

**ACADEMIC SENATE AGENDA**  
Wednesday, October 14, 2015, 4:00 P.M.  
Room 132, DeBartolo Hall

**Minutes**

1. **Call to Order at 4:02 PM**
2. **Minutes from September 2, 2015 meeting** approved
3. **Senate Executive Committee Report** – Chet Cooper, Senate Chair
  - Please do not send agenda materials in PDF form so that they can be made compliant.
  - Senate will establish Academic Program Review Committee. This committee is vital to shared governance. It will actively manage the program review process. See Attachment 1 for full details.
  - A concern was raised that prior to the review process, Provost Abraham has already targeted programs with “low enrollment.” Steven Reale mentioned that Provost Abraham has asked for justification for the continuing support of two programs in the Dana School of Music. (Attachment 2)
    - Chairperson Cooper explained that programs could not be eliminated without the Senate. He also stated that this issue would be raised in the Senate Executive Meeting with Provost Abraham.
4. **Report of the Charter and Bylaws Committee** – No Report
5. **Ohio Faculty Council Report** – Ken Learman- No Report
6. **Report of the Elections and Balloting Committee** – Ken Learman- Verbal Report
  - Ken Learman announced that he had distributed ballots for the Senate Chair position and asked that Senators send ballots to him via email or interdepartmental mail if they had not submitted the ballots to him at today’s meeting. He also announced that the election for the CLASS position for the General Education Committee is nearing an end. Lastly, he announced that going forward, he will be able to do elections via Blackboard.
7. **Reports from Other Senate Committees**
  - a. Academic Events Committee– No Report
  - b. Academic Programs Committee – No Report
  - c. Academic Research Committee – No Report
  - d. Academic Standards Committee (Gary Walker, Chair) – No Report
  - e. General Education Committee (Joe Palardy, Chair) –Attachment 3&4

Joe Palardy discussed the proposed First Year Experience Course both in terms of implementation and rationale. See attached report and presentation for details. There will be a focus group next week in the Ohio Room at 3:00 PM-5:00 PM on Wednesday October 21 at which concerns can be addressed. Additionally, concerns can be emailed to Joe Palardy.
  - f. Honors Committee – No Report
  - g. Library Committee – No Report
  - h. Professional Conduct Committee– No Report
  - i. Student Academic Affairs Committee – No Report
  - j. Student Academic Grievance Committee– No Report

k. Undergraduate Curriculum Committee– No Report

**8. Unfinished Business**

**9. New Business**

**a. Committee on the Evaluation of Faculty Teaching (Attachments 5 6 7)**

Dr. Sharon Stringer discussed the possible implementation of a new instrument for student evaluation of faculty teaching. She went over the three instruments that were included in the agenda. These are not necessarily the three best. The assessment office is still receiving examples. But the committee wanted to let everyone know what was going on and invite input. Please send concerns, feedback, or issues to Sharon Stringer, Carol Lamb, Kiesha Robinson, or Marsha Huber.

○ Ken Learman asked if students might be included on this committee.

▪ Sharon stated that she thought this was a great idea and would pursue it further.

**10. Meeting adjourned at 4:40 PM**

Attachment 1

Charge and Composition of the  
ACADEMIC PROGRAM REVIEW COMMITTEE

YSU Academic Senate

Fall 2015 Semester

Proposed Action: In accord with the principles of shared governance, the Executive Committee of Academic Senate shall establish an Academic Program Review Committee (APRC) as an integral body within the Program Review process.

- 1) The APRC shall be established as ad hoc for the 2015-2016 academic year in accord with the functional parameters described below.
- 2) The initial year's experience of this committee shall be reviewed by the Executive Committee of the Academic Senate. Functional parameters shall be modified as needed prior to establishing the APRC as a standing committee of the Academic Senate.

Background: Through the Academic Senate, YSU's faculty are solely responsible for the formulation and oversight of all curricular and programmatic aspects of the academic enterprise. Furthermore, the Academic Senate establishes relevant academic policy. As such, the faculty must ensure that appropriate standards of quality and performance are met by the institution's various academic programs through a robust and rigorous process of Program Review.

