



ACADEMIC SENATE AGENDA

**Wednesday, November 4, 2009, 4:00 P.M.
Room 132 DeBartolo Hall**

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AGENDA

- 1. Call to Order.**
- 2. Approval of [Minutes for September 2009 meeting](#).**
- 3. Remarks from President Sweet.**
- 4. Remarks from Provost Khawaja.**
- 5. Senate Executive Committee Report; report from the Chair;
Ohio Faculty Council (OFC) report.**
- 6. Report of the Charter and Bylaws Committee.**
- 7. Report of the Elections and Balloting Committee.**
- 8. Reports from Other Senate Committees.**
 - A. Academic Standards Committee.**

- B. Academic Programs Committee.**
- C. Undergraduate Curriculum Committee.**
- D. Academic Planning Committee.**
- E. General Education Committee -- [Attachment 1](#).**
- F. Integrated Technologies Committee.**
- G. University Outreach Committee**
- H. Library Committee.**
- I. Academic Research Committee**
- J. Student Academic Affairs Committee.**
- K. Student Academic Grievance Committee**
- L. Honors Committee**
- M. Academic Events Committee.**

9. Unfinished Business.

10. New Business.

Report from Sherry Linkon regarding Council on Teaching and Learning ([Attachment 2](#)).

Report from Paul Kobulnicky on revised Library circulation policies ([Attachment 3](#)).

11. Adjournment.

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

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

Date: **October 28, 2009**

Report Number (For Senate Use Only) _____

Name of Committee Submitting Report: **General Education Committee**

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

Names of Committee Members (members as of 10/27/09) **Julia Gergits, Felicia Armstrong, Huaiyu (Peter) Chen, Michael Crist, Cary Horvath, Matt O'Mansky, Renee McManus, Sue Miller, Nate Ritchey, Nicole Mullins, Phil Munro, Brian Bonhomme, Joni Koneval, Madeline D'Orio, and Cassandra Doinoff**

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

The General Education Committee (GEC) has certified and circulated the attached courses.

An objection was filed regarding Anthropology 4879, Case Studies in Forensic Anthropology. The attached report explains the objection and the committee's recommendation to certify the course with the amendments to the grading percentages provided by Professor Lease.

See attachment.

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

Julia Gergits (x3419 or 2983)
Coordinator and Chair, GenEd

Appendix

Certified General Education Courses

990518—Anthropology 4879: Case Studies in Forensic Anthropology: Oral Intensive
990598—Communication Studies 2653: Group Communication: Oral Intensive
990547—Economic 3705: Environmental and Resource Economics: Writing Intensive
990611—English 4843: Advanced Technical and Professional Writing: Writing Intensive
990595—Gerontology/Sociology 3755: Theories of Gerontology: Writing Intensive
990612—Geology 1500: Geological & Environmental Sciences: Natural Science
990613—Geology 1500L: Geological & Environmental Sciences: Natural Science Lab

Hearing on Anthropology 4879: Case Studies in Forensic Anthropology

Anthropology 4879 was approved as oral-intensive in the spring of 2006 and held pending UCC action. For some reason, it wasn't circulated when approved by the UCC; it circulated only recently when the department asked about the final resolution.

When the course was circulated for review, it was noticed that the percentages related to oral-intensive activities seemed low and the focus on in-class attendance and discussion seemed high.

Prof. Lease offered a new syllabus with a slightly different grading scale, in which the in-class discussion percentage is reduced from 25% of the overall grade to 20%, while the formal presentations are preserved. The GEC noted that other oral-intensive courses include such activities in the percentages. Prof. Lease said that this course is a seminar in which high-quality discussion of articles and issues is vital and easy to track. Other approved OI courses have used a similar structure and format. The committee unanimously confirmed its original certification recommendation.

COUNCIL ON TEACHING AND LEARNING
RECOMMENDATIONS FOR PROFESSIONAL DEVELOPMENT IN SUPPORT OF TEACHING AND LEARNING
NOVEMBER 1, 2009

The Council on Teaching and Learning has been examining the professional development interests of faculty and staff on campus as well as existing resources and programs. Through a survey, we have identified six key areas of concern, topics about which both faculty and staff want to develop their professional abilities:

- Grantwriting
- Technology
- Advising
- Assessment
- Addressing student needs
- General support for teaching and learning

YSU has existing resources and programs to address some of these concerns. In other areas, new efforts are needed. Across the board, YSU needs to improve communication about the resources, services, and opportunities available to support faculty and staff in issues of teaching and learning. With additional knowledge or access to appropriate resources in these areas, staff and faculty could better serve YSU students as well as improve their own productivity and satisfaction.

In this report, we identify specific existing resources, recommend concrete actions to be taken by relevant campus bodies, and identify new actions and resources that will strengthen teaching and learning at YSU.

