

**SHAWNEE STATE UNIVERSITY
BOARD OF TRUSTEES**

**Meeting Minutes
November 21, 2025**

Call to Order

Chair Edwards called the meeting to order at 1:20 p.m. noting the meeting was in compliance with RC § 121.22(F).

Roll Call

Members present: Mr. Edwards, Dr. Adams, Mr. Daniels, Mr. Furbee, Mr. Richey, Mrs. Schisler, Mr. Shah, Ms. Wilbur, and Ms. Kuhn with Mrs. Dennis and Dr. Haas in attendance remotely.

Members absent: None

Approval of the September 19, 2025 Board Meeting Minutes

Mr. Furbee moved and Mr. Shah seconded a motion to approve the September 19, 2025 Board meeting minutes. The motion was passed by unanimous roll call vote of all Board members.

Approval of the November 21, 2025 Agenda

Mr. Furbee moved and Mrs. Schisler seconded a motion to approve the November 21, 2025 Board meeting agenda. The motion was passed by unanimous roll call vote of all Board members.

Consent Agenda

1. Resolution E06-25, Appointment to the Position of Provost and Vice President for Academic and Student Affairs
2. Resolution E07-25, Appointment to the Position of Dean of Students
3. Resolution E08-25, Approval of Policy 5.46, CAMPUS Act
4. Resolution F14-25, Approval of FY25 Efficiency Report
5. Resolution F15-25, Approval of Policy 4.96, University Rehire Policy
6. Resolution F16-25, Approval of Policy 5.47, Employee, Athletics, and Student Leader Training
7. Resolution ASA15-25, Approval of Policy 2.24, Curriculum Approval Process
8. Resolution ASA16-25, Approval of Policy 2.25, Low-Enrolled Courses

Chair Edwards directed the Board to review the action items on the Consent Agenda and asked if anyone wished to remove any items from the Consent Agenda. There being no objection, items 1-8 remain on the agenda. Mr. Furbee moved to accept the action items on the Consent Agenda and Mr. Shah seconded the motion. The motion was passed by unanimous roll call vote of all Board members.

Executive Committee Report

Mr. Daniels reported on behalf of the Executive Committee.

1. President Braun presented an update on the University Strategic Action Plan Dashboard key performance indicators.

Finance and Administration Committee Report

Mr. Daniels reported on behalf of the Finance and Administration Committee.

1. Ms. Aimee Welch, Director of Institutional Budgeting, reported on cash reserves and the investment portfolio. The full report is attached to the minutes.
2. Ms. Elizabeth Blevins, Chief of Staff, provided an estimated timeline for the potential issuance of a Request for Proposal regarding the selection of a Bond Underwriter and Bond Financing Process. The full report is attached to the minutes.
3. Ms. Welch provided a year-to-date budget status report. The FY26 operating budget is pacing as expected and a full review for revision will be conducted in January, based on spring semester actuals. The full report is attached to the minutes.
4. Ms. Malonda Johnson, Chief Operating Officer, updated the committee on recent personnel activity, including seven new hires, six status changes for current employees, and thirteen departures. The full report is attached to the minutes.
5. Ms. Johnson reported on the Presidential Wellness Initiative. The BearWell program has been well-received by the campus community and started strong with 255 memberships during the first month. The full report is attached to the minutes.
6. Mr. John Temponeras, Director of Facilities, Planning and Construction, reported on major construction projects. The full report is attached to the minutes.
7. Mr. Michael Villanella, Chief Enrollment Officer, reported on the College Credit Plus program: Trends, Strategies, and Opportunities. The full report is attached to the minutes.
8. Ms. Welch presented the SSU Foundation's Annual Report and Endowment Report. The advancement arm of the university has been realigned with a division between the SSU Foundation and The Office of Development. Aimee Welch is serving as the Executive Director of the SSU Foundation and a national search is underway for an Executive Director, Development. The FY25 Audited Financial Statements show \$41.6 million in Net Assets and \$25 million invested endowment as of June 30, 2025. The full report is attached to the minutes.

Academic and Student Affairs Committee Report

Mr. Shah reported on behalf of the Academic and Student Affairs Committee.

1. Dr. Kimberly Inman, Interim Provost and Vice President for Academic and Student Affairs, reported on recent activities in Academic and Student Affairs, including: Midterm examinations and spring registration highlighted strong academic and co-curricular engagement, with the Office of Student Engagement and Student Government Association enhancing student leadership through bylaw revisions, structured meetings, and events like a mock trial and First Amendment panel; Shawnee State submitted its interim report to the Higher Learning Commission (HLC) on October 15, 2025 reflecting progress in budgeting, staffing, and strategic planning since 2023; and preparations continued for the Chillicothe instructional site, including general education and MBA courses, with ongoing outreach through Adena Health with final approvals for the location to be reviewed by HLC by year's end. The full report is attached to the minutes.
2. Dr. Inman presented the student loan and debt report which reflects that federally aided SSU students generally carry lower loan balances than students at many regional publics, privates, and career-center institutions, while maintaining competitive early-career earnings. Compared with Ohio Inter-University Council (IUC) schools, regional privates/community colleges, nearby out-of-state publics, and the Integrated Postsecondary Education Data System (IPEDS) peer group, Shawnee State's outcomes position the university as a cost-effective option with manageable debt levels relative to graduates' post-completion earnings. The full report is attached to the minutes.
3. Dr. Jennifer Pauley, Associate Provost of Academic Affairs and Student Success, reported on establishing benchmarks on key performance metrics of retention, persistence, and completion. Student success metrics are largely on par with peer institutions. Full-time, first-time bachelor's student retention stands at 71%, matching the peer median of 70%. First-time, full-time degree/certificate completion is also aligned at 43%. Notably, SSU exceeds peers in bachelor's completion, with 49% of students graduating compared to the peer median of 41%. The full report is attached to the minutes.
4. Ms. Kristen Bradshaw, Interim Softball Coach, reported that Athletics fostered student-athlete development, school spirit, diversity, and university reputation through strong community engagement. Initiatives included youth outreach, support for military and veterans, service projects, and events like SSU Golden Bears and Southern Ohio Medical Center Pink Out. These efforts emphasized relationship building and prepared students to succeed in tomorrow's world while encouraging lifelong engagement. The full report is attached to the minutes.
5. Dr. Michael Barnhart, Interim Dean for the College of Arts and Sciences, reported the College of Arts & Sciences is advancing a comprehensive program development plan that strengthens transferability, aligns with statewide initiatives, and modernizes curricula to better meet student, industry, and policy needs. Key initiatives—including General Education revisions, teacher education restructuring, new industry-aligned programs in Industrial Chemistry and Art & Design for Games, and the integration of Individualized Studies—enhance academic relevance, expand student access and choice, and position Shawnee State as a value-driven, forward-looking institution. The full report is attached to the minutes.

6. Dr. Pauley provided an update on the Higher Learning Commission (HLC) Interim Report. Shawnee State University addressed all areas previously rated “Met with Concerns” by HLC in its 2023 mid-cycle review, submitting a successful interim report in October 2025. SSU strengthened faculty and staff capacity, improved financial resources, and enhanced strategic planning under the Shawnee at 40 plan, including enrollment and retention initiatives and campus morale efforts. HLC confirmed no further reports were required, with the next evaluation scheduled for 2028–2029. The full report is attached to the minutes.
7. Dr. Inman reported that beginning in Academic Year 2026–2027, SSU will transition to a single annual Spring commencement ceremony, while continuing to award degrees three times per year. Students finishing in fall or summer may choose to participate in either the preceding or following Spring ceremony (if within 18 credit hours for the preceding option). Campus announcements have been issued, and the Spring 2025–2026 petition deadline has been extended to January 16, 2026.

Reports from Board Liaisons with other Organizations

None

President’s Report

Dr. Braun reported on the following: Appointments of Dr. Kimberly Inman as Provost and Vice President for Academic and Student Affairs and Mr. Jeff Hamilton as Dean of Students; NCAA Division II on-campus visit; recognized Dr. Michael Barnhart for delivering a plan for a new fully online 90-hour game design program; recognized the University Faculty Senate, faculty academic committees, and academic leadership for their collective effort to modernize the General Education Program and bring courses into compliance with the Ohio Guaranteed Transfer Pathway laws; partnership with Mission Conversion Services Alliance to build the Shawnee Advanced Manufacturing Center and develop new collaborations; and positive results of the Higher Learning Commission interim report. The full President’s Report is attached to the minutes.

New Business

None

Comments from Constituent Groups and the Public

None

Faculty Senate Report

Ms. Mariah Woodward, University Faculty Senate President, reported faculty will be voting on the revised General Education Program on Monday. Faculty have been working hard to make the program changes.

Executive Session

None

Other Business

None

Adjournment

Mr. Furbee moved to adjourn and Mr. Daniels seconded the motion. The motion was passed by unanimous roll call vote and the Board adjourned at 1:40 p.m.

Chairperson, Board of Trustees

Secretary, Board of Trustees

RESOLUTION E06-25

APPOINTMENT TO THE POSITION OF PROVOST AND VICE PRESIDENT FOR ACADEMIC & STUDENT AFFAIRS

WHEREAS, University Policy 5.16Rev requires approval by the Board of Trustees for appointments to designated executive positions, including the position of Provost and Vice President for Academic and Student Affairs; and

WHEREAS, Dr. Kimberly Inman has served with distinction as Interim Provost and Vice President for Academic and Student Affairs since May 17, 2024; and

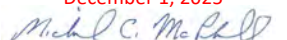
WHEREAS, the University conducted a national search for the position of Provost and Vice President for Academic and Student Affairs and a search committee recommended Dr. Inman to fill the position; and

WHEREAS, the President recommends the appointment of Dr. Inman to the position of Provost and Vice President for Academic and Student Affairs;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University approves the appointment of Dr. Kimberly Inman to the position of Interim Provost and Vice President for Academic and Student Affairs, effective November 21, 2025.

(November 21, 2025)

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees

RESOLUTION E07-25

APPOINTMENT TO THE POSITION OF DEAN OF STUDENTS

WHEREAS, University Policy 5.16Rev requires approval by the Board of Trustees for appointments to designated executive positions, including the position of Dean of Students; and

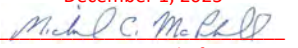
WHEREAS, Mr. Jeff Hamilton has served with distinction as the Interim Dean of Students since November 1, 2024; and

WHEREAS, the President recommends the appointment of Mr. Hamilton to the position of Dean of Students;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University approves the appointment of Mr. Jeff Hamilton to the position of Dean of Students effective November 21, 2025.

(November 21, 2025)

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees

RESOLUTION E08-25

APPROVAL OF POLICY 5.46 CAMPUS ACT POLICY

WHEREAS, Ohio Revised Code 3320.05, known as the Campus Accountability and Modernization to Protect University Students (CAMPUS) Act, requires each public university in Ohio to adopt a policy regarding racial, religious, and ethnic harassment and intimidation; and

WHEREAS, Policy 5.46, CAMPUS Act Policy, attached hereto and incorporated herein by reference, requires training for all University administration, faculty, and staff on how to respond, at the time, to hate incidents or incidents of harassment that occur during a class or event held at the University; and

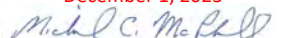
WHEREAS, Policy 5.46, CAMPUS Act Policy, contains a provision for students who believe they or another student, faculty member, or staff member have/has been subjected to racial, religious, or ethnic harassment or intimidation to submit a report and/or complaint; and

WHEREAS, Policy 5.46, CAMPUS Act Policy has been recommended by the Religious Discrimination Task Force and President for approval;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University approves Policy 5.46, CAMPUS Act Policy.

(November 21, 2025)

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees

Shawnee State University

POLICY TITLE:	CAMPUS ACT POLICY
POLICY NO.:	5.46
OHIO ADM. CODE:	3362-5-46
PAGE NO.:	1 OF 2
EFFECTIVE DATE:	11/21/2025
NEXT REVIEW DATE:	11/2030
RESPONSIBLE OFFICER:	GENERAL COUNSEL
APPROVED BY:	BOARD OF TRUSTEES

1.0 PURPOSE

This CAMPUS Act Policy (“Policy”) applies to Shawnee State University (“University”) students, faculty, and staff. Ohio Revised Code 3320.05 requires each public university in Ohio to adopt a policy regarding racial, religious, and ethnic harassment and intimidation. In addition to the requirements set forth in R.C. 3320.05, the University has and will continue to abide by all federal, state, and local laws and regulations that prohibit harassment and intimidation.

2.0 DEFINITIONS

2.1 “Harassment” means unwelcome conduct that is so severe, pervasive, and objectively offensive that it effectively denies an individual equal access to the individual's education program or activity.

2.2 “Intimidation” means the violation of ethnic intimidation described in R.C. 2927.12.

3.0 TRAINING

The University will offer training to all University administration, faculty, and staff on how to respond, at the time, to hate incidents or incidents of harassment that occur during a class or event held at the University.

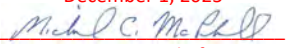
4.0 PROCEDURES

Students who believe they or another student, faculty member, or staff member have/have been subjected to racial, religious, or ethnic harassment or intimidation may submit a report and/or complaint, which will be handled in accordance with University Procedure 5.10:2, Assessing, Investigating, and Adjudicating Complaints Prescribed by Various Statutes.

4.1 Anonymous Reports

Students may submit reports anonymously via the online submission form,

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees

<https://www.shawnee.edu/complaint>. The University will review and take appropriate action on anonymous reports. Note that anonymous reporting may limit the University's ability to conduct and complete an investigation. Additionally, during the course of an investigation, it may be possible to determine who made the report, even if the complainant excluded the name or other identifying information of the accused.

5.0 COMPLIANCE

Nothing in this Policy or its enforcement shall be construed to diminish or infringe on any right or activity protected by the United States and Ohio Constitutions and laws, including freedoms related to speech, expression, or assembly. Notwithstanding the foregoing, nothing in this Policy or its enforcement shall be interpreted as prohibiting the University from restricting expressive activities that the First Amendment of the U.S. Constitution or Article I, Sections 3 and 11 of the Ohio Constitution do not protect. Further, nothing in this Policy or its enforcement shall be interpreted as restricting or impairing the University's obligations under federal law including, but not limited to, Title IV of the Higher Education Act of 1965, Title VI of the Civil Rights Act of 1962, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act, Age Discrimination in Employment Act, and the Age Discrimination Act of 1975 as addressed through its non-discrimination and Title IX policies.

History

Effective: 11/21/2025

(Procedure 5.10:2: Assessing Investigating and Adjudicating Complaints Prescribed By Various Statutes)

RESOLUTION F14-25

APPROVAL OF FY25 EFFICIENCY REPORT

WHEREAS, Ohio higher education institutions are required to annually submit an efficiency report to the Ohio Department of Higher Education (ODHE); and

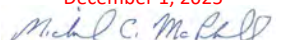
WHEREAS, the report reflects Shawnee State University's continued commitment and efforts toward meeting or exceeding efficiency goals; and

WHEREAS, the University's FY25 Efficiency Report requires approval by the Board of Trustees prior to submission to ODHE no later than November 21, 2025;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University approves the FY25 Efficiency Report.

(November 21, 2025)

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees



FY25 Efficiency Reporting Template

Introduction:

Ohio Revised Code section 3333.95 requires the chancellor of the Ohio Department of Higher Education (DHE) to maintain an “Efficiency Advisory Committee” that includes an “efficiency officer” from each state institution of higher education (IHE). Each IHE must then provide an “**efficiency report**” updated annually to DHE, which is compiled by the chancellor into a statewide report shared at year end with the governor and legislature. The committee itself meets at the call of the chancellor.

There are a number of topics that are required to be addressed per the Ohio Revised Code. Specifically, ORC Section 3333.951(C) requires IHEs to report on their annual study to determine the cost of textbooks for students enrolled in the institution. ORC 3333.951(B) requires Ohio’s co-located colleges and universities to annually review best practices and shared services and report their findings to the Efficiency Advisory Committee. ORC 3345.59(E) requires information on efficiencies gained as a result of the “regional compacts” created in 2018.

The reporting template also requests information regarding college debt and debt collection practices, among other things.

Your Efficiency Report Contact: **Alex Penrod**, Special Assistant to the Chancellor for External Affairs, 614-995-7754 or apenrod@highered.ohio.gov. Please provide your institution’s efficiency report by **Friday, November 21, 2025** via email.



As in previous years, the Efficiency Reporting Template is structured into the following sections:

- **Section I: Efficiency and Effectiveness** – This section captures information on progress made from strategic partnerships and practices that are likely to yield significant savings and/or enhance program offerings.
- **Section II: Academic Practices** – This section covers areas more directly related to instruction, with an emphasis on actions taken to reduce the costs to students of textbooks, including the options of Inclusive Access and Open Educational Resources.
- **Section III: Additional Practices** – This section requests information about ways to create efficiencies that have not been captured in the previous sections.

For purposes of this report, efficiency is defined on a value basis as a balance of quality versus cost:

- Direct cost savings to students (reducing costs)
- Direct cost savings to the institution (reducing costs)
- Cost avoidance for students (reducing costs)
- Cost avoidance to the college/university (reducing costs)
- Enhanced advising, teaching (improving quality)
- IP commercialization (improving quality)
- Graduation/completion rates (improving quality)
- Industry-recognized credentials (improving quality)
- Experiential learning (improving quality)

These are examples only. Please consider your responses to address broader measures of efficiency, quality, cost and value. Please also note that this is only a template. Feel free to respond in any additional way you believe is helpful.



Shawnee State University

Section I: Efficiency and Effectiveness

Benchmarking

Each institution should regularly identify and evaluate its major cost drivers, along with priority areas that offer the best opportunities for efficiencies. Institutions should also track their progress in controlling costs and improving effectiveness.

1. Other than HEI, what other data, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses?

Shawnee State University uses the data provided by the IPEDS Data Feedback Reports that compares our university with 39 peer institutions across 27 states. These data are utilized by the institution to get a general summary of how our instructional vs administrative expenses compare to other similar institutions. Based on these metrics, Shawnee State University core expenses per FTE enrollment are 14% lower than the median of institutions similar to us. In our peer group, there are 3 Ohio schools – Central State University, Cleveland State University, and Youngstown State University, with Central State being the closest to Shawnee State University in total enrollment. Compared to these 3 institutions Shawnee State University's core expenses/FTE are within 2.9% of the median and 4.7% of the average core expenses/FTE.

2. How is such data utilized by your institution? Please summarize and provide an overview of your performance based on each measure.

Looking at the distribution of expenditures in the core expense categories, Shawnee State University's instructional and academic support expenses are proportionally lower (48% Shawnee State University, 57% peers) than the median spent at our peer institutions identified in Question 1. Shawnee State University has a higher proportion of core expenses devoted to institutional support (which includes our IT costs), with Shawnee State University distributing 24% in this category compared to 15% of the median costs at peer schools. The main area of expenses where Shawnee State University differs from our peers is in the proportion (24% Shawnee State University, 15.4% peers) devoted to Institutional Support. In the FY24 report, Shawnee State had proportionally higher expenses/FTE devoted to Student Services. SSU Student Services expenses in FY25 were more in alignment with Ohio peer institutions. This change to Institutional Support expenses may reflect a change from



internal mental health counseling services in FY24 to a contracting with an external provider to establish an on campus health clinic with broader medical and mental health services.

Facilities Planning

1. Has your institution changed the use of campus space to reduce costs and increase efficient use of capital resources? If so, please describe. Approximately how many buildings have been affected and what is the projected average annual savings of the efforts?

Beginning in summer 2023, Shawnee State University has shifted from a long-term aspirational master planning process to an active short-term (2- year), mid-term (4-6 years), and long-term (7+ years) planning process to recognize immediate needs and savings opportunities that can be realized in current fiscal cycles as well as immediate next cycles. Stated objectives are reduction of square footage in use footprint, energy-efficient renovation of space-in-use, and expansion of cross-departmental collaboration and sharing of classrooms, labs, and other instructional space and resources.

During FY25, the University modified its service model for counseling and health services, eliminating the need for approximately 6,000 square feet of space. This change resulted in a reduction of approximately \$12,000 in utility expenses. The University has also been developing plans to sell one of its properties and relocate the School of Education into an existing building. The relocation will result in a 14,000-square-foot space reduction, expanding cross-departmental collaboration and the sharing of classrooms and other instructional spaces and resources.

2. What benchmarks or data sources does your institution use to assess demand for physical space?

Over 20% of Shawnee State University undergraduate programs are 2-year applied degree programs, and an additional 20% of our four- year degrees are in the sciences and engineering. In many cases, these labs require specialized equipment that demand dedicated physical space. Enrollment in these programs accounts for over 27% of the student body. There are safety standards for lab square footage and student: faculty ratio that are endorsed by the National Science Teachers Association and the American Chemical Society, and based on studies conducted by the National Fire Protection Association. We use the standards of 50-60 net square foot/student for space and a 24:1 student: faculty ratio based on these recommendations. Most of our laboratories have a class capacity of 24 students when space allows, but as the physical space decreases, so does course capacity, with some labs only able to accommodate 12-16 students in a course section.



Our Facilities, Planning, and Construction department maintains and updates an inventory of physical spaces on campus, including deferred maintenance and replacement cost calculations to understand the facility condition index of each building on campus. This informs capital renovation needs on campus. Shawnee State University has also recently engaged in a campus repurposing study to determine physical space needs and identify areas with demands for increased space or renovation. Several of our programs in the Allied Health Sciences and our Natural Sciences laboratories have been prioritized for renovation projects, and this has informed the development of strategic partnerships, fundraising efforts, grant applications, and requests for both state and federal support to fund these needed upgrades.

Regional Compacts

ORC Section 3345.59 requires regional compacts of Ohio's public institutions, with an executed agreement in place by June 30, 2018, for institutions to collaborate more fully on shared operations and programs. The section identifies areas to be addressed to improve efficiencies, better utilize resources and enhance services to students and their regions. Per paragraph E of that section:

(E) Each state institution of higher education shall include in its annual efficiency report to the chancellor the efficiencies produced as a result of each compact to which the institution belongs.

Specific to the Regional Compact in which your institution is a member, please describe collaborations that have occurred within the regional compacts and the efficiencies or enhanced services provided in any of the relevant categories below.

Category	Description
Reducing duplication of academic programming	In AY24-25, Shawnee State conducted a comprehensive portfolio review that included consideration of duplicative academic programs. We reported these duplicative program findings to ODHE. For 18 of the 32 programs that SSU found to be duplicative with Ohio University, no action was recommended. Actions were recommended for the remainder, including combining and eliminating programs.
Implementing strategies to address workforce education needs of the region	The Shawnee State University Center for Lifelong Learning uses regional Ohio Means Jobs data to align development of short-term certificate pathways with immediate workforce needs and enrolls students based on an evaluation of their current level of education and



	<p>experience. The Center for Lifelong Learning developed several health care related programs understanding the critical staffing shortages facing regional hospitals, EMS providers, and long-term care facilities, as well as partnerships with the Grit Project and Future Plans.</p> <p>The Shawnee State University College of Business and Engineering Technology has continued work with the Ohio Manufacturing Association and the Best Ohio Industry Sector Partnership to bring manufacturers together to address needs and train the next generation of manufacturing employees. This work has provided exposure to career fields such as manufacturing and provided training and internships, targeting under-represented groups including women, individuals in recovery and re-entry. Partners include the Star Community Justice Center, Ohio Department of Jobs and Family Services, and Workforce Board Area 1.</p> <p>Shawnee State University engaged in discussions with area employers in healthcare and advanced manufacturing sectors to better understand workforce needs and ensure curricular alignment with our programs and those demands. This relationship building continues and has launched mutually beneficial partnerships that will continue for AY25-26 and beyond.</p>
Sharing resources to align educational pathways and to increase access within the region	Shawnee State University academic and non-academic programs have partnerships with several K-12 school districts, regional educational service centers, community colleges, and career technical schools to provide program-specific CCP, admission, and dual-enrollment pathways to increase college access and completion. In FY25, Shawnee State entered into a healthcare partnership with Adena Health System to expand Nursing and Radiologic Technology program access and enrollment. This includes use of Adena Medical Center and the Pickaway-Ross Career Technical Center in Chillicothe, Ohio.
Reducing operational and administrative costs to provide more learning	Shawnee State University continues to participate in the RAPIDS (Regionally Aligned Priorities in Delivering Skills) program working with our regional compact partner institutions to plan applications for this program that align with regional workforce



opportunities and collaboration in the region	needs. In FY25, SSU was awarded a second Appalachian Regional Commission INSPIRE grant. This funding supports establishment of the pilot Pathway to Degree program for students in recovery with funding for scholarships, a hire for a navigator position, and mapping of our regional recovery resources.
Enhancing career counseling and experiential learning opportunities for students	The Center for Lifelong Learning offers a Bear Tracks workforce training camp each summer. This year Building Bridges to Careers partnered with the program to offer paid internships to all participants. Many participants are currently employed where they interned. In late FY25, SSU prepared to launch a new Office of Personal and Professional Development. This office has oversight of Career Services and will establish a framework that ensures every SSU student will have a significant experiential learning component as part of their graduation requirements. The Office launched at the start of FY26.
Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts	Established partnerships with regional school districts to provide training, resources, and direct literacy instruction to promote the science of reading to build literacy skills from birth up. The Shawnee State University School of Education partners with K-12 school districts in Scioto, Lawrence, and Pike counties. Shawnee State University has expanded our partnerships in the College Credit Plus program to include several new high schools.
Other initiatives not included above	N/A

Co-located Campuses

ORC Section 3333.951(B) requires Ohio's co-located colleges and universities to annually review best practices and shared services in order to improve academic and other services and reduce costs for students, and to report their findings to the Efficiency Advisory Committee.



(B) Each state institution of higher education that is co-located with another state institution of higher education annually shall review best practices and shared services in order to improve academic and other services and reduce costs for students. Each state institution shall report its findings to the efficiency advisory committee established under section [3333.95](#) of the Revised Code. The committee shall include the information reported under this section in the committee's annual report.

Co-located campus: N/A

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service



Section II: Academic Practices

This section covers areas more directly related to instruction, with an emphasis on savings strategies related to the cost of textbooks, and the expanded use of alternative instructional materials.

Textbook Affordability

Textbook Cost Study and Reducing Textbook Costs for Students

ORC Section 3333.951(D) requires Ohio's public colleges and universities to do the following on an annual basis:

(D) Each state institution of higher education shall conduct a study to determine the current cost of textbooks for students enrolled in the institution, and shall submit the study to the chancellor of higher education annually by a date prescribed by the chancellor.

ORC Section 3333.951(C) requires Ohio's public colleges and universities to report their efforts toward reducing textbook costs for students.

(C) Each state institution of higher education annually shall report to the efficiency advisory committee on its efforts to reduce textbook costs to students.

Your institution's submission of information via the annual Efficiency Report is used to satisfy these statutory requirements. **Please attach one spreadsheet with two tabs.** The first tab should include the analysis of textbook costs developed by your institution as shown in Table 1 below. The second tab should include the analysis of the number of courses that utilized other sources of information as shown in Table 2 below.

Table 1	
Category	Amount
Average cost for textbooks that are new	\$98.95
Average cost for textbooks that are used	\$70.21
Average cost for rental textbooks	\$53.00



Average cost for eBook	\$63.37
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Table 2	
Category	Number of Courses
Did not require students to purchase course materials; includes OER and/or institutionally provided materials	15
Exclusively used OER materials	3
Used OER materials together with purchased course materials	4
Provided course materials through inclusive access	64

Other Textbook Affordability Practices

What other practices, if any, does your institution utilize to improve college textbook affordability?

The Shawnee State University Clark Memorial Library facilitates access to training/materials for Open Educational Resources through OhioLINK, and other sources. The library also provides Reserve services that allow faculty to provide a copy of the textbook for students to use in the library. The library also facilitates Copyright Clearance Center processes that allow faculty to make digitized content available to all their students for a nominal fee.

Please provide contact information for the person completing this section of the Efficiency Report, so that we may follow up if we have questions.

Melissa Rucker, Bookstore Manager, mrucker@shawnee.edu, 740-351-3155
Suzanne Johnson-Varney, Director-Clark Memorial Library, svarney@shawnee.edu, 740-351-3197
Greg A. Ballengee, CFO, gballengee@shawnee.edu, 740-351-3574



Section III: Additional Practices

Some IHE's may implement practices that make college more affordable and efficient, but which have not been the topic of a specific question in this reporting template. This section invites your institution to share any positive practices you have implemented that benefit student affordability and/or institutional efficiency.

1. Please share any additional best practices your institution is implementing or has implemented.
 - Shawnee State maintained its undergraduate free-tuition program this year to make college possible for more students in underrepresented Appalachian Ohio. Under the program, Pell-eligible students from Scioto, Lawrence, Adams, Pike, Jackson, Ross, Gallia, Brown, Highland and Vinton counties in Ohio; and Greenup, Boyd and Lewis counties in Kentucky qualify, as long as they enroll full-time, have a high school GPA of at least 3.0 and an ACT score of at least 18. In its fourth year, the program is making a college education more affordable for hundreds of students in our region who would not pursue higher education otherwise. Shawnee State University plans to implement/continue several scholarship programs to reach students in our region who narrowly miss Pell eligibility and those who have stopped out of their college journey to make it easier for them to finish their degrees. Shawnee State University now offers a "metro rate" for housing and board for students in Scioto County, to make living on campus more affordable, which improves their chances of success. The program offers a 50% reduction in the housing and board for first-time freshman who reside in Scioto County.
 - At the June 21, 2024 Board of Trustees meeting, the University presented Resolution ASA 08-24, an updated Strategic Completion Plan as required by Ohio Revised Code section 3345.81 (<https://www.shawnee.edu/sites/default/files/documents/2024-06-21-ASA-Committee-a.pdf>). The report



contained information about our past progress and future goals towards strategic goals, including objectives to benefit student affordability. In FY25, SSU made progress toward these goals and will include a progress update in the 2026 update.

- The University is currently enrolled in an Emergency Response Load Shedding program, which is coordinated by Enel X. By participating in this program, the University receives funding for shedding loads on buildings, which is determined by Enel X and depends on the timing and length. There is automatic programming that coincides with each request, and the University has the option to decline the request, depending on the campus activities during that time.
- The University also regularly adjusts the HVAC/electric schedules based on scheduled activities across campus. In the last calendar year, the University reduced its consumption by over 10.5%.

Thank you for completing the FY25 Efficiency Reporting Template. We appreciate the important role Ohio's colleges and universities play in supporting Ohio students, economic growth, world-class research and the overall success for our state.

RESOLUTION F15-25

APPROVAL OF POLICY 4.96 UNIVERSITY REHIRE POLICY

WHEREAS, Policy 4.96, University Rehire policy, addresses the need to establish consistent, transparent, and equitable guidelines for rehiring former employees; and

WHEREAS, the policy supports the University's commitment to maintaining high standards of employment, fostering a supportive and inclusive work environment, and ensuring compliance with applicable employment laws; and

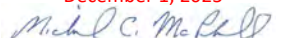
WHEREAS, the policy establishes the criteria and evaluation process that will be followed to determine a former employee's eligibility for reemployment; and

WHEREAS, Policy 4.96, University Rehire Policy, has been recommended by the President for Board of Trustees approval;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves Policy 4.96, University Rehire Policy.

