



ACADEMIC SENATE MINUTES

March 2, 2011

[Sign-in Sheet](#)

Call to Order: Senate Chairperson Chet Cooper called the meeting to order at 4:04 p.m.

Minutes of the Previous Meeting:

Minutes of the February 2, 2012, meeting were approved as posted. To view the minutes, go to <http://www.www.ysu.edu/acad-senate/1011/minfeb11.pdf>.

Senate Executive Committee (SEC) / Report from the Chair: **Chet Cooper, Chair of the Senate,** reported: The Ohio Faculty Council met last week. The Council is creating a resolution of support to YSU after the off-campus tragedy last month. Also, President Anderson called me this afternoon. She was hoping to address the Senate today but cannot because of a prior commitment. She is having "Q&A with Dr. A.", next week, one for students, one for faculty and staff.

As you know Senate Bill 5 has been a much discussed issue recently. One recent amendment regarding the designation of faculty members as management level employees is especially troubling. Dr. Learman and I will attend the Ohio Faculty Council next week, and this will be discussed. Two academic Senates (Shawnee State and Miami University) have already passed resolutions opposed to Senate Bill 5. The State Senate Committee approved the amended bill today, and it is now in the Senate for a possible vote today.

Comments from Provost Khawaja: As you know, President Anderson and I have been involved in collective bargaining on campus for a long time – as both faculty and administrators. We respect the process and, in fact, are currently involved in and are in support of good faith negotiations with our

faculty union.

That said, the administration of YSU is in the process of studying and monitoring the progress of Senate Bill 5. As you know, the bill evolves and changes almost daily. We understand the challenges that the bill could cause public employees here on campus as well as across the state. At the same time, we feel it is important and prudent that the administration of the university remains neutral on this proposed legislation. Therefore, I will be abstaining today in the vote for this resolution. President Anderson and I appreciate your understanding on this difficult issue.

I want to reassure everyone here today and across campus that, regardless of the outcome of Senate Bill 5, our main focus is to maintain a productive and respectful working environment that allows us to continue to offer quality education and service to our students.

Elections & Balloting Committee: Annette Burden reported: We have sent out nomination forms for department senators. Some have gone out electronically. You may nominate online or via the form. If you have not received the email about the nominations, please ask your department staff to distribute the email to you.

Academic Standards Committee: Gary Walker reported and presented three motions:

Motion 1: STEM Admissions proposal (contained in [Attachment 1](#)). Motion passed.

Motion 2: Recalculation of Point Average (contained in [Attachment 2](#)). After discussion of the proposal for recalculation, a motion was made to return the matter to the Academic Standards Committee for additional consideration. Motion to return to committee passed.

Motion 3: Change in language regarding Dean's List (contained in [Attachment 3](#)). Motion passed.

General Education Committee: Tod Porter reported. I've sent a copy of the PowerPoint, and it will be sent to everyone after the meeting. Because of our agenda, we will not be calling for discussion today, but just presenting this proposal for your thought and it will be brought back for discussion and vote next month.

Discussion has been going on for about two years. In the last six months we've been wrapping up the final details. Why change: 1. Greater consistency with other institutions; 2. Greater commonality within domains. The Appendix at the end of the PowerPoint presentation contains the detailed breakdown.

We currently require more hours in General Education than most other institutions. The new model would require one fewer course than our current model. Faculty forums have been set up for discussion, on the following schedule:

STEM, March 8, 4 pm, Schwebel Auditorium
BCOE, March 9, 3:45 pm, McKay Auditorium

WCBA, March 23, 3 pm, TBA
CLASS, March 24, 3:30 pm, DeBartolo 132
HHS, March 25, 9 am, Cushwa 3112
FPA, March 28, 4 pm, McDonough Auditorium

[A description of the proposed new General Education model is contained in [Attachment 4](#). A copy of the PowerPoint presentation is contained in [Attachment 5](#).]

Unfinished Business: None.

New business: Rick Shale introduced the following motion and moved that it be approved by the Academic Senate.

