



ACADEMIC SENATE MINUTES

May 4, 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 April 6, 2012, meeting were approved as posted. To view the minutes, go to <http://www.yosu.edu/acad-senate/1011/minapr11.pdf>.

Report from the Chairperson:

Report from Chair: Senate Chairperson Chet Cooper reported. The web form for committee preferences for next year will be available until 5:00 p.m., May 18.

We have several senators who will be retiring this year. Rick Shale, Kathylynn Feld, Darla Funk, and Bob Hogue. I thank them for all of their service. Bob has agreed to remain as Secretary of the Academic Senate for the Fall Semester, but we will need a replacement for Spring 2012. Please be thinking of someone who might be interested in serving as Secretary.

Report on Assessment: Sharon Stringer reported. Dr. Stringer presented a set of PowerPoint slides on YSU's Assessment Academy (See [Attachment 1](#)). Another visit will take place in September. Deadline for non-academic units is July 31 and for academic units, October 30.

Academic Standards Committee: Gary Walker reported and introduced three motions from the committee, as contained in [Attachment 2](#).

Motion 1: Life Learning: **Annette Burden** moved to table the motion. Seconded by Rick Shale. After discussion, a vote was taken on the motion to table. **Motion to table failed.** **Bege: Bowers:** We were told by the Higher Learning Commission that we have to have a policy on life learning is we are going to give credit for it. This policy makes it so that it is the department that makes the determination. It seems to me that this does what HLC asked us to do and still leaves control within the department. **Jim Schramer:** It seems to me that item #8 in the proposal gives departments ample wiggle room. **Vote was then taken on Motion #1: Motion carries.**

Motion #2: Semester Credit Hour Definition: **Bege Bowers:** This is the state language. Federal regulations require us to have a stated policy. The policy still allows for alternate modes for delivery. It doesn't impose unnecessary restrictions, allows flexibility, and meets the letter of the law. **Vote was taken on Motion #2: Motion passed.**

Motion #3: Length of Term and final exams: **Rick Shale** moved to return this motion to committee. Seconded. **Dr. Shale:** Typically, composition classes do not have final exams. This language seems not to recognize that. **Dr. Walker:** We were operating on the assumption that this is being driven by state and federal policy. Dr. Shale then withdrew motion to table. **Dr. Shale moved to divide the motion and to table items 2, 5, and 7. Vote was taken on the motion to divide and table. Motion passed.** Discussion then continued on parts 1,3,4, and 6 of Motion #3. A vote was taken on these remaining items from Motion #3. **Motion #3 as divided passed.**

Academic Programs Committee: **Jim Schramer** reported. The committee has approved a number of programs and they are out for 10-day review. One problem we have had is tracking down through senate minutes what program proposals have been approved. Also, I suggest that the forms that go out to chairs and deans be only the top few pages instead of generating so much paper. **Dr. Cooper:** Today, I received a packet approximately 4 inches thick for my signatures. I certainly agree that we need to reduce paperwork somehow. We need to find ways to handle these processes electronically.

It was then proposed that a small committee be formed over the summer to investigate ways to put as much of the course and program approval process online as can reasonably be done. Several people volunteered to serve on such a committee.

General Education Committee: **Tod Porter** reported. One course was approved for Personal & Social Responsibility: PHIL 2628.

Library Committee: **Randall Goldberg** reported. The committee recommends that the University consider a centrally coordinated program for information literacy. The full committee report is contained in [Attachment 3](#). Steve Mesik: For a number of years as a student here, one of the items that comes up in discussions is some effort to integrate the various information services to the student's University ID. Our committee would be happy to work with the Library Committee next year on this.

Academic Research Committee: **Abdurrahman Arslanyilmaz** reported. The committee met three times this semester to examine what we have as a training requirement for those doing research on animals and human subjects. We examined current practice and felt that there was no need for additional training, but we identified training was not consistent among departments. There Needs

to be appropriate documentation on training. We also wanted to see what other modules are used: CITI Program; University of Montana; and NIH Office of Extramural Research. CITI is the most comprehensive one. Our full report is in [Attachment 4](#).

