

ACADEMIC SENATE AGENDA
Wednesday, September 7, 2016, 4:00 P.M.
Room 132, DeBartolo Hall

AGENDA

- 1. Call to Order @4:04 PM**
- 2. Introduction of Guests- Provost Abraham and Chairperson Cooper**
 - a. Introduced Dr. Kristine Blair (Dean CLASS), Dr. Wim Steelum (Dean STEM), and Dr. Phyllis Paul (Dean CACC)
 - b. Announced Dr. Karen Becker as the new FYE Director. She will begin her position on September 16
 - c. New senators introduced themselves
- 3. Minutes for May 4, 2016 meeting approved**
- 4. Senate Nominations**
 - a. Nominations for Senate Chair
 - i. Nominations for Chair: Adam Earnhardt and Chet Cooper
 - Chet Cooper will continue as Chair
 - b. Appointment of Senate Secretary: Amy Flick appointment approved
 - c. Appointment of Senate Parliamentarian: Dan O'Neill appointment approved
- 5. Nominations for Charter and Bylaws Committee**
 - a. Nominations will be held until September 16 and then a vote will be held if need be
 - b. After if we do not have a full committee, the Senate Executive Committee will appoint members
- 6. Senate Executive Committee Report – Chet Cooper, Senate Chair**
 - a. Adam Earnhardt was nominated to be Vice Chair of Senate Exec Committee
 - b. Committees have been filled and emails have been sent
 - c. There are vacancies in:
 - i. Academic Standards - BCOE
 - ii. Academic Events - Williamson
 - iii. Curriculum Committee - BCOE and Administration
 - iv. Academic Affairs- CACC
 - v. Library Committee- Williamson and Administration
 - vi. Culture of Community- Administrative member of the Senate
 - d. Please contact Dr. Cooper so he can attend your committee's first meeting
 - e. Discussed presentation to the Board
 - i. Handout of presentation was made available at meeting
 - ii. Board was receptive
 - iii. Three Ohio Universities have a faculty representatives on the Board
 - Dr. Cooper recommended that YSU adopt such a policy
 - a. They responded favorably and Dr. Cooper will continue working on this
 - iv. The Board also has an interest in the Senate composition

- f. Dr. Pintar And Mr. Howard discussed the changes to the academic dishonesty policy.
 - i. Mr. Howard discussed separated the grievance procedure from the code of conduct
 - ii. Students will receive a separate book about academic policies
 - iii. Academic Grievance Committee will hear/oversee all academic dishonesty
 - iv. See handout (attached) for brief explanation and copy of form to be filled out when charging students with academic dishonesty
 - v. A full discussion of this policy will be presented to Chairs on September 13.
 - Suggestion was made to consider a scenario when students agree to the sanction but not the charge
- g. Dr. Cooper reminded everyone of the university excused absence policy
- 7. Report of the Charter and Bylaws Committee – No Report**
- 8. Ohio Faculty Council Report – No Report**
- 9. Report of the Elections and Balloting Committee – Ken Learman thanked everyone for helping with at large positions over the summer. BCOE has two at large vacancies that need to be filled.**
- 10. 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– No Report
 - e. General Education Committee (Joe Palardy, Chair) – No Report
 - 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
 - l. Program Review (Corey Andrews, Chair)- Verbal Report to Be Given
 - i. Corey Andrews has met or will meet with Deans and coordinators of programs undergoing full program review this year.
- 11. Unfinished Business**
- 12. New Business**
 - a. Placement Testing- Amy Gordon and Angela Messenger (Attachment 1, 2, 3)
 - i. Reading and Study Skills
 - Approved
 - ii. Math
 - Sal Sanders asked about costs to the student
 - a. Amy Gordon noted there is a \$25 dollar fee. However, there will n longer be a \$20 retest fee. There are discussions of whether those cost will be absorbed.

- It was asked about how much time is spent on learning modules. Students spent anywhere from 5-41 hours in the self-paced modules.
 - Approved
- iii. English- Angela Messenger
- Approved
- b. Campus Climate Survey- Hillary Fuhrman
- i. Email was sent to campus community
- ii. All materials presented today and all of the data pertaining to the survey is available at cms.yzu.edu/campusclimate
- iii. PowerPoint attached here
- Mark Vopat asked how this affects accreditation. Hillary Fuhrman noted that we will have to address this to HLC and speak to remediation and remediation plans. We will also have to show evidence of this remediation. Another survey will be sent out next year.
 - Keith Lepak noted small sample size and stated that there is a bit of self selection. Ms. Fuhrman stated that we have a sample that is in line with other institutions in terms of response.
 - Tim Francisco asked how this compared to previous surveys. Ms. Fuhrman stated that the surveys were different, so an exact comparison is not possible. However, the themes are similar. Previous survey results have also been posted. He then asked how serious this was in terms of HLC. Ms. Fuhrman stated that this was very serious in terms of criteria 5 & 2.
 - Susan Clutter asked about a timeline on reaction from BoT, Provost, and President. Provost Abraham stated that the preliminary timeline in the PowerPoint. It was explained that they are trying to hold the open forums during the third week of September. In these forums, it is expected that faculty and staff will be engaged and willing to provide further feedback to help further understand the problems and guide solutions. After, task forces will be set up to address these issues, hopefully by the end of the semester. The Senate Executive Committee will meet with the Provost tomorrow morning.
 - Loren Lease noted that one area of strength was the chairs. Yet the draft changing the chairs role and position. She asked why are we not discussing this in relation to the survey. Adam Earnhardt stated that this was just a draft and it was meant to help Chairs. He noted, however, that there are things that are being debated and that they are unsure as to whether this will go to the BoT (it may remain in the academic division). Dr. Lease strongly disagreed with the language that said faculty would "consult" on Chair selection. She pointed to this as being an issue of shared governance and she asserted that university communication is hugely problematic. She also stated we need to use this time in Senate for these conversations. Dr. Earnhardt agreed about the communication issues and recommended an internal communication audit to be done by an outside agency.
 - Corey Andrews asked about how the open forums would be run. Hillary Fuhrman stated that the data and presentation would be similarly available. The focus though would be to move into small group discussion and recommendations.

