester 2023-2024

May 6	First day of first seven-week session
May 20	First day of full session (ten weeks)
May 27	Memorial Day (*University Closed*)
June 19	Juneteenth *(University Closed)*
June 21	Last day of first-seven-week session
June 24	Second seven-week session – classes begin
June 25	Grades due in Office of the Registrar by noon (first seven-week session)
July 4	Independence Day (*University Closed*)
July 26	Last day of full session
July 30	Grades due in Office of the Registrar by noon (full session)
August 9	Last day of second seven-week session
August 13	Grades due in Office of the Registrar by noon (second seven-week session)

** According to Ohio Department of Higher Education's requirements: "One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes)."

RESOLUTION ASA03-22

**APPROVAL OF THE ADOPTION OF POLICY 5.44
MICROCREDENTIALING AND NON-CREDIT CERTIFICATES**

WHEREAS, microcredentials and non-credit certificates provide students and graduates with a competitive advantage when seeking employment and advancement in their careers; and

WHEREAS, Shawnee State University recognizes the need and opportunity to meet the needs of business and industry for credentialed learning; and

WHEREAS, Policy 5.44 addresses the requirements pertaining to the development of microcredentials and non-credit certificates; and

WHEREAS, procedures required for the effective and consistent implementation of the policy are provided for informational purposes;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University approves Policy 5.44, Microcredentialing and Non-Credit Certificates.

(April 22, 2022)

Shawnee State University

POLICY TITLE:	MICROCREDENTIALING AND NON-CREDIT CERTIFICATES
POLICY NO.:	5.44
ADMIN CODE:	3362-5-44
PAGE NO.:	1 OF 5
EFFECTIVE DATE:	04/22/2022
NEXT REVIEW DATE:	04/22/2025
RESPONSIBLE OFFICER(S):	VPAEM
APPROVED BY:	BOARD OF TRUSTEES

1.0   INTRODUCTION

    1.1   Microcredentialing is the process of issuing verification of learning, activity and accomplishments that are not transcriptable through the traditional academic process of course completion and degree attainment. Microcredentials are often verified using digital badges. Microcredentials can provide University graduates and others with a competitive advantage when seeking employment and advancement in their careers.

        1.1.1   Definitions

            1.1.1.1   Microcredential: An authenticated indication of learning or accomplishment issued by the University after a student demonstrates completion of appropriate requirements.

            1.1.1.2   E-credential: Any digital indication of student learning, activity or accomplishment. Examples of e-credentials include digital badges.

            1.1.1.3   Digital badge: An e-credential consisting of a visual symbol of accomplishment that contains verifiable data and evidence of a student's learning or accomplishment, which recipients can share with future employers, educational institutions or individuals via the internet.

    1.2   Non-credit certificates are intended to allow students to pursue specific topics to supplement a degree program; gain knowledge in a chosen field of employment; earn continuing education units (CEUs) for workforce development; prepare for exams for professional certification; or for professional licensure. The Center for Lifelong Learning will offer certificates for non-credit programs.

        1.2.1   Definitions

            1.2.1.1   Non-credit: Used to describe programs that do not earn transcriptable credit hours at the University. Non-credit bearing

certificates are typically Certificates of Completion or Short-Term Technical Certificates.

1.2.1.2   Certificate of Completion: A certificate of completion is a flexible award meant to convey completion of a workshop, bootcamp, or other program.

1.2.1.3   Less Than One Year Technical Certificate/ Short-Term Technical Certificate: Certificates awarded by a post-secondary institution for the completion of an organized program of study in less than 900 clock hours that are designed for an occupation or specific employment opportunities. These certificates should prepare students for a valid occupational license or third-party industry-recognized credential or certification, if available, related to the field of study.

1.2.1.4   Industry-Recognized Credential or Certification: This definition follows appropriate ODHE guidelines. Valid industry-recognized credentials or certifications include all occupational licenses and registries provided by state or national professional boards, apprenticeship completion certificates, and industry certifications from a valid third-party.

2.0   PURPOSE

The purpose of this policy is:

2.1   To provide Shawnee State University with a tool to verify student learning and co-curricular activities and accomplishments that may not be verified via transcripts.

2.2   To provide Shawnee State University with a tool to meet the needs of business and industry for credentialed learning.

2.3   To provide Shawnee State University with a tool to award completion of workshops, bootcamps, courses, and other non-credit bearing programs.

2.4   To provide individuals with learning opportunities to become certified in a technical or professional area or skills.

2.5   To provide Shawnee State University graduates with a competitive advantage when seeking employment and advancement in their careers.

3.0   DEVELOPING MICROCREDENTIALS

3.1   Any faculty or administrator may propose a microcredential. New microcredentials require approval by a review panel, as set forth in the accompanying procedure. Such procedures are subject to approval by the President.

3.1.1   It is the responsibility of the Director of the Center for Lifelong Learning to maintain and update relevant procedures for the development of microcredentials.

3.2   Microcredentials must, at a minimum, include the following elements.

3.2.1   Description: The learning activity or accomplishment to be authenticated.

3.2.2   Criteria: The requirements that must be completed in order to earn the microcredential.

3.2.3   Mode of Issuance: The technological platform to be utilized to issue and verify the microcredential.

3.2.4   Evidence: Demonstration of how the criteria have been met.

3.2.5   Expiration: The length of time that the microcredential remains valid.

3.3   All intellectual property including academic works created through the development of a microcredential will be subject to Board of Trustees Policy 2.10Rev., Copyright, Patents and Research for University Personnel.

4.0   DEVELOPING NON-CREDIT CERTIFICATES

4.1   Any faculty or administrator may propose a non-credit certificate. New non-credit certificates require approval by the review panel as set forth in the accompanying procedure. Such procedures are subject to approval by the President.

4.1.1   It is the responsibility of the Director of the Center for Lifelong Learning to maintain and update relevant procedures for the development of non-credit certificates.

4.2   Non-credit certificates must, at a minimum meet the following elements.

4.2.1   Description: The learning activity or accomplishment to be authenticated.

4.2.2   Program Outline: Minimum number of contact hours defined, program objectives and outcomes clearly defined, pathway to current degree programs defined when applicable, aligned to requirements set forth by certification agency when applicable.

4.2.3   Mode of Completion: The requirements that must be completed to earn the non-credit certificate.

4.2.4   Expiration: The length of time that the non-credit certificate remains valid.

4.3   All intellectual property including academic works created through the development of a certificate will be subject to Board of Trustees Policy 2.10Rev., Copyright, Patents and Research for University Personnel.

5.0   ISSUING MICROCREDENTIALS

5.1   Any student enrolled at Shawnee State University is able to participate in non-credit bearing, non-transcriptable learning activities that can be verified with a microcredential. In addition, non-credit bearing, non-transcriptable microcredentials may be offered to the general public to provide for business and industry needs. Certain microcredentials may include specific eligibility requirements.

5.2   Candidates for a microcredential must meet all criteria for that microcredential as certified by the sponsoring department, office, or division. The initiating department, office, or division is responsible for verifying all aspects of the microcredential including eligibility, criteria, evidence and awarding.

6.0   ISSUING NON-CREDIT CERTIFICATES

6.1   Non-credit bearing certificates may be offered to students and the general public to provide for credentialed learning and a competitive advantage when seeking employment and career advancement. Certain certificates may include specific eligibility requirements.

6.2   The initiating department, office or division is responsible for all aspects of delivery of the certificate, and must work with the Center for Lifelong Learning to ensure reporting, verification, and issuance of the certificate.

6.3   The Center for Lifelong Learning is responsible for verifying and issuing non-credit Certificates and Certificates of Completion.

7.0   MODIFYING OR DECOMISSIONING MICROCREDENTIALS

7.1   Significant changes to existing microcredentials in purpose or scope require approval from the microcredential review panel.

7.2   The microcredential review panel will have the authority to decommission microcredentials if the microcredential no longer aligns in purpose or scope with the original approved microcredential, or if the sponsoring department, division, or office is incapable of administering the microcredential.

