

ACADEMIC SENATE MINUTES
Wednesday, December 2, 2015 4:00 P.M.
Room 132, DeBartolo Hall

Minutes

- 1. Call to Order @ 4:03 PM**
- 2. Minutes for November 4, 2015 meeting approved**
- 3. Senate Executive Committee Report – Chet Cooper, Senate Chair**
 - a. Senate Program Review Committee formed and there will be one representative from each college. Corey Andrews will be spearheading program review process. Please welcome him into your departments.
 - b. There was a resolution passed honoring Ashley Orr and her being recognized as a Rhodes Scholar (Attachment 1)
- 4. Sal Sanders to address Senate**
 - a. Responsible Conduct of Research or IRB training will be required for all graduate faculty members.
 - b. Masters of Accounting, Interdisciplinary Visual Arts, and Athletic Training have been proposed and are expected to be approved
 - c. Accelerated 4+1 Programs being offered for Economics and Mathematics
 - i. Hopefully will encourage graduate work
 - d. All thesis and dissertations will be required to be run through iThenticate to check for plagiarism prevention
 - e. Ellucian Recruiter- This system will help with recruitment and application review and approval
 - i. Automated communication with students
 - ii. Help with collection of application materials
 - iii. Enable students to check application progress
 - iv. Provides reports that we currently do not have access to
 - f. 74% increase in graduate programs over the course of the last 20 years.
- 5. Report of the Charter and Bylaws Committee – No Report**
- 6. Ohio Faculty Council Report – No Report**
- 7. Report of the Elections and Balloting Committee - No Report**
- 8. Reports from Other Senate Committees**
 - a. Academic Events Committee (Tacibaht Turel, Chair)– No Report
 - b. Academic Programs Committee (Mary Beth Earnhardt, Chair) – Attachment 2
 - c. Academic Research Committee (Ken Learman, Chair)– No Report
 - d. Academic Standards Committee (Gary Walker, Chair) – Attachment 1
 - i. Motion approved
 - e. General Education Committee (Joe Palardy, Chair) – Attachment 3

Susan Clutter: Commend the committee and the ideas put forward. However, she has concerns about the money and labor resources that this would take to implement. She asked

the Provost had agreed to fund this.

Martin Abraham said we are going to do our best to do this the best that we can.

Rick Rogers expressed concerns about the lack of clarity in terms of credit hours, also there is not a general education course that can be omitted. He is also concerned about the resources, as people are already at capacity in terms of workload.

Gregg Sturress asked about different ways the Campus SaVe program could be done.

Joe Palardy said that we were going to build time into the curriculum partially online, partially in class.

Deb Mower reiterated the concerns about resources and how this could possibly work. She asked why transfer students would not have to take this class given the goal of partaking in the campus community. She proposed also that as there are faculty members who do not teach in the graduate school, but are engaged in research, the requirement that a faculty member must teach in the graduate school to teach the hybrid version of this should be removed. Lastly, she stated that she liked the idea of full time faculty teaching these courses, but maybe say emeritus faculty or part time faculty could teach only if a full time faculty member is unavailable

Holly Martin expressed concerns about outside activities given the work and life schedules of our students. She wanted to know how we could justify this requirement.

Joe Palardy explained that there are many opportunities to participate in activities that are offered at a variety of times. He also said that this creates a community connection that some commuters feel disconnected from the campus.

Diana Awad Scrocco expressed concerns about how this course, with its required writing component, differs from and supports the existing 1550 and 1551 concerns.

Joe Palardy said that they were deliberately ambiguous because on one hand, more structure could be a good thing, but we need the flexibility to fit the course. We are trying to balance flexibility with standards.

Bill Vendemia is expressed further concerns about resources. He is also concerned about tracking the student engagement in this.

Jordan Edgell asked whether this would be run in fall and spring and whether this would be mandated.

Joe Palardy stated that this would run in fall and students would be required to take the course.