(November 21, 2025)

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees

Shawnee State University

POLICY TITLE:	UNIVERSITY REHIRE POLICY
POLICY NO. :	4.96
ADMIN CODE:	3362-4-96
PAGE NO.:	1 OF 3
EFFECTIVE DATE:	11/21/2025
NEXT REVIEW DATE:	11/2030
RESPONSIBLE OFFICER:	CHIEF OPERATING OFFICER
APPROVED BY:	BOARD OF TRUSTEES

1.0 PURPOSE

The purpose of this policy is to establish consistent, transparent, and equitable guidelines for rehiring former employees. This policy supports the University's commitment to maintaining high standards of employment, fostering a supportive and inclusive work environment, and ensuring compliance with applicable employment laws.

2.0 SCOPE

This policy applies to all former University employees who seek reemployment. Union-represented employees and student workers may be subject to separate agreements, contracts, or policies.

3.0 ELIGIBILITY FOR REHIRE

3.1 A former employee may be considered for rehire if the following criteria are met:

3.1.1 Good Standing: The individual left the University in good standing, with no pending disciplinary actions, financial obligations, or unresolved investigations. A former employee whose employment was involuntarily terminated for wrongdoing or misconduct, or for violating University rules/policies, or who resigned in lieu of termination for such reasons, is generally ineligible unless specifically approved, as noted below.

3.1.2 Performance Record: The individual's previous performance evaluations were satisfactory or above, typically within the last three years of service.

3.1.3 The typical time lapse to rehire an applicant who has previously resigned, retired, or been terminated from their university employment will be determined as follows:

3.1.3.1 Employees who provided proper notice (at least two weeks) of their previous separation from employment: eligible after at least six (6) months.

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- 3.1.3.2 Employees who did not provide proper notice (at least two weeks) of their previous separation from employment: eligible after at least twelve (12) months.
 - 3.1.3.3 Employees terminated for cause: not eligible for rehire unless approved by the appropriate Vice President/Chief Officer and President after at least twenty-four (24) months.
 - 3.2 While it is not possible to capture every reason a person may be deemed ineligible for rehire, the following list provides some of the most common reasons:
 - o Abandonment of employment;
 - o Dishonesty;
 - o Failure to satisfactorily complete a probationary period of employment;
 - o Resignation or retirement while under investigation;
 - o Violation of University policy or procedure;
 - o Commission of an act substantially related to employment that is prohibited by law and punishable by fine or imprisonment;
 - o Resignation or retirement instead of discharge;
 - o Failure of a background check or drug test; or
 - o Loss/revocation of a credential or license for misconduct.
 - 3.3 The determination of eligibility for rehire should typically be made at the time of separation from employment and noted in the employment record. However, the failure to note ineligibility in the record does not prohibit the University from declining to hire a former employee who meets the ineligibility criteria.
 - 3.4 Re-employment of retirees must be handled according to Board of Trustees Policy 4.77 Retirement and Re-Employment of Retirees and applicable procedures.
- 4.0 APPLICATION PROCESS
 - 4.1 Individuals must follow the following process to be considered for reemployment:
 - 4.1.1 Submit a new application through the University's recruitment portal.
 - 4.1.2 Provide an updated résumé/CV and any supporting documentation required by the position posting.
 - 4.1.3 Disclose prior University employment, including department and reason for separation.
- 5.0 REHIRE EVALUATION
 - 5.1 The rehire evaluation process includes:
 - 5.1.1 Review of prior employment history, performance, and reason for departure.

5.1.2 Verification of references, including at least one positive reference from a former supervisor or department leader, unless obtaining such a reference is not possible.

5.1.3 Completion of standard interview and selection processes applicable to the position.

5.1.4 Re-verification of background checks, licensure, or certifications as required by university policy.

6.0 CONDITIONS OF REHIRE

6.1 Probationary Period: Rehired employees will serve a probationary period in accordance with university policy.

6.2 Benefits and Seniority: Previous service time will not count toward benefits or seniority, unless otherwise specified in the employment contract or university policies.

6.3 Compensation: Salary and position placement will align with current compensation standards and market-based pay ranges. Prior salary and title will not be determinative in establishing a salary and position upon rehire.

7.0 ONBOARDING

7.1 Orientation: Rehired employees must complete new hire orientation. Returning employees may participate in a modified program that focuses only on updates since their previous employment with the University.

7.2 Training: All mandatory compliance training (e.g., Title IX, FERPA, cybersecurity) must be completed, regardless of prior completion.

8.0 EXCEPTIONS

8.1 Critical Need: Exceptions to the above requirements may be approved in cases of urgent or specialized need.

8.2 Executive Approval: Exceptions must be documented and approved by the President.

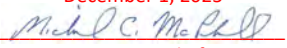
9.0 GOVERNANCE AND REVIEW

This policy will be reviewed every five years by the Department of Human Resources to ensure alignment with best practices and compliance with applicable laws.

History

Effective: 11/21/2025

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees

RESOLUTION F16-25

APPROVAL OF POLICY 5.47 EMPLOYEE, ATHLETICS, AND STUDENT LEADER TRAINING

WHEREAS, it is essential that the University maintains a well-trained workforce and student leadership to uphold the highest level of ethics and professionalism, and to ensure compliance with federal, state, and local laws and regulations; and with University policies and procedures; and

WHEREAS, training on general subjects applicable to higher education benefit the entire campus community, whereas particular training requirements may apply to University administrators and staff who primarily serve students, including mentors and club advisors; athletics coaches and staff; student members of Greek organizations and other University-supported organizations and clubs; and student employees; and

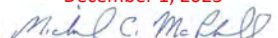
WHEREAS, Policy 5.47, Employee, Athletics, and Student Leader Training, attached hereto and incorporated herein by reference, directs the Executive Staff and their delegates to develop, monitor, and implement training programs appropriate for the University as a whole and role-specific training to target audiences as needed; and

WHEREAS, Policy 5.47, Employee, Athletics, and Student Leader Training has been recommended by the President for Board of Trustees approval;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University approves Policy 5.47, Employee, Athletics, and Student Leader Training.

(November 21, 2025)

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees

Shawnee State University

POLICY TITLE:	EMPLOYEE, ATHLETICS, AND STUDENT LEADER TRAINING
POLICY NO.:	5.47
ADMIN CODE:	3362-5-47
PAGE NO.:	1 OF 2
EFFECTIVE DATE:	11/21/2025
NEXT REVIEW DATE:	11/2030
RESPONSIBLE OFFICER:	CHIEF OPERATING OFFICER
APPROVED BY:	BOARD OF TRUSTEES

1.0 PURPOSE

It is essential that the University maintains a well-trained workforce and student leadership to uphold the highest level of ethics and professionalism, and to ensure compliance with federal, state, and local laws and regulations; and with University policies and procedures. Training on general subjects applicable to higher education benefit the entire campus community, whereas particular training requirements may apply to University administrators and staff who primarily serve students, including mentors and club advisors; athletics coaches and staff; student members of Greek organizations and other University-supported organizations and clubs; and student employees. This policy directs the Executive Staff and their delegates to develop, monitor, and implement training programs appropriate for the University as a whole and role-specific training to target audiences as needed.

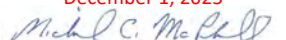
2.0 DEFINITIONS

- 2.1 As used in this policy, “employees” include all full and part-time faculty and staff, adjunct faculty, student employees, and volunteers who directly work with students.
- 2.2 “Student leaders” include part-time or full-time University students with official roles such as President, Vice-President, Treasurer, or Secretary of University-supported student clubs and organizations, including Greek organizations.
- 2.3 “Student employees” include part-time or full-time University students who hold a position of employment with the University, whether work-study or otherwise.
- 2.4 “Executive Staff” includes the President, Vice Presidents, Provost, Deans, Chief Operating Officer, other Chief-level positions, and General Counsel.

3.0 TRAINING

- 3.1 The Executive Staff will commit to developing and providing training in such a manner that employees and student leaders understand their obligations and responsibilities in accordance with legal and University requirements.

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- 3.2 Training of employees will begin with new employee orientation which will be provided as soon as feasible after the start of employment. New employee orientation will cover the most significant issues of university employment, including ethics, Title IX, confidentiality of student information, information security, fraud reporting, payroll, and financial accountability. After new employee orientation, employee training will be ongoing on issues that affect employees as a whole and specific roles. Training of student leaders will begin before or as soon as possible after the start of a leadership role. Employees and student leaders will be required to complete renewal training on a regular and ongoing basis as assigned. Training programs discussed in this section will be added, changed, or removed as it is deemed appropriate or necessary.
- 3.3 Department managers are responsible for ensuring that employees within their work unit complete required training.
- 3.4 Completion of training is considered a work requirement. Time that an employee spends on university-wide training, role-specific training, or specialized training will be deemed work time.
- 3.5 Employees who fail to follow this policy may be subject to disciplinary action as set forth in University policies and procedures or a collective bargaining agreement, as applicable.

4.0 PROCEDURES

The President is authorized to enact procedures to address specific training requirements and to further carry out the purposes of this policy.

History

Effective: 11/21/2025

Applicable Procedures: Procedure 5.47:1 Athletic Department Staff and Administration Annual Required Training
Procedure 5.47:2 Onboarding & Recurring Training for All Employees
Procedure 5.47:3 Student Organization Training

INFORMATION ONLY

PROCEDURE TITLE:	ATHLETIC DEPARTMENT STAFF AND ADMINISTRATION ANNUAL REQUIRED TRAINING
PROCEDURE NO.:	5.47:1
RELATED POLICY:	5.47
PAGE NO.:	1 OF 2
RESPONSIBLE ADMINISTRATOR:	ATHLETIC DIRECTOR
EFFECTIVE DATE:	11/21/2025
NEXT REVIEW DATE:	11/2030
APPROVED BY:	PRESIDENT

1.0 PURPOSE

To ensure the continued health, safety, and well-being of our student-athletes and campus community, the Department of Athletics conducts mandatory annual training for all athletic staff and administrators. These sessions are designed to promote best practices in safety, compliance, and student support.

2.0 TRAINING PROGRAMS

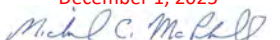
The following training programs will be completed by all athletic staff and administrators in accordance with institutional and intercollegiate governing body expectations:

- SSU Compliance and Department Best Practices – yearly (Athletic Director (AD))
- Concussion in Sports – yearly (online) (certification required)
- Cardiopulmonary Resuscitation (CPR), First Aid, and Automated External Defibrillator (AED) Training – every two years (Athletic Training/Red Cross) (certification required)
- Budgetary Best Practices – yearly (Athletic Director/Associate AD/Director of Procurement)
- Sudden Cardiac Arrest – yearly (online) (certification required)
- Working with Minors – yearly (online)
- Campus Safety – yearly (SSU Staff)
- Student Mental Health and Suicide Prevention – yearly (Mothers Against Drunk Driving (MADD)/Bear Care)
- Athletic Compliance – yearly (Assistant AD of Compliance/Associate AD)

3.0 INFORMATION

Detailed information regarding each required training—including delivery methods, timelines, and certification procedures—can be found in the Athletics Operations Manual as well as the Compliance Manual. Additional best practices and guidance can also be found in the Student-Athlete Handbook. These trainings are a vital component of our

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commitment to maintaining a safe, supportive, and compliant environment for all members of the Shawnee State University Athletics community.

History

Effective: 11/21/2025

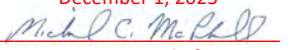
Reference Documents:

Shawnee State Compliance Manual

Shawnee State University Athletic Department Operations Manual

Shawnee State University Student-Athlete Handbook

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INFORMATION ONLY

PROCEDURE TITLE:	ONBOARDING & RECURRING TRAINING FOR ALL EMPLOYEES
PROCEDURE NO.:	5.47:2
RELATED POLICY:	5.47
PAGE NO.:	1 OF 4
RESPONSIBLE ADMINISTRATOR:	DIRECTOR OF HUMAN RESOURCES
EFFECTIVE DATE:	11/21/2025
NEXT REVIEW DATE:	11/2030
APPROVED BY:	PRESIDENT

1.0 INTRODUCTION & PURPOSE

Shawnee State University is committed to offering training courses that clarify expectations and responsibilities for all employees, uphold the highest standards of professionalism, ethics, and regulatory compliance, and establish risk management practices. This procedure serves to amplify and implement Policy 5.47, Employee, Athletics, and Student Leader Training, approved by the Board of Trustees.

2.0 SCOPE

- 2.1 This procedure outlines the compliance and professional conduct training required upon hire and on an ongoing basis, specialized training for those who work directly with students, and foundational workplace training for student employees. Job-specific training not covered by this procedure will be coordinated by Human Resources and/or managers and required as needed.
- 2.2 This procedure applies to all university employees, including temporary, intermittent, and student employees.
- 2.3 Training requirements will vary by role; temporary, intermittent, and student employees may be excluded from select courses, as determined by Human Resources.

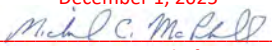
3.0 ONBOARDING & RECURRING TRAINING

The university will provide compliance and professional conduct training to employees according to the tables below:

Compliance Training

Training Topics	Due (Based on Date of Hire or Assignment Date)	Frequency	Responsible Administrator/ Format
Auditor of State Fraud Training	30 Days	Every 4yrs	Controller/Online

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State of Ohio Ethics	30 Days	Annual	General Counsel/ In-Person & Online
Campus Safety & Active Response	30 Days	Annual	Director of Public Safety/ In-Person
Clery Act for Campus Security Authorities (CSAs)	90 Days	Every 2yrs	Director of Public Safety/ In-Person
Cybersecurity: Data Privacy and Safe Computing	30 Days	Annual	Director of IT Operations/ In-Person & Online
Cybersecurity: Responding to Data Breaches	90 Days	Once	Director of IT Operations/ Online
Cybersecurity: Data Classification and Handling	90 Days	Once	Director of IT Operations/ Online
FERPA (Family Educational Rights and Privacy Act)	30 Days	Annual	Registrar/Online
Title IX Compliance (Education Amendments of 1972)	30 Days	Annual	Assistant General Counsel/ In-Person & Online
Ohio Public Records	30 Days	Once	Assistant General Counsel/ In-Person
Americans with Disabilities Act (ADA)	30 Days	Once	Director of Human Resources/ In-Person & Online
Racial, Religious, and Ethnic Harassment and Intimidation (CAMPUS Act)	30 Days	Once	Assistant General Counsel/ In-Person & Online

Note: Requirement is based on role - temporary, intermittent, and student employees may be excluded, as determined by Human Resources

Professional Conduct Training

Training Topics	Due (Based on Date of Hire or Assignment Date)	Frequency	Responsible Administrator/ Format
The Evolution of Customer Service in Higher Ed & How to be Student Ready	60	Every 2yrs	Director of Human Resources/ Online
"Bear Minimum" Performance Expectations	60	Every 2yrs	Director of Human Resources/ In-Person
Communicating Across Cultures	60	Every 2yrs	Director of Human Resources/ In-Person
Conflict De-escalation & Civility	60	Every 2yrs	Director of Human Resources/ In-Person
Managing Difficult Conversations	60	Every 2yrs	Director of Human Resources/ In-Person
Conflict Resolution Refresher	60	Every 4yrs	Director of Human Resources/ In-Person

Note: Requirement is based on role - temporary, intermittent, and student employees may be excluded, as determined by Human Resources

4.0 TRAINING FOR INDIVIDUALS SUPERVISING STUDENTS OR PRIMARILY SERVING STUDENTS

The university will provide specialized training to individuals who supervise students or serve in student-facing roles. The training will be offered according to the following table:

Training Topics	Due (Based on Date of Hire or Assignment Date)	Frequency	Responsible Administrator/Format
Leadership in Higher Ed	30	Every 2yrs	Director of Human Resources/ Online
Boundary Setting & Professional Conduct	30	Every 2yrs	Director of Human Resources/ In-Person
Minors on Campus	30	Every 2yrs	Director of Human Resources/ In-Person
Anti-Hazing	30	Annual	Director of Student Engagement/ Online

5.0 TRAINING FOR STUDENT EMPLOYEES

The university will provide student employees with foundational workplace training according to the following table:

Training Topics	Due (Based on Date of Hire or Assignment Date)	Frequency	Responsible Administrator/ Format
Workplace Professionalism 101 (Includes "Bear Minimum" Performance Expectations)	30	Once	Associate Director of Career Services/ In-Person or Online
Teamwork	30	Once	Associate Director of Career Services/ In-Person or Online
Customer Service & Professional Language	30	Once	Associate Director of Career Services/ In-Person or Online
Communicating Across Cultures	60	Once	Director of Human Resources/ In-Person
Problem-Solving & Escalation	60	Once	Director of Human Resources/ In-Person
Conflict De-escalation & Civility	60	Once	Director of Human Resources/ In-Person
Managing Difficult Conversations	60	Once	Director of Human Resources/ In-Person

6.0 ROLES & RESPONSIBILITIES

- 6.1 Managers are responsible for ensuring all employees within their units attend and complete all required training.
- 6.2 Human Resources will collaborate with responsible administrators to implement training and monitor institutional compliance with this procedure.

7.0 CONDITION OF EMPLOYMENT

Completion of required training is considered part of an employee's performance. Employees who fail to follow this procedure may be subject to a range of disciplinary action, up to and including termination, in accordance with University policies and procedures, employment contracts, or collective bargaining unit agreements, as applicable.

History

Effective: 11/21/2025

INFORMATION ONLY

PROCEDURE TITLE:	STUDENT ORGANIZATION TRAINING
PROCEDURE NO.:	5.47:3
RELATED POLICY:	5.47
PAGE NO.:	1 OF 4
RESPONSIBLE ADMINISTRATOR(S):	DEAN OF STUDENTS
EFFECTIVE DATE:	11/21/2025
NEXT REVIEW DATE:	11/2030
APPROVED BY:	PRESIDENT

1.0 INTRODUCTION & PURPOSE

Shawnee State University is committed to offering training courses that clarify expectations and responsibilities for all members of student clubs and organizations, members of fraternity and sorority life, and all advisors to these groups. These trainings will uphold the highest standards of professionalism, ethics, and regulatory compliance, and establish risk management practices. This procedure serves to amplify and implement Policy 4.57, Employee, Athletics, and Student Leader Training, approved by the Board of Trustees.

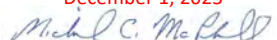
2.0 SCOPE

- 2.1 This procedure outlines the compliance and professional conduct training required for all employees serving as advisors to student clubs or organizations, members of student clubs or organizations, and members of fraternity and sororities at Shawnee State University.
- 2.2 This procedure applies to all university employees who are eligible to serve as advisors to student clubs and organizations, all student members and prospective members of recognized student clubs, organizations, fraternities, and sororities, and anyone who is employed by or volunteers with such organizations or has direct contact with student members thereof.
- 2.3 Training requirements will vary by role.

3.0 STUDENT PARTICIPANTS

- 3.1 All student organizations, clubs, sororities, and fraternities must operate in accordance with Shawnee State University policies, procedures, and the Student Conduct Code.
- 3.2 All club officers must be currently enrolled Shawnee State students with good standing as defined in the Student Club/Organization Guidelines.
- 3.3 All club, fraternity, and sorority members must be currently enrolled Shawnee State students.

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December 1, 2025


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4.0 REQUIRED & RECURRING TRAINING

The university will provide compliance and professional conduct training according to the tables below:

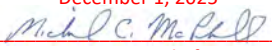
Compliance Training for Club Advisors

Training Topics	Frequency	Responsible Administrator/ Format
Anti-Hazing & Hazing Prevention	Upon assuming role, annually thereafter	Director of Student Engagement/Online
Finance Training	Upon assuming role, annually thereafter	Student Affairs Specialist
Advisor and Leadership Training Workshop	Upon assuming role, annually thereafter	Director of Student Engagement
Advisor and Student Club or Organization Guidelines	Upon assuming role, annually thereafter	Director of Student Engagement
Student Engagement Tracking Software Training	Upon assuming role, annually thereafter	Director of Student Engagement
Title IX Compliance (Education Amendments of 1972)	Annual	Assistant General Counsel/In-person & Online
Protecting Minors on Campus	Annual	Assistant General Counsel/ In-person

Compliance Training for Student Club and Organization Leaders (President, Vice-President, Secretary, Treasurer, and Student Government Association Liaison) and Members

Training Topics	Role in Club or Organization	Frequency	Responsible Administrator/ Format
Anti-Hazing & Hazing Prevention	All	Annual	Director of Student Engagement
Treasurer Training	Treasurer	Upon assuming role, annually thereafter	Student Affairs Specialist

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Student Engagement Tracking Software Training	All Leaders	Upon assuming role, annually thereafter	Director of Student Engagement
Student Club or Organization Guidelines	All Leaders	Upon assuming role, annually thereafter	Director of Student Engagement
Workplace Professionalism 101 (Includes “Bear Minimum” Performance Expectations)	All	Upon appointment and every 2 years thereafter	Associate Director of Career Services/ In-Person or Online
Title IX Compliance (Education Amendments of 1972)	All	Annual	Assistant General Counsel/ In-Person & Online
Protecting Minors on Campus	All Leaders	Annual	Assistant General Counsel/In Person

Compliance Training for Fraternity and Sorority Life Members

Training Topics	Role in Fraternity or Sorority	Frequency	Responsible Administrator/ Format
Anti-Hazing & Hazing Prevention	All	Annual	Director of Student Engagement/Online
Treasurer Training	Treasurer	Upon assuming role, annually thereafter	Student Affairs Specialist
Student Engagement Tracking Software Training	All Leaders	Annual	Director of Student Engagement
Workplace Professionalism 101 (Includes “Bear Minimum” Performance Expectations)	All	Upon appointment and every 2 years thereafter	Associate Director of Career Services/ In-Person or Online

New Member Education Classes	All new members	Once upon appointment, Bi-Annually	FSL by Chapter
Fraternity and Sorority Life Risk Management Guidelines	All	Bi-annually	Assistant Director of Student Life
Standards of Fraternity and Sorority Life Guidelines	All	Bi-annually	Assistant Director of Student Life
Title IX Compliance (Education Amendments of 1972)	All	Annual	Assistant General Counsel/In-person & Online
Protecting Minors on Campus	All Leaders	Annual	Director of Human Resources/ Assistant General Counsel/ In-person & Online

5.0 ROLES & RESPONSIBILITIES

5.1 Club advisors are responsible for ensuring all student leaders and members within their club or organization unit attend and complete all required training.

5.2 The Dean of Students will monitor institutional compliance with this procedure.

6.0 CONDITION OF PARTICIPATION

Student and Advisor participation in the student clubs and organizations and fraternity and sorority life is contingent upon completion of required training.

History

Effective: 11/21/2025

Relevant Policy and Procedures: Policy 5.47

<https://www.shawnee.edu/sites/default/files/documents/Policy-3-25-Anti-Hazing-Policy.pdf>

<https://www.shawnee.edu/sites/default/files/documents/policy-5-01.pdf>

<https://www.shawnee.edu/sites/default/files/documents/Procedure-3-25-1-Anti-Hazing-Procedure.pdf>

Reference Documents: <https://www.shawnee.edu/sites/default/files/documents/Advisor-Manual.pdf>

<https://www.shawnee.edu/sites/default/files/documents/Student-Organizations-Guidelines.pdf>

<https://www.shawnee.edu/sites/default/files/documents/Student-Conduct-Code.pdf>

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December 1, 2025


Secretary, SSU Board of Trustees

RESOLUTION ASA15-25

POLICY 2.24, CURRICULUM APPROVAL PROCESS

WHEREAS, section 3345.457 of the Ohio Revised Code requires the Shawnee State University Board of Trustees to adopt a curriculum approval process; and

WHEREAS, the University engages in shared governance with the University Faculty Senate (UFS); and

WHEREAS, the University has clearly defined standing committees of the UFS that review, evaluate and recommend curricular policies and proposals; and

WHEREAS, role of the faculty, departments, and schools is to develop course and program proposals; and

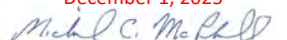
WHEREAS, the UFS recommendations to approve these curricular proposals are considered advisory in nature; and

WHEREAS, the Shawnee State University Board of Trustees retains final authority over adoption and modification of the curricular approval process and has the overriding authority to approve or reject the establishment or modification of all curricular proposals;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby adopts Policy 2.24, Curriculum Approval Process.

(November 21, 2025)

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees

Shawnee State University

POLICY TITLE:	CURRICULUM APPROVAL PROCESS
POLICY NO.:	2.24
ADMIN CODE:	3362-2-24
PAGE NO.:	1 OF 4
EFFECTIVE DATE:	11/21/2025
NEXT REVIEW DATE:	11/2030
RESPONSIBLE OFFICER:	PROVOST
APPROVED BY:	BOARD OF TRUSTEES

1.0 PURPOSE

The purpose of this policy is to establish a curricular approval process as codified in section 3345.457 of the Ohio Revised Code. This policy applies to the following curricular actions: establishing or modifying academic programs, curricula, courses, general education requirements, and degree programs. This policy applies to the approval, rejection, and discontinuation of academic programs.

2.0 SCOPE OF AUTHORITY

2.1 The Shawnee State University Board of Trustees is the ultimate authority to establish and modify academic programs, schools, colleges, institutes, departments, and centers at Shawnee State University.

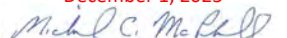
2.1.1 The Shawnee State University Board of Trustees also retains final authority over adoption and modification of the curricular approval process required to establish, modify, or discontinue curricula, courses, general education requirements, and degree programs.

2.1.2 The Shawnee State University Board of Trustees has the overriding authority to approve or reject any establishment or modification of academic programs, curricula, courses, general education requirements, and degree programs.

2.2 The Shawnee State University Faculty Senate shall have the opportunity to provide advice, feedback, and recommendations on the establishment and modification of academic programs, curricula, courses, general education requirements, and degree programs.

2.2.1 This feedback from the University Faculty Senate is advisory in nature.

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees

3.0 PROCESS FOR ESTABLISHING, SIGNIFICANTLY MODIFYING, OR DISCONTINUING ACADEMIC PROGRAMS

3.1 Academic departments or schools may submit requests to establish, significantly modify, or discontinue academic programs by first submitting a proposal to the Academic Resource Management Committee (ARMC), chaired by the Provost. The faculty involved in the proposal shall meet with the Office of Institutional Budgeting and Office of Enrollment Management to receive feedback on budget and enrollment impacts, as well as marketing strategies. The proposal will be reviewed at the department or school level by the Chair or School Director, and submitted to the appropriate College Dean for review and comment prior to submission to the ARMC.

3.1.1 The faculty, chair/school director, and dean associated with the proposal will present the proposal to the members of the ARMC and answer questions regarding the proposal. The ARMC shall vote to recommend support, postponement, or lack of support for the proposal to the Provost.

3.1.2 Upon recommendation from the Provost, the faculty may then submit the proper curricular program and course proposals to the appropriate curricular approval committee.

4.0 CURRICULAR APPROVAL COMMITTEES

4.1 All proposals reviewed by these committees must be submitted in the curriculum software.

4.1.1 Members of the Board of Trustees may approve initiation of a proposal for review and shall designate the Provost to submit a Board of Trustees initiated proposal into the software. Such proposals will start at the appropriate committee for review.

4.1.1.1 If the University has entered into an agreement, such as a state-wide curricular agreement required by the Ohio Department of Higher Education or mandated by sections of state or federal law, the Board of Trustees will review alignment of current curriculum and request that the proposals needed to achieve the required outcomes of the agreement be submitted by the Provost.

- 4.1.2 The Provost may initiate a proposal seeking to discontinue an academic program when the department or school does not agree to initiate such a proposal or when required to by law.
- 4.1.3 Current tenure-track and tenured faculty members may initiate curricular proposals that shall be reviewed and recommended by their department or school prior to review by the College Dean. For graduate curriculum proposals, the initiator must be a current tenure-track or tenured graduate faculty member.
- 4.2 General Education Advisory Committee (GEAC): All curricular policies, assessment plans, and proposals that impact the General Education Program (GEP) will be reviewed and evaluated by the GEAC. All course proposals received by GEAC will be evaluated to ensure that the course meets the learning outcomes for its respective GEP category and aligns with the GEP Assessment Plan. All business before the GEAC will be made available for comment and criticism to the campus community via a five-day open hearing process. All proposals recommended by the GEAC shall be forwarded to the Education Policies and Curriculum Committee (EPCC) for review and evaluation. The Shawnee State University Administration shall assign one senior administrator to be the primary representative to the GEAC. This senior administrator will be a non-voting member of the GEAC.
- 4.3 Education Policies and Curriculum Committee (EPCC): All undergraduate educational policies and curricula proposals, including those recommended by the GEAC, will be reviewed and evaluated by the EPCC. All business before the EPCC will be made available for comment and criticism to the campus community via a five-day open hearing process. As needed, proposals requiring review and evaluation for distance learning will be forwarded to the Distance Learning Committee (DLC) upon recommendation by the EPCC. All other proposals recommended by the EPCC shall be forwarded to the University Faculty Senate (UFS). The Shawnee State University Administration shall assign one senior administrator to be the primary representative to the EPCC. This senior administrator will be a non-voting member of the EPCC.
- 4.4 Graduate Council (GC): All graduate educational policies and curricula proposals will be reviewed and evaluated by the GC. All business before the GC will be made available for comment and criticism to the campus community via a five-day open hearing process. As needed, proposals requiring review and evaluation for distance learning will be forwarded to the DLC upon recommendation by the

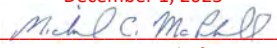
GC. All other proposals recommended by the GC shall be forwarded to the University Faculty Senate (UFS). The Shawnee State University Administration shall assign one senior administrator to be the primary representative to the GC. This senior administrator will be a non-voting member of the GC.

- 4.5 Distance Learning Committee (DLC): All distance learning, hybrid (a defined percentage of class sessions meet in person with additional instruction conducted online), hyflex (a student may attend all class sessions in-person, online synchronously, or online asynchronously), or online curricular and program proposals shall be reviewed and evaluated by the DLC. Proposals for new courses and programs seeking to use these modes of instruction shall first be referred from the appropriate governance committee (EPCC or GC). Proposals seeking to add distance learning modalities to existing courses may be submitted directly to DLC following department/school and Dean recommendation. All proposals recommended by the DLC shall be forwarded to the University Faculty Senate (UFS). The Shawnee State University Administration shall assign one senior administrator to be the primary representative to the DLC. This senior administrator will be a non-voting member of the DLC.
- 4.6 University Faculty Senate (UFS): Policy, program, and curricular proposals recommended by the EPCC, GC or DLC will be reviewed and evaluated by the UFS. Matters for consideration by the UFS may be referred to the UFS by any member of the University community. Academic policies, curricular proposals, and resolutions to be put before UFS must be submitted through the curriculum software. Upon recommendation of the UFS, all proposals will be forwarded to the Provost for review and evaluation.
- 4.7 Upon receiving curricular and policy recommendations from the UFS, the Provost will evaluate and review the proposals and make a recommendation that the proposals be presented at the next regularly scheduled meeting of the Shawnee State University Board of Trustees during the Academic and Student Affairs Committee meeting where the proposals will be considered for final approval. Proposals approved by the Academic and Student Affairs Committee will be presented as part of the consent agenda or as individual action items on the agenda of the Board of Trustees meeting. A vote in favor for approval by the Board of Trustees must be recorded before the University Registrar incorporates curricular changes into the Shawnee State University Academic Catalog.

History

Effective: 11/21/2025

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees

RESOLUTION ASA16-25

POLICY 2.25, LOW-ENROLLED COURSES

WHEREAS, Shawnee State University desires to create a consistent framework to identify low-enrolled courses across the academic course schedule; and

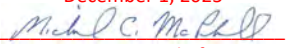
WHEREAS, creating this framework will support balanced enrollment in course sections, improvement of student learning outcomes, increased accessibility to courses, and added efficiency of course section and staffing needs; and

WHEREAS, engaging in review of low-enrolled and infrequently scheduled courses will improve communication of courses offered in the University Academic Catalog;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby adopts Policy 2.25, Low-Enrolled Courses.