Unfinished Business: None.

Adjournment: The Academic Senate adjourned at 4:51 p.m.

Sign-in Sheet

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

Update on Assessment

①

SENATE MAY 4, 2011

Update on Assessment

②

Academic Programs 2009-10	Academic Programs 2010-11
<ul style="list-style-type: none"> • 77% participation rate • 64% good quality 	<ul style="list-style-type: none"> • 94% participation rate • 81% good quality

Update on Assessment

③

Non-Academic Units 2009-10	Non-Academic Units 2010-11
<ul style="list-style-type: none"> • 78% participation rate • 84% good quality 	<ul style="list-style-type: none"> • 83% participation rate • 77% good quality

Update on Assessment

④

Emerging Themes

- Applied Learning (theory to practice)
- Technology skills
- Structuring major projects and/or college experiences
 - writing
 - critical thinking
 - oral communication
 - professionalism

Update on Assessment

5

Recommendations for future reporting

- Focus efforts (learning outcomes)
- Document if prior improvement steps work
- Collective responsibility

Update on Assessment

6

Recommendations for future reporting

- Distinguish student learning at different levels associate, bachelor, master's, certificate, etc
- Examine why students are not performing at acceptable levels even if no curricular changes
- Establish connections between findings in assessment and the work of the department's curriculum committee when possible
- Are students aware of program learning outcomes (syllabus)

Update on Assessment

7

Upcoming

- Evidence Inventory Visit
 - HLC mentors campus late September 2011
- Workshops (NSSE, CLA)
- Deadlines:
 - July 30, 2011 Non-Academic Units
 - October 30, 2011 Academic Programs

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

Date 4/26/11 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report _____ **Academic Standards** _____

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

Names of Committee Members Charles Singler, Denise Walters Dobson, Hae-Jong Lee, Julia Gergits, Joseph Mosca, Louise Pavia, Tess Tessier, Rachael Paras, Rebecca Curnalia, Bill Vendemia, Evan Bell, Rachael Paras

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

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

If so, state the motion:

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration? _____

Other relevant data: _____

Gary R. Walker _____

Gary R. Walker

Chair



Motions for the May 4th Academic Senate Meeting

Motion 1- On behalf of the Academic Standards Committee, I move for approval of the policy for Credit for Life Learning (CLL) as stated in attachment 1.

Motion 2- On behalf of the Academic Standards Committee, I move for approval of the definition of the semester credit hour as stated in attachment 2.

Motion 3- On behalf of the Academic Standards Committee, I move for approval Length of the semester term and final exams as formally stated in attachment 3.

Attachment 1

Credit for Life Learning (CLL)

Policy and procedures, and for defining criteria for CLL and procedures for implementation.

- 1) These parameters apply to undergraduate students;
- 2) Maximum of 12 semester hours per baccalaureate degree for students seeking a baccalaureate degree may be awarded;
- 3) Maximum of 6 semester hours per associate degree for students seeking an associate degree may be awarded;
- 4) Academic departments are charged with defining and writing criteria/standards/procedures (CSP) by which requests for CLL are evaluated in their programs. CSP shall be included in the department's governance document;
- 5) CSP for awarding CLL academic credit must be approved by the Dean's Advisory Council (DAC);
- 6) Once CSP are approved, the academic department is charged with implementing the evaluation of CLL requests, and with making a determination of the appropriate number of semester hours to be awarded, or with making a determination of the appropriate course(s) that is (are) satisfied. Final approval by the Dean, or designee, is required;
- 7) Requests for CLL in excess of 12 (or 6) semester hours per degree [see #2 and #3 above] may be evaluated under separate procedures, such as "credit by exam";
- 8) Academic departments are not obligated to define and write CSP for CLL. Departments may choose not to award CLL in their programs or for their courses.