8.0   MODIFYING OR DECOMISSIONING NON-CREDIT CERTIFICATE PROGRAMS

Significant changes to existing non-credit certificates in purpose or scope require approval from the Director of the Center for Lifelong Learning.

History
Effective: 04/22/22

Applicable Procedures: 5.44:1 Procedures for Developing a Microcredential or Non-Credit Certificate

PROCEDURE TITLE:	DEVELOPING A MICROCREDENTIAL OR NON-CREDIT CERTIFICATE
PROCEDURE NO.:	5.44:1
RELATED POLICY:	5.44
PAGE NO.:	1 OF 4
RESPONSIBLE ADMINISTRATOR(S):	VPAEM
EFECTIVE DATE:	04/22/2022
NEXT REVIEW DATE:	04/22/2025
APPROVED BY:	PRESIDENT

1.0 GENERAL GUIDELINES

1.1 Microcredentialing is the process of issuing verification of learning, activity and accomplishments that are not transcriptable through the traditional academic process of course completion and degree attainment. Microcredentials are often verified using digital badges. Microcredentials can provide University graduates and others with a competitive advantage when seeking employment and advancement in their careers.

1.2 Candidates for a microcredential must meet all criteria for that microcredential as certified by the sponsoring department, office, or division.

1.3 Non-credit certificates are intended to allow students to pursue specific topics to supplement a degree program; gain knowledge in a chosen field of employment; earn continuing education units (CEUs) for workforce development; and/or prepare for exams for professional certification or for professional licensure. The Center for Lifelong Learning will offer certificates for non-credit programs.

2.0 NOTICE OF INTENT TO ISSUE MICROCREDENTIAL/ELECTRONIC BADGE

2.1 A department, office or division indicates a desired microcredential by filling out the online Notice of Intent to Issue Microcredential/Electronic Badge form (see Appendix A). Filling out the Notice of Intent will result in the following offices being alerted to assist in the development of the Microcredential:

2.1.1 Associate Provost

2.1.2 Information Technology Services (ITS)

2.1.3 Marketing and Communication

2.1.4 Teaching and Learning Center (TLC)

2.1.5   Center for Lifelong Learning

2.1.6   Director of Workforce Development

2.2   Badge Development Template

2.2.1   The initiator develops the microcredential utilizing the Badge Development Template (Appendix B).

2.2.1.1   It is recommended that the initiator consult with the TLC regarding learning objectives, assessments, and evidence.

2.2.1.2   It is recommended that the initiator consult with Marketing and Communications regarding design considerations for the digital badge(s).

2.2.1.3   It is recommended that the initiator consult with Workforce Development regarding industry demand considerations for the digital badge(s).

2.2.2   The initiator submits the Badge Development Template to the Director of the Center for Lifelong Learning.

2.2.3   The Director of the Center for Lifelong Learning convenes a review panel consisting of the Director of the Center for Lifelong Learning, Associate Provost of Academic Affairs, and the Director of Workforce Development (Review Panel). Following approval by the Review Panel, the Center for Lifelong Learning will work with ITS and Marketing and Communications to advertise, display and make available the new microcredential.

2.2.4   In the event the Review Panel does not approve the proposed microcredential, rationale will be provided to initator. Resubmission of the microcredential is permitted.

2.2.5   The initiating department, office or division is responsible for all aspects of delivery and verification of the microcredential including eligibility, criteria, evidence and awarding.

3.0   NOTICE OF INTENT TO ISSUE NON-CREDIT CERTIFICATE

3.1   A department, office or division indicates a desired certificate by filling out the online Notice of Intent to Issue Certificate form (Appendix C). Filling out the Notice of Intent will result in the following offices being alerted to assist in the development of the certificate:

   3.1.1 Associate Provost

   3.1.2 Marketing and Communication

   3.1.3 Teaching and Learning Center (TLC)

   3.1.4 Center for Lifelong Learning

   3.1.5 Director of Workforce Development

   3.1.6 Student Success Center

 3.2 Non-Credit Certificate Development Template

   3.2.1 The initiator develops the certificate utilizing the Certificate Development Template (Appendix D).

     3.2.1.1 It is recommended that the initiator consult with the TLC regarding learning objectives, assessments, and evidence.

     3.2.1.2 It is recommended that the initiator consult with Workforce Development regarding industry demand considerations for the certificate(s).

     3.2.1.3 It is recommended that the initiator consult with the Student Success Center regarding third party certification testing.

   3.2.2 The initiator submits the Certificate Development Template to the Director of the Center for Lifelong Learning.

   3.2.3 The Director of the Center for Lifelong Learning convenes a review panel consisting of the Director of the Center for Lifelong Learning, Associate Provost of Academic Affairs, and the Director of Workforce Development (Review Panel). Following approval by the Review Panel, the Center for Lifelong Learning will work with the Student Success Center and Marketing and Communications to advertise, display and make available the new certificate.

   3.2.4 In the event the Review Panel does not approve the proposed certificate, rationale will be provided to initiator. Resubmission of the certificate is permitted.

   3.2.5 The initiating department, office or division is responsible for all aspects of delivery of the certificate, and must work with the Center for Lifelong Learning to ensure reporting, verification, and issuance of the certificate.

3.2.6   The Center for Lifelong Learning is responsible for all aspects of reporting, verification, and issuance of the certificate.

History
Effective: 04/22/22

Appendix A:

Notice of Intent to Issue Microcredential/Electronic Badge

Microcredentialing is the process of issuing transportable verification of learning, activity and accomplishments that are not transcriptable through the traditional academic process of course completion and degree attainment. Microcredentials are often verified using digital badges. Institutions of Higher Education are increasingly utilizing microcredentials to provide their graduates with a competitive advantage when seeking employment and advancement in their careers.

Candidates for a microcredential must meet all criteria for that microcredential as certified by the sponsoring department, office, or division. The initiating department, office, or division is responsible for delivery of and verifying all aspects of the microcredential including eligibility, criteria, evidence and awarding.

Initiator:

Department, Office or Division:

Phone Number:

Email Address:

Name of Badge:

Anticipated Start Date for Issuing Badge:

Briefly Describe the Badge Being Proposed:

<u>**Appendix B:**</u>

Badge Development Template

<u>**Section 1: Considerations for Designing Badges**</u>

Making a Meaningful Badge:
The focus for developing an electronic badge should be on clearly identifying the competencies the earners will obtain or build upon by earning the badge. When developing a badge, the focus should be on equipping the earners with the competencies that will be the most beneficial for them. These benefits should be clearly defined and easily understandable for potential earners. Please take the following points into consideration:

- Badge steps should be clearly defined, clearly related to the purpose of the badge, and measurable.
- Specific goals and objectives should be clearly stated.
- Badges should be focused on specific outcomes.
- Assigned tasks or Steps should be divided into attainable units of information.
- The time allocated to a badge should be reasonable and not intimidate potential earners. Badges taking longer than 6 months of effort should consider being broken up.

Badge Creation Pitfalls:
To assist you in creating badges that are highly detailed, effective, and valuable for your earners, there are a number of approaches that should be avoided.

- Avoid linking out to external websites for the majority of your badge content.
- Avoid providing the earner with a wide variety of activities for a single step.
- Avoid having rigorous criteria that must be adhered to, while leaving the submission guidelines open-ended.
- Avoid creating badges that have unrealistic expectations for badge steps.
- Badges should not be issued for credentials that are already provided via a student transcript (i.e.: awarding badges for completing an existing course).

<u>**Section 2: Designing Badge Content**</u>

During the badge design process, your content will be divided into three parts: Badge Basics, Steps and Criteria, and Graphics. This document will walk you through the steps required to design each of those sections.

Badge Basics: The first step is to prepare some basic information about the badge: Badge Title, Award Eligibility, General Description, Award Date and Expiration Date. Use the information below to help you establish these items for your badge.

