



ACADEMIC SENATE MINUTES

November 7 , 2007

Note: The next meeting of the Academic Senate is scheduled for December 5, 2007, at 4:00 p.m. Please submit agenda items and cover sheets for the December Senate meeting to [Bob Hogue](#) by noon on November 27 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.yasu.edu/acad-senate>

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

Report from President Sweet	Report from Senate Chairperson	Ohio Faculty Council	General Education Committee	Higher Learning Commission Update
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[Sign-in Sheet](#)

Call to Order: Senate Chairperson Sunil Ahuja called the meeting to order at 4:07 p.m.

Minutes of the Previous Meeting:

Minutes of the September 5, 2007, meeting were approved as posted. To view the minutes, go to <http://www.yasu.edu/acad-senate/minsep07.pdf>.

Report from President Sweet:

Provost Search: I want to first thank Interim Provost Khawaja for his support on many major projects and

to Dean Kasvinsky, who has been representing the Provost's office in the Northeast Ohio Universities Collaboration and Innovations Study Commission. I have asked Joe Edwards to chair the Provost search committee. We will start with a small group to review initial applications. They will begin on November 16. Shortly after, we will establish a larger search committee with representation from Administration, Faculty, and Students. We hope they are underway by the end of this calendar year, with some interviews possible during Spring Semester.

Community College Planning: We put together a proposal for submission to the Chancellor. This is still an evolving process. We are calling for a community college to be established as a free-standing institution by 2017. The intervening period would be used for the University and the community college to evolve and develop as needed with changing missions. Our proposal includes course delivery on a variety of sites including Career Technical Centers and three branches of Kent State University. We anticipate getting feedback from the Chancellor, and we will continue with our planning process.

Chancellor's Strategic Plan: The plan is targeted to be submitted to Legislature in March, as of now. It focuses on four primary areas of a higher education system. The Chancellor is posting summaries of these areas on the University System website, with opportunities for comments.

Northeast Ohio Universities Collaboration and Innovation Study Commission: The Study Commission is nearing the end of its work. An academic committee and an administrative committee were formed. There have been a number of "big ideas" submitted. Our position on NEOUCOM is that there needs to be a public medical college in NE Ohio, and the existing partnership needs to be continued, with perhaps the opportunity to bring in Cleveland State as well. The most telling observation of the Commission was that the observation that they would likely not come to agreement on big ideas, due to the makeup of the group (university presidents, etc.) Another item is the role of health care at the 5 institutions. Mercer Consultants was retained to look at the plans at the institutions, and this information has been shared with the Health Care Advisory Task Force.

I will be happy to take questions. Thank you.

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

Let me address several points in my report.

1. First, I am pleased to report that the charter amendment to include the vice chair and the secretary on the Senate Executive Committee has passed. A total of 434 ballots were sent out and 223 were returned (representing 51.4 percent). Of the returned ballots, 214 voted in favor of the amendment, 8 were opposed, and 1 was an invalid ballot. I will send this amendment to the president and to the Board of Trustees for ratification. I want to thank all those who voted on this issue.
2. The Senate committees have begun to meet. I want to thank those members who have called the organizational meetings and I especially want to thank those who have agreed to chair a committee this year. If you have not had a committee meeting yet, please be sure to hold one as soon as possible. Bob Hogue has continued to update the committee rosters on the Senate's website.
3. I will soon be calling a meeting of the Senate Executive Committee, hopefully by the end of this month. I will have a report from that meeting at the next Senate meeting.
4. Dr. Tammy King will give a report from the Ohio Faculty Council.

That concludes my report.

Ohio Faculty Council: Tammy King reported on the September and October meetings of the OFC. (See Attachment 1.)

General Education Committee: Julia Gergits reported. A list of approved General Education courses is appended. (See Attachment 2.)

Unfinished Business: None.

New business: None

Higher Learning Commission Accreditation Update: Bege Bowers, Sharon Stringer, and Janice Elias reported. A copy of their PowerPoint presentation is included in Attachment 3.

Adjournment: The Academic Senate adjourned at 5:05 p.m.