- It was asked how long we would have to plan for these meetings or how much notice would we be given
- Dr. Earnhardt interjected and suggested having multiple avenues for people to make comments and recommendations. Ms. Fuhrman said that they are looking into an electronic mechanism for people to provide feedback in that way as well.
- Dr. Francisco asked about the plan beyond forums and next survey for plans for change. Dr. Abraham stated that senior leadership can't make these decisions for change, and that change must come from the recommendations from the employees, faculty, and staff.

13. Adjournment

- a. Meeting adjourned at 5:26**

Attachment 1

ALEKS Placement Proposal

The Math, English and Reading Departments, have been using the ACT college placement product, Compass® for placement into their respective departmental courses since the Spring of 2002. In the Fall of 2015, ACT announced that they were discontinuing Compass and the platform would not be available after November 30, 2016. Since that time, the Math Department faculty and Testing Center staff have been meeting to discuss the best replacement. Math Department Chair, Dr. Angela Spalsbury participated in the ODHE committee which met to revise the recommendations in the Ohio Remediation Free Guarantee. That committee made a series of statewide recommendations:

- a. Removal of COMPASS Assessment for both English and Mathematics
- b. Recommended change to increase ACT Reading Sub-Score to ≥ 22 (previously ≥ 21)
- c. Removal of Accuplacer Elementary Algebra Assessment while retaining Accuplacer College Level Mathematics Assessment
- d. Addition of MapleSoft T.A. for Mathematics only, required score $\geq 50\%$ correct responses
- e. Addition of ALEKS for Mathematics only, required score ≥ 46
- f. Addition of PlaceU (WebAssign) for Mathematics only, required score ≥ 18

Following the ODHE discussion, Dr. Spalsbury consulted with other University Math colleagues across the state and convened a YSU committee to investigate both the ALEKS PPL and the ALEKS course program. The committee includes Dr. Angela Spalsbury, Lance Williams, Dr. Richard Goldthwait, Julie Seitz, Lori Carlson and Dr. David Pollack from the Mathematics Department, Susan Mark-Sracic from the CSP and Amy Gordon from the Testing Center. The committee met with ALEKS representatives and determined that there would be positive benefits to integrating ALEKS PPL as a placement measure as it is designed to give students a chance to self-remediate within the ALEKS “prep and learning module” designed to help improve math placement and course outcomes.

During the Summer 2016 semester, the Math Department piloted ALEKS PPL to a pilot group of 18 YSU students who had not met their Math placement goals via Compass testing. Instead of taking a Compass math retest and paying the \$20 retest fee, students were given the opportunity to pay \$25.00 for the pilot ALEKS PPL math assessment, which includes the prep and learning module. Once completing the ALEKS PPL prep and learning module, an ALEKS placement assessment was given at no additional cost. Students who had successfully increased their placement results will be moved into the math course indicated by their scores.

Beginning October 30, 2016, the Mathematics Department would like to begin a full transition to ALEKS PPL as the math placement module used for all of their GER math coursework. The committee believes that using ALEKS will enable YSU to reach out to admitted YSU students more quickly in order for them to take advantage of the prep and learning modules within the ALEKS PPL exam. The goal is that all students entering in the Spring 2017 cohort will be given the ALEKS PPL assessment and placed into math coursework based on their ALEKS scores. The initial placement cutoffs will be based on ALEKS research and their recommended cut scores. Please see attached document for more information regarding ALEKS cut scores.

Once a cohort of students has been placed using ALEKS Placement, Preparation and Learning, institutions are urged to determine optimal cut scores based upon their own student data. In the absence of such data, ALEKS offers the recommendations below to provide guidance with regard to initial cut scores.

ALEKS Corporation's Math and Applied Research teams have developed recommended placement cut scores based on analysis of the math content, ALEKS Knowledge Structure (Artificial Intelligence), data collected from ALEKS use results, and the experience of other institutions using ALEKS placement. Recommendations are offered for the most frequently taught college math courses, ranging from traditional Basic Math to First Semester Calculus, and also including courses outside the "traditional sequence" such as Business Calculus and Finite Math. **However, these are only recommendations. Every institution is different. While significant effort has gone into arriving at these recommendations, given the range of variables that each institution must consider when determining cut scores, it is each institution's responsibility to determine its own placement cut scores. We strongly recommend that proposed scores be tested with your students and "calibrated" before actual use.**

Many customers set cut scores lower than the optimal point during their first year of using ALEKS Placement to avoid disrupting expected enrollments and, potentially, unpleasantly surprising too many students. Higher cut scores, however, nearly always correlate with lower D/F/W (failing and withdrawing students) rates. When using other placement tools, high cut scores exclude otherwise qualified candidates from the course.