(November 21, 2025)

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees

Shawnee State University

POLICY TITLE:	LOW-ENROLLED COURSES
POLICY NO.:	2.25
ADMIN CODE:	3362-2-25
PAGE NO.:	1 OF 4
EFFECTIVE DATE:	11/21/2025
NEXT REVIEW DATE:	11/2030
RESPONSIBLE OFFICER:	PROVOST
APPROVED BY:	BOARD OF TRUSTEES

1.0 PURPOSE

The purpose of this policy is to create a consistent framework for identifying low-enrolled courses across the entire academic course schedule. The goal of this framework is to ensure balanced enrollment in courses to improve student outcomes, accessibility to courses, and efficiency of planning section and staffing needs.

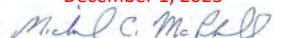
2.0 SCOPE OF AUTHORITY

- 2.1 Shawnee State University retains the right to schedule courses in accordance with programmatic and student needs and the Provost has the final authority over class schedules.
- 2.2 Department Chairs and School Directors will consult with program faculty in determining the timing, rotation, and staffing of courses for each academic semester and session. The Department Chairs and School Directors will submit a recommended course schedule to the appropriate College Dean.
- 2.3 College Deans will review the recommended class schedules from the schools and departments in the college. The Dean may suggest or enact changes and has final approval over the course schedule submitted to the Registrar.
 - 2.3.1 A faculty member may request alterations to the published course schedule; however, the Department Chair or School Director will determine whether such requests will be recommended to the College Dean, and the Dean has discretion to approve or reject any such recommendation.

3.0 DETERMINATION OF COURSE SECTION CAPACITIES

- 3.1 Course capacities will be established for all courses, as detailed below, regardless of whether they are taught in-person, as a hybrid course (in which a defined percentage of class sessions meet in person with additional instruction conducted

Certified as True and Correct
December 1, 2025


Secretary, SSU Board of Trustees

online), or in the hyflex modality (student can attend in person, online synchronously, or online asynchronously).

3.1.1 Specific faculty-student ratios as determined in the collective bargaining agreement between Shawnee State University and the faculty union unless and until such provisions have been superseded by a Board of Trustees policy.

3.1.2 Faculty-student ratios for in-person courses not covered by a collective bargaining agreement or superseding Board policy are determined by considering a combination of pedagogical, safety, and/ or accreditation restrictions along with physical room capacity.

3.1.2.1 Department Chairs, School Directors, and Deans should strive for consistent faculty-student ratios across all sections of the same in-person course.

3.2 Course capacities for fully online courses and course sections are determined by the collective bargaining agreement between Shawnee State University and its faculty union unless and until such provisions are superseded by a Board of Trustees policy.

3.3 In instances where more than one course or course section is scheduled in the same room with the same instructor at the same time (concurrent instruction), the faculty-student ratio will be calculated using the total capacity in all sections or courses included in the concurrent instruction format.

4.0 IDENTIFICATION AND CANCELLATION OF LOW-ENROLLED COURSES

4.1 Approximately six weeks prior to the first day of classes for a semester, the College Dean will review the enrollments in each class section on the course schedule.

4.2 Class sections that have enrollment less than or equal to 70% of the course capacity ("low-capacity sections") will be identified.

4.2.1 The College Dean will provide a list of low-capacity sections to Department Chairs and School Directors and engage in discussions as to whether each low-capacity section should remain on the course schedule or should be canceled due to low enrollment.

- 4.2.1.1 No later than the end of the fifth week prior to the start of the semester, Department Chairs and School Directors will send written justification for running low-capacity sections to the Dean. The Dean will determine if each low-capacity section remains open or will be canceled.
 - 4.2.1.1.1 The Department Chair or School Director will provide the class schedule to each faculty member in their unit no later than four-weeks before the start of the semester.
 - 4.2.1.1.2 If possible, the individual faculty member assigned to a course that has been canceled should be reassigned to another course or section if canceling a class is likely to decrease their teaching workload to fall below 24 workload credits for the academic year.
 - 4.2.1.1.3 Faculty may request in writing to extend the deadline for the Dean's decision on cancellation of a low-capacity section or course.
 - 4.2.1.1.3.1 If the Dean grants this request, a deadline for a final decision and enrollment requirement will be clearly communicated.
- 4.3 Following discussions with Chairs and School Directors, if a course that is enrolled at less than or equal to 50% of its capacity is requested to remain on the course schedule, the College Dean must send the request with justification to the Provost for approval.
 - 4.3.1 This will also include requests to run emergency low-enrolled sections and course sections not included in the teach-out plan for an academic program undergoing a teach-out in anticipation of its discontinuation.

5.0 LATER CHANGES TO CLASS SCHEDULE

5.1 After faculty have received their class schedule (by the end of week four prior to the start of the semester), the University shall not subsequently change the faculty member's class schedule unless program needs or enrollments require such action.

5.1.1 Department Chairs and School Directors shall make reasonable efforts to discuss needed changes with impacted faculty members prior to the changes being made.

6.0 MONITORING OF AND REMOVAL OF INFREQUENTLY SCHEDULED COURSES FROM THE ACADEMIC CATALOG

6.1 At the start of each Spring semester, the Office of Institutional Data, Reporting, and Analytics will generate a report on courses listed as active in the academic catalog that have not been offered in the past five academic years. The list will be shared with the Provost, Registrar, and College Deans.

6.2 The College Deans will engage in discussions with the Department Chairs and School Directors associated with these courses to determine the reason for not running the courses on a regular rotation to allow students the opportunity to enroll in the course.

6.3 The College Deans will provide a summary report to the Provost and Registrar with justification for maintaining these courses in the academic catalog.

6.3.1 Following review of the justification, the Provost and Registrar will determine if a course that has not been offered in the previous five academic years should be removed from the academic catalog.

6.3.2 The Provost will recommend courses that should be removed from the academic catalog to the Academic and Student Affairs Committee of the Board of Trustees. The Board of Trustees may approve a resolution authorizing the Provost to submit course discontinuation proposals as part of the curriculum approval process.

History

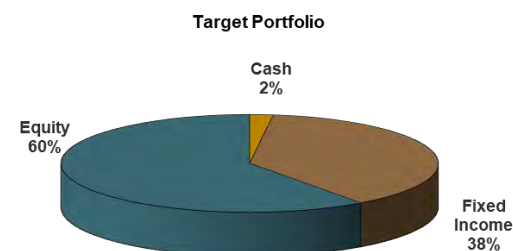
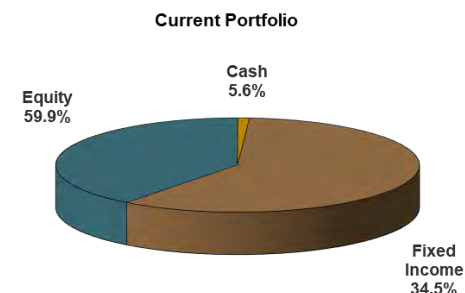
Effective: 11/21/2025

Shawnee State University

Asset Allocation – As of October 31, 2025



Asset Class	Market Value	% of Assets	Target %
Cash Equivalents			
TIAA Trust Cash Deposit Account	\$869,919	5.6%	
Total Cash Equivalents	\$869,919	5.6%	2.0%
Fixed Income			
Fixed Income Separately Managed Account	\$3,673,382	23.7%	
PGIM High Yield Fund	\$222,191	1.4%	
iShares Broad USD Investment Grade Corporate Bond ETF	\$195,704	1.3%	
Vanguard Intermediate-Term Bond Index	\$310,857	2.0%	
VanEck J. P. Morgan EM Local Currency Bond ETF	\$266,141	1.7%	
PIMCO International Bond Fund	\$370,953	2.4%	
DFA Inflation Protected SEC Fund	\$159,279	1.0%	
PIMCO 1-5 Year U.S. TIPS Index Exchange Traded Fund	\$147,611	1.0%	
Total Fixed Income	\$5,346,118	34.5%	38.0%
Domestic Equity			
TIAA-CREF Large Cap Growth Index Fund	\$3,918,123	25.3%	
TIAA-CREF Large Cap Value Index Fund	\$2,579,880	16.6%	
iShares Russell Mid-Cap Growth ETF	\$349,937	2.3%	
iShares Russell Mid Cap Value ETF	\$304,012	2.0%	
iShares Russell 2000 Growth ETF	\$253,970	1.6%	
iShares Russell 2000 Value ETF	\$228,143	1.5%	
Total Domestic Equity	\$7,634,065	49.2%	50.0%
International Equity			
iShares Core MSCI EAFE ETF	\$625,351	4.0%	
iShares MSCI International Quality Factor ETF	\$418,097	2.7%	
Goldman Sachs International Small Cap	\$126,693	0.8%	
iShares Core MSCI Emerging Markets ETF	\$496,596	3.2%	
Total International Equity	\$1,666,737	10.7%	10.0%
Total Equity	\$9,300,802	59.9%	60.0%
Total Portfolio Market Value	\$15,516,839	100.0%	100.0%

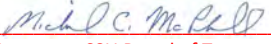


Certified as True and Correct
December 1, 2025

Michael C. McElroy
Secretary, SSU Board of Trustees

CASH AND INVESTMENT SUMMARY

	Market Value	Market Value	Market Value
	as of	as of	as of
Asset Class/Security	October 31, 2025	June 30, 2025	June 30, 2024
OPERATING CASH:			
U.S. Bank	\$ 6,794,398	\$ 9,506,251	\$ 7,648,535
Total Operating Cash Balance	\$ 6,794,398	\$ 9,506,251	\$ 7,648,535
LIQUID POOL INVESTMENT PORTFOLIO:			
STAROhio	\$ 3,333,362	\$ 3,284,408	\$ 1,216,621
Total Liquid Investment Pool Balance	\$ 3,333,362	\$ 3,284,408	\$ 1,216,621
TIAA DIVERSIFIED INVESTMENT POOL SUMMARY:			
Cash Equivalents:	\$ 1,115,028	\$ 1,957,959	\$ 1,809,159
% of Total TIAA Portfolio	7.2%	13.5%	16.2%
Fixed Income Holdings:			
Fixed Income Managed Acct (US and Agency Securities)	\$ 3,963,310	\$ 2,687,099	\$ 2,161,706
DFA Inflation Protected Securities Portfolio	\$ 159,279	\$ 127,390	\$ 123,610
iShares MBS ETF	\$ -	\$ 1,015,702	\$ 993,201
PGIM High Yield Fund	\$ 220,879	\$ 180,711	\$ 247,998
PIMCO 1-5 Year U.S. TIPS Index ETF	\$ 147,611	\$ 146,901	\$ 126,518
VanEck J.P.Morgan EM Local Currency Bond ETF	\$ 266,141	\$ 194,435	\$ 143,750
Vanguard Intermediate Term Bond Fund	\$ 309,781	\$ 281,192	\$ 404,670
Total Fixed Income	\$ 5,067,002	\$ 4,633,430	\$ 4,201,452
% of Total TIAA Portfolio	32.7%	31.9%	37.5%
Domestic Equity Holdings:			
iShares Russell 2000 Growth ETF	\$ 253,970	\$ 214,681	\$ 136,253
iShares Russell 2000 Value ETF	\$ 228,143	\$ 198,304	\$ 129,912
iShares Russell Mid-Cap Growth ETF	\$ 349,937	\$ 341,708	\$ 228,756
iShares Russell Mid Cap Value ETF	\$ 304,012	\$ 290,576	\$ 221,075
TIAA-CREF Large Cap Growth Index Fund	\$ 3,918,123	\$ 3,360,954	\$ 2,057,838
TIAA-CREF Large Cap Value Index Fund	\$ 2,579,880	\$ 2,263,366	\$ 1,689,018
Total Domestic Equity	\$ 7,634,065	\$ 6,669,589	\$ 4,462,852
% of Total TIAA Portfolio	49.3%	45.9%	39.9%
International Equity Holdings:			
Goldman Sachs Intl Small Cap Insights Fund	\$ 126,693	\$ 70,741	
iShares Core MSCI EAFE ETF	\$ 625,351	\$ 457,136	\$ 211,455
iShares Core MSCI Emerging ETF	\$ 496,596	\$ 340,190	\$ 180,878
iShares MSCI International Quality Factor ETF	\$ 418,097	\$ 405,706	\$ 299,006
Total International Equity	\$ 1,666,737	\$ 1,273,773	\$ 715,687
% of Total TIAA Portfolio	10.8%	8.8%	6.4%
Total Equity	\$ 9,300,802	\$ 7,943,362	\$ 5,178,538
% of Total TIAA Portfolio	60.1%	54.7%	46.3%
TOTAL TIAA DIVERSIFIED POOL PORTFOLIO MARKET VALUE	\$ 15,482,832	\$ 14,534,751	\$ 11,189,149
	100.0%	100.0%	100.0%
TOTAL CASH AND INVESTMENTS BALANCE	\$ 25,610,592	\$ 27,325,411	\$ 20,054,305
	TOTAL TIAA	TOTAL TIAA	
	PORTFOLIO	PORTFOLIO	
Value as of June 30, 2025	\$ 14,534,751	\$ 11,189,149	\$ 8,233,135
Value as of October 31, 2025	\$ 15,482,832	\$ 14,534,751	\$ 11,189,149
Diff \$	\$ 948,081	\$ 3,345,602	\$ 2,956,014
Diff %	6.32%	26.01%	30.44%
		10.46%	9.84%
	Without \$2M Cash Addition to Portfolio during FY25		Without \$2M Cash Addition to Portfolio during FY24

Certified as True and Correct
 December 1, 2025

 Secretary, SSU Board of Trustees



FY26 Operating Budget Status

Report Date 11.04.2025

	FY26 Budget	Q1 Actuals	Q2 Actuals	Q3 Actuals	Q4 Actuals	YTD Actuals	% of Budget
Revenue							
Tuition & Student Fees	\$ 30,144,207	\$ 15,566,365	\$ 95,898	\$ -	\$ -	\$ 15,662,263	52.0%
State Share of Instruction	\$ 12,979,745	\$ 3,244,938	\$ 1,081,646	\$ -	\$ -	\$ 4,326,584	33.3%
Shawnee Supplement	\$ 12,000,000	\$ -	\$ 3,000,000	\$ -	\$ -	\$ 3,000,000	25.0%
Scholarship	\$ (6,000,220)	\$ (2,968,763)	\$ (39,535)	\$ -	\$ -	\$ (3,008,298)	50.1%
Other Income	\$ 13,145,380	\$ 816,986	\$ 258,781	\$ -	\$ -	\$ 1,075,767	8.2%
Commissions	\$ 566,421	\$ 878	\$ 43,550	\$ -	\$ -	\$ 44,428	7.8%
General Fund Operating Grants	\$ 355,886	\$ 34,526	\$ -	\$ -	\$ -	\$ 34,526	9.7%
Miscellaneous Revenue	\$ 11,518,573	\$ 495,773	\$ 169,297	\$ -	\$ -	\$ 665,070	5.8%
Service Fees/Memberships	\$ 81,000	\$ 37,842	\$ 1,507	\$ -	\$ -	\$ 39,349	48.6%
Ticket Sales/Rentals	\$ 623,500	\$ 247,966	\$ 44,427	\$ -	\$ -	\$ 292,393	46.9%
Transfers In	\$ 2,500,000	\$ 90	\$ 0	\$ -	\$ -	\$ 90	0.0%
Revenue Total	\$ 64,769,112	\$ 16,659,616	\$ 4,396,789	\$ -	\$ -	\$ 21,056,405	32.5%
Expense							
Compensation	\$ 36,572,542	\$ 6,156,955	\$ 3,811,469	\$ -	\$ -	\$ 9,968,424	27.3%
Salaries	\$ 26,534,044	\$ 4,315,239	\$ 2,976,947	\$ -	\$ -	\$ 7,292,186	27.5%
Benefits	\$ 10,038,498	\$ 1,841,716	\$ 834,522	\$ -	\$ -	\$ 2,676,238	26.7%
Non-Compensation	\$ 23,224,081	\$ 5,008,299	\$ 1,505,276	\$ -	\$ -	\$ 6,513,575	28.0%
Equipment	\$ 710,109	\$ 212,616	\$ 110,345	\$ -	\$ -	\$ 322,961	45.5%
External Professional Services	\$ 1,174,390	\$ 643,141	\$ 136,766	\$ -	\$ -	\$ 779,907	66.4%
Information/Comm/Shipping	\$ 1,539,021	\$ 259,241	\$ 88,807	\$ -	\$ -	\$ 348,048	22.6%
Maintenance & Service Contracts	\$ 4,479,486	\$ 2,316,688	\$ 477,028	\$ -	\$ -	\$ 2,793,716	62.4%
Meal Plan Expense	\$ 2,174,457	\$ 217,394	\$ 204,905	\$ -	\$ -	\$ 422,299	19.4%
Miscellaneous Expense	\$ 8,265,687	\$ 449,495	\$ 81,100	\$ -	\$ -	\$ 530,595	6.4%
Supplies	\$ 2,100,372	\$ 284,927	\$ 126,916	\$ -	\$ -	\$ 411,843	19.6%
Travel	\$ 902,745	\$ 169,343	\$ 104,789	\$ -	\$ -	\$ 274,131	30.4%
Utilities	\$ 1,877,814	\$ 455,455	\$ 174,620	\$ -	\$ -	\$ 630,075	33.6%
Transfers Out	\$ 2,135,000	\$ 1,566,875	\$ -	\$ -	\$ -	\$ 1,566,875	73.4%
Expense Total	\$ 61,931,623	\$ 12,732,129	\$ 5,316,745	\$ -	\$ -	\$ 18,048,874	29.1%
Net Transfer to Capital Fund	\$ 1,566,875	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Net Operating Budget	\$1,270,614	\$3,927,487	(\$919,955)	\$0	\$0	\$3,007,532	237%

Certified as True and Correct
December 1, 2025

Michael C. McRae
Secretary, SSU Board of Trustees

PERSONNEL ACTIVITY REPORT FY26

November 21, 2025

New Hires

➤ **Administrative Staff**

- Ebenezer Asiaw – Assistant Director, Graduate & Online, Admissions, September 15, 2025
- Kimberly Gold – Coord., Academic Advisor & Student Support, Arts & Sciences, September 29, 2025
- Laiken Rice – Communications Content Manager, Marketing & Communications, October 13, 2025
- Jordan Love – Multimedia & Graphic Designer, Marketing & Communications, October 13, 2025
- Grace Peach-Storey – Director, Center for Life Long Learning, October 13, 2025
- Jacob Rouse – Coordinator, Grants & Sponsored Programs, October 14, 2025
- Tina Evans – Director, Student Pathway Initiatives & Online Prog., Academic Affairs, October 27, 2025

Change of Status

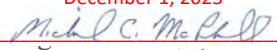
➤ **Executive Staff**

- Kimberly Inman – Provost & Vice President of Academic & Student Affairs, November 21, 2025

➤ **Administrative Staff**

- Aimee Welch – Executive Director, SSU Foundation, August 25, 2025
- Kimberly Ellison – Director, Project Bear, School of Education, September 02, 2025
- Kimberly Cox – Senior Admissions Associate, Admissions, September 15, 2025
- Mikhail Smith – Coordinator, University Testing, Student Success Center, October 06, 2025
- Autumn Reffit – Assistant Director, Institutional Budgeting, October 27, 2025

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PERSONNEL ACTIVITY REPORT FY26

November 21, 2025

Departures

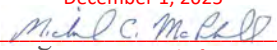
➤ **Administrative Staff**

- James Farmer – Director, Enrollment Operations, Admissions, August 11, 2025
- Aaron Davis – Coordinator, Educational Opportunity Center, August 31, 2025
- Virginia Young – Coordinator, Academic and Student Support, Arts & Sciences, August 31, 2025
- Kathy Goins – Coordinator, Educational Opportunity Center, September 12, 2025
- Jacob Perkins – Coordinator, Grants & Sponsored Programs, September 26, 2025
- Clarissa Schauseil – Coordinator, Gov., Economic & Workforce Development, September 30, 2025
- Joshua Lawson – Program Facilitator, Kricker Innovation Hub, September 30, 2025
- Kaleb Kendall – Multimedia & Graphic Designer, Marketing and Communications, October 3, 2025
- Amber Bazler – Assist. Director, Comm. & Content Manager, Marketing & Comm., October 10, 2025
- Derrick Parker – Program Coordinator, Gov., Economic & Workforce Development, October 31, 2025
- Harmoni Stamper – Tech Prep Regional Director, Advancement & Enrollment Mgmt., October 31, 2025
- Mark Williams – Coordinator, Advancement, Development Foundation, November 15, 2025

➤ **Faculty**

- Kyle Vick – Professor, Social Sciences - Psychology, October 10, 2025

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CAPITAL PROJECTS STATUS REPORT

November 21, 2025

Campus Wayfinding Project - \$1.5M – Capital

- Construction has begun with exterior signage foundations.
- Completion date estimated for February, 2026.

Roof and Infrastructure Project - \$1.25M – Capital

- Massie Hall completed.
- Sealing/caulking of Kricker Hall and Health Sciences Building completed.
- Repairs of exterior stairs on Kricker Hall/Health Sciences Building continues (2-3 weeks).
- Rhodes Center (gym) roof to begin March, 2026.

Clark Memorial Library Renovation Project - \$4.5M - Capital

- Priority items currently being determined with consideration of project budget.
- Additional funding requested via the recent Six Year Capital Plan submission.

Health Science Labs Renovations Project - \$9.5M – Capital/Local

- Project budget expanded; design amendment submitted for approval at the December 1, 2025, Controlling Board meeting.
- Campus-wide space utilization study continues.

Esports Arena – Kricker Innovation Hub Project - \$500,000 – Capital

- Design contract submitted for approval at the December 1, 2025, Controlling Board meeting.

Alumni Green ADA Ramp Project - \$500,000 - Capital

- Project rebid October 28, 2025; construction contract to be submitted for approval at the December 1, 2025, Controlling Board meeting.

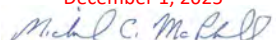
Spartan Athletic Complex/Softball Field - \$1.8M - Foundation

- Softball stadium Phase 1 bid opening scheduled for November 25, 2025.

Advanced Manufacturing Lab - \$3.85M – ARC Grant/Local

- Design firm selected; contract being executed.

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**Academic and Student Affairs
Report Board of Trustees Meeting
November 21, 2025**

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.

Interim Provost Report

Chairman Shah,

Midterm examinations and registration for spring semester courses have arrived on campus, with faculty, staff, and students showing active engagement across the division of Academic and Student Affairs. The Office of Student Engagement has been engaged with members of the Student Government Association (SGA) and student organizations and clubs in leadership activities. The programming has centered around revising bylaws and standardizing SGA meetings, engaging in civil discourse, constructive dialog, and listening for understanding. Student leaders have recently participated in a mock-trial event and led a student panel on the First Amendment moderated by Interim Dean of Students Jeff Hamilton.

The required interim report to our institutional accreditor, the Higher Learning Commission (HLC), was submitted on October 15. I extend sincere thanks to the many offices, faculty, and staff across campus who have actively contributed to the significant improvements we have made as a university in a range of areas including budgeting, finances, staffing, strategic action planning, and goal setting since 2023.

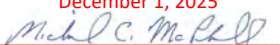
As the campus prepares to offer courses and programs at an additional location in Chillicothe, general education courses and courses in the MBA program are scheduled to run at the PACCAR Medical Education Building and the Pickaway Ross Career and Technical Center starting in January 2026. Collaborative marketing and promotion of these opportunities is occurring with SSU and Adena teams, including weekly in-person visits with Adena employees by members of the SSU Admissions and Selective Program Admissions teams. HLC will review and consider SSU's application to create the additional location in Chillicothe as part of the Institutional Actions Council meeting scheduled for December 1-2. We anticipate notification of their decision by the end of the calendar year.

A brief update on recent activities from each area in the Division of Academic and Student Affairs is provided below:

College of Arts and Sciences

College of Arts and Sciences departments have been scaling up General Education course offerings for Spring semester to meet increased enrollment demands. The College has increased networking and connections with regional workforce development centers, Career and Technical Centers, and Educational Service Centers in our expanded service area. College leaders are engaging in improving transfer pathways, meeting with new partner institutions, and

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discussing the needs of regional employers to enable our programs to reach new groups of students.

A newly revised and OT36 compliant General Education Program has been recommended by the General Education Advisory Committee. The recommended framework will bring our curriculum into alignment with the needs of the transfer students that we seek to attract in greater numbers while fulfilling our duties under the Ohio Transfer Promise agreement.

Department of English and Humanities

Dr. Tim Nelson will be presenting a paper at the Southeastern Medieval Association Conference on November 7. His paper is titled, "Revisiting Early Continental Conflicts in the Cotton Cleopatra Brut y Brenhinedd."

At the annual meeting of the American Catholic Philosophical Association, held at Notre Dame from October 31-November 2, Dr. Daniel Johnson was invited to give a speech introducing Dr. Alexander Pruss from Baylor University as the winner of the Aquinas Medal, a prestigious lifetime achievement award given for "influence upon American philosophical thought." Both Dr. Johnson's introductory address and Dr. Pruss's subsequent address will be published in the journal Proceedings of the American Catholic Philosophical Association.

Hope Jenkins, a junior communication major, has been working as an undergraduate teaching assistant for COMM 1000: Introduction to Communication this semester. She holds office hours and visits class regularly to help first-year students understand how the theories they're learning in class can be applied in different situations and how they will use them in future communication classes. Dr. Andrew Napper is also participating in this pilot program in chemistry.

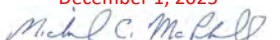
The COMM 3306: Strategic Communication class has been working with Associate Provost Pauley and representatives of the Student Success Center, Accessibility Office, and First-Year Experience program to develop a communication plan to increase awareness of academic resources and encourage use of them. The students have conducted a survey and plan to conduct focus groups next week to get more information about students' awareness of and attitudes toward resources, as well as their social media habits. The plan they develop will be implemented in the spring by students in the social media management class.

Department of Fine, Digital, and Performing Arts

The 2025 *Voices of a Region* exhibition, presented in partnership with nonprofit The Trillium Group, runs until November 25 in the Appleton Gallery at SSU. This juried art show features selected works from regional artists and celebrates the creative voices of Appalachia.

Interim Dean Michael Barnhart's composition Breathing Drum will be performed during a concert by the University of Delaware Percussion Ensemble this semester. Copies of a recording of the work directed by University of Cincinnati percussion faculty will be distributed at the Percussive Arts Society International Convention. The recording was produced at Shawnee State University with support from University of North Carolina system.

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Department of Mathematical Sciences

Professor Emeritus Dr. Jinlu Li continues his extensive publication record with a recent preprint entitled *Calculating Covering Constants for Mappings in Euclidean Spaces Using Mordukhovich Coderivatives with Applications*.

Department of Social Sciences

Department Chairperson Dr. Chip Poirot and adjunct professor Scott Duryea both contributed chapters to the new book *Polycentric Federalism and World Orders: New Ideas for Classical Liberalism and Libertarian Foreign Policy* published by Springer.

Department of Natural Sciences

Faculty members in Biology and Chemistry, Drs. Sarah Ivers, Andrew Napper, and Jennifer Napper, attended the Ohio Strong Start in Science Large Learning Network Meeting on October 3. The SSU team shared their campus model for improving learning outcomes in introductory sciences courses. The plan will develop and pilot remediation strategies for introductory biology and chemistry courses.

School of Education

A contingent of faculty and students will present their research at the Ohio Mid-Level Association, a middle school educator's conference. They will attend with partners from the Minford School district to showcase their efforts around promoting paraprofessional licensure. Additional, partnership around these efforts will take place with the Adams County Ohio Valley school district.

College of Business and Engineering Technology

The National Science Foundation (NSF) Enabling Partnerships to Increase Innovation Capacity (EPIIC) grant funding began in October. Dr. Amanda Hedrick and Interim Dean Miller will attend the annual PI meeting in Washington DC in November. This is a time to learn from other institutions and PIs that are attending the meeting as well as an opportunity to meet with NSF program officers.

C.H. Lute School of Business

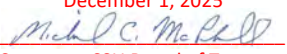
In the C.H. Lute School of Business, Dr. Seongcheol Paeng's scholarly paper, "Increasing Wealth Inequality Under Capitalism," was accepted for poster presentation at the American Economic Association Annual Meeting scheduled in January in Philadelphia.

The School MBA degree program confirmed classes will be offered in Chillicothe at the PACCAR building starting in January.

Assistant Professor Ali Given has been awarded graduate faculty status by the SSU Graduate Committee and will begin instruction in 2026 in the MBA program.

Faculty members Drs. Terry Hapney and Jim Reneau attended the Region IV Assembly of the International Association of College Business Educators (IACBE) October 1-3 in Florence, Ky.

The School of Business faculty welcomed nearly 30 students to an ice cream social October 8 to network with other students and faculty, ask about degree programs, and discuss questions

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about the curriculum.

Interim School Director Dr. Jason Lovins was the featured keynote speaker at the Sixth Annual Appalachia Contacts to Contracts Conference hosted by the Ohio Department of Development Minority Business Assistance Centers November 6. His presentation was “From Ideas to Impact: Building Businesses That Last in Appalachia.” Students from SSU also attended the day-long workshop in Chillicothe.

Department of Engineering Technology

The Department of Engineering Technology had strong representation at the Department of Energy Science Alliance including the Manufacturing on the Move Trailer equipped with robotics, 3D Scanning and laser engraving. Approximately 1,450 high school students from the region attended. With support from grant funds, including 2024 ARC POWER Grant award and the Intel ASCENT (Appalachian Semiconductor Education and Technical Ecosystem), over 5,500 area students were engaged through outreach in the field of Advanced Manufacturing, over the last year.

The Department of Engineering Technology, in cooperation with the Department of Fine, Digital and Performing Arts, eSports, and the Kricker Innovation Hub, will host the annual Shawnee Game Conference where prospective and current students, industry professionals, and faculty can showcase and experience game development presentations, game demonstrations, pitch competitions, and other opportunities. The Shawnee Game Conference, scheduled for November 7–8, features top industry speakers including keynote speaker José Araiza (EverQuest, *Assassin’s Creed Valhalla*).

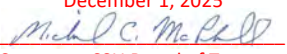
On October 24 more than 60 prospective students attended Computing Science Day on campus to learn about the different majors and careers in the area of computing. With support from the SSU Office of Admissions, the faculty and students in our computing programs provided interactive sessions during the event.

The student chapter of the Society of Plastics Engineers took a trip to Advanced Composites in Sidney, Ohio, for students to experience the elements of plastics compounding in an industrial setting.

Kricker Innovation Hub

Shawnee State University’s Kricker Innovation Hub partnered with the National Association for Community College Entrepreneurship (NACCE) to launch the Level One “*Educate*” phase of the Everyday Entrepreneur Program (EEP), offering an entrepreneurship-focused course or bootcamp culminating in a student pitch competition. NACCE provides funding, resources, and national collaboration opportunities, while SSU oversees implementation to foster regional entrepreneurial growth. The Hub successfully supported 70 new business launches and 66 business expansions, which created 141 jobs and retained 89 positions through the efforts of the REPOWER ARC and LEAP EDA grants and \$3.3 million in private investment. These grants came to an end in October with their successes underscoring SSU’s leadership in driving innovation and economic development.

