ACADEMIC SENATE MINUTES

April 2, 2014

Call to Order: Senate Chairperson Chet Cooper called the meeting to order at 4:03 p.m.

Interim President Opening Remarks:

- Dr. Ikram Khawaja, interim University President, assured us that things are working. Though we have challenges, we will handle them. We received strong results from National Survey of Student Engagement. There were over 90 employers for the job fair, which indicates opportunities for our students. Retention and enrollment is key going forward and will take a sustained effort from all of us. We have a strong focused leadership. Strong leadership and progress in Distance Education. He invited questions, comments, and suggestions. He also announced that Dr. Teri Riley is serving as interim Provost. Position should be filled by June 30.

Minutes are approved. To view the minutes, go to
   <http://www.www.ysu.edu/acad-senate/1314/minmar14.pdf>

Report of the Charter and Bylaws Committee – Francois Fowler, Committee Chair

Senate Chair's Report – Chet Cooper, Senate Chair

Senate Executive Committee Report – Chet Cooper, Senate Chair

- At Ohio Faculty Council we were made aware of House Bill 484 that would mandate an increase in workload of 10% for faculty by 2017. Language was vague, but workload referred to teaching, research, and advising. This type of bill is introduced every biennium, but it never passes. There is a concern that this time, it will pass. Ohio Faculty Council has drafted a resolution that is not in favor of the increased workload. Chet will send a copy of this out in addition to Bruce Johnson's report on this legislation so Senate members may read through it. Resolution was discussed with Senate Executive Committee. It was decided that we would endorse Ohio Faculty Council's resolution. This endorsement will be passed on at the upcoming Ohio Faculty Council meeting. This information has also been transmitted to the president of faculty union.
- Issue of Board's lack of response to the Senate's resolution to include additional faculty members in the Presidential Search Committee. Senate Executive Committee decided to send letter to the Board of Trustees acknowledging that we weren't asked to participate, but we are leaving the door open to more actively participate in the process.
- The resolution regarding new travel system was responded to, not by Board of Trustees, but by university administration. We found the response unsatisfactory. However, the Senate Executive Committee has decided that this issue is more of a faculty issue beyond the Academic Senate. Information has been passed to Annette Burden.
- Chairman called upon Michael Slavens to discuss excused absence policy. Dr. Cooper and Michael met with faculty union regarding this issue, and the union was in favor the inclusion of

language that would allow for an excused absence policy in the contract. So for right now, the excused absence policy would be a recommendation included in the Undergraduate Bulletin, and hopefully negotiate as part of the faculty agreement next round.

- o Course approval and program approval requests need to be in because it takes time for committees to work through, and we only have on more meeting, on May 7.
- o Provost search committee will also have finalists for the Provost position on campus during finals week.

Ohio Faculty Council Report – Ken Learman, Elected Representative

Report of the Elections and Balloting Committee – Ken Learman, Committee Chair

- Dr. Learman: Elections are ongoing. If you have been contacted by college representatives, please encourage colleagues to participate, so we can complete this in a timely manner. Run for a position or encourage someone else to run.

Undergraduate Curriculum Committee (Karen Giorgetti, Chair) – See Attachment

- o For informational purposes
- o Motion approved

Academic Programs Committee (Adam Earnheardt, Chair) – See Attachment

- o By consent, approved

Academic Standards Committee (Becky Curnalia, Chair) – see Attachment

- o Becky Curnalia: Motion to create President's list. If students are on the Dean's List and have a 4.0, they would be added to the President's List and receive a certificate.
  - Motion Carried; No opposed; No abstentions.

General Education Committee (Joe Palardy, Chair) – see Attachment

- o Joe Palardy and Hillary Fuhrman discussed ROAD project, which was is used General Education Assessment and the proposition to merge it with the Voluntary System of Accountability (VSA) project (see attachment).
  - A question was raised regarding the credibility of the part time staff at the Writing Center in terms of evaluating the writing. It was explained that people evaluating the writing are part time English faculty and that they go through an extensive training process with Angela Messenger, so they fully understand the rubric. Joe Palardy recognized that there is a measurement error, but explained that about 25% of the writing samples go through multiple reads. A concern was also raised regarding the seeming lack of hierarchy in the rubric (i.e content having no a higher value than writing mechanics). Joe Palardy explained that there is an extended rubric, but acknowledged that the language can be ambiguous. Encourage faculty to go through training to help make suggestions to better this process. Hillary Fuhrman stated that we want to use the rubric to show

improvement, and that by not creating a hierarchy, it allows each department or the university as a whole to focus in on specific areas as needed.
- o Proposal approved; One abstention

Academic Events Committee (Tom Wakefield, Chair) – No Report

Academic Research Committee (Ken Miller, Chair) – No Report

Honors Committee (Jill Gifford, Chair) – No Report

Library Committee (Susan Clutter, Chair) – No Report

Professional Conduct Committee (Ken Learman, Chair) – No Report

Student Academic Affairs Committee (Karen Larwin, Chair) – No Report

Student Academic Grievance Committee (Teri Riley, Chair) – No Report

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Unfinished Business

None

New Business

- **Discussion regarding +/- Grading System** (Michael Jerryson)
  - o Academic Standards has considered using +/-; He would encourage us to push forward as other universities do this. It would help in terms of assessment and reward students.
  - o Becky Curnalia stated that Academic Standards has looked at this and there is a concern pertaining to cost and how it will impact other academic policy (Academic Warning, Probation, etc). The committee would like to wait until a President and Provost are in place so there is a clear sense of what resources are available for this before an official proposal is made.
  - o Chet Cooper superficially polled the Senate who was in favor of this and who was opposed; it was split fairly equally.
  - o It was brought up that we could also use a + system only.
  - o Catie Carney explained that students were largely not in favor of a +/- system and that there are more pressing matters at hand.
  - o Michael Slavens expressed the concern that grades are already arbitrary and that a +/- system will only add to that ambiguity.
  - o The discussion then addressed how this could benefit especially highly motivated students and push them to work harder and be more competitive. Also a concern was brought up that grades are more arbitrary without the +/- system. Michael Jerryson added that a +/- system would enhance precision in our grading and that the current system does not speak well to our grading in comparison to other institutions.
  - o Questions were raised about how this would impact current students (i.e. would this change the GPA of current students). It was suggested that this might be grandfathered in; otherwise it might be unfair to students.