There were also concerns about the nonacademic issues being mixed in with the academic aspects of the course. Specifically, what is the faculty's responsibility for making sure that students follow through with the nonacademic modules given that the faculty member is not teaching this, but he/she is teaching the course.

Joe Palardy stated that the idea would be that peer mentors could assist with following up on the nonacademic modules.

Ashley Orr said the student representatives of student government felt that this was a needed initiative to help acclimate students. Jacob Schriener Briggs asked Martin Abraham to be more specific about what kind of support the university will provide.

Martin Abraham commended the work that this committee did and he likes this proposal. He noted that some of these changes will be implemented whether the Senate approves this or not. He stated that we need to improve retention. YSU has a 36% graduation rate and 73% retention from freshmen to sophomore year. This is not acceptable. This proposal will help increase these numbers. A 1% increase in retention will equal about 1

million dollars (this was a rough estimate). If YSU can improve graduation rates and retention, there will be an increased budget, which allow for investments in other areas. That said, we do not have the dollars to put faculty in place to teach these courses for fall. We have and will continue to hire faculty. We have begun to talk about fiscal year 17 and 18, and he would like to show that our retention numbers are improving, which they are and that our faculty support these endeavors. Senate approval of this program designed to support student success will demonstrate faculty commitment to our students.

Holly Martin pointed out 50 new classes would have to be created and placed. She asked if we can limit the class to 25.

Palardy said that because we are eliminating a gen ed elective, there should not be that many new sections. He also said that 25 is a recommendations, but this is not a cap.

Betty Liccotta asked if the committee would approve of proposal for a class of 40-45 students per class that meets the spirit of this.

Palardy said this is flexible and the committee would look at that proposal favorably.

Tammy King asked what kind of class this is meant to be, what is the vision.

Palardy said that this is flexible to be determined by the college.

Tammy asked if they wanted to maintain the University 101 model, is there flexibility on writing.

He said that there was.

Mike Crist moved to vote.

Chairman Chet Cooper asked that the committee revisit this proposal in Spring if the motion is passed.

Motion approve

- f. Honors Committee (Amy Weaver, Chair) – No Report
- g. Library Committee (Susan Clutter, Chair) – No Report
- h. Professional Conduct Committee– No Report
- i. Student Academic Affairs Committee (Thomas Madsen, Chair) – No Report
- j. Student Academic Grievance Committee (Jennifer Pintar, Chair)– No Report
- k. Undergraduate Curriculum Committee (Alina Lazar, Chair)– Attachment 4
- l. Integrated Technologies Committee (Cathy Bieber Parrott, Chair)-No Report

9. Unfinished Business

10. New Business

11. Adjournment

Attachment 1

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

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

Date 11/20/2015 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report University Academic Standards Committee

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

Names of Committee Members _____

Gary Walker, CSTEM (Chair), James Dombrosky, BCHHS, Gail Saunders-Smith, BCQE, Rebecca Curnalia, CCAC, Amy Flick, CLASS, A.J. Sumell, CLASS, Carol Lamb, CSTEM, Bill Vendemia, WCBA, Joe Mosca, Admin., Denise Walters, Dobson, Admin., Ashley Orr, Student, Jacob Shriner-Briggs, Student, Mary Beth Earnheardt] (ex officio)

Please write a brief summary of the report the Committee is submitting to the Senate:
The Committee met twice since the last meeting to consider proposed changes to the admissions policy governing the admission of dual enrolled students (motion). The committee is also reviewing the excused absence policy and comparing to other regional universities.

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

If so, state the motion: _____
I move for approval, by this body, of the admission requirements for dual or concurrent enrollment students, as stated in the attachment.

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: This proposal brings the YSU policy in alignment with State policy.

Chair

PROPOSED Admission Requirements for Dual or Concurrent Enrollment Students
Effective Summer 2016

Automatic Admission

Students in grades 7-12 who want to enroll in college credit bearing courses that also earn them high school credit must meet the YSU requirements for undergraduate admission.