As described in the Program Review Handbook, YSU's Program Review process involves three distinct bodies: a College Review Committee, an External Review Committee, and an APRC. Appropriate documentation provided by the College and External Review committees will be forwarded to the APRC for final consideration. The APRC shall develop programmatic recommendations to be forwarded for consideration by the appropriate Senate committee or the Office of the Provost.

Committee Responsibilities: The APRC is charged to:

- 1) Actively manage the Program Review process;
- 2) Provide consistent oversight of the Program Review process;
- 3) Critically evaluate information derived from the Program Review process;
- 4) Based upon information provided, develop recommendations pertaining to specific academic programs.

- a. Recommendations regarding programmatic, curricular, or academic policy matters shall be considered by the respective committees of the Academic Senate; and
  - b. As appropriate, other recommendations shall be forwarded to the Office of the Provost for consideration in consultation with the Academic Senate; and
- 5) Assess the outcomes of recommendations that have been implemented.

Members of the APRC, selected as detailed below, shall review documentation provided by particular programs and, as a group, develop one or more recommendations to enhance the quality of that program to the extent possible.

The Program Review Coordinator (hereafter termed “Coordinator”) of the APRC shall report directly to the Executive Committee of Academic Senate. The Coordinator shall be responsible for the overall management of the Program Review Process, keeping accurate records of APRC meetings, ensuring the transparency of the process, and communicating the findings of the Committee to both the Academic Senate and Office of the Provost.

Committee Membership: The composition of the committee shall consist of seven voting members and one non-voting Coordinator. Voting members of the committee shall consist solely of tenured faculty, not to include departmental chairs, as well as one undergraduate student. The Executive Committee of the Academic Senate shall choose all voting committee members. The non-voting Coordinator shall be chosen as indicated below.

A) Faculty. One representative of each college within the University shall be chosen to serve staggered three-year terms. Representatives may be reappointed for one subsequent three-year term. However, the initial committee membership shall have four individuals serving shortened terms. These four individuals may be reappointed to an additional term of three years following the completion of their initial service. The specific initial and subsequent terms are as follows:

College:\* Initial Term: Subsequent Terms:

BCHHS 2015-2016 2016-2019, 2019-2022, etc. BCOE 2015-2016 2016-2019, 2019-2022, etc.

CCAC 2015-2017 2017-2020, 2020-2023, etc. CLASS 2015-2017 2017-2020, 2020-2023, etc. STEM 2015-2018 2018-2021, 2021-2024, etc.

WCBA 2015-2018 2018-2021, 2021-2024, etc.

\*Colleges: BCHHS, Bitonte College of Health and Human Services; BCOE, Beeghly

College of Education; CCAC, Creative Arts and Communications; CLASS, College of

Liberal Arts and Social Sciences; STEM, Science, Technology, Engineering and Mathematics; and WCBA, Williamson College of Business Administration

B) Student Member. One undergraduate student representative shall serve a single, one-year term, subject to re-appointment. The student representative shall be chosen by the Executive Committee of the Academic Senate in consultation with the President of YSU's Student Government Association.

C) Program Review Coordinator. A faculty member shall be chosen to be the Coordinator of the APRC and serve as a non-voting member. This individual will be chosen by mutual agreement between the Office of the Provost and the Executive Committee of the Academic Senate.

To facilitate initial operations, the APRC Coordinator may receive re-assigned time up to 12 workload hours per academic year covering the academic years 2015-2017. In subsequent years, the Coordinator may be provided re-assigned subject to negotiation with the Office of the Provost.

Guiding Principles: The final recommendation(s) pertaining to each program reviewed by the APRC shall be guided by the concepts of constructive engagement and transparency.

Constructive Engagement. To the degree supported by the evidence provided by a particular program, the APRC shall endeavor to generate its final recommendation(s) to be constructive in nature and in a manner that potentially enhances the quality of a program. However, the absence of relevant evidence may result in a final recommendation that is not supportive in part or as a whole. Such non-supportive recommendations may direct that a program undergo additional review or significant alterations in its operation, including repeal of its being offered as an academic pathway.

Transparency. The APRC review process shall be transparent in that both the recommendations and summaries of the "panel review" discussions shall be made available to both programs under review and the general public. The Coordinator of the APRC shall also meet with each program reviewed to address elements of the committee's recommendation(s). In addition, the recommendations and summaries shall be posted to the website of the Academic Senate.