Attachment 2

Semester Credit Hour Definition

Youngstown State University complies with state and federal regulations concerning the definition of “semester credit hour” and the length of an academic semester. “Semester credit hour” is defined as follows:

“One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes and that the amount of out-of-class work may be greater than twice the amount of formalized instruction.”

For online, hybrid, flexibly scheduled, and other alternative modes of delivery, the following should be equivalent to those in a typical, regularly scheduled class worth the same number of semester credit hours: instruction, student learning outcomes, verification that students are achieving student learning outcomes, and amount of student work.

Attachment 3

Length of term and final exams

Proposal really reaffirms current policy and practice.

- 1) The University calendar for a semester consists of 15 weeks of classes and one week for final exams.
- 2) All classes are expected to meet for all 15 weeks and during final-exam week. Exceptions must be approved by the Chair of the Department.
- 3) Class length for lecture-format classes must follow state guidelines that describe 50 minutes each week for each credit (i.e., 150 minutes for 3 hr class).
- 4) Laboratory classes ordinarily would meet a minimum of 75 minutes per week for each credit or teaching hour.
- 5) Classes are expected to meet for all scheduled hours, including during finals week.
- 6) Only Chairs and Deans can approve class cancellations. When faculty are not able to meet their classes (illness, conferences, etc), the faculty member or chair shall make arrangements, if possible, for the classwork or studies to continue.
- 7) Final exams are to be given only during final-exam week. Periodic tests (e.g., last exam; third of three) are not to be scheduled for the last week of the semester unless approved by the chair.

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

Date March 29, 2011 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Library Committee

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

Names of Committee Members: **Randall Goldberg, Martin Abraham, Brionna Benson, Mary DiPillo, Cary Horvath, Paul Kobulnicky, J. Rajendran Pandian, Karen Petruska, Zara Rowlands, Joseph Scott, Elvin Shields, Patrick Spearman, Daniel Suchora, Anne York**

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

The committee recommends that the YSU pursue

The committee recommends that the University considers a centrally coordinated program for information literacy . [see attached]

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

If so, state the motion: _____

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration? yes

Other relevant data: _____

Randall Goldberg
Chair

The Senate Library Committee has been focused on determining the best possible configuration of both physical and electronic services offered by the Maag Library. In particular, we have initiated a campus-wide discussion about how our faculty teaches information literacy skills to their students. We want to know the extent to which faculty teach students to use the materials and services offered by the library and verify that students comprehend the importance of information for academic achievement and lifelong learning. Members of the committee have polled their respective departments about information literacy efforts and we have also included faculty from the English department and General Studies in this discussion.

We find that although the faculty understands the importance of teaching information literacy skills and often integrates it in their departmental curricula, there is no systematic training for students at Youngstown State University and no proper tool for campus-wide assessment. The English department attempts to incorporate basic literacy skills in their introductory compositions courses (ENGL 1550 and 1551), but there is no University mandate to do so and their efforts are not part of a broader University plan to ensure information literacy for our students. Evidence also suggests that the information literacy skills taught in the introductory writing courses require reinforcement throughout the college career of an undergraduate student. In addition, quantitative and anecdotal data provided by the Maag Library show that students do access electronic services but are not making consistent use of library materials.¹

The Committee understands that the University pays for all of the physical and electronic information services that are available for students and faculty and that changes in the configuration of services are likely because of the current economic situation in Ohio. Any changes to the library, however, must consider student skills in obtaining and using information, which is part of a more comprehensive set of skills for analyzing, defining, and solving problems and is critical to the University's success in education. We believe that a university-wide initiative to promote information literacy skills at Youngstown State will help the library use its budget more effectively, justify the cost of library services, and, most importantly, help us achieve our goals for student success. Furthermore, a universal show of intention to teach information literacy will benefit departments that must demonstrate the instruction of these skills for their accreditation.