The unique benefit of ALEKS Placement, Preparation, and Learning is that it allows students to improve their levels of preparedness and likelihood of success in the course. Students who spend time mastering topics in an ALEKS Prep and Learning Module prior to starting any course perform better in that course. The impact of higher cut scores is to encourage students to use an ALEKS Prep and Learning Module and therefore to achieve better success in whatever math course they take.

At the end of the first placement year (and possibly also subsequent years), the Math faculty and/or institution administration should review the results for each course to determine if the D/F/W rates for the course are acceptable in relation to the institution's goals and expectations. This information can then be used to fine-tune the cut scores being used for placement.

ALEKS Recommended Cut Scores for Generic Courses

The table below contains recommended cut scores for standard versions of the listed common courses based on typical syllabi and past results.

Cut Score (%)	Range (%)	Course Placement
≥ 14%	0-29	LVL 10 - Math 1501, 1505
≥ 30%	30-45	LVL 20 - Math 1507, 2623, 2651 STAT 2625
≥ 46%	46-60	LVL 35 - Math 1510/1511 STAT 2601
≥ 61%	61-75	LVL 45 - Math 1513, 1552
≥ 76%	76-100	LVL 70 - Math 1570, 1571

Attachment 2

Reading and Study Skills ACCUPLACER Placement Proposal

The Math and English Departments and Reading & Study Skills Center have been using the ACT college placement product, Compass®, for placement into their respective departmental courses since the Spring of 2002. In the Fall of 2015, ACT announced that they would no longer offer the Compass test platform after November 30, 2016.

While staff and faculty at YSU began to meet to discuss replacement options, they also participated in faculty forums hosted by the Ohio Department of Higher Education (ODHE). After a series of discussions about replacement assessments, the Ohio Department of Higher Education revised the 2012 UNIFORM STATEWIDE STANDARDS for REMEDIATION-FREE STATUS. The updated May 2016 version of the “Standards for Remediation-Free Status can be found here: [https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/college-readiness/2016 UNIFORM STATEWIDE REMEDIATION FREE STANDARDS.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/college-readiness/2016%20UNIFORM%20STATEWIDE%20REMEDICATION%20FREE%20STANDARDS.pdf).

In the revised standards linked to above, the ODHE removed Compass as a recommended assessment for placement out of remedial reading and writing coursework. No new reading readiness assessments were approved at that time and, as a result, only the ACT, SAT and ACCUPLACER® Reading subtest scores remain in the ODHE table shown here.

Readiness Area	Threshold Score for Statewide Uniform Remediation-Free Status ¹						
	ACT	SAT	Accuplacer		MapleSoft T.A.	ALEKS	PlaceU (WebAssign)
English Sub Score	18	Writing 430	Sentence Skills 88 or 50				
		Critical Reading 450	on Writeplacer				
Reading Sub Score	22	450	80				
Mathematics Sub Score	22	520	55CLM		Algebra 50% of items correct	46	18

Dr. Karen Becker, Coordinator of the Reading and Study Skills Center, and Amy Gordon, Manager of the Comprehensive Testing Center, met to discuss the options and review the ACCUPLACER assessment. We have since determined to recommend use of the ACCUPLACER Reading Assessment for placement into and out of Reading and Study Skills (RSS) courses.

Per the chart above, the ODHE has determined that an ACCUPLACER Reading score of “80” equals placement OUT of remedial reading. Therefore we recommend that the placement cut-score of “51-79” be used to place students into RSS 1510A. Students with scores equal to or less than “50” will receive automatic placement into RSS 1510B. This recommendation follows review of the proficiency statements found on page 32 of the ACCUPLACER Program which is copied verbatim on page 2 of this proposal.

Proficiency Statements for Reading Comprehension

Total Right Score of about 51

Students at this level are able to comprehend short passages that are characterized by uncomplicated ideas, straightforward presentation, and, for the most part, subject matter that reflects everyday experience.

These students are able to:

- recognize the main idea and less central ideas
- recognize the tone of the passage when questions do not require fine distinctions
- recognize relationships between sentences, such as the use of one sentence to illustrate another

Total Right Score of about 80

Students at this level are able to comprehend short passages that are characterized by moderately uncomplicated ideas and organization. These students are able to:

- answer questions that require them to synthesize information, including gauging point of view and intended audience
- recognize organizing principles in a paragraph or passage
- identify contradictory or contrasting statements

Attachment 3

Memorandum

To: Academic Senate Members
From: Julia Gergits, Chair, English Department
Angela Messenger, Writing Center Coordinator
Date: August 27, 2016
Re: Composition Placement Test Policies

In May 2016, the Ohio Department of High Education released an update to the UNIFORM STATEWIDE STANDARDS for REMEDIATION-FREE STATUS, originally established by the Presidents of Ohio's Public Colleges and Universities in December 2012 in compliance with Ohio Revised Code 3345.061:

https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/college-readiness/2016_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS.pdf

This update includes the removal of COMPASS Assessment as one of the options for standardized testing. This was related to ACT's decision to eliminate COMPASS: "A thorough analysis of customer feedback, empirical evidence, and postsecondary trends led us to conclude that ACT Compass is not contributing as effectively to student placement and success as it had in the past. Based on this analysis, ... we have made the difficult decision to phase out all ACT Compass products (ACT Asset, Windows Compass, and eCompass) by December 31, 2016."
<http://www.act.org/content/act/en/products-and-services/act-compass.html>

In order to determine a student's remediation-free status, students need to be assessed using a nationally-standardized measure. Since the ACT or SAT is required for YSU applicants of traditional age, the state's placement requirements are satisfied. However, adult learners are currently conditionally admitted without ACT or SAT scores.