Grantwriting

Our survey of faculty and staff suggests that this is a primary area of concern for faculty and staff. The survey did not collect detailed information about what aspects of grantwriting need to be addressed, but we believe that people would benefit from increased support across the entire process, from learning about how to develop a fundable project to managing a funded program.

While the Office of Grants and Sponsored Programs oversees the grant proposal process on campus and has offered workshops on how to work with their office, **we recommend that the office expand this effort in two ways.**

- Invite more external funders to give presentations and workshops about how to develop a successful application for funding. The National Science Foundation has done this at least once, but faculty and staff also need to hear from both state and federal Departments of Education, the Ohio Humanities Council, and local funders, such as the Wean Foundation.

- Offer regular workshops on three aspects of the grants process: developing a budget, the internal approval process, and effective grant management. Each of these topics should be addressed at least once per semester.

In addition, the Council on Teaching and Learning will **provide information to faculty and staff about the grantwriting workshops offered regular through YSU Metro College**. Both faculty and staff can enroll in these courses for no cost, and while the workshops may not be specifically tailored to grantwriting for educational settings, they should provide a useful overview of the process.

Technology

Another primary area of concern is technology. Clearly, staff and faculty alike recognize the need for more training, and this need is likely to increase over the next few years given the change from WebCT to Blackboard, the adoption of LiveText e-portfolios as an option for assessment and instruction, the development of new distance learning efforts, and the ever-changing technology landscape. Technology support and development at YSU is handled by many different offices, each addressing a separate element, and while this may work well for planning purposes, it creates confusion for faculty and staff and leaves some key gaps in the kinds of support and training available. Thus, our first recommendation regarding technology is that representatives of **all of these offices should identify who is responsible for what aspects of technology, including support and training, and provide the campus community with a clear guide about what services are available and whom to call for assistance with technology concerns**.

In addition, that group should identify which office will take responsibility for one of the most important gaps: discussions of effective uses of instructional technology. While the Instructional Technology Center offers workshops and assistance to faculty on how to use various technologies, it offers no guidance about how technology can enhance students' learning or how to make the most effective use of the Blackboard or multimedia tools that it supports. Knowing how to use the technology is only half of what is involved in making technology an effective tool for teaching and learning. While the Distance Learning committee plans to offer workshops on appropriate pedagogy for online courses, the issues involved in using technology well in a regular or hybrid course are somewhat different. In the absence of a center for teaching and learning, which provides this kind of training on most campuses, **one of YSU's existing technology offices or committees must offer workshops that address pedagogy**.

Occasional opportunities for other technology training are being offered by various colleges and Maag Library. For example, in October the Beeghly College of Education sponsored a visit by Derek Bruff, an expert on effective uses of "clickers." We encourage those who organize such ad hoc opportunities to open them to the entire campus, and we will help to publicize them as part of our efforts to improve communication about teaching and learning opportunities.

Advising

Both faculty and staff expressed an interest in training and support about advising. The members of the Youngstown Academic Advising Association (YACADA) already provide this to individual faculty, chairs, and departments and are available for individual consulting at any time. Sufficient professional development support is available in these areas, but staff and faculty need more information about what's available. We would specifically request that **YACADA develop a "frequently asked questions" sheet** for faculty and staff to help ensure that we provide consistent answers to students' most common queries.

Assessment

While some respondents indicated an interest in support regarding assessment, the Office of Assessment is already addressing this issue through regular workshops and consultations with departments. **We encourage that office to continue and expand these efforts.**

Addressing Student Needs

In the fifth area, understanding student needs, several YSU offices could provide assistance. The Center for Student Progress, Reading and Study Skills Center, the Writing Center, Career and Counseling Services, the Office of Diversity, and others all have expertise in this area. **We recommend that a small group representing these programs be appointed to develop a series of workshops on student needs.** Topics might include understanding who our students are, working individually with students, motivation, mentoring, helping students deal with stress and anxiety, and dealing with student crises. This seems especially important with the new funding formula; the more staff and faculty know about how to work well with our students and the additional assistance available to students, the more likely our students are to persevere and succeed.

General Support for Teaching and Learning

Many survey respondents indicated an interest in workshops and programs on teaching and learning in general. The specific topics suggested reflect interest in issues such as classroom management, effective presentation of course material, active learning, and so on. It's clear that faculty and staff alike have an ongoing, significant interest in exploring strategies for enhancing students' learning.

The Council on Teaching and Learning Subcommittee on Research will address part of this concern by **developing a learning community to explore the implications of emerging research on student learning.** The group will discuss research that seems relevant to our campus and support the development of research and teaching projects that build on such research.

