



ACADEMIC SENATE MINUTES

February 7, 2007

Note: The next meeting of the Academic Senate is scheduled for March 7, 2007, at 4:00 p.m. Please submit agenda items and cover sheets for the October Senate meeting to [Bob Hogue](#) by noon on February 28 at the latest. Provide both a hard copy and a disk or electronic copy of your report and cover sheet in *Word* or rich text format. A downloadable cover sheet is available at the Academic Senate web site [hit "cancel" if asked for a password]:

<http://www.yzu.edu/acad-senate>

Click on the links in the table to go directly to a specific section of the minutes.

Ad Hoc Committee on Realignment	Report from President Sweet	Chair's Report	Ohio Faculty Council	Elections & Balloting Committee
Academic Programs Committee	Undergraduate Curriculum Committee	General Education Committee	Motion Regarding Oral- Intensive Requirement	Sign-in Sheet

Call to Order: Sunil Ahuja, Chair of the Senate, called the meeting to order at 4:05 p.m.

Minutes of the Previous Meeting:

Minutes of the December 6, 2006, meeting were approved as posted. To view the minutes, go to <http://www.yzu.edu/acad-senate/mindec06.pdf>.

Report from Ad Hoc Committee on College Realignment:

Dr. Bill Binning reported. The committee examines several questions: 1. What were the reasons for the realignment? The committee decided that it didn't want to discuss the reasons. 2. Did anyone on the committee have anything to say about the way the decision was made? No one did. 3. What about implementation? (Division of advisors, etc.) The committee members are unanimous that students should not be disturbed by this realignment, especially with regard to academic advisement. We should proceed cautiously in this area. Again, students should not be harmed by the realignment.

Dr. Binning provided two documents to be appended to the minutes: The report of the Arts & Sciences Transition Committee ([Attachment 1](#)), and a summary of STEM2 initiatives from the Board of Regents ([Attachment 2](#)).

Gabriel Palmer-Fernandez: Did the committee meet the charge given to it by the Senate? **Dr. Binning:** I can't speak for them. But my impression was that however we got here, we're here, and there is not much benefit in opening a can of worms. **Dr. Palmer-Fernandez:** Again, did the committee meet their charge? **Dr. Binning:** They did, to the extent they wanted to. **Daryl Mincey:** I was on the committee and I think we fulfilled the charge.

Sunil Ahuja: I was called into that meeting. I was present for most of it. The first question was what should this committee do? Several members were also members of a transition team. The committee addressed the question of who would compile this report? They felt that it should be someone involved in the transition process. Bill Binning agreed to do so. I would like to thank the members of the committee for their work.

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Report from President Sweet:

1. Two weeks ago, Governor Strickland held a meeting of the presidents of all the public, community, and private universities (60-70 people). Scheduled 10-3:30 p.m. I expected that the Governor would give some prepared remarks and leave. Surprisingly, not only did Strickland come in and give extemporaneous comments, but he stayed for 5-1/2 hours. We broke into discussion groups Affordability & access; research & innovation; workforce training. He asked: What questions should the Governor be asking on these topics. We were all impressed with the Governor's interest in higher education.

It seems clear that the moving of the Chancellor to the Governor's office is pretty much a done deal. Another theme less clear was Governor's use of the word "system" as in "higher education system." Was that with a small "s" or large "S"? I am hopeful that it's a small "s."

2. Northeast Ohio Collaboration Study Commission: formed several months ago. Some forces in Northeast Ohio want a System for Northeast Ohio, and the support is especially strong from people from Cleveland. A number of us have concerns about that. John Pogue and I will represent YSU on the Study Commission. We have heard nothing so far except that the group is getting organized. Funding for the Commission has been cut to \$25,000 from \$200,000.

3. Board of Trustees of NEOUCOM: The University of Toledo recently merged with the Northwest Ohio Medical College. So now we have only one free-standing medical college in Ohio, NEOUCOM. The Board agreed that the status quo won't remain. One extreme is to merge it with one of the Universities. Another is that it becomes a major health center.

4. We met with our legislative delegation. STEM is playing well with Columbus. We have legislators who care about YSU and who want to support us and our efforts.

5. The new University Budget committee met yesterday. We intend to bring as much information as we can to the campus regarding budget issues.

6. It was announced this week that the implementation of Banner for the student and financial aid systems has been postponed for a year. I spent time at Cleveland State when they built a new system and did it wrong; then they spent three years getting it right. It is important for us to get it right also.

7. The Vice President for Finance search is in its final stages. Two finalists are coming to campus. Also an EEOD candidate is on campus today. Thanks to Joe Mosca and that committee.

8. The Architect for the new Business College building has been selected.

9. My appreciation to everyone involved in helping us to get a good report on the recent Performance Report from the Board of Regents.

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Senate Executive Committee (SEC) / Report from the Chair: Sunil Ahuja, Chair of the Senate, reported:

First of all, I want to welcome everyone back for the Spring semester.

Let me address several important issues in my report. My remarks today will focus on two categories of issues: (1) changes as a result of the upcoming realignment of colleges and (2) budget issues.

1. Given the impending realignment of the College of Arts & Sciences and the College of Engineering & Technology, a number of changes in the Senate's Charter and Bylaws will have to be made. A number of us recently met to discuss these changes. Let me just briefly mention these. The first issue is one of reapportionment. Professor Annette Burden, chair of the Elections & Balloting Committee, will report the new numbers for each college in her committee report. Second, for the elected committees where elections are held by college, it was agreed that the current members from A&S and E&T would stand for reelection, even if their terms are not up. Finally, any changes in Charter and Bylaws stemming from this realignment will be referred to the Charter & Bylaws Committee. Thankfully, there aren't too many places in the Charter or Bylaws where the colleges are mentioned by name. Where they are, in Bylaw 4, section 4, for example, I will refer such changes to the Charter & Bylaws Committee. I would also ask the Charter & Bylaws Committee to review the Charter and Bylaws for any changes necessary due to this realignment. For our purposes, the College of Arts & Sciences becomes CLASS and the College of Engineering & Technology becomes STEM.
2. Also given the impending realignment of the two colleges, we have moved up the process of receiving requests for Senate committee assignments. Normally, this request is sent out in April, but due to the complexities of sorting the membership of the two colleges, we will need more time this year. Bob Hogue has already posted the form for committee assignments and sent a link to everyone. Please sign up for Senate committees as soon as you can.
3. The Budget Information Committee, created by President Sweet and the Labor-Management Council, has begun to meet. We have two representatives from the Academic Senate on this committee: myself and Professor Kathylynn Feld. The first meeting of this committee was held this past Monday, February 5. This was largely an organizational meeting. The committee is scheduled to meet two more times this month. At the next meeting, on February 13, Neal McNally, the university's budget director, will make a presentation about the university's overall budget and we will get into specific topics of interest at subsequent meetings. The topics of interest identified so far include items like budget changes from year to year, Banner budget, summer school budget, student wages, etc. If any of you have any topics that you would like to see addressed, please communicate those to me or to Professor Feld.
4. On the same issue of university budget, as I mentioned in my November 2006 report, the Senate Executive Committee will be meeting with Neal McNally. I have scheduled this meeting for next Friday, February 16. In addition to sharing the university's general budget, Neal will address two items identified by the members

of the Senate Executive Committee: (1) the share of monies going to academic affairs compared to the rest of the institution and (2) summer school budget. Once again, if you have other topics you want addressed, please let me know or communicate them to your representative on the Senate Executive Committee. We will keep the Senate regularly informed of whatever information we get from these committees. The Senate has a unique opportunity to double-dip here (through the Budget Information Committee and the Senate Executive Committee), so please take advantage of that.

