



## *Academic Senate*



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### ACADEMIC SENATE MINUTES

March 6, 2013

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

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**Minutes of the Previous Meeting:**

Minutes of the Feb. 6, 2013, meeting were approved. To view the minutes, go to <http://www.ysu.edu/acad-senate/1213/minfeb13.pdf>.

**Senate Composition - Chet Cooper, Chair of the Senate, reported:**

Chet reported that voting for amendments to the Charter are 80 ballots short of approval of charter. Please get colleagues to submit ballot. Please email Carol Lamb (cmlamb@ysu.edu) if you need a ballot.

The process to elect department senators has started with the Department Chairs being notified to elect replacement senators. Elections for Senators At Large will begin after spring break.

As discussed at the Senate Executive Committee, Chet was requested to present and open for discussion the topic of the composition of the Presidential Search Advisory Committee: Chet introduced the topic by providing a printed copy of the news release regarding appointed members of the President Search Advisory Committee. This is the only announcement on the YSU website.

There are only two people on the committee that might be considered regular people, Dr. Bowers and Chet. He is receiving a lot of flack regarding who is on the committee, Chet does not have any answers and the Academic Senate Executive Committee also had concerns and would like to have an open discussion in the Senate Meeting and possibly develop a resolution.

There is a consulting company performing the Presidential search and is collecting applications. The YSU Search Advisory Committee will look at the list of applicants and eventually narrow the candidates down to five or six that will be invited to campus. So the question many are asking Chet is why is the committee not the same make up as was used for the previous presidential search? Is there a policy as to how a president should be selected and the make-up of the search committee? Basically the Board of Trustees can do what ever they wish.

**Q: Dr. Tartir, Math/Stats: Will faculty have opportunity to meet with the final candidates?**

**A: Chet: From the impression he is sensing is that there would be open forums to interview the candidates.**

**Dr. Karpak, Mgmt: She is surprised that there is only one faculty and no Deans on the committee.**

**Dr. Earnhardt, Comm: Another interesting fact is that there is basically no information on the website and to find any information you have to search for it. One would think that the Board of Trustees would be advertising the position.**

**Dr. Murphy, FPA: The questions surrounding the presidential search is on the back of the last negotiations and with what is going to be discussed by Ken Learman everything seems to be changing in totality. Everyone needs to take this information back to their departments and discuss with your colleagues.**

**Q: Can we change the Board of Trustees minds as to what they are doing?**

**A: Chet: If we have an opinion we need to state it, they will not change anything they have done. Chet did relay that when AGB (search consulting firm) was on campus they held open forums for faculty which were very sparsely attended. Does that mean that the faculty do not care or have any input?**

**Dr. Wolfgang, FPA: She is junior faculty and feels completely disempowered and looking to get out when it is financially suitable. She sees nothing coming back her way. When the faculty feel disempowered they do not get involved.**

**Chet: As faculty have you voiced your concerns, this is a question when no more than 20 faculty showed up at all the sessions. Can we do something immediately, no, can we do something going forward, yes I think we can.**

**Dr. Wolfgang: So we should leave our class to go to a meeting that they really don't care about what we say?**

**Dr. Sarkissian, Foreign Languages: The response from the faculty is that no one should show up to the open forums when the presidential candidates are here.**

**Dr. Fagan, Biology: The union meetings and other meetings have less and less faculty showing up. However, not showing up for candidates is not what we should do.**

**Cory, SG: This is a concern to Student Government regarding the vast difference between this committee and the last committee. They would like more transparency as to what the Board of Trustees are looking for.**

**Dr. OMansky, Sociology/Anthropology: He is concerned that there is a top down model. If you look at the composition of the Board of Trustees there is no one with an academic background, they all have business backgrounds and the university is not simply a business.**

**Chet: To keep the meeting moving if you have any other questions, concerns, or comments please send them to Chet and he will take it to the Board of Trustees as senate concerns.**

## Ohio Faculty Council - Ken Learman:

There is a resolution that will be presented at OFC tomorrow.

Toledo is predicting a major shortfall next year. The Dean of each college, at Toledo, gave their faculty some of the things that they are going to try in order to ease the budget crunch. If a faculty member has funded research they will be eligible to teach less, there will also be minimum class sizes 30 students for undergraduate courses, 15 students for graduate courses and the faculty member can choose to teach a course with less students enrolled however the course will not count toward your workload.