The requirement that the student must have passed all tests required by the Ohio Department of Education to gauge eligibility for high school graduation (currently the Ohio Graduation Test) is waived for students enrolled in grades levels below those in which the tests are administered.

Admission by Student's Appeal

Students who do not meet the requirements for automatic admission will be denied admission. All appeals must be submitted to the College Credit Plus program office. Students have the option to appeal using either of the following methods:

- Students may take YSU approved placement exams and admission may be granted based on performance on the placement exams. OR
- The YSU department chair may grant admission for courses offered by that particular department. This type of admission will be considered on a case-by-case basis.

Attachment 2

Date **December 1, 2015** 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:

Mary Beth Earnhardt (CLASS, chair), David Asch (STEM), Kevin Ball (Admin.), William Buckler (CLASS, Advising), Jayne Caputo (Admin.), Monica Merrill (BCHHS), Julie Felix (Admin), Jeanne Herman (Admin.), Anthony Kos (CCBA), Johanna Krontiris-Litowitz (STEM), Matthew Paylo (BCOE), Amy Crawford (CCAC).

Upcoming Meeting: December 10, 2015

Proposals Reviewed, Approved and Circulated: Since our last report to the Academic Senate the Academic Programs Committee (APC) approved the following proposals. These proposals are reported for informational purposes only:

002P -16	Biological Sciences	B.S. in Biological Sciences (changes to degree; modifying core courses)	5/10/1 5	8/31/1 5	Approved with minor edits	9/21/1 5	12 15
003P -16	Foreign Languages	Deletion of B.A. in French	10/08/ 15	10/22/ 15	Approved; Sarkissian must see Kevin Ball for State paperwork	10/25/ 15	12 15
004P -16	Interdisciplinary: Geography, History, Sociology, Anthro and Gero, Phycology, Economics, Politics and International Relations	Deletion of B.A. in Social Studies	10/08/ 15	10/22/ 15	Approved; Sracic must see Kevin Ball for State paperwork	10/25/ 15	12 15

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

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**

Report respectfully submitted by:

Mary Beth Earnhardt, Chair APC 2015-16 (Department of English)

General Education First-year Experience Proposal

Proposal:

The General Education Committee will add a new category – First Year Experience (FYE)

- a. The GEC will be responsible for creating and setting criteria for FYE courses.
 - b. The GEC will be responsible for approving FYE courses.
 - c. FYE courses must be from 2-4 hours.
 - d. FYE courses must meet the FYE Learning Outcomes and contain required material.
 - e. Preexisting courses could be approved as FYE courses so long as they meet the FYE Learning Outcomes and contain required material.
 - f. FYE courses for online-only programs will be given flexibility (but not exemptions) for the required material.
2. The General Education Elective will be removed and replaced with the FYE course.
 3. Students will be required to take a FYE course as part of their General Education Program requirements.
 - a. During the transition year, 2016-2017 incoming undeclared students will be required to take a FYE course.
 - b. During the transition year, 2016-2017 students that have already declared a major may also fulfill their Gen. Ed. requirement by taking a Gen. Ed. elective. However, colleges will need to ensure that students not taking a FYE course complete Campus SaVe training and a Career Assessment.
 4. Transfer students that have already completed similar required content will not have to take the course.

Motivation

This course serves two major functions:

1. This course would serve as a cornerstone for new student success initiatives with goals of improving completion and retention of students at YSU, and
2. this course would allow YSU to fulfill potential mandates including:
 - a. Federal Campus Sexual Violence Elimination Act (Campus SaVE) student training
 - b. Career Assessments.

According to a survey by Barefoot, Griffen, and Koch (2012) approximately 96% of institutions offer and 80% of students nationwide participate in a first-year experience. Of those institutions that offer first-year experiences 85% view the first-year experience as having a medium or high perceived cost-effectiveness. Research from Griffin and Romm (2008) shows a correlation between students taking first-year seminar courses and student retention rates for schools similar to YSU.