Badge Title: Create a title for your badge that is reflective of the general skills, knowledge and competencies that the earners will be working to develop. The title should be meaningful, interesting and clearly understood by potential earners. Typically, the title consists of 2 to 3 words. *Do NOT use titles that correlate to a course offering.*

- *Examples:*

- *Information Literacy*
- *Personal Leadership*
- *Essential Career Skills*
- *Community Service*

General Description: This brief description is intended as a general overview of badge content. Do not go into specific details about the actual steps/objectives included in the badge, rather provide some information that will give prospective earners an idea of what competencies they will need to demonstrate in order to earn the badge. The general description should answer the following questions:

- What is this badge about?
- How will this badge be earned?
- Why is this badge important?
- Is there evidence of need?
- What skills are demonstrated by obtaining this badge?
- Is there a cost to the earner associated with earning this badge?
- *Example: The Information Literacy Badge recognizes students who have demonstrated their skill at finding and evaluating information in a wide variety of formats from scholarly and non-scholarly sources. Analyzing information sources for strengths and weaknesses is a critical skill of information literacy that is important for academic work at Shawnee State and in future employment. Using resources offered by the Clark Memorial Library, students will develop critical information literacy and library research skills as they work with a subject area specialist to pursue their own unique research question and produce a critical annotated bibliography.*

Estimated Time to Complete: How long will it take for the learner to complete the badge? If there are other considerations or restrictions regarding timeline for badge completion, describe those here.

Expiration Date: Specify the length of time that the badge remains valid. If the badge does not have an expiration date, please write "none." It is expected that most badges will have no expiration date.

Steps and Criteria: This section of the Badge Development Template will help you work through the process of outlining the individual steps and criteria for your badge. The steps in the badge should be specific and meaningful to the overarching competency that is being acquired or developed by the earner. Each badge can have a total of 12 steps (but most badges will likely not need all 12). Each step has 6 components:

- **Step Number:** Number the badge's steps in the order in which they should be completed.
- **Step Title:** The step title should be concise and accurately reflect the competency being developed. If developing multiple badge steps that have similar titles, consider adding a specific differentiator (i.e. - Step 1, Step 2) as a prefix to the step title.
- **Objective:** A single statement that describes the importance or relevance of the step. It is recommended that your objective be written utilizing the SMART method (Specific, Measurable, Attainable, Realistic and Time-based).
- **Embedded Content (optional):** Each step can display some form of embedded content for the earner to view. Indicate the link or filename for the embedded content here.

- **Assignment:** The actual assignment the earner will be required to complete in order to successfully complete the step and progress toward earning the badge. The assignment description should be clear, concise, logically sequenced, and describe the entire process necessary to complete the step.
- **Evaluation Criteria:** The evaluation criteria should articulate the initiator's expectations for measuring an earner's demonstration of the competency being acquired. It should identify ways to measure the thoroughness or completeness of the assignment, while providing ample opportunity for feedback and remediation of the earner's work. If the student is required to provide evidence of completion of the assignment, a description of what constitutes appropriate evidence should be noted here.

Graphics: Once the content has been developed, it is time to determine the visual look of your badge. While each badge should be unique, badges issued and verified by Shawnee State University will have a degree of uniformity. As such, it is important to consult with a graphic designer in the office of Marketing and Communications to assist you in developing a badge that is both individual and appropriately Shawnee-branded.

While it is anticipated that most initiators will have little graphics design experience and will leave most of the design up to graphics artists in the Marketing and Communication office, initiators with a graphics design background may wish to do some of the design themselves. Please be aware if you are developing your own design that the graphics must conform to the following specifications:
- Graphics must fit into a 200x200 pixel square
- Graphics must conform to uniform Shawnee-branding specifications (see above)
- Icon must be white
- Background must be transparent
- All graphics files must be .png

Section 3: Badge Development Template Form

1. **Initiator:**
   a. **Name**
   b. **Email**
   c. **Phone**

2. **Responsible Department or Office: _____**

3. **Badge Title:**

4. **General Description and Rationale:**
   a. **What is this badge about?**
   b. **How will this badge be earned?**
   c. **Why is this badge important?**
   d. **Is there evidence of need?**
   e. **What are the skills that demonstrated by obtaining this badge?**
   f. **Is there a cost to the earner associated with earning this badge?**

5. **Estimated Time to Complete:** _____

6. **Expiration Date (if applicable):** _____

7. **Steps (repeat as needed for all steps in earning the badge):**
   - Step Number:
   - Step Title:
   - Objective:
   - Assignment:
   - Evaluation Criteria:
   - (Optional) Upload sample instructional materials:

8. **Graphics (insert a link or embed graphic here):**

Signatures:

_____   _____
Initiator   Date

_____   _____
Signatory Authority for Responsible Department, Office or Division   Date

Notice of Intent to Issue Non-Credit Certificate

Non-credit certificates are intended to allow students to pursue specific topics to supplement a degree program; gain knowledge in a chosen field of employment; earn continuing education units (CEUs) for workforce development; and/or prepare for exams for professional certification or for professional licensure. The Center for Lifelong Learning will offer certificates for non-credit programs.

The initiating department, office or division is responsible for all aspects of delivery of the certificate, and must work with the Center for Lifelong Learning to ensure reporting, verification, and issuance of the certificate. The Center for Lifelong Learning is responsible for all aspects of reporting, verification, and issuance of the certificate.

Initiator:

Department, Office or Division:

Phone Number:

Email Address:

Name of Certificate:

Anticipated Start Date for Issuing Certificate:

Briefly Describe the Certificate Being Proposed:

Non-Credit Bearing Certificate Development Template

1. **Initiator:**
    a. **Name**
    b. **Email**
    c. **Phone**

2. **Responsible Department or Office: _____**

3. **Certificate Title:**

4. **General Description and Rationale:**
    a. **What is this certificate about?**
    b. **How will this certificate be earned?**
    c. **Is there evidence of need among learners and industry?**
    d. **Does this certificate lead to obtaining a valid Industry Recognized Credential?**
    e. **Is there a cost to the earner associated with earning this certificate?**

5. **Estimated number of hours to Complete:** _____

6. **Expiration Date (if applicable):** _____

7. **Steps (repeat as needed for all steps in earning the certificate):**
    - Step Number:
    - Step Title:
    - Objective:
    - Assignment:
    - Evaluation Criteria:
    - (Optional) Upload sample instructional materials:

Signatures:

_____   _____

Initiator   Date

_____   _____

Signatory Authority for Responsible Department, Office or Division   Date

RESOLUTION ASA04-22

COMMEMORATIVE NAMING OF THE
DAYTON DUMELEAU MATH CENTER

WHEREAS, in accordance with Policy 4.91, at its March 25, 2022 meeting, the Shawnee State University Development Foundation ("Foundation") approved the commemorative naming of the Math Lab located in the Administration Building, Room 150; and

WHEREAS, the University's Board of Trustees acknowledges and appreciates the significant contribution made by Dr. Linda Hunt that benefits the growth of the University; and

WHEREAS, the Foundation approved a commemorative name to honor Dr. Hunt that included "Success Center", which already exists in the building;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby amends and ratifies the SSU Development Foundation Resolution 2022- 01, Commemorative Naming of the Math Lab to the Dayton duMeleau Math Center.

(April 22, 2022)

Academic and Student Affairs Report
Board of Trustees Meeting
April 22, 2022

I am pleased to present the following Academic and Student Affairs Report to the Academic and Student Affairs Committee of the Board of Trustees and to the Board.