- o Chet Cooper called an end to conversation and invited people to forward questions and concerns to Academic Standards Committee
- Revision of 1998 YSU Statement of Ethics (Mike Crist) – see Attachment
  - o **Revision of 1998 YSU Statement of Ethics** (Michael Crist)
    - No action since 1997 (approved in 1998) on YSU Ethics Statement; Minor revisions made.
    - Question was raised regarding the changes. Senators had not had the opportunity to see the changes. It was expressed that they would like to see the changes before voting on it.
      - Motion: Senate would like to see changes; motion postponed until next Month
      - Motion to postpone approved

Adjournment 4:49

MEMO

TO: Senate Members, Faculty, and Administrators
FROM: Karen Giorgetti
          University Curriculum Committee Chair, 2013-14
RE: Circulation of Course Proposals approved by the UCC on February 6, 2014
Date: March 27, 2014

Key: [A = Add; D = Delete; C = Change; FT = Fast track pre-req change; CL = Cross Listed].

UCC#	Course	Course Title	Action	Cross list	Decision
14-026	MUED 4823	Music Teaching in Early Childhood	C	N	Approve
14-027	MUED 4824	Music Teaching in the Middle School	C	N	Approve
14-028	MUED 4825	Music Teaching in the High School	C	N	Approve
14-034	MUAC 1581	Keyboard Musicianship Level One	C	N	Approve
14-035	MUAC 1582	Keyboard Musicianship Level Two	C	N	Approve
14-040	EET 1501	Circuit Theory 1	FT	N	Approve
	EET 1502	Circuit Theory 2			
	EET 2605	Electronics 1			
	EET 2620	Digital Electronics			
	EET 2653	Fiber Optics			
	EET 3706	Electronics 2			
	EET 3710	Electrical Machines			
	EET 3712	Programmable Logic Controllers			
	EET 3730	Logic Systems Design			
	EET 3735	Microprocessor Architecture and Programming			
	EET 3745	Microprocessor Systems 2			
	EET 3760	Variable Speed Drivers			
	EET 3780	Communication Systems			
	EET 4820	Power Transmission and Distribution			
	EET 4845	Microprocessor Systems 3			
	EET 4850	Integrated Circuit Applications			
	EET 4870	Process Control Technology			
14-041	HPES 2661	Game Analysis	FT		Approve
	HPES 3715	Health Education for Grade PreK-6			
	HPES 3716	Health Education for Grades 7-12			
	HPES 4808	Assessment Instruments and Strategies in Health and Physical Education			
	HPES 4895	Adapted Physical Education			
14-045	MUAC 2681	Keyboard Musicianship Level Three	C	N	Approve

UCC#	Course	Course Title	Action	Cross list	Decision
14-046	MUAC 2682	Keyboard Musicianship Level Four	C	N	Approve
14-055	STEM 1530	Design in Practice	C	Y	Approve
14-056	WMST 3750	Women's and Gender Studies Special Topics	FT	N	Not Approve; Duplicate submission
14-057	FNLG 1500	Introduction to Foreign Language Study	D	N	Approve
14-058	FNLG 1560	Language, Ethnicity, and Gender	D	N	Approve
14-059	FNLG 1560H	Language, Ethnicity, and Gender	D	N	Approve
14-060	FNLG 2605	Topics in Foreign Drama	D	N	Approve
14-061	FNLG 2615	Introduction to French Literature	D	N	Approve
14-062	FNLG 2685	Topics in Russian Literature and Culture	D	N	Approve
14-063	FRNC 2608	Directed Reading	D	N	Approve
14-064	FRNC 2610	Translation	D	N	Approve
14-065	FRNC 3730	Literature and Culture: America	D	N	Approve
14-066	FRNC 4874	Advanced Writing	D	N	Approve
14-067	GRMN 2603	Directed Reading 1	D	N	Approve
14-068	GRMN 2610	Translation 1	D	N	Approve
14-069	GRMN 3705	German Film and Culture Since 1950	D	N	Approve
14-070	GRMN 3720	German Literature	D	N	Approve
14-071	GRMN 3725	Phonetics and History of the Language	D	N	Approve
14-072	GRMN 3740	Conversation and Composition	D	N	Approve
14-073	GRMN 3750	Cultural Heritage 1	D	N	Approve
14-074	GRMN 3751	Cultural Heritage 2	D	N	Approve
14-075	GRMN 3753	Directed Reading 2	D	N	Approve
14-076	GRMN 3762	Translation 2	D	N	Approve