As part of the 2013 federal reauthorization of the Violence Against Women Act (VAWA) colleges and universities are to provide new students with training for sexual violence prevention and awareness and administer on-going prevention and awareness campaigns. Ohio's "A Safer Campus Guidebook", (available at ohiohighered.org) provides recommendations and guidance for Ohio's

colleges and universities and lists an extensive set of learning objectives for potential training programs.

Learning Goals and Outcomes (All FYE Courses):

Goal: Students will participate in a culture of community

Outcomes:

1. Students will identify and participate in student organizations and co-curricular activities that fit their interests and goals
2. Students will establish working relationships with faculty, advisors, and student support services
3. Students will evaluate issues of living in a diverse society
4. Students will engage in and reflect on a common, University-wide experience

Required Activities:

1. Students will be required to participate in a minimum of four student activities. At least one must be outside of the college. Activities can include (but are not limited to) presentations from guest lecturers, college events (STEM day), student organization activities, and fine and performing arts events (Outcome 1.)
2. Students will be required to engage in sexual violence prevention training as part of the University's requirements for the Campus SaVe act. (Outcome 3)
3. Students will be required to participate in a common intellectual experience as developed by the First Year Experience Committee. (Outcome 4)

Goal: Students will learn skills that will promote academic and professional growth

Outcomes:

1. Students will conduct an exploration and development of their academic interests and career pathways
2. Students will practice skills needed to manage their financial resources and situation
3. Students will practice skills need to improve written communication and develop critical thinking

Required Activities:

1. Student will undergo a career assessment (Outcome 1.)
2. Students will attend a session on financial aid and student debt (Outcome 2.)
3. Students will engage in activities that involve writing and critical thinking (Outcome 3.)

Required Activities

Required activities will be conducted as follows:

1. Student activities will be tracked through Student Success and Peer Mentors or by instructors
2. Sexual Violence Prevention Training (Campus Save) will be developed and administered through Title IX, Student Success, and Student Life with assistance from faculty advisors
3. Career Assessment will be developed and administered through Student Success

4. Common Intellectual Experience will be designed by Gen. Ed. and the First Year Experience Committee and administered through Student Success and the First Year Experience Committee
5. Financial Aid and Student Debt Session will be designed and administered by Financial Aid, Student Success, and faculty advisors
6. Writing and critical thinking activities will be the responsibility of the instructor.
 - a. Minimum required writing of approximately 2500 words (about 10 pages) over multiple assignments. One assignment must require multiple drafts and be approximately 1000 words (3-4 pages.)
7. Instructors should reserve time in the class for university announcements and potential assessments

Schedules for required sessions will be available to instructors in May-August.

Templates

The Gen. Ed. committee will only evaluate courses based on their ability to meet the required learning outcomes and contain the required material. Courses may contain additional material and be locally controlled. However, courses should be limited to 25 students. However, for instructor qualification purposes we expect courses to fall into one of three categories:

1. University 101
 - More Student Success Content with Potential Focus on
 - a. Career Exploration
 - b. Student Activities and Networking
 - c. Soft Skill Development
 - d. Financial Literacy
 - Some Writing and Critical Thinking
2. Hybrid
 - Some Student Success
 - Contains Writing and Critical Thinking
 - Same course could be taught by multiple faculty
 - Connected to One Aspect of the University's Mission
 - Diversity
 - Sustainability
 - Global Perspectives
 - Research
 - Community Engagement
3. Freshman Seminar
 - Thematic topic focused on a big idea
 - Could be a special topics course
 - More faculty-specific course
 - Focus on writing and critical thinking
 - Only includes mandatory student success content

Qualifications for Teaching the FYE Course

Qualifications for teaching a FYE Course will depend on the type of course.

Seminars

Instructors:

- Full-time faculty

Qualifications

- Master's degree in the field of or a related field to the topic of the seminar
- Master's degree (any field) plus 18 hours in the field of or related field to the topic of the seminar.