Therefore, the English Department—after consultation with Composition Coordinators Amy Flick and Guy Shebat, the Manager of YSU's Comprehensive Testing Center Amy Gordon, and Writing Center Coordinator Angela Messenger—make the following recommendations:

Because of the elimination of COMPASS, the ACT Residual test should be administered for adult learners who do not have ACT/SAT scores. Scores for the ACT Residual cannot be used for admission purposes to any other university. The fee for the ACT Residual test is currently \$40.00 and takes approximately four hours. Since all four subject areas (English, Reading, Science and Math) are required, students would establish an ACT composite score by which students could be removed from conditional status. The Comprehensive Testing Center could schedule the ACT Residual in conjunction with orientations, approximately once per month. Since these tests are scored in house, results will be available shortly after the exam. The ACT subject scores for English, Reading, and Math could be used to determine pre-placements into (or out of) the respective courses.

The adult learners, just like the other incoming students, would then have the ability to take the following tests to challenge any developmental pre-placements:

- For Math, ALEKS
- For Reading, Accuplacer
- For English, YSU's composition placement test.

The English Department requests the Senate's approval of this policy for incoming students beginning with the Spring 2017 term.

Academic Senate Achievements

- In 2015-16, among the various actions taken by the Academic Senate, the body approved
 - Admission standards for dual or concurrently enrolled students
 - First Year Experience category and courses as a General Education requirement
 - A framework for embedding experiential learning into the curriculum
 - Changes to Dean's List standards
 - Countless curricular and programmatic actions

Academic Senate Achievements (cont.)

- In 2015-16, an Academic Program Review Committee was established and submitted a report of its first program evaluations
- Received numerous reports including:
 - Proposals to evaluate teaching and learning
 - National Survey of Student Engagement
 - Campus Climate Survey
 - Textbook affordability

2016-2017 Goals

- **Shared governance: continue to develop the positive relationship that currently exists with the Board of Trustees**
 - Among state-related universities, only Ohio University, Cleveland State University, and the University of Cincinnati have faculty representatives serve on their Board of Trustees
 - Seek to establish one or more "faculty trustees" on the Board

2016-2017 Goals (cont.)

- **Program review: invest in those programs that are successful; facilitate the enhancement of programs needing improvement**
- **Policy development: continue to develop and implement academic policies to enhance the educational experience**

2016-2017 Goals (cont.)

- **Campus communication: better means of disseminating the Senate's actions to the broader University community**
- **Anticipate the future: re-imagine the structure and delivery of higher education**
 - Realize the world does not run solely on STEM
 - Develop a broad-based educational experience
 - Expect excellence and deliver the same

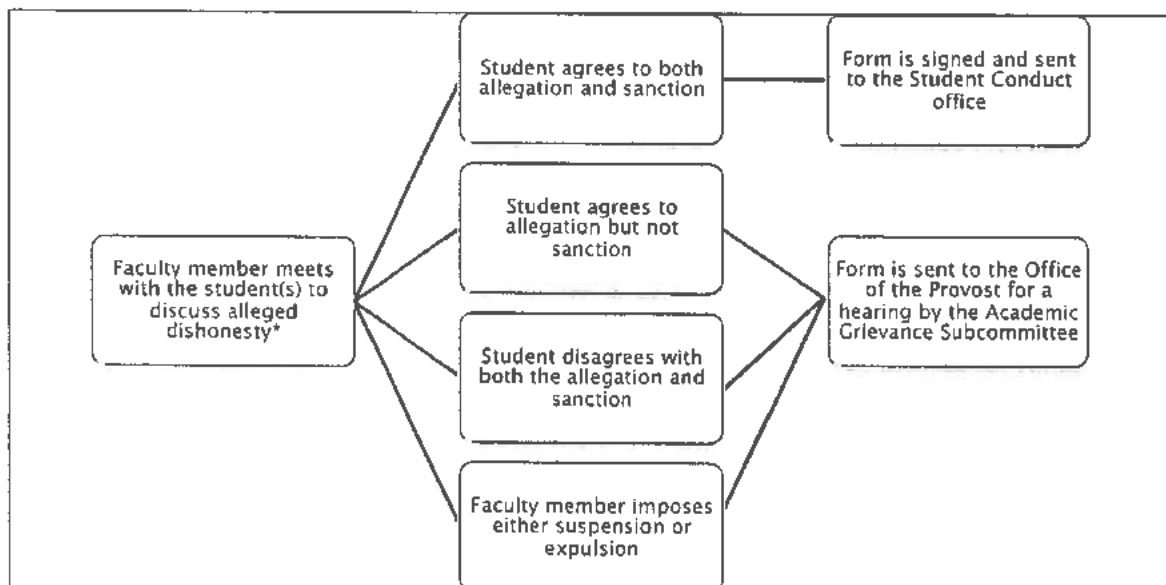
Open Invitation

- Academic Senate meetings are held the first Wednesday of each month September through May (except January)
- 4:00 PM, DeBartolo Hall Auditorium
- Senate web site: academicsenate.yu.edu
- Next Meeting: Tomorrow, September 7th
- We would welcome the Board's attendance and participation

Changes to the Academic Dishonesty Policy

Prior to June 2016, The Student Code of Conduct contained, among other items, both the Academic Dishonesty and Academic Grievance policies and procedures.