Shawnee State University’s BEST Ohio program continues to strengthen the region’s manufacturing workforce through hands-on training, professional development, and youth

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engagement. Current offerings include Leadership Foundations and Certified Associate in Project Management courses with 31 participants. The program also partners with the OMA Earn & Learn initiative to develop technician training curricula that blend paid, work-based learning with industry-aligned credentials. Over 100 high school students recently toured Seal-Tite Manufacturing in Hillsboro to explore local career pathways.

As a continuing project the WORC program, in collaboration with the Center on Rural Innovation (CORI), has a second cohort, which includes an SSU student, that has begun credential training following a successful CORI site visit.

The SSU Esports program has grown to 45 students, supports local high schools in forming teams, and is building a strong regional talent pipeline. Two SSU teams qualified for NACE playoffs, and the Rocket League team received invitations to major tournaments in Columbus and Kentucky.

Shawnee State University will host the 7th Appalachian Conference on Social Enterprise (ACOSE) on November 19–20, uniting students, entrepreneurs, and professionals from Ohio, Kentucky, and West Virginia to advance regional innovation and social enterprise. Hosting ACOSE reinforces SSU’s leadership and partnerships in the tri-state entrepreneurial ecosystem.

The Accelerator program continues to nurture early-stage ventures, with one team selected to pitch at Dartmouth’s *“Small Towns, Big Ideas”* competition. Additionally, through the Economic Recovery Corps Fellowship—in partnership with IEDC and CORI—SSU is strengthening regional partnerships, mapping entrepreneurship resources, and collaborating with Portsmouth Partners to develop a relocation and business resource guide, further supporting equitable and sustainable economic growth in rural communities.

College of Health and Human Services

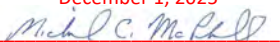
The College of Health and Human Services Advisory board members recently discussed the role and use of Artificial Intelligence (AI) in clinical settings and the ethical implications of AI usage. The consensus from advisory board members was that CHHS graduates must be prepared to effectively and ethically apply AI in all health care environments.

During October, CHHS participated in several recruitment events, including Science Alliance, Rehabilitation Sciences and Nursing Day, and Allied Health Science Day. Over fifty CHHS students and twenty faculty and staff planned and delivered interactive sessions with potential students to increase understanding of health and human service careers and our degree opportunities. CHHS will host a Showcase event on February 6, 2026, highlighting all CHHS degree programs. Collaboration and planning support from Admissions has been a key support for the success of these recruitment events.

School of Nursing

The Ohio Board of Nursing approved the Chillicothe additional location site for the existing BSN program, and the School is preparing new program proposal for the new Associate degree in Nursing (ADN). The School will host the Ohio Board of Nursing Survey Visit for the current Associate Degree program on February 4-5, 2026.

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The MSN program successfully hosted the CCNE on-site accreditation visit, and the evaluation team report indicated all four standards were met. Final determination regarding accreditation will be received summer 2026.

The faculty and students of the School of Nursing and Bear Care Clinic provided two flu vaccine clinics for CHHS students and faculty to meet immunization requirements of clinical placements.

Department of Allied Health Sciences

Dental Hygiene hosted their Program Advisory Board meeting on October 15 and reviewed expansion plans, possible development of extended function dental auxiliary (EFDA) continuing education program, and current needs and trends in dental practices to inform curriculum.

Health Science Lab Renovation project will resume design phase for all four lab areas (Dental Hygiene, Medical Laboratory Technology, Radiologic Technology, and Respiratory Therapy) following December Controlling Board meeting. All programs are providing updated equipment requirements to assist with planning and budgeting.

In October, both Dental Hygiene Month and Respiratory Therapist Week were celebrated, with Respiratory Therapy program providing appreciation gifts to clinical preceptors/sites for their partnership with our program.

Radiologic Technology Program Director, Dr. Sheena Shifko, submitted the substantive change proposal to JRCERT for approval of the new distance education delivery model. Synchronous delivery of didactic content will occur in Hyflex classrooms at SSU and PACCAR Medical Education Center, and lab activities will also occur at each learning site once approval is received from accrediting body.

Medical Laboratory Technology Program Director Jean McGlone submitted the NAACLS accreditation self-study October 1. The program will host the accreditation team for on-site visit next semester.

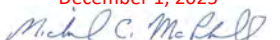
Department of Rehabilitation Sciences

The Occupational Therapy Assistant program will host ACOTE for an accreditation site visit March 16-18, 2026. The OTA Program Advisory Board met October 20 and reviewed upcoming site visit plans along with current issues and trends impacting clinical sites and student education.

The BSW program has received CSWE Pre-Candidacy status, is on the October 2026 Board of Accreditors meeting, and will have a first-graduation date of Spring 2029. The program will host a first accreditation site visit Spring semester 2026.

Dr. Courtney Ruggles and co-presenters from the Mount Saint Joseph University BSW program presented “Negotiating Equity: Empowering Social Work Faculty Through Salary Transparency” at the Council on Social Work Education Annual Program Meeting in Denver, CO on October 25.

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The BSW Program Advisory Board met October 16 and addressed accreditation status, development of clinical affiliation agreements and placement sites, and updates on student enrollment.

Office of Personal and Professional Development

In September President Braun appointed the Personal and Professional Development Task Force, charged “to develop policy and procedure recommendations that, in concert with Policies 2.22 and 3.0, ensure that every student enrolled in a degree program has the opportunity or is required to participate in experiential learning, or complete a work experience (co-op, internship, clinical, student employ, or other specific option), prior to graduation.”

The Task force is chaired by Associate Provost Steve Rader and includes faculty and administrative representatives including Rhoni Maxwell-Rader, JT Ok, Than Mull, Austin Raines, Melissa Robinson, and Rikki Butler. The Task Force is developing a proposed Experiential Learning Policy and associated procedure to govern implementation of this initiative.

Associate Provost Rader is meeting with all academic departments to brief faculty on SB1 and HB96 work-based learning requirements and the OPPD role in developing experiential learning opportunities.

During 2024-2025, 369 undergraduate students (245 bachelor’s, 124 associate’s) were enrolled in courses that included an experiential learning component. Additionally, 49 graduate students were involved in research, internship, or clinical experiences during 2024-2025. Approximately 15 percent of degree-seeking SSU students completed some form of experiential learning during that last academic year.

From past placements and through surveys sent out by the Chamber of Commerce and the Kricker Innovation Hub, 20 potential regional internship sites (14 located in Portsmouth) have expressed interest in hosting SSU student interns.

The Office of Career Services has pivoted the focus of Career Fairs to industry focused/themed events, rather than major-oriented events. The STEM Career Fair was held on October 17, with 14 employers and 61 students in attendance. The Health and Human Services Career Fair scheduled for January 26, 2026 will focus on Allied Health Sciences, Rehabilitation Sciences, Nursing, Psychology, Sociology and Social Work career paths. The Education Career Fair will be February 20, 2026 and the Career and Internship Fair (for all majors) will be March 19, 2026.

Following efforts to increase awareness of our career platform, Handshake, with students and alumni, our account activation rates are outperforming peer institutions: Alumni – 58.3% (17% higher than peers); Undergraduates – 41.4% (3.7% higher than peers); Freshmen – 45.1% (24.8% higher than peers). We currently have over 50,000 approved job postings on our page. Handshake allows students and alumni to access SSU Career Services support and find internship and job opportunities. Employers who establish an account can post available internships and job openings.

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Career Services is also expanding awareness and utilization of the Hiration – AI tool. Hiration is used for resume reviews, resume & cover letter creation, job matches, and mock interviews. This increases the efficiency and accessibility of the office. As of November 1, there have been over 1,000 log-ins/uses of Hiration during the fall semester.

Clark Memorial Library

The library has seen a strong start to the fall semester, welcoming 23,549 visitors—an increase of 15.9% over the same period last year. Librarians have been actively engaged with the campus community, conducting 23 instruction sessions and 43 research consultations to support student learning and faculty research.

To kick off the semester, the library distributed over 600 welcome bags, helping new and returning students feel at home and informed about our services.

On October 28, the Library Director presented at the Library Facilities Summit hosted by OhioNet in Columbus. This daylong event focused on how libraries can effectively maintain and design spaces that serve both patrons and staff. The summit featured practical insights from library staff involved in facility repairs and renovations.

Scioto County Career & Technical Center is using health education equipment in the Clark Memorial Library to prepare students from Portsmouth West and Valley High Schools for the upcoming Anatomage Tournament held during the HOSA Future Health Professionals State and International Leadership Conference which challenges students to demonstrate their knowledge of anatomical structures using advanced 3D medical imaging technology.

Looking ahead, the library will host the Ohio History Alliance Region 9 Annual Meeting on March 14, 2026. The event will be led by Dr. Andrew Feight and Ohio History Corps volunteer Joe McGuire, bringing together regional historians and educators for a day of collaboration and learning.

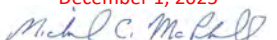
Center for International Programs and Study Abroad

For Fall 2025, Shawnee State University is host to 49 international students, including 19 new arrivals, along with one visiting faculty member, collectively representing 25 different countries on campus. This semester, SSU welcomed Visiting J-1 Faculty Dr. Johan Ling from Myanmar in the field of Plant Biology, as well as one exchange student from our sister school in Germany. In return, SSU is sending one domestic student to Germany for a year-long exchange. SSU has renewed its agreement with Al-Akhawayn University in Morocco, with two Moroccan students scheduled to arrive in Spring 2026.

Grants and Sponsored Programs

The federal government shutdown has resulted in some grant payment delays and a lack of administrative staffing at many federal agencies; however, all current grant-funded programs at SSU are fully operational since they were authorized during prior federal budget cycles. The University recently received two new awards from the Appalachian Regional Commission:

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- A \$500,000 INSPIRE grant was awarded for an expansion to the Behavioral Health Workforce Accelerator program; the development of graduate certificates in Social Work, Human Services, and Rural Health; development of a Community Health Worker certification program; and implementation of an adult education program in partnership with the STAR Community Justice Center. Dr. Christine Raber is the lead on the project.
- A \$500,000 Area Development Grant was awarded for CHHS lab renovations, specifically for the Radiologic Technology, Medical Laboratory Technology, and Respiratory Therapy programs. Dr. Christine Raber is the lead on the project.

Many other opportunities from grantors including the Lumina Foundation, Appalachian Regional Commission, and the Ohio Department of Higher Education, are in progress.

Office of Academic Affairs

Ms. Tina Evans has been selected as the Director of Student Pathway Initiatives and Online Programming. Ms. Evans will work closely with SSU's three academic colleges to ensure appropriate online offerings and will liaise with various offices on campus to ensure a seamless experience for online students. She will also lead efforts to develop articulation agreements with CTCs and community colleges, and will develop, implement, and review prior learning assessment at Shawnee State. Ms. Evans comes to SSU with experience in both curriculum development and instructional design.

The Student Success Center held registration sessions for freshmen from 3-6 pm on Monday, October 27 through Thursday, October 30. During these sessions, success coaches were on hand to help students register for spring classes. Because incoming freshmen are pre-registered for their courses by advisors, many do not know how to register themselves. Twenty-five (25) students received assistance at these sessions.

The Provost's North Star Committee implemented a new structure for AY25-26. The committee is now made up of four small teams in order to maximize retention and completion efforts. The Academic Success Team's objective is to reduce the percentage of first-time-freshmen who stop out due to academic performance issues. The Sophomore Soar Team's goal is to reach 80% sophomore retention by AY28-29. The Junior Retention-to-Completion Team's goal is to improve junior retention and establish yearly goals. The Engagement Team will ensure student engagement on campus and promote retention and completion best practices to the broader campus community.

Respectfully submitted, Kimberly Inman, Ph.D.
Interim Provost and Vice President for Academic and Student Affairs

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DEBT STUDY SHAWNEE STATE MOST RECENT COHORT (2022- 2023) INSTITUTIONAL COMPARISON

Kimberly Inman & Matthew Crawford

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Michael C. McLeod
Secretary, SSU Board of Trustees

Data Sources and Glossary

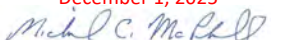
The majority of the data presented is from the College Scorecard Institutional Data from the most recent comparison group, 2022-2023. Data is for federal aid recipients only, and does not include non-degree-seeking students or degree-seeking students and graduates who did not receive federal aid while enrolled at SSU. Data on students receiving Pell grants and federal loans represent those students receiving aid during the 2021-2022 academic year and reported as part of IPEDS institutional data in 2022-2023. Earnings and debt information is presented for students 6 or 10 years after entry into Shawnee State or 3 years after completing their degrees. The most recent data (updated January 2025) provides median debt information for the FY2020 and FY2021 cohort. Default information is presented for the FY2011 and FY2012 cohorts (CDR2), and the 2016-2017 and 2017-2018 cohorts (BBRR2_*). Mean earnings information is based on the AY2003-2004 and AY2004-2005 cohorts as measured in 2014 and 2015. Median earnings and 10 year threshold information is based on the AY2009-2010 and AY2010-2011 cohorts as measured in 2020 and 2021. Threshold earnings for completers is based on the AY2014-2015 and AY2015-2016 cohorts measured in 2019 and 2020.

Table 1: Description of variables compared in this study.

U.S. Department of Education College Scorecard website.	This information (except for private loan) is from the most recent Institutional Level College Scorecard for students in 2022-2023. It draws on information from US Treasury, NSLDS, and IPEDS.
FTFTPCTPELL_POOLED_SUPP	Percentage of First Time, Full Time students who received a Pell Grant. Based on 2021-2022 AY
PELL_EVER	Percentage of Undergraduate students who received a Pell Grant while they were enrolled in the school. Based on 2015-2016 and 2016-2017 cohorts.
PCTPELL_DCS	Percentage of Pell recipients who are degree / certificate seeking during 2021-2022
Private Loan*	*From the IPEDS Data Feedback Report full-time, first-time degree/certificate-seeking undergraduate students for the academic year 2021-2022. Average amount of private loan
PCTFLOAN	Percentage of all undergraduates receiving a federal loan in 2021-2022.
FTFTPCTFLOAN_POOLED_SUPP	Percentage of full-time, first-time, degree/certificate seeking undergraduates awarded a Federal Loan in 2021-2022
PCTFLOAN_DCS	Percentage of degree/certificate seeking undergraduates awarded a federal loan in 2021-2022

DEBT_MDN	The median original amount of the loan principal upon entering repayment; by all borrowers who graduated or withdrew in a given fiscal year. Measured at point of separation. Includes total loan debt over entire time at the institution. FY2020 and FY2021 Cohorts
GRAD_DEBT_MDN	The median debt for students who completed/ graduated FY2020 and FY2021 Cohorts
WDRAW_DEBT_MDN	The median debt for students who withdrew from the institution FY2020 and FY2021 Cohorts
CDR2	Two year cohort default rate, FY2011 cohort measured in FY2012
BBRR2_FED_UG_DFLT	Percentage of UG federal loan borrowers in delinquency after 2 years. Based on FY2016-2017 and 2017-2018 cohorts measured in 2018-2019 and 2019-2020.
BBRR2_FED_UGCOMP_DFLT	Percentage of UG Completer federal loan borrowers in delinquency after 2 years. Based on FY2016-2017 and 2017-2018 cohorts measured in 2018-2019 and 2019-2020.
BBRR2_FED_UGNOCOMP_DFLT	Percentage of UG federal loan borrowers who withdrew and are in delinquency after 2 years. Based on FY2016-2017 and 2017-2018 cohorts measured in 2018-2019 and 2019-2020.
MN_EARN_WNE_P10	Mean earnings of federal aid recipients, working and not enrolled at institution, 10 years after entry into the institution. Based on AY2003-04, AY2004-05 pooled cohort measured in CY2014, CY2015, inflation adjusted to 2017 dollars
MD_EARN_WNE_P10	Median earnings of federal aid recipients, working and not enrolled at institution, 10 years after entry into the institution. Based on AY2009-10, AY2010-11 pooled cohort measured in CY2020, CY2021, inflation adjusted to 2022 dollars
GT_THRESHOLD_P10	Percentage of federal aid recipients earning more than a high school graduate 10 years after entry into the institution. Based on AY2009-10, AY2010-11 pooled cohort measured in CY2020, CY2021, inflation adjusted to 2022 dollars
GT_THRESHOLD_P6	Percentage of federal aid recipients earning more than a high school graduate years after entry into the institution. Based on AY2013-14, AY2014-15 pooled cohort measured in CY2020, CY2021, inflation adjusted to 2022 dollars

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PCTOVER150_3YR	Percentage of federal aid recipients earning more than 150% of poverty level (approx. h.s. graduate) 3 years after completion. Based on AY2014-15, AY2015-16 pooled cohort measured in CY2018, CY2019
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Summary of Findings:

- SSU students receive Pell Grants at a higher rate than students at IUC schools and at 4-yr publics in KY and WV near the SSU campus.
- A higher percentage of SSU students rely on Pell Grant support at some point during their degree than students at IUC, nearby 4-year publics, regional privates and community colleges.
- Across the IUC, Central State has the highest percentage of students receiving Pell Grants, while SSU ranks second.
- Approximately half of first-time, full-time SSU students receive a federal student loan. This is similar to the rate at other 2- and 4- year campuses, but it is 12% higher than the rate for regional career center students.
- First-time, full-time IUC students have private loan amounts ~\$2900 higher than their SSU peers in their first year.
- First-time, full-time students at Central State have the highest rate of federal student loan borrowing. SSU ranks 6 out of 13 IUC schools for this metric. (NEO Med is excluded).
- When considered overall, SSU students who received federal student loans have lower median debt than students at other 2- and 4-year insitutions in the study. In the IUC, only University of Cincinnati students have lower median debt.
- The median debt of completers (graduates) is in general higher than the median debt of those who withdrew. SSU graduates carried very similar median debt when compared to all other institutions, except career centers.
- SSU students had a higher default rate two years after entering repayment compared to students at the other schools in the study. This default rate was lowest for SSU students who completed their degrees (10%), but this was 48% higher than for graduates of other institutions in the study.
- SSU students have the 2nd highest default rate in the IUC, and have the highest default rate for non-completers compared to the other IUC institutions.
- Annual earnings of SSU students were lower by \$3300-\$9500 per year than reported for other institutions in the study. Across the IUC, only Central State students had lower mean and median earnings than students from SSU.

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- Completing a credential at any institution increases the likelihood that graduates will earn more than their peers who have only completed high school. This likelihood is highest for students who have graduated from 4-year public institutions.

Comparison of SSU Loan, Debt, and Earnings to Averages of Other Types of Higher Education Institutions:

To provide a snapshot of Shawnee State student debt, default, and earnings, the following graphs present the Shawnee State data compared to the average of the same metric across the (1) 14 Inter-University Council (IUC) Ohio public universities, (2) Private universities, 2 year regional, and community college campuses approximately 100 miles from Portsmouth, Ohio, (3) Career and technical centers approximately 100 miles from Portsmouth, Ohio, (4) Marshall University, Northern Kentucky University, Morehead State University, and University of Kentucky representing 4-year campuses within ~100 miles of Portsmouth, Ohio in neighboring states, and (5) the 37 peer institutions used in our Integrated Post-secondary Education Data System (IPEDS) data feedback report.

To understand the socioeconomic background of the SSU student population, the percentage of Pell Grant recipients from different cohorts was compared (**Figure 1**). Based on the 2021-2022 academic year, SSU first-time, full-time and overall degree seeking students received Pell Grants at a 10% higher rate than the average of Ohio IUC schools and at 3-7% higher rate than the average of nearby 4-year campuses in Kentucky and West Virginia. Compared to regional career centers, community colleges, and private colleges, these SSU cohorts received Pell Grants at a lower rate, ranging from 5-13% lower. Based on the 2015-16 and 2016-2017 cohorts who were enrolled at SSU, our students received Pell Grants at some point during their careers at SSU at 10.8% higher rate than the IUC school average and at a higher rate than regional 4-year campuses outside Ohio, regional private colleges and community colleges, and the IPEDS benchmark institutions.

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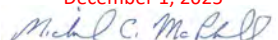
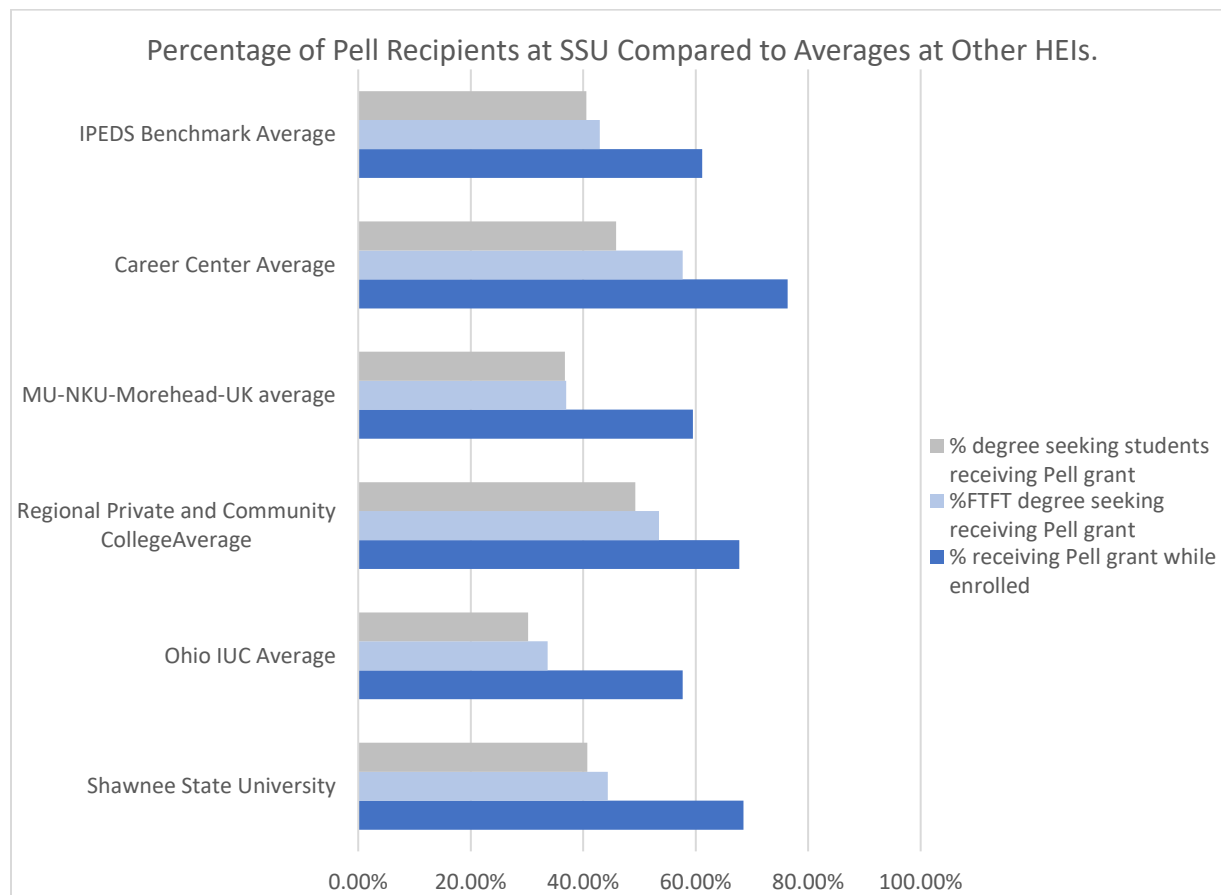

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Figure 1. Comparison of Rate of Pell Grant Recipients between SSU and the Average Rates at Other Types of Higher Education Institutions (HEIs)

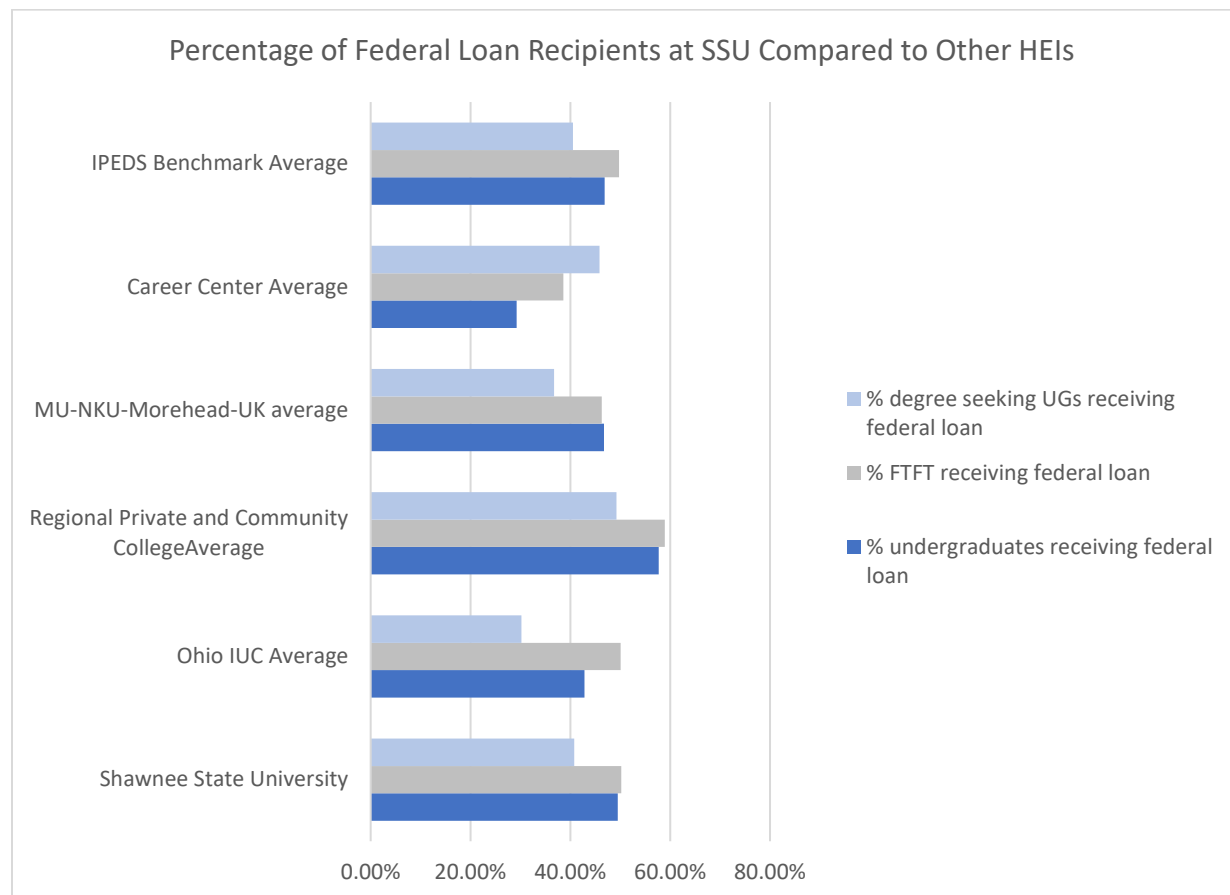


In addition to receiving Pell Grants, students at SSU also relied upon federal student loans. For this study, only federal loans awarded directly to the students are reported. For the most recent cohort of students enrolled in the 2021-2022 academic year, approximately half of first-time, full-time degree seeking SSU students received a federal student loan (**Figure 2**). This is similar to the average reported for other classes of higher education institutions. However, first-time, full-time students at regional public colleges and community colleges were awarded federal loans at an almost 10% higher rate. First-time, full-time students at career and technical centers received federal loans at an approximately 11.6% lower rate than SSU students.

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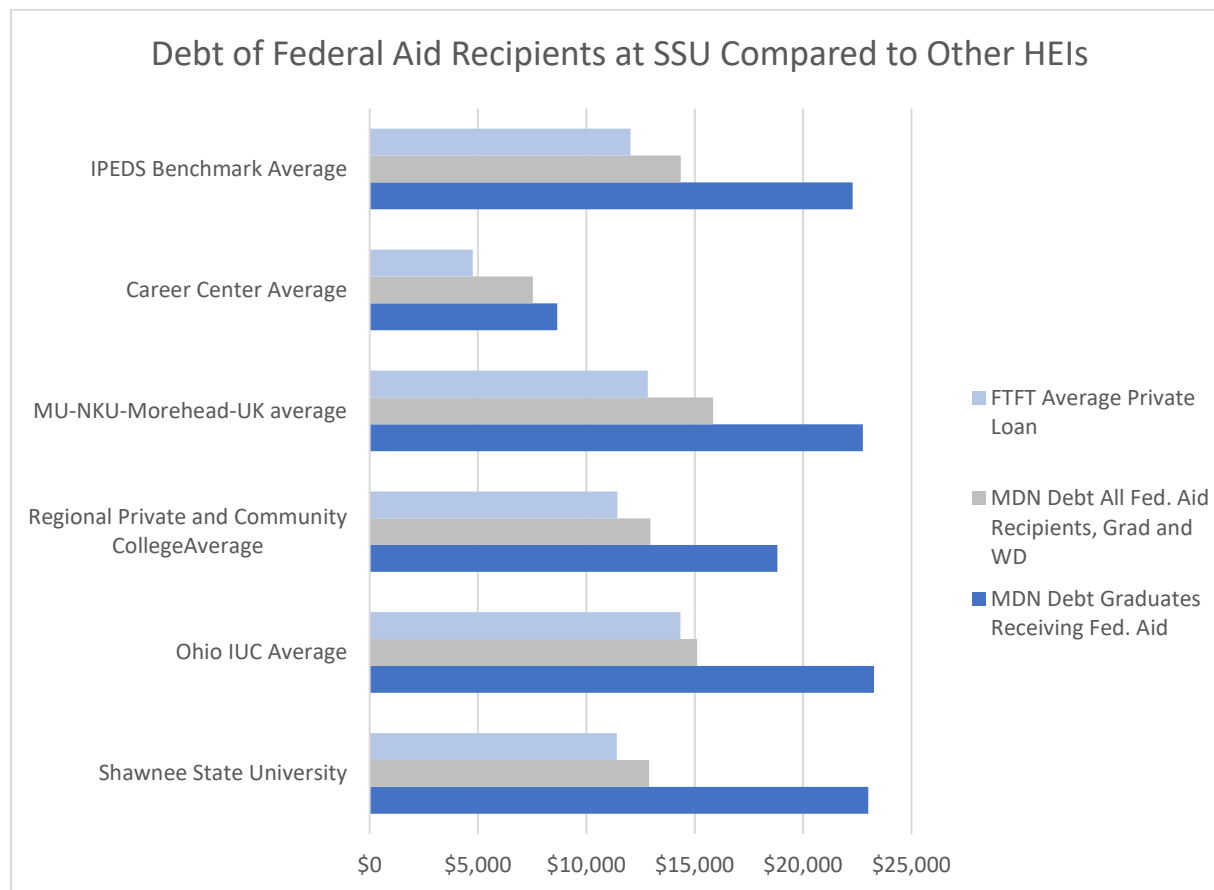
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Figure 2. Comparison of Rate of Federal Student Loan Recipients at SSU Compared to the Average Rates at Other Types of HEIs



According to the most recent IPEDS data feedback report, 6% of SSU first-time, full-time degree seeking students are awarded non-federal (private) loans, with an average amount borrowed of \$11,402 in that first year (**Figure 3**). On average, IUC students are awarded private loans at a similar rate, but the first-year loan average is approximately \$2900 higher than the average for SSU students. SSU students who received federal loans and entered repayment (due to completion or withdrawal) between 2020-2021 carried a median debt lower than all other two- and four-year comparison groups. For example, at IUC schools the median debt was \$2222 higher, and at the IPEDS benchmark schools the median debt was \$1473 higher. Students who completed degrees and entered repayment between 2020-2021 had approximately 1.5 times the median debt compared to the overall median (completers + withdrawals). The median debt due to federal loans for SSU graduates was approximately the same as the median debt for graduates of IUC, IPEDS benchmark, and 4-year universities in Kentucky and West Virginia. Those graduates with federal loans who completed at regional 2-year, community college, and privates had 17.6% lower (\$4015 lower) median debt due to federal loans compared to the other college and university groups. This comparison group also received Pell Grants at a higher rate than the 4-year public institutions. Students at career centers had a lower rate of federal loan award, and those who did had less median debt at time of repayment.