5. Dr. Tammy King will give a report from the last Ohio Faculty Council meeting.

That concludes my report.

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Ohio Faculty Council: **Tammy King** reported: See [Attachment 3](#) for a report on the Ohio Faculty Council meeting of January 12.

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Charter & Bylaws Committee: No report.

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Elections & Balloting Committee: **Annette Burden** reported. See [Attachment 4](#) for a breakdown of the number of at-large and departmental Senate seats next year after the formation of the STEM College and the LASS College. Dr. Ahuja thanked Dr. Burden for the work in recalculating these based on the provisions in the Senate Charter.

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Academic Programs Committee: See [Attachment 5](#) for a list of program changes that have been approved.

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Undergraduate Curriculum Committee: See [Attachment 6](#) for a list of approved course changes.

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General Education Committee: See [Attachment 7](#) for a list of newly-approved General Education courses.

Unfinished Business: None.

New business:

Tod Porter moved that the Academic Standards Committee of the Faculty Senate consider a proposal to eliminate the oral intensive course requirement from the General Education model. (See [Attachment 8.](#)) Motion was seconded.

Bill Jenkins: There was a ruling several years ago by the Charter and Bylaws Committee that recommendations for changes to the General Education Requirements would be submitted to the General Education Committee, rather than to Academic Standards. A friendly amendment was accepted to have the proposal sent to both the General Education Committee and the Academic Standards Committee. A vote was taken on the amended motion. Motion passed.

Dan O'Neill: I heard about this last week. I'm not crazy about the idea. If this is to be referred to a committee, it has to be to the General Education Committee. Also, some of the arguments are pretty weak. I counted 70 courses in the oral-intensive category. What makes it difficult for students to find these courses? Why is the focus now on oral-intensive, when there have been many examples of non-enforcement of other components of General Education?

Adjournment: The Academic Senate adjourned at 5:04 p.m.

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For further information, e-mail [Bob Hogue](#) .

Report of the Transition Committee College of Arts & Sciences

In anticipation of realignment of the College of Arts & Sciences and the College of Engineering a transition committee was formed within the College of Arts & Sciences to discuss aspects of the realignment relevant to departments within Arts & Sciences. The committee consisted of eight members of the College with representation from the humanities, social sciences, sciences & mathematics and the advising staff. The committee examined financial, personnel and procedural issues related to the realignment, focusing on best serving students in the College and minimizing the potentially disruptive impact of the realignment.

The following recommendations are made by the transition committee:

- That a joint meeting be held with advising staff of the current Colleges of Engineering and Arts & Sciences to share information regarding procedures related to advising, senior evaluation and graduation.
- That there be a transitional period with regards to handling current students such that advising responsibilities and activities related to graduation will be gradually shifted to the new STEM College in order to minimize confusion for students.
- That the academic administrator position in the current College of Engineering be filled in advance of the retirement of the current academic administrator to allow for sufficient training of the new hiree.
- That the current advising staff (3 full time positions, one academic administrator and two advisors) be maintained in the current College of Arts & Sciences.
- That the position of BSMD Coordinator is reassigned to the proposed STEM College and a BSMD Liaison Officer is appointed from the proposed STEM College.
- That two associate dean positions be maintained in the college consisting of the departments of humanities and social sciences.
- That planning documents submitted by the departments that will form the proposed STEM College be forwarded to the STEM College transition and/or planning committee.
- That reassigned time requests for the 2007-2008 academic year be processed holistically within the current College of Arts & Sciences.
- That the course fee committee within the current College of Arts & Sciences submit to the transition committee a proposal for the use of reserve course fees. This proposal will be made so as to ensure the use of the reserved fees by the college.
- It has been determined that the funds currently allotted to the Dean's Travel Account (701305) has only a historical basis in terms of amount of funding. This account has been used in the past to fund the travel of two associate deans and 15 chairpersons. The amount of \$17,000 could be reasonably divided as such: \$6,000 to fund travel for the chairs of the six departments moving to form STEM (biology, chemistry, CSIS, geology, math, physics) and \$11,000 remain to fund

travel of two associate deans and the 9 remaining department chairs (economics, English, foreign languages, geography, history, philosophy & religious studies, political science, psychology, and sociology & anthropology).

- Discretionary funds exist in the College of Arts and Sciences in Restricted Gifts Fund (244001 140702). These funds could appropriately be equally divided between the two new colleges.
- Other funds exist that are specifically tied to programs associated with department(s) and should remain with those departments. These include: Lake to River Science Day (244132 140702); YSU F Public Education Mental Health (247015 140702) and Master of Fine Arts Program (270136 140702).

In addition to these recommendations the Arts & Sciences Transition Committee asks that the following items be reviewed:

- The assignment of teaching assistant positions in the two new colleges.
- Representation on the Senate and on Senate committees
- Governance, workload and promotions documents of the departments in each of the new colleges.
- *Allocation of funding for part-time faculty.**
* *Added by A&S chairs*

Arts & Sciences Transition Committee members:

Ikram Khawaja, Bill Binning, Jeff Coldren, Julie Felix, Julia Gergits, Jane Kestner, Terri Riley, Tim Wagner, Eric Wingler

December 11, 2006

**ADDENDUM TO REPORT OF
ARTS & SCIENCES TRANSITION COMMITTEE**

In addition to the recommendations made at the November 27 meeting of the Arts & Sciences Transition Committee, the following information is submitted for consideration:

- It has been determined that the funds currently allotted to the Dean's Travel Account (701305) has only a historical basis in terms of amount of funding. This account has been used in the past to fund the travel of two associate deans and 15 chairpersons. The amount of \$17,000 could be reasonably divided as such: \$6,000 to fund travel for the chairs of the six departments moving to form STEM (biology, chemistry, CSIS, geology, math, physics) and \$11,000 remain to fund travel of two associate deans and the 9 remaining department chairs (economics, English, foreign languages, geography, history, philosophy & religious studies, political science, psychology, and sociology & anthropology).
- Discretionary funds exist in the College of Arts and Sciences in Restricted Gifts Fund (244001 140702). These funds could appropriately be equally divided between the two new colleges.
- The Arts & Sciences Course Fee committee has recommended the submission of a proposal to replace computers in labs 4 years of age and older in departments in the College. The committee further recommends that the remaining reserve funds remain with the college comprised of the departments of humanities and social sciences reflecting the sources of the reserve funds.
- Other funds exist that are specifically tied to program associated with department(s) and should remain with those departments. These include: Lake to River Science Day (244132 140702); YSU F Public Education Mental Health (247015 140702) and Master of Fine Arts Program (270136 140702).