As of June 2016, Academic Dishonesty remains in the Student Code of Conduct while the Academic Grievance will become a separate document. This will be discussed during the October Academic Senate meeting.



*If the faculty member determines at this meeting that the student is not guilty, the situation is over and no forms are filed.

If the case ends up being heard by the Academic Grievance Subcommittee, the form will be filed with the Student Conduct Office only if the Hearing Panel determines there is sufficient evidence to determine guilt of academic dishonesty. In these cases, the Hearing Panel will also determine the sanction to be imposed.

When a student is found guilty of academic dishonesty and a form is filed with the Student Conduct Office, it is placed in the student's academic file. Two acknowledged incidents of academic dishonesty triggers a meeting with the Student Conduct Office to discuss the pattern of behavior and may result in further sanctions.

Youngstown State University “Great Colleges to Work For” Campus Climate Survey

Theme Area Executive Summary

The Youngstown State University (YSU) data from the Chronicle of Higher Education’s “Great Colleges to Work For” Campus Climate Survey reflect significant challenges to the quality of the workplace experience.

Strengths: The survey themes with the highest percentage of positive responses (aggregate of “Strongly Agree” or “Agree” to individual questions in the scale):

Top 5 Survey Theme Areas (% positive)	YSU	Carnegie Master’s
1. Supervisors/Department Chairs	66%	75%
2. Job Satisfaction/Support	62%	74%
3. Pride	60%	78%
4. Professional Development	60%	71%
5. Facilities	58%	73%

The themes reflect a generally higher satisfaction with the immediate job duties and environment, as well as affiliation with the institution. *It should be specifically noted that all five of these categories as a whole only fall into the “Fair to Mediocre” level on the Great Colleges scale. YSU’s positive response percentage is 10-20 points lower than the average of other colleges in our Master’s Carnegie Classification (e.g., 66% YSU vs. 75% at other Master’s institutions).*

In the data disaggregated by job function (e.g., “Administration,” “Faculty”), some groups’ satisfaction levels cross over into the “Good” level, such as satisfaction with “Professional Development” for administration and faculty, and exempt professional staff’s satisfaction with “Facilities.” The job groups with the highest overall satisfaction were administration and adjunct faculty, though it should be noted that adjunct faculty had a low response rate so generalization to the larger group is limited.

Challenges: The survey themes with the lowest percentage of positive responses were:

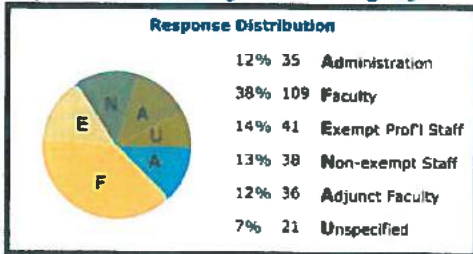
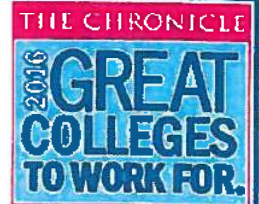
Bottom 5 Survey Theme Areas (% positive)	YSU	Carnegie Master’s
1. Senior Leadership	31%	61%
2. Faculty, Administration, and Staff Relations	32%	60%
3. Shared Governance	33%	63%
4. Communication	40%	60%
5. Collaboration	43%	63%

The themes reflect low satisfaction at the upper leadership and structural levels of the university. All five of the bottom five theme areas are considered at the “Poor” level in the Great Colleges scale. It should be noted that our benchmark institutions (Carnegie Master’s) satisfaction levels are 1½ to 2 times higher than YSU’s percentage of positive responses (e.g., 28% at YSU vs. 61% at other Master’s institutions).

While there is variation across the job categories, no disaggregated group’s average rises above the “Warrants Attention” level on the Great Colleges scale for these bottom five theme areas.

Next Steps: These data will be shared widely across campus. A series of public forums will be held to gather feedback and recommendations for addressing areas of greatest concern. Data from the forums will be used by senior leadership in developing action plans.