Provost Report

- I begin with two good news items. First, I am pleased to report on several personnel updates in Academic Affairs: Dr. Jennifer Pauley, currently Interim Dean of the College of Arts and Sciences, will be serving permanently as Associate Provost; Dr. Kimberly Inman, currently chair of the Department of Natural Sciences, will be serving as Interim Dean of the College of Arts and Sciences; and Dr. Christine Raber, currently Interim Associate Provost, will be serving as Provost Fellow (in addition to her faculty role) for the 2022-2023 academic year to assist with our upcoming HLC mid-cycle review (along with Dr. Marc Scott). These appointments will be effective on June 1, 2022, and I want to congratulate each of them on their new leadership roles and responsibilities at the institution and thank them for agreeing to serve in these capacities.
- Second, we have been officially notified that we have been granted candidacy status for our business accreditation by the International Accreditation Council for Business Education (IACBE). This is a significant milestone for the institution after we have been working on it for many years, and a critical step in our plans for the future of the C. H. Lute School of Business.
- I want to thank everyone who participated in our annual Celebration of Scholarship event, held earlier this month. I thank all the students who presented and congratulate all who won various awards, thank all the faculty who worked with them, and the committee that organized the event, especially Professor Erik Larson for his leadership of the committee and for putting the event together.
- Finally, I would like to thank Professor Tony Ward for his leadership of the University Faculty Senate over the last two years. I have appreciated knowing and working with Tony during my time at SSU. We have had a good, collaborative relationship. I will miss him in that role, but thank him again for his service to the University.
- There is one resolution as Action Item: Resolution ASA02-22 regarding Approval of Academic Calendars for 2022-2023 and 2023-2024 academic years.
- The highlights of recent activities in Academic and Student Affairs are noted below.

College of Arts and Sciences

Faculty accomplishments:
- Dr. Preston Nichols and Dr. David DeSario gave talks at the meeting of the Ohio Section of the Mathematical Association of America held at Xavier University.
- Dr. John Whitaker took a team of students from the Actuarial Sciences program (Sofiia Mikhailichenko, Franklin (Scott) Ferrell, Calvin Gerard, Cian Harney, Maecee Johnson) to participate in the Insurance Collegiate Challenge at the University of Akron.

Student accomplishments:
- Under the mentorship of Dr. Jennifer Napper in the Department of Natural Sciences, Hanna Tackett won first place for her oral presentation at the Beta Beta Beta District Conference.
- Under the mentorship of Dr. Jennifer Napper in the Department of Natural Sciences, Megan Long won second place for her oral presentation at the Beta Beta Beta District Conference.
- Both students have been invited to present at the national conference in Oklahoma City.

College of Professional Studies

Department of Allied Health Sciences

- Faculty and students in the health professions programs participated in the annual Inter-professional Event (IPE) on Friday, March 25. Students from each program were teamed up and engaged in a variety of activities including presentations, case studies, etc., to learn more about their fellow-students' roles in various health situations. This year, the topic of opioid abuse was the focus and, in addition to the activities planned by the faculty, Max Liles from The Counseling Center presented on opioid abuse in our region, efforts to combat the abuse, and their role in the healthcare process.
- The Dental Hygiene program will admit a cohort of 25 for this fall semester. The faculty are currently reviewing the application process for permission from their accrediting body for increasing their cohort size and to add another cohort.
- The Radiologic Technology program has offered seats for their fall cohort to 25 prospective students and they are reviewing opportunities to increase their fall class size to 35 if clinical sites can be made available. Ms. Sheena Shifko is in the process of working with clinical partners to determine this availability.
- Medical Laboratory Technology program had a student and their faculty highlighted in a recent media article.
- Faculty across programs are visiting schools and welcoming tours and guests to share information about our programs and facilities.

C.H. Lute School of Business

- Dr. Rader submitted the School's candidacy application to the accreditation body, IACBE, and received approval to move forward with the self-study phase of accreditation. This is initial accreditation for the School of Business.
- The School is currently seeking its Founding Director and faculty with an expertise in Finance. Both searches are in the on-campus interview and reference stage.
- The Healthcare Administration program is preparing for their national accreditation on-site visit scheduled for April 20 and 21st.
- In cooperation with the CIPSA director, Ryan Warner, the Lute School of Business and the Department of Engineering Technologies are working to develop a partnership with UPGRAD, a student recruiting service that works with a University in India to provide a 2+2 pathway articulation for students who will begin coursework in India and transfer to

SSU to finish a baccalaureate degree. The faculty are reviewing curriculum and hope to launch the 2-year program as soon as possible so the UPGRAD recruiters can begin identifying students for the first cohort.

School of Education

- The self-study was submitted to CAEP on March 9. An on-site accreditation review is set for Fall semester.
- The School of Education received an award notice of $220,000 for a Teacher shortage grant. Working with Chris Shaffer from the SSU grants office, the School partnered with Muskingum University to develop a new collaborative program to help adults return to one of the universities to seek licensure and to get into a classroom as soon as possible.
- The School of Education, the Office of the Dean, and the Center for Lifelong Learning are partnering with the South Central Ohio Educational Service Center and the GRIT program to host an on-campus event for 86 juniors from area high schools who have completed their Future Plans assessment and will be learning more about their career fields of interest.
- Dr. Kim Cassidy (faculty in SoE) received a $2,500 Development Foundation grant to "Grow Your Own" teachers by providing a future teachers club in area high schools.
- In addition to these grants, the School has received notice of continuation for the Teachers for the Visually Impaired, the Hearing Impaired, and Intervener licensure programs, the Transitions Connections program totaling over $1.4 million. Drs. Kemp and Beam have submitted a grant application for $35,000 to support literacy instruction at Clay Local Schools.
- Drs. Kemp and Beam were awarded a grant to provide professional development for our School of Education faculty and partner school district teachers. The project is to provide professional development on evidence-based literacy practices. The award is valued at $158,000 which will pay $1,000 to each participant who successfully completes the four-module program.
- The School of Education will be hosting the Teaching & Learning in Today's Inclusive Classrooms Professional Development Conference & Graduate Credit Workshop! This event will be offered for three days in May. Conference attendees can choose one-day, two-day, or three-day registration. The event will include featured speakers, Dr. Ruby Payne and Dr. Mary Dahlgren, along with a full schedule of mini-sessions. Drs. Dunham, Kemp, and Beam, faculty in the School of Education, will provide graduate courses for which participants may choose to purchase Graduate Workshop Credit through the Graduate School.

Department of Engineering Technologies

- Spring tours of the Engineering Technology labs and classrooms have begun for business partners and regional schools. These tours highlight the various programs the department offers and the state-of-the-art labs available that support these programs.

- The Gaming Programs at SSU have, once again, been nationally ranked, moving to 9th in the nation by the *Princeton Review*. This ranking is even more significant due to more and more competitors across the country entering the field. The SSU programs are the only initial school that was rated in the Top 10 that has remained in the Top 10. A celebration was held for the Gaming programs in recognition of their achievement.
- The department submitted the final ABET response for accreditation and expect to receive an official announcement in August of full accreditation. The accreditation will be retroactive to 2018, allowing graduates from that year forward to indicate graduation from an ABET-accredited program when applying for graduate school or employment. Accreditation is good for 6-years.

Department of Nursing

- Dr. Adair Carroll is leading the development of documents necessary to seek approval at the April Academic Resource Management (ARM) committee for a new MSN program with tracks in administration and education.
- Faculty in the associate degree program area are in the process of developing new, streamlined pathways for LPN to ADN and EMT/Paramedic to ADN. A survey is in development seeking input from LPNs in the region regarding the type of program offering that would best meet their needs as the faculty explore more accessible delivery modes for the new programs.
- Nursing has accepted 41 ADN students and 34 BSN students for Fall 2022. They are still accepting applications.
- With generous support of $2,000, faculty are visiting schools and other opportunities to recruit RN to BSN students. Visits to Columbus State Community College and Southern State Community College have occurred. 14 prospective students from SSCC added their names to the list for more information about registration. Faculty have also been visiting area high schools to talk about the different program options available for anyone who wants to go into Nursing in college. The Kentucky KDMC will present "Bright Futures" on April 25th. This is an all-day event. Faculty will be recruiting for the RN-BSN and MSN programs.
- Admissions are continuing for the ADN & BSN cohort in Slate. Admissions are done by committee. Some students are missing documents. Pre-BSN now has a code in Slate.