UCC#	Course	Course Title	Action	Cross list	Decision
14-077	GRMN 3785	Special Topics	D	N	Approve
14-078	GRMN 4861	Literary Trends Since 1950	D	N	Approve
14-079	GRMN 4880	Research and Writing	D	N	Approve
14-080	ITAL 2606	Intensive Italian Review	D	N	Approve
14-081	ITAL 3720	Advanced Italian Grammar and Composition	D	N	Approve
14-082	ITAL 3725	Italian Phonetics	D	N	Approve
14-083	ITAL 3730	Advanced Italian Conversation	D	N	Approve
14-084	ITAL 3743	Topics in Italian Literature 1	D	N	Approve
14-085	ITAL 4800	"Risorgimento," Romanticism and Rome (1800-1860)	D	N	Approve
14-086	ITAL 4825	Viability, "Verismo," and Verga (1860-1920)	D	N	Approve
14-087	ITAL 4850	Literature of the 16th Century	D	N	Approve
14-088	ITAL 4860	Italian Literature of the 14th Century	D	N	Approve
14-089	ITAL 4870	Topics in Italian Literature 2	D	N	Approve
14-90	WMST 3750	Special Topic in Women's Studies	FT	N	Approve
14-091	SPAN 3702#	Advanced Intermediate Spanish	FT	N	Approve
	SPAN 3740	Business Spanish	FT	N	Approve
14-092	FRNC 3780	French Composition and Conversation Review	A	N	Approve
14-093	FRNC 4885	French Conversation and Composition Capstone	C	N	Approve
14-094	FRNC 4886	French Composition and Conversation Capstone	A	N	Approve
14-095	ITAL 3780	Italian Composition and Conversation Review	A	N	Approve
14-096	ITAL 4880	Italian Conversation and Composition Capstone	C	N	Approve
14-097	ITAL 4881	Italian Composition and Conversation Capstone	A	N	Approve
14-098	SPAN 3780	Spanish Composition and Conversation Review	A	N	Approve
14-099	SPAN 4880	Spanish Conversation and Composition Capstone	A	N	Approve

UCC#	Course	Course Title	Action	Cross list	Decision
14-100	SPAN 4881	Spanish Composition and Conversation Capstone	A	N	Approve
14-101	ARBC 2605	Advanced Intermediate Arabic 1	C	N	Approve
14-102	ARBC 2606	Advanced Intermediate Arabic 2	C	N	Approve
14-103	ARBC 3701	Advanced Arabic 1	C	N	Approve
14-104	ARBC 3702	Advanced Arabic 2	C	N	Approve
14-105	CHIN 2605	Advanced Intermediate Chinese 1	C	N	Approve
14-106	CHIN 2606	Advanced Intermediate Chinese 2	C	N	Approve
14-107	CHIN 3701	Advanced Chinese 1	C	N	Approve
14-108	CHIN 3702	Advanced Chinese 2	C	N	Approve
14-109	ENGL 1560	Language, Ethnicity, and Gender	C	N	Approve
14-110	FNLG 1550	Elementary Foreign Language	C	N	Approve
14-111	FNLG 2600	Intermediate Foreign Language	C	N	Approve
14-112	FNLG 2601	Advanced Intermediate Foreign Language 1	C	N	Approve
14-113	FNLG 2602	Advanced Intermediate Foreign Language 2	C	N	Approve
14-114	FNLG 3701	Advanced Foreign Language 1	C	N	Approve
14-115	FNLG 3702	Advanced Foreign Language 2	C	N	Approve
14-116	GRK 1550	Elementary Ancient Greek	C	N	Approve
14-117	GRK 2600	Intermediate Ancient Greek	C	N	Approve
14-118	GRK 2603	Directed Reading in Ancient Greek 1	C	N	Approve
14-119	GRK 3753	Directed Reading in Ancient Greek 2	C	N	Approve
14-120	GRK 4883	Directed Reading in Ancient Greek 3	C	N	Approve
14-121	HBRW 2600	Intermediate Hebrew	C	N	Approve
14-122	HBRW 2605	Advanced Intermediate Hebrew	C	N	Approve
14-123	ITAL 3798	Study Abroad in Sicily	C	N	Approve

UCC#	Course	Course Title	Action	Cross list	Decision
14-124	LATN 2600	Intermediate Latin	C	N	Approve
14-125	LATN 2603	Directed Reading in Latin 1	C	N	Approve
14-126	LATN 3753	Directed Reading in Latin 2	C	N	Approve
14-127	LATN 4883	Directed Reading in Latin 3	C	N	Approve
14-128	RUSS 2600	Intermediate Russian	C	N	Approve
14-129	RUSS 2605	Advanced Intermediate Russian 1	C	N	Approve
14-130	RUSS 2606	Advanced Intermediate Russian 2	C	N	Approve
14-131	RUSS 3700	Directed Study in Russian	C	N	Approve
14-132	BIOL 3725	Mammalogy	A	N	Approve
14-133	POL 4810	Urban Internship Seminar	A	N	Approve
14-134	ENGL 2602	Media Writing	D	N	Approve
14-135	ENGL 2603	Journalism Ethics and Social Responsibility	D	N	Approve
14-136	ENGL 2605	Journalism ad Literature	D	N	Approve
14-137	ENGL 2624	Imaging and Design of News	D	N	Approve
14-138	ENGL 2626	American Journalism	D	N	Approve
14-139	ENGL 2632	Intro to Photojournalism	D	N	Approve
14-140	ENGL 3716	Intro to Magazine Journalism	D	N	Approve
14-141	ENGL 3717	Editorial and Opinion Writing	D	N	Approve
14-142	ENGL 3720L	Magazine Journalism Workshop	D	N	Approve
14-143	ENGL 3721L	Journalism Workshop	D	N	Approve
14-144	ENGL 3722L	Radio News Workshop	D	N	Approve
14-145	ENGL 3723	Advanced Journalism Editing and Design	D	N	Approve
14-146	ENGL 3758	Problems in Working Class Reporting	D	N	Approve
14-147	ENGL 3759	Sports Journalism	D	N	Approve