HB59 is going to take workload be determined at the university level. and trustees can raise workload regardless of what is stated in the union contract. Part-time faculty would be on 15-15 WL. The attorney representing Toledo is the same attorney that represents Bowling Green and Akron. There is a draft resolution, please look at this draft and send Ken an email with any comments that you may have. Toledo is also working off of a 70, 20 10 model, 70% teaching, 20% research, and 10% service.

Ken will report back next month. OFC is going to develop the resolution for Toledo. Wright State Academic Senate is also working on a separate resolution.

Dr. Wolfgang, FPA: You don't want 30 kids in stage prep there will be students with missing fingers.

Ken: There is room for exceptions to the rule and likely can be made on a case by case basis. The information he has is from one specific college, so FPA may be somewhat different.

Dr. Murphy, FPA: Negotiations are starting soon so as faculty we need to be involved.

Ken: As faculty we should show up at the forums and ask some difficult questions.

Dr. Jackson, Political Science: How does this model meet with the urban research insitution and the Higher Learning Commission report?

Ken: The document does state that Crediting Boards and standards could supersede these changes

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## Academic Standards Committee: Bob Korenic

There is a request to make changes to the Metro Credit Entrance Requirements to college and high school programs ([Attachment 1](#)).

Karla Krodel from the Metro College was present to answer any questions the Senate may have regarding the proposal: Recently there were standards passed regarding college readiness.

Rather than SAT and ACT scores we will require students to have college readiness scores. Keeping an overall GPA of 3.00 for juniors and seniors and SAT or ACT specified scores or successful completion of Ohio Graduation Tests.

If student have not had SAT may take the necessary YSU approved placement exams.

Some exams have been eliminated due to departments eliminating the requirements.

Aligning with the state, there is evidence that these are working. 90% did place in the the program.

There were no questions or comments from the attending Senate members.

There was not a quorum of senate members in attendance at the meeting and therefore a vote could not be taken.

The proposl was asking for the changes to beginning in Fall 2013, but if not resolved by senate can they change date to start in Spring 2014?

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**Unfinished Business:** None

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**New business:** **Justen Vrael**, Student Government

#### **Classroom Technology Proposal**

A concerned student raised questions regarding the lack of policy on the use of technology in the classroom. Some faculty allow students to use laptops for notetaking, appropriate classroomd use. Cellphone use should be the description of faculty. The faculty should be allowed to take away use of technology if used inappropriately. Students are confused and concerned as to what is allowed. Student Government would like to see this issue taken up by the Integrated Technology Committee and create a policy.

**Q: Dr. Wolfgang, FPA:** She is totally fine with students using technology, but what is her responsibility as to student who are not doing what they are suppose to be doing and are doing other things on their laptops. It is not her responsibility to patrol students but it is distracting to other students.

**Justen:** He can see her concern because it is not her responsibility to patrol the students use of technology.

**Dr. Goldberg: Dana School of Music:** He is confused that the students have questions because he has stated in the syllabus for his course as to what extent technology can be used.

**Justen:** If that were the case it should be clear and this should supersede any written policy.

**Dr. Goldberg:** Do students want the university to tell all faculty what to do?

**Chet:** Are you thinking that according to the contract that a syllabus must discuss items such as attendance and technology use policy?

**Justen:** That would be acceptable.

**Q:** Have you researched as to what other university do?

**A: Justen: No he has not looked into what other universities do. He just wanted to introduce to Integrated Tecnologies Committee.**

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**Adjournment: The Academic Senate adjourned at 4:54 p.m.**

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**Sign-in Sheet**

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**For further information, e-mail [Carol Lamb](#).**

## **Proposal for Academic Standards Committee**

To align the College in High School (CHS) admission requirements with the Ohio Board of Regents' College Readiness Indicators, Metro Credit proposes the following admission requirements for the CHS program **effective Fall 2013**:

### **PROPOSED College in High School Admission Requirements** **Effective Fall 2013**

#### **Automatic Admission:**

- Overall GPA of 3.0 for juniors and seniors, AND
- Either ACT sub-scores English 18, *and* Reading 21, *and* Math 22, OR  
SAT scores of Writing 430, *and* Reading 450, *and* Math 520, AND
- Successful completion of all tests required by the Ohio Department of Education to gauge eligibility for high school graduation (currently the Ohio Graduation Test).

#### **Admission by Student's Appeal:**

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

- Students who do not have the required ACT or SAT scores for automatic admission (but meet the other requirements) may take the necessary YSU approved placement exams (currently COMPASS and the Composition Placement Exam). Admission may be granted based on performance on the placement exams. OR
- The YSU department chair may grant admission for courses offered by that particular department if the student does not meet the requirements for automatic admission. This type of admission will be considered on a case-by-case basis.