Department of Rehabilitation Sciences

- The PTA program completed the virtual site visit in November 2021. The Program has submitted their institutional response to the site visit comments. They are expecting an accreditation decision by late April or early May. The program will have an abbreviated on-campus site visit this summer or fall to confirm the findings of the virtual site visit, but full reaccreditation is expected based on the feedback from the site reviewers.
- The program will graduate 16 students in April and currently enrolls another 20 who are completing their first year. Admission reviews are currently ongoing for the new fall class.

- PTA program faculty were able to resume their collaborative learning activities with our Nursing program and the School of Physical Therapy at Marshall University. They will restart their community learning activities at the Vern Riffe School in May.
- Dr. Cannoy and students from the MOT Technology class are collaborating with faculty and students from the Plastics and CADD programs in the Department of Engineering Technologies to learn about 3D printing problem solving assistive technology devices for community members and making adaptive technology devices. Students and faculty in the OT Process courses are working with a community member who needs a home environment modification device to turn on/off a shower. Students applied the OT process throughout the development of adaptive device. Seven projects will be completed this semester and there are plans being developed for future collaborations between OT and Engineering Technologies such as assessing home and community environments, making recommendations for reasonable accommodations/ADA.
- MOT Student Organization is working on community service projects including completing a needs assessment for the CRADLE organization and painting offices and removing furniture that was no longer wanted. The organization also collected baby products and donated to Stepping Stone House for mothers in recovery from addiction.
- Faculty in the Occupational Therapy Doctorate Program have made revisions to the program that will allow three points of admission in order to meet the needs of graduate students who are working professionals. This curriculum modification will enhance access to the program.

The College Recruitment Committee:

- Dr. Jason Lovins, Lute School of Business – Marketing, is chairing the committee. Projects include an alignment of programs to the Ohio Means Jobs In-Demand Jobs list and developing videos for program areas. A retreat is being planned for April to develop a strategic plan for the committee and a targeted recruitment initiative for the College in collaboration with Admissions and Marketing and Communications. Both offices are represented on the committee.

Grants:

- The College of Professional Studies (CPS) schools and departments remain very active seeking and managing grant-funded projects. Per Susie Ratcliff in the SSU Grants Office, CPS has nearly $3.2 million in active grants. An additional $255,000 is pending or awaiting decision. These figures do not include institutional grants or the Choose Ohio First grants that focus on CPS academic programs. Chris Shaffer and Susie Ratcliff in the Grants Office have provided tremendous support in the application and ongoing management of these project.

- *Department of Allied Health Sciences*
  - Bear Smile Protection - ADHA Institute, $2,500
  - Dental Hygiene Clinic Update, $50,000
  - BH Paraprofessional Certificate, $900.000

- *School of Business*
  - RAPIDS III, $81,780
- *School of Education*
  - TVI Collaborative, $764,450
  - Deaf/Hard of Hearing Teacher Prep, $595,770
  - Transition Connections, $49,999.68
  - Teacher Shortage, $220,000. Awarded but not active yet.
  - Literacy Grant, $35,000. Applied.
- *Department of Engineering Technologies*
  - RAPIDS II, $491,479
  - RAPIDS IV, $97,000
  - RAPIDS V, $159,201

Student Affairs

Military and Veteran Services:
- The Veteran Services office currently provides support to 64 students who receive benefits. Veterans and dependents also serve as student employees through the VA Work Study program. Doug Shoemaker, Military and Veteran Service Coordinator, collaborates with Wiley, our e-campus provider, to assist with recruiting veterans and independents for our online courses.

Student Receiving VA Benefits	Spring 2022
Vocational and Rehabilitation	3
Chapter 33 (Post 9/11) and Montgomery GI Bill	36
Survivors and Dependents	18
Reserve GI Bill	4
Air Force Tuition Assistance	2
Army Tuition Assistance	1
Total	**64**

Green Zone Training and Veteran Office Open House:
- Green Zone training was held on March 31, 2022, at 1 p.m. in the Morris University Center, followed by an Open House in the Veteran Services office. Sherri Jordan, Chillicothe Veteran's Association, provided training for faculty and staff.

Housing and Residence Life:

RA Selection	Spring 2022
Women on Staff	19
Men on Staff	8
Athletes	11
Gaming Resident Assistants	6
Senior Resident Assistants	3

RA Programming

Total Number of Events	74
Number of Total Attendees	1904
Average Attendees per Event	26

- In Autumn of 2022, Housing and Residence Life is opening a living-learning community for our game design students. It will be called Digital Learning Community, or DLC buildings. This living-learning community will allow students to be surrounded by students going through the same classes and in the same degree. Events, workshops, and professional development will be created for these game design students by their specialized resident assistants (Gaming Resident Assistants) and the gaming facility.

  o Students have to complete a second application to apply for these buildings.
  o Campus View 400 will be a gaming building for new students, while Campus View 500 and 600 will be for new and returning students. There will be 144 beds in the DLC buildings.
  o We have hired 6 Gaming Resident Assistants who are highly involved in the gaming degree to personalize assistance to these residents.
  o There are currently 70 returner applications for our DLC buildings.

Student Life:

Ukraine Panel Discussion
- On March 16, the Student Government Association and the Political Science Department sponsored The War in Ukraine: Virtual Panel Discussion. There were over 50 individuals in attendance.

Hazing Prevention Training
- In the Fall of 2021, Ohio Senate Bill 126, an anti-hazing law known as Collin's Law, was signed by Governor Mike DeWine. The Act enacts several changes intended to end hazing on Ohio's college campuses. The law requires Ohio's higher education institutions to mandate training for student organizations, teams, or groups, including students, staff, faculty, volunteers, guests, and other changes. Tiffany Hartman, Director of Student Life, will oversee the training implementation and recording keeping.
- The Student Life Office kicked off the Bears Don't Haze Campaign in February, providing training to all students, staff, faculty, and volunteers. As of March 31, more than 1,200 students, staff, and faculty have participated. In addition, hazing prevention training will be offered to both students and parents as part of the Orientation and Weekend of Welcome experience.

Women's and Gender Equity Center (WGEC) updates
- In the Fall, WGEC successfully started Virtual Hangout Sessions for folks in quarantine or having anxiety to socialize with people in the WGEC office. WGEC also hosted the Drag Show, Raise Your Voice, a Spoons (card game) tournament, and Family Connect

Thanksgiving. WGEC introduced Healthy Masculinity events as a new area of focus and had a panel discussion that was well attended. WGEC also hosted an "I am First Gen" breakfast and two first-gen Q&A sessions.

- For Spring, WGEC continued the Virtual Hangout Sessions, Family Connect Game Nights, Healthy Masculinity programming, First Gen Q&A Sessions, and hosted "Herstory," a conversation about the histories of our female family members or loved ones, Women's History Month Trivia, and Women Who Rock recognition ceremony.
- Christina Baker, Coordinator of the WGEC, facilitated Inclusivity Training for 46 new allies.
- Lavender Graduation will be in Flohr Lecture Hall on April 21 at 6 p.m.