Sign-in Sheet

[Return to Top of Page](#)

[Return to Senate Homepage](#)

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

OHIO FACULTY COUNCIL MEETING

September 14, 2007

Official Minutes available at:

<http://www.ysu.edu/facstaff/ofc/minutes/minutes.html>

Minutes of the Meeting held on September 14, 2007

Present: King (YSU), Wolff (U Toledo), Cuppotetti (U Cincinnati), Muego (BGSU), Casper (KSU), Ray (CSU), Gelman (CSU), Bernard (BGSU), Bloemer (OU), Lopez (OU), Gunning (U Toledo-HSC), Perry (OSU), Fenwick (U Akron)
Chair Cuppoletti called the meeting to order at 12:30 pm.

New Business

Chair Cuppoletti introduced Dr. Harry Andrist from the Ohio Board of Regents to discuss the Ohio Innovation Partnership.

Dr. Andrist began by discussing the Choose Ohio First Scholarships and Research Scholars Initiatives. The Choose Ohio First Scholarships were to be funded at \$100m; Research Scholars to be funded at \$150m. The funds for the Ohio Research Scholars Program are anticipated to be increased from \$122 million to \$150 million through an initiative led by the Chancellor that seeks legislative support to redirect \$28 million from other Regents' research support programs.

Dr. Andrist stated that the Research Scholars initiative was meant to generate "groundbreaking" research related to STEM, as related to HB 119. He also noted that the state had increased funding for Ohio universities by \$534m in the current budget.

Dr. Casper asked how the Research Scholars initiative was related to the Eminent Scholars initiative.

Dr. Andrist answered that the Research Scholars could come from outside the academy, from business or government, and did not have to have full professor status. He continued that the Research Scholars was to provide capital, operating and salary dollars to universities in return for a major institutional commitment and \$1 to \$1 matching funds.

Dr. Gelman asked whether these initiatives, along with the University System of Ohio, would change local governance structures.

Dr. Andrist responded that the University System was not a California, New York, or North Carolina system in which a central BOR made system-wide decisions such as salaries, etc. Rather, in the Ohio system the BOR would be more of a "coordinating body." He continued that the system would require curriculum changes to improve student success. This would require faculty input, especially in the STEM areas. This was tied to the Third Frontier Initiative.

Dr. Andrist continued that the Ohio System was an attempt to create "clusters of excellence," especially in STEM research- with STEM very narrowly defined (excluding behavior sciences). The goal was to tie in to regional economic development, by the Research Scholars would be more focused on basic research than past initiatives.

Dr. Cuppoletti asked about the current planning for the Ohio System.

Dr. Andrist responded that there were 5 working groups drafting different parts of the plan. The working groups were organized around the issues of: (1) Affordability; (2) Funding the Plan; (3) Economic Growth and Higher Education; (4) Statewide Benchmarks/System Integration; and (5) Building Public Support.

Dr. Andrist continued by stating that some "ideal" outcomes of the system would include: a common calendar, common numbering system for courses, easier transfer and articulation, especially between two-year colleges and universities, and common

textbooks in intro level courses.

Dr. Gelman expressed concerns about common textbooks. How would faculty do this? When would faculty be involved in these decisions?

Dr. Muego and Dr. Lopez also expressed concerns about common textbooks. Dr. Perry expressed concern about the amount of time involved in moving to a common calendar.

Dr. Andrist responded by stating that the Ohio System was driven by the history of inadequate funding for higher education in Ohio. The System was a way to manage financially rather than have every university suffer substantial cuts, even financial exigency. He cited OhioLink as an example of a university-wide system that worked: universities could share books and journals rather than each purchasing the same publications, thus saving money.

Dr. Perry pointed out that university librarians were involved from the start in developing and implementing OhioLink.

Dr. Bloemer expressed concern that the Ohio System was likely to impose more control over universities, but the state still only funded universities at one-third of their budgets.

Dr. Cuppoletti suggested looking into the Arizona system that had developed a strategy for controlling textbook costs.

Several members of OFC expressed concerns about the lack of input by faculty in developing the Ohio System.

Dr. Andrist responded that so far many of the ideas (such as common textbooks) was “brainstorming,” and that the plan was not far enough along for faculty input.

Dr. Fenwick expressed concern that by the time faculty had a chance to respond to the plan they would be reacting to a finished plan rather than having input in the development of the plan.

Dr. Lopez analogized that if you are an architect you need to ask the people whose house you are remodeling.

OFC then expressed its thanks to Dr. Andrist for taking his time to speak to the group.

Old Business

Dr. Cuppoletti reported on his meeting with Chancellor Fingerhut over the summers. Based on that discussion, he reported that the state would probably combine all 2 year colleges into a system. Chancellor Fingerhut had reported that he wants faculty involvement (if needed). Dr. Cuppoletti said that he would attempt to schedule Chancellor Fingerhut for the November meeting of OFC.