#### APRC Process:

The APRC shall receive final program review documents from the External Review Committee. Each document shall be subject to a "panel review" consisting of two primary reviewers from among the seven appointed APRC faculty and student members. To the extent possible, the primary reviewers should not be assigned to review programs from their respective colleges.

Separately, the primary reviewers of a particular document shall draft a brief summary of their findings based upon the principle of constructive engagement. These two summaries shall be shared with the APRC in a group discussion. The APRC members who are not assigned to review a particular program should be familiar with the documentation prior to the Committee's discussion. Following the group discussion, the APRC shall establish a set of recommendations for the program being reviewed. The Coordinator shall generate a summary of the discussion and the recommendations. The Coordinator shall be distribute the summary for final approval by APRC members.

Once the summary is approved, the APRC Coordinator shall forward the Committee's recommendations to the Office of the Provost. In addition, the APRC Coordinator shall meet with each program that is reviewed to discuss the Committee's recommendations. Furthermore, all APRC meeting minutes and recommendations shall be posted to the Academic Senate's website in a timely manner.

#### Implementation of Recommendations:

In consultation with the Academic Senate, the Office of the Provost shall consider the implementation of any non-programmatic, non-curricular, or non-academic policy actions recommended by the APRC for a particular program.

Recommendations by the APRC for programmatic, curricular, or academic policy changes shall be forwarded for consideration by the respective committees of the Academic Senate. These changes are subject to the normal approval processes guided by the Charter and By Laws of the Academic Senate.

**Administrative Support:** The Office of the Provost shall provide sufficient staff support to help facilitate all aspects of the Program Review process.

## Attachment 2

### Statement to the Academic Senate

Steven Reale

October 14, 2015

On September 23, four faculty members of the Dana School of Music received an e-mail from our interim chair, Dr. Alice Wang, from which I quote: "The Provost is taking a close look at under-enrolled degrees at YSU and identified [the] BA in Music History and BA in Music Theory as the two degrees he might consider eliminating from our program. Would you please help me by providing justification for offering the degree in your area as valuable options for our current and prospective students?"

I responded to Chair Wang by indicating that we serve two primary constituencies: students who come to Dana with a profound love for music but learn that they do not have the dedication or interest in careers in performance or education, and music students who, through foundational music study, come to discover a passion for scholarship and collegiate teaching. In terms of the latter, we have placed such students in prestigious graduate programs, including the University of Cincinnati College-Conservatory of Music, Case Western Reserve University, and The University of California at Berkeley.

Citing these successes, I explained that the primary purpose of the B.A. in Music Theory and the B.A. in Music History is to prepare students for graduate work in two very small fields--for example, my alma mater the University of Michigan has a top-tier doctoral program in my field, but only enrolls roughly 10 graduate students in music theory at any given time. Graduate programs in these fields do not expect, nor do they have resources to fund, large numbers of music students to engage in the study of music theory or music history, and thus there should be no expectation that large, or even considerable, numbers of undergraduate music majors enroll in these degrees.

Therefore, I told Chair Wang that I fundamentally disagreed with the characterization of these degrees as "under-enrolled" and that these degree programs, small by design, offer flexibility to our students while costing the University little to nothing to maintain: at most, a music history or music theory student will require one or two conference courses above and beyond courses that are already offered as curricular requirements for students in the Bachelors of Music programs. It is hard, then, for us to understand what benefit there is to gain from their elimination.

I bring this matter before this body because it is worrying that I was asked to provide this justification when the process of Program Review had not yet even begun. We believe that the Program Review process would be an ideal way for the University to understand the roles that these programs play in our department so that a better-informed plan can be made for them. Because it now seems that Provost Abraham has already selected these programs for elimination, it is hard not to wonder whether the Review Process for these programs will be a *pro forma* affair. I seek clarification from the leadership of this body as to the whether the Program Review process will be impartial and free of prejudice as well as the degree to which it has oversight in the decision to eliminate these and other degree programs.