*****DRAFT*****

**Redesigning the Educational Pipeline to Careers in Science, Technology,
Engineering, Mathematics, and Medicine (STEM²)**

**A Summary of STEM² Initiatives Organized by
the Ohio Board of Regents**

Version 2.0: October 29, 2006

Overview

We live in the age of high technology. The global economy is driven by knowledge and the ability to innovate. Most high-value jobs, therefore, require individuals who possess a detailed understanding of science, mathematics, and technology.

The most important key to a prosperous future, as economists have discovered,¹ is an elevated level of *knowledge stocks*:

- the proportion of a state's population with at least a high school degree;
- the proportion of a state's population with at least a baccalaureate degree; and
- the number of patents held by people or businesses in the state.

Of these three parameters, the most important metric is the accumulation of patents, which serves as a proxy for the level of scientific and technological advancement.

Since each state's stock of knowledge determines its relative level of per capita personal income, the path to improved economic performance is clear: **State policymakers must find effective mechanisms to enhance the total portfolio of home-grown knowledge stocks.** This translates into the need for elevated educational attainment levels across the entire workforce as well as a central focus on science and mathematics as the foundation for a scientifically and technologically advanced society. To fulfill this vision for Ohio will require significant investments in the state's talent pool with respect to the production of graduates in the STEM²-related areas of:

- science
- technology
- engineering
- mathematics
- medicine

If Ohio is to remain competitive, educational opportunities must be transformed in order to encourage more Ohioans to pursue STEM²-related careers. We must

¹ <http://www.clevelandfed.org/research/Workpaper/2006/wp0606.pdf>

foster public awareness and understanding of the importance of mathematics and science to the state's economic success. Ohio's talent base must be expanded with significantly larger numbers of middle- and high-school students mastering high-level mathematics and science. The quality of mathematics and science teaching and the availability of appropriate P-16 learning opportunities must be improved. To accomplish all of this will require that we recruit, prepare, and retain a larger number of high-quality mathematics and science teachers. Requiring all students to take the *Ohio Core*, a rigorous high school curriculum, is an essential ingredient for success.

Advanced study in the STEM² disciplines is also a critical aspect of the state's ability to provide the needed pool of human talent. And, it is widely recognized that effective education-business partnerships keep the educational community in touch with the changing needs of their regional economic environments. Such education-business strategic alignments not only assist in the expansion of needed academic and job-training programs but also lead to the development of important student internship opportunities and senior scholar exchanges.

The bottom-line is that the state's workforce must have the high-level knowledge and skills needed to succeed in a global economy fueled by ever-increasing levels of innovation and discovery.

The Pipeline Model

The pathways taken by students as they progress from the classroom to their first jobs have been described as the *educational pipeline*.² For analytical purposes, we divide the Ohio educational pipeline into the following set of progressions:

1. Middle school to high school progression
2. High school to college progression
3. Undergraduate to graduate progression
4. College to job progression

How many students graduate at each level and in each field may be considered a reflection of the efficiency, effectiveness, and integrity of the educational pipeline provided that the effects of student aspirational levels, job market pull, and population mobility are also taken into account. Cohort progression rates from one stage to the next in the educational pipeline are important metrics which can be employed to gauge the ultimate effectiveness of initiatives in this area.

The program descriptions which follow, arranged by pipeline segment, define a portfolio of Ohio STEM² initiatives to be developed and mounted during Fiscal Years 2008-09:

Middle School to High School Progression

² e.g., <http://www.bc.edu/research/nbetpp/statements/nbr3.pdf>

Initiatives from the Ohio Department of Education will address this segment of the educational pipeline.

High School to College Progression

1. Regents' STEM and Foreign Language Academies (House Bill 115)

- a. House Bill 115 of the 126th General Assembly provides, as follows: (E) Of the foregoing appropriation item 200-536, Ohio Core Support, up to \$3,500,000 in fiscal year 2007 shall be disbursed to the Board of Regents within sixty days after the effective date of this section. The Board of Regents shall use the funds to support up to ten regional summer academies that focus on foreign language, science, mathematics, engineering, and technology and prepare eleventh and twelfth grade students to pursue college-level foreign language, mathematics, science, technology, and engineering, with a focus on secondary teaching in these disciplines. Successful completion of these academics shall result in dual high school and college credits. Costs shall be based upon reasonable expenses, as determined by the Board of Regents, that institutions of higher education could incur for faculty, supplies, and other associated costs.
- b. The Ohio Board of Regents is inviting 4-6 page letter proposals (due November 1, 2006) in response to a Request for Interest for the development and implementation of up to 10 regional and statewide Regents STEM and Foreign Language Academies as initiated through HB 115 of the 126th General Assembly.
- c. H.B. 115 provides \$3.5 million in FY 07 for students entering 11th and 12th grades who want the opportunity to earn college credit while meeting high school requirements for mathematics, science and foreign language. H.B. 115 is designed to focus on secondary teaching as a career, particularly for students who may not currently aspire to college or to study in the STEM fields or foreign language.

2. OHIOSTEM² Undergraduate Academic Challenge (Start-Up = FY 2008)

This initiative is designed to enable campuses to restructure and realign their operations to ensure more student success in STEM² areas by creating a new challenge program. The Challenge would be modeled on the "Academic Challenge" of the late 1980s and early 1990s and would provide campuses with a proportional share of \$15 million per year for up to four years contingent upon a campus' ability to develop (and later, implement) an OHIOSTEM² plan that would be independently reviewed prior to the release of funds. The criteria for the plan could include, for example, any or all of the following:

- a. A match requirement (to be determined) from the campus reallocation of current funds;
- b. Increased use of technology and/or collaboration to lower costs and improve student learning;
- c. Clear evidence of the preparation of job ready graduates in OHIOSTEM² areas;
- d. Strong measures of value added, as measured by an approved assessment mechanism;
- e. Increased participation by Arts and Science faculty in assuming a shared responsibility for successful teacher education (especially in mathematics and the sciences);
- f. Promote student success by changing the undergraduate focus from teaching to learning outcomes.
- g. A peer review process will be used to ensure that we develop the quality and breadth of programs needed to improve Ohio's economic competitiveness.
- h. In any given year, the OHIOSTEM² Undergraduate Academic Challenge may focus on a more limited set of OHIOSTEM² programs, or the opportunity may exist for institutions to propose a plan that capitalizes on its own institutional perspective.
- i. Eligibility criteria: All public and private campuses would be eligible to compete for the OHIOSTEM² Innovation and Excellence Grants, described below; however, only state-assisted campuses are eligible to receive OHIOSTEM² Academic Challenge and OHIOSTEM² Success Challenge funding.