**CHANGES TO EXISTING** CHS Admission Requirements approved by Academic Senate April 2010

Automatic Admission:

- Overall GPA of 3.0 for juniors and seniors, AND
- Either ACT sub-scores of English 18, and Reading 21, and Math 22, OR SAT scores of Writing 430, and Reading 450, and Math 520. AND
- ~~ACT composite of 23 and ACT English sub-score of 23 (automatic placement into English 1550).~~
- ~~Students wishing to take Math must either score appropriately on the ACT/SAT to be placed or take the COMPASS placement exam.~~
- ~~Students wishing to take Foreign Languages must take the Foreign Language Placement exam.~~
- Successful completion of all required Ohio Graduation Tests (as long as these tests are required by the state). Reworded

~~Provisional Admission:~~ Admission by Student's Appeal

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

- ~~Students who do not meet the criteria as set forth for automatic admission into the program may have the opportunity to show that they are "college ready" by taking the university placement exams. A student can receive provisional admission into the program by achieving placement into English 1550 and having a letter of recommendation to participate from their teacher.~~
- Students who do not have the required ACT scores for automatic admission (but meet the other requirements) may take the necessary YSU approved placement exams (currently COMPASS and the Composition Placement Exam). Admission may be granted based on performance on the placement exams. OR
- ~~The YSU department chair may grant provisional admission into the program in lieu of the student taking the placement exam. This type of admission will be considered on a case-by-case basis.~~
- The YSU department chair may grant admission for courses offered by that particular department if the student does not meet the requirements for automatic admission. This type of admission will be considered on a case-by-case basis.

- ~~High school students who successfully complete the Math Path Program while they are sophomores/juniors in high school are eligible to enroll in appropriate college level Math courses for dual credit at their high school, provided it is being offered.~~
- ~~High school students who successfully complete the Math Path Program while in high school, and who subsequently matriculate to YSU the Fall semester following high school graduation, are eligible to waive math placement testing and register for college level Math courses at YSU.~~

## Rationale for Changes

This policy change aligns CHS with new College Readiness Indicators for high school graduates. CHS students are 1-2 years away from graduating, and already meet or exceed the College Readiness Indicators. This policy change is consistent with state policy.

Rationales for other changes are as follows:

Automatic Admission:

- Included SAT scores as criteria
- Testing requirement dropped because neither Mathematics nor Foreign Language requires CHS students to take placement tests.

Admission by Student's Appeal: (The word Provisional has other implications)

- Rather than focusing solely on competency in English, the student must demonstrate college-readiness in English, math, and reading.
- The Math Path project has been eliminated due to the changes in the College Readiness Indicators and the YSU remedial math curriculum.

## Supporting Information

Ohio Revised Code 3365 states high school juniors and seniors who have a "B" average (3.0 GPA) may take classes for college credit.

Ohio HB 153 (Section 3345.061 (F)) states that all University System of Ohio (USO) schools shall establish statewide standards (College Readiness Indicators) in math, science, reading and writing for students to be considered "remediation-free" and eligible to enroll in a college credit-bearing course in that subject.

Per the December 2012 report

([https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college\\_2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%2010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college_2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%2010913%29.pdf)), the USO College Readiness Indicators are:

- ACT sub-scores: English 18, Reading 21, and Math 22; **or**
- SAT scores: Writing 430, Critical Reading 450, Math 520
- The criteria also apply to high school students who are enrolled in college courses (Per e-mail from Rebecca Watts, Associate Vice Chancellor of P-16 Initiatives).



**Supporting Information *cont.***

**Currently**, students without the required ACT scores may gain provisional admission by passing the Composition Placement Exam.

Table I shows **90%** of students with ACT English sub-scores of 18-22 **passed** the Composition Placement Exam and were eligible for provisional admission to the CHS program.

**Table 1: FY11-13 CHS Composition Placement Exam Results**

<b>FY</b>	<b># Placing into English 1550</b>	<b># Not placing</b>	<b>Total</b>	<b>% Placing</b>
11, 12	124	16	140	89%
13	105	9	114	92%
<b>Total</b>	<b>229</b>	<b>25</b>	<b>254</b>	<b>90%</b>

Table 2 shows that the provisionally admitted students successfully complete their CHS courses.

Further, provisionally admitted students who matriculated to YSU maintained their GPA, and are persisting towards graduation.

