

2016	Master's of Science in Mathematics	Youngstown State University
2016	Master's in Gerontology	Youngstown State University
2016	Master's in Clinical Mental Health Counseling	John Carroll University
2016	Master's of Business Administration	Youngstown State University
2016	PhD in Materials Science & Engineering	Carnegie Mellon University
2016	Doctor of Physical Therapy	Youngstown State University
2016	Doctor of Physical Therapy	Youngstown State University
2016	Doctor of Physical Therapy	Youngstown State University
2016	PhD Mechanical Engineering	University of Maryland, College Park
2016	PhD Chemical Engineering	Carnegie Mellon University
2016	PhD Chemical Engineering	University of Pennsylvania
2016	Juris Doctor	University of Pennsylvania Law School
2016	Doctor of Medicine	Wright State
2015	Doctor of Physical Therapy	Youngstown State University
2015	Juris Doctor	Moritz Law School, Ohio State University
2015	Doctor of Physical Therapy	Youngstown State University
2015	Doctor of Veterinary Medicine	The Ohio State University
2015	PhD in Mathematics	North Carolina State
2015	PhD in Literature	Northwestern
2015	Master's in Clinical Psychology	Ball State University
2015	Juris Doctor	University of Akron
2015	Doctor of Osteopathic Medicine	Ohio University
2015	Doctorate of Physical Therapy	Youngstown State University
2015	Master's in Anthropology	University of Nevada, Reno
2015	Doctor of Veterinary Medicine	North Carolina State
2015	Doctor of Pharmacy	The Ohio State University
2015	Master's of Business Administration	Youngstown State University
2015	PhD in Mathematics	George Washington University
2015	PhD in Mathematics	Duke University

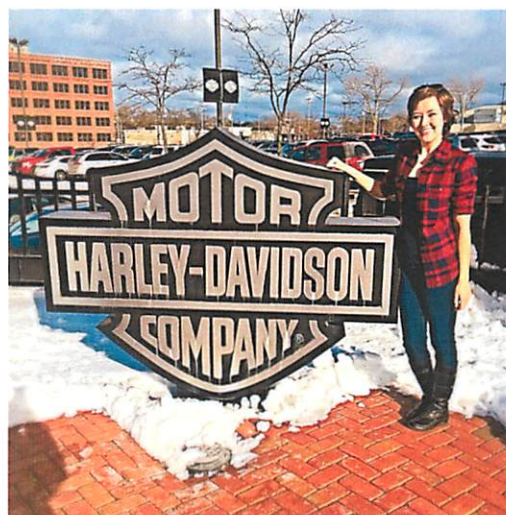
2015	Master's in Communications	Youngstown State University
2015	Master's in Chemical Engineering	Youngstown State University
2015	Master's in Computer Science	Notre Dame
2015	Master's in Chemistry	Youngstown State University
2015	Master's Performance & Music	Eastman School of Music
2015	Master's of Business Administration	Youngstown State University
2015	Master's in Behavioral Psychology	Eastern Michigan University
2015	Doctor of Medicine	Ohio University
2015	Master's of Criminal Justice	Youngstown State University
2015	Master's of Industrial & Systems Engineering	Youngstown State University
2015	Seminary School	Saint Mary Seminary and Graduate School of Theology

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## Sampling of Success Stories

Honors students found meaningful opportunities to excel last year in research, creative projects, professional development activities, study abroad programs, students organizations, competitions, campus leadership roles, and Research Experiences for Undergraduates. Following is a sampling of some of their endeavors.

**Kayla Theisler**, of Lowellville, Ohio, a junior engineering major, earned an internship directly after her freshmen year in St. Louis, MO. From January until August, over the course of 32 weeks, she had the opportunity to be a co-op for the Harley-Davidson Motor Company at the Willie G. Davidson Product Development Center (PDC) in Milwaukee, Wisconsin. Kayla's role as a mechanical engineering co-op led her to product design of a power train, or engine and transmission, for a future Harley bike design.



**Andrew Morgan** of Fowler, Ohio, a senior at Youngstown State University, was selected to receive a scholarship from Tau Beta Pi engineering honor society. He was named a Goldwater Scholar this year, along with **Jenna Wise** of Hubbard, Ohio, who is also a senior.

**Megan Jones**, of Newark, OH a sophomore theater studies major, entered the Disney College Program, Megan reports the opportunity was more than she ever expected. She worked at DINOSAUR the ride in Disney's Animal Kingdom, every day which required her to be diligent in safety and courtesy, but also got to create a lot of magic. Through out working with the company she gained incredible guest relations skills, but got to be immersed in so many different cultures and walks of life. Guests became storytellers and colleagues became life-long friends. Disney afforded her the opportunity to step outside of her comfort zone.

**Tyler Hovanec**, of Vienna, OH a senior computer science major, completed an internship at Amazon this summer. Tyler applied to forty-four different internships eventually accepting the one with Amazon.

**Jacob Schriener-Briggs** of Liberty, OH, a senior double major in philosophy and political science major ranked third nationwide in the American Collegiate Moot Court Association National Championship tournament in Long Island Beach, California.

**Leah Bayer**, of Brookfield, Ohio, a sophomore at Youngstown State University, received a \$2,500 scholarship to study abroad in New Zealand. The scholarship to attend the University of Canterbury is from the Education Abroad Network. Leah is majoring in Applied Mathematics and Biology with a minor in Chemistry.





## Cornerstone: Regional Engagement

Since the late 1990s Honors at Youngstown State University has had an active and continually expansive presence in regional engagement. The metrics used to demonstrate regional engagement include community-engagement, artistic/cultural engagement, health and wellness, and athletics.