COVER SHEET

*TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE*

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**Date:**

10/13/15

**Report Number (For Senate Use Only):**

**Name of Committee Submitting Report:**

General Education

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

Elected and appointed

**Names of Committee Members:**

Peter A Reday ; Alan E Tomhave; Julie I Felix Hillary; L Fuhrman; Guy Shebat; Randall E Goldberg; Mary LaVine; David Simonelli; Jacob M Schriener-Briggs; Keisha Tyler; Allen D. Hunter; Johanna Krontiris-Litowitz; Ashley Orr; Stacie Mickens

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

Information about a First Year Experience Course.

**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:**

See attached presentation

**Chair**

Joseph Palardy



# Attachment 4

## First Year Experience Course Pilot

General education committee

### Current Gen Ed Model

- What is the purpose of the general education elective?
- Do we have a common experience for all students?

### General Education Knowledge Domains

### Best Practices

*As suggested by Association of American Colleges and Universities*

- Common Intellectual Experiences are suggested
- First-year seminars and experience fulfills the essential learning outcome for "Strengthening Intellectual and Practical Skills"
- AAC&U's suggests the following for the highest quality FYE course
  - Critical inquiry
  - Frequent writing
  - Information literacy
  - Collaboration
  - Question rich classes
  - Faculty relationships
  - Small classes: 20-25 student

### FYE at Peer Institutions

- Kent State- Introduction to college (1 sh)
- Akron University- Intro class for each major
- Ohio State University- University Survey, common, book, and campus events
- Cleveland State University- Intro to University Life (1 sh)
- Ohio University- University Experience (2 sh)
- Miami University- University Studies 101
- Cincinnati- Common Reading Program
- Malone University- The College Experience and another book
- Allegheny College- Seminar "Academic Discourse" on communication

### FYENationwide

- 80% Student Participation
- 96% of Institutions
- 85% Medium or High Perceived Cost-Effectiveness
  - Starek, Griffin, and Koch (2012) "Enhancing Student Success and Retention throughout Undergraduate Education: A National Survey" John Garber Institute

## FYE at YSU Pilot

- Plan to start in AY2016-17
- Our FYE will contain:
  - Connections to curriculum at YSU
  - Best practices suggested by AACSB
  - College level material
  - Creation of student and faculty level networks
  - Allowing for "One Size Doesn't Fit All"
  - Assessment of performance with clear metrics

## Rise to objection

What about pre-leadership programs?

Who will teach the course?

Is their financial support to develop the course?

Will the material be rigorous enough to merit credit hours and scores?

## Action Moving Forward

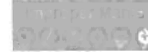
- Faculty, staff, students please send the general education committee your comments and suggestions by emailing Dr. Palardy
- Those emails will create the agenda for the FYE at YSU Focus Group Meeting on Wednesday October 21<sup>st</sup> at 4pm
  - All are welcome!
- Expect a complete proposal within the next few Academic Senate Meetings

SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Institution: \_\_\_\_\_ Instructor: \_\_\_\_\_  
 Course Number: \_\_\_\_\_ Time and Days Class Meets: \_\_\_\_\_

**IMPORTANT!**



Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- 1.  1  2  3  4  5 Gaining factual knowledge (terminology, classifications, methods, trends)
- 2.  1  2  3  4  5 Learning fundamental principles, generalizations, or theories
- 3.  1  2  3  4  5 Learning to apply course material (to improve thinking, problem solving, and decisions)
- 4.  1  2  3  4  5 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 5.  1  2  3  4  5 Acquiring skills in working with others as a member of a team
- 6.  1  2  3  4  5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 7.  1  2  3  4  5 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 8.  1  2  3  4  5 Developing skill in expressing myself orally or in writing
- 9.  1  2  3  4  5 Learning how to find and use resources for answering questions or solving problems
- 10.  1  2  3  4  5 Developing a clearer understanding of, and commitment to, personal values
- 11.  1  2  3  4  5 Learning to analyze and critically evaluate ideas, arguments, and points of view
- 12.  1  2  3  4  5 Acquiring an interest in learning more by asking my own questions and seeking answers

For the remaining questions, use the following code:

- 1=Definitely False
- 2=More False Than True
- 3=In Between
- 4=More True Than False
- 5=Definitely True

- 13.  1  2  3  4  5 As a rule, I put forth more effort than other students on academic work.
- 14.  1  2  3  4  5 My background prepared me well for this course's requirements.
- 15.  1  2  3  4  5 I really wanted to take this course regardless of who taught it.
- 16.  1  2  3  4  5 As a result of taking this course, I have more positive feelings toward this field of study.
- 17.  1  2  3  4  5 Overall, I rate this instructor an excellent teacher.
- 18.  1  2  3  4  5 Overall, I rate this course as excellent.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 19-38).