UCC#	Course	Course Title	Action	Cross list	Decision
14-148	ENGL 3760	News Reporting II	D	N	Approve
14-149	ENGL 3761	New Media Journalism	D	N	Approve
14-150	ENGL 3762	Political Reporting	D	N	Approve
14-151	ENGL 4822	Magazine Writing and Reporting	D	N	Approve
14-152	ENGL 4823	In Depth Reporting	D	N	Approve
14-153	ENGL 4824	Press Law and Ethics	D	N	Approve
14-154	ENGL 4825	Selected Topics in Journalism	D	N	Approve
14-155	ENGL 4893	Journalism Senior Project	D	N	Approve
14-156	ENGL 4894	Journalism Internship	D	N	Approve
14-157	REL 2617	Introduction to Asian Religions	C	N	Approve
14-158	REL 3728	Hindu Traditions	A	N	Approve
14-159	REL 3753	Religion and Violence	A	N	Approve
14-160	REL 4825	Methods and Study of Religion	A	N	Approve
14-161	REL 4869	Capstone Cooperative Seminar	A	N	Approve
14-162	SOC 3750	Religion and Race	A	Y	Approve
14-163	REL 3750	Religion and Race	A	Y	Approve
14-164	ANTH 3750	Religion and Race	A	Y	Approve
14-165	PHIL 4859	Capstone Cooperative Seminar	A	N	Approve

Date   **April 2, 2014**   Report Number (For Senate Use Only) _____

Name of Committee Submitting Report
Academic Programs Committee

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

Names of Committee Members:
David Asch (STEM), Kevin Ball (Admin.), William Buckler (Advising), Jayne Caputo (Admin.), Maria Delost (HHS), Adam Earnheardt (CCAC, chair), Karen Giorgetti (UCC Chair), Karen Henning (Admin.), Loren Lease (CLASS), Zara Rowlands (HHS), Gail A Saunders-Smith (Education), Michael Slavens (Student), Cynthia Vigliotti (CLASS), Xiaolou Yang (WCBA)

Upcoming Meetings: The APC intends to meet in April to review additional proposals before the May senate meeting.

Proposals Reviewed, Approved and Circulated: Since our last report to Senate (February 2014) the Academic Programs Committee (APC) approved the following proposals. These proposals are reported for informational purposes only:

Proposals 2013-14 AY	Department	Name/Title
008M-14	Art	Interdisc Studio Art (Non-Art Majors)
009P-14	Economics	Accelerated 4+1 MA
010P-14	Foreign Languages	Spanish and
011P-14	Foreign Languages	Spanish Education
013P-14	Health Professions	Dental Hygiene
014P-14	HPES	Phys Ed (BA) - deletion
015P-14	Health Professions	Public Health
018P-14	Marketing	Marketing Management, adding 2 track options
020P-14	Education	Middle Childhood Ed
021P-14	Health Professions	Clinical Lab Tech (name change)
022P-14	Health Professions	Clinical Lab Science (name change)
023P-14	Health Professions	Clinical Lab Tech (AA – deletion of Histotechnician track)

Proposals received and approved pending minor clarifications:

Proposals 2013-14 AY	Department	Name/Title
012P-14	Health Professions	Respiratory Care
016P-14	Business	Nonprofit Leadership Certificate
017M-14	Marketing	Minor

Proposals received and returned for clarifications:

Proposals 2013-14 AY	Department	Name/Title
019M-14	Business	International Business Minor

The following proposals received APC approval, but require OBOR notification and/or approval prior to implementation:

Proposals 2013-14 AY	Department	Name/Title
014P-14	HPES	Phys Ed (BA) – deletion of program
015P-14	Health Professions	Public Health – addition of Environmental Health and Safety concentration
021P-14	Health Professions	Clinical Lab Tech (name change)
022P-14	Health Professions	Clinical Lab Science (name change)
023P-14	Health Professions	Clinical Lab Tech (AA – deletion of Histotechnician track)

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

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

Report respectfully submitted by:
Adam C. Earnheardt, Chair APC 2013-2014, (Chair, Department of Communication)

<u>**COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE**</u>

Date **3/20/14** Report Number (For Senate Use Only) _____

Name of Committee Submitting Report **Academic Standards**

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

Names of Committee Members **Tom Diggins, Rebecca Curnalia, Chris Bellas, David Stout, David Porter, Ou Hu, Bill Buckler, Bill Vendemia, Joe Mosca, Teri Riley, Denise Walters Dobson, Jeanne Herman, Michael Slavens, Catie Carney**

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

Teri Riley asked that we consider having a President's List for students who earn a 4.0 GPA in the Fall and / or Spring semesters. The ASC approved of adding a President's List to YSU's Academic Honors, and agreed that students who are on the President's List must meet all of the criteria for inclusion in the Dean's List and, additionally, must have a 4.0 GPA. Currently, the criteria for the Dean's List includes:

1. a) Full-time Students – Dean's List is awarded two times per year—Fall Semester and Spring Semester—for students attaining a 3.4 Grade Point Average with 12 semester hours of credit or more.
    b) Part-time Students are eligible only in the Spring Semester, and only if they were in part-time status for both Fall and
     Spring Semesters. Eligibility requires a combined earned GPA of at least 3.4 for the Fall and Spring Semesters for which there is accumulated a minimum of 12 hours of credit for the two terms.
2. a) Grades that make Full-time and Part-time students ineligible for Dean's List: NC, PR, I, D, F; b) Graduate coursework does not count toward the Dean's List for Undergraduate students.]
3. Courses that do not count toward determining earned hours or GPA hours for both Full-time and Part-time students: ENGL 1539 and 1540; RSS 1510A, 1510B, 1510C; MATH 1500, 1501, 1502, 1503, 1504, 1507

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

If so, state the motion

We move that YSU will have a President's List in the Fall and Spring semesters to honor students who meet all of the criteria for inclusion in the Dean's List and have earned a 4.0 in their graded coursework for the semester. Students who are on the President's List receive a certificate signed by YSU's president.