Fraternity and Sorority Life
- Greek Games begin on April 11.
- Tau Kappa Epsilon (TKE) raised funds and supplies donated to the local homeless shelter.
- Both sororities have been incorporating DEI endeavors into their event programming.
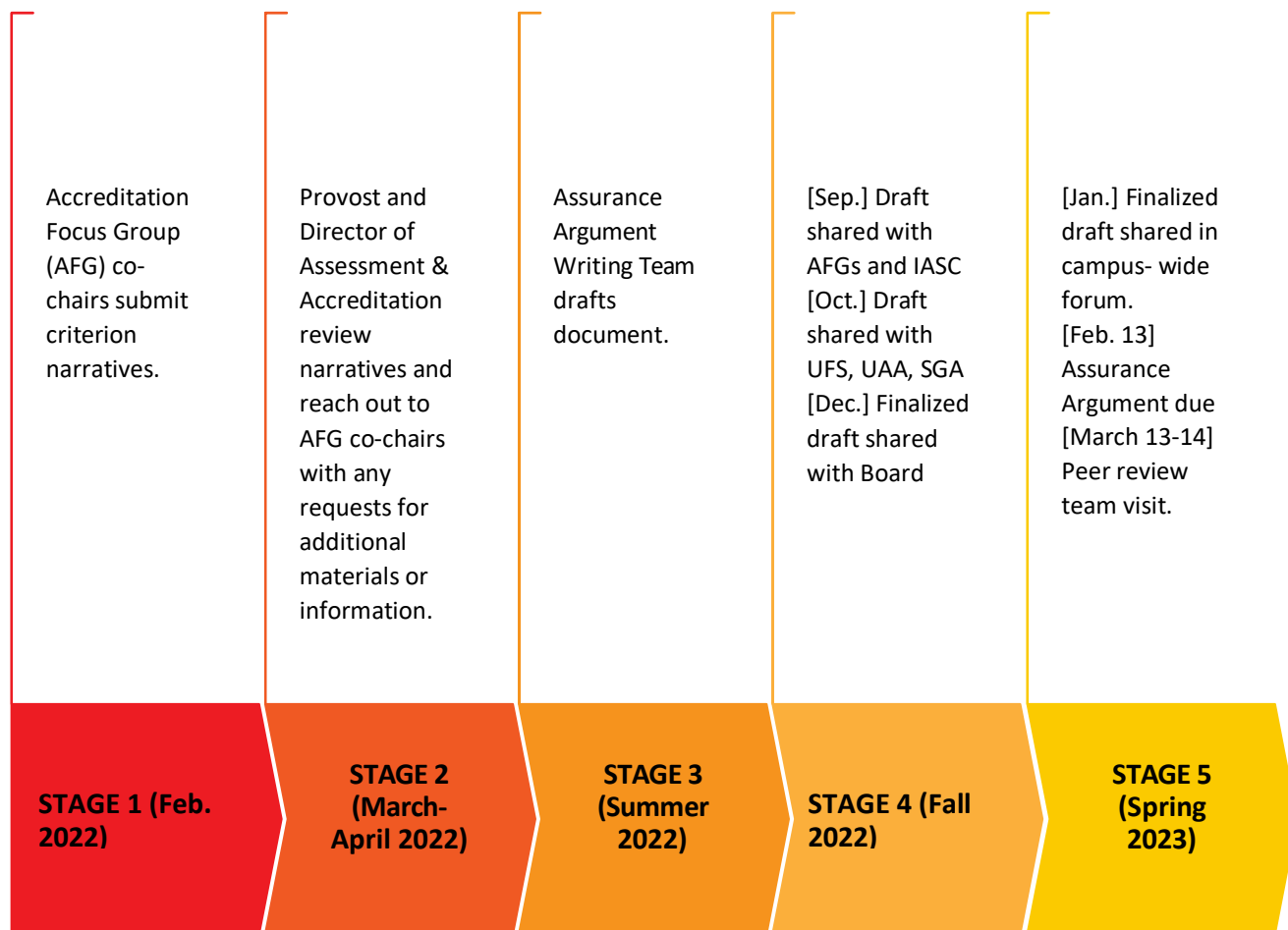
Diversity and Inclusion
- A formalized Implicit Bias Workshop was developed and implemented. Delta Phi Epsilon Sorority was the first organization to complete the training workshop.
- The African, Hispanic, Asian, and Native American (AHANA) student organization has grown. Attendance and participation have doubled since last semester.
- AHANA will be hosting international students from Pakistan to share their country and culture with the AHANA membership.
- Donning of the Kente Celebration will be held on April 29 at 7 p.m. in the Flohr Lecture Hall. This will be our largest class of graduates to participate since it started.

Student Programming Board (SPB)
- We are currently hiring executive staff for the next academic year.
- Several events remain in this semester, including an event highlighting the dangers of drunk driving.
- Bears' Art Gallery in Appleton Gallery will be sponsored by SPB on Thursday, April 7 at 7 p.m. Feel free to join us for a showing of the amazing fine arts talents we have on campus.

Assessment and Accreditation

- As you know, our HLC mid-cycle review is coming up in March 2023. I want to share our timeline for the assurance argument and mid-cycle review. This was shared at the last Institutional Accreditation Steering Committee meeting. See below.

STAGE 1 (Feb. 2022)	STAGE 2 (March-April 2022)	STAGE 3 (Summer 2022)	STAGE 4 (Fall 2022)	STAGE 5 (Spring 2023)
Accreditation Focus Group (AFG) co-chairs submit criterion narratives.	Provost and Director of Assessment & Accreditation review narratives and reach out to AFG co-chairs with any requests for additional materials or information.	Assurance Argument Writing Team drafts document.	[Sep.] Draft shared with AFGs and IASC [Oct.] Draft shared with UFS, UAA, SGA [Dec.] Finalized draft shared with Board	[Jan.] Finalized draft shared in campus-wide forum. [Feb. 13] Assurance Argument due [March 13-14] Peer review team visit.

- I want to acknowledge the significant improvements faculty and staff have made with respect to assessment. The below table summarizes the progress we have made in the last couple of years.

Academic Year	% of Academic Program Assessment Reports Submitted	% of Co-Curricular Program Assessment Reports Submitted	Total % of Assessment Reports Submitted
AY 2019-20	53% (27 reports)	N/A	53%
AY 2020-21	67% (34 reports)	100% (5 reports)	70%

Clark Memorial Library

- The library was awarded a $1,000 grant from the State Library of Ohio, and Library Services and Technology Act (LSTA), which is funded by the Institute of Museum & Library Services (IMLS). The Celebrating Ohio Book Awards & Authors (COBAA) initiative provides funds for libraries to enhance their collections with books by Ohio authors or books recognized by Ohio-based award programs. This year's grant cycle focused on Diversity, Equity & Inclusion. A total of seventy-eight new books have been

ordered and are expected to be available for checkout by the end of April. The titles will be on display throughout the upcoming academic year.

- The library will be offering extended hours again for finals week – April 24th through the 28th. In addition to coffee & hot tea, light snacks will be available – courtesy of the Selby Fund. Student response was tremendous last semester and we are happy to be able to provide additional hours at the library for study.
- The Books Build Bridges program took place on March 18th and was very well received. Over 400 local high school students from around the county attended the presentation by young adult author Mindy McGinnis. Later in the day more than 40 Teacher Education students learned more about being a young adult author from Ms. McGinnis. Books Build Bridges was sponsored by SSU, Portsmouth Rotary Club, Portsmouth Public Library & Fluor-BWXT. The Portsmouth Daily Times published an article about the event: https://www.portsmouth-dailytimes.com/news/73756/ssu-hosts-books-build-bridges-for-local-high-school-students.

Respectfully submitted,

Sunil Ahuja, Ph.D.
Provost and Vice President for Academic and Student Affairs

Alumni and Community Events

The **Office of Alumni and Community Events** along with the Registrar's Office is planning Commencement which is set for Saturday, April 30 at 10:00 a.m. on the Alumni Green. With COVID restrictions decreasing, the number of in person events have increased and from February through March, our office has assisted in over 500 on campus events including meetings, campus visits, programming events, and community events. We are currently working with many K-12 partners and community organizations to move their events to campus. In June, the Morris Ballroom will undergo renovation including a new AV system as well as facelift to its design.

The **Shawnee State Alumni Association** has begun planning their FY23 events and will host their first in person event, SSU Night at the Chillicothe Paints, on Friday, June 3 at VA Memorial Stadium. Homecoming and Alumni Weekend is set for September 23 & 24. Other events planned for the FY23 year include SSU Night at the Columbus Blue Jackets, Jordan Williams Memorial Golf Tournament, SSU Hall of Fame Weekend, and events in the Cincinnati and Cleveland areas.