It is the recommendation of the Senate Library Committee, therefore, that the University consider a centrally coordinated program for information literacy. Our goal is to develop university-wide learning outcomes and learning opportunities in each college that will ensure consistent and demonstrable training in information literacy. We seek the Senate's endorsement to continue this important project.

¹ 22% of our students do not even have a library barcode on their student ID card, 53% of all current undergraduate students have never checked out any materials from the library, and only 6% of all undergraduate students are currently borrowing materials from the library. Furthermore, reference librarians have noted a drop in the quality of the questions they receive from students. For example, students are more likely to ask a reference librarian for directions to the computer lab than about specific needs for their research.

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

Date 04.25.2011 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Academic Research

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

Names of Committee Members Robert Rollin, Peter Kasvinsky, Peter Norris, Mustansir Mir, Wilhelmina Djoletto, Edward Orona, Cathy Bieber Parrott, Cary Horwath, Abdurrahman Arslanyilmaz

Please write a brief summary of the report the Committee is submitting to the Senate:
The academic research committee is reporting the work in progress regarding a responsible conduct of research training for individuals involved in research and/or receiving funds from federal grants.

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

If so, state the motion: _____

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration? _____

Other relevant data: _____

Abdurrahman Arslanyilmaz



Chair

Academic Research Committee, Academic Senate Report. 4/2011

As a result of an inquiry received from several faculty regarding federal regulations related to the responsible conduct of research for individuals receiving federal resources, Associate provost Kasvinsky referred the issue to the Academic Research Committee to investigate as to appropriate actions and responses that YSU could effectively implement in order to comply with broadened federal requirements.

The academic research committee was convened to consider current practice and determine the need for training in the responsible conduct of research for individuals involved in research and/or receiving funds from federal grants. If a need is determined, the committee is asked to make recommendations for training delivery options.

Background information:

NIH requires that individuals receiving grants undergo training involving the following topics:

- Human subjects
- Animal welfare
- Collaborative science
- Conflict of interest and commitment
- Data acquisition, management, sharing and ownership
- Mentor/trainee responsibilities
- Publication practices, responsible authorship, and peer review
- Research misconduct

NSF requires that individuals supported by NSF research funding receive training in responsible conduct of research.

Current practice at YSU

YSU Investigators who use animals in research receive face to face training in animal welfare. This mandatory training is provided on the YSU campus by NEOUCOM personnel.

YSU investigators who recruit human participants for research must present the Institutional Review Board with a certificate of completion of on-line training in the protection of human subjects prior to approval of the project. The training website is provided by the National Institute of Health

Students who conduct research in department labs receive department and faculty advisor face to face training regarding lab practices and investigative procedures. Students also receive training within academic courses related to research methodology and statistics.

Achievements

The Academic Research committee met three times in the 2011 Spring semester. At the first meeting, the committee reviewed the existing requirements for approvals by the IRB

(for human subjects research and the IACUC (Institutional Animal Care and Use Committee for animal subjects), discussed current practice and determined that training for the specific areas of animal and human subject protection were adequately meeting the federal regulations. In addition, the committee reviewed the information currently available on the web from the Office of Grants and Sponsored Programs and determined that the various modules do provide the depth and breadth of needed coverage.

The committee identified that current training practice in individual labs was not consistent among departments and the quality of the training was not known. Also, the committee determined that there needs to be appropriate documentation of the training received by students and faculty involved in federally sponsored research programs.

Furthermore, the committee discussed several issues related to training including the frequency and the length of the training, the individuals who would need to undergo such training, the medium of the training, i.e. face-to-face vs. online, and existing courses that already have the topics of the training embedded in their curriculum.

The committee decided to review the following three trainings, which are offered and required by many Universities for their students involved in research: CITI Program (<https://www.citiprogram.org/rcrpage.asp>), the online research ethics course developed through the practical ethics center at the University of Montana (http://ori.dhhs.gov/education/products/montana_round1/research_ethics.html), and an online training by NIH Office of Extramural Research (<http://phrp.nihtraining.com/users/login.php>).