### Providing Value to Business, Industry, and Non-Profit Organizations

The Honors College requires of its members a minimum of 60 hours of community service per year. The vast majority of these hours are performed locally. Overall, students complete more than 21,000 hours of volunteerism annually and that number will only grow with increased enrollment in Honors. More than 1,200 events, activities, or non-profit organizations had a student from the Honors College volunteer in 2015-16. Particular examples of community involvement through service include: Aces180, Global Day of Service, Success After Six, and Penguin Pen Pals, which are all detailed within this report. The Corporation for National and Community Service reports the value of a volunteer hour in Ohio for 2015 estimated at \$22.06. Therefore, the economic impact of Honors students volunteerism is \$463,000.

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#### Aces180, Youngstown Business Incubator

Doubling the Honors population in less than a year necessitated a system to track honors student experiences. The honors director having extensive experience knew what was needed and that a comprehensive product did not exist. In spring of 2016 Honors Director, Amy Cossentino reached out to Jim Cossler of the Youngstown Business Incubator with an idea for a software tracking system. Jim Cossler referred Byron Alverico of Aces180 to meet with the honors director to explore how the YBI company could build the suggested software. Currently, Aces180 has built the software and YSU students are using the product. Discussions are underway regarding long-term partnership, the potential financial benefits for the Honors College when marketed to other institutions, and credit for the idea.

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#### Global Day of Service

Global Day of Service, which began in Fall 2012, is the annual kick-off to connecting new Honors students to various community partners throughout the valley. The event typically occurs the first Saturday of the semester to provide students with a chance to volunteer with each other. A student coordinator is assigned with the task of arranging the event with oversight provided by the Honors staff. Event coordination provides the student coordinator with a tangible project to demonstrate organization, communication and volunteer management skills, all of which are important and transferrable employment. Honors students volunteer with a local organization or

spend the day working on an organized service project of their own. In 2015 twenty-two locations accepted volunteers for the day totaling nearly 250 volunteers. Gleaner's Food Bank, Second Harvest Food Bank, Habitat for Humanity, Oh Wow, Youngstown Neighborhood Development Corporation, New Lease on Life, Rescue Mission of the Mahoning Valley, Cafaro House Garden Project, YWCA, Ursuline Sisters House, Harding Elementary School, Riverside Gardens, Warm Up Youngstown, Angels for Animals, Akron Children's Hospital and Youngstown Inner City Gardens were among the beneficiaries.

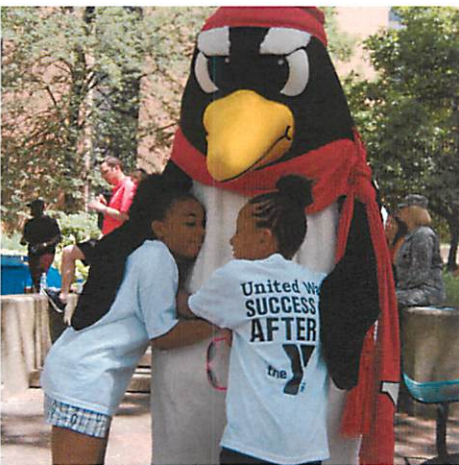
This year's Global Day of Service included 442 student volunteers from the Honors College. Press releases promoting the event and individual volunteers were received by 356 media outlets, and news stories ran in several news publications, including Cleveland.com, SharonHerald.com, SunGazette.com and others, increasing the college's promotional reach and footprint across the region and beyond.



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### Success After Six - United Way Partnership

In 2015 the Honors College forged a new partnership with the United Way's Success After Six program. With the work of student volunteer coordinators, eighteen Honors students were recruited and volunteered throughout the year at Youngstown Community School. Educational, social, and emotional development is best illustrated by a summary from one of the volunteers, Junior honors student, Marissa Gray.



Success After Six is a program built around a shared vision. It is much less about going into a classroom and improving literacy or mathematic skills than it is about a common vision for a re-invigorated, empowered Youngstown. The future of our community lies in the dreams and the hopes of these children, at Taft Elementary and Youngstown Community School. Thus, by investing in these children, we invest in the revitalization of Youngstown as a whole. For me, Success After Six was never about helping a "struggling" student. Anyone who spends five minutes with these electrifying, energetic, and brilliant young minds knows they are far from struggling. Rather, these



children face a variety of obstacles, due to no fault of their own. They are all on the launch pads of their dreams, and Success After Six brings together a variety of well-purposed, dedicated, and invaluable people who work to eliminate these obstacles; it is our job to clear their launch pads and cheer them on as they succeed. Success After Six has benefitted me both personally and academically. Academically, the program has enriched my pedagogical and organizational skills, both of which will help me immensely as I pursue a career in academics. Personally, the spark that exists within these children has taught me resilience, hope, and the power of self-love. The children with whom I have had the blessing of working are the highlight of my week, the hope I carry with me in challenging times. Everyday, I recite a pledge with each of my students which reads, "I am strong. I am beautiful. I am loved. I am healthy. I am disciplined. I am capable. I am smart. I am awesome. And I can do anything I want to do." On their birthdays, each of these students receives a gift bag with this pledge written on a note card within. By reciting this pledge with them each day, these notions of determination and dedication have soaked into my own mind as well. Forging a human connection with these children allows me to see the future of my community in their limitless dreams. Thus, Success After Six is not about Youngstown State University students "tutoring" younger students at Taft or Youngstown Community School. Rather, it is about investing in our community and watching the Penguins of tomorrow soar to the heights of their dreams and that is truly priceless. - Marissa Gray, of Poland, OH, a senior English major.