Figure 3. Comparison of Private and Federal Student Loan Debt for SSU Students Compared to the Average Rates at Other Types of HEIs



The two-year cohort default rate for the 2011 cohort of students at SSU is 16.4%, which is over 50% higher than the average two-year cohort default rate at all other comparison institutions (**Figure 4**). The overall default rate after 2 years of repayment for the 2016-17 and 2017-2018 SSU cohort is improved at 14% but is approximately 57% higher than the rate for the same group at all other types of higher education institutions in our region. If only looking at students who completed degrees at SSU in this cohort, the default rate two years after entering repayment is 10%; however, this is again nearly 48% higher than the other schools in the comparison groups. SSU students who did not complete a degree, but had federal loans while enrolled had a 23% rate of default after 2 years. This is over double the rate of completers in the SSU cohort, and 65% higher than non-completers at the other institutions.

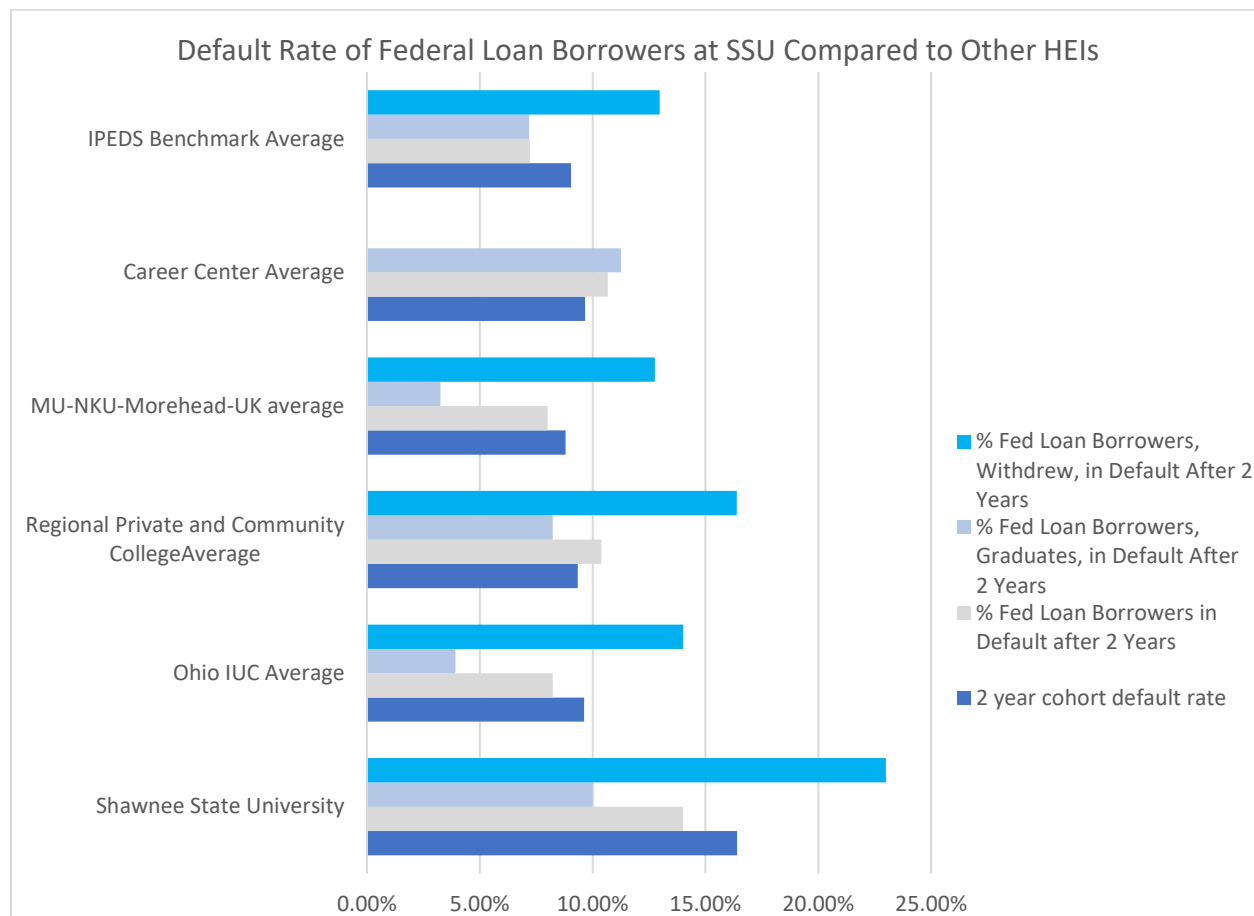
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Figure 4. Comparison of 2-year Default Rate for SSU Federal Loan Borrowers with Other Types of HEIs

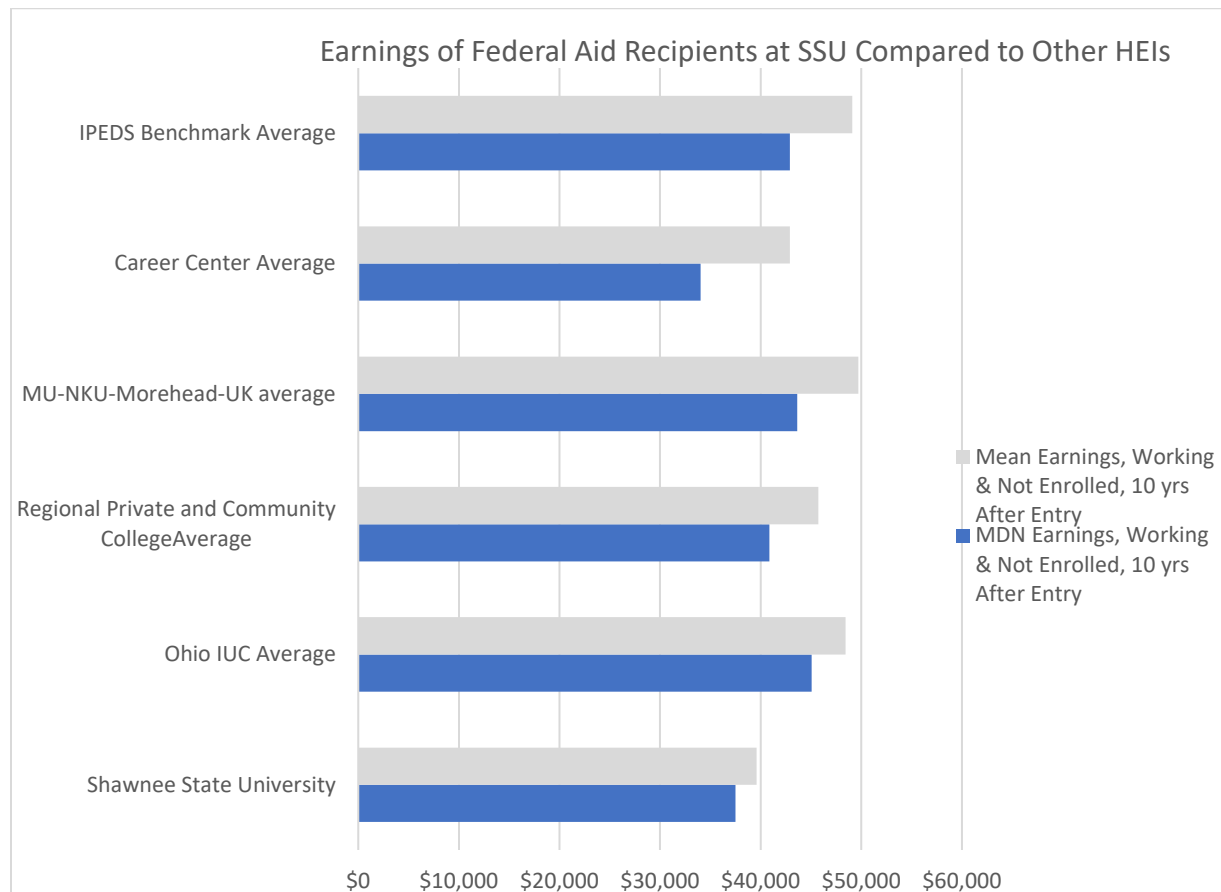


The mean annual earnings represent the wages of federal aid recipients (graduates and withdrawals) who entered institutions in 2003-2005 measured 10 years later (2014-2015) (**Figure 5**). This only includes students from the institutions who were working and not enrolled in an institution of higher education. SSU students had mean earnings lower than the other comparison institutions, ranging from \$3302-\$9511 less annually.

The median annual earnings represent the wages of federal aid recipients (graduates and withdrawals) who entered institutions in 2009-2011 measured 10 years later (2020-2021) (**Figure 5**). This only includes students from the institutions who were working and not enrolled in an institution of higher education. SSU students had earnings lower than the median of most other comparison institutions, ranging from \$3368-\$7545 less annually. While Career Center students in the mean 10-year cohort had higher earnings compared to SSU students, the more recent cohort (median earnings) Career Center students earned less than SSU students who had median earnings \$3464 more annually. The Career Center median earnings (2020-2021) were \$8862 less than the mean earnings reported for the 2014-2015 students. While the 20.7% lower earnings between these two different cohorts and measures were most striking for the Career Center students, all median earnings (2020-2021) were lower than the mean earnings (2014-2015). This difference in earnings ranges from 10.6-12.6% at IPEDS Benchmark, Regional

community colleges and privates, and 4-year campuses in Kentucky and West Virginia. The difference for SSU students was 5.3% lower, and at IUC schools the difference was 7% lower.

Figure 5. Comparison of Earnings 10 Years After Entry Between SSU Students and Students at Other Types of HEIs

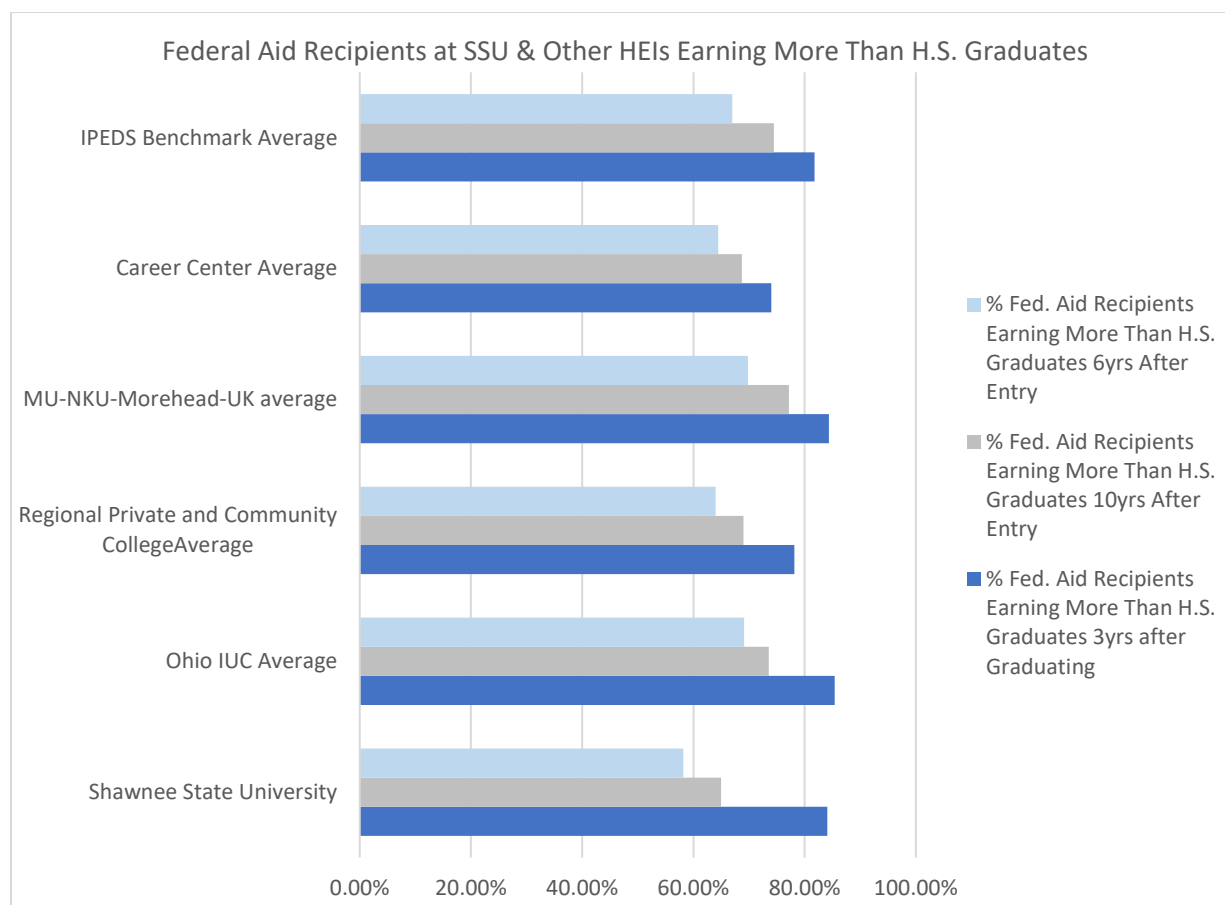


To compare the return on investment of higher education, data are presented that compare the rate at which those federal aid recipients who pursued a credential at an institution of higher education earn more than the average high school graduate (**Figure 6**). The measure taken 6 years after entry represents federal aid recipients entering in 2013-2015 as measured in 2020-2021 (adjusted for 2022 inflation). The measure taken 10 years after entry represents federal aid recipients entering in 2009-2011 as measured in 2020-2021. Comparing these two metrics can provide a snapshot of students who may have just completed (150% of time required for a bachelor's degree) and those who may have been working for 4-6 years following completion of a bachelor's degree. The 10-year post-entry measure can also be compared to the median earnings in **Figure 5** as this represents the same cohort of student aid recipients. The 3-year post-graduation measure represents federal aid recipients completing their degree programs between 2014-2016 as measured in 2018-2019. This metric does not contain recipients who withdrew before earning a degree. While not the same cohort, some comparison can be made between the 6-year and 10-year post-entry metrics and the 3-year post-graduation metric. This may give some insight into the potential earnings gained by completing a credential at a similar time post-entry.

At all institutions, the percentage of students earning more than the average high school graduate increases as time elapsed past entry into an institution increases. The six-year post-entry measure is lower than the 10-year post entry measure. The median earnings of a high school graduate in 2022 were \$34,320 (US Bureau of Labor Statistics). This is lower than the median earnings across all of the institutions of higher education in the comparison groups. This is lower than the median earnings reported in **Figure 5** and is aligned with the data showing that 65-77% of students in this same cohort earn more than a high school graduate. Completing a credential at any institution in the comparison groups appears to increase the likelihood of earning more than a high school graduate, as 74-84% of completers crossed this threshold.

Eighty-one to eighty-five percent of students completing a degree from a 4-year public institution in the comparison group earned more than a high school graduate. Seventy-four percent of students completing a degree from the Career Centers and 78% of students completing a degree at Community Colleges and Private Universities earn more than a high school graduate. The largest percent change in this comparison to high school graduates is seen between students at SSU 6 years after entry (58.2%) compared to SSU students 3 years after completion (84.1%). The smallest percent change in this comparison to high school graduates is seen between students at career centers 6 years after entry (64.5%) compared to Career Center students 3 years after completion (74%).

Figure 6. Comparison of HEI Student Earnings Compared to High School Graduates



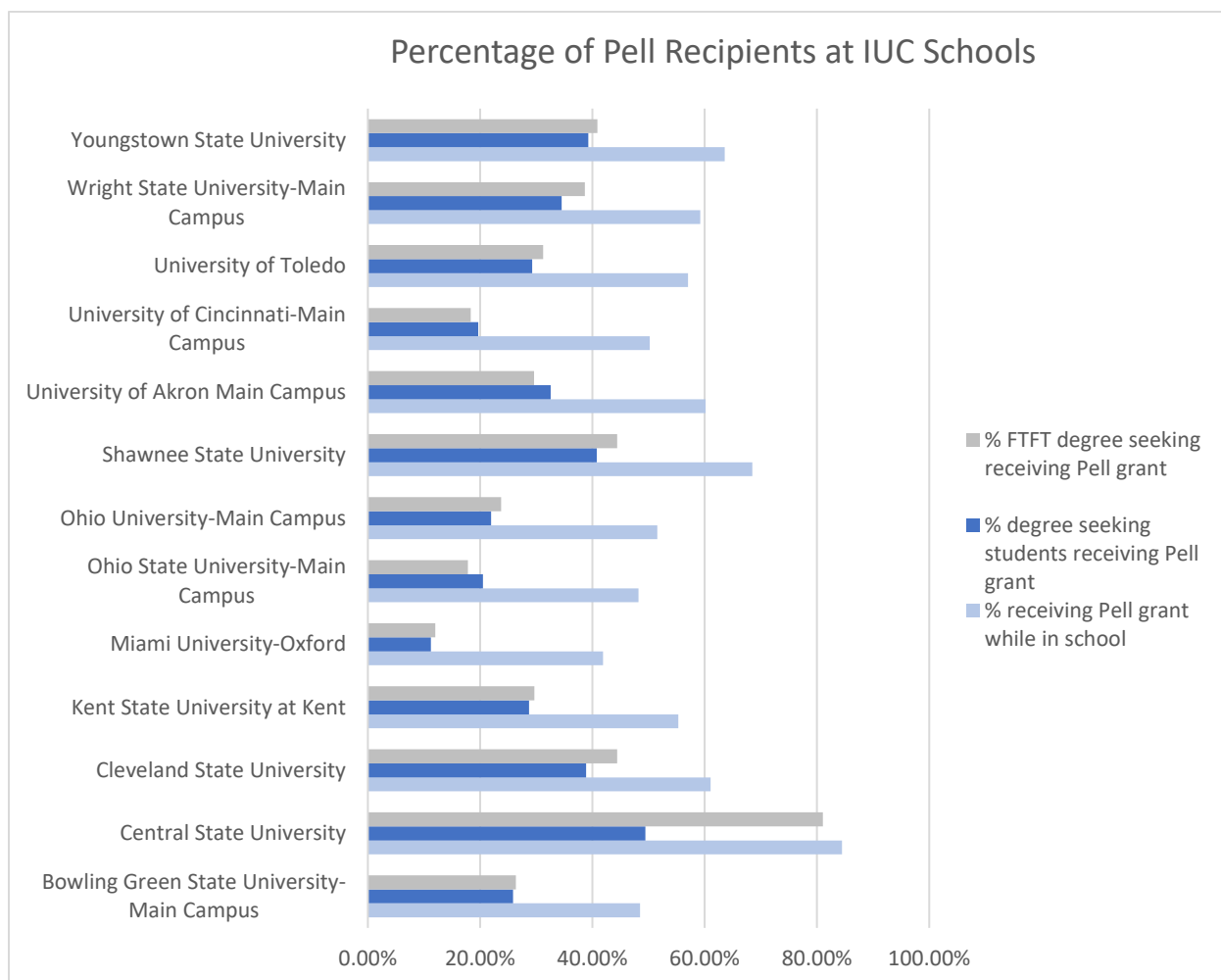
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The following charts break out the individual IUC schools so that direct comparisons can be made between SSU and other IUC campuses.

Only Central State has a higher percentage of first-time, full-time degree seeking students and overall degree seeking students receiving Pell Grants compared to the same populations at SSU (**Figure 7**). Similarly, Central State and SSU are the top two IUC schools with respect to the percentage of students in the 2015-2016 and 2016-2017 cohorts who received a Pell Grant at any point during their enrollment in the institutions. These students would have had 150% or more time to complete a 4-year degree at the time data were recorded.

Figure 7. Comparison of Rate of Pell Grant Recipients Across Undergraduates at 13 IUC Institutions



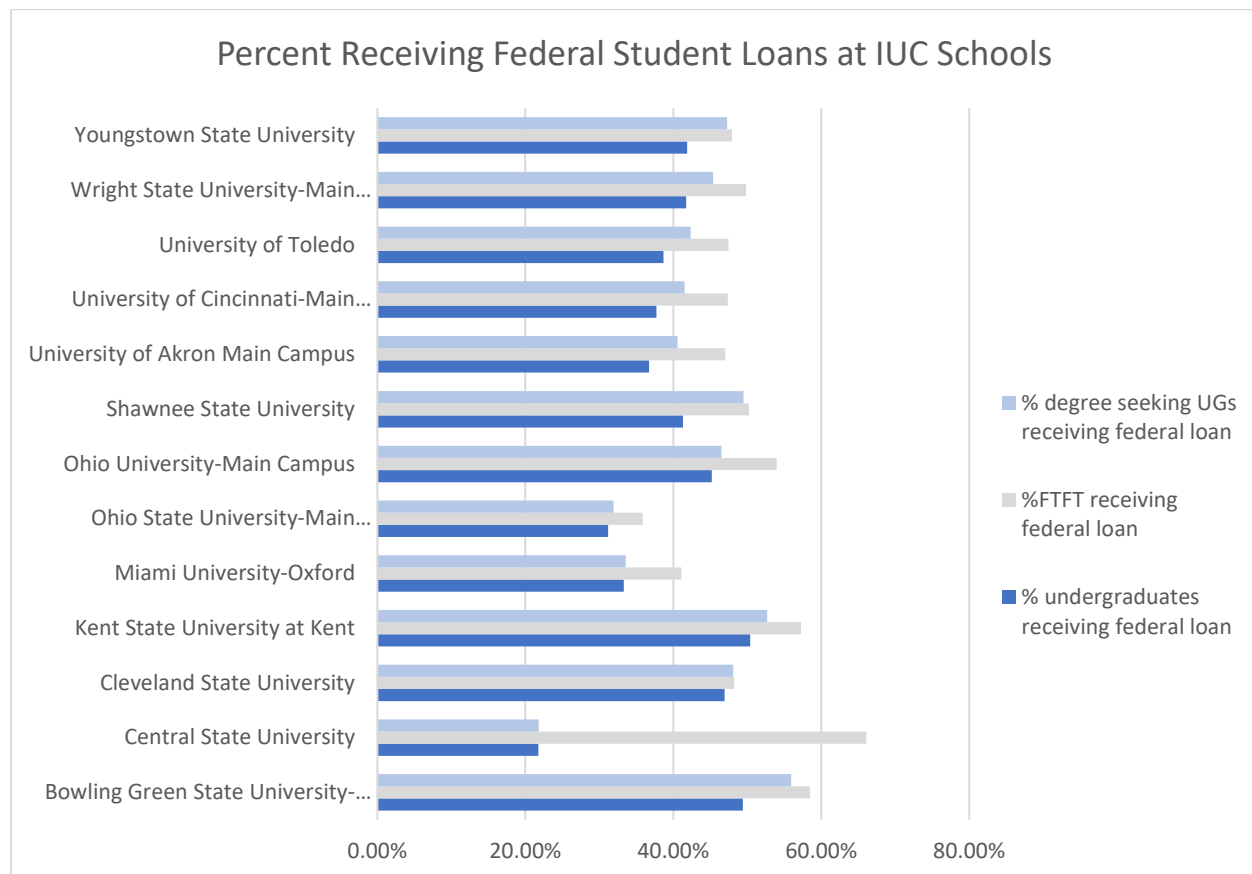
Fifty percent of first-time, full-time degree seeking and degree-seeking undergraduates at SSU were awarded federal loans in the 2021-2022 academic year (**Figure 8**). This is the fourth highest rate in the Ohio IUC school comparison group for degree-seeking students with Central State, Bowling Green State University, and Kent State University students taking out loans at a higher rate. While 66% of Central State first-time, full-time students take out a federal loan, their overall population of undergraduates

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relies upon federal loans at the lowest rate in the IUC (21.8%). When all undergraduates are considered, regardless of their year in college or degree-seeking status, 41.3% of SSU students received federal loan support in the 2021-2022 academic year. Students at Ohio, Cleveland State, Bowling Green State, Kent State, and Miami universities had a higher rate, leaving SSU ranked 6 of 13 (excluded NEO Med) of the 4-year public universities in Ohio.

Figure 8. Comparison of Rate of Federal Student Loan Recipients Across Undergraduates at 13 IUC Institutions

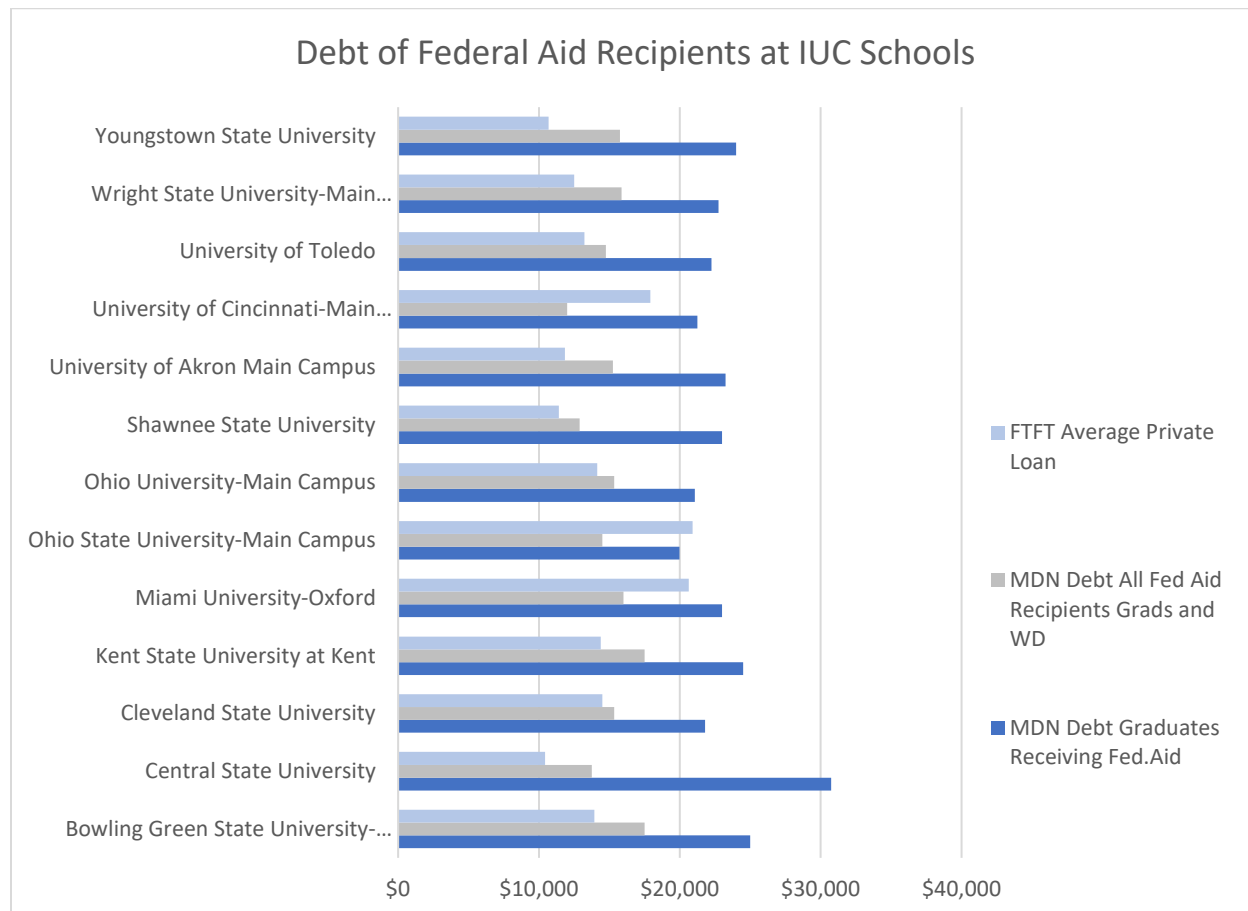


Six percent of first-time, full-time students at SSU receive a private loan. This is at a similar rate to half of the IUC schools (**Figure 9**). Central State students in this group receive private loans at a lower rate (2%), while students at Bowling Green State University, Ohio University, Kent State University, and University of Cincinnati receive private loans at the highest rates (9-13%). The average amount of the private loan taken out by these SSU students is \$11,402, the third lowest loan amount across the IUC schools. At schools with higher rates of private loans for first-time, full-time students, the average loan amount ranges between \$2524 - \$9502 higher than that of SSU students.

The highest median debt for graduates was at Central State, which had the lowest percentage of students (2%) receiving federal student loans. For the combined group of students who graduated or who withdrew from SSU and entered repayment in FY2020 and FY2021, the median debt owed was lower than at all other IUC schools except for those at the University of Cincinnati. Those students from

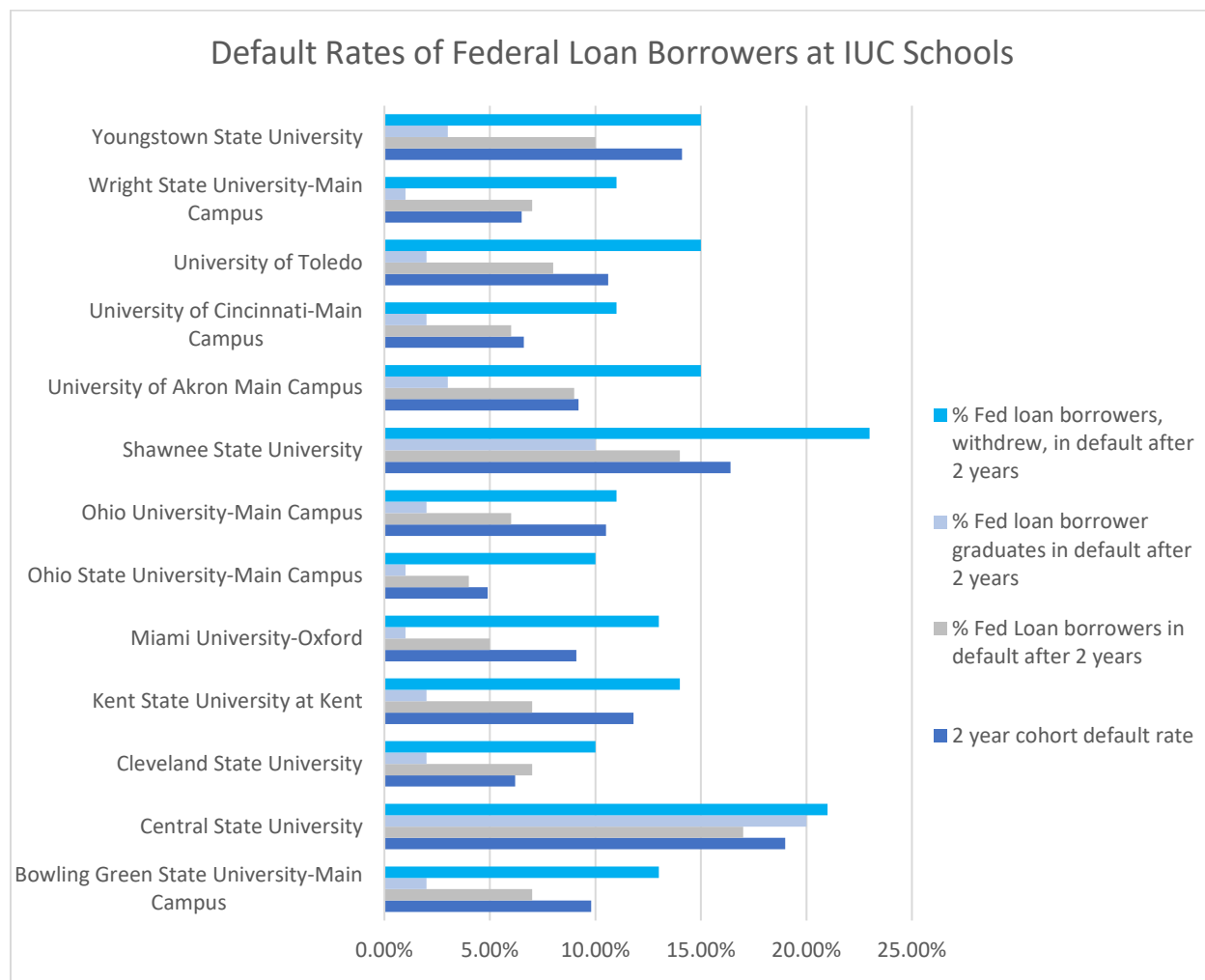
the University of Cincinnati had \$885 less median debt than those from SSU. The median debt carried by the students at all other IUC schools ranged from \$885 - \$7755 higher than for SSU students.