Campus Reports

BGSU

There was a new provost and a new financial officer. The first faculty senate meeting focused on a master plan that would find the school’s “niche” within the University System of Ohio, as well as timelines for the plan. Because of a \$3m deficit the school had imposed a hiring freeze.

OSU

The school had a new president (Gee) and new provost. At a dinner, some faculty brought up to President Gee problems related to growing compliance reporting requirements and concern with the growth in the numbers of staff in administrative offices. President Gee indicated that he was hearing this from multiple sources and that he believed these were problems he could help address.

KSU

Also has a new provost. KSU was fine tuning its strategic plan. The school was also moving to Responsibility Based Budgeting, going through program review of PhD programs and moving money to STEM programs.

CSU

Focus on enrollment: credit hours up slightly from fall '06, but no change in headcount. Also adopting responsibility based budgeting. Task force had been created to look into problems in engineering school, especially its large deficit. There were concerns that task force recommendations could bypass faculty senate and be approved by board of trustees without oversight or faculty input.

OU

Also moving to responsibility based budgeting. There was a push for strategic planning. Academic deans had established a task force to look at graduate programs. Also concerned that task force would bypass faculty senate.

UA

UA reported a 4.9% increase in enrollment from fall '06. Increase was across the board: freshmen, overall undergraduate and graduate. Purchased Quaker Square (Crown Plaza Hotel plus shops and restaurants). Plan to use half of hotel rooms as dorms; rest would remain as hotel for two years per agreement with city. Various proposals were being developed for how the rest of the space would be used. Ground breaking was planned for on-campus football stadium in October. This would coincide with university capital fund drive. UA was engaged in Academic Alignment initiative to "inventory" academic assets and align with University System of Ohio. Dr. Harvey Sterns, psychology, was the new faculty senate chair.

YSU

Provost had passed away over the summer; there was interim provost. Contract negotiations were beginning between faculty union and administration. There were concerns about YSU's status in the NE Ohio Universities Collaboration Task Force. YSU had formed a STEM college. YSU was planning for NCA reaccreditation visit.

UT-HSC

Still trying to merge faculty senates. HSC had set up "incubator" money that had already funded 6 or 7 projects.

UT

Reported a 2% increase in enrollment from fall '06; 2.8% in credit hours. Budget was ok. Concerns regarding merging faculty senates (with HSC): What will powers of combined senates be? Who will have control over graduate curriculum? UT moving to responsibility based budgeting. Separate budgets for UT and HSC. Possibility that separate senates would continue.

UC

Labor negotiations: 2% salary increase for next year; 2+% for year after. Domestic partner benefits had been proposed; yet to be ratified by faculty. Clinical faculty had been removed from faculty bargaining union and encouraged to form their own separate bargaining unit. UC had \$1.4 billion debt and \$27 million deficit.

Minutes of May 11, 2007 meeting were reviewed, correct and approved unanimously (14-0).

The next meeting will be October 12, 2007, the second Friday of the month.

The meeting adjourned at 2:30pm.

Respectfully submitted,

Rudy Fenwick

OHIO FACULTY COUNCIL MEETING

October 12, 2007

Official Minutes not approved yet.

Summary Notes:

Minutes

Minutes were approved from September 14, 2007.

Discussion Points and New Business

- a. We need to examine the union issues dealing with High Schools offering college credit courses at their institutions.
- b. We reviewed the economic conditions in the state of Ohio compared to other states; Ohio's situation is poor at best.
- c. The Chancellor must present his strategic plan for higher education early next year. Currently he has focused on affordability. Wants Pell Grants to exceed all cost in college including books and transportation. There has been discussion on reaching out to 1st generation college students. Chancellor wants all scholarships to take into consideration all the cost related to college, not just tuition.
- d. Chancellor has set enrollment goals. He would like to see 230,000 more college students by 2017; wants a 20% increase in graduation rates by 2017.
- e. Barriers to these goals were discussed: Campus full to their maximum; addition \$1.3 Billion needed to reach goals; Ohio's poor economic condition; Ohio will have less high school graduates until the year 2014 – will have to seek out non-traditional students
- f. Preliminary report for the Chancellor's Economic Task Force was discussed. They reported that higher education will be the catalyst for Ohio's economic growth; want more STEM graduates; hoping to see more research doctorate granting universities; want more collaboration between universities and business; want to see more non-traditional and adult learners at colleges and universities.
- g. Chancellor concerned about "weeding out" courses; wants students in the STEM disciplines. Wants these students to receive the help they need to succeed.
- h. Senate Bill 151 was discussed. This Bill focuses on the cost of textbooks. Calls for university bookstores to "unbundle" items sold to students; must pay at least ½ re-sell cost to students for their used textbooks; must make textbooks affordable; Professors cannot make a profit by having students use books that he/she wrote in their classes. Ohio Faculty Council Members will review SB 151 and be prepared to discuss in greater detail at next meeting.