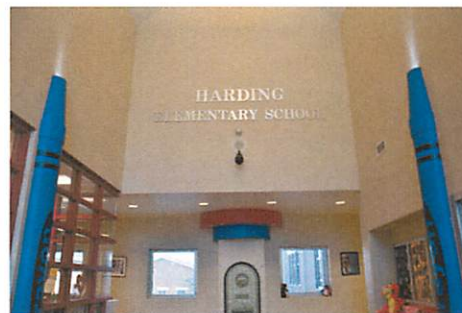


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## Penguin Pen Pals

YSU Penguins Pen Pals is a service project that affords Honors students the opportunity to correspond bi-monthly with an elementary school student, enabling the collegiate-level honors student to communicate, learn from, and inspire elementary students. Honors students become positive role models in their pen pal's life and hopefully will have a lasting impression.

Children in grades 4-6 at Harding Elementary in



Youngstown, OH develop writing skills while gaining another perspective in their lives. This program has three overarching goals: build a relationship between YSU Honors and elementary students; one that inspires; give children a real world outlet for practicing their writing/reading skills; reinforce that a college education is an attainable goal with YSU Pen Pals encouraging children to emulate dedication, perseverance, and integrity. The benefits to the volunteer are the personal satisfaction of investing in a child's life; and increased understanding of diversity from the connection to a child

whose life path may be quite different.

More than 200 children participate in Pen Pals on an annual basis, resulting in over 3,000 hours of direct service to the children. The state of Ohio sets the value of an hour of volunteerism at \$22.06. Therefore, the Pen Pal Project infuses nearly \$66,180 in human capital annually.

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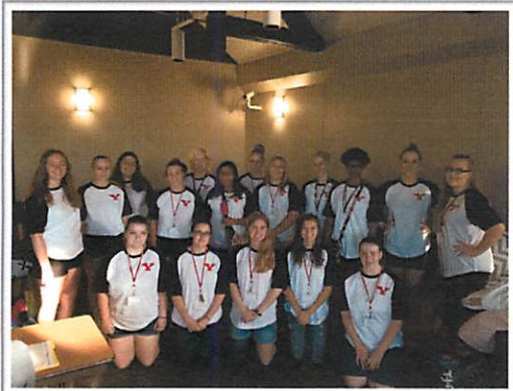
## Summer Honors Institute

Youngstown State University's Summer Honors Institute offers gifted and talented students the opportunity to explore and discover new information in a wide range of disciplines. Courses developed by outstanding university faculty have the dual purpose of introducing students to a specific discipline that is not available to them in a high school setting and provide activities for more in-depth study. Courses are also designed to include student interaction using a variety of "hands-on" activities. Appropriate alternative learning experiences are also utilized. Summer Honors offers commuter and residential options with the residential participants engaged in extended evening programming.



**Table 13: Summer Honors Participants & YSU Enrollment**

Recruitment	Participants	Graduated High School	YSU Student	Honors Student	% Enrolled from SHI
2012 Participants	89	89	59	17	66%
2013 Participants	67	67	45	13	67%
2014 Participants	67	58	40	15	69%
2015 Participants	85	30	13	10	43%
2016 Participants	97	N/A	N/A	N/A	N/A



**Table 14: SHI Demographics**

Demographic Info	2015	2016
Commuter	68	68
Residential	17	29
White	76	75
African-American	4	12
Asian	1	3
Hispanic	1	7
Other	3	N/A
Ohio	81	95
Pennsylvania	2	2
Florida	1	N/A
Washington	1	N/A



## Enriching Quality of Life through Artistic and Cultural Engagement

Engagement in artistic and cultural activities and events is a part of the Honors experience. Each year students attend at least one theater, art, music, lecture and sporting event. As students progress to senior year, they are encouraged to become more involved with the surrounding community that may result in membership in intramural sports, marching band, penguin review, etc. Following is a list of the co-curricular type completed in the 2015-16 academic year.

A sampling of regional arts and cultural entities Honors students frequent include:

Butler Institute of American Art

YSU Athletics

Phantom's Hockey

Skeggs Lecture

Ward Beecher Planetarium

Dana Concert Series

Cleveland Cavaliers

YSU Intramural Sports

Centofanti Annual Symposium

Cleveland Orchestra

Rust Belt Theater Company

Youngstown Playhouse

Concerts at the Covelli Center

Oh Wow! Children's Museum

Rookery Radio

YSU Bands, Orchestra, & Ensembles

Arms Family Museum of Local History

**Table 15: Co-Curricular Engagement**

Co-Curricular Type	Participants
Art	204
Interdisciplinary Perspective	82
Lecture	415
Music	433
Sport	669
Student Organization	172
Study Abroad	12
Theater	229
<b>TOTAL</b>	<b>2216</b>





## Increasing Regional Health & Wellness

The Honors College has three new graduate assistants this academic year, all of whom are Doctor of Physical Therapy students and advocates for healthy lifestyles. One of their goals is to create a healthy atmosphere around our Honors College, coordinating events such as a volleyball tournament, semester-long fitness challenges and educational activities (“Commit to be Fit”), and partnering with the YSU Rec Center to promote traveling Group X classes and specifically targeting Honors students in the incentive program.

Partnering with the American Red Cross, the Honors College plays a large role in saving hundreds of lives each year for victims of trauma and illness. This is accomplished by continually building and expanding a family of donors and volunteers within and beyond campus and inviting the city of Youngstown to contribute to donation goals. Honors students volunteer to run and promote these drives, with day-of responsibilities including welcoming donors, directing them to seating areas, talking with and comforting them during the donation process, and remaining available if refreshments are needed.