Figure 9. Comparison of Private and Federal Student Loan Debt Across Undergraduates at 13 IUC Institutions



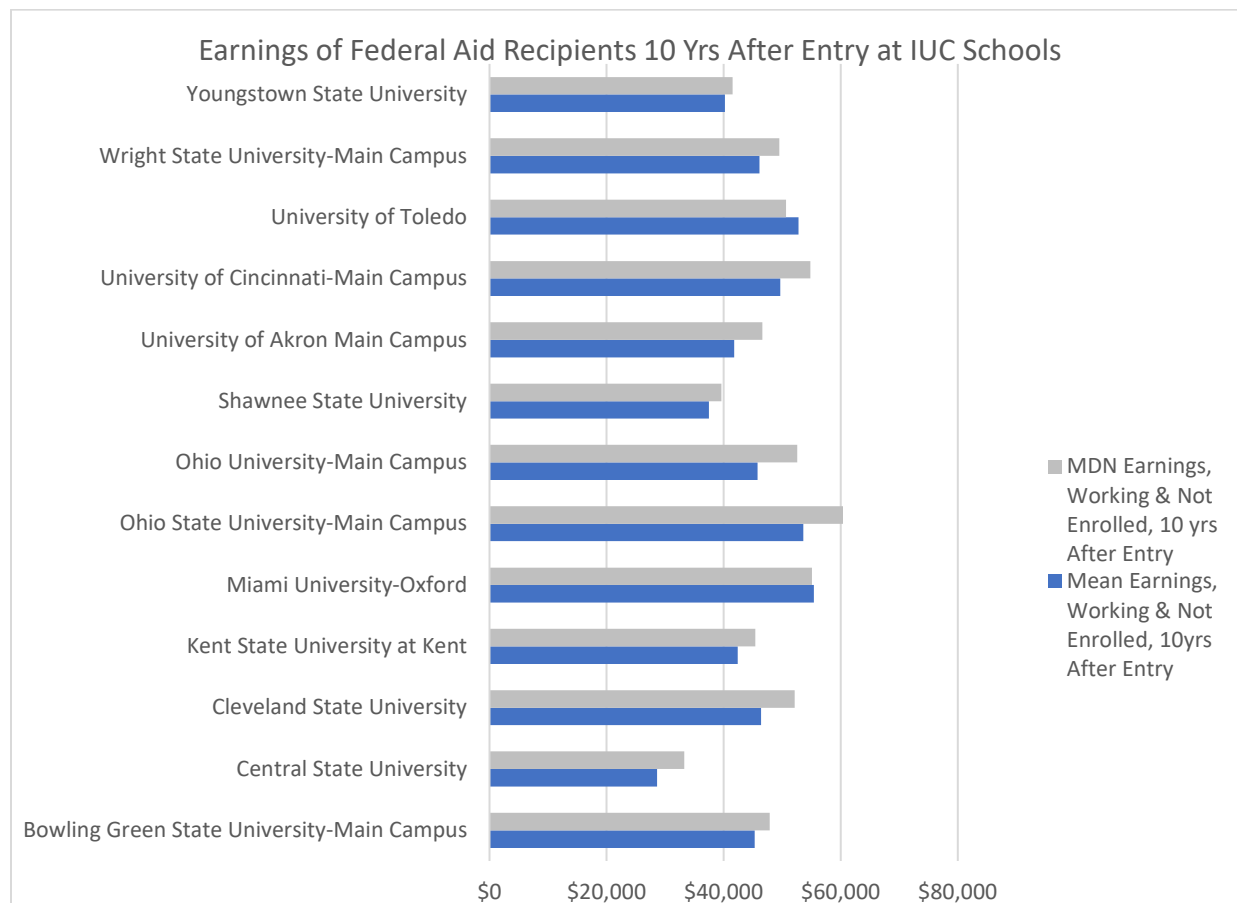
The 2-year default rate presented in **Figure 10** is for students in the FY 2011 cohort and contains both graduates and students who withdrew. The “federal loan borrowers in default after 2 years” data represents students in the FY 2017 and FY 2018 cohorts entering repayment. At all institutions in the IUC, graduating with a degree is associated with a lower 2-year default rate after entering repayment. With the exception of Central State University, the 2-year default rate for students who withdrew from institution was higher than for the median of the rate for graduates and withdrawn students considered together. SSU has the second highest 2-year default rate for students who graduated with their degree, and the highest default rate for those who withdrew without completing.

Figure 10. Comparison of 2-year Default Rate for Federal Loan Borrowers Across Undergraduates at 13 IUC Institutions



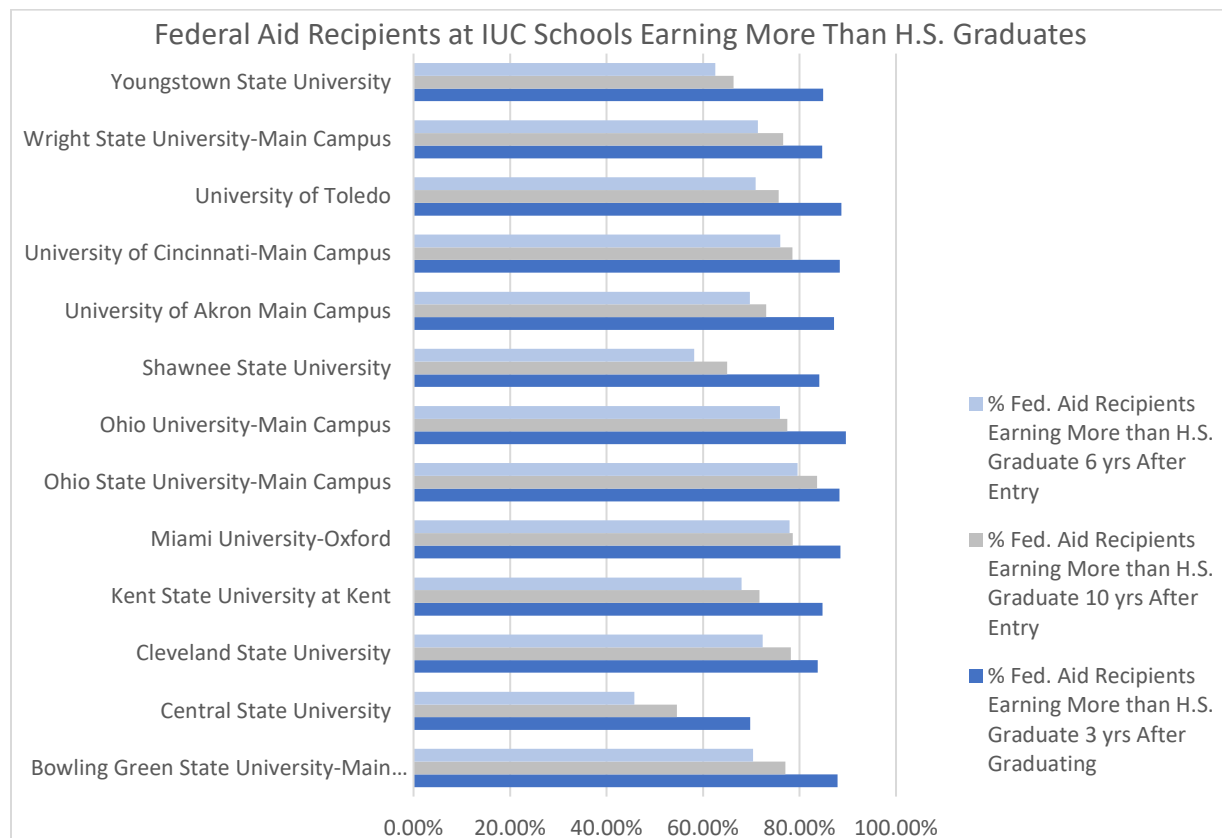
Students who enrolled at SSU between 2003-2005 and received federal aid had mean annual earnings ten years later that are lower than their counterparts at almost all other IUC schools (**Figure 11**). Students at these IUC schools had mean annual earnings ranging from \$2700 - \$16,100 higher than SSU students. Similarly, students who enrolled at SSU between 2009-2011 and received federal aid had median annual earnings ten years later that are lower than their counterparts at almost all other IUC schools. Students at these IUC schools had median annual earnings ranging from \$1948-\$20,813 higher than SSU students. Only the students at Central State University had mean and median earnings lower than those from SSU.

Figure 11. Comparison of Earnings 10 Years After Entry Across Undergraduates at 13 IUC Institutions



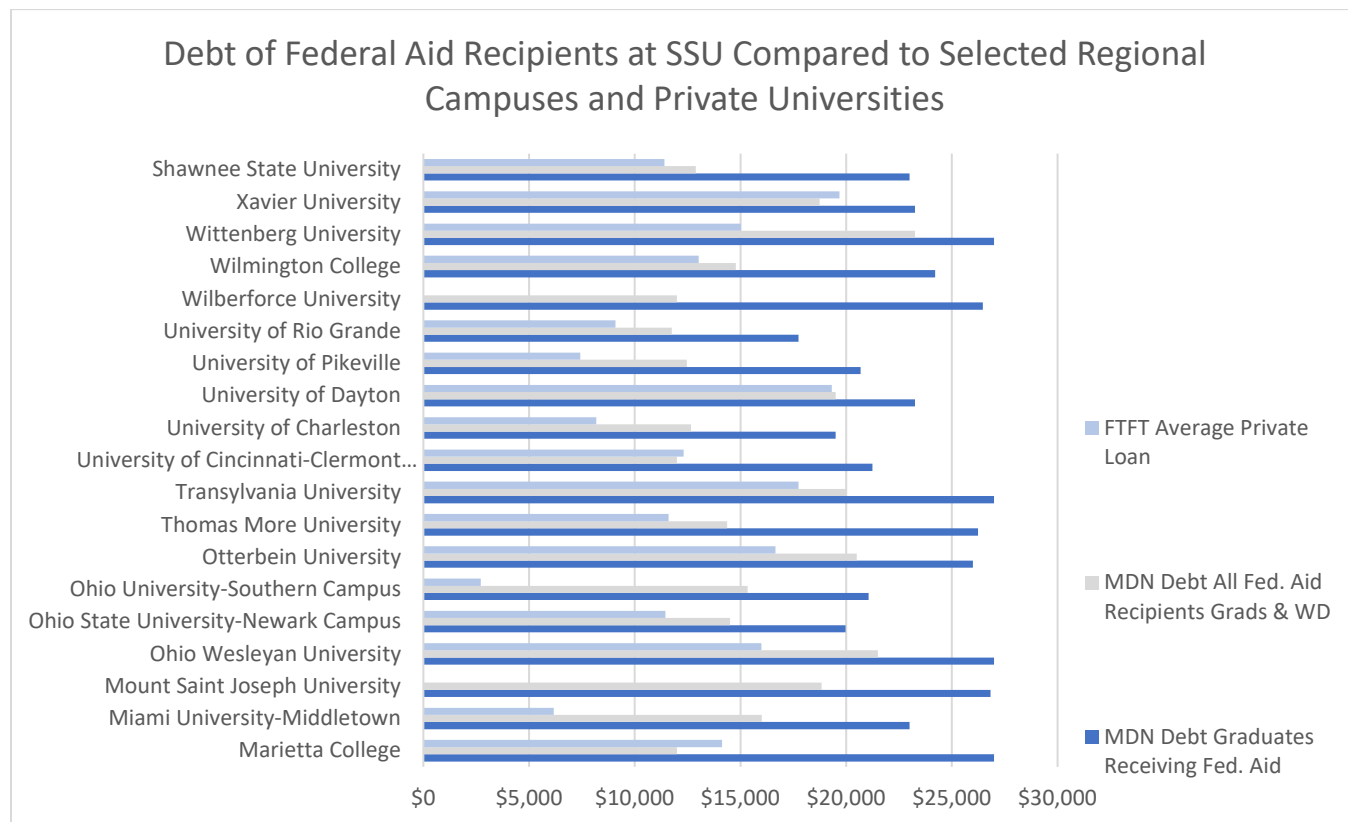
When compared to high school graduates of similar ages, federal aid recipients who attended IUC (**Figure 12**) schools typically earned more 6- and 10-years post-entry and 3 years after graduating. This comparison was particularly striking for students who completed degrees where 85% of these students earned more than a high school graduate. When comparing SSU students, those 6 years post-entry and 10-years post-entry may be lagging behind in achieving greater earnings than their high school graduate counterparts. Although their mean and median earnings are lower than other IUC schools, completing their degree is associated with a similar percentage of SSU graduates and IUC graduates earning more than a high school graduate.

Figure 12. Comparison of Student Earnings Across Undergraduates at 13 IUC Institutions Compared to High School Graduates



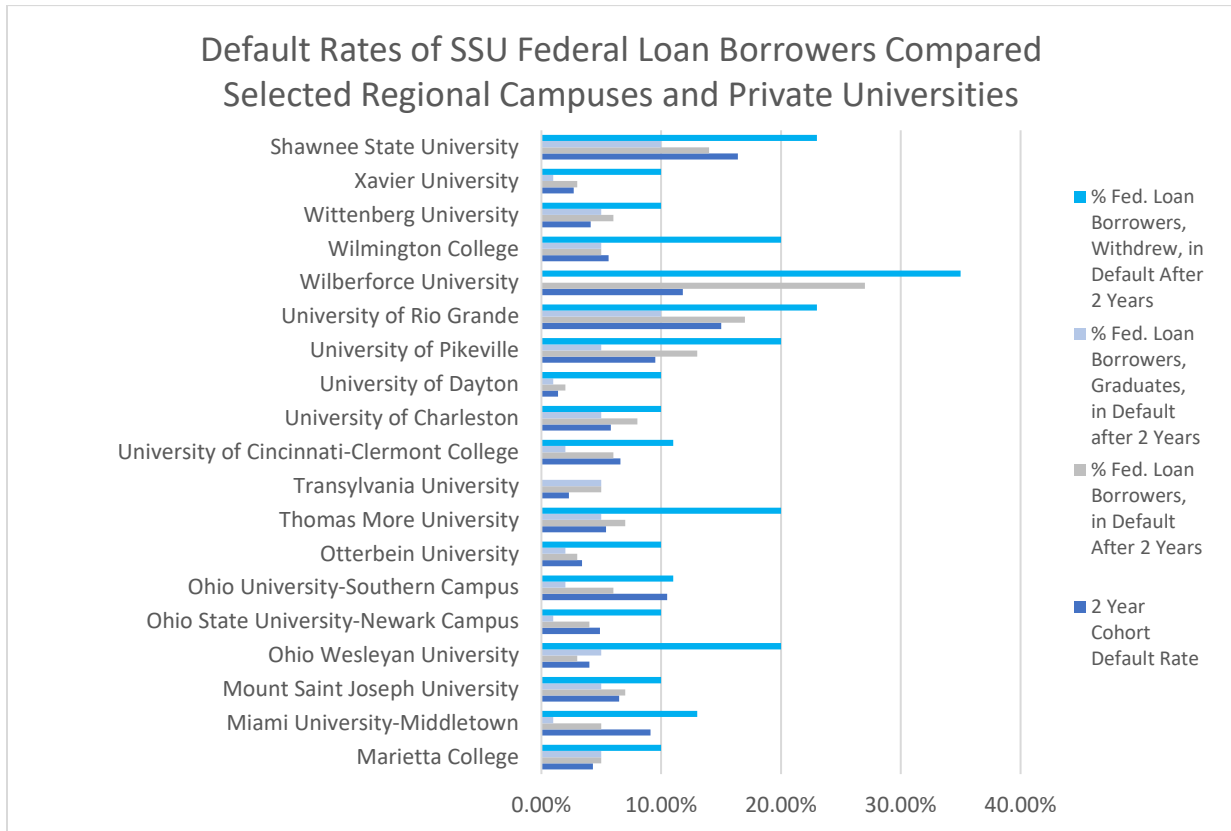
When comparing SSU student federal aid recipient debt to that of the average median debt for students at community colleges, regional campuses, and private universities, SSU students had more debt. To determine if this was true for each type of institute of higher education, the debt incurred by students at the private universities was examined (**See Figure 13 and Workbook A, “Reg Private and CCs ~100 miles” tab**). First-time, full-time degree seeking students at SSU took out a smaller amount in private loans compared to most of the private universities within approximately one hundred miles of Portsmouth, Ohio. The average first-year private loan debt was \$1588 greater than the private loan amount for SSU students. Similarly, the median debt due to federal loans for SSU students was on average \$1588 lower than private universities in the region. The private loan amount and federal loan debt was lower than for SSU at the regional campuses within one hundred miles of Portsmouth, Ohio. Data for selected private and regional campuses is shown in **Figure 13**.

Figure 13. Comparison of Private and Federal Student Loan Debt between SSU and Selected Private Universities and Two-Year Campuses



The 2-year cohort default rate was similar between SSU students and regional campuses and community colleges (See Figure 14 and Workbook A, “Reg Private and CCs ~100 miles” tab). The 2-year cohort default rate was much lower at private universities. Interestingly, 6 years and 10 years after entry a higher percentage of private college students who are working and not enrolled in school earn more than the average high school graduate when compared to SSU, community college and regional campus students. When only graduates are included in this threshold metric, 3 years after completion, 84.1% of SSU graduates earn more than a high school graduate. In contrast, 79.3% of private university graduates and 75.6% of community college/regional campus graduate earn more than a high school graduate.

Figure 14. Comparison of 2-year Default Rate for Federal Loan Borrowers between SSU and Selected Private Universities and Two-Year Campuses



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Secretary, SSU Board of Trustees

President's Report to the Board of Trustees
Board of Trustees Regular Meeting
November 21, 2025

Good afternoon. It is my pleasure to share with you this President's Report:

First, I'd like to recognize Dr. Kimberly Inman on her appointment today as Shawnee State University's 14th Provost. As interim Provost and Vice President for Academic and Student Affairs, Dr. Inman demonstrated a commitment to improving communication with faculty, engaging stakeholders to evaluate and address a range of overdue needs, and moving significant new institutional initiatives forward. I have confidence that the Provost and her team will accomplish even more with support from the Board of Trustees evidenced by its vote earlier today.

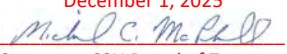
It is also my pleasure to recognize Jeff Hamilton and his appointment today as the Dean of Students. During his time as interim Dean, Mr. Hamilton has begun to substantially align student affairs with student success and retention, has brought a focus to personal student development, and is elevating the quality of student engagement. I look forward to seeing how we can continue to improve our integration of students into all aspects of campus life and support an outstanding student experience along their journey.

Representatives of the NCAA Division II conducted an on-campus visit this week and we will learn in February whether Shawnee State has been accepted into the expedited two-year membership process. Our coaches, student athletes, and athletic leadership did an outstanding job presenting the athletic strategic plan and demonstrating why SSU is well positioned for acceptance into the new league. Faculty, enrollment management and student success staff, facilities, and finance all played a part in preparing for the visit. I am very proud of how they have positioned our university for success in this process.

I want to thank Dr. Michael Barnhart, Interim Dean for the College of Arts & Sciences, for not only delivering the plan for a new fully online game design program – Arts & Design for Games & Entertainment – but also for delivering it as an accelerated 90-hour degree format that can be completed in 3 years. As the first 90-hour accelerated bachelor's degree at Shawnee State, this program will be a leader in the State of Ohio to meet industry demands for more technology graduates sooner.

I am grateful to President Woodward, the University Faculty Senate, faculty academic committees operating under our shared governance framework, and academic leadership for their collective effort to modernize our General Education Program and bring courses into compliance with the Ohio Transfer Pathway laws. Striking an effective balance between classic elements of higher education and the pressing practical needs of today's marketplace is not a new concern, but it continues to be an important one. The colleges have been moving forward with diligence and care to see that both interests are met in the best interest of SSU and its students.

Today we celebrate a partnership with Mission Conversion Services Alliance to build the Shawnee Advanced Manufacturing Center and develop new degree and training programs, internships and co-ops, and research projects to support the Department of Energy's Portsmouth Site at Piketon, Ohio. Collaboration like this is the cornerstone of our mission and goes to the

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fabric of who we are as a region. We will take full advantage of this opportunity to be fully engaged partners and explore every opportunity to support this and other initiatives at Piketon.

As we enter the holiday season, it is appropriate to reflect on the year behind us and give thanks. We are thankful that the Higher Learning Commission recognized earlier this month the hard work being done throughout the university and all its components. In response to our recently submitted Interim Report, the HLC acknowledged that Shawnee State University has dedicated significant time and resources into addressing all HLC concerns, has accomplished a significant amount since the 2023 team visit and report, and has comprehensively addressed the focus areas in the required interim report. As a result, no further reports are required, and the institution's next reaffirmation of accreditation is scheduled for 2028-29.

A reminder that we will have a Special Meeting of the Board of Trustees prior to Fall Commencement on the morning of December 13 to consider adoption of several policies required by the recently enacted Senate Bill 1.

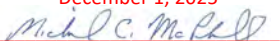
Thank you for your continued service to Shawnee State University.

Respectfully submitted,



Dr. Eric Andrew Braun
President

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Resolution F14-25

Approval of the FY25 Efficiency Report

Ohio Revised Code Section 3333.95 requires Universities to report annually on topics related to efficiency and effectiveness such as:

- Strategies to address workforce education needs of region.
- Costs of textbooks for students and Open Education Resources provided to students.
- Review best practices and shared services implemented in FY25.
- Suggestions regarding ways State of Ohio can further support strength, resiliency and reputational excellence.



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A handwritten signature in blue ink, reading "Michael C. McLeod".

Secretary, SSU Board of Trustees

Resolution F15-25

Approval of Policy 4.96, Rehire Policy

Policy created to:

- Provide consistent, transparent, and equitable guidelines for rehiring former employees
- Establish criteria and an evaluation process that will be followed to determine a former employee's eligibility for reemployment



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Resolution F16-25

Resolution Approving Policy 5.47

- Past and current training programs were ad hoc, not pursuant to organized system
- Newly enacted laws and regulations require training in new areas
- President requested representatives from legal, academic, student affairs, HR, athletics & finance compile requirements and develop tables/schedules for training, including onboarding & ongoing
- Procedures set forth training for employees, student leaders, coaches
- Resolution would promote professionalism; protect SSU's interests



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Asset Allocation as of 10/31/25

- Past allocations of Cash being invested over time using dollar cost averaging (\$200,000 per month) into various assets classes.
- Focus of allocations are towards equity securities to reach **60%** of portfolio target rate and sectors with potential for highest returns.
- Security Gain for Fiscal Year 2025 was **\$1,345,602 (10.46% return)**
- Security Gain fiscal year to date as of October 31, 2025 was **\$948,081 (6.32% return)**



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A handwritten signature in blue ink, reading "Michael C. McLeod".

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Cash and Investment History

Market Value

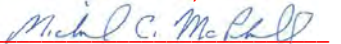
Total Cash and Investments

06/30/2022		\$ 9,630,163
06/30/2023		\$13,818,701
06/30/2024		\$20,054,305
06/30/2025		\$27,325,411
10/31/2025		\$25,610,592

- Additional transfers from Cash to Investments in Fiscal Year 2026 are planned to total \$2.5 million, consistent with targeted reserve growth plans from prior years. A transfer of \$1.0 million has already been processed with TIAA.
- IPv4 addresses are on the market and proceeds will help fund additional allocations to Investments.
- At November 6th Investment Committee meeting, discussion was held to initiate a Request for Quote for Investment Advisor of the University's Investment Reserve Portfolio.

Certified as True and Correct

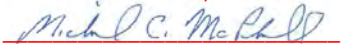
December 1, 2025



Secretary, SSU Board of Trustees

Estimated Timeline for Potential Bond Issuance

Moody's Review of University FY25 Financial Data	Dec. 11, 2025
University Board of Trustee Bond Approval Resolution	Feb. 13, 2026
Request for Proposal (RFP) Solicitation Issued	Feb. 17, 2026
RFP Responses Due from Firms	March 5, 2026
Evaluation of Responses & Selection of Firms For Further Consideration	Week of Mar. 9, 2026
Selection of Underwriter	Week of Mar. 16, 2026
Preparation of Bond & Offering Documentation	April 2026
Obtain Final Moody's Rating for the 2026 Bonds	April 2026
Anticipated Pricing and Closing of Bond Issue	June 2026

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December 1, 2025

Secretary, SSU Board of Trustees

FY26 Operating Budget Status Report

	FY26 Budget	Q1 Actuals	Q2 Actuals	Q3 Actuals	Q4 Actuals	YTD Actuals	% of Budget
Revenue							
Tuition & Student Fees	\$ 30,144,207	\$ 15,566,365	\$ 95,898	\$ -	\$ -	\$ 15,662,263	52.0%
State Share of Instruction	\$ 12,979,745	\$ 3,244,938	\$ 1,081,646	\$ -	\$ -	\$ 4,326,584	33.3%
Shawnee Supplement	\$ 12,000,000	\$ -	\$ 3,000,000	\$ -	\$ -	\$ 3,000,000	25.0%
Scholarship	\$ (6,000,220)	\$ (2,968,763)	\$ (39,535)	\$ -	\$ -	\$ (3,008,298)	50.1%
Other Income	\$ 13,145,380	\$ 816,986	\$ 258,781	\$ -	\$ -	\$ 1,075,767	8.2%
Commissions	\$ 566,421	\$ 878	\$ 43,550	\$ -	\$ -	\$ 44,428	7.8%
General Fund Operating Grants	\$ 355,886	\$ 34,526	\$ -	\$ -	\$ -	\$ 34,526	9.7%
Miscellaneous Revenue	\$ 11,518,573	\$ 495,773	\$ 169,297	\$ -	\$ -	\$ 665,070	5.8%
Service Fees/Memberships	\$ 81,000	\$ 37,842	\$ 1,507	\$ -	\$ -	\$ 39,349	48.6%
Ticket Sales/Rentals	\$ 623,500	\$ 247,966	\$ 44,427	\$ -	\$ -	\$ 292,393	46.9%
Transfers In	\$ 2,500,000	\$ 90	\$ 0	\$ -	\$ -	\$ 90	0.0%
Revenue Total	\$ 64,769,112	\$ 16,659,616	\$ 4,396,789	\$ -	\$ -	\$ 21,056,405	32.5%

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December 1, 2025


Secretary, SSU Board of Trustees

FY26 Operating Budget Status Report

Expense

Compensation	\$	36,572,542	\$	6,156,955	\$	3,811,469	\$	-	\$	-	\$	9,968,424	27.3%
Salaries	\$	26,534,044	\$	4,315,239	\$	2,976,947	\$	-	\$	-	\$	7,292,186	27.5%
Benefits	\$	10,038,498	\$	1,841,716	\$	834,522	\$	-	\$	-	\$	2,676,238	26.7%
Non-Compensation	\$	23,224,081	\$	5,008,299	\$	1,505,276	\$	-	\$	-	\$	6,513,575	28.0%
Equipment	\$	710,109	\$	212,616	\$	110,345	\$	-	\$	-	\$	322,961	45.5%
External Professional Services	\$	1,174,390	\$	643,141	\$	136,766	\$	-	\$	-	\$	779,907	66.4%
Information/Comm/Shipping	\$	1,539,021	\$	259,241	\$	88,807	\$	-	\$	-	\$	348,048	22.6%
Maintenance & Service Contracts	\$	4,479,486	\$	2,316,688	\$	477,028	\$	-	\$	-	\$	2,793,716	62.4%
Meal Plan Expense	\$	2,174,457	\$	217,394	\$	204,905	\$	-	\$	-	\$	422,299	19.4%
Miscellaneous Expense	\$	8,265,687	\$	449,495	\$	81,100	\$	-	\$	-	\$	530,595	6.4%
Supplies	\$	2,100,372	\$	284,927	\$	126,916	\$	-	\$	-	\$	411,843	19.6%
Travel	\$	902,745	\$	169,343	\$	104,789	\$	-	\$	-	\$	274,131	30.4%
Utilities	\$	1,877,814	\$	455,455	\$	174,620	\$	-	\$	-	\$	630,075	33.6%
Transfers Out	\$	2,135,000	\$	1,566,875	\$	-	\$	-	\$	-	\$	1,566,875	73.4%
Expense Total	\$	61,931,623	\$	12,732,129	\$	5,316,745	\$	-	\$	-	\$	18,048,874	29.1%
Net Transfer to Capital Fund	\$	1,566,875	\$	-	\$	-	\$	-	\$	-	\$	-	0.0%
Net Operating Budget		\$1,270,614		\$3,927,487		(\$919,955)		\$0		\$0		\$3,007,532	237%

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December 1, 2025

Michael C. McPhail
Secretary, SSU Board of Trustees

Personnel Activity

Seven (7) New Hires

Seven (7) Administrative Staff

Six (6) Change of Status

One (1) Executive Staff

Five (5) Administrative Staff

Thirteen (13) Departures

Twelve (12) Administrative Staff

One (1) Faculty



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December 1, 2025

A handwritten signature in blue ink, reading "Michael C. McLeod".

Secretary, SSU Board of Trustees

Presidential Wellness Initiative



- **BearWell** Program (partnership with Tri-State Reb Services)
- **Free wellness services** offered to students, faculty, and staff to promote a healthier, happier campus
- Launched the program on October 9th – **255 members** currently



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December 1, 2025

Michael C. McCall
Secretary, SSU Board of Trustees

Presidential Wellness Initiative

Membership Benefits

BEAR WELL
SHAWNEE STATE UNIVERSITY

Good News!!
NEW UPDATED HOURS

WELLNESS CENTER HOURS:

MONDAY	11AM - 5PM
TUESDAY	11AM - 3PM
WEDNESDAY	11AM - 3PM
THURSDAY	11AM - 3PM
FRIDAY	11AM - 1PM
SATURDAY	CLOSED
SUNDAY	CLOSED

**SIGN UP TO BECOME
A MEMBER ON OUR
WEBSITE!**

[MYSITE.VAGARO.COM/BEARWELL](https://mysite.vagaro.com/bearwell)

BEAR WELL
SHAWNEE STATE UNIVERSITY

LOUNGE
SELF SERVICE OPTIONS

Neck Heat/Massager
Foot Massager
Ice Packs
Massage/Heating Chair
Heating Pads
Headache Compression Caps
Exercise Balls

NormaTec Sleeves
A powerful percussion massager that relieves muscle soreness, improves circulation, and speeds up recovery

Acupressure Mat
Grounding mat for stress, back and neck discomfort

Red Light Therapy
Uses gentle red and infrared light to support healing, reduce inflammation, and boost recovery

Vibration Plate Exercise
Low-impact workout tool that activates muscles and promotes overall wellness

Theragun
A powerful percussion massager that relieves muscle soreness, improves circulation, and speeds up recovery

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December 1, 2025

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Secretary, SSU Board of Trustees

Presidential Wellness Initiative



WELLNESS SERVICES

STRETCH WELL PROGRAM

A guided, customized stretching program designed to improve flexibility, release tension, and restore balance to the body. Our practitioners combine assisted stretches, mindful breathing, and alignment techniques to help you move more freely, reduce stiffness, and enhance overall mobility. Perfect for athletes, desk workers, or anyone seeking a greater sense of ease and well-being in their daily life.