Resolution Opposing Ohio Senate Bill 5

March 2, 2011

WHEREAS: The faculty and staff of our state universities are being unfairly blamed for Ohio's budget deficit, and

WHEREAS: Abundant evidence indicates that the practice of collective bargaining in higher education has not contributed to the state's deficit, and

WHEREAS: Faculty and staff of our state universities have had the right to collectively bargain for nearly three decades, and

WHEREAS: The faculty and administration at Youngstown State University have successfully used collective bargaining since the early 1970s to operate fairly and efficiently while charging students one of the lowest tuition costs in the state, and

WHEREAS: The weakening or elimination of collective bargaining rights will reduce the ability of departments to recruit and retain top faculty and will have a negative effect on employment conditions and the quality of students' educational experiences, and

WHEREAS: Ohio Senate Bill 5 seeks to weaken or eliminate collective bargaining rights of state employees without offering evidence that this radical plan will create jobs or reduce the budget deficit,

NOW THEREFORE BE IT RESOLVED: That the Academic Senate of Youngstown State University strongly opposes Ohio Senate Bill 5, strongly affirms the right of collective bargaining for faculty and staff, and urges the governor and legislature to work with, not against, the faculty and staff of Ohio's universities, and

BE IT FURTHER RESOLVED: That the Academic Senate of Youngstown State University will forward this Resolution to our Board of Trustees, Ohio Board of Regents, The Chancellor, and the Governor of the State of Ohio.

Motion was seconded. A vote was taken on the motion. **Motion passed, with several abstentions.**

Adjournment: The Academic Senate adjourned at 4:38 p.m.

[Sign-in Sheet](#)

[Return to Top of Page](#)

[Return to Senate Homepage](#)

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

[Motion 1 Attachment]
STEM Admissions proposal

In order to assist students in determining their readiness for success in STEM programs, we have established the following admissions criteria for College of STEM programs. Students wishing to enroll in the ATS program are not subject to these criteria.

1. Admission into any STEM major requires placement into ENGL 1550. In addition, the following criteria are established for direct entry into the indicated programs:
 - A. BA, BS, or BE programs
 - Placement into Math 1571 (ACT math subscore of 27, or YSU placement level 70)
 - Successful completion of three units of high school natural sciences

In Fall 2010, students in this category had an average ACT composite score of 26 and an average HS GPA of 3.7.
 - B. BSAS or AAS (ET, CIS)
 - Placement into Math 1513 (ACT math subscore of 22, or YSU placement level 40)
 - Successful completion of two units of high school natural sciences

In Fall 2010, students in this category had an average ACT composite score of 23 and an average HS GPA of 3.3.
 - C. BSAS or AAS in Information Technology (pending review in CSIS for revision)
 - Placement into Math 2623 or 2625 (YSU placement level 30)
2. Students who desire entry into the BA, BS, or BE program not meeting the required standards 1.A for direct entry, may be classified as First-Year students if they meet the following criteria:
 - Placement into Math 1513 (ACT math subscore of 22, or YSU placement level 40)
 - Readiness for English 1550
 - Successful completion of two units of high school natural sciences
3. Students not meeting the entry criteria described above will be placed in a pre-STEM program designed to prepare students for success in their STEM program of choice.

Entry into the BS, BA, or BE program following placement in First Year STEM

Students will have demonstrated readiness to succeed in their STEM program when they meet the placement credentials identified in Item 1.A, above. Students are required to achieve this outcome within 30 hrs of enrollment following placement into First Year STEM

- Ready for ENGL 1550 and Math 1571
- Successful completion of one STEM College science course
- Overall YSU GPA of 2.3 or better *
- GPA of 2.5 or better for all STEM courses *

Designation as First Year STEM, or entry into the BSAS or AAS program following placement in pre- STEM

Students will have demonstrated readiness to succeed in these STEM programs when they meet the placement credentials identified above, for the program of interest. Students are required to achieve this outcome within 30 hrs of enrollment following placement into pre- STEM

- Ready for ENGL 1550
- Ready for MATH 1513 (non IT programs) or MATH 2623 or 2625 (IT programs)
- Successful completion of one STEM College science course
- Successful completion of STEM 1510 and STEM 1511
- Overall YSU GPA of 2.3 or better *
- GPA of 2.5 or better for all STEM courses *

* By YSU policy, only one repetition of any course is allowed

Transfer Admissions criteria for College of STEM programs

Students who have completed coursework within another College at YSU or at another University may desire to enter a STEM major. A set of guidelines is designed to be consistent with those described for direct entry from high school. Students desiring transfer into STEM programs must meet with the department chair of the intended major for evaluation of credentials. As described previously, the goal of these criteria is to place the student at the level at which he/she is most likely to be successful.