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? **No**

Other relevant data:

This is the language to be published in the Undergraduate Bulletin in the section on Academic Honors, immediately following the criteria for the Dean's List (p. 44):

The President's List

Students who meet all of the criteria to be included on the Dean's List for a given semester will also be eligible for the President's List if they have a 4.0 grade point average in their graded coursework for that semester. Students with a grade of I (incomplete) in their coursework for the semester are not eligible for the President's List. Students who are on the President's List will receive a certificate signed by the President.

Rebecca M. L. Curnalia, ASC Chair

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Chair

Date **Jan 27, 2013**   Report Number (For Senate Use Only) _____

Name of Committee Submitting Report
General Education Committee

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

Names of Committee Members

Elected Members
Julie Boron: CLASS, Peter Reday: WCBA, Sally Lewis: EDUC, Phil Munro: STEM, Ewelina Boczkowska: FPA, Zara Shah-Rowlands: HHS

Appointed Members
Randall Goldberg: AH, Alan Tomhave: SPA, W. Greg Sturrus: NS, Guy Shebat: Skills, Brad Shellito: SS, Hillary Fuhrman: Assessment, Julie Felix: Advisors, Ciara Andrews: Student, Lindsey Farran: Student

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

The General Education committee has investigated the merging of the ROAD project and the VSA project. See attached document for more information

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

VSA VALUE (aka ROAD V2.0) Project Outline: We propose that, with Senate approval, the following project outline:
1. The rubric, using the procedure outlined above, would be aligned with the protocols for the VALUE Rubric Project.
2. We would seek full-time faculty, including some representation from all colleges, to participate in a one-day training and scoring day of student artifacts. Faculty would all be offered a stipend for their time on the scoring day. The day is tentatively set for mid-May, during the break between semesters.
   On the morning of the scoring day, faculty would be trained in the use of the rubric and would use anchor papers to calibrate scoring. After lunch, faculty would work in small groups to read and score papers using the writing and critical thinking rubrics.
3. Data from the scoring session would be evaluated, and at a later date, faculty participants would be invited to a luncheon to discuss the findings. There would also be the intent to share the results with various campus constituents.

4. These aggregate rubric data, as a "value-added" administration, would be reported to the VSA and put on the College Portrait website (the public display website for all 278 participating institutions) at collegeportrats.org.

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

Joseph Palardy, Chair General Education Committee (2013-2014)

Participation in the Voluntary System of Accountability: YSU has participated in the Voluntary System of Accountability (VSA) since 2008, when all public 4-year institutions in Ohio were mandated to participate by the Ohio Board of Regents. The VSA is an initiative designed to provide comparable information on institutions, programs, costs, student experiences, and student learning outcomes through their College Portrait website.

One of the requirements of participating in the VSA is periodic direct measurement of student learning outcomes. The VSA allows for one of three nationally available instruments, all focused on assessing writing and critical thinking. The two options for reporting the data from these assessments are: a senior-only administration resulting in aggregate "benchmark" scores or a comparison between freshman and senior student data resulting in aggregate "value-added" scores. YSU chose to use the Collegiate Learning Assessment (CLA) for a "value-added" administration on a three year cycle; it was last administered in 2010-11.

The results of the CLA in 2011 indicated that YSU senior students were performing better than expected, and these results satisfied the requirements of the VSA. However, as we began to examine results, there was dissatisfaction: the data provided little information upon which dialogue could be built or areas for improvement identified. The time, effort, and resources that were devoted to administration of the instrument seemed unequal to the utility of the information received, other than to satisfy YSU's required participation in the VSA. We wanted to be able to use the information for a more meaningful dialogue about student learning strengths and challenges.

An Alternative Student Learning Assessment Option: In December 2012, there was a new development: the VSA VALUE Rubrics Demonstration Project. The VSA began allowing for the use of the American Association of Colleges and Universities' (AAC&U) VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics. These rubrics could be used to measure writing and critical thinking. The difference with the VALUE rubrics is that administration and scoring is performed locally, and there is some flexibility in tailoring the rubrics to meet local campus needs. This is a potentially good opportunity to leverage three existing elements to YSU's advantage: the ROAD project's roots in the

VALUE rubrics, the current ROAD momentum and beginning campus dialogue about writing, and the funds available for administering VSA learning outcome measurements.

Alignment with the Current ROAD Project: The ROAD project in its current form was approved by the Academic Senate in December 2010. The use of the ROAD for the VSA Benchmarks project would continue to meet the parameters of the originally approved project, including one writing sample from ENGL 1551 and one paper from the major with a minimum of 750 words. The same committee that designed the original ROAD rubric has been re-convened to make the additions needed to align the ROAD with the VSA project (essentially the addition of three new critical thinking categories and the slight editing of titles; all current rubric content will remain unchanged). The same restrictions on student identifiers in sample artifacts, the use of reviewer training and anchor paper calibration, and use of only aggregate data will continue to be in place.

In addition to the ROAD project parameters, there is alignment with institutional and accreditation goals. The adoption of the ROAD for the VSA will potentially involve more full-time faculty in the evaluation of student artifacts and in dialogue about the state of student writing and critical thinking at the university. This will expand current dialogue about faculty satisfaction with student writing and critical thinking beyond its current scope, which is primarily within the English Department. Creating a campus-wide conversation about the status of these general education skills serves a critical function in continuing to build on general education assessments of student learning in order to satisfy expectations of the Higher Learning Commission for institutional accreditation. It also serves to support and promote student success, though supporting academic rigor, a central component of the YSU 2020 Strategic Plan.