## Cornerstone: Urban Research

Progress of the Honors College within the three broad themes of the Cornerstone: Urban Research are in concert with the overall advancement of the institution. New initiatives within the Honors College, along with enhancement of past practices, will over time grow in depth to support regional engagement. Initiatives highlighted in this report: Quest partnership, National Collegiate Honors Council Conference, Honors Capstone, *The Emperor* - Honors College Academic Journal, grant initiatives, and summary of quality academic programs.

## Innovation & Discovery

Urban Research Cornerstone within the Honors College has multiple initiatives: collaboration with the Office of Research with the Quest Program; institutional support for student-led research, creative works, or ideas presented at the National Collegiate Honors Council Annual conferences; the Honors Capstone; and *The Emperor*, Honors College Academic Journal.

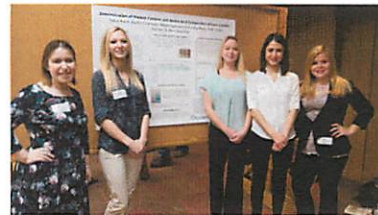
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### Quest

Quest 2016 was the first year for a partnership between the Quest organizers and Honors. Fifteen Honors students served as session moderators, while 12 honors students provided support at check-in. Honors students were encouraged to use the event to present their research. Awards received by honors students included:

#### **Best Undergraduate Project**

Determination of Protein Content and Amino Acid Composition of Farm Crickets by Taylor N Baum, Allison N Guerrieri\*, Tayah D Turocy\*, Rachel M Centofanti, Samantha A Mock\*



#### **College Award – College of Science, Technology, Engineering & Mathematics**

Jon Bancroft, Cory Merlo\*, Kyle Spickler\*: Design of a CNC Small Hole EDM

#### **College Award – College of Liberal Arts and Social Sciences**

Megan Evans\*: The Debilitating Effects of Socioeconomic Status Among Elementary School Students

#### **College Award – Williamson College of Business Administration**

Samantha Anderson\*: The Affordable Care Act: Financial Implications of Healthcare Mandates on Small Business

#### **College Award – College of Creative Arts and Communication**

Gina Mancini\*: Reflection of Personality in Social Media

#### **College Award – Beeghly College of Education**

Mackenzi Brozovich\*: Digital Literacy in Special Education: An Analysis and Compilation of the Resources Available in the Classroom

\*Honors members



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## Honors Course Regionally Based Research Project

Honors courses also offer an opportunity to conduct research that connects to the surrounding community. During spring semester 2016 honors students participated in a special math course entitled “Preparing for Careers in Math” taught by Associate Professor Tom Wakefield. Honors students were paired with the Youngstown Neighborhood Development Corporation (YNDC) and YSU’s Center for Student Progress to assist in mathematical modeling and statistical testing as part of a special program of the Mathematical Association of America (MAA) and the Society of Industrial and Applied Mathematics (SIAM) sponsored by the National Science Foundation.

Honors students Joe Ciarniello and Wes Pringle worked on a project team for YNDC. They created a statistical model to predict the probability of individual houses in Youngstown going vacant over the next 20 years. They used data such as number of water shut-offs and tax delinquency to make the prediction. The Honors team charged with performing a cost-benefit analysis of some of the programs offered by YSU’s Center for Student Progress consisted of Ashley Orr and Libby Urig. Lastly, Trenton Cersoli, Joshua Fromel, Natalie Halavick, Chris McComas, and Zack While completed a project for YNDC in which they assessed the effectiveness of YNDC’s neighborhood stabilization efforts and created a model to predict the movement of crime throughout Youngstown in the coming decades.

As part of the grant, this team submitted a video and report to the MAA and presented a poster highlighting their results at the SIAM Annual Meeting in Boston, MA, from July 11-15, 2016. The YSU team was one of 40 teams presenting their work as part of the program.

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## National Collegiate Honors Council Conference

Since 2008 Honors at Youngstown State University has supported student presentations at the National Collegiate Honors Council Conference. Students travel to various parts of the country to participate in the student interdisciplinary research presentations, general sessions, and idea exchange. The value to the student is not only gaining experience presenting, but also learning what other institutions are offering to their students, as well as potential networking that can result in future enhanced educational opportunities. In 2015 sixteen students traveled to Chicago. They are required, as part of the exchange of university-sponsorship, to attend a minimum of three non-YSU sessions. During the Chicago conference the students learned about an institution hosting a retreat. Upon return from the conference with less than two months to plan, the YSU Honors College held its first retreat. In 2016 fourteen students presented in Seattle. Proposal acceptance rate is 35% to present in the Student Interdisciplinary Research Panel (SIRP) with two students accepted to SIRP. Poster presentations have an overall 65% acceptance rate. Two students received first-place for their discipline in the poster competition.

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## Honors Capstone

Required of all students is the completion of the honors capstone - a thesis or project that is the culminating experience adding value and meaning to the undergraduate degree. Generally worth 1 to 3 semester hours, the capstone may be completed within the major as part of the major capstone requirement or as an additional project taking the form of thesis, study abroad, internship, creative project, or service-learning. A faculty advisor, selected by the student, oversees the project. Certain projects other than theses may be presented in poster form or recorded. A public defense is required and may be in the form of an exhibition, recital, or formal presentation at a professional conference or at YSU's annual Quest forum. Projects completed by individuals, student teams, and students working with community officials are all appropriate.

### Student Spotlight

One of only nine students in the country, Tyler Pabst, received the Division of Organic Chemistry Summer Undergraduate Research Fellowship award given to outstanding undergraduate students and awarded a competitive \$5,000 fellowship. Tyler is among students selected from Harvard, Cornell University, and flagship institutions like the University of Kentucky, University of Oklahoma, and University of Utah. Assistant Professor Doug Genna, who is Tyler's faculty advisor, is credited as his most influential person. Tyler presented at the National Collegiate Honors Council Conference in October 2016.