This effort, however, will not begin to address the widespread interest among faculty and staff in exploring new approaches to improve our students' learning. The 2007-2013 Academic Strategic Plan explicitly states that YSU will "offer additional faculty-development opportunities, including resources for teaching/learning innovations," and we have been told that this goal is being handled in a distributed manner. That is, each Dean was charged with organizing professional development opportunities for college faculty. Unfortunately but understandably, this does not appear to be happening. The Deans simply have too many other, more pressing

responsibilities, so despite their good intentions, little is happening. While several colleges have offered one or two workshops or supported faculty research on teaching, the Beeghly College of Education appears to be the only one that has made a concerted effort to address teaching and learning issues; Michael Theall has been given reassigned time this year to coordinate those efforts, and he is spearheading research efforts and a series of workshops and programs.

Other opportunities do exist on campus, but they are widely scattered. Some departments have supported research and development efforts by a few faculty members, while a very few schedule regular department meetings or workshops to discuss teaching and learning issues.

Two years into this distributed strategy, we would suggest that it is simply not working. **We urge the University to reconstitute a center for teaching and learning** that would coordinate efforts across campus, develop workshops, and support the work of faculty and staff who are conducting research on teaching and learning.

Communication

A final significant gap in YSU's teaching and learning toolbox is effective communication and coordination of the various existing efforts. People don't know what resources exist, what workshops are being offered, or what options can best help them. Those who are planning programs often don't know what others on campus are doing, nor do we know what expertise or resources our colleagues might bring to the table. This leads to two problems: duplication of effort and underuse of existing resources. To address this issue, the **Council on Teaching and Learning will take responsibility for collating and disseminating information**, using several communication tools, and we will try to coordinate efforts across different campus units. Our efforts will likely include:

- Collecting information from appropriate campus units on any resources or training they offer
- Creating a website that will list available resources, workshops, and events
- Publishing a list of upcoming events in the YSUpdate

We will also **consult with Teri Riley on strategies for improving new faculty orientation**. In addition, while some colleges have established mentoring programs for new faculty, no such program is available to professional staff, and some faculty are not included in mentoring programs. The Council will develop a mentoring plan, to be implemented with assistance from the colleges, YSU-OEA, and APAS.

Youngstown State University

William F. Maag Library

Circulation Policies

The rows in **red** represent the changes to materials being circulated at YSU.

Patron Type	Material Type	Loan Period	No. of Renewals	Grace Period	Daily Fines	Overdue Charges
Under-graduates	Maag Books	1 Semester	0	14 Days	No Fines	15 days past due: \$10.00 Processing fee + Item Replacement Cost
	CRC Books	1 Semester	0	14 Days	No Fines	15 days past due: \$10.00 Processing fee + Item Replacement Cost
	MMC CDs	7 Days	0	14 Days	No Fines	15 days past due: \$10.00 Processing fee + Item Replacement Cost
Graduates/ Faculty/Staff	MMC Videos	7 Days	0	14 Days	No Fines	15 days past due: \$10.00 Processing fee + Item Replacement Cost
	Maag Books	1 Semester	2	14 Days	No Fines	15 days past due: \$10.00 Processing fee + Item Replacement Cost
	CRC Books	1 Semester	2	14 Days	No Fines	15 days past due: \$10.00 Processing fee + Item Replacement Cost
Faculty/Staff	MMC CDs/LPs	90 Days	3	14 Days	No Fines	15 days past due: \$10.00 Processing fee + Item Replacement Cost
	MMC Videos	90 Days	3	14 Days	No Fines	15 days past due: \$10.00 Processing fee + Item Replacement Cost
	OhioLINK Books	21 Days	4	7 Days	\$0.50/day--max \$15.00	31 days past due: \$15.00 fine + \$35.00 Processing fee + \$75.00 Item Replacement Cost
Faculty/Staff	OhioLINK Media and Bound Periodicals	7 Days	0	7 Days	\$0.50/day--max \$15.00	31 days past due: \$15.00 fine + \$35.00 Processing fee + \$75.00 Item Replacement Cost
	CRC Non print	7 Days	3	7 Days	\$0.55/day--max \$11.00	21 days past due: \$11.00 fine + \$10.00 Processing fee + Item Replacement Cost
	MMC all others	3 Hours	0	0	\$0.55/hour--max \$11.00	21 hours past due: \$11.00 fine + \$10.00 Processing fee + Item Replacement Cost
Under-graduates	Reserves	3 Hours	0	0	\$0.55/hour--max \$11.00	21 hours past due: \$11.00 fine + \$10.00 Processing fee + Item Replacement Cost
		1 Day	0	0	\$0.55/day--max \$11.00	21 days past due: \$11.00 fine + \$10.00 Processing fee + Item Replacement Cost
		3 Days	0	0	\$0.55/day--max \$11.00	21 days past due: \$11.00 fine + \$10.00 Processing fee + Item Replacement Cost
		7 Days	0	0	\$0.55/day--max \$11.00	21 days past due: \$11.00 fine + \$10.00 Processing fee + Item Replacement Cost