THERAPEUTIC CUPPING

An ancient healing practice reimagined for modern wellness. Using gentle suction cups, this therapy increases blood flow, releases muscle tightness, and encourages the body's natural detoxification process. Ideal for relieving chronic pain, reducing inflammation, and supporting deep relaxation. Each session is tailored to your comfort level for a safe, restorative experience.

THERAGUN PERCUSSIVE THERAPY

Target deep muscle tension with advanced percussive therapy. The Theragun uses rapid, controlled pulses to relieve soreness, break up tight fascia, and accelerate recovery. Excellent for post-workout recovery, releasing stubborn knots, and revitalizing tired muscles-leaving you feeling recharged, restored, and ready to move with freedom.

NORMATEC COMPRESSION SLEEVES

Boost circulation and recovery with our NormaTec dynamic air compression system. Designed for athletes and anyone needing leg rejuvenation, these sleeves use gentle, wave-like compression to reduce swelling, enhance lymphatic drainage, and refresh tired muscles. A relaxing, restorative treatment that feels like a deep tissue massage without the pressure.

THERAPEUTIC BODYWORK

A deeply personalized session blending massage, stretching, and mindful touch to restore balance to body and mind. Our practitioners address muscular tension, postural imbalances, and energetic flow, tailoring each treatment to your unique needs. Whether you're seeking relief from pain, stress reduction, or enhance mobility, therapeutic bodywork provides a holistic path to healing and renewal.

SCRAPING

Scraping is a therapeutic technique designed to enhance muscle recovery by promoting blood flow and reducing inflammation. This method involves using a specialized tool to gently scrape the skin, which can help alleviate soreness and improve overall mobility.

MEDITATION SESSION

Experience a rejuvenating 30-minute meditation session designed to promote relaxation and mental clarity. This focused practice will help you reduce stress and enhance your overall well-being.

PHYSICAL THERAPY CONSULTATION

Meet one-on-one to discuss pain, mobility issues, or injury recovery. Learn personalized exercises and strategies to improve movement, prevent injury, and enhance overall wellness.

NUTRITION CONSULTATION

Nutrition Consultation offers personalized dietary guidance tailored to individual health goals and lifestyles. Our expert nutritionists assess your nutritional needs and provide actionable strategies for improved health and well-being.

**MYSITE.VAGARO.COM/BEARWELL
TO SCHEDULE YOUR ONE FREE
SESSION A MONTH!**



If you're wanting more than one free session a month...

PACKAGES

**5 SESSIONS
\$225**

- 10% OFF
- Any wellness session
- Can be used anytime before July 2026


**10 SESSIONS
\$425**

- 15% OFF
- Any wellness session
- Can be used anytime before July 2026

WELLNESS SESSION SERVICES

30 minute sessions

- Stretch Well Program
- Therapeutic Cupping
- Theragun Percussive Therapy
- NormaTec Compression Sleeves
- Therapeutic Bodywork
- Physical Therapy Consultation
- Scraping
- Meditation
- Nutrition Consultation



NOVEMBER FITNESS SCHEDULE

MON	Step Fusion™ - 5:30pm - 6:30pm Rhodes 218A
TUE	Functional Fusion™ - 11:00am - 11:30am Rhodes 218A Pilates with Tools - 11:35am - 12:05pm Rhodes 218A Functional Fusion™ - 4:15pm - 4:45pm Mezzanine in Rhodes Pilates with Tools - 5:00pm - 5:30pm Mezzanine in Rhodes
WED	Walk with Us Wednesday - TBD Functional Fusion™ - 5:30pm - 6:30pm Rhodes 218A
THU	Functional Fusion™ - 11:00am - 11:30am Rhodes 218A Pilates with Tools - 11:35am - 12:05pm Rhodes 218A Functional Fusion™ - 4:15pm - 4:45pm Mezzanine in Rhodes Pilates with Tools - 5:00pm - 5:30pm Mezzanine in Rhodes

CLASSES

Functional Fusion™ or Step Fusion

Take everyday functional movement and combine it with balance & coordination training, a fundamental strength training program with compound movements and athletic drills in a non-stop flow progression and you have Functional Fusion™.

Step Fusion has the same foundation however we add step ups and aerobics into our program.

Pilates with Tools

A modern take on the classic mat workout, this class uses props such as light hand weights, the mini ball, toning bands and the magic circle to help develop a strong inner core while sculpting long, lean muscles. Focuses on proper breathwork, proper form, function, and control.

MYSITE.VAGARO.COM/BEARWELL TO RESERVE YOUR CLASS SPOT!

Michael C. McPhail
Secretary, SSU Board of Trustees

Presidential Wellness Initiative

Membership Feedback

Highlights

100% of respondents rated their **overall experience** as **Very Satisfied**

100% rated **staff professionalism and friendliness** as **Excellent**

100% indicated they are **Very Likely** to recommend **BearWell** to others

Most Used Services

Stretching

Normatec Recovery Sleeves

Theragun Massage

Self-Services

Recommendations

Extend operating hours

Increase session frequency

Continue satisfaction surveys to monitor trends & growth

Continue enhancing the ambience

Highlight positive testimonials



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December 1, 2025

Michael C. McLeod
Secretary, SSU Board of Trustees

Major Construction Projects

Campus Wayfinding

\$1.5M

Roof and Infrastructure

\$1.25M

Clark Memorial Library Renovation

\$4.5M

Health Science Labs Renovation

\$9.5M

ESports Arena – Kricker

Innovation Hub

\$500K

Alumni Green ADA Ramp

\$500K

Spartan Stadium

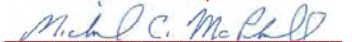
Athletic Complex

Advanced Manufacturing Lab

\$3.85M

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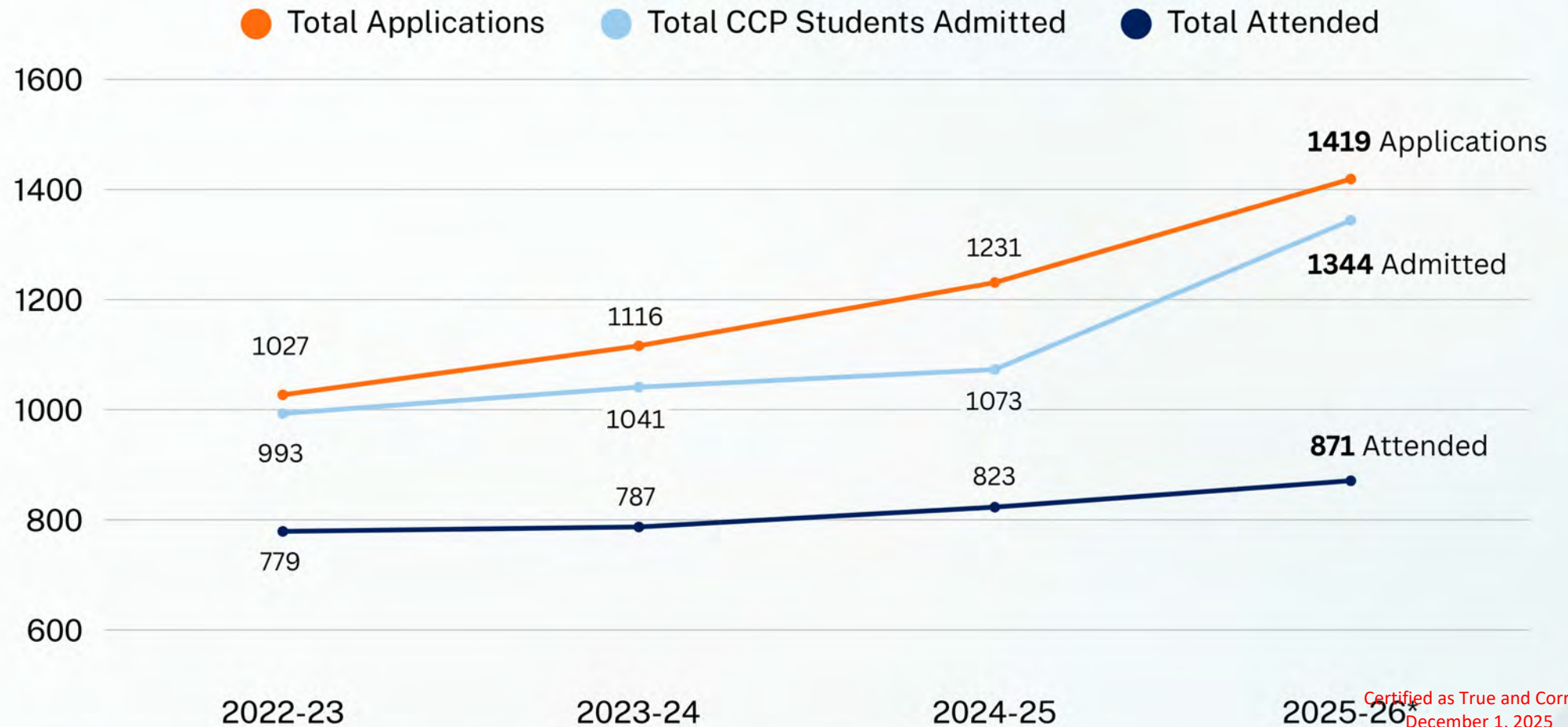
December 1, 2025



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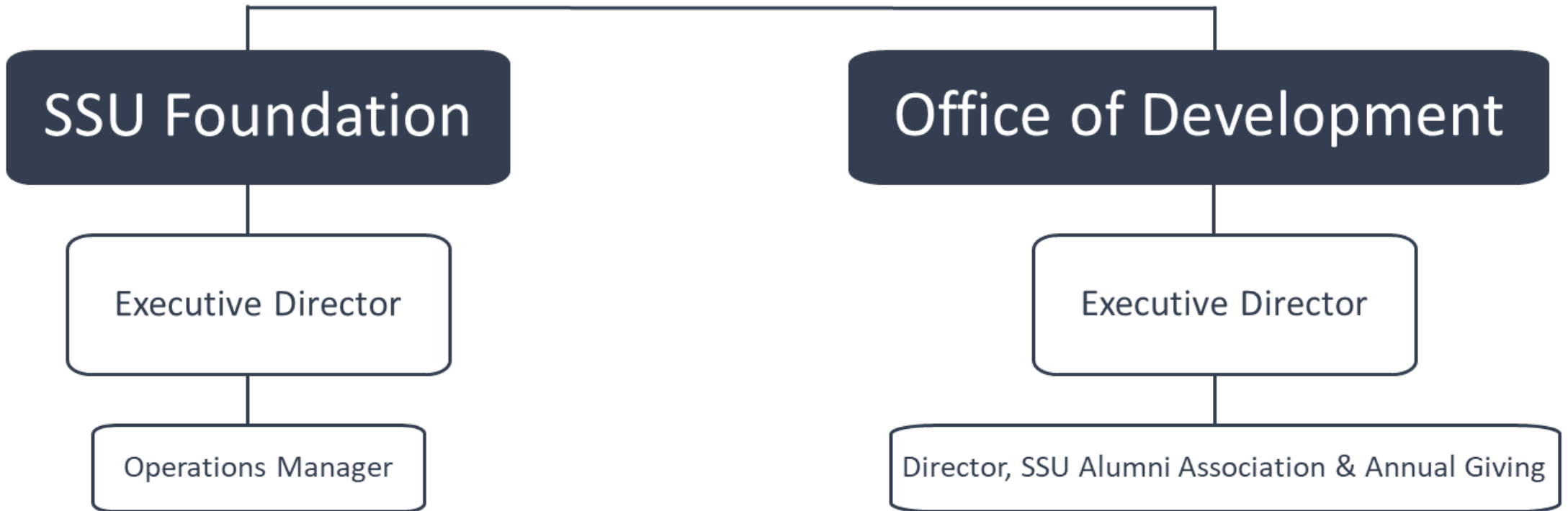
COLLEGE CREDIT PLUS

***Note:** 2025-2026 numbers reflect **Fall 2025 only** as Spring 2026 registration just started



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December 1, 2025
Michael C. McCall
Secretary, SSU Board of Trustees

SSU Development & Foundation Reorganization



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December 1, 2025

Michael C. McLeod

Secretary, SSU Board of Trustees

Annual Report



	June 30, 2025	June 30, 2024
Assets		
Cash and cash equivalents	\$ 1,332,248	\$ 1,391,770
Investments (Note 3)	30,270,691	23,434,310
Contributions receivable - Net (Note 5)	290,074	4,604,936
Lease receivable from related party (Note 12)	8,991	11,160
Grant receivable (Note 5)	50,051	-
Beneficial interest in trusts held by others (Note 7)	171,283	158,994
Cash surrender value of life insurance (Note 5)	291,024	268,875
Other assets	37,359	14,999
Assets held for resale (Note 15)	-	4,455,000
Net property and equipment (Note 6)	9,114,902	4,881,729
Total assets	\$ 41,566,623	\$ 39,221,773
Liabilities and Net Assets		
Liabilities		
Accounts payable	\$ 1,278	\$ 23,172
Amount due to related party	-	134,335
Accrued real estate tax	34,296	46,800
Grant payable	50,051	-
Other payable	500	500
Deposits held and due to others	2,258	2,258
Annuity payment liability (Note 7)	294,771	312,776
Note payable (Note 11)	2,502,271	2,727,390
Total liabilities	2,885,425	3,247,231
Net Assets		
Without Donor Restrictions (Note 8)	6,667,412	6,057,444
With Donor Restrictions (Note 9)	32,013,786	29,917,098
Total net assets	38,681,198	35,974,542
Total liabilities and net assets	\$ 41,566,623	\$ 39,221,773

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December 1, 2025

Michael C. McPhail
Secretary, SSU Board of Trustees



MAKING COLLEGE POSSIBLE

152

INDIVIDUAL FUNDS

\$25,246,337

Total Endowment as of 6/30/25

\$2,427,639

FY25 support provided to SSU

\$1,736,655

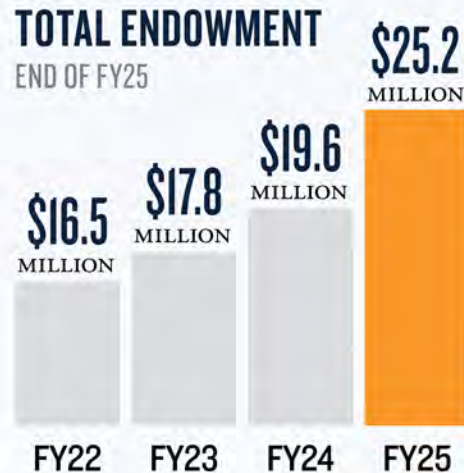
Direct support to SSU

\$691,294

Scholarships & student aid

ENDOWED FUNDS SUPPORT:

SCHOLARSHIPS
STUDENT-FACULTY COLLABORATIVE RESEARCH
STUDENT INTERNSHIP OPPORTUNITIES
STUDENT OPPORTUNITY FUNDS
VARSITY ATHLETICS
FACILITIES
and more



12.9%
3-year investment portfolio return

13.44%

FY25 investment
portfolio return



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December 1, 2025

Michael C. McCall
Secretary, Endowment Committee
Where learning WORKS.

Resolution ASA15-25

Curriculum Approval Process

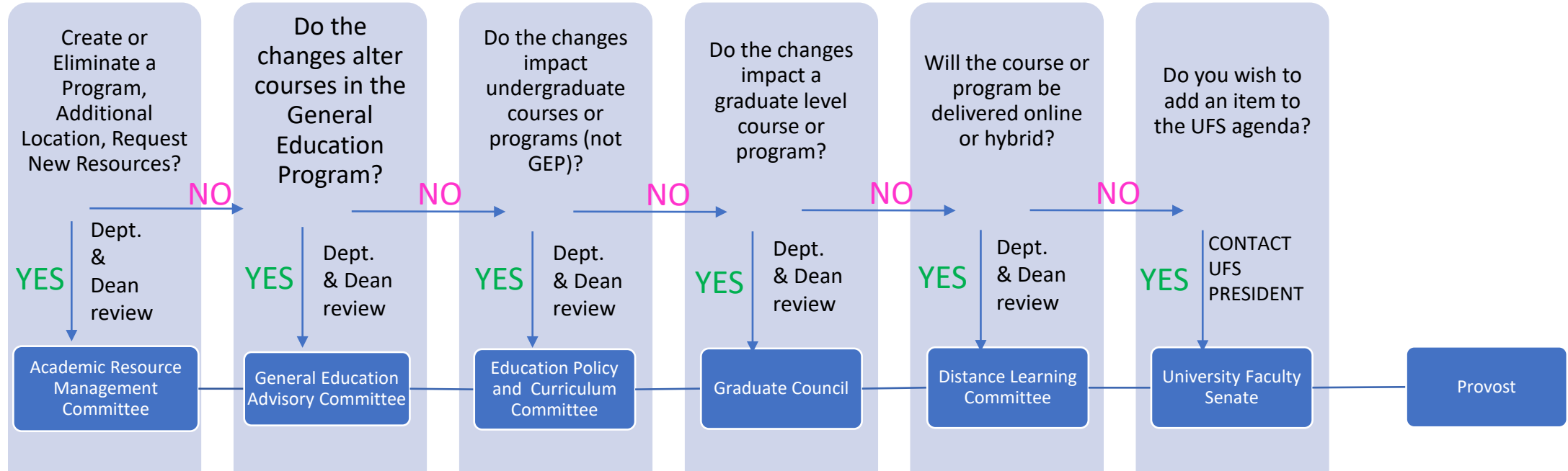
- Section 3345.457 of the Ohio Revised Code requires the Shawnee State University Board of Trustees to adopt a curriculum approval process.
- Current process has been established through shared governance.
- Currently presented in the UFS Constitution and Bylaws and Shared Governance Committee Operating Procedures document.



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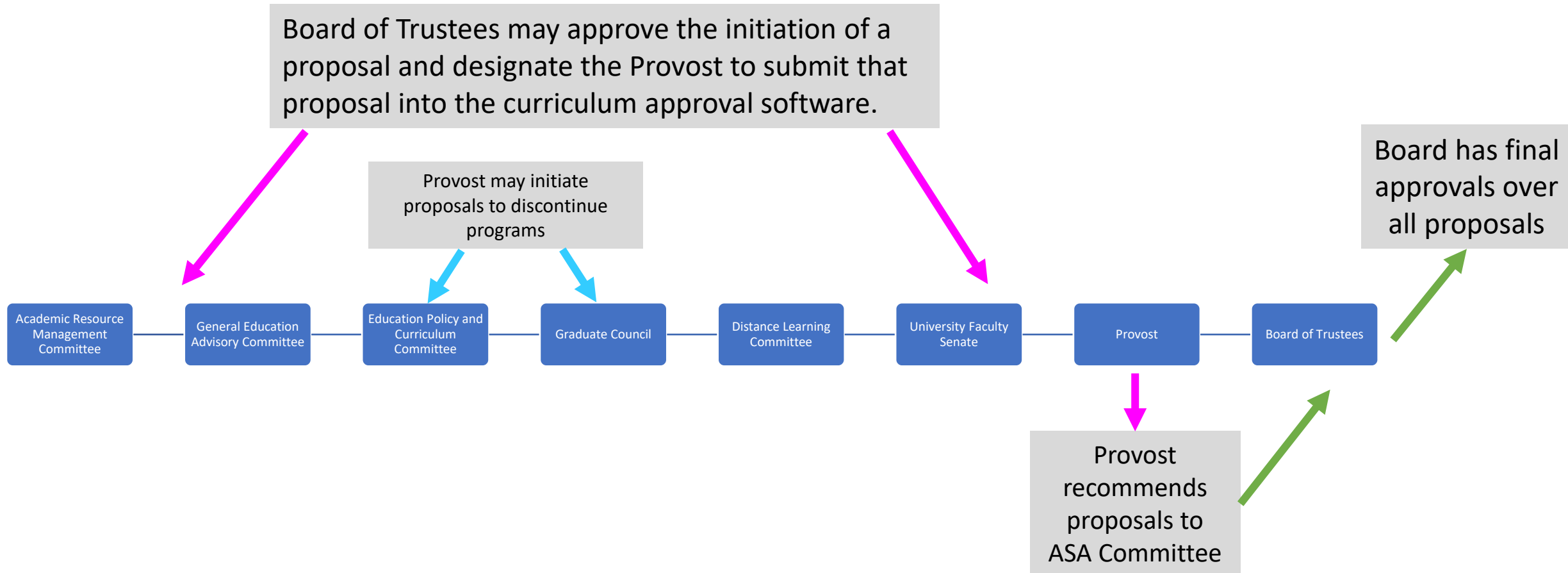
Current Curriculum Approval Process



Policy 2.24 used this current process as the starting point and makes a few required changes.



Changes to Curriculum Approval Process



Resolution 16-25

Low-Enrolled Courses

- Consistent process for identifying courses with low-enrollment compared to their capacity.
- Based on best practices for balancing student needs, learning outcomes, and staffing efficiency.
- Target is to run courses with $\geq 70\%$ enrollment - capacity
 - Will also help in identifying when we should add additional sections to the schedule.
- Adds regular review of infrequently run courses.



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December 1, 2025


Secretary, SSU Board of Trustees

Academic and Student Affairs Executive Report

- Office of Student Engagement
 - Leadership development plan activities underway
 - Civil discourse and listening for understanding
 - Student panel on First Amendment
- HLC Interim Report Submission
- Chillicothe Location Update
 - Expecting to have HLC notification by end of calendar year
- BSW entered pre-candidacy status with accreditor;
1st site visit in Spring 2026



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December 1, 2025

A handwritten signature in blue ink, reading "Michael C. McLeod".

Secretary, SSU Board of Trustees

Student Loan and Debt Report

Compared metrics on loans, debt, default rate, and earnings between SSU students and:

1. Ohio IUC schools
2. Regional Privates and CCs
3. Regional public 4 yrs outside Ohio (MU, NKU, Morehead, UK)
4. Regional Career Centers
5. IPEDS peer group (39 other schools across country)

Data represents only **SSU students who received federal financial aid.**



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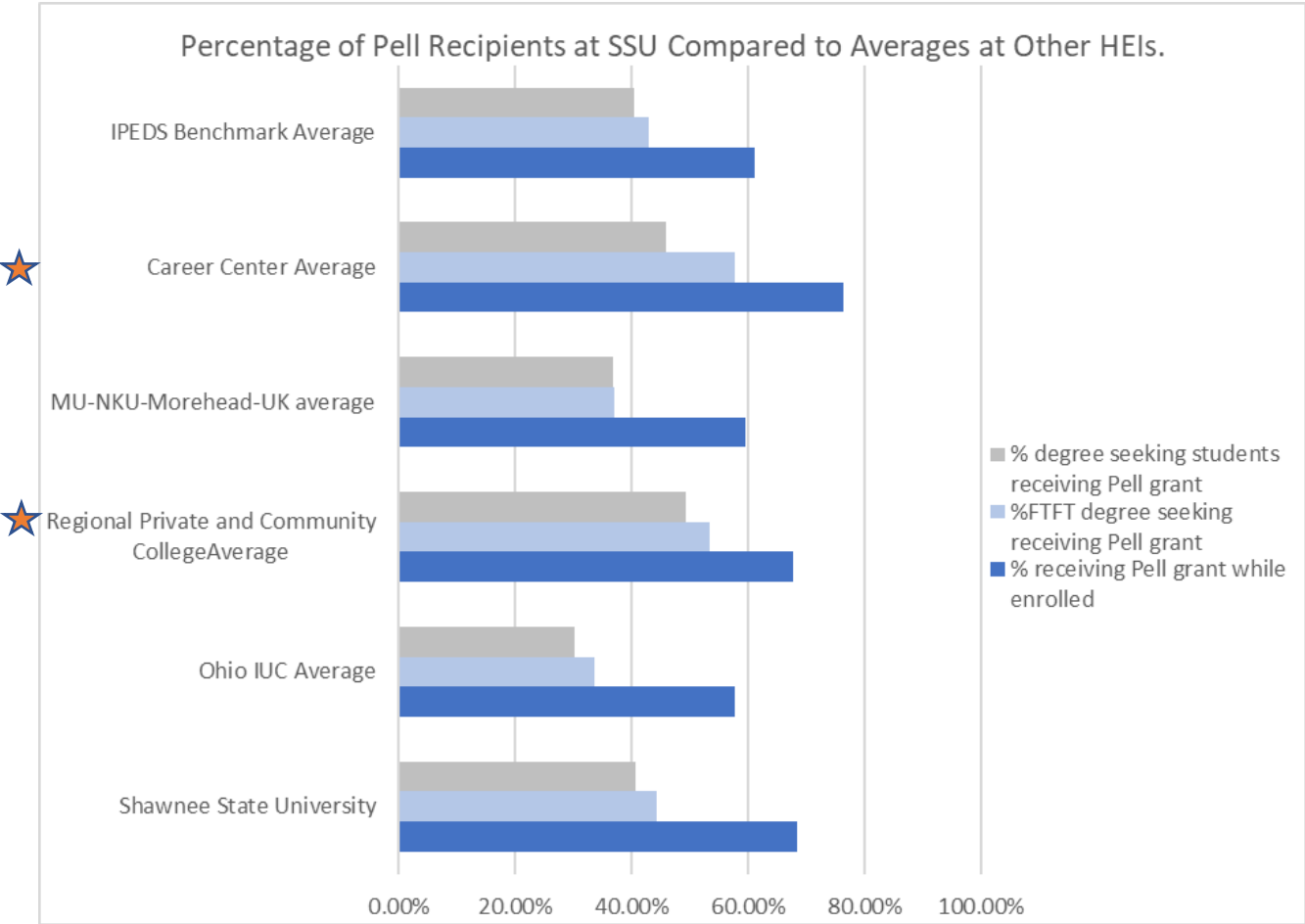
December 1, 2025

A handwritten signature in blue ink, reading "Michael C. McCall".

Secretary, SSU Board of Trustees

Grants and Loans

Pell/Federal Loan Data: 2021-2022 Academic Year

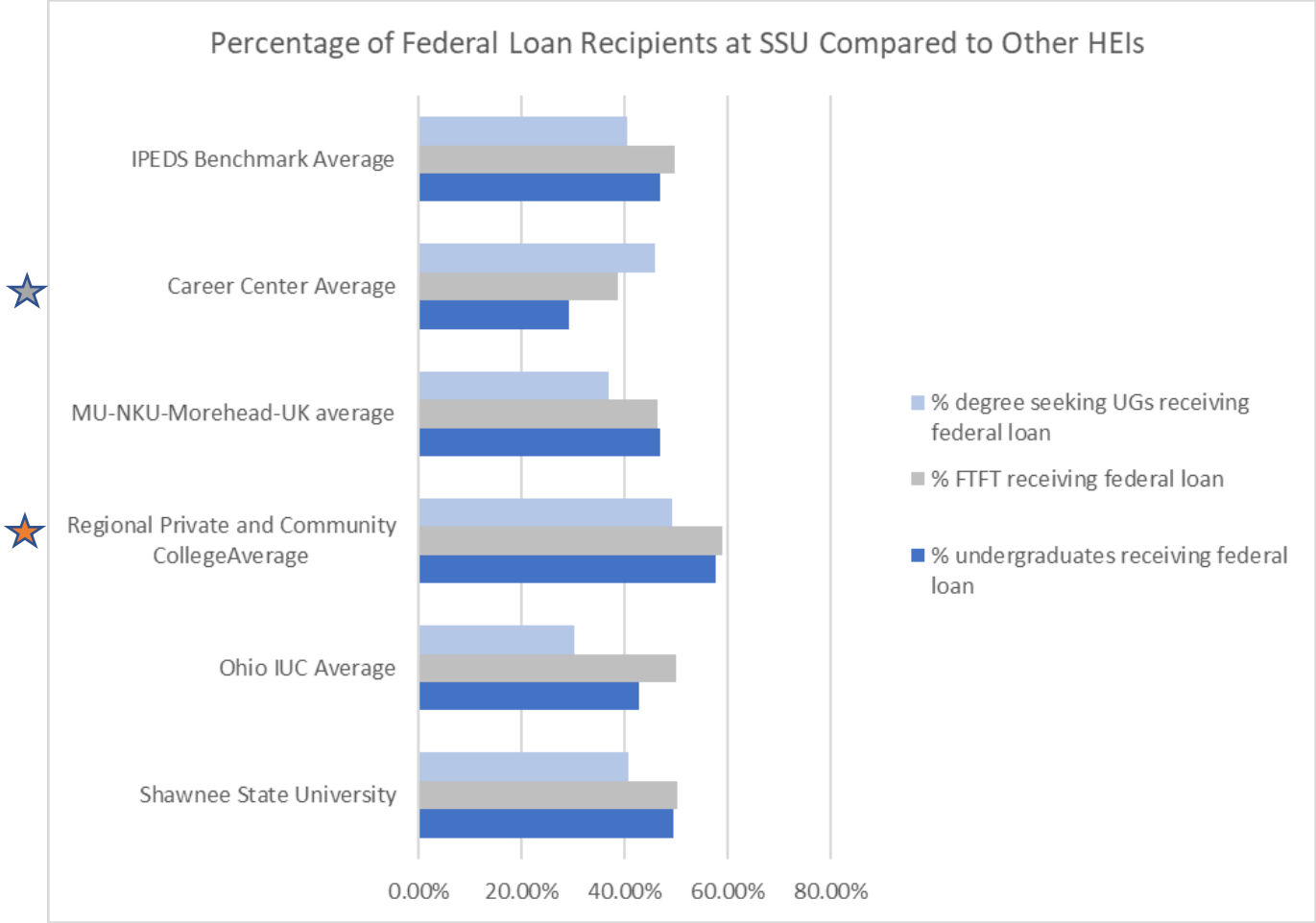


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Grants and Loans

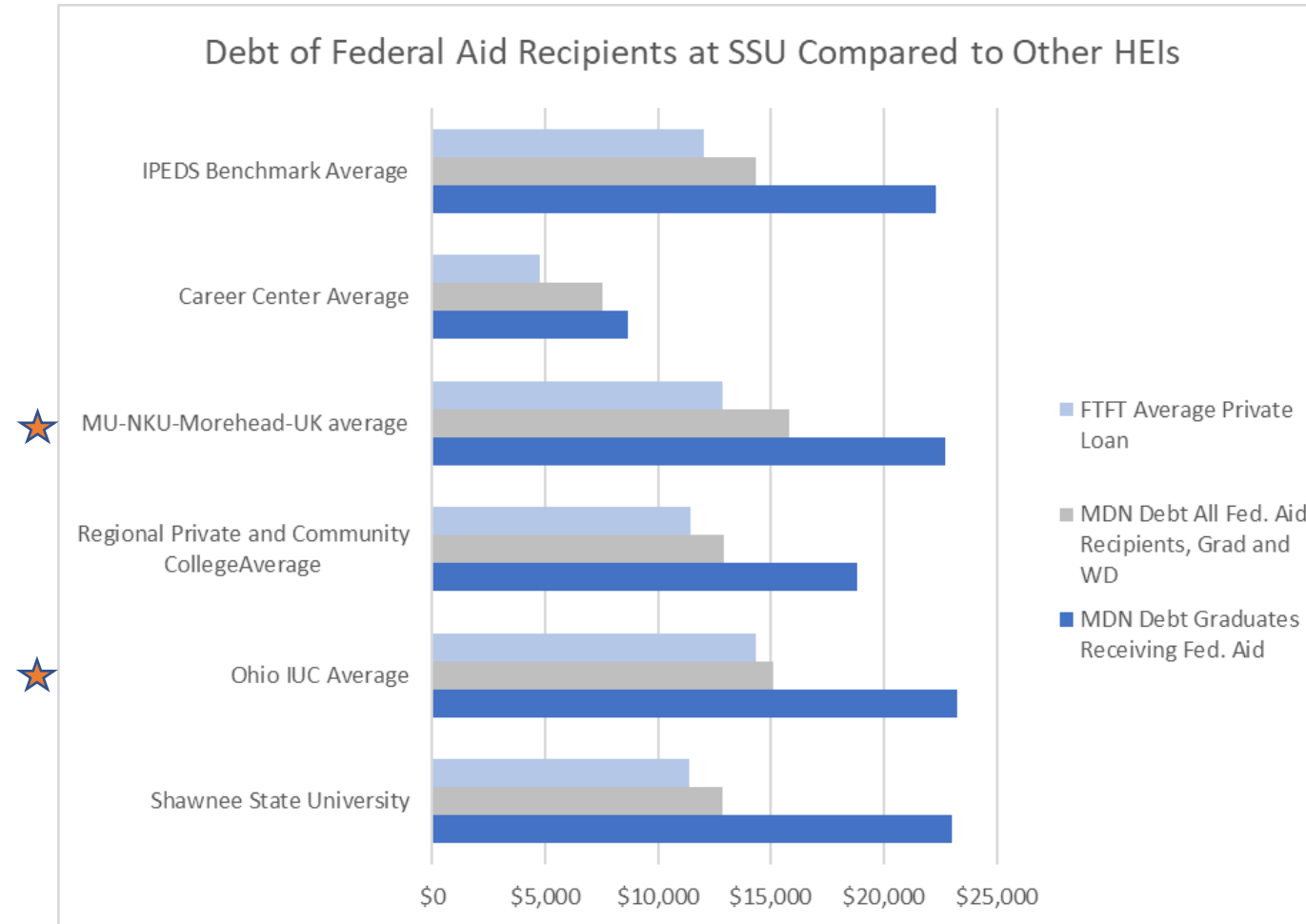
Pell/Federal Loan Data: 2021-2022 Academic Year