Hybrid

Instructors:

- Full-time faculty
- Long-Serving part-time (with Dean's Approval)
- Emeritus faculty
- University Staff (when qualified)

Qualifications

- Master's degree a field related to the course's connection the University's Mission
 - Research oriented courses should be taught by members of the University's Graduate School
- Master's degree (any field) plus 18 hours in the field related to the course's connection the University's Mission

University 101

Instructors:

- Full-time faculty
- Long-Serving part-time (with Dean's Approval)
- Emeritus faculty
- University Staff (when qualified)

Qualifications

- Master's degree in any field plus relevant experience and training
 - Courses defined as occupational are not subject to the HLC's 18 hour rule.
 - Courses that have more specialized content, such as a financial literacy course, may require additional credentials.

Administering the FYE Course

The GEC only approves courses as FYE courses, and the staffing of the courses will be up to the college/department that offers the course. There could be a variety of FYE courses with some being 2-hour University 101 courses and some being 3-hour Seminar style courses. Therefore, each college/department offering a FYE course will need to determine appropriate staffing. Courses should be capped at approximately 25 students. For seminars, colleges may wish to create a special topics—freshman seminar course.

Those teaching FYE courses, however, will need to receive training on particular issues related to the first year experience. For instance, staff or faculty teaching common intellectual experience will

likely need training on its expectations and goals. While specific content, such as sexual violence prevention, will not be the direct responsibility of the instructor, it is recommended that course instructors receive supplemental instruction in order to direct questions through to appropriate channels. Training would be provided by content experts on campus.

With the consent of the instructor, courses will be assigned a Peer Mentor. Assessment and quality assurance of the required content of the FYE course, along with tracking of participation in campus-wide FYE events would be the responsibility of Student Success. It is recommended that content be aligned with SOAR and Orientation.

References

Griffin, A. M., & Romm, J. (Eds.). (2008) Exploring the evidence, vol. IV: Reporting research on first-year seminars. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition. Retrieved 11/20/2015, from <http://www.sc.edu/fye/resources/fyr/index.html>

Supporting Material

[October 2015 Presentation to Senate](#)

[October 2015 Focus Group Presentation](#)

[Focus Group Minutes](#)

[Seminar Example Syllabus](#)

[Hybrid Example Syllabus](#)

[University 101 Example Syllabus](#)

Attachment 4

MEMO

TO: Department Chairs and Deans

FROM: Alina Lazar, Chair University Curriculum Committee

SUBJECT: Circulation of Course Proposal approved by the UCC










Date: November 19, 2015

The attached course proposals were approved at the 11/10/2015 meeting of the University Curriculum Committee and are presented for your review.













UCC#	Course	Course Title	College	Action	Cross List	Received on	Decision
16067	CSIS 4802 - A	Software Tools and Practices	STEM	Add	No	10/28/2015	Approved
16100	HPES 4875 - C	Exercise Counseling and Behavior	BCHHS	Change	No	10/20/2015	Approved
16101	HPES 3725 - A	Mindfulness	BCHHS	Add	No	10/28/2015	Approved
16133	HPES 3705 - C	Statistics Research in Ex Sci	BCHHS	Change	No	10/27/2015	Approved
16134	HPES 3730 - C	Exer Test and Prescription 2	BCHHS	Change	No	10/27/2015	Approved
16136	HPES 4810 - C	Exer Test and Prescription 3	BCHHS	Change	No	10/27/2015	Approved
16207	PHYS 2610 - C	General Physics 1	STEM	Change	No	11/6/2015	Approved
16208	PHYS 2611 - C	General Physics 2	STEM	Change	No	11/6/2015	Approved

Academic Senate Meeting Sign-In Sheet: December 2, 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

Academic Senate Meeting Sign-In Sheet: December 2, 2015

College of Liberal Arts and Social Sciences (CLASS)