The **Golden Bear Program** is hosting in person events including stretching classes, water aerobics, bingo and monthly birthday celebrations. The program currently has 520 members.

Athletics

Indoor Track competed at Nationals in Brookings, SD, Thryceton Deckard earned All-American in the 1-Mile finishing in 7th place. Two other athletes finished with top 10 performances: Sierra Poppell in the 5000 M and Aiden Kammler in the 3000 M both finished 10th. Hunter Hoover finished the 5000 M just outside the top 10, in 11th place.

Kenzie Pennington became the first swimmer in program history to qualify for the **NAIA National Meet**, held in Columbus, GA. She competed in the 100 & 200 Breaststroke. She finished in 11th and 15th places, respectively.

Men's and Women's Golf, Men's and Women's Tennis, Men's and Women's Track & Field, Baseball, and Softball are in full swing with Mid-South Conference tournaments set for the end of April and beginning of May.

Bill Rockwell has joined the staff as Manager of Athletic Operations.

Development Foundation

Four **major gifts** were received by the SSUDF. The first was received from SOPAA for $31,000 to support performing arts series at Vern Riffe Center for the Arts. The second was $28,000 from Mark Coburn to create an endowed scholarship named the Sharon E. Coburn Memorial Scholarship for nursing students from Minford High School. The two other gifts received were payments from planned gifts. One gift was from Susan Warsaw, former director of the SSUDF, for $19,000. The other was from Sally Staker for $41,000.

Grants and Sponsored Programs

The following **grant awards** have been received since January 1, 2022:

STBGME – **Supercal Grant** is a space telescope project in partnership with other universities and national initiatives.

We have the opportunity to sign on for the final year of a three-year project with **Tech Growth**. It is a technology-based start-up fund for new businesses in Appalachia. The award is $15,000 per year.

Basic Rider Skills is a renewal for the fiscal year 2023 in the amount of $61,627.52 and provides classes in basic motorcycle riding skills to the public.

Campus Safety Grant was awarded last fall, but the state controlling board approved the paperwork in February. This grant allows the Department of Public Safety to buy equipment to protect students with new transportation options, upgrade outside lighting, upgrade the cameras and servers to identify suspicious activity accurately, and equipment to host events on campus safely. The Ohio Department of Higher Education awarded us $152,000 to complete those activities.

Artists on Tour allows SSU to fund activities that bring events to campus and we plan to do that this spring.

Appalachian Public Policy is a line item secured by the government relations team and is locally administered as a grant. It is $25,000 per year for each year of the biennium and gives students a chance to engage in public policy and the political process.

IMAP is a micro-credential grant for $500,000 and is administered through the Office of Campus Partnerships. The concept of a micro-credential is relatively open, so they can be used in a stackable manner and can be used as a springboard to pursue additional educational opportunities.

Rise & Thrive is a collaboration grant led by SSU and the Ohio Department of Natural Resources. It allows students and others to participate in activities that can improve their mental health. It has been a rough couple of years, and this is an excellent opportunity to engage students in unique ways.

Scioto Historical Mobile App is a grant collaboration with the Center for Public History. It allows the maintenance and expansion of the app.

Transition Connections is a new award for impaired learners. It is part of the Ohio Deans Compact grant. The School of Education had the opportunity to apply for this grant because they do so well with their other grants from ODE.

Celebration Ohio Book Awards was just over a thousand dollars to purchase the books of Ohio authors and place them in the Clark Memorial Library.

We received an award of just over a million dollars to expand our **Choose Ohio First scholarship program**. These grants are available to new students in cybersecurity and undergraduate occupational therapy programs. We have enough funding for two four-year cohorts. It required a one-to-one institutional match.

The **Teacher Education Shortage Grant** is a partnership between SSU and Muskingum University to address teacher education shortage issues in our regions. SSU will focus on bolstering our alternative licensure program. The award is $211,000 for two years.

Marketing and Communications

The Office of Marketing & Communications launched **targeted social media campaigns** for key degree programs including nursing, game design, cybersecurity and computer engineering technology. The team

also launched a multi-channel promotion tied to the recent Princeton Review rankings for the **Top Schools to Study Game Design**. Shawnee State is now #9 on that list.

Marketing & Communications completed production on **new television commercials** that feature students and alumni sharing their experiences with internships and job prospects after graduation.

The team also launched internal and external communications for **summer and fall registration** and continued to support Academics in communicating changes in advising and registration processes with the new J1 system.

The team is working to **strengthen materials for health programs** as part of an initiative to support workforce development needs of regional health care systems.

Marketing continues to support the SSU Health Team with ongoing communications about **changes in the University's masking policy**, vaccinations, and safety guidelines.

Center for Lifelong Learning & Campus Partnerships

In our **Bear Tracks** program, we have 60 seats for the GRIT / SSU workforce summer program that is targeted toward graduating seniors. We are challenging each school to identify 3 students who would benefit from this opportunity and the intent is to provide a "safety net" for those who may not have their post-high school next step determined. This three-week residential program starts in June and all room and board is covered as well as the training. At the end, students will take a test for an industry credential and be connected to jobs, internships, and other training opportunities. To be eligible for this program, you must live in the Ohio counties of Adams, Brown, Clermont, Gallia, Highland, Jackson, Lawrence, Pike, Ross, Scioto, or Vinton.

A free summer STEM enrichment program for middle school students will be offered through the **Verizon Innovative Learning** program. This program creates a more diverse pipeline for future careers in STEM (Science, Technology, Engineering & Math) fields.

Shawnee State University is a certified training site and driving range for **Motorcycle Ohio** through the Ohio Bureau of Motor Vehicles and the Ohio Department of Public Safety. The first course of the 2022 season was held on March 19 and 20. A successful onsite monitoring visit was held on March 22, 2022 to inspect the range, classroom, administrative office, and paperwork. Registration is available for upcoming courses at https://bit.ly/MotorcycleOhio.

February 15th Zoom meetings were held to review activities for each **21st Century Community Learning Center** grant site. Family engagement nights are being planned by all three school districts for the spring and will focus on ways to involve the parents and guardians in the child's daily literacy and math focused areas of instruction. Portsmouth West Elementary School and Green Elementary School are partnering with Shawnee State University to seek a 21st CCLC grant for fiscal year 2023. A mid-April meeting has been planned to review the grant application work to date.

Harmoni Keller finished submitting **Tech Prep** CTE26 (funding) applications for: Buckeye Hills Career Center and all feeder schools, Scioto County Career Center and all feeder schools, Pike County Career Center and all feeder schools, Collins Career Center and all feeder schools, Ohio Valley Career Center, Scioto Valley LSD, Pickaway Ross Career Center, and Tri-State STEM+M Academy HS. Our southeast tech prep team started training on FlexFactor at the end of February to become our colleges' program coordinator for their programs placed at our career centers to bring students into our colleges for tours and share college credit opportunities within the manufacturing programs. FlexFactor sprint piece will be

added to the Bear Tracks/Grit pilot at SSU as a residential life component. Keller along with the Tech Prep team will be the program managers of these sprint programs.

During the month of February, notified three students they received **Upward Bound Math Science** (UBMS) Bridge and notified three students they received SSU President's UBMS Scholarship totaling $3,000. As of March 22nd, 6 out of 10 students have received scholarships and/or grants totaling $107,488. During the month of March, 42 students with 6 staff attended the winter retreat visiting Columbus State Community College, COSI, Escape Rooms U.S.A., and a Columbus Blue Jackets game.

The **Children's Learning Center** hosted our annual Valentine's Day breakfasts on February 14th and 15th with a total of 36 families participating. During the month of February, the CLC held a kindness initiative, challenging our families to do acts of kindness all month long to fill up the CLC's Kindness Jar. We collected over 50 kindness hearts and the children loved reading the hearts to learn about each families' kind acts! The CLC celebrated Read Across America Week, in the beginning of March, with a Dr. Seuss inspired spirit week featuring Dr. Seuss's most popular books. The CLC was awarded grant funding under the Child Care Stabilization Grant from the Ohio Department of Jobs and Family Services in the amount of $29,498. Funds can be used for Operating/Pandemic Costs, Workforce Recruitment/Retention, and Access Development. This is the first phase of the grant and will include two more rounds of funding. The CLC is currently pursing Phase 2 grant funding.