A Better Alternative to Previous Assessments: The General Education Committee and the VSA Committee believe the adoption of the VALUE Rubric project to be a much better alternative to previously required assessment of general education skills. In 2010, the Collegiate Learning Assessment (CLA) was used; this instrument required 100 freshman and senior students to each take a 2-3 hour assessment. In addition to being extremely costly and labor-intensive to administer, it provided almost no usable information about student strengths and challenges, or how the institution might improve its students' writing and critical thinking. It would be a much better use of time and resources to provide stipends to faculty to score artifacts and to dialogue as a group about the state of writing and critical thinking for our students. If this project does not move forward YSU would have to return to the same or a similar standardized assessment of general education skills.

Youngstown State University General Education Writing & Critical Thinking Rubric

Adapted and Reprinted with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities. *Evaluators are encouraged to assign a zero to any work sample that does not meet level one performance. If a criterion is not meant to be a part of the assignment as indicated by the included prompt, then that trait will be marked N/A (not applicable).*

Writing	4	3	2	1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, purpose and a clear focus on the assigned task(s).	Demonstrates awareness of context, audience, purpose, and the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and the assigned task(s).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.*	Demonstrates detailed attention to and successful execution of a range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of conventions central to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and writing task.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and writing task.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and writing task.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers with few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Critical Thinking	4 Capstone	3 Milestones	2 Milestones	1 Benchmark
Student's position (perspective, thesis/hypothesis)	States specific position and evaluates the complexities of an issue. Acknowledges the potential limits of stated position in response to other points of view or interpretations.	States specific position and examines the complexities of an issue while acknowledging other points of view or interpretations.	States specific position and acknowledges different sides of an issue or different interpretations of information.	States specific position but perspective or thesis/hypothesis is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Logically forms conclusions with full consideration of a wide variety of information and states implications based on the information presented.	Logically forms conclusions while considering information presented in support of or opposition to conclusions.	Logically forms conclusions from the supportive information presented, although ignores contradictions in that information.	Inconsistently ties conclusions to some of the information presented.
Explanation of issues	Clearly states and describes comprehensively the primary issue/problem to be considered critically delivering all relevant information necessary for full understanding.	States, describes, and clarifies the primary issue/problem to be considered critically so that understanding is not seriously impeded by omissions.	States the primary issue/problem to be considered critically but leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown so that understanding is impeded.	States the primary issue/problem to be considered critically without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Takes information, expert viewpoints, and results from experts' works from appropriate source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Takes information, expert viewpoints, and results from experts' works from appropriate source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Takes information, expert viewpoints, and results from experts' works from appropriate source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Takes information, expert viewpoints, and results from experts' works from appropriate source(s) but without interpretation/evaluation.
Influence of context and assumptions	Identifies and carefully evaluates relevant contexts when presenting a position and thoroughly (systematically and methodically) analyzes own and others' assumptions where appropriate.	Identifies and begins to evaluate several relevant contexts when presenting a position and identifies own and others' assumptions where appropriate.	Identifies some relevant contexts when presenting a position and identifies some own and others' assumptions where appropriate.	Begins to identify some contexts when presenting a position and shows an emerging awareness of assumptions where appropriate.

YOUNGSTOWN STATE UNIVERSITY
STATEMENT OF ETHICS

Preamble

We, the faculty and administrative members of the Youngstown State University (YSU) community, strive to create an environment that fosters excellence in teaching, learning, scholarship, university, and public service. The YSU Statement of Ethics is intended to guide all faculty and administrators as we work together to fulfill this mission. These core principles describe appropriate relations among members of the University community, the constituencies we serve, and the larger society in which we work.

This Statement serves as a guide of conduct through articulating the principles that underlie our behavior. This Statement assists individuals in resolving ethical dilemmas by describing some of the rights, responsibilities, freedoms, and constraints upon our actions. As a community, we recognize the difficulty in discerning the resolution of these dilemmas and their ensuing conflicts. For example, freedom of expression and academic freedom carry with them the responsibility to respect the worth and dignity of each human being. Likewise, the unfettered search for and dissemination of knowledge requires honesty both in its pursuit and communication. Moreover, professional autonomy, a hallmark of higher education, is preserved when it is exercised within the context of the principles this Statement supports.

Although interpretation of the Statement's principles is mediated by personal values, culture, and experiences, the University community affirms the fundamental values of integrity, competence, respect, and responsibility that this Statement articulates. Achieving a community which practices these ideals requires not only the expression of these ideals but also a personal commitment to a lifelong effort to act ethically.

Integrity

We, the faculty and administrative members of the YSU community, uphold our commitment to cultivate integrity in all areas of University life. In so doing, we adhere to the principle of moral inclusion, i.e., rules of morality, honesty, and fair play are applied to all regardless of age, race, gender, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

Furthermore, as members of the University community, we become aware of our own moral perspectives as we engage in the process of values clarification. We do so in order to eliminate biases that would hinder the application of the principle of moral inclusion. Members of the University community foster integrity through educational efforts in campus media, seminars, lectures, and other programs.

There are three key areas in which integrity plays a major role. First, the performance of duties and job responsibilities requires integrity insofar as these encompass the resolution of conflicts

of interests among students and employees of the University. Next, interactions within the YSU community require integrity insofar as these interactions encompass the proper use of power.

Power is not to be used in an abusive manner. Thirdly, in the distribution of resources within our community, integrity is present insofar as distributions are equitable and fair.

Furthermore, a commitment to integrity requires that publication credit accurately reflect the relative and proportional professional contributions of the individuals involved. When major contributions of a professional character are made by several persons to a common project, these are recognized by joint authorship. In valuing integrity, we also recognize student authorship of written work, and that a student is usually listed as the principal author of any multiple-authored article that is substantially based on that student's dissertation or thesis.

Competence

We, the faculty and administrative members of the YSU community, uphold our commitment to maintain competence and expertise in our chosen fields. In so doing, we engage in professional activities that will both increase and maintain our awareness of current information and our maintenance of performance standards.