- 19.  1  2  3  4  5
- 20.  1  2  3  4  5
- 21.  1  2  3  4  5
- 22.  1  2  3  4  5
- 23.  1  2  3  4  5
- 24.  1  2  3  4  5
- 25.  1  2  3  4  5
- 26.  1  2  3  4  5
- 27.  1  2  3  4  5
- 28.  1  2  3  4  5
- 29.  1  2  3  4  5
- 30.  1  2  3  4  5
- 31.  1  2  3  4  5
- 32.  1  2  3  4  5
- 33.  1  2  3  4  5
- 34.  1  2  3  4  5
- 35.  1  2  3  4  5
- 36.  1  2  3  4  5
- 37.  1  2  3  4  5
- 38.  1  2  3  4  5

Comments:

**DO NOT  
WRITE  
IN THE  
SHADED  
AREA**

# Attachment 6

## INSTRUCTIONS

Please evaluate the instructor named above and the part of the course taught by that instructor. *The results of the SEIs are reported back to instructors and their departments as important tools for giving feedback. They are also taken seriously in determining promotions, teaching awards, pay raises, and tenure decisions. Please give thoughtful responses to the items on the form, as well as any additional items requested by the instructor.* Use a No. 2 pencil to fill in the appropriate circles completely.

CLASS	CUMULATIVE GRADE POINT AVG.	I ENROLLED IN THIS CLASS BECAUSE...
<input type="radio"/> Rank 1 (Freshman)	<input type="radio"/> 3.70 -PLUS	<input type="radio"/> It was specifically required in my major/minor.
<input type="radio"/> Rank 2 (Sophomore)	<input type="radio"/> 3.30 - 3.69	<input type="radio"/> It was one of several choices to meet a requirement in my major.
<input type="radio"/> Rank 3 (Junior)	<input type="radio"/> 3.00 - 3.29	<input type="radio"/> It fulfills a GEC/BER requirement.
<input type="radio"/> Rank 4 (Senior)	<input type="radio"/> 2.70 - 2.99	<input type="radio"/> It was a free elective choice.
<input type="radio"/> Graduate	<input type="radio"/> 2.30 - 2.69	
<input type="radio"/> Graduate Professional	<input type="radio"/> 2.00 - 2.29	
<input type="radio"/> Other	<input type="radio"/> Below 2.00	

Evaluate items 1-9 using a scale where the range is from Agree Strongly to Disagree Strongly. Fill in "Not Applicable" to indicate an item that does not apply to this instructional setting. Evaluate item 10 using a scale where the range is from Excellent to Poor.

Not Applicable	Agree Strongly	Neutral	Disagree Strongly	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. The subject matter of this course was well organized.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. This course was intellectually stimulating.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. The instructor was genuinely interested in teaching.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. The instructor encouraged students to think for themselves.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. The instructor was well prepared.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. The instructor was genuinely interested in helping students.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. I learned a great deal from this instructor.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. The instructor created an atmosphere conducive to learning.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. The instructor communicated the subject matter clearly.
	Excellent		Poor	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Overall, I would rate this instructor as . . .

Hi Sharon,

Here are the most recent response rates:

	# student responses obtained	# possible student responses	Student Response Rate	# students responding
SP15	161,478	359,579	44.91%	29,478
AU14	178,718	368,148	48.55%	29,356

In the summer it was about 31%. They are trending upward- slowly.

We implemented a mobile application last summer (it was a soft rollout) and found that 33% of all responses in the Fall and Spring were done via mobile.

We intend to let more faculty know there is a mobile app – I think many are unaware or if they are aware they didn't think about how that will allow them to replicate the paper experience- they can have students pull out their devices at the end of the last class and complete the SEI- just like they used to do them in class when they were on paper.