In the second and third meetings, the three training modules were discussed in detail. The drawbacks and advantages of each of the three training modules were compared. The committee concluded that CITI training module is the most comprehensive training module with the option to customize in order to add topics of interests to the module. However, there is a fee of \$2,000.00 that needed to be paid per year in order to allow unlimited number of students/faculty members to go through the training. The committee also concluded that the online research ethics course by the University of Montana did not have a well-developed assessment component in addition to the fact that it is not comprehensive enough to cover the topics required by NIH and NSF. Finally, the online training module by NIH does not include some topics that are required by NIH and NSF even though the online training module is well organized and developed.

The members discussed options for providing on campus training. 'Face to face' content delivery options were specifically reviewed. Options discussed were: a separate course; a learning module offered multiple times per year; and content imbedded into existing research/statistics related courses. Upon further consideration, the members of the committee concluded that they do not have the authority to impose a course to students and/or faculty at YSU. They decided that this should be a discussion that needs to be handled by the Deans of all the Colleges at YSU.

The committee plans to provide input to and receive feedback from the deans in order to make better recommendations about training for students/faculty members at YSU and for the extent and nature of logistics for such training.

YSU ACADEMIC SENATE ATTENDANCE ROSTER – May 4, 2011

BUSINESS ADMINISTRATION

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

Departmental (2009-2011)
 W.Y. Ying Wang, Marketing

Departmental (2010-2012)
 Helen Guohong Han, Management
 Ray Shaffer, Acctg. & Finance

EDUCATION

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

At Large continued
 P.S. Patrick Spearman, EFRTL
 Matt Paylo, Couns/Sp. Ed.

Departmental (2010-2012)
 Jake Protivnak, Couns/Sp Ed
 Wilma Djoletto, EFRTL
 Lauren Cummins, Teacher Ed.

FINE & PERFORMING ARTS

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

Departmental (2009-2011)
 John Murphy, Thtr/Dance

Departmental (2010-2012)
 David Gill, Art
 Cary Horvath, Communication
 Alice Wang, Music

HEALTH & HUMAN SERVICES

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

Departmental (2009-2011)
 Gordon Frissora, Criminal Justice
 Grace Heo, Social Work
 Weiqing Ge, Physical Therapy
 Sue Lisko, Nursing

Departmental (2010-2012)
 Mary Yacovone, Health Professions
 Dennis Latess, HPES
 Priscilla Gitimu, Human Ecology

Liberal Arts & Social Sciences (CLASS)

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

Departmental (2009-2011)
 Julia Gergits, English
 Alan Tomhave, Phil/Rel
 Keith Lepak, Political Sci
 Matt O'Mansky, Sociol & Anthr,

Departmental (2010-2012)
 Dennis Petruska, Economics
 Diana Burkhart, Foreign Language
 Danna Cerney, Geography
 Anne York, History
 Rocio Rosales, Psychology

Science, Technology, Engineering, & Mathematics (STEM)

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

Departmental (2009-2011)
 Jamal Tartir, Math
 Ray Beiersdorfer, Geol & Env. Sci.
 Abdurrahman Arslanyilmaz, CSIS
 Chet Cooper, Biology
 Brian Leskiew, Chemistry

Departmental (2010-2012)
 Yogen M. Panta, MECH & ISEGR
 James Andrews, PhsAstr
 Phil Munro, ECEGR
 Brian Vuksanovich, ENTC
 Hans Tritico, CEEGR & CHEGR

ADMINISTRATORS (15)

Martin Abraham
 Jonelle Beatrice
 Bege Bowers
 Jef Davis
 Bryan DePoy

Mary Lou DiPillo
 Jack Fahey
 Shearle Furnish
 Peter Kasvinsky
 Ikram Khawaja

Paul Kobulnicky
 James Kohut
 Betty Jo Licata
 Joseph Mosca
 Shannon Tirone

STUDENTS

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

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

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

Jacqueline Clifton, Housing

Handwritten initials