Report for Universities in Attendance

These reports will be available on-line

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

Date: **November 2, 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 (members as of 7/10/07) **Julia Gergits, Huaiyu (Peter) Chen, Michael Crist, Cary Horvath, FPA, Joni Koneval, Matt O'Mansky, Renee McManus, Mikaella Miller, Sue Miller, Nicole Mullins, Phil Munro, Tom Oder, Angela Spalsbury, Yaqin Wang**

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

The General Education Committee is appending a list of certified courses that have cleared the circulation process without objection. See attachment.

In addition, TCOM 1595 (Survey of American Mass Communication) has been reinstated to Societies and Institutions because learning outcomes have been submitted and an assessment plan will soon be forthcoming.

The GenEd committee has sent a request to Charter and Bylaws (Keith Lepak, chair), recommending that an advisor be appointed as a regular voting member of the committee. An advisor has volunteered to attend meetings for several years. We would like that person to have an official vote.

Do you anticipate making a formal motion relative to the report? Yes 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: _____

Julia Gergits (x3419 or 2983)
Coordinator and Chair, GenEd

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.

Capstone (formerly TMEC 3702: 990385)

990543: TEMC 4802E—Student Teaching in Middle Childhood Language Arts Education


990544: TEMC 4802M—Student Teaching in Middle Childhood Mathematics Education

990542: TEMC 4802C—Student Teaching in Middle Childhood Science Education

990541: TEMC 4802S—Student Teaching in Middle Childhood Social Studies Education

HLC Process and Selected Strengths and Challenges

Presentation to Academic Senate
November 7, 2007



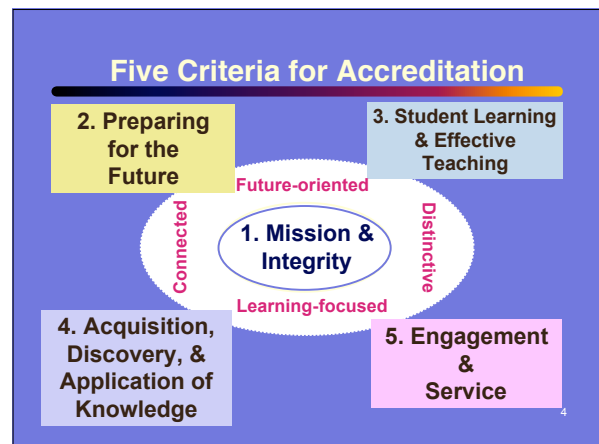
Overview of the Self-Study Process

2

Document and Site Visit

- Submission of Self-Study Document and 3 Change Requests (Late December 2007)
- Site Visit (10 Site Visitors, February 18-20, 2008); Will Receive Oral Team Report at Exit Session

3



Overview: Selected Strengths and Challenges

5

Criterion 1: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

6

Criterion 1 Strengths

- Youngstown State University's Mission, Vision, Core Values, and Organizational Priorities—taken together—clearly and broadly define the University's mission.

7

Criterion 1 Strengths

- The University's mission documents express a commitment not only to **broad access** but also to **academic excellence**. Although YSU is an open-admissions institution, it also has many excellent selective-admissions programs.

8

Criterion 1 Strengths

- YSU's mission/commitment to being a **student-centered** and **teaching-focused** institution is clear and well supported by administration, faculty, and staff.

9

Criterion 1 Strengths

- Mission and planning documents at all levels of the University **recognize the value of diversity** among internal constituencies and in the world at large; increasing diversity and fostering an understanding of diversity are key **institutional** and **curricular** goals.

10

Criterion 1 Strengths

- Diversity among campus constituencies has increased since the 1998 visit:
 - **Minority students: 74% increase**—from 1,342 students to **2,338** students.
 - **Minority full-time faculty: 66.7% increase**—from 45 to **75**.
 - **Minority staff: 22.7% increase**—from 92 to **113**—between 1999 and 2006.