*Transition Metal-Mediated CO<sub>2</sub> Activation for the Synthesis of Industrial Carbon Feedstocks*

*This presentation details the synthesis of novel half-sandwich rhodium complexes in which the metal binds CO<sub>2</sub> in the rare  $\eta^1$ -C fashion – that is, directly to the CO<sub>2</sub> carbon atom. These complexes are expected to have significant applications in organic synthesis, including a cost-effective and environmentally friendly industrial synthesis of methyl methacrylate.*



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## *The Emperor* - Honors College Academic Journal

In Fall 2016, the YSU Honors College will publish the inaugural issue of the university's first undergraduate Honors journal, *The Emperor*. The journal is a student- and faculty-reviewed academic journal featuring exemplary work of honors and honors-eligible undergraduates from a range of disciplines. The first issue of the journal will be published online in an open-access format in fall semester 2016.

Upon returning from the National Collegiate Honors Council Conference in Denver, Colorado, a group of Honors students took initiative to create an academic journal. Honors student, Megan Evans, took the lead. Megan began discussions with Dr. Amy Cossentino, who referred her to YSU Honors Program graduate and current faculty member in the Department of English, Dr. Diana Awad Scrocco.



During the 2015-2016 academic year, a team of students collaborated with Dr. Awad Scrocco to outline the journal’s mission, scope, guidelines, criteria, and submission categories. The team worked with Dr. Cossentino to identify faculty to serve on the review boards. In May 2016, *The Emperor* received 48 manuscript submissions. Following are the disciplines with submissions:

- Art & Open Media: 1
- Business: 1
- Education: 5
- Engineering, Mathematics, & Computer Science: 3
- Gender & Ethnic Studies: 1
- Humanities: 7
- Health & Human Services: 9
- Literature: 7
- Natural Sciences: 5
- Social Sciences: 9

## Quality Academic Programs

One of the 2020 metrics used for assessing the Quality of Academic Programs is enrollment of “graduate” students from outside the region. Generalizing the graduate student metric to honors students, table 16 shows annual honors population by state with an increase in the number of enrolled honors students from outside of the state of Ohio.

**Table 16: Honors Population by State**

State	2015	2016
California	1	2
Florida	0	2
Illinois	0	1
Indiana	1	1
Kansas	1	1
Maryland	0	2
Michigan	1	4
Nebraska	0	1
New York	1	2
Ohio	378	596
Pennsylvania	52	78
Rhode Island	0	1
South Carolina	0	1
Texas	0	1
Virginia	0	4
Washington	0	1
Wisconsin	1	1
West Virginia	1	1
Germany	1	1
<b>Total</b>	<b>438</b>	<b>701</b>

## **Funding to Support Research**

Staff and students from the college submitted and awarded a \$2,661 grant in 2016 to help support a college- and campus-wide service and educational project to benefit the homeless and hungry in our local area. The mini-grants, awarded by Campus Compact, will go to fund university programs planned for Martin Luther King Jr. Day.

This event will expand upon last year's Honors College Retreat. The retreat and service project that the Honors College is planning will take place over MLK weekend but will also tie into two other service projects planned during November and April of this year, creating a year-long campaign. In addition, the event will take on an educational component, and one Honors student will be planning her Honors capstone research around data collected regarding perceptions and bias of this population.

## ***YSU Honors College Creed***

*As an honors student,  
I dedicate myself to:*

*Doing my best academically,  
Engaging myself and my talents in volunteerism,  
Expanding my perspectives in interdisciplinary studies,  
Promoting fluency through global citizenship, and  
Fostering my leadership skills  
For the betterment of myself, my community,  
and Youngstown State University.*



# Appendixes

## Appendix A: Honors College Itemized List of Expenditures, Donations & Surplus for Fok Hall

YSU Expenditures (Actual Cost)	Item	Actual or Estimated Cost
	Task Chairs	\$800
	WIFI/Phones	\$3,500
	Carpet Replacement	\$3,600
	<b>Total YSU Expenditures for Fok Hall</b>	<b>\$7900</b>
Donations		Estimate & Actual Purchase Costs
	Cornhole Boards (3 sets)	\$400
	Curtains (Material/Labor)	\$340
	Outdoor Furniture	\$516
	Guest Chairs (Leather)	\$2,000
	Office Guest Chairs (7)	\$2,100
	Guest Chairs Pub (Leather)	\$1,500
	Ottoman	\$400
	White 6 Foot Tables (4)	\$280
	Black Folding Resin Tables	\$80
	Coffee Maker	\$240
	Refrigerator	\$500
	Small cherry filing cabinet	\$250
	U-shaped executive cherry desk with filing cabinet	\$1,500
	small chair stands	\$40
	foyer table	\$45
	foyer chair	\$80
	Office table chairs (arms with 5 wheels) (2)	\$300
	5 shelf cherry bookcase	\$250
	4 drawer filing cabinet	\$199
	wooden lamp stand	\$135
	Ferns	\$60
	Desk Floor Mat	\$60
	Mantle Mirror	\$15
	<b>Total Staff Donations</b>	<b>\$11290</b>

**Honors College Itemized List of Expenditures, Donations & Surplus for Fok Hall**

<b>Surplus/Campus Dept. Donations</b>		
	Computers, Monitors (26) \$800	20800
	Laptops (3)	2000
	Projector	2400
	Tables (Trapezoid) (12)	2400
	YSU Lecturn	200
	small round office coffee table	175
	Sit/Stand Projector cart	300
	Classroom Chairs - Black/Stackable (26)	1703
	<b>Total Surplus/Campus Donations</b>	<b>29978</b>
	<b>Total Donations &amp; Expenditures to Furnish &amp; Ready Honors Space</b>	<b>49168</b>
	<b>Total Savings to the University from Donations &amp; Surplus</b>	<b>41268</b>