Following some time period – perhaps 2 biennia – the funding for the OHIOSTEM² Academic Challenge could be shifted to one in which funding follows the number of OHIOSTEM² graduates (adjusted, as necessary, for such things as value added and absolute versus comparative progress). Assuming the timeline outlined above, the proposed funding structure would be:

Year 1 (FY 2008) = \$15 million

Year 2 (FY 2009) = \$30 million

Year 3 (FY 2010) = \$45 million

Year 4 (FY 2011) = \$60 million

Year 5 (FY 2012) = \$60 million (This item becomes initial funding for OHIOSTEM² Success Challenge component.)

Three examples of undergraduate programs that campuses might use as models for part of their proposal to qualify for support under this concept are:

1. *Wright State Model for Engineering Mathematics*

- a. An application-driven, just-in-time approach to engineering mathematics, with the goal of increasing student retention, motivation, and success in engineering.
 - b. Involves a freshmen-level engineering mathematics course, and a substantial restructuring of the traditional engineering curriculum.
 - c. Lectures motivated by hands-on laboratory exercises.
2. *Research Experience to Enhance Learning (REEL) Program*¹
- a. The Ohio Consortium for Undergraduate Research consists of the chemistry departments of fifteen public and private higher education institutions, including community colleges, liberal arts colleges, and research universities.
 - b. Transforms the current 1st and 2nd year chemistry courses into a research-intensive program so students will pursue additional scientifically oriented training, appreciate the scientific and ethical nature of research, and adopt the scientific method as a lifelong problem-solving technique.
 - c. To increase the retention and graduation rates in OHIOSTEM² fields, especially chemistry.
 - d. The REEL model can be readily adapted to laboratory sequences in other STEM² disciplines.
3. *Community College Bridge Courses*
- a. A community college develops bridging courses in both chemistry and mathematics for students who want to enter OHIOSTEM² fields but did not take the proper courses in high school.
 - b. The courses are modular and competency-based in design and use interactive high-graphic materials in small group settings.
 - c. Students are able to work at their own speed in mastering the content with assistance from professional staff.
 - d. Upon completion, students are able to proceed to the next level of courses in the major.
- 3. OHIOSTEM² Undergraduate Success Challenge: Rewarding Success in OHIOSTEM² Degree Achievement (Start-Up = FY 2012 to replace the OHIOSTEM² Undergraduate Academic Challenge)**

This proposal conceptualizes that the “Academic Challenge” portion of this initiative would end after four years and the funding would be redirected to rewarding institutions based on the number of degrees awarded in OHIOSTEM² fields. This option was the recommendation of the H.B. 66 Mandates Committee and had been shared and accepted by the Study Council. However, our proposal recommends delaying the implementation of this component of the package by two biennia to allow the Academic Challenge component to provide

the resources to implement an academic plan to increase STEM² graduates at each institution.

The proposed OHIOSTEM² definition and attached appendices with CIP program codes would be used as a basis for these rewards, with appropriate modifications as a result of the Ohio needs analysis currently underway.

The delayed implementation of this phase of the initiative means that we do not need to fully decide every detail of this program now. However, the reward structure must be sufficiently developed to allow institutions to plan and implement their investments in the “Academic Challenge” phase consistent with the rewards system in the “Success Challenge” phase. The “Success Challenge” phase also should contain a process for allowing change in the reward structure based on changing State needs, balancing this with the need for institutions to have adequate time to adapt to these changing needs.

Among the issues that will need to be decided before this initiative can be implemented are:

1. Should the basis for awards be graduates in areas included in our OHIOSTEM² definition; or should it also include employment in Ohio as an additional requirement? If we decide that it should be graduates only, should there be an additional reward if the graduate is also employed in Ohio?
2. Should the basis of the award be total graduates in OHIOSTEM² areas? The increase in OHIOSTEM² graduates from a base period (perhaps FY 2007)? Or possibly a hybrid model with a portion of the allocation being based on total graduates in OHIOSTEM² areas, and a portion of the allocation being based on the increase in OHIOSTEM² graduates?
3. Should allocation weights be provided for particular subject fields (e.g. Engineering, Allied Health etc.) or types of degree (associate, baccalaureate, masters, doctoral or professional)?

Should we fund non-resident students who graduate in OHIOSTEM² subject fields?

4. OHIOSTEM² Innovation and Excellence Grants (Start-Up = FY 2008)

The OHIOSTEM² Innovation and Excellence Grants are designed to reward campuses for their efforts to promote innovative STEM²-related programs with a special focus on the academic success of Ohio undergraduate students in STEM² fields. All Ohio campuses – public and private – would be eligible to participate in this program.

The STEM² Innovation and Excellence Grant program would provide competitively-awarded grants to campuses for the following purposes:

1. To support campus efforts to reform undergraduate instruction in STEM² programs;
2. To promote improved connections and outreach between colleges and high schools in the preparation of students in STEM² disciplines;
3. To promote collaboration between institutions; and
4. To help campuses develop alternative pathways for traditional and non-traditional students to succeed in STEM² fields.

Preliminary program features include the following:

1. \$6 million would be made available for the FY 2008 - FY 2009 biennium;
2. All public and private campuses would be eligible to compete for the grants;

The service of external consultants would be used to review grant applications and award grants.

Undergraduate to Graduate Progression

OHIOSTEM² Graduate Academic Challenge (Start-Up = FY 2008 and to be replaced in FY 2012 by OHIOSTEM² Graduate Success Challenge)

Examples of graduate/professional programs that campuses might use as models for portions of their proposals to qualify for support under this concept are:

1. Models for Graduate Cooperative Education Programs (e.g., Ralph Regula School of Computational Science)
 - a. As Ohio universities develop graduate programs in computational science jointly with the Ohio Supercomputer Center's Ralph Regula School of Computational Science (<http://www.rscs.org/>), cooperative education programs will make it easier for students to work directly with Ohio business firms while actively pursuing their graduate degrees.
 - b. Computational science involves the direct application of computer modeling and simulation to solve complex business, technology, and research problems. Ohio business leaders recognize that, in the global knowledge economy, computational science is an essential tool for innovation that will lead the way in developing new commercial products and services.
 - c. Cooperative education is a structured educational strategy that combines traditional academic studies with hands-on learning through productive work experiences directly related to a student's academic or career goals. It provides progressive work experiences for integrating theory and practice. Co-op is a partnership among students, educational institutions, and employers with well-defined responsibilities for each party.