11

Criterion 1 Strengths

- Building on the University mission, during 2006-2007 academic departments and colleges reviewed programs and missions and formulated college strategic plans, **culminating in construction of the University's first division-wide academic strategic plan.** The Board of Trustees formally approved *The Academic Strategic Plan, 2007-2013* in June 2007.

12

Criterion 1 Challenges

- *Rapid and substantial transformations at the regional and state levels, including:*
 - changes in role and reporting structures of the Chancellor and Ohio Board of Regents;
 - creation of the University System of Ohio;
 - potential formation of a community college and statewide community-college system;

13

Criterion 1 Challenges

- recommendations of the Northeast Ohio Universities Collaboration and Innovation Study Commission; and
- the Chancellor’s 10-year master plan for education in Ohio, expected in late March 2008,

may result in *fundamental changes in YSU’s mission* and open-admissions role.

14

Criterion 1 Challenges

- Despite core values that call for “all conduct to be rooted in integrity, mutual respect, and civility,” labor-management relationships and campus morale have experienced long-term strain.

15

Criterion 2: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

16

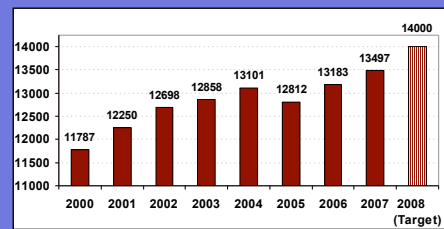
Criterion 2 Strengths

- Through careful planning and environmental scanning, Youngstown State University has **increased enrollment to its highest level in 13 years**, helping to meet access and diversity goals while reducing ramifications of steady declines in state funding.

17

Criterion 2 Strengths

- Headcount enrollment increased **14.5%** from fall 2000 to fall 2008.



18

Criterion 2 Strengths

- Youngstown State University benefits from strong **capital planning and vision**, as well as **collaborative, innovative partnerships** (e.g., with Wick Neighbors, Inc.; DeYor Performing Arts Center; the Beecher Center for Technology and the Arts; the Disaster Recovery Service; . . . and the Youngstown City School District) that **serve constituencies while reducing the financial burden** to the University and its respective partners.

19

Criterion 2 Strengths

- Youngstown State University has a history of financial conservatism resulting in **low expenditures**, the **lowest tuition** among comparable Ohio public universities, **low debt**, and maintenance of healthy **reserves**.

20

Criterion 2 Strengths

- The University has launched—and is on target to meet—a \$43 million, three-year Centennial Capital Campaign to fund
 - endowments for student scholarships, academic programs, professorships, and areas of emerging excellence (\$19 million);
 - capital improvements, including a new building for the College of Business, updated engineering and science laboratories, and an indoor athletic practice facility (\$21 million);
 - and increased annual giving (\$3 million).

21

Criterion 2 Strengths

- YSU's strong financial-aid program supports the University's mission of access and affordability. The YSU Foundation provides hundreds of need-based, designated, and performance-based scholarships, including 160 full-expense scholarships for the Leslie H. Cochran University Scholars program. (The Foundation provided funds to more than 3,000 students in 2006-07 alone.)

22

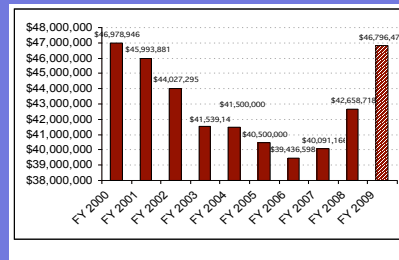
Criterion 2 Challenges

- A two-year state-mandated tuition freeze, declines in state share of instruction (14.7% between FY 2000 and FY 2006), uncertainties at the state level, and unfunded state and federal mandates (e.g., increases in minimum-wage, postage, and travel-reimbursement rates) make budgeting and planning difficult. Changes in the state's approach to financing higher education make the amount and mechanisms for state funding uncertain.

23

Criterion 2 Challenges

- State share of instruction to YSU decreased from nearly \$47 million in FY 2000 to < \$43 million in FY 2008.



24

Criterion 2 Challenges

Space/Facilities Issues

- The campus has many deferred-maintenance projects (e.g., Ward Beecher repair; paint, carpeting, and furniture for offices and classrooms).
- Space use needs to be reviewed.
- The budget contains inadequate provision for equipment-replacement funding.