## Appendix B: Honors Courses & Seminars Enrollment & Total Semester Credit Hours per Semester

Fall 2014 Honors Courses and Honors Seminars Enrollment & Total Semester Credit Hours						
Honors Courses						
Subject	CAT	CRN	Title	Credit Hours	Actual Enrollment	Semester Credit Hours
BUS	1500H	40814	Exploring Business	3	20	60
ENGL	1550H	41479	Honors Writing 1	3	21	63
ENGL	1550H	46213	Honors Writing 1	3	0	0
ENGL	1551H	44413	Honors Writing 2	3	0	0
ENGR	1550H	46732	Engineering Concepts Honors	2	44	88
GEOL	1505H	40360	Physical Geology	3	0	0
MATH	1585H	41953	Calculus 1 Honors	5	19	95
MATH	1586H	41954	Honors Calculus Lab 1	1	19	19
MUHL	2617H	45047	Film Music	3	3	9
PSYC	1560H	44476	General Psychology	3	24	72
PSYC	4891H	46895	Honors Thesis	3	2	6
					<b>Courses Semester Hours</b>	<b>412</b>
Honors Seminars						
Subject	CAT	CRN	Title	Credit Hours	Actual Enrollment	Semester Credit Hours
HON	1500	42768	Introduction to Honors	1	24	24
HON	1500	42769	Introduction to Honors	1	20	20
HON	1500	42770	Introduction to Honors	1	23	23
HON	1500	42771	Introduction to Honors	1	22	22
HON	2602F	47253	Current Issues	1	16	16
HON	3701G	47252	Food and Spirits	1	12	12
HON	3702I	45738	Backyard Archaeology	1	13	13
HON	3799B	46302	Tropical Ecology	3	10	30
HON	4890	42986	Senior Honors Thesis	1	4	4
					<b>Seminars Semester Hours</b>	<b>164</b>
<b>Fall 2014 Total Semester Hours from Honors Courses and Seminars</b>						<b>576</b>

Spring 2015 Honors Courses & Seminars Enrollment & Total Semester Credit Hours						
<b>Honors Courses</b>						
Subject	CAT	CRN	Title	Credits	Actual Enrollment	Semester Credit Hours
BUS	3715H	27561	Principles of International Business	3	14	42
ENGL	1551H	21720	Honors Writing 2	3	19	39
ENGR	1560H	26908	Engineering Computing	2	37	74
GEOG	2626H	22394	World Geography	3	13	39
MATH	2686H	22097	Calculus 2	5	15	75
MATH	2687H	22099	Honors Calculus Lab 2	1	15	15
MATH	4897H	23759	Thesis	2	1	2
MATH	4897H	23760	Thesis	2	1	1
Psyc	4891H	26663	Honors Thesis	1	2	2
STAT	3781H	23799	Biostatistics	3	34	102
					<b>Courses Semester Hours</b>	<b>391</b>
<b>Honors Seminars</b>						
Subject	CAT	CRN	Title	Credits	Actual Enrollment	Semester Credit Hours
HONR	1500	22774	Introduction to Honors	1	10	10
HONR	3701G	27247	Food & Spirits	1	10	10
HONR	3702G	27248	Underground Railroad	1	16	16
HONR	3702J	27249	Women's History	1	8	8
HONR	3702K	27251	Sixth Sense	1	24	24
HONR	4890	22790	Senior Honors Thesis	1	9	9
					<b>Seminars Semester Hours</b>	<b>77</b>
<b>Spring 2015 Total Semester Hours from Honors Courses and Seminars</b>						<b>468</b>



Fall 2015 Honors Courses and Seminars Enrollment & Total Semester Credit Hours						
Honors Courses						
Subject	CAT	CRN	Title	Credits	Actual Enrollment	Semester Credit Hours
BUS	1500H	40814	Exploring Business	3	25	75
BUS	3715H	47838	Principles International Bus	3	8	24
CMST	1545H	47766	Communication Foundations	3	16	48
CMST	1545H	47767	Communication Foundations	3	17	51
ENGL	1550H	41479	Honors Writing 1	3	18	54
ENGL	1550H	46213	Honors Writing 1	3	14	42
ENGL	1551H	44413	Honors Writing 2	3	24	72
ENGL	1551H	47707	Honors Writing 2	3	25	75
ENGR	1550H	46732	Engineering Concepts Honors	2	49	98
FNLG	2610H	47816	Foreign Film	3	7	21
GEOG	1503H	47720	Physical Geography	3	7	21
GEOL	1505H	40360	Physical Geology	3	5	15
MATH	1581H	47343	Biomathematics 2	4	10	40
MATH	1585H	41953	Calculus 1 Honors	5	34	170
MATH	1586H	41954	Honors Calculus Lab 1	1	32	32
MATH	2623H	47742	Survey of Mathematics	3	7	21
MATH	3705H	47736	Differential Equations	3	18	54
MUHL	2617H	45047	Film Music	3	4	12
PSYC	1560H	44476	General Psychology	3	43	129
PSYC	4891H	46895	Honors Thesis	1	2	2
					<b>Semester Hours</b>	<b>1056</b>
Honors Seminars						
Subject	CAT	CRN	Title	Credits	Actual Enrollment	Semester Credit Hours
HON	1500	42768	Introduction to Honors	1	24	24
HON	1500	42769	Introduction to Honors	1	26	26
HON	1500	42770	Introduction to Honors	1	25	25
HON	1500	42771	Introduction to Honors	1	26	26
HON	2602F	47253	Current Issues	1	17	17
HON	3701G	47682	Food and Spirits	1	20	20
HON	3701N	47850	The Holocaust in America	1	20	20
HON	3702I	45738	Backyard Archaeology	1	9	9
HON	3799B	46302	Tropical Ecology	3	18	54
HON	4890	42986	Senior Honors Thesis	1	4	4
					<b>Seminars Semester Hours</b>	<b>225</b>
<b>Fall 2015 Total Semester Hours from Honors Courses and Seminars</b>						<b>1281</b>