The biggest thing to increase response rates – faculty need to let students know how import the SEI is to them, how they (and their department) will use the info. Bribes seem to help –I've heard of cookies if they get rates above X% or one more point toward everyone's final or other things like that.

We asked a faculty member who always has high response rates how she did it and this is what she told us:

*I typically do two things:*

- 1) *With all students (undergrads and graduate students) I make a personal appeal. I tell them that not only do I care about their input & feedback personally (I use it to improve the course & learning experience), but also it's a direct input to my annual performance review. The Department and College use the data as an important part of evaluating my performance, thus they care too!*
- 2) *With undergraduates, I also offer a small extra credit-incentive if at least 75% of the class completes the SEI prior to the deadline.:*

*These seem to help a lot. (I learned both from a colleague who tried them and saw a big increase in participation...so these appear to be road tested!)*

We are going to work on a communication plan to both faculty and students to try to increase response rates.

Response rates definitely went down when we went to an all online process- however, the scores really didn't change. It is hard to convince faculty that the results are accurate, however, when response rates are low. We did some data analysis in 2004 after moving to an optional online format in 2001. We found a small difference between formats:

- Instructor mean on "overall" rating increased 0.11 (on a 5-point scale)
- Course mean on "overall" rating increased 0.07 (on a 5-point scale)
- Standard deviation got larger

I hope this helps.

Cindy



**STUDENT EVALUATION OF TEACHING AND LEARNING**

**INSTRUCTIONS:** Please enter your answers to the following questions by filling in the corresponding circle on the scantron sheet. For each question, select only ONE answer. Your response to these questions will provide helpful information to your instructor.

DESCRIBE YOUR INSTRUCTOR'S TEACHING PROCESS BY USING THE FOLLOWING CODES:				
a. Strongly agree	b. Agree	c. Disagree	d. Strongly disagree	e. Not applicable

**The Instructor:**

1. followed the syllabus without significant deviations.
2. developed the course to be appropriately challenging.
3. designed tests/papers/projects which were consistent with the objectives of the course.
4. designed assignments/papers/examinations requiring creative and original thinking.
5. presented clear grading standards for this course.
6. used advanced technologies to teach this course (e.g., multi-media, computers, Internet/World Wide Web, specialized lab equipment).
7. appeared to have an extensive knowledge about the subject matter of this course.
8. provided useful and thoughtful comments on papers/assignments/examinations.
9. was open to questions and differences of opinion.
10. was prepared and presented material in an organized manner.
11. created an inclusive classroom that communicated value for individuals and their differences (e.g. race, age, culture, gender, etc.)
12. was available during scheduled office hours.
13. respected the scheduled starting and stopping times of the class.
14. graded and returned course assignments and examinations to me in a timely fashion.
15. is someone from whom I would enjoy taking another course.

**The Course:**

16. helped me improve my communication skills.
  17. increased my understanding of the subject matter.
  18. provided experience with new or improved technical skills specific to the subject matter (e.g., laboratory techniques, artistic skills, clinical techniques, etc.)
  19. improved my abilities to access information beyond the textbook(s) (e.g., library, Internet, World Wide Web, data bases, interviews, etc.)
  20. provided me with opportunities for problem-solving, critical thinking or decision-making.
  21. provided opportunities for me to apply the materials and information learned in this course.
  22. included activities involving a variety of methods and approaches designed to clarify the material.
  23. I am aware of cheating, plagiarism, or other forms of dishonesty occurring in the class.
- YES = a NO = b

**Instructor's or Department's Questions:**

- 24.
- 25.
- 26.
- 27.
- 28.

PLEASE TURN THIS SHEET OVER AND COMPLETE BOTH QUESTIONS ON THE BACK

**STUDENT: Please fill in the following information:**

TERM:  FALL     SPRING    COURSE CODE NO: \_\_\_\_\_  
(Please refer to the top of scantron sheet.)

YEAR: \_\_\_\_\_ INSTRUCTOR NAME: \_\_\_\_\_

**NARRATIVE**

*INSTRUCTIONS:* Please comment, using the space below, on the following topics. Your written comments will be returned to the instructor *after* the term has ended. (You may want to *PRINT* to protect your anonymity.)