[Motion 2 Attachment]

Recalculation of Point Average
2010-11 Undergraduate Bulletin, p 42.
Academic Standards Comm – Fall 2010

Proposal

Current Language (1st paragraph):

A current undergraduate student may wish to improve his or her cumulative point average by repeating a course in which a grade of “D” or “F” was earned. In order to recalculate the cumulative point average, the repetition must be consistent with the policy on repetitions of courses, and the student must initiate the recalculation process with the approval of the advisor (or the dean, if it is a second repetition).

[Insert this sentence] A recalculation will be made for only the immediately preceding grade for the course, regardless of the number of repeats, and may be made only once for any course.

[Continue current language] Although courses are not deleted from the permanent record, the record is adjusted to reflect the inclusion of the recalculated grade in the computation of the point average. The hours credited toward degree hours completed are those earned with the last grade.

[Motion 3 Attachment]

Dean's List --- Proposed change of Language
2010-11 Undergrad Bull p 43
Academic Standards Comm – Fall 2010

Current language stipulates:

FT students: deans list requires at least 3.4 GPA for at least 12 hrs for semester (Fall or Spring). Summer term is excluded.

PT students: awarded only in Spring term for 3.4 GPA over Fall and Spring terms with minimum of 12 SH credit accumulated from Fall and Spring terms.

Proposal:

[Add the following as the 3rd paragraph]

“Courses that do not count toward an undergraduate degree are excluded from meeting the eligibility criteria. Only courses with grades of A, B, or C count toward meeting eligibility criteria.”

Implementation --- The 3rd paragraph shall mean:

- 1) “Developmental” courses do not count toward meeting eligibility requirements, and include pre-Engl 1550 course (1509, 1512, 1539, 1540); RSS (1510 A, B, C); and Math (1500, 1501, 1502, 1503, 1504, 1507),
- 2) Courses that are at 6900 or above do not count toward meeting eligibility requirements (see undergraduate bulletin p 39),
- 3) Courses with grades of I, AU, CR, etc. do not count.

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

Date 2/24/11 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report General Education

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

Elected/Appointed

Names of Committee Members _____

Michael Crist, Nicole Mullins, Felicia Armstrong, Kevin Ball, Brian Bonhomme, Robert Beebe,
Matt O'Mansky, Phil Munro, Rebecca Curnalia, Brionna Benson, Sarah Lowry, Sharon Stringer,
Susanne Miller, Tod Porter

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

The committee is recommending that the General Education requirements be revised as
described on the following pages. The motion is being distributed for informational purposes
at the March Academic Senate meeting, the committee will submit the motion for a vote at
the April meeting.

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

If so, state the motion: _____

See the motion described on the following pages.

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: _____

Tod Porter

Chair

Motion to Revise the General Education Program

The General Education Committee is recommending that the General Education requirements, goals, and learning outcomes be replaced by the requirements, goals, and learning outcomes described on the following pages. The motion also calls for the following procedure to be used to reclassify courses using the new domain structure:

- The General Education Committee will determine whether courses fit the new domain structure and to which domain the course will be assigned.
- Departments seeking an alternative classification can ask the GEC to review the decision.
- If a department disagrees with result of the review by the GEC, the Senate Executive Committee will determine the classification of the course.

The new general education requirements would first be included in the University bulletin in the fall semester of 2012; students entering Youngstown State University that semester would be the first class which would have to meet the new requirements to graduate.

Core Competencies

Goals

Students will demonstrate the ability to write and speak effectively, reason quantitatively, and think critically so they are prepared to perform appropriately in their professions upon graduation. These skills will be applied in the major and culminate in the successful completion of a senior capstone project.

Learning Outcomes

1. Students will demonstrate the ability to write and speak effectively, develop sound arguments, and derive justified conclusions.
2. Students will demonstrate the ability to reason using quantitative data, and students will demonstrate use of mathematical methods and concepts in both abstract and concrete contexts.
3. Students will demonstrate the ability to reason critically and identifying credible sources.