Spring 2016 Honors Courses & Seminars Enrollment & Total Semester Credit Hours						
<b>Honors Courses</b>						
Subject	CAT	CRN	Title	Credits	Actual Enrollment	Semester Credit Hours
ADV	3711H	28158	Marketing Communications	3	3	9
CMST	1545H	28009	Communication Foundations	3	23	69
CMST	1545H	28011	Communication Foundations	3	23	69
ENGL	1551H	21720	Honors Writing 2	3	19	57
ENGL	1551H	27988	Honors Writing 2	3	16	48
ENGR	1560H	26908	Engineering Concepts	2	39	78
GEOG	2626H	22304	World Geography	3	17	51
GEOG	1505H	2326	Honors Physical Geology	4	4	16
MKTG	3703H	28157	Marketing Concepts	3	3	9
MATH	2623H	28017	Survey of Mathematics	3	10	30
MATH	2686H	22097	Calculus 2 Honors	5	17	85
MATH	2687H	22099	Honors Calculus Laboratory 2	1	17	17
MATH	4897H	23759	Thesis	2	1	2
MATH	4897H	23760	Thesis	2	1	2
MATH	5895H	28219	Selected Topics in Math	3	9	27
MUHL	2617H	27029	Film Music	3	9	27
PSYC	4891H	26663	Honors Thesis	1	2	2
STAT	3781H	23799	Biostatistics	3	33	99
					<b>Courses Semester Hours</b>	<b>697</b>
<b>Honors Seminars</b>						
Subject	CAT	CRN	Title	Credits	Actual Enrollment	Semester Credit Hours
HONR	1500	22774	Intro to Honors	1	25	25
HONR	1500	27881	Intro to Honors	1	27	27
HONR	3701G	27883	Food & Spiritis	1	15	15
HONR	3702G	27882	Underground Railroad	1	14	14
HONR	3702K	28118	Sixth Sense	1	17	17
HONR	3799B	28119	Tropical Ecology	1	3	9
HONR	4890	22790	Senior Honors Thesis	1	12	12
					<b>Seminars Semester Hours</b>	<b>119</b>
<b>Spring 2016 Total Semester Hours from Honors Courses and Seminars</b>						<b>816</b>



October 31, 2016

Dear YSU Campus Community,

Our team was tasked with the job of collaboratively analyzing the data from open forums, focus groups, and an online form created in response to the campus climate survey. This summative report is presented from the collaborative work of nine team members over ten hours of group analysis. The analysis team included representatives from professional staff, classified staff, faculty, and excluded employee groups. Conversations were held around the tension in the team's purpose to summarize the data, while representing the complex variety in data. The team acknowledges that they cannot possibly give voice to each of the almost 900 comments, but strives through this summary to best represent the collective voice of YSU employees.

From the first-cycle of coding, 30 descriptive codes emerged. These 30 codes were used to create manageable groupings of data that were read by each team member, analyzed, and discussed for patterns in the groupings and overall data. Fifteen primary themes and five sub-themes emerged from the discussion. Summaries of each theme, actionable items from the data, notable quotes, and comment count are presented for each theme. **The committee strongly recommends Senior Leadership and the Board of Trustees read through the entire set of comments to fully understand the scope of these significant concerns.** Themes are presented in order of importance determined by the analysis team. Comment counts are presented, but should not be taken as the only measure of importance. Many comments represent multiple voices from focus groups or open forums. Comment counts partially show emphasis, but summaries, actionable items (in no particular order), and notable quotes are a much better mechanism to understand the depth of each thematic area.

The team takes the quality of this report and transparency very seriously. Every comment was read multiple times and by multiple people. Every theme and sub-theme was discussed in detail. Every draft of this report, every action item, and every included quote was subject to feedback and group editing.



We endeavored on this time-consuming analysis process to ensure accuracy and representation of all employee groups at YSU. Detailed process notes and data can be requested through the Office of Assessment. We encourage you to ask questions of anyone on the committee about this process. The analysis process is not a secretive process, in fact it is the opposite; the goal is to be transparent and allow the collective voice of YSU employees to be amplified. This is a campus conversation we sincerely hope will continue.

Sincerely,



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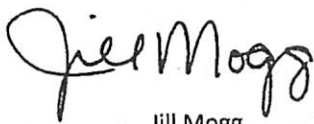
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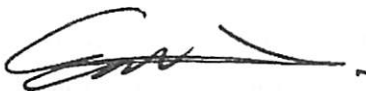
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## 1. THEME: TRUST IN THE SURVEY PROCESS

Emerging from the data and discussion was a sense of tension around who is responsible for fixing the problems made evident through the campus climate survey. There was also concern that there will be no significant response. Several comments expressed a frustration in the lack of responsibility or ownership demonstrated by those in Senior Leadership in response to the campus climate survey results and process. Respondents note that Senior Leadership should be ultimately responsible for strategically fixing problems, but also should be seeking expertise (e.g. best practices, consultants) and input from stakeholders across campus. A lack of feeling valued and respected in daily workspaces has led to distrust in the survey process and distrust in the leaders in place to respond to these issues. (35 comments)

### Actionable Items

- Senior Leadership must acknowledge problems, apologize for the problems, and act strategically to resolve the problems in a timely manner.
- Senior Leadership should create a transparent timeline, with strategic priorities in response to the campus climate survey. Priorities should be created by Senior Leadership, but include diverse communities of campus stakeholders to address the problems through a collaborative process.
- Clarify the roles and responsibilities of Senior Leadership and the Board of Trustees in terms of responding to the campus climate survey.
- Data overwhelmingly supports that results from this process should be shared widely.