- d. At the University of Cincinnati, for example, all engineering students are required to participate in the cooperative education program.

2. Professional Science Master's Degree Programs

- a. Professional science master's (PSM) degree programs³ are professionally-focused Master of Science degree programs that provide a far wider range of career options for graduates than do traditional programs of advanced study in the sciences, engineering, and mathematics.
- b. PSM programs are terminal M.S. degree programs that prepare students for work in business, technical consulting, banking, insurance, research management, and technology transfer.
- c. The Alfred P. Sloan Foundation has funded the development new M.S. degrees in nearly fifty universities with strong graduate programs in the sciences and mathematics. Each of these programs has been developed in consultation with industry and prepares graduates for current and future professional career opportunities.
- d. Nationally prominent PSM programs include such offerings as:
 - i) Computational science PSM at San Diego State University⁴; and
 - ii) Financial mathematics PSM at North Carolina State University⁵

3. Multi-Institutional Collaborative STEM² Graduate Programs: Eastern Ohio MPH

- a. The Consortium of Eastern Ohio Master of Public Health (MPH) degree program involves a collaborative partnership between six institutions of higher education:
 - i) University of Akron;
 - ii) Cleveland State University;
 - iii) Kent State University;
 - iv) Northeastern Ohio Universities College of Medicine;
 - v) Ohio University; and
 - vi) Youngstown State University.
- b. The Eastern Ohio MPH is a nontraditional graduate program with core courses being taught on Saturdays by interactive videoconferencing in order to accommodate working students.

The elective courses in the MPH curriculum may be taken at any of the partner universities while the core courses are taught by teaching teams of faculty members from the six different campuses depending upon each faculty member's area of expertise.

³ <http://www.sciencemasters.com/>

⁴ http://www.csrc.sdsu.edu/csrc/education/graduate_programs/psm/

⁵ <http://www.math.ncsu.edu/finmath/>

College to Job Progression

Current State of Ohio workforce development initiatives by the Board of Regents, Department of Development, as well as Job and Family Services address this segment of the educational pipeline.

Appendix A

OHIOSTEM² Definition

For these purposes to be accomplished in ways that complement and extend federal efforts and other Ohio initiatives already underway or under discussion, we propose the following definition for OHIOSTEM² as the means by which we signal not only the general orientation for Ohio initiatives but also a precise and specific data-based program list that reflects Ohio context and need:

The OHIOSTEM² program list is indexed to the federal Classification of Instructional Programs (CIP) codes from the HEI database. In general, the programs included in these initiatives include those that are typically thought of as science, engineering, mathematics, and technology as well as foreign languages, medical programs, and teacher education in the above areas. Appendices attached to this report provide a list of specific program codes that apply to undergraduate, graduate, and professional instruction, except where noted.

The lists of program codes in the appendices have been derived using this methodology to create an inclusive list of program codes, without respect to the full-time or part-time nature of particular students or the status of their institutional affiliation. The list only delineates those programs eligible for support within OHIOSTEM² initiatives described in this document.

1. Start with the federal list of program codes (from GAO Report GAO-06-114, October 2005, as well as the National Science and Mathematics Access to Retain Talent (SMART) Grants program code list).
2. Add program codes consistent with the SSI Taxonomy subcommittee definition, with teacher preparation programs associated with the STEM areas as well as medical program fields.
3. Add program codes consistent with the Regents' Performance Report, with teacher preparation programs associated with the STEM areas as well as medical program fields and foreign languages.
4. Modify total list as a result of the needs assessment to limit supported programs to those with demonstrated need for Ohio.
5. Modifications in the list of program codes will be made as the OHIOSTEM² needs analysis is completed to ensure that supported programs align with Ohio needs.

Appendix B

OHIOSTEM² Needs Analysis

It will be important for the State of Ohio to determine how OHIOSTEM² graduates are produced (student preparation level, instructional resources, etc.) and to gather more information from employers about the qualities that are required in successful OHIOSTEM² workers. Data on the kinds of students who are likely to become successful OHIOSTEM² graduates and comparative instructional costs in OHIOSTEM² versus other fields will be useful in determining the kinds of adjustments required in higher education to graduate more students in OHIOSTEM² fields. Information from employers is necessary to make sure that higher education graduates' skills match up well with Ohio's economic needs. While we need to be forward thinking and provide economic futures for our youth, we must also be attentive to ensuring that our current workforce has opportunity to retool their knowledge and skills to remain competitive. The Board of Regents has indicated that it will begin this STEM² Analysis, with a "first phase" report to be prepared by late October, 2006.

The Board of Regents recognizes that a greater understanding of the role of STEM² graduates in the economy is required in order for higher education to produce a mix of graduates by field that generates the greatest net economic benefit. Additional research, possibly conducted by multiple government agencies or by independent contractors, may be worthwhile. Key issues include determining where Ohio's needs are now and will be in the future. Also, we must be aware of how these needs are different than those faced nationally. It is important to recognize that this phase of the OHIOSTEM² initiative could result in revisions to the initiative components outlined in the remaining sections of this report as well as resulting in the addition of new components.

Appendix C
Developing OHIOSTEM² to be Complementary
to Federal and State initiatives

As Ohio develops its STEM² initiative it will be important to consider how these programs will complement both the federal initiatives and the Ohio Core programs described below.

It should be noted that the federal programs are designed **to provide qualified Pell Grant-eligible students with direct awards** as incentives to take more challenging courses in high school and to pursue college majors that are in high demand in the global economy, such as science, math, technology, engineering and critical foreign languages.

Nationwide, it is estimated that approximately 500,000 students will qualify to receive Academic Competitiveness and National Science and Mathematics Access to Retain Talent (SMART) Grants. Assuming that Ohio's enrollments equal 4% of the nation's total, some 22,000 Ohioans would be expected to benefit from these two new grants, providing approximately \$15 million of additional student financial aid annually.

Academic Competitiveness Grants provide additional funds of up to \$750 for first-year college students and up to an additional \$1,300 for second-year students who complete rigorous high school course work as defined by their state and recognized by U.S. Department of Education, are enrolled full-time and maintain a 3.0 GPA in college (www.federalstudentaid.ed.gov). For SMART Grants, third- and fourth-year Pell Grant-eligible students who meet the requirements, major in designated science, technology, math or critical foreign languages and maintain a 3.0 GPA will automatically receive up to an additional \$4,000 during the 2006-07 school year.