Knowledge Domains

Natural Science

Goals

Students will demonstrate understanding of the basic facts, principles, theories and methods of science. The student will demonstrate the inter-dependence of science and technology and the influence of science and technology on society.

Learning Outcomes

1. Students will successfully perform an experiment to test a hypothesis including the collection and analysis of data.
2. Students will demonstrate the knowledge and application of scientific principles.
3. Students will use and interpret formulas, graphs and tables.
4. Students will demonstrate understanding of the interactions of science, technology and society.

Creative and Liberal Arts

Goals

Students will interpret significant writings and works of art with a focus on aesthetics, historical responses, and the nature of the human condition.

Learning Outcomes

1. Students will analyze and evaluate the elements and the personal and societal impact of multiple types of literary and artistic expressions.
2. Students will demonstrate awareness of ethical and cultural values in shaping the human experience.

Social Sciences

Goals

Students will demonstrate understanding of the development, diversity, and complexity of human behavior, institutions, and culture.

Learning Outcomes

1. Students will demonstrate understanding of the contexts and development of human cultures and institutions.
2. Students will demonstrate understanding of individual and social behavior.
3. Students will demonstrate an understanding of methodologies used in the social sciences.

Responsible Citizenship

Goals

Students will demonstrate understanding in any of the following critical areas of contemporary life: Domestic Diversity, International Perspectives, Sustainability, and Wellbeing.

Domestic Diversity

Learning Outcome

Students will demonstrate knowledge of the experiences of different groups within the United States where those groups are defined by class, ethnicity, race, religion, disability, sex, or sexual orientation.

International Perspectives

Learning Outcome

Students will demonstrate knowledge of the artistic, social, economic, or political life of communities outside the United States.

Sustainability

Learning Outcome

Students will demonstrate understanding of contemporary concerns regarding the environmental sustainability of social, economic, and technological systems and practices.

Wellbeing

Learning Outcome

Students will demonstrate understanding of and appreciation for the relationship between personal behaviors and lifelong health and wellness.

Criteria for Course Approval

Natural Science – All courses must meet learning outcomes 2, 3, and 4

Creative and Liberal Arts – Courses can meet either learning outcome 1 or 2

Social Sciences – Courses can meet either learning outcome 1 or 2, all courses must meet learning outcome 3

It will be possible for courses to be listed both in the Responsibility and Citizenship domain and the other three knowledge domains. However, students can only count a course towards one of the two domains.

Course Requirements

Core Competencies

ENGL 1550, 1551

CMST 1545

MATH 2623, 2625 + substitutes

Knowledge Domains

Students must take two courses from each of the knowledge domains. Two additional courses must be taken from any of the four domains, but the two courses cannot both be taken from the same domain.

An approved study abroad experience can be used to fulfill one of the courses required in the Responsible Citizenship domain; the student must seek the approval from the General Education Coordinator prior to starting the study abroad experience.

A Proposal to Revise the Knowledge Domains of General Education

General Education Committee
February, 2011

Why Change?

- Greater consistency with other Ohio institutions will facilitate credit transfer
- Greater commonality within domains will make assessment easier

Common Patterns

- Skill courses (English composition, math)
- Knowledge domains
 - Arts and humanities
 - Social and behavioral sciences
 - Natural and physical sciences
- Other – typically domestic diversity, international perspectives

YSU has highest requirement in the state (46 semester hours)

Current Domains and Assessment

- Special Topics
- Personal and Social Responsibility

Proposed Domains

- Natural Science
- Creative and Liberal Arts
- Social Sciences
- Responsible Citizenship

Proposed Domains, cont.

- At least one of the courses taken in the natural science domain must include a lab
- Courses in the creative and liberal arts domain will meet either a learning outcome emphasizing literary and artistic expressions or one emphasizing ethical and cultural values
- Courses in the social sciences domain will meet either a learning outcome emphasizing development of human cultures or one emphasizing individual and social behavior

Responsible Citizenship Domain

Four sub-domains:

- Domestic diversity
- International perspectives
- Sustainability
- Wellbeing

Some classes can be used in either Responsible Citizenship or another domain; a course cannot be double-counted