**Table 2: Provisionally Admitted CHS Students' Performance**

	<b>Provisionally admitted to CHS via Composition Placement Exam</b>	
	<b>FY 11, 12 Performance in CHS courses (n=106)</b>	<b>FY 11, 12 Performance of CHS students matriculating to YSU (n=35)</b>
Average CHS GPA:	3.39	3.39
<i># Still persisting</i>	unknown	34
Average current GPA:	unknown	3.0
Average ACT Composite:	22	23
Average ACT English:	20	22
# Credit hours completed in CHS:	705	231
Average # of C.H. per student:	6.7	6.6

**Implementation Page** (Supporting info follows: Composition Test Scores/Placement)

**If ACT/SAT score is below:                      Student must achieve the following placement score:**

ACT English 18 *or*    33 on the Composition Placement Exam  
 SAT Critical Reading 450

ACT Reading 21 *or*    80 on COMPASS Reading  
 SAT Critical Reading 450

ACT Math 22 *or*    65 in Algebra on COMPASS MATH  
 SAT Math 520

**Composition Test Scores/Placement  
 (revised 2/7/08 for Spring 2009)**

Students are automatically placed into composition coursework according to ACT English or SAT critical reading scores, as follows:

ACT		SAT	Placement
0-13	<i>or</i>	360	= ENGL 1539
14-17	<i>or</i>	370-440	= ENGL 1540
18+	<i>or</i>	440+	= ENGL 1550

Students in the above categories may elect to take the writing test in order to attempt higher placement.

**For those students who take the CPT, the following will apply:**

**I. ACT**

Writing Score	ACT English Score	Placement
0	and any ACT	= ESL
11	and 0-13	= 1539
11	and 14-22	= 1540
11	and 23+	= 1550
22	and 0-17	= 1540
22	and 18+	= 1550
33	and 0-27	= 1550
33	and 28+	= 1550H
44	and 0-36	= 1550H

**II. SAT**

Writing Score	SAT Critical Reading Score	Placement
0	and any SAT	= ESL
11	and 0-360	= 1539
11	and 370-520	= 1540
11	and 530+	= 1550
22	and 0-440	= 1540
22	and 450+	= 1550
33	and 0-620	= 1550
33	and 630+	= 1550H

**YSU ACADEMIC SENATE MEMBERSHIP LIST, 2012-2013**  
**Sign-In Sheet (March 6, 2013)**

**BUSINESS/ADMINISTRATION**

**At Large (6)**  
 \_\_\_\_\_ Helen Han, Management  
 \_\_\_\_\_ Ram Kasuganti, Management  
KA Kathleen Mumaw, Acctg. & Finance  
 \_\_\_\_\_ Robert Pierre, Acctg. & Finance  
WV William Vendemia, Management  
 \_\_\_\_\_ Ying Wang, Marketing

**Departmental (2012-2014)**  
PK Birslen Karpak, Management  
 \_\_\_\_\_ Peter Chen, Acctg. & Finance

**Departmental (2011-2013)**  
 \_\_\_\_\_ Peter Reday, Marketing

**EDUCATION**

**At Large (5)**  
 \_\_\_\_\_ Regina Rees, Teacher Ed.  
 \_\_\_\_\_ Gail Saunders-Smith, Teacher Ed.  
 \_\_\_\_\_ Wilma Djoletto, EFRTL

**At Large continued**  
PS Patrick Spearman, EFRTL  
 \_\_\_\_\_ Margie Briley, Counc/Sp Ed  
ZJC Kathleen Cripe, Teacher Ed.

**Departmental (2011-2013)**  
 \_\_\_\_\_ Matt Paylo, Counseling  
 \_\_\_\_\_ Sue DeBlois, EFRTL  
MD Melinda Wolford, School Psych

**At Large (6)**  
 \_\_\_\_\_ Ewelina Boczkowska, Music  
 \_\_\_\_\_ David Gill, Art  
RG Randall Goldberg, Music  
JM John Murphy, Thtr/Dance  
BA Brandt Payne, Music  
 \_\_\_\_\_ Brian Kiser, Art

**FINE & PERFORMING ARTS**  
**Departmental (2012-2014)**  
AC Amy Crawford, Communication  
FF Francois Fowler, Music  
 \_\_\_\_\_ Christine McCullough, Art

**Departmental (2011-2013)**  
AW Nancy Wolfgang, Thtr/Dance

**HEALTH & HUMAN SERVICES**

**At Large (5)**  
 \_\_\_\_\_ Charlia Allen, Social Work  
KL Ken Learnan, Physical Therapy  
TT Taci Turel, Human Ecology  
NG Weiqing Ge, Physical Therapy  
CMB Christopher Bellas, Criminal Justice