**a. THE STRENGTHS OF THIS COURSE AND ITS TEACHER.**  
*(Please use this space. DO NOT write your comments on the scantron sheet.)*

**b. RECOMMENDATIONS FOR IMPROVEMENT.**  
*(Please use this space. DO NOT write your comments on the scantron sheet.)*














# Academic Senate Meeting Sign-In Sheet: <sup>Oct. 14</sup> ~~August 20~~, 2015

## Williamson College of Business Administration (WCBA)

Senator Name	Department	Type of Senator	Term
Remesh Dangol	Management	At Large	2015-2016
 Peter Reday	Marketing	At Large	2015-2016
 William Vendemia	Management	At Large	2015-2016
 Jeremy Schwartz	Accounting and Finance	At Large	2015-2016
Doori Song	Marketing	At Large	2015-2016
Birsen Karpak	Accounting and Finance	At Large	2015-2016
 Emre Ulusoy	Marketing	Departmental	2015-2017
Mona Bahl	Management	Departmental	2014-2016
Kathleen Mumaw	Accounting and Finance	Departmental	2014-2016

## Bitonte College of Health and Human Services (BCHHS)

Senator Name	Department	Type of Senator	Term
 Mari Alschuler	Social Work	At Large	2015-2016
 Ken Learman	Physical Therapy	At Large	2015-2016
 Susan Clutter	Criminal Justice	At Large	2015-2016
 Weiqing Ge	Physical Therapy	At Large	2015-2016
 Cathy Bieber Parrott	Physical Therapy	At Large	2015-2016
 Richard Rogers	Criminal Justice	Departmental	2015-2017
 Stephanie Rhee	Social Work	Departmental	2015-2017
 Dave Griswold	Physical Therapy	Departmental	2015-2017
 Cynthia Daniels	Nursing	Departmental	2015-2017
Amanda Roby	Health Professions	Departmental	2014-2016
 Sara Michaliszyn	Human Perf. Exer. Sci.	Departmental	2014-2016
 James Dombrosky	Human Ecology	Departmental	2014-2016

 Amy Weaver

Nursing

Senate Honors Chair

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# Academic Senate Meeting Sign-In Sheet: August 20, 2015

## Administrative Senators

MAA Martin Abraham, Provost  
KB Kevin Ball, Associate Provost  
MS Gregg Sturuss, Interim Dean, STEM  
Charles Howell, Dean, BCOE  
Eddie Howard, Assoc. VP, Stud. Exp.  
AM Mike Hripko, VP Research  
ACC Amy Cossentino, Dir., Univ. Scholars  
Betty Jo Licata, Dean, WCBA

MC Mike Crist, Interim Dean, CACC  
MR Mike Reagle, Assoc. VP, Stud. Suc.  
JK Jane Kestner, Interim Dean, CLASS  
Gary Swegan, Assoc. VP, Enrollment  
SS Sal Sanders, Dean, Grad. Studies  
JY Sylvia Imler, ~~Int. Dir.~~ <sup>Exec. Dir.</sup> Divers. Multi. Aff.  
Joseph Mosca, Dean, BCHHS

## Student Senators

GF Greta Frost  
ES Evangelos Si' Sobanis  
KK Karissa Kuneli  
EB Ernie Barkett  
AM Andrew Morgan  
JD Stephen Dan  
J.W. Jordan Wolfe  
JE Jon Lane

A.D. Ashley Dillon  
ME Megan Evans  
AEO Ashley Orr  
JS Jacob Scribner-Briggs

## Others (Non-Voting) Attendees

James Tressel, YSU President  
D.O. Dan O'Neill, Senate Parliamentarian  
KK Karla Krudel Metro Credit

Joe Palardy, General Education Chair  
CL Carol Lamb, Senate Exec. Comm.  
Haven Becker BSS

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# Academic Senate Meeting Sign-In Sheet: ~~August 20~~, 2015