Proposed Domain Structure, Summary

| | |
|---------------------------|----------------------------|
| Natural Science | Lab or Non-lab |
| Creative and Liberal Arts | Literature and Fine Arts |
| | Ethics and Cultural Values |
| Social Sciences | Historical |
| | Behavioral |
| Responsible Citizenship | Domestic Diversity |
| | International Perspectives |
| | Sustainability |
| | Wellbeing |

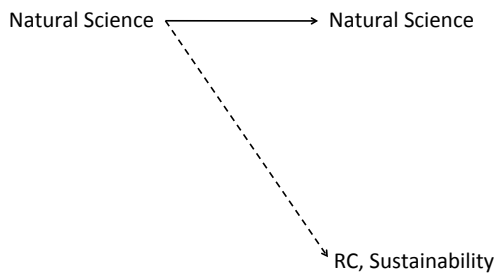
Distribution of Courses

- Total of 10 knowledge domain courses, one less than current total
- Two courses from each of the four knowledge domains
- Two additional courses from any of the four domains, but cannot take both from the same domain

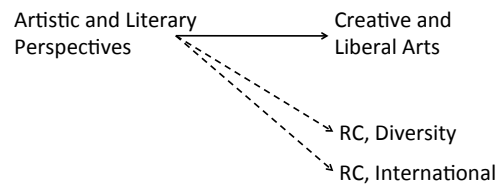
Mapping Current to Proposed

- Initial mapping done by General Education Committee
- Departments seeking an alternative mapping can ask the GEC to review the decision
- If department disagrees with result of review, Senate Executive Committee makes final decision

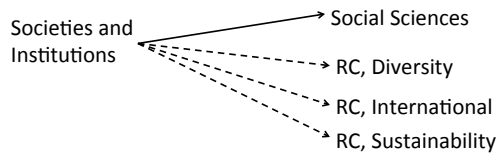
Mapping Current to Proposed



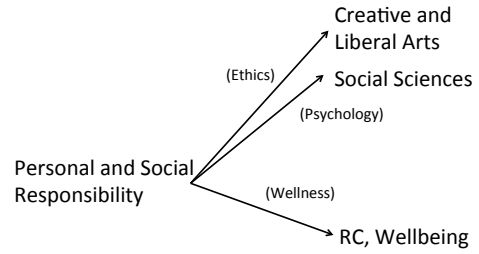
Mapping Current to Proposed



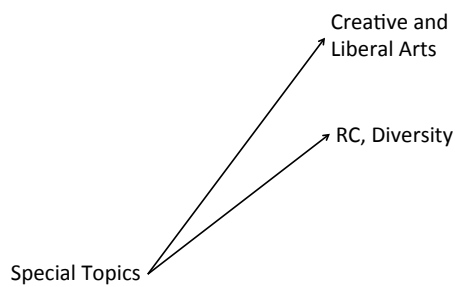
Mapping Current to Proposed



Mapping Current to Proposed



Mapping Current to Proposed



Timeline

- March 2nd, proposal presented to Senate
- Faculty forums:
 - STEM, March 8, 4 pm, Schwebel Auditorium
 - BCOE, March 9, 3:45 pm, McKay Auditorium
 - WCBA, March 23, 3 pm, TBA
 - CLASS, March 24, 3:30 pm, DeBartolo 132
 - HHS, March 25, 9 am, Cushwa 3112
 - FPA, March 28, 4 pm, McDonough Auditorium
- April 6th, proposal discussed by Senate
- New requirements apply to students entering Fall, 2012

Appendix A

General Education Requirements of Other State Universities in Ohio

Other State Universities

| Institution | | | |
|----------------------|-------------------------------|--------------------------------|---------------------|
| Ohio Transfer Module | Natural and Physical Sciences | Social and Behavioral Sciences | Arts and Humanities |
| Akron | Natural Science | Social Sciences | Humanities |
| Bowling Green | Natural Sciences | Social and Behavioral Sciences | Humanities and Arts |
| Cincinnati | Natural Sciences | Historical perspectives | Humanities |
| | | Social Sciences | Literature |
| Cleveland | Natural Sciences | Social Sciences | Fine Arts |
| | | | Arts and Humanities |

Other State Universities, cont.