Youngstown State University
 ModernThink Higher Education Insight Survey 2016
 Topline Results by Job Category - Full Data Set



Poor 0% - 44%	Warrants Attention 45% - 54%	Fair to Mediocre 55% - 64%	Good 65% - 74%	Very Good to Excellent 75% - 100%
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	OVERALL	Administration	Faculty	Exempt Prof'l Staff	Non-exempt Staff	Adjunct Faculty
Job Satisfaction/Support	62%	59%	62%	54%	57%	72%
Teaching Environment	46%	57%	39%	55%	37%	56%
Professional Development	60%	66%	68%	47%	47%	55%
Compensation, Benefits & Work/Life Balance	56%	66%	55%	55%	57%	48%
Facilities	58%	55%	52%	70%	61%	60%
Policies, Resources & Efficiency	44%	45%	46%	40%	35%	53%
Shared Governance	33%	50%	33%	27%	15%	41%
Pride	60%	71%	54%	58%	56%	72%
Supervisors/Department Chairs	66%	71%	68%	51%	63%	72%
Senior Leadership	31%	46%	24%	33%	17%	54%
Faculty, Administration & Staff Relations	32%	37%	30%	31%	24%	51%
Communication	40%	52%	42%	31%	36%	40%
Collaboration	43%	52%	46%	40%	32%	40%
Fairness	45%	51%	47%	41%	34%	48%
Respect & Appreciation	48%	54%	50%	44%	42%	49%
Survey Average	48%	56%	48%	45%	41%	55%

*Job Category response distributions have been truncated and may not total 100%. Please also note that data will not populate where there are fewer than five respondents.

The Chronicle Great Colleges to Work For 2016

ModernThink

ModernThink Higher Education Insight Survey 2016

Youngstown State University

Aspirational & Peer Benchmark ScoreCard - Full Data Set

SCALE RANK	Q#	Description	YSU		Benchmark			
			Positive Response +	Negative Response -	Youngstown State 2016 Aspirational Peer Benchmark +	Youngstown State 2016 Aspirational Peer Benchmark -	2016 Carnegie Master's +	2016 Control Public +
		Total number of survey respondents (280)						
9		Fairness						
	14	I can speak up or challenge a traditional way of doing something without fear of harming my career.	51	23	64	16	65	64
	16	Promotions in my department are based on a person's ability.	46	32	58	20	58	56
	18	Issues of low performance are addressed in my department.	35	36	52	23	50	48
	44	This institution's policies and practices ensure fair treatment for faculty, administration and staff.	39	40	64	14	62	61
	54	This institution has clear and effective procedures for dealing with discrimination.	65	12	81	7	78	76
		Fairness - Average	45	26	63	16	62	61
10		Policies, Resources & Efficiency						
	17	Our review process accurately measures my job performance.	44	27	60	18	58	59
	28	My department has adequate faculty/staff to achieve our goals.	16	64	42	34	40	39
	30	Our orientation program prepares new faculty, administration and staff to be effective.	35	34	62	14	55	53
	49	This institution actively contributes to the community.	81	4	86	3	85	84
	50	This institution places sufficient emphasis on having diverse faculty, administration and staff.	63	18	77	9	70	71
		Policies, Resources & Efficiency - Average	44	31	64	15	61	60
11		Collaboration						
	13	We have opportunities to contribute to important decisions in my department.	50	22	70	12	71	69
	23	People in my department work well together.	58	16	70	8	73	69
	26	I can count on people to cooperate across departments.	41	17	60	12	57	56
	58	There's a sense that we're all on the same team at this institution.	23	48	53	20	54	52
		Collaboration - Average	43	25	63	13	63	61
12		Communication						
	8	When I offer a new idea, I believe it will be fully considered.	50	21	64	13	64	64
	21	In my department, we communicate openly about issues that impact each other's work.	55	19	64	13	67	64
	22	Changes that affect me are discussed prior to being implemented.	37	33	54	19	53	52
	43	At this institution, we discuss and debate issues respectfully to get better results.	21	43	58	15	56	54
		Communication - Average	40	25	60	15	60	58
13		Shared Governance						
	38	The role of faculty in shared governance is clearly stated and publicized.	36	30	63	15	63	63
	39	Faculty are appropriately involved in decisions related to the education program (e.g. curriculum development, evaluation).	45	23	70	9	71	70
	42	Faculty, administration and staff are meaningfully involved in institutional planning.	20	49	54	19	55	53
		Shared Governance - Average	33	34	62	14	63	62
14		Faculty, Administration & Staff Relations						
	46	Faculty, administration and staff work together to ensure the success of institution programs and initiatives.	41	23	67	9	67	65
	55	There is regular and open communication among faculty, administration and staff.	24	43	56	17	54	53
		Faculty, Administration & Staff Relations - Average	32	34	61	13	60	59
15		Senior Leadership						
	27	Senior leadership provides a clear direction for this institution's future.	31	44	55	20	58	55
	32	Our senior leadership has the knowledge, skills and experience necessary for institutional success.	36	34	66	14	68	65
	37	Senior leadership shows a genuine interest in the well-being of faculty, administration and staff.	29	48	58	20	60	58
	41	Senior leadership communicates openly about important matters.	24	44	54	21	56	54
	48	Senior leadership regularly models this institution's values.	38	20	66	14	69	66
		Senior Leadership - Average	32	39	60	17	61	59
		Overall Average	48	25	67	12	67	65

KEY	Positive +	Very Good/Excellent 75%+	Good 65%-74%	Fair to Mediocre 55%-64%	Warrants Attention 45%-54%	Red	
	Negative -	Excellent - Very Good <10%	Fair - Good 10%-14%		Yellow Flag 15%-19%	Red Flag 20%-29%	Acute 30%+

What would make this institution a better place to work? (n=242)

1. Senior Leadership Valuing Employees

Comments reveal a sense that Senior Leadership (President, Provost and Board of Trustees) does not value, respect or trust Faculty, Staff and/or Students. Respondents perceive that employee relationships and contributions are underappreciated. Comments emphasize that valuing employees would build trust and morale, while valuing students would be in line with the mission of Youngstown State University. There is the perception that Senior Leadership makes decisions for personal, professional and/or political gain – not with the best interest of employees and/or students in mind. **67 comments** (27.69%) were coded to this theme.