In Ohio, the Governor has recognized that the K-12 "pipeline" needs to be strengthened by building capacity to produce more high school graduates who are able to enroll and succeed in OHIOSTEM² areas in college. New initiatives and programs are being designed to increase the number of teachers in Ohio who are qualified to teach in the OHIOSTEM² areas and in other selected areas, such as languages, and to increase the interest and abilities of primary and secondary students in OHIOSTEM² areas. Components of the Governor's Ohio Core proposal, if fully implemented, will help fill many if not all of the needs identified.

(For example: Substitute HB 115 provided \$3,500,000 to the Ohio Board of Regents to support up to ten regional summer academies that focus on foreign language, science, mathematics, engineering, and technology and prepare eleventh and twelfth grade students to pursue college-level courses with a focus on secondary teaching in these disciplines. Successful completion of these courses will result in dual high school and college credits.)

[See also documents supplied by the Governor's office about the Ohio Core proposal and related legislation.]

Appendix D

Related Efforts

Tapping Ohio's Potential (TOP) is a statewide coalition of business, education and community leaders affiliated with the Ohio Business Roundtable. TOP is dedicated to the understanding that Ohio must do a better job of educating its talent base if the state is to compete successfully in the global economy (<http://www.top2015.org/default.html>). The specific goals for TOP are:

- b. ensure that all high school graduates in Ohio are ready for college, work, and citizenship; and
- c. double the number of science, technology, engineering and mathematics (STEM) graduates with bachelor's degrees by 2015.

The National Academies was recently asked the following questions by several members of the *Senate Committee on Energy and Natural Resources* as well as the *House Committee on Science* (<http://www.nap.edu/catalog/11463.html#toc>):

- What are the top ten actions, in priority order, that federal policymakers could take to enhance the science and technology enterprise so that the United States can successfully compete, prosper, and be secure in the global community of the 21st century?
- What strategy, with several concrete steps, could be used to implement each of those actions?

To study the issues the *Committee on Prospering in the Global Economy of the 21st Century* was created by the National Academies, which consisted of leaders in industry, government, and academe. Among its members were university presidents, noted researchers (three Nobel prize winners), chief executive officers, and presidential appointees. The work of this group led to the publication, in 2006, of the report entitled, "*Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future.*"

The committee concluded that the nation's competitive edge in the marketplace and in science and technology is beginning to erode. Advanced knowledge, the internet, and low-cost labor are readily available around the globe. As the *New York Times* foreign affairs correspondent, Thomas Friedman, has often noted, rapid advances in technology and communication have facilitated a high level of interaction among all areas of the planet such that countries like China and India are not only active participants in the global economy but are making great strides in developing their own innovations and discoveries. The basic competitiveness of the United States along with its pre-eminence in the sciences is now greatly at risk. This congressionally requested report from the National Academies identified four recommendations for actions that federal policy-makers should take in order to create high-value jobs and focus new efforts on meeting the nation's future needs in science and technology:

- Increase America's talent pool by vastly improving K-12 mathematics and science education;
- Sustain and strengthen the nation's commitment to long-term basic research;
- Develop, recruit, and retain top students, scientists, and engineers from both the United States and abroad; and
- Ensure that the United States is the premier place in the world for innovation.

OHIO FACULTY COUNCIL MEETING

January 12, 2007

1. Minutes were reviewed and approved.
2. Old Business
 - a. Discussion focused predominately on the changes that may occur with the Board of Regents as a result of the Chancellor possibly being appointed by the Governor to his Cabinet.
 - b. The OFC wants to assure that we have a voice in decisions concerning higher education in our state. The OFC is reviewing equivalent faculty councils in other states so that we can determine how to propose representation. In California, their Chair and Vice Chair of their University Council serve on their Board of Regents as Faculty Representatives. The Representatives do not vote, but by Regent policy are fully included in all discussion and debate, including Regents Only sessions. A letter is being draft and will be forwarded to John Husted. The information will also be given to Governor Strickland.
 - Karen Flynn from UA will write and send the letter asking for representation for University Presidents, Faculty from four and two year schools, a Graduate and Undergraduate Student representatives. The motion was made and approved.
3. New Business
 - a. Jon Husted, Ohio's Speaker of the House, announced that the Chancellor will be appointed by the Governor and made a member of his Cabinet.
 - The role of the Board of Regents is now in questions.
 - The OBOR want Governor Strickland to review their candidates for the position of Chancellor since these individual are not politically driven.
 - One possible reason that the Chancellor is being appointed is because University Board of Trustees were appointed by a Republican Governor.
 - b. The OFC webpage needs updated. An emblem has been developed. From the emblem, the webpage of the other public Universities will be linked. The adoption of the emblem was voted and approved.
 - c. If the OBOR is dissolved, then the OFC may not longer be a viable body. The OFC voted and decided that we would continue to meet even if we are no longer a legislative mandate.
4. Highlights from Universities in Attendance
 - a. Toledo – still dealing with merging “pains”, their medical college is being absorbed by the University; they are discussing the formation of a STEM² – two Ms, one for Mathematics and the other for Medicine.
 - b. Youngstown – Discussing consolidation issue and the impact it may have; STEM realignment discussed; discussed efforts made for North Central's visit next year.
 - c. Akron – looking to build an on-campus football field; they may begin drilling for natural gas on campus; they raised a safety issue concerning dorms – they had an ex-felony offender living in a dorm, he was 40 years old.
 - d. Cincinnati – Their new President wants ambitious reforms dealing specifically with funding; they are changing to a semester system; they are functioning under a \$27 million deficient; they are committed to urban development which is costing the University a great deal of money.
 - e. Central State – Working to increase enrollment; developing a STEM college; new Provost has been hired.
 - f. Ohio U – they are looking to switch from quarters to semesters, they believe this will happen; the faculty pay is low compared to other universities their size.
 - g. Shawnee State – they at one time had a University Senate, now they have a Faculty Senate.

- h. Bowling Green – they are hiring a new Provost; they are writing a resolution supporting the ACLU’s protest to the new Homeland Security initiative which mandates that new hires of public institutions sign a Declaration Regarding Material Assistance / No Assistance to a Terrorist Organization (DMA form for short).

5. Next Meeting – February 9, 2007

- a. Speaker Husted will attend the meeting.