| Institution | | | |
|-----------------|---------------------------|-----------------|------------------------------|
| Kent | Basic Sciences | Social Sciences | Humanities and Fine Arts |
| Miami | Natural Science | Social Science | Humanities |
| | | | Fine Arts |
| Ohio University | Natural Science | Social Sciences | Humanities and Literature |
| | Math and applied sciences | | Fine Arts |
| Toledo | Natural Sciences | Social Sciences | Humanities and Fine Arts |
| Wright | Natural Sciences | Human Behavior | Human Expression |
| | | | Cultural –Social Foundations |

Other State Universities, cont.

| Institution | | | |
|-------------|-----------------|---|------------------------------------|
| Youngstown | Natural Science | Societies and Institutions | Artistic and Literary Perspectives |
| | | | |
| | | Personal and Social Responsibility | |
| | | Psychology | Philosophy, Religious Studies |

Other Domains

| Institution | |
|---------------|--|
| Akron | Area Studies and Cultural Diversity (4 sh) Wellness (1 sh) |
| Bowling Green | Cultural Diversity in the US (1 course) |
| Cincinnati | Contemporary Topics (1 course from Diversity in Culture, Social and Ethical Issues, or Quantitative Reasoning) |
| Cleveland | Social Diversity (one African-American and one U.S. Diversity course) |

Other Domains

| Institution | |
|-----------------|---|
| Kent | Two-course intensive requirement for domestic and global diversity |
| Miami | Global Perspectives (6-9 sh) |
| Ohio University | Cross-Cultural Perspectives |
| Toledo | Diversity (one U.S. Diversity of Culture and one non-U.S. Culture course) |
| Wright | College Component (4 hours) |

Total Requirement

(Includes core competencies, does not include capstone)

| Institution | |
|----------------------|----------------------------|
| Ohio Transfer Module | 36-40 sh |
| Akron | 42 sh |
| Bowling Green | 9 courses |
| Cincinnati | 14 courses (quarters) |
| Cleveland | 38 sh |
| Kent | 36-37 sh |
| Miami | 33-36 sh |
| Ohio University | 41-44 qh (27.3-29.3 sh) |
| Toledo | 30-33 sh |
| Wright | 56 qh (37.3 sh) |
| Youngstown | 15 courses (approx. 46 sh) |

Appendix B

Course Diversity Within Domains and Assessment

Special Topics

“In the final analysis, there are few selected topics courses, and most programs require students to take additional courses in [other domains]. This domain is impossible to assess.”

Julia Gergits, General Education Annual Report, 2009-10

Special Topics

- BIOL 3718: *Women, Science, and Technology*
- ENGL 2651: *Introduction to Language*
- GERO, SOC 3745: *Sociology of Health, Illness, and Healthcare*
- HMEC 3780: *Consumer Economics*
- PHIL 2600: *Introduction to Philosophy*
- PHIL 2619: *Introduction to Logic*
- PHIL 2630: *Critical Thinking*
- REL 2605: *Myth, Symbol and Ritual*
- SOC 2690: *Identities and Differences*
- SPED 2630: *Individuals with Exceptionalities in Society*

Personal and Social Responsibility

“Individual courses can be assessed, but measuring the success of the overall learning outcomes across the domain is impossible.”

Julia Gergits, General Education Annual Report, 2009-10

Personal and Social Responsibility

(Selected Courses)

- CMST 2610: *Intercultural Communication*
- COUN 1588: *Exploring Leadership: Theory & Practice*
- FNUT 1551: *Normal Nutrition*
- GERO 1501: *Introduction to Gerontology*
- HPES 1500: *Physical Activity Core Concepts*
- PHIL 3760: *Ethics of War and Peace*
- PHLT 1531: *Fundamentals of Public Health*
- PSYC 1560: *General Psychology*
- PSYC 3758: *Lifespan Development*
- REL 2631: *Religion and the Earth*

YSU ACADEMIC SENATE ATTENDANCE ROSTER – March 2, 2011

BUSINESS ADMINISTRATION

Departmental (2009-2011)

WLO **At Large (6)**
WLO Birsen Karpak, Management
TKS Patrick Bateman, Marketing
WY Ram Kasuganti, Management
WY Dave Law, Acctg & Finance
WY Kathleen Mumaw, Acctg & Finance
WY Michael Villano, Acctg & Finance

WY Ying Wang, Marketing

Departmental (2010-2012)

WY Helen Guohong Han, Management
WY Ray Shaffer, Acctg. & Finance

EDUCATION

At Large continued

WY **At Large (5)**
WY Regina Rees, Teacher Ed.
WY Barbara O'Connor, Teacher Ed.
WY Hong Kim, Teacher Education

WY Patrick Spearman, EFRTL
WY Matt Paylo, Couns/Sp. Ed.