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Debt & Default Rates

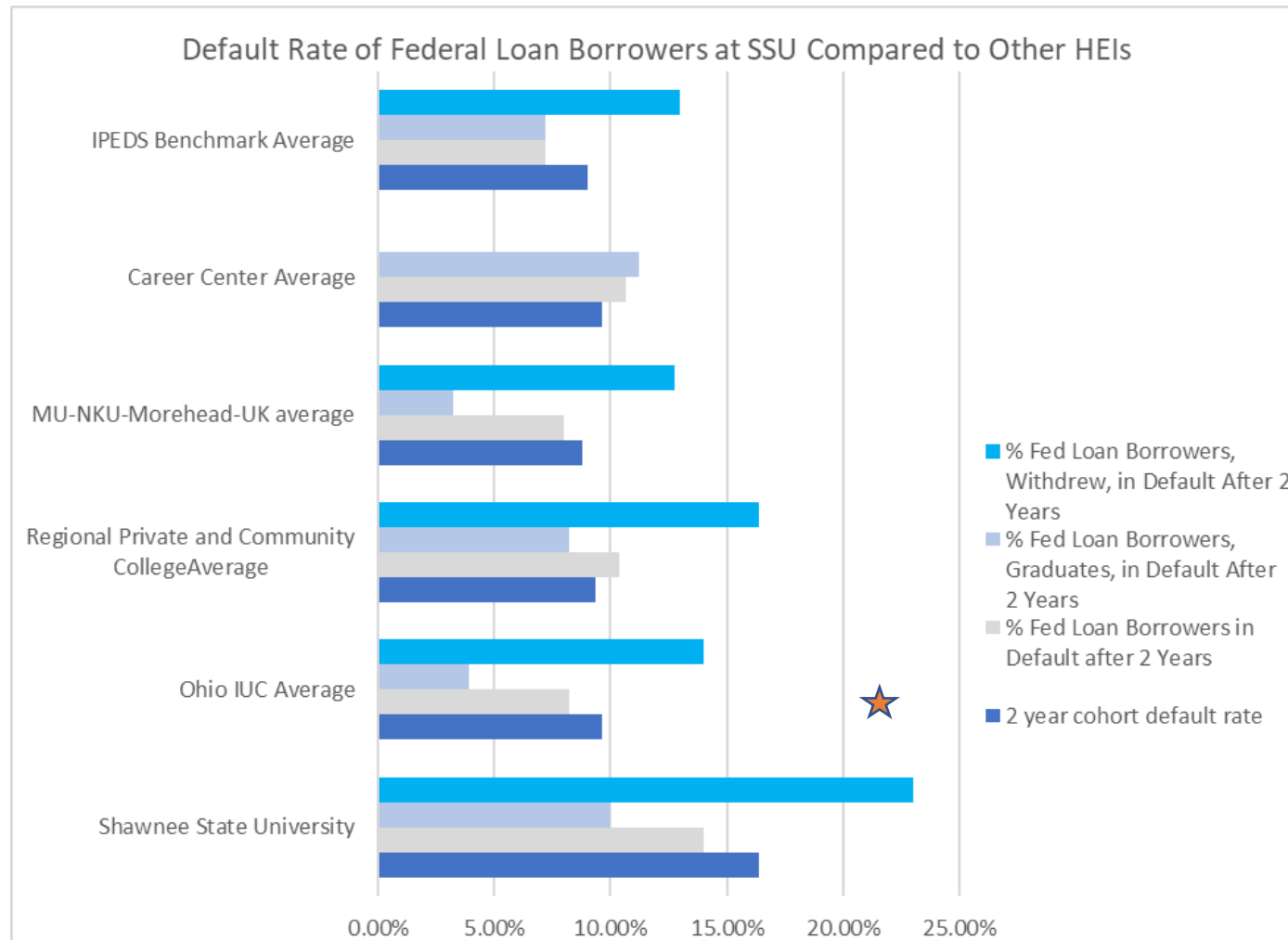
Debt is shown for students who withdrew or graduated in FY20 and FY21



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Debt & Default Rates

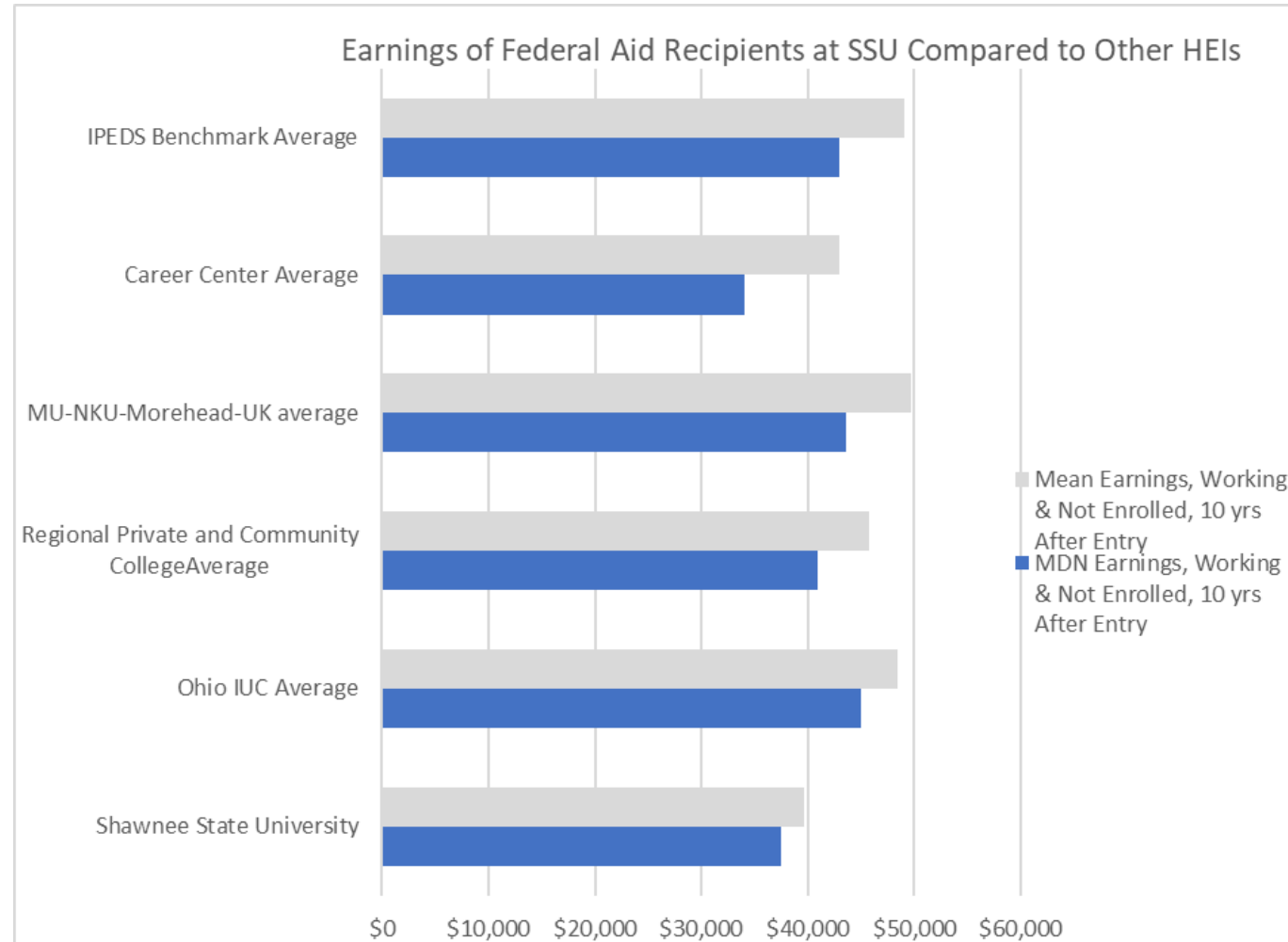
Default rates: FY17
and FY18 cohorts, 2
years after entering
repayment



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Secretary, SSU Board of Trustees

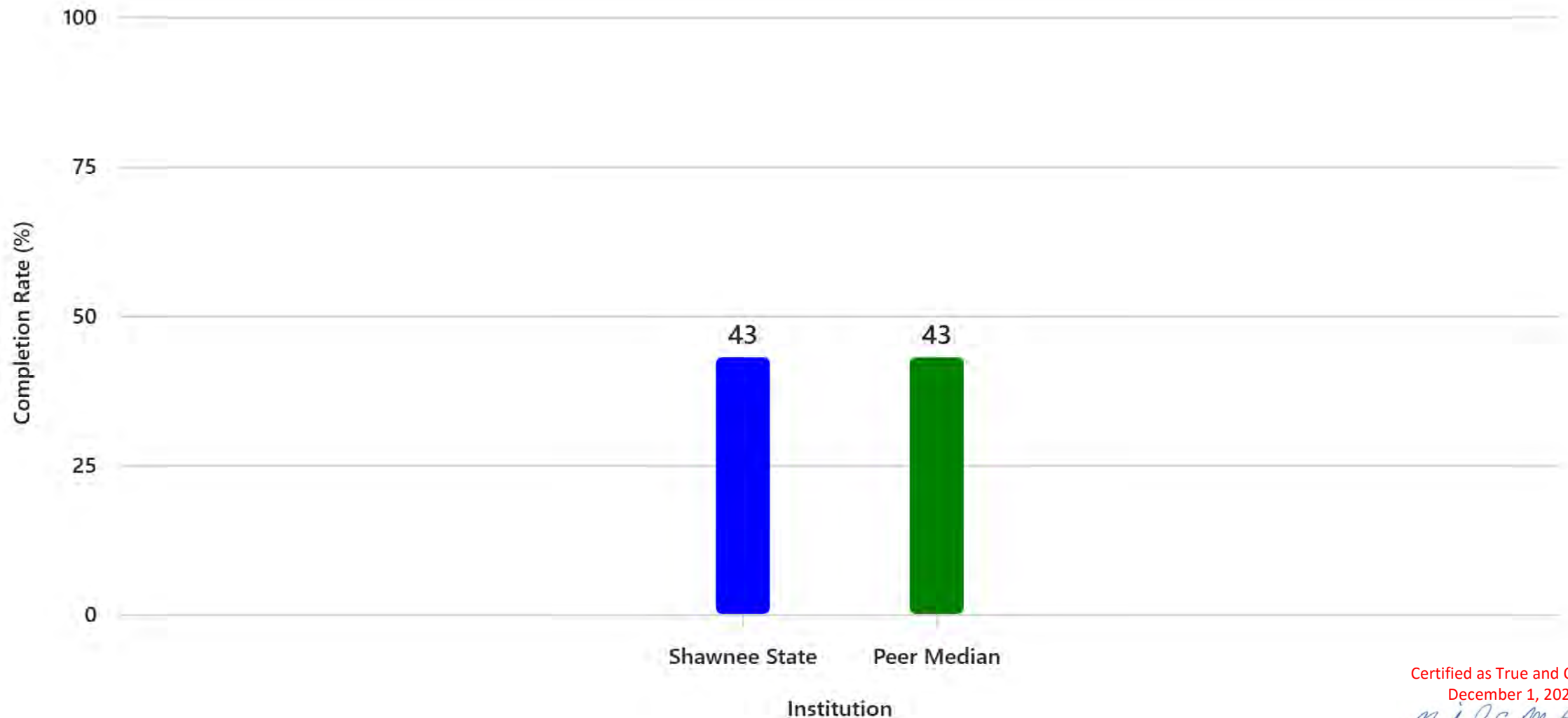
Earnings

Earnings: Entered in
AY2009-2010 and
AY2010-2011.
Measured in 2020 and
2021 calendar years.



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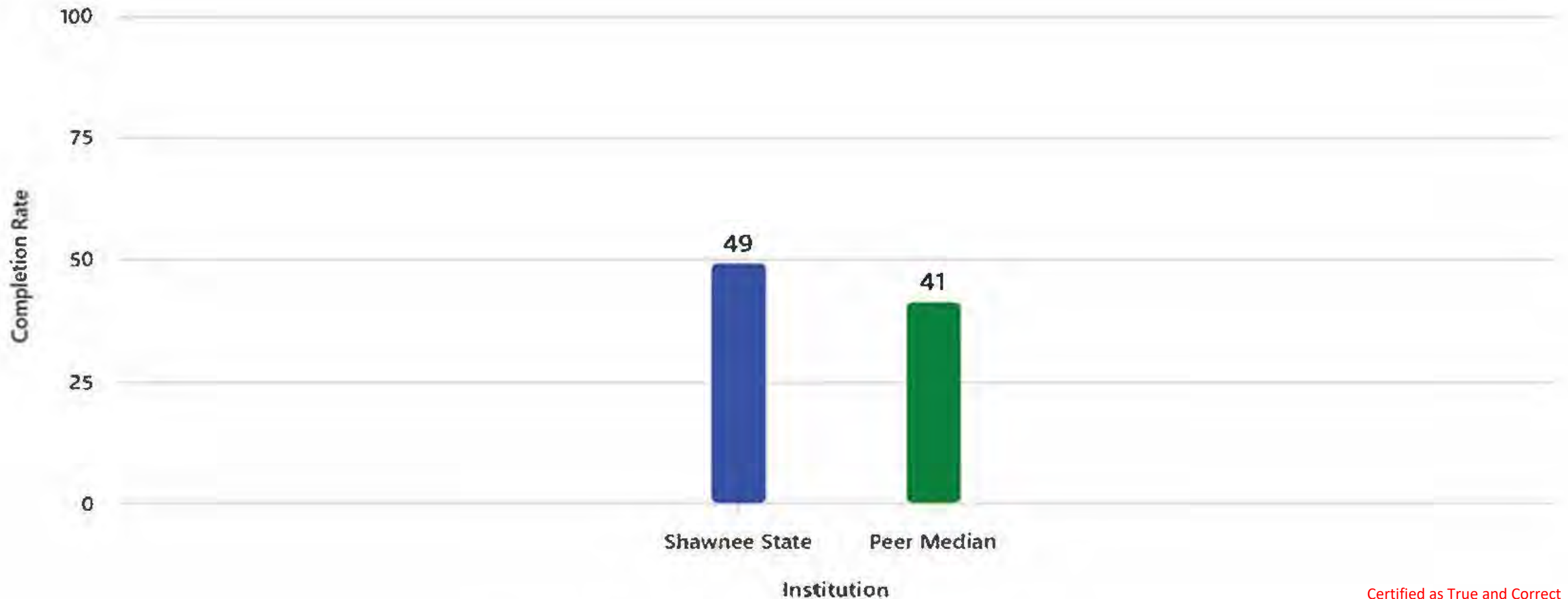
First-Time Full-Time Degree/Certificate Completion Rates



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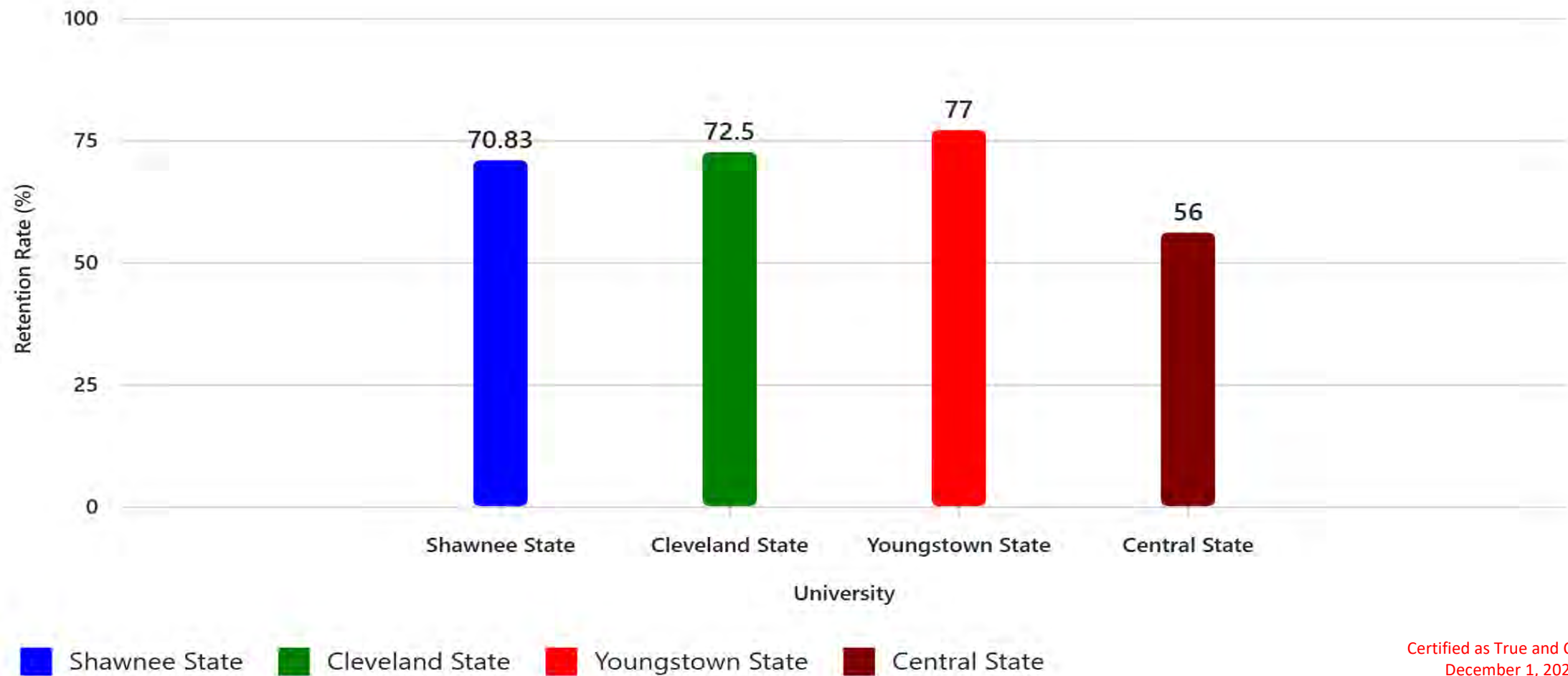
First-Time Full-Time Bachelor's Completion Rates:



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SSU vs. Ohio Peers, FTF Retention Rate:

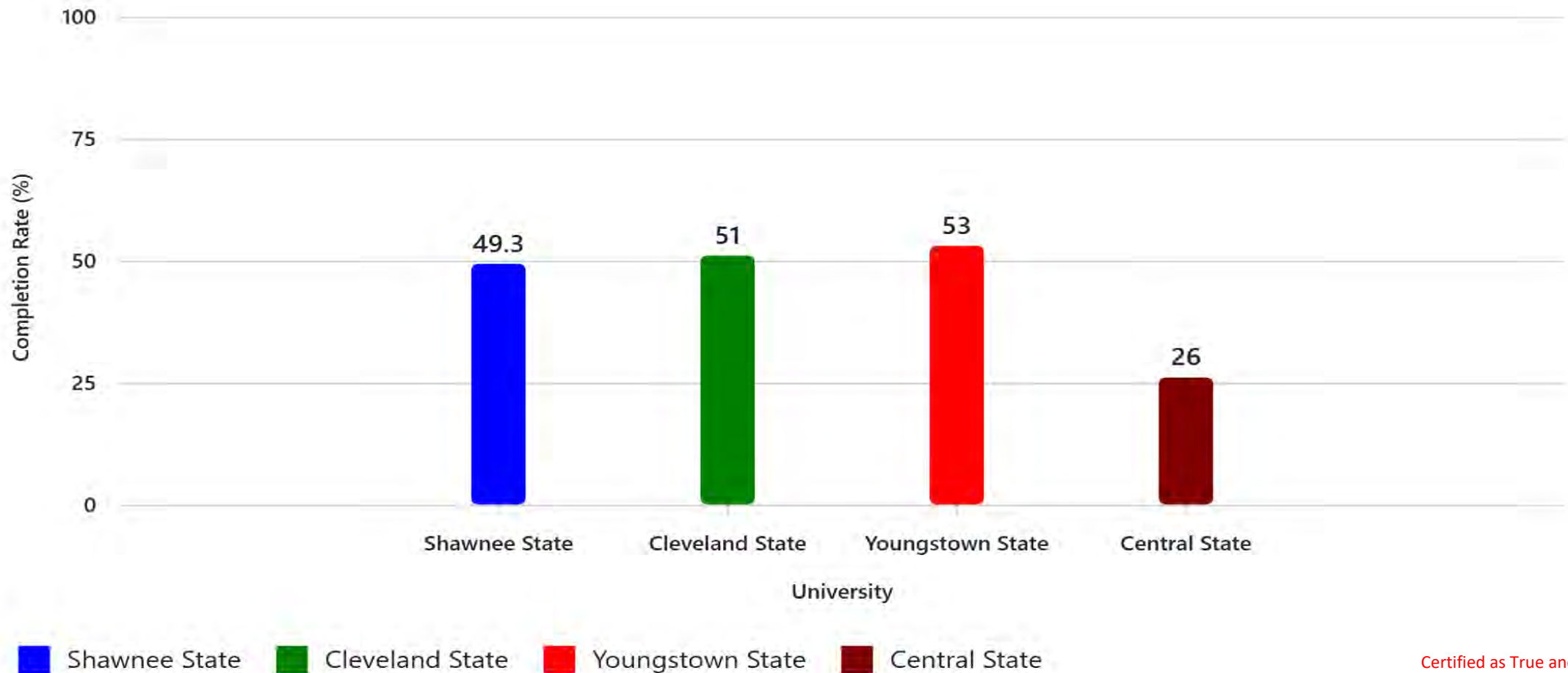


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SSU vs. Ohio Peers, Completion Rate:



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Secretary, SSU Board of Trustees



Athletics Community Engagement

Community Engagement in College Athletics

- Relationship building
- Student-athlete development
- School spirit and support
- University reputation
- Encourage lifelong engagement



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Athletics Community Engagement

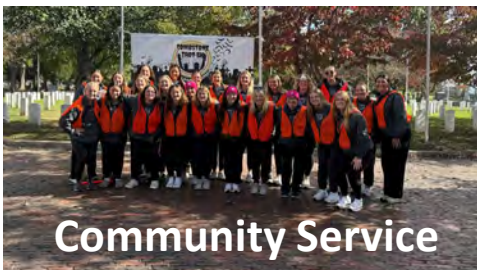
We prepare today's students to succeed in tomorrow's world.



Youth Outreach



Military/Veterans



Community Service



SSU Golden Bears



SOMC

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December 1, 2025
Michael C. McLeod
Secretary, SSU Board of Trustees

College of Arts and Sciences Program Development Plan

General Education Program Revisions

- **Enhanced transferability** makes Shawnee State a value leader
- Brings us into **alignment with the Ohio Transfer Promise** signed in 2019
- Clarifies **guaranteed transfer pathways** for advisors and school counselors
- **Better integration** to meet varying needs of programs across the 3 colleges
- **More student choice**
- Curriculum **focused more appropriately** on lower-division courses (1000 & 2000 level)

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December 1, 2025


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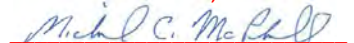
College of Arts and Sciences Program Development Plan

Teacher Education Curricular Revisions Pending

- Necessary to meet SB1 guidelines
- Preserving educational opportunities across teacher education
- Merges AYA Natural Sciences, Social Studies, and Art concentrations under one program with a shared core
- Will market the concentrations above the major
- Waiver to permit modifications requested from Chancellor of Higher Education
- Grade bands for teacher education soon to be resolved

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December 1, 2025



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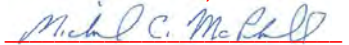
College of Arts and Sciences Program Development Plan

Development of Industrial Chemistry Program

- New partnerships will enhance outreach for Chemistry
 - (Airable Labs and internships)
- Applied for funding through Appalachian Regional Commission's POWER Grant initiative
 - Letters of support from corporate and K-12 partners
- Chemistry faculty and students supportive and engaged
- Curricular revisions in planning stages to better meet industry needs

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December 1, 2025



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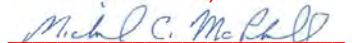
College of Arts and Sciences Program Development Plan

Accelerated Art & Design for Games and Entertainment

- Letters of support from **industry employers, software, and equipment companies**
- Builds on our alumni successes with Concept Art and Illustration
 - Faculty and alumni have **visible career successes**
 - Attractive to prospective students
- 1st 90 credit hour BA proposal on our campus
 - Credit hours were never meant to measure instruction
- **Fully online** - accessible to students outside our geographic region
- Accelerated format can be **completed in 2-3 years**

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December 1, 2025



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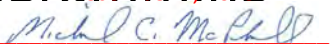
College of Arts and Sciences Program Development Plan

Movement of Individualized Studies under CAS oversight

- Structure more clearly matches other academic units on campus
- Provides a unit for faculty primarily associated with GEP to provide service and advising
- **Integrated Studies** Bachelor of Arts and Bachelor of Science curriculum under development
- **Flexible**; Will enable students to combine elements of qualitative and quantitative disciplines
- Credential is **more desirable and marketable** than a BIS
- Enrollment management brings previous experience with this type of programming

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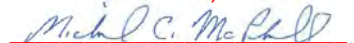
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Higher Learning Commission Process Overview

- March 2023: HLC conducted mid-cycle comprehensive evaluation of SSU
- July 2023: Official notice from HLC requiring an interim report on three “Met-With-Concerns” areas. Due date: Oct. 15, 2025
- October 15, 2025: Interim report submitted to HLC
- November 6, 2025: SSU received HLC’s analysis. No further reports required. As quoted in the report:
- *“Shawnee State has **accomplished a significant amount** since the 2023 team visit and report. The University has **comprehensively addressed** the focus areas in the required interim report.”*
- SSU’s next HLC evaluation is scheduled for 2028-2029

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Areas SSU “Met With Concern”

Core Component 3.C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

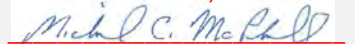
Core Component 5.B: The institution’s resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

Core Component 5.C: The institution engages in systematic and integrated planning and improvement.



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Required Review and Progress for 3.C

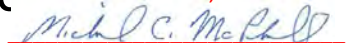
Review and evaluate the number of faculty and staff positions to ensure that each area is properly staffed and that the work load of each area is balanced.

The following items were reviewed/discussed in the report:

- Total faculty positions (FT and PT)
- Enrollment shifts (CCP on and off-campus)
- FT and PT faculty workload by program
- Overload by program
- Workload in BSW program
- Workload efficiencies (academic portfolio review, reduction of low-enrolled courses, reorg. of academic colleges)
- New hires or filling of vacant positions in SBC, Financial Aid, Registrar, Bursar, Student Success Center
- Strategic administrative hires to reduce administrative burden on faculty

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Required Review and Progress for 5.B

Review and evaluate the extent to which revenue generated from state appropriations and tuition and mandatory fees is sufficient to maintain the correct balance of faculty and staff.

Improved:

- Fiscal planning (balanced or surplus budgets were approved for FY24, FY25, and FY26)
- KPIs based on Moody's credit review of the University
- SB6 Score (2.6 in 2023; 4.2 in 2024)
- HLC Composite Financial Indicator Score

Increased:

- SSI (\$18 million to \$22 million)
- Supplement (from \$5 million to \$9 million, and \$9 million to \$12 million)
- Grants for CHHS growth (Ohio OBM, Adena, and INSPIRE)

Other important items:

- Reallocated resources after sunset of OPM partnership and closing of CLC
- Addressed budgeting communication gaps (Budget Book and OTI\$)

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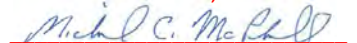
Required Review and Progress for 5.C

Review and evaluate the capacity of the institution to realize the strategic initiatives defined in the Shawnee at 40 strategic plan, addressing shortcomings noted in this report...

- Improved revenue modeling (budget analysis shows that revenue covers planned expenses)
- Reduced dependence on tuition and fees (60% to 49%) coupled with increased state support
- Made a sizable investment in Admissions (hire of Chief Enrollment Officer; increased positions)
- Expanded SSU's service area
- Revised enrollment targets
- Involved faculty and staff in strategic planning (plans from colleges include enrollment and retention goals)
- Reviewed/revised Shawnee at 40 Strategic Plan retention goals
- Made efforts toward addressing campus morale and employee satisfaction

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Commencement

- Starting in **AY 2026-27**, SSU will only have a Spring commencement ceremony
- Degrees will still be awarded three times per calendar year
- Students completing degree requirements in fall or summer terms may select **Spring term prior** or **Spring term following** for ceremony participation
 - Must be within **18 credit hours** of degree completion to select the Spring prior
- Announcements sent to campus; Spring 2025-2026 petition deadline extended to **January 16, 2026**



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A handwritten signature in blue ink, which appears to read "Michael C. McLeod", is written over a horizontal red line.

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