25

Criterion 2 Challenges

The ERIP will save money, create opportunities for reorganization, and reduce health-care costs. . . .

- However, managing the ERIP is a challenge. **Approximately 150 staff members will have retired between April 2006 and March 2008**, with uneven effects across departments and loss of knowledge and “institutional memory.”

26

Criterion 2 Challenges

- Limited discretionary funds make it difficult to make budgeting/planning processes more participatory. Many employees express mistrust in the budgeting process.

27

Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

28

Criterion 3 Strengths

- Students at YSU consistently perform well on national, state, and licensure exams. Students earn high honors at national competitions in various disciplines. Also, a relatively high number of students have obtained prestigious national awards and scholarships.

29

Criterion 3 Strengths

- YSU's same-institution freshman-to-sophomore retention rate for first-time, full-time, degree-seeking students exceeds both the average for all public institutions in Ohio and the average for open-admissions public 4-year institutions in Ohio.

30

Criterion 3 Challenges

- Leadership and resources for faculty development have been inconsistent.

31

Criterion 3 Challenges

- Part-time instructors teach an increasing proportion of the University's students. Although most part-time instructors are very well qualified, they are provided with minimal resources to support their work as teachers or their professional development. The compensation for part-time instructors has not changed for many years.

32

Criterion 3 Challenges

- Numerous reports consistently indicate that substantial resources are needed to support academic advising.

33

Criterion 3 Challenges

- The Conditional Admission Policy requires additional monitoring and support.

34

Criterion 4: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

35

Criterion 4 Strengths

- Through its negotiated union contracts, the University provides excellent employee-development opportunities, including
 - paid and unpaid staff-development leaves;
 - reimbursement for advanced study and terminal degrees;
 - reassigned time for professional development, scholarship, including the scholarship of teaching and learning, and distance-learning projects;

36

Criterion 4 Strengths

- \$500 per bargaining-unit faculty member for professional-development travel;
- and up to 10 fully paid faculty sabbaticals, 16 one-semester faculty-improvement leaves, and 18 research professorships annually.

However, many respondents to the March 2007 Campus Climate Survey did not agree that the University's financial allocations support a life of learning for faculty, staff, and students.

37

Criterion 4 Strengths

- Undergraduate students have numerous opportunities to participate in research through courses, employment, and special programs. Quest, research scholarships, the research assistant program, and travel support for conference presentations recognize and reward student research.

38

Criterion 4 Strengths

- The increase in external funding during the past few years provides evidence of the growing capacity of the faculty to conduct research.

1997	\$1,409,532
1998	\$3,002,734
1999	\$2,019,119
2000	\$3,497,986
2001	\$3,739,123
2002	\$4,375,685
2003	\$5,895,171
2004	\$6,544,417
2005	\$4,613,963
2006	\$4,754,173
2007	\$5,873,266

39

Criterion 4 Strengths

- The University implemented an innovative learning-outcome-based general education program in 2000. The outcomes specifically address intellectual inquiry, social responsibility, diversity, technology, and global awareness.

40

Criterion 4 Challenges

- Analyses using the Degree Audit System indicate that not all students complete 100% of the general education requirements. Course substitutions and exemptions are frequently made for students.

41

Criterion 5: Engagement and Service

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

42

Criterion 5 Strengths

- Commitment to civic engagement and community service is clearly articulated in the Mission, Vision, and planning documents. There is a long institutional history of planning for engagement (*YSU 2000, YSU Centennial Strategic Plan*).

43

Criterion 5 Strengths

- Collaborative ventures with K-12 education (e.g., English Festival, Tech Prep) and higher learning institutions (e.g., Masters in Public Health consortium) make effective use of scarce resources and enhance the economic, educational, and cultural capacity of the region.

44

Criterion 5 Challenges

- The constrained University resource base makes it impossible to respond to all the numerous community needs and opportunities for involvement. Engagement activities are often the result of soft-money availability or individual faculty/staff interests, rather than conscious prioritization.

45

Acknowledgments

- **Background graphic and graphic for slide 4 provided by the Higher Learning Commission**

46

YSU ACADEMIC SENATE ATTENDANCE ROSTER – November 7, 2007

At Large

KA Birsen Karpak, Management
JA Jane Reid, Marketing
KA Ram Kasuganti, Management

At Large

LC Lauren Cummins, Teacher Ed.
SD Susan DeBlois, EFRTL
BM Benjamin McGee, Couns/Sp.Ed.