Departmental (2010-2012)

WY Jake Protivnak, Couns/Sp Ed
WY Wilma Djoletto, EFRTL
WY Lauren Cummins, Teacher Ed.

FINE & PERFORMING ARTS

Departmental (2009-2011)

At Large (6)
WY Darla Funk, Music
WY Hae-Jong Lee, Music
WY Francois Fowler, Music
WY Brian Kiser, Music
WY Randall Goldberg, Music
WY Allan Mosher, Music

WY John Murphy, Thtr/Dance

Departmental (2010-2012)

WY David Gill, Art
WY Cary Horvath, Communication
WY Alice Wang, Music

HEALTH & HUMAN SERVICES

Departmental (2009-2011)

At Large (5)
WY Keisha Robinson, Health Prof
WY Ken Learman, Physical Therapy
WY Teresa Volsko, Health Professions
WY Thelma Silver, Social Work
WY Rachael Pohle-Krauza, Human Ecol

WY Gordon Frissora, Criminal Justice
WY Grace Heo, Social Work
WY Weiqing Ge, Physical Therapy
WY Sue Lisko, Nursing

Departmental (2010-2012)

WY Mary Yacovone, Health Professions
WY Dennis Latess, HPES
WY Priscilla Gitimu, Human Ecology

Liberal Arts & Social Sciences (CLASS)

Departmental (2009-2011)

At Large (6)
WY Molly Jameson Cox, Psychology
WY David Porter, Political Science
WY Tod Porter, Economics
WY Rick Shale, English
WY John Sarkissian, Foreign Language
WY L.J. (Tess) Tessier, Phil/Rel.

WY Julia Gergits, English
WY Alan Tomhave, Phil/Rel
WY Keith Lepak, Political Sci
WY Matt O'Mansky, Sociol & Anthr,

Departmental (2010-2012)

WY Dennis Petruska, Economics
WY Diana Burkhart, Foreign Language
WY Dawna Cerney, Geography
WY Anne York, History
WY Rocio Rosales, Psychology

Science, Technology, Engineering, & Mathematics (STEM)

Departmental (2009-2011)

At Large (6)
WY Annette M. Burden, STEM
WY Carol Lamb, ENTC
WY Hazel Marie, MECH & ISEGR
WY Darrell Wallace, MECH & ISEGR
WY Kin Moy, ENTC
WY Bob Hogue, CSIS

WY Jamal Tartir, Math
WY Ray Beiersdorfer, Geol & Env. Sci.
WY Abdurrahman Arslanyilmaz, CSIS
WY Chet Cooper, Biology
WY Brian Leskiew, Chemistry

Departmental (2010-2012)

WY Yogen M. Panta, MECH & ISEGR
WY James Andrews, PhsAstr
WY Phil Munro, ECEGR
WY Brian Vuksanovich, ENTC
WY Hans Tritico, CEEGR & CHEGR

ADMINISTRATORS (15)

WY Martin Abraham
WY Jonelle Beatrice
WY Bege Bowers
WY Jef Davis
WY Bryan DePoy

WY Mary Lou DiPillo
WY Jack Fahey
WY Shearle Furnish
WY Peter Kasvinsky
WY Ikram Khawaja

Departmental (2010-2012)

WY Paul Kobulnicky
WY James Kohut
WY Betty Jo Licata
WY Joseph Mosca
WY Shannon Tirone

STUDENTS

WY Amanda Sacco, STEM
WY Sarah Lowry, CLASS
WY Brionna Benson, HHS
WY Victoria Magyar, FPA
WY Rachael Paras, WCBA
WY Caitlin Dorbish, Educ.
WY Bob Scott, Grad.

WY Megan Derthick, At-large
WY Sara Black, At-large
WY Darla Conti, At-large
WY Eyan Beil, At-large
WY Swetha Chatla, At-large

Departmental (2010-2012)

WY Nicholas Meditz, SGA
WY Stephen Mesik, SGA
WY Alyssa DiBernardi, SGA

WY