## College Science, Technology, Engineering and Mathematics (CSTEM)

Senator Name	Department	Type of Senator	Term
<u>JKL</u> Jodie Krontiris-Litowitz	Biological Sciences	At Large	2015-2016
<u>GW</u> Gary Walker	Biological Sciences	At Large	2015-2016
Ruigang Wang	Chemistry	At Large	2015-2016
<u>Falw</u> Virgil Solomon	Mechanical Engineering	At Large	2015-2016
<u>JJ</u> Jozsi Jalics	Mathematics & Statistics	At Large	2015-2016
<u>JJA</u> Jim Andrews	Physics and Astronomy	At Large	2015-2016
Isam Amin	Geology and Env. Sci.	Departmental	2015-2017
Feng Yu	Comp. Sci. Inf. Sys.	Departmental	2015-2017
Chet Cooper	Biological Sciences	Departmental	2015-2017
<u>NS</u> Nina Stourman	Chemistry	Departmental	2015-2017
Jamal Tartir	Mathematics/Statistics	Departmental	2014-2016
Brett Conner	Mech. Industrial Eng.	Departmental	2014-2016
<u>DJP</u> Donald Priour	Physics and Astronomy	Departmental	2014-2016
<u>L.S.</u> Lin Sun	Elec. Computer Eng.	Departmental	2014-2016
<u>J.S.</u> Joe Sanson	Engineering Technology	Departmental	2014-2016
<u>H.M.</u> Holly Martin	Civil Env. Chem. Eng.	Departmental	2014-2016

## Beeghly College of Education (BCOE)

Senator Name	Department	Type of Senator	Term
Jennifer Vaschak	Counseling Spec. Ed.	At Large	2015-2016
<u>P.S.</u> Patrick Spearman	Ed. Found. RTL	At Large	2015-2016
<u>D</u> Darlene Unger	Counseling Spec. Ed	At Large	2015-2016
C. Sue deBlois	Ed. Found. RTL	At Large	2015-2016
Mary Levine	Teacher Education.	At Large	2015-2016
<u>MB</u> Margie Briley	Counseling Spec. Ed.	Departmental	2014-2016
Karen Larwin	Ed. Found. RTL	Departmental	2014-2016
Bobby Ojose	Teacher Education	Departmental	2014-2016

# Academic Senate Meeting Sign-In Sheet: <sup>Oct. 14</sup> August 20, 2015

## College of Liberal Arts and Social Sciences (CLASS)

Senator Name	Department	Type of Senator	Term
<u>HS</u> Helene Sinnreich	History	At Large	2015-2016
<u>AK</u> Amy Flick	English	At Large	2015-2016
<u>MW</u> Deborah Mower	Philosophy and Religion	At Large	2015-2016
Tomi Ovaska	Economics	At Large	2015-2016
<u>WRB</u> Bill Buckler	Geography	At Large	2015-2016
<u>LB</u> Laura Beadling	English	At Large	2015-2016
<u>DAW</u> Diana Awad Scrocco	English	Departmental	2015-2017
Mark Vopat	Philosophy and Religion	Departmental	2015-2017
<u>KSL</u> Keith Lepak	Political Science	Departmental	2015-2017
<u>PS</u> Paul Gordiejew	Sociology/Anthropology	Departmental	2015-2017
<u>DAP</u> Dennis Petruska	Economics	Departmental	2014-2016
Jennifer Behney	Foreign Language	Departmental	2014-2016
<u>PKL</u> Peter Kimosop	Geography	Departmental	2014-2016
<u>DA</u> Daniel Ayana	History	Departmental	2014-2016
<u>JC</u> Jeff Coldren	Psychology	Departmental	2014-2016
<u>Gina Villaluz</u>	Foreign Languages		

## College of Creative Arts and Communication (CCAC)

Senator Name	Department	Type of Senator	Term
Adam Earnhardt	Communications	At Large	2015-2016
Matthew Mazuroski	Theater and Dance	At Large	2015-2016
Missy McCormick	Art	At Large	2015-2016
Hae-Jong Lee	Music	At Large	2015-2016
<u>F.F.</u> Francois Fowler	Music	At Large	2015-2016
<u>SR</u> Stephen Reale	Music	At Large	2015-2016
<u>EJ</u> Ellen Jones	Theater and Dance	Departmental	2014-2016
<u>MG</u> Max Grubb	Communication	Departmental	2014-2016
<u>SM</u> Cicilia Yudha (Stacie Mickens)	Music	Departmental	2014-2016
<u>RJ</u> Robert Thompson	Art	Departmental	2014-2016