College First participated in a field trip to local Deadbolt Escape Rooms for teambuilding fun. Returned to campus for a financial literacy/financial aid workshop. Students received an ACT bag with an approved calculator, pencils, mask, and ACT Test Tips & Strategies handout. Four mentees, and four mentors attended. In March, a community and departmental partnering workshop was held with Max Liles, from The Counseling Center, Portsmouth speaking with students about current statistics of drug and alcohol abuse and addiction, as well as, vocational opportunities in social work. The second half of workshop, Jim Johnson from SSU DPS demonstrated basic self-defense moves, talked about the role of DPS and their mission to keep students safe while on campus, and advice for off-campus safety. Four mentees, and four mentors attended. Upcoming plans include a trip to COSI on Saturday, April 16th and a program "wrap-up" dinner for May.

Shawnee State University's Center for Lifelong Learning (CLL) recently launched their new **Rise & Thrive Initiative.** Focused on promoting healthy habits on campus and funded by the Prevention Alliance, the program is hosting multiple events throughout the rest of the semester both on campus and in the community. The Rise and Thrive kick-off event was held on March 7th at the Morris University Center. Representatives from SOMC, The Counseling Center, Hope Springs Institute, Deadbolt Escape Room, Shawnee State Parks, Southern Ohio Museum and Cultural Center, Edge of Appalachia Preserve, Shawnee Family Health Centers, Hurricane Run Organic Farm, Portsmouth Connex, Project BEAR, and others were onsite to promote programs connecting the campus to the community. The Rise & Thrive program is open to all members of the SSU community. The first 8-week session concludes on April 30. The second 8-week program runs June 6 – July 29.

Summer camps have been scheduled and include Cub Camp, Verizon Innovation Learning, Bear Tracks, UBMS, and various sport camps.

Vern Riffe Center for the Arts

March always proves to be an eventful month! We've hosted hundreds of area high school students for band/choir events, the internationally renowned Celtic Angels, the wildly popular Aaron Lewis and finally the legendary Ronnie Milsap. A late addition to the March lineup was the premiere of a documentary film about our beloved city of Portsmouth called *Peerless City*. We were excited to host this

event that focuses on the history of our town and supports a local project.

The principal project for March was the installation of the new grand drape in the Eloise Covert Smith Theater. During the drape installation, the company inspected our rigging equipment. The Vern Riffe Center is approximately 27 years old and we plan to continue to upgrade other components depending on fiscal opportunities. Such improvements are imperative to keep up with industry standards and event requirements.

Upcoming events with ticket availability are Rockapella (April 7) and Springfield Symphony (April 19). Check out or website www.vrcfa.com for a full list of shows, dates, and times.

Workforce Development

The **Federal Work Study Experiment program** is now available to work-study eligible students who are participating in field experiences relevant to their majors. The SSU Works Grant fund is also now available to assist students with field experience expenses such as mileage and housing, as made possible by the SSU Development Foundation.

SSU hosted the **Education career fair** on February 17, the **Spring Manufacturing and Technology career fair** on March 15, and the **Business, Professional, and Healthcare career fair** on March 22. We hosted and interacted with a total of nearly 70 employers who attended these three events to recruit our students.

The **BESTOhio** sector partnership hosted a workshop on March 10 to educate the group about SSU's upcoming WISE Pathways program. Our next full meeting is set for April 14 on campus. Industries currently on board include Kenworth, GE Aviation, General Mills, Bellisio Foods, OSCO Industries, and Speyside Bourbon Cooperage.

SSU met with King's Daughters Medical Center leadership on March 10. The group met for an initial overview and then toured the cadaver lab as well as Nursing and the Allied Health labs. Southern Ohio Medical Center will visit on March 31, and Adena will attend on April 6. We will also be working to bring in Mountain Health Network (Cabell/St. Mary's) and Holzer for similar visits. We will develop follow-up action plans after each visit.

SSU is now a Regional Programming Center for the **Ohio Cyber Range**, a virtual cloud environment based out of the University of Cincinnati in which SSU will collaborate in the facilitation, support, and delivery of programming activities directly related to the education, workforce, and economic development missions of the Ohio Cyber Range. We are one of 16 RPCs designated at 22 institutions. The Ohio Cyber Range Institute provides virtual lab environments for both formal high schools and introductory and intermediate camps and workshops for both students and teachers. OCRI reps will be on campus on April 6. Our Workforce Development director also serves on the OCRI advisory board.

Kricker Innovation Hub & Entrepreneurship

On February 24th, the Kricker Innovation Hub held Transforming Communities: The Power of Entrepreneurship and Recovery, part of our **Entrepreneurial Journey Speaker Series**. This event featured three speakers. Dale King, Amy Pulver, and Michael Brody-Waite joined to talk about their unique perspectives on entrepreneurship in recovery, and on the recovery community. 80+ attendees joined for this event, and it was broadcast live online.

The Kricker Innovation Hub hosted the 9th annual **Glockner Dare to Dream** high school business pitch competition on March 1st. This event featured 15 high school student teams from 7 high schools. This event gave out approximately $30,000 dollars to students from the region thanks to generous local sponsors. The event is available to watch online. The winning team, 'The Diamond' from Wheelersburg High School, presented the business idea of creating a sports entertainment complex in Scioto County, Ohio. They received a total of $4,500 for winning the championship.

International Student Ghaida Bouchaala has been interning with the Innovation Hub and working to launch the second Startup Weekend Portsmouth on April 8th, 9th, and 10th. This event will help students learn about entrepreneurship in fun and hands-on experience. Startup Weekends have been held in over 180 countries around the world. It is intended that this will become an annual event for SSU.

Vice President's Report

Shawnee State University's advancement operations are nearly restored to full capacity, with regularly scheduled programs back underway at the Vern Riffe Center for the Arts, the Morris University Center, and throughout the Athletic Department. K-12 schools are visiting campus in record numbers to learn about science, game design, the performing arts, and career possibilities in healthcare and teaching. Admissions associates, alumni ambassadors, and faculty are in the field daily rebuilding school, community, and industry partnerships that have been impacted over the past two years. The Center for Lifelong Learning is open for business to offer micro-credentials and certificates that help meet rapidly changing workforce and employee needs. The Office of Workforce Development is aggressively developing a regional network of employers to collaborate with SSU so that degree programs and students can engage in meaningful field experiences during their college study and graduates can be better aligned with employer needs to quickly fill open positions.

For most, college access and workforce development training, upskilling, and degree advancement is more than a dream, it is a necessity to remain relevant and competitive in today's workforce. As business and industry emerge from COVID, Ohio's economy is faced with the confluence of dramatic shifts in production and service delivery that were already underway before the pandemic, but have been rapidly accelerated since. Automation, advanced technology platforms, and digitization are moving at an exponential pace and employers from all sectors across the state cite the inability to attract and maintain a well-educated and properly aligned workforce as their prime challenge and concern over the next decade. From healthcare to manufacturing, professional services to transportation, overwhelming demand is building for more college educated Ohioans to lead and staff the new economy.

Thanks to the support of our generous alumni, friends, and donors, the Development Foundation and university are able to offer, for the first-time in the institution's history, a tuition-free undergraduate degree option for Pell grant-eligible freshmen entering SSU from Scioto, Pike, Adams, Lawrence, Jackson, and Ross Counties in Ohio, as well as Boyd, Greenup, and Lewis Counties in Kentucky. This outstanding program extends the dream of college access to more families with the most in financial need in our immediate service region.

R*espectfully Submitted,*
Eric Andrew Braun, JD
VP for Advancement & Enrollment Management