**Departmental (2012-2014)**  
 \_\_\_\_\_ Joe Lyons, Health Professions  
 \_\_\_\_\_ Jenn Pintar, HPES  
JM Jeanine Mincher, Human Ecology

**Departmental (2011-2013)**  
SK Susan Clutter, Criminal Justice  
 \_\_\_\_\_ Shirley Keller, Social Work  
 \_\_\_\_\_ Jane Wetzel, Physical Therapy  
 \_\_\_\_\_ Cindy Shields, Nursing

**Liberal Arts & Social Sciences (CLASS)**

**At Large (6)**  
 \_\_\_\_\_ Molly Jameson Cox, Psychology  
 \_\_\_\_\_ David Porter, Political Science  
TO Tomi Ovaska, Economics  
ME Matt O'Mansky, Sociol & Anthr  
JS John Sarkissian, Foreign Language  
 \_\_\_\_\_ Deborah Mower, Phil/Rel.

**Departmental (2012-2014)**  
 \_\_\_\_\_ vacant, Economics  
CES Carla Simonini, Foreign-Language  
 \_\_\_\_\_ Dawna Cerney, Geography  
 \_\_\_\_\_ vacant, History  
 \_\_\_\_\_ Rocio Rosales, Psychology

**Departmental (2011-2013)**  
 \_\_\_\_\_ Alyssa Lenhoff, English  
 \_\_\_\_\_ Mark Vopat, Phil/Rel  
CAJ Cryshanna Jackson, Political Sci  
excess Denise Narcisse, Sociol & Anthr

**Science, Technology, Engineering, & Mathematics (STEM)**

**At Large (6)**  
JT Jamal Tartir, Math & Stats  
DF Diana Fagan, Biol  
 \_\_\_\_\_ Jeanette Garr, CEEGR & CHEGR  
 \_\_\_\_\_ Jozi Jalics, Math  
 \_\_\_\_\_ vacant, MECH & ISEGR  
excess David Asch, Biology

**Departmental (2012-2014)**  
TW Tom Wakefield, Math & Stats  
 \_\_\_\_\_ Yogendra Panta, MECH & ISEGR  
JF John Feldmeier, Phys/Astr  
PM Phil Munro, ECEGR  
JK Robert Korenic, ENTC  
P.C. Pedro Cortes, CEEGR & CHEGR

**Departmental (2011-2013)**  
 \_\_\_\_\_ Ray Beiersdorfer, Geol & Env. Sci.  
 \_\_\_\_\_ Abdurrahman Arslanyilmaz, CSIS  
CC Chet Cooper, Biology  
 \_\_\_\_\_ John Jackson, Chemistry

**ADMINISTRATORS (15)**

MA Martin Abraham  
 \_\_\_\_\_ Jack Fahey  
JB Jonelle Beatrice  
 \_\_\_\_\_ Charles Howell  
JD Jef Davis

MC Mike Crist  
 \_\_\_\_\_ Bryan DePoy  
SF Shearle Furnish  
KB Kevin Ball  
 \_\_\_\_\_ vacant

excess  
 \_\_\_\_\_ Ikram Khawaja  
 \_\_\_\_\_ Jeffrey Trimble  
 \_\_\_\_\_ Betty Jo Licata  
 \_\_\_\_\_ Shannon Tirone  
 \_\_\_\_\_ Joseph Mosca

**STUDENTS**

\_\_\_\_\_ Amanda Sacco, At Large  
 \_\_\_\_\_ Chelsea Carbonell, At Large  
CB Chelsea Baker, At Large  
 \_\_\_\_\_ Samuel Addai, At Large  
SM Sean Meditz, At Large  
AE Adam Earnhardt

\_\_\_\_\_ Abby Kulisz, CLASS  
 \_\_\_\_\_ Lily Justice, Education  
 \_\_\_\_\_ vacant, FPA  
 \_\_\_\_\_ vacant, Grad.  
 \_\_\_\_\_ Kyle Guterba, HHS

CO Cory Okular, SGA Pres.  
SU Justen Vrael, Exec. VP  
 \_\_\_\_\_ Nicole Pavlichich, Acad. Affairs  
 \_\_\_\_\_ Nikki Hartman, STEM  
AB Andrew Boyle, WCBA

**Executive Committee Members (who are not Senate Members)**

\_\_\_\_\_ Carol Lamb