Furthermore, we recognize our limitations and seek appropriate guidance and education to broaden them. In recognizing the need to further our competence, we actively pursue excellence in our areas of expertise and their related fields. Furthermore, we recognize that we are to maintain a level of education, training, and research. In doing so, we further our goals of effective teaching, supervision, and participation in the activities required of us in our individual academic environments.

Finally, we recognize that a commitment to competence requires an obligation to be accountable for our individual actions and judgments. We uphold professional standards of conduct. If our performance or conduct is impaired and our expected duties cannot be fulfilled, then reasonable steps must be taken to prevent harm to those we encounter.

Respect

We, the faculty and administrative members of the YSU community, adhere to a universal, comprehensive respect for persons. Implicit in such respect is a valuing of what it is to be human so as to preserve and encourage the rights of all individuals. Although we possess certain rights, our rights do not exist in a vacuum; they are activated in a web of relationships such that there is reciprocity between rights and the conditions that make them possible. This reciprocity leaves us necessarily respectful of one another.

Through a respect for persons, we guarantee some basic rights and equal access to these rights as the respective benefits of the many facets of our environment. We all have a right to be heard. Included in this right is the requirement to work toward an environment that not only allows people to be heard but also empowers them to the point of making themselves heard. This includes the duty of not silencing others through discriminatory or prejudicial behavior, as well

as the duty of seeking to eradicate that behavior which drowns out the voices of the minority. We all have a right to be safe. Included in this right is the freedom from exploitative power relationships. Within any community there are power differentials, but when such distinctions are enacted with an underlying respect for persons and their role in the community, destructive effects are minimized. Finally, we all have a right to be valued. Included in this right is the requirement to value others, such that we respect their privacy and confidentiality.

Inevitable in a framework of rights are the ensuing conflicts that arise within any community when desires are incongruent. Yet, when such conflicts arise against the backdrop of a commitment to respect, these conflicts are resolved in such a manner as to allow for a positive and productive future after conflict. As members of the YSU community, we support this future—a future based on mutual respect.

Responsibility

As educational leaders, faculty and administrative members of our University community must demonstrate responsibility to our students, colleagues, institutions, disciplines, and community.

Within the YSU community, we recognize the responsibility to value all students. In order to contribute to the ongoing development of students, we will value their opinions, time, and academic contributions. Within this framework of responsibility, classroom performance will be assessed in ways that are valid, open, fair, and consistent. As members of the YSU community, we recognize the responsibility of demonstrating that we value the dignity of our colleagues in such a way as to preserve their academic, professional, and personal reputation. Members of our community are to work cooperatively with colleagues to foster professional development.

Members of the University are to be aware of and value the educational goals, policies, and standards of the University. Members agree to work for the good of the University as a whole and will endeavor to abide by stated University policies and regulations that pertain to its well-being. Neither outside commitments nor personal gain will be allowed to come into conflict with this responsibility.

Members of the YSU community shall maintain a high regard for and a continued involvement in the discipline in which they are involved. This requires gaining and maintaining a high level of valid knowledge that ensures that professional expertise is accurate, current, representative, appropriate, and without personal bias. Furthermore, we will take steps to understand alternative ways of presenting knowledge and skills. Finally, we shall take steps to foster an environment that develops these practices.

As members of the University, we will represent YSU to the community for the mutual enrichment of both. We recognize that we have the responsibility to share knowledge and skills and to provide important leadership and enlightenment to the communities in which we live. This responsibility will manifest itself in terms of community and public service, often reflecting, but not limited to, our areas of expertise.

Conclusion

We, the faculty and administrative members of the YSU community, make this commitment to the values of integrity, competence, respect, and responsibility. In so doing, we recognize this is a fundamental, though not an exhaustive, list of ethical principles that can serve as a framework for our relationships to one another within the context of continuous moral development.

Approved by the Academic Senate on June 4, 1997
Accepted by the Board of Trustees on March 13, 1998
Revision Approved by the Academic Senate on

Academic Senate Meeting Sign-In Sheet: April 2, 2014

College Science, Technology, Engineering and Mathematics (CSTEM)

Senator Name	Department	Type of Senator	Term
David Asch	Biological Sciences	At Large	2013-2014
Chet Cooper	Biological Sciences	At Large	2013-2014
Kin Moy	Engineering Technology	At Large	2013-2014
Carol Lamb	Engineering Technology	At Large	2013-2014
Doug Price	Civil Env. Chem. Eng.	At Large	2013-2014
Jim Andrews	Physics and Astronomy	At Large	2013-2014
Ray Beiersdorfer	Geology and Env. Sci.	Departmental	2013-2015
Bonita Sharif	Comp. Sci. Inf. Sys.	Departmental	2013-2015
Jodie Litowitz	Biological Sciences	Departmental	2013-2015
Brian Leskiw	Chemistry	Departmental	2013-2015
Tom Wakefield	Mathematics/Statistics	Departmental	2012-2014
VACANT	Mech. Industrial Eng.	Departmental	2012-2014
John Feldmeier	Physics and Astronomy	Departmental	2012-2014
Phil Munro	Elec. Computer Eng.	Departmental	2012-2014
Robert Korenic	Engineering Technology	Departmental	2012-2014
Pedro Cortes	Civil Env. Chem. Eng.	Departmental	2012-2014

Beeghly College of Education (BCOE)