2. Removing and/or Accountability for Senior Leadership

Comments include a call to terminate or hold accountable those in Senior Leadership at Youngstown State University (including the Provost, President and/or Board of Trustee members) for areas such as misdirected financial goals, inadequate enrollment management, questionable hiring practices, mistreatment of employees and general mismanagement and misdirection of the university. Respondents desire senior leaders with knowledge of the functioning of higher education, along with leaders who do not micromanage (specifically the Provost and Board of Trustees). **53 comments** (21.9%) were coded to this theme.

3. Strategic Communication from Senior Leadership

Respondents desire strategic thinking and communication from Senior Leadership about the mission, goals, direction and decisions of the university. Employees desire leaders who communicate a vision for Youngstown State University with forthrightness and inform all employees of university changes. **51 comments** (21.07%) were coded to this theme.

4. Equitable Pay Structures

Respondents discuss higher pay, merit based pay raises outside of union contracts, equitable pay structures across departments, pay structures that are comparable to other universities and improved benefits. Two things to note: 1. Conflict between the theme from question one about employees appreciating the benefits associated with their job. While this theme did include comments about benefits, majority of comments relate to either a pay increase or fairer pay structures. 2. This code does not include any comments coded about part-time/adjunct faculty pay. Including the call for fairer pay for adjunct faculty would make the theme of *Equitable Pay Structures* the most prevalent in the comments. **50 comments** (20.66%) were coded to this theme.

5. Resources

Respondents request facility maintenance and safety, facility upgrades, better technology support, technology upgrades, ADA support and training, and an increase of resources focused on student success and innovative teaching and learning. **49 comments** (20.25%) were coded to this theme.

6. Transparency, Openness and Shared Decision Making

Respondents focus on much needed transparency and openness in decision making; a genuine commitment to shared governance from Senior Leadership. Employees want input in the decision-making process, especially in decisions that will affect the functions of their job. **48 comments** (19.83%) were coded to this theme.

7. Added Staff/Faculty with a Less Top-Heavy Organizational Structure

Respondents wish the university would be less top-heavy. Instead of adding new administrators, respondents want to add full-time faculty, add staff, and fairly compensate employees. Identified is the need to have more people to do the hands-on work of helping students. Additionally, resources should be put towards the training and transitioning of new staff and faculty. **40 comments** (16.53%) were coded to this theme.

Academic Senate Meeting Sign-In Sheet: September 7, 2016

College of Liberal Arts and Social Sciences (CLASS)

Senator Name	Department	Type of Senator	Term
JT. Joy Tang	Psychology	At Large	2016-2017
AF Amy Flick	English	At Large	2016-2017
Linda Strom	Philosophy and Religion	At Large	2016-2017
TF Tim Francisco	English	At Large	2016-2017
MB Bill Buckler	Geography	At Large	2016-2017
Laura Beadling	English	At Large	2016-2017
DAW Diana Awad Scrocco	English	Departmental	2015-2017
Mark Vopat	Philosophy and Religion	Departmental	2015-2017
KL Keith Lepak	Science	Departmental	2015-2017
AF Amanda Fehlbaum Paul Gordiejew	Biological Anthropology	Departmental	2015-2017
TO Tomi Ovaska S.O.	ics	Departmental	2016-2018
GV G. V. V. V.	Foreign Language	Departmental	2016-2018
DC Donna Cerney	hy	Departmental	2016-2018
Donna DeStefano	History	Departmental	2016-2018
James Juergensen	gy	Departmental	2016-2018

College of Creative Arts and Communication (CCAC)

Senator Name	Department	Type of Senator	Term
MG Max Grubb	Communications	At Large	2016-2017
KG Katherine Garlick	Theater and Dance	At Large	2016-2017
MM Missy McCormick	Art	At Large	2016-2017
HJL Hae-Jong Lee	Music	At Large	2016-2017
LL Lillian Lewis	Art	At Large	2016-2017
SR Stephen Reale	Music	At Large	2016-2017
Ellen Jones	Theater and Dance	Departmental	2015-2017
Amy Crawford	Communication	Departmental	2016-2018
CY Cicilia Yudha	Music	Departmental	2015-2017
CB Claudia Berlinski	Art	Departmental	2016-2018

Academic Senate Meeting Sign-In Sheet: September 7, 2016









College Science, Technology, Engineering and Mathematics (CSTEM)