Date: February 1, 2007 **Report Number (For Senate Use Only)** _____

Name of Committee Submitting Report: Election & Balloting Committee

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.) _____
Elected Chartered

Names of Committee Members: Annette M. Burden (Chair), Hazel Marie, Don Martin,
Michael Murphy, Ray Shaffer, Misook Yun

Please write a brief summary of the report the Committee is submitting to the Senate:

[SEE ATTACHEMENT](#)

Annette M. Burden
Chair

With College Realignment Only (AMB):

	Dept. Senators	At Large Senators
CLASS		
Economics	1	
English	1	
Foreign Lang. & Literature	1	
Geography	1	
History	1	
Philosophy & Religious Studies	1	
Political & Social Science	1	
Psychology	1	
Sociology & Anthropology	1	
TOTAL CLASS	9	6
CBA		
Accounting & Finance	1	
Management	1	
Marketing	1	
TOTAL CBA	3	5
CE		
Counseling	1	
Ed. Admin., Res. & Foundations	1	
Teacher Education	1	
TOTAL CE	3	5
STEM College		
Biological Sciences	1	
Chemistry	1	
Comp. Science & Info. Systems	1	
Geology	1	
Mathematics & Statistics	1	
Physics & Astronomy	1	
Civil/Envir. & Chem. Engineering	1	
Electrical Engineering	1	
Mech. & Industrial Engineering	1	
School of Technology	1	
TOTAL STEM	10	6
CF&PA		
Art	1	
Communication & Theater	1	
Dana School of Music	1	
TOTAL CF&PA	3	7
CH&HS		
Criminal Justice	1	
Health Professions	1	
Human Ecology	1	
Human Per. & Exer. Science	1	
Nursing	1	
Physical Therapy	1	
Social Work	1	
TOTAL CH&HS	7	6

With College Realignment + F&PA Split (AMB):

	Dept. Senators	At Large Senators
CLASS		
Economics	1	
English	1	
Foreign Lang. & Literature	1	
Geography	1	
History	1	
Philosophy & Religious Studies	1	
Political & Social Science	1	
Psychology	1	
Sociology & Anthropology	1	
TOTAL CLASS	9	6
CBA		
Accounting & Finance	1	
Management	1	
Marketing	1	
TOTAL CBA	3	5
CE		
Counseling	1	
Ed. Admin., Res. & Foundations	1	
Teacher Education	1	
TOTAL CE	3	5
STEM College		
Biological Sciences	1	
Chemistry	1	
Comp. Science & Info. Systems	1	
Geology	1	
Mathematics & Statistics	1	
Physics & Astronomy	1	
Civil/Envir. & Chem. Engineering	1	
Electrical Engineering	1	
Mech. & Industrial Engineering	1	
School of Technology	1	
TOTAL STEM	10	6
CF&PA		
Art	1	
Communication	1	
Theater & Dance	1	
Dana School of Music	1	
TOTAL CF&PA	4	6
CH&HS		
Criminal Justice	1	
Health Professions	1	
Human Ecology	1	
Human Per. & Exer. Science	1	
Nursing	1	
Physical Therapy	1	
Social Work	1	
TOTAL CH&HS	7	6

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date January 29, 2007 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Academic Programs Committee

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)
Appointed Chartered

Names of Committee Members: 2006-2007 members are Sunil Ahuja (chair), Kathy Akpom, Lauren Cummins, Jeanette Garr, Tammy King, Marla Mayerson, Joseph Palardy, Bill Vendemia, Jim Ritter (academic advisor), Bege Bowers (ex officio), Teri Riley (ex officio), Louise Pavia (ex officio, UCC chair), Chad Miller (student).

Please write a brief summary of the report the Committee is submitting to the Senate:
The following two proposals have been approved by the committee. These proposals were circulated. No objections were received. These are being reported for informational purposes only.

- APD#004M-07 – *Electrical Engineering Technology* – NEW MINOR – School of Technology.
- APD#007P-07 – *Bachelor of Music: Instrumental Music Education* – CHANGE – Dana School of Music.

Do you anticipate making a formal motion relative to the report? No
If so, state the motion: _____

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration? Yes

Other relevant data: _____

Sunil Ahuja, Chair

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date **01-28-07** _____ Report Number (For Senate Use Only) _____

Name of Committee Submitting Report **University Curriculum Committee** _____

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.) **Appointed Chartered** _____

Names of Committee Members L.Pavia (Chair), D. Porter, T. Rakestraw, D. Morgan, J. Caputo, R. Rees, T. Fullum, J. Blankenship, D. Laird, K.Conway

Please write a brief summary of the report the Committee is submitting to the Senate:
The University Curriculum Committee is appending a list of approved course that cleared the circulation process as of December 7, 2006.

Do you anticipate making a formal motion relative to the report? No _____

If so, state the motion: _____

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration? _____

Other relevant data: _____

Louise Pavia, Chair (06-07)

Chair

MEMO

TO: Bob Hogue, Secretary
Academic Senate

FROM: Louise Pavia, Chair
University Curriculum Committee

SUBJECT: Senate Minute Items

DATE: January 9, 2007

Completed course proposals.

Please include the attached course proposals in the next Academic Senate minutes. They have passed in Committee, circulated and have been forwarded for Sunil Ahuja's signature. (These courses actually finished circulation on December 7, 2006.) Thank you.

UCD #	Catalog #	Course Title	Type of Action
025-07	RESPC 1540	Intro to Polysomnography	Add
026-07	RESPC 1542	Polysomnography Clinics I	Add
027-07	RESPC 2640	Intermediate Polysomnography	Add
028-07	RESPC 2642	Polysomnography Clinics II	Add
029-07	RESPC 2644	Advanced Polysomnography	Add
030-07	RESPC 2646	Polysomnography Clinics III	Add
031-07	RESPC 2648	Polysomnography Registry Review	Add
032-07	RESPC 2649	Medical Perspectives on Sleep Disorders	Add
036-07	RELIG 3733	Women and the Bible	Add
039-07	FRNCH 1550	Elementary French	Change
040-07	MATH 1580H	Biomathematics I	Change
041-07	MATH 1581H	Biomathematics II	Change
042-07	MUSHL 5871	Baroque Music	Change
043-07	MUSHL 5872	Eighteenth Century and the Viennese Classical Schools	Change
044-07	MUSHL 5873	Opera History	Change
045-07	MUSHL 5874	Nineteenth Century	Change
046-07	MUSHL 5878	Selected Topics in Music History	Change
047-07	MUSHL 5879	Vocal Literature	Change
048-07	FNLG 1550	Elementary	Change
049-07	HBRW 1550	Elementary Hebrew	Change
050-07	GERMN 1550	Elementary German	Change

051-07	GREEK 1550	Elementary Ancient Greek	Change
052-07	LATIN 1550	Elementary Latin	Change
053-07	RUSSN 1550	Elementary Russian	Change
054-07	SPAN 1550	Elementary Spanish	Change
055-07	CHEM 3706/3706L	Organic and Biochemistry for Allied Health Sciences	Add
057-07	ITALN 1550	Elementary Italian	Change
058-07	SWAH 1550	Elementary Swahili	Change

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date January 23, 2007 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report General Education Committee

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)

Names of Committee Members Sracic, Feld, Kasuganti, Crist, Horvath, O'Mansky, Mullins, Munro, Oder, Spalsbury, Wang, Spatholt, Speece

Please write a brief summary of the report the Committee is submitting to the Senate: _____

GEC is appending a list of certified courses that have cleared the circulation process without objection.
See Appendix .