At Large

DF Darla Funk, Music
FC Frank Castronovo, Theater & Dance
CH Cary Horvath, Commun.

At Large

KF Kathylynn Feld, Hlth. Prof.
SL Suzanne Leson, Human Ecology
NW Nancy Wagner, Nursing
SG Suzanne Giuffre, Phys. Therapy
SL Susan Lisko, Nursing
JS Jozef Spiegel, Social Work

At Large

BB Brian Bonhomme, History
DP David Porter, Political Science
VH Vern Haynes, Psychology
RS Rick Shale, English
BM Brendan Minogue, Phil/Rel.
LT L.T. (Tess) Tessier, Phil/Rel.

At Large

CC Chet Cooper, Biology
BH Bob Hogue, CSIS
DM Daryl Mincey, Chemistry
PM Phil Munro, ECE
DP Doug Price, CEEGR
JT Jamal Tartir, Math & Stat.

MA Martin Abraham
JE Joseph Edwards
SF Shearle Furnish
PG Philip Ginnetti

At Large (5)

JK Joni Koneval
JA Jeremy Adkins-Hill
JB Jennifer Backo
LM Lindsay M. Miller
JH Jason Heyman

Business Administration

At Large, continued

GP Gang Peng, Management
RS Ray Shaffer, Acctg. & Fin.

Education

At Large, continued

JP Jake Protivnak, Couns/Sp.Ed.
VK Vickie Kress, Couns/Sp.Ed.

Fine and Performing Arts

At Large, continued

BK Brian Kiser, Music
CM Chris McCullough, Art
AM Allan Mosher, Music

Health and Human Services

Departmental (06-08)

DK Diane Kandray, Hlth Prof.
JP Jennifer Pintar, HPES,
ZR Zara Rowlands, Human Ecol.

Liberal Arts & Social Sciences

Departmental (06-08)

OH Ou Hu, Economics
HC Hervé Corbé, Foreign Lang.
DC Dawna Cerney, Geography
DS David Simonelli, History
NW Nancy White, Psychology

Science, Technology, Engineering, & Mathematics

Departmental (06-08)

CL Carol Lamb, School of Techn.
JF John Feldmeier, Physics & Astron.
PM Paramarz Mossayebi, ECE
AI Anwarul Islam, CEEGR
ES Elvin Shields, Mech/Indust.

Administration (15)

IK Ikram Khawaja
BJ Betty Jo Licata
JY John Yemma
CA Cyndy Anderson
JB Jonelle Beatrice
BB Bege Bowers
JD Jef Davis
MC Michael Crist

Departmental

TR Tom Rakestraw, Mgt. (06-08)
KM Kathy Mumaw, Acctg & Fin. (06-08)
PR Peter Reday, Marketing (07-09)

Departmental

JJ Jennifer Jordan, Couns/SpEd (06-08)
PC Paul Carr, EARF (06-08)
RR Regina Rees, Teacher Ed. (06-08)

Departmental

SS Stephanie Smith, Art (06-08)
AC Amy Crawford, Commun. (06-08)
SD Silvio dos Santos, Music (06-08)
DH Dennis Henneman, Th/Dance(07-09)

Departmental (07-09)

RM Renee McManus, Nursing
GF Gordon Frissora, Crim. Just.
TS Thelma Silver, Social Work
KL Ken Learman, Phys. Therapy

Departmental (07-09)

TF Tim Francisco, English
MV Mark Vopat, Phil. & Rel. Studies
SA Sunil Ahuja, Political Science
LL Loren Lease, Sociology & Anthr.

Departmental (07-09)

AB Annette Burden, Math & Stat.
JD Jeff Dick, Geol. & Env. Sci.
KS Kriss Schueller, CSIS
BL Brian Leskiw, Chemistry
JT Jill Tall, Biology

PK Peter Kasvinsky

PK Paul Kobulnicky

TM Thomas Maraffa

Students

School / College

RJH Ryan Hart, Education
MC Matthew Cyrus, F&PA
JM Juli Merhaut, HHS
BK Benjamin Kalaman, LASS
DG David Garthwaite, STEM
KC Kyle Conway, WCBA
CO Cristina Oslin, Graduate Studies

Student Government

DS David Spatholt, President
EC Erica Cross, 1st VP
RR Ramon Ramos, 2nd VP