Senator Name	Department	Type of Senator	Term
<i>JKL</i> Jodie Krontiris-Litowitz	Biological Sciences	At Large	2016-2017
<i>GW</i> Gary Walker	Biological Sciences	At Large	2016-2017
<i>DKA</i> Dave Asch	Biological Sciences	At Large	2016-2017
<i>JS</i> Joe Sanson	Engineering Technology	At Large	2016-2017
Bonita Sharif	CSIS	At Large	2016-2017
<i>DJP</i> Don Priour	Physics and Astronomy	At Large	2016-2017
<i>S. Amin</i> Isam Amin	Geology and Env. Sci.	Departmental	2015-2017
<i>FY</i> Feng Yu	Comp. Sci. Inf. Sys.	Departmental	2015-2017
<i>CC</i> Chet Cooper	Biological Sciences	Departmental	2015-2017
<i>NS</i> Nina Stourman	Chemistry	Departmental	2015-2017
<i>JT</i> Jamal Tartir	Mathematics/Statistics	Departmental	2015-2017
<i>KC</i> Kyosung Choo	Mech. Industrial Eng.	Departmental	2016-2018
<i>SB</i> Snjezana Balaz	Physics and Astronomy	Departmental	2016-2018
<i>FM</i> Faramarz Mossayebi	Elec. Computer Eng.	Departmental	2016-2018
<i>JM</i> John Martin	Engineering Technology	Departmental	2016-2018
<i>TV</i> Tony Vercellino	Civil Env. Chem. Eng.	Departmental	2016-2018
<i>LM</i> Larry Melton	Environmental Studies		














Beeghly College of Education (BCOE)

Senator Name	Department	Type of Senator	Term
Jennifer Vaschak	Counseling Spec. Ed.	At Large	2016-2017
<i>P.S.</i> Patrick Spearman	Ed. Found. RTL	At Large	2016-2017
		At Large	2016-2017
		At Large	2016-2017
Mary LaVine	Teacher Education.	At Large	2016-2017
<i>VK</i> Victoria Kress	Counseling Spec. Ed.	Departmental	2016-2018
Jane Beese	Ed. Found. RTL	Departmental	2016-2018
Crystal Ratican	Teacher Education	Departmental	2016-2018

Academic Senate Meeting Sign-In Sheet: September 7, 2016

Senator Name	Department	Type of Senator	Term
 Peter Reday	Marketing	At Large	2016-2017
 William Vendemia	Management	At Large	2016-2017
 Ramesh Dangol	Accounting and Finance	At Large	2016-2017
 Christina Saenger	Marketing	At Large	2016-2017
 Birsen Karpak	Accounting and Finance	At Large	2016-2017
 Emre Ulusoy	Marketing	Departmental	2015-2017
 Rebecca Badaway	Management	Departmental	2016-2018
 Peter Woodlock	Accounting and Finance	Departmental	2016-2018








Bitonte College of Health and Human Services (BCHHS)

Senator Name	Department	Type of Senator	Term
 Dana Davis	Social Work	At Large	2016-2017
 Ken Learman	Physical Therapy	At Large	2016-2017
 Susan Clutter	Criminal Justice	At Large	2016-2017
 Jessica Wallace	HPES	At Large	2016-2017
 Cathy Bieber Parrott	Physical Therapy	At Large	2016-2017
 Amanda Roby	Health Professions	At Large	2016-2017
 Richard Rogers	Criminal Justice	Departmental	2015-2017
 Stephanie Rhee	Social Work	Departmental	2015-2017
 Dave Griswold		Departmental	2015-2017
 Cynthia Daniels		Departmental	2015-2017
 Suzanne Smith		Departmental	2016-2018
 Frank Bosso	Human Prof. Serv. Ctr.	Departmental	2016-2018
 Abel Waithaka	Human Ecology	Departmental	2016-2018










Academic Senate Meeting Sign-In Sheet: September 7, 2016








Administrative Senators

 Martin Abraham, Provost/VP
 Kevin Ball, Associate Provost
 Charles Howell, Dean, BCOE
 Eddie Howard, Assoc. VP, Stud. Exp.
 Mike Hripko, Assoc. VP, Research
 Amy Cossentino, Dir., Univ. Scholars
 Betty Jo Licata, Dean, WCBA





 Phyllis Paul, Dean, CACC
 Mike Reagle, Assoc. VP, Stud. Suc.
 Kristine Blair, Dean, CLASS
 Gary Swegan, Assoc. VP, Enrollment
 Sal Sanders, Dean, Grad. Studies
 Sylvia Imler, Ex. Dir., Diver. Multi. Aff.
 Joseph Mosca, Dean, BCHHS





Student Senators

 Tyler Miller-Gordon, SGA President
 Gabriella Gessler, Exec. Vice. Pres.
 Evangelos Sifalouis
 Kelly Matanin
 Shannon Maple
 Brian Lyons
 Hannah Elliott
 Lukas Darling
 Larry Melton

 Jonathon Burns
 Kelli Jones
 Erica Mack
 Ryan Kline
 Selena Chandler
 Ricardo Garcia
 Mark Christien

Other (Non-Voting) Attendees/Visitors

 James Tressel, YSU President
 Curriculum Chair
 Programs Chair
 Tomi Ovaska, Senate Exec. Comm.

 Carol Lamb, Senate Exec. Comm.
 Dan O'Neill, Senate Parliamentarian
 Joe Palardy, General Education Chair
 Adam Earnhardt, Sen. Exec. Comm.

Visitors

Print Name	Sign
WILLIAM K ALGORN	W.K. Algorn - VINDICATOR
Sean Ferguson	[Signature]
Hillary Fehrmann	[Signature]
Alison Kaufman	Alison Kaufman
Kerry Sabath	Kerry Sabath
-Amy Gordon	[Signature]
Karen Becker	K. Becker
Julie Scitz	Julie Scitz
Lance Willard	Lance Willard
Diane KANDRAY	Diane Kandray
Gregg Sturms	[Signature]
DOUG PRICE	Doug Price
CARY WEHT	Cary Weht