Do you anticipate making a formal motion relative to the report? No

If so, state the motion: _____

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration? _____

Other relevant data: _____

Paul Sracic
Chair

APPENDIX

Certified General Education Courses

The following courses have been certified and circulated for ten days without objection. They are being appended to the Senate Agenda as an indication of their certification as general education courses.

Writing Intensive

Religion 3754: Feminism, Ecology, and Religion

There has been growing concern on the part of students, chairs, and advisors that students in numerous majors are having difficulty completing the General Education Requirements because of the lack of availability of oral intensive courses in their majors.

It is our experience that faculty have been unwilling to have courses designated as oral intensive because in many cases it would require a restructuring of the course that faculty believe would significantly reduce the material covered in the course.

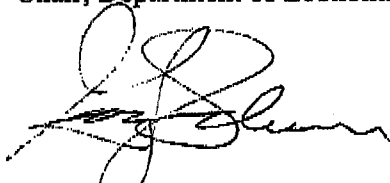
To be designated as an oral communications intensive course the student in the course must "participate in at least 15 minutes of graded oral communication assignments" and 30 percent of the grade must be based on "oral communication assignments of various kinds." In many cases faculty are uncomfortable with basing such a large portion of the grade on oral assignments and are unwilling commit the required amount of time to student presentations.

Given that it is unlikely many more proposals for oral intensive courses will be forthcoming, we believe it is unfair and impractical to hold students to this requirement. Furthermore, we believe that the goal of including oral communication skills in the General Education model is met through the inclusion of COMM 1545 (Communication Theory and Practice) and the capstone course in the major.

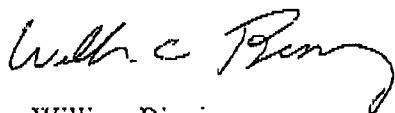
Therefore, we are requesting that the Academic Standards Committee of the University Senate consider a proposal to eliminate the oral intensive course requirement from the General Education model.



Tod Porter
Chair, Department of Economics



Gary Salvner
Chair, Department of English



William Binning
Chair, Department of Political Science

YSU ACADEMIC SENATE ATTENDANCE ROSTER — February 7, 2007

off
Chest
Cooper

At Large
SA Sunil Ahuja, Pol. Sci.
AB Annette Burden, Math & Stat.
JG Jay Gordon, English (9/06-12/06)
JCD Jeff Dick, Geol./Env. Sci.
 Vern Haynes, Psychology
 Bob Hogue, CSIS
DM Daryl Mincey, Chemistry
JS James Schramer, English
 Rick Shale, English
LT L.T. (Tess) Tessier, Phil.

Arts and Sciences
Departmental (2005-07)

Tim Wagner, Chemistry
AL Alina Lazar, CSIS
SD Suzanne Diamond, English
 Joe Andrew, Geol./Env. Studies
JT Jamal Tartir, Mathematics & Stat.
GP Gabriel Palmer-Fernandez, Phil./Rel.
KL Keith Lepak, Political Science
PG Paul Gordiejew, Sociol. & Anthr.

Departmental (2006-08)

GW Gary Walker, Biology
 Ou Hu, Economics
HC Hervé Corbé, Foreign Lang.
DC Dawna Cerney, Geography
 David Simonelli, History
DF John Feldmeier, Phys/Astron.
NW Nancy White, Psychology

Business Administration

At Large, continued

JR Jane Reid, Marketing
 David Stout, Accounting & Fin.

Departmental

TR Tom Rakestraw, Mgt. (06-08)
SL Sheen Liu, Acctg & Fin. (06-08)
MT Mark Toncar, Marketing (05-07)

At Large
RK Ram Kasuganti, Management
RS Ray Shaffer, Accounting & Fin.
BK Birsen Karpak, Management

Education

At Large, continued

SL Sally Lewis, Couns.
SW Janet Williams, Teacher Ed.

Departmental

Jennifer Jordan, Couns. (06-08)
 Paul Carr, EARF (06-08)
 Regina Rees, Teacher Ed. (06-08)

At Large
 Dora Bailey, Teacher Ed.
RB Rich Baringer, Ed. Admin.
DJ Deborah Jackson, Couns.

Engineering and Technology

Departmental

AI Anwarul Islam, Civ/En/Chem (06-08)
CL Carol Lamb, Technology (06-08)

Departmental (continued)

PM Faramarz Mossayebi, ECE (06-08)
HM Hazel Marie, Mech/Ind. (06-08)

At Large
 Elvin Shields, Mech/Ind.
JG Jeanette Garr, Civ/Env/Chem
PM Phil Munro, ECE

Fine and Performing Arts

At Large (continued)

AM Allan Mosher, Music
JM John Murphy, Commun/Thtr.
 Misook Yun, Music

Departmental

Stephanie Smith, Art (06-08)
AC Amy Crawford, Comm. (06-08)
 Silvio dos Santos, Music (06-08)

At Large
 Darla Funk, Music
DH Dennis Henneman, Commun/Thtr.
CH Cary Horvath, Comun/Thtr.
 Till Meyn, Music

Health and Human Services

Departmental

DK Diane Kandray, Hlth Prof. (06-08)
CO C. Onwudiewe, Crim. Just. (05-07)
 Bonnie Laing, Social Work (05-07)
CB Cathy Bieber Parrott, Ph.Th. (05-07)

Departmental (continued)

JP Jennifer Pintar, HPES, (06-08)
ZR Zara Rowlands, Human Ecol (06-08)
SL Susan Lisko, Nursing (05-07)

At Large
 Louise Aurilio, Nursing
KF Kathylynn Feld, Hlth. Prof.
TK Tammy King, Crim. Justice
LP Louise Pavia, Human Ecology
TS Thelma Silver, Social Wk.

Administration (15)

Departmental

JK Joseph Edwards
PG Philip Ginnetti
RH Robert Herbert
CH Cynthia Hirtzel
PK Peter Kasvinsky
IK Ikram Khawaja
PK Paul Kobulnicky
 Betty Jo Licata

TM Thomas Maraffa
TP Tod Porter
 John Yemma

CA Cynthia Anderson
JB Jonelle Beatrice
BB Bege Bowers
 Bill Countryman

Students

School / College

LP Louise Popio, A&S
LG Lindsey Golubic, Education
AG Alex Gedra, E&T
 (vacant), F&PA
 Alysha Brown, HHS
SM Sherman Miles, WCBA
RM Bob McGovern, Graduate Studies

Student Government

CM Chad Miller, President
SV Sarah Vansuch, 1st VP
RR Ramon Ramos, 2nd VP

At Large (5)
BD Ben Detwiler
 Harleen Kaur
 Angela Speece
JN Jessica Neal
DS Dave Spatholt