Senator Name	Department	Type of Senator	Term
Regina Rees	Teacher Education	At Large	2013-2014
Bobby Ojose	Teacher Education	At Large	2013-2014
Karen Larwin	Ed. Found. RTL	At Large	2013-2014
Cassandra Pusateri	Counseling Spec. Ed.	At Large	2013-2014
Margie Briley	Counseling Spec. Ed.	At Large	2013-2014
Kyoyng Mi Choi	Counseling Spec. Ed.	Departmental	2012-2014
Patrick Spearman	Ed. Found. RTL	Departmental	2012-2014
Kathleen Cripe	Teacher Education	Departmental	2012-2014
Melinda Wolford	School Psychology	Departmental	2012-2014

Academic Senate Meeting Sign-In Sheet: April 2, 2014

Williamson College of Business Administration (WCBA)

	Senator Name	Department	Type of Senator	Term
	Remesh Dangol,	Management	At Large	2013-2014
	Helen Han	Management	At Large	2013-2014
(signature)	William Vendemia	Management	At Large	2013-2014
(signature)	Jeremy Schwartz	Accounting and Finance	At Large	2013-2014
(signature)	Doori Song	Marketing	At Large	2013-2014
(signature)	Ray Shaffer	Accounting and Finance	At Large	2013-2014
(signature)	Kendra Fowler	Management	Departmental	2013-2015
(signature)	Birsen Karpak	Management	Departmental	2012-2014
	Peter Chen	Accounting and Finance	Departmental	2012-2014

Bitonte College of Health and Human Services (BCHHS)

	Senator Name	Department	Type of Senator	Term
(signature)	Christopher Bellas	Criminal Justice	At Large	2013-2014
(signature)	Ken Learman	Physical Therapy	At Large	2013-2014
(signature)	Patrick O'Leary	Human Ecology	At Large	2013-2014
(signature)	Weiqing Ge	Physical Therapy	At Large	2013-2014
(signature)	Susan Clutter	Criminal Justice	At Large	2013-2014
(signature)	Rob Wardle	Criminal Justice	Departmental	2013-2015
	Charlia Allen	Social Work	Departmental	2013-2015
(signature)	Jim Benedict	Physical Therapy	Departmental	2013-2015
(signature)	Molly Roche	Nursing	Departmental	2013-2015
(signature)	Joe Lyons	Health Professions	Departmental	2012-2014
(signature)	Jenn Pintar	Human Perf. Exer. Sci.	Departmental	2012-2014
(signature)	Jeanine Mincher	Human Ecology	Departmental	2012-2014

Academic Senate Meeting Sign-In Sheet: April 2, 2014

College of Liberal Arts and Social Sciences (CLASS)

	Senator Name	Department	Type of Senator	Term
	Mary Beth Earnheardt	English	At Large	2013-2014
	Suzanne Diamond	English	At Large	2013-2014
	Tomi Ovaska	Economics	At Large	2013-2014
	Jay Gordon	English	At Large	2013-2014
	Helene Sinnreich	History	At Large	2013-2014
	Tom Pittman	English	At Large	2013-2014
	Cynthia Vigliotti	English	Departmental	2013-2015
	Michael Jerryson	Philosophy and Religion	Departmental	2013-2015
	Adam Fuller	Political Science	Departmental	2013-2015
	Loren Lease	Sociology/Anthropology	Departmental	2013-2015
	Ou Hu	Economics	Departmental	2012-2014
	Carla Simonini	Foreign Language	Departmental	2012-2014
	Dawna Cerney	Geography	Departmental	2012-2014
	Daniel Ayana	History	Departmental	2012-2014
	Melanie Shoup-Knox	Psychology	Departmental	2012-2014

College of Creative Arts and Communication (CCAC)

	Senator Name	Department	Type of Senator	Term
	Alice Wang	Music	At Large	2013-2014
	Claudia Berlinski	Art	At Large	2013-2014
	Hae-Jong Lee	Music	At Large	2013-2014
	Nancy Wolfgang	Theater and Dance	At Large	2013-2014
	Randall Goldberg	Music	At Large	2013-2014
	Missy McCormick	Art	At Large	2013-2014
	Matthew Mazuroski	Theater and Dance	Departmental	2013-2015
	Amy Crawford	Communication	Departmental	2012-2014
	Francois Fowler	Music	Departmental	2012-2014
	Christine McCullough	Art	Departmental	2012-2014

Academic Senate Meeting Sign-In Sheet: April 2, 2014

Administrative Senators

Martin Abraham, Dean, CSTEM

Jack Fahey, Vice Pres., Student Aff.

Jonelle Beatrice, Exec. Dir., Stud. Life

Charles Howell, Dean, BCOE

Jef Davis, Dir., Ctr. Int. Studies Prog.

Ikram Khawaja, Provost/VP Acad. Aff.

Jeffrey Trimble, Assoc. Dir., Maag Lib.

Betty Jo Licata, Dean, WCBA

Mike Crist, Director, Dana School

Bryan DePoy, Dean, CACC

Shearle Furnish, Dean, CLASS

Kevin Ball, Associate Provost

Sal Sanders, Assoc. Dean, Grad. St.

Shannon Tirone, Exec. Assoc. Pres.

Joseph Mosca, Dean, BCHHS

Student Senators

Catie Carney, SGA President

Michael Slavens, SGA Exec. VP

Sean Meditz, SGA Academic Affairs

Jacob Schaefer, WCBA

Anna Kolar, CSTEM

Lindsey Farran, At Large

Ashten Gibson, At Large

Brandon O'Neill, At Large

Christopher Spielman, CLASS

Carissa Benchwick, BCOE

Michael Barkett, CCAC

Luke Politsky, Graduate School

Ciara Andrews, BCHHS

Jacob Powell, At Large

James MacGregor, At Large

Others (Non-Voting) Attendees

Adam Earnheardt, Programs Chair

Dan O'Neill, Senate Parliamentarian

Karen Giorgetti, Curriculum Chair

Taci Turel, Senate Exec. Comm.

Amy Flick, Senate Secretary

Joe Palardy, General Education Chair