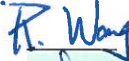



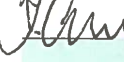





Senator Name	Department	Type of Senator	Term
Helene Sinnreich	History	At Large	2015-2016
 Amy Flick	English	At Large	2015-2016
 Deborah Mower	Philosophy and Religion	At Large	2015-2016
Tomi Ovaska	Economics	At Large	2015-2016
 Bill Buckler	Geography	At Large	2015-2016
 Laura Beadling	English	At Large	2015-2016
 Diana Awad Scrocco	English	Departmental	2015-2017
 Mark Vopat	Philosophy and Religion	Departmental	2015-2017
Keith Lepak	Political Science	Departmental	2015-2017
 Paul Gordiejew	Sociology/Anthropology	Departmental	2015-2017
Dennis Petruska	Economics	Departmental	2014-2016
 Gina Villamizar (Fall only)	Foreign Language	Departmental	2014-2016
 Peter Kimosop	Geography	Departmental	2014-2016
Daniel Ayana	History	Departmental	2014-2016
 Jeff Coldren	Psychology	Departmental	2014-2016

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
 Francois Fowler	Music	At Large	2015-2016
 ^{Steven} Stephen Reale	Music	At Large	2015-2016
 Ellen Jones	Theater and Dance	Departmental	2014-2016
 Max Grubb	Communication	Departmental	2014-2016
 Stacie Mickens (Fall only)	Music	Departmental	2014-2016
Robert Thompson	Art	Departmental	2014-2016

Academic Senate Meeting Sign-In Sheet: December 2, 2015

College Science, Technology, Engineering and Mathematics (CSTEM)

Senator Name	Department	Type of Senator	Term
 Jodie Krontiris-Litowitz	Biological Sciences	At Large	2015-2016
 Gary Walker	Biological Sciences	At Large	2015-2016
 Ruigang Wang	Chemistry	At Large	2015-2016
 Virgil Solomon	Mechanical Engineering	At Large	2015-2016
 Jozsi Jalics	Mathematics & Statistics	At Large	2015-2016
 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
 Nina Stourman	Chemistry	Departmental	2015-2017
 Jamal Tartir	Mathematics/Statistics	Departmental	2014-2016
Brett Conner	Mech. Industrial Eng.	Departmental	2014-2016
 Donald Priour	Physics and Astronomy	Departmental	2014-2016
Lin Sun	Elec. Computer Eng.	Departmental	2014-2016
Joe Sanson	Engineering Technology	Departmental	2014-2016
 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
 Patrick Spearman	Ed. Found. RTL	At Large	2015-2016
 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
 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: December 2, 2015

Administrative Senators

MAA

Martin Abraham, Provost

KB

Kevin Ball, Associate Provost

GS

Gregg Sturuss, Interim Dean, STEM

CH

Charles Howell, Dean, BCOE

Eddie Howard, Assoc. VP, Stud. Exp.

MH

Mike Hripko, VP Research

AC

Amy Cossentino, Dir., Univ. Scholars

BJL

Betty Jo Licata, Dean, WCBA

Mhe

Mike Crist, Interim Dean, CACC

MR

Mike Reagle, Assoc. VP, Stud. Suc.

JK

Jane Kestner, Interim Dean, CLASS

GS

Gary Swegan, Assoc. VP, Enrollment

SS

Sal Sanders, Dean, Grad. Studies

Sylvia Imler, Ex. Dir., Diver. Multi. Aff.

Joseph Mosca, Dean, BCHHS

Student Senators

AEO

Ashley Orr, SGA President

JS

Jacob Schriener-Briggs, SGA Exec. VP

JE

Jordan Edgell, SGA Chief of Staff

FK

Fiona Kelly

Lindsay Heldreth

Stephanie Davis

AM

Andrew Morgan

GF

Greta Frost

JW

Jordan Wolfe

ES

Evangelos Sisalouis

EB

Ernest Barkett

A.D.

Ashley Dillon

Karissa Kuneli

Josh Ivack

ME

Megan Evans

Others (Non-Voting) Attendees

James Tressel, YSU President

DO

Dan O'Neill, Senate Parliamentarian

Joe Palardy, General Education Chair

Carol Lamb, Senate Exec. Comm.