### Notable Quotes

- *I don't see a solution unless it comes from those in power. Priorities need to change.*
- *I get the impression most were not surprised by the survey results, yet little time has been devoted to generating questions that get to the root cause of the issues noted in the climate survey. Let's breathe life into YSU's core value of "Excellence and Innovation" and strive to "foster intellectual inquiry". Forming diverse committees supported by Sr. Leadership could also help explore the issues of communication and creating an inclusive culture.*

## 2. THEME: SENIOR LEADERSHIP CHANGE AND ACCOUNTABILITY

A tension emerges in the data between calling for the complete removal of the members of Senior Leadership (primarily the Provost) or a radical change of the behaviors/management styles of those in Senior Leadership. Senior Leadership is frequently referred to as "Tod Hall Leaders" or "Upper Administration" in the data. There is a tone in the data that the problems of the campus are rooted in leadership problems and are unfixable with current leaders. Senior leaders are seen as arrogant, unqualified, self-motivated and elitist. Data reveal a great deal of comments focus on Senior Leadership not being held accountable to the same policies and procedures that the rest of campus is held accountable. A large portion of comments focus on frustrations specifically with the Provost; the way he

was hired and how he has behaved (e.g. authoritative decision making, micromanaging, poor communication). People are dissatisfied (which links this item closely to the comments around shared governance) and feel like leadership made the wrong decision for the university in the hiring of Provost Abraham. (135 comments)

### Actionable Items

- Create Leadership Improvement Plans for all Senior Leadership (Tod Hall Leaders). Be transparent with these plans and accountable to completing them.
- Remove members of Senior Leadership who should be removed based on faculty/staff input.
- Provost should ask Chairs and Deans who are effective leaders for input when making decisions that affect their college/departments.
- President should engage more deeply in academic decisions.
- Clarify the role of the President and Provost and communicate that to faculty/staff.
- Senior Leadership must be held accountable to campus policies, procedures, and agreements.

### Notable Quotes

- *The layoffs were effective in proving the weakness of the union, but the price was too high for the university. Instability, insecurity, displacement, the continuing cost to this institution is immeasurable. Chaos created by upper level management who thought they would never face a consequence... This action created a climate of distrust and resentment, which is fueled by the raises these same people give themselves every year. All while the rest of us wonder if there will be a job tomorrow or if we'll be lucky enough to make it to retirement. I don't think there's a quick fix for this, but it needs to be addressed honestly and publicly. It would take a different type of leadership to admit to making mistakes, but maybe that's what we need.....a different type of leadership.*
- *I don't think there can be any doubt that the current provost is the source of most of the dissatisfaction with senior leadership. I've been at YSU for nearly twenty years and have never seen such universal dissatisfaction with a provost. It's not just his communication style, which is widely acknowledged to be problematic. His management style, including his often unilateral and ill-thought-out directives, is also a destructive force in the university that I love. The only solution, if we're being honest, is for him to leave YSU and be replaced with a provost with more vision, a clearer commitment to shared governance, and a much better communication style.*
- *The problems are at the provost level. Chairs and deans have been relegated as impotent in decision making.*
- *The fear of being targeted and the mistrust of the senior leadership is real. I have attempted to go to Tressel. A problem won't be solved if you can only speak to the people causing the problem. Tressel will have to address these issues at some point.*
- *If the University is to survive and move forward, a self-assessment among the current leaders needs to take place... Current leaders are only interested in serving themselves by increasing their own pay and benefits all while the employees they rule over struggle to make ends meet... They like to consider themselves as "important". However they also know that they do not know that much and fear being exposed by questions or debate. Seagull management is a term that is used to describe a*

*style of management whereby the person 'flies in, poops on you and then flies away again'. The experience of having a seagull manager is not positive. When they are there, they typically give criticism and direction in equal quantities, often without any real understanding of what the job entails. Then before you can object or ask what they really want, they have an 'important meeting' to go to. They avoid eye contact and continuing to talk over you if you start to say anything. They make employees feel under-valued and generally abuse. The best thing that can be said is that they are typically there not very often and you can largely get on with the job by yourself. While the "great" leaders of the past are gone, the real lesson here is that our current leaders are unable to sustain good relationships with the employees of the University. They need not (and should not) be best friends with them, they should respect them and communicate regularly and with integrity. Listen too -- this is a key skill and frequent activity of good leaders. There are great leaders out there and we do not have to be stuck with the ones we have. The Tod Hall Leaders should be put on a leadership improvement plan, if they are unable to change their leadership style, they need to be replaced.*

## **2a. SUB-THEME: BOARD OF TRUSTEES ROLE**

Data reveal confusion or dissatisfaction with the role of the Board of Trustees (BOT) and the BOT's contribution to the functions of the university. Respondents perceive the BOT to be secretive, lack knowledge of university functions, and lack respect for employees. Respondents desire clarity in the role of the BOT and their relationship to Senior Leadership. Employees desire for the BOT to express support and appreciation for university employees. (28 comments)

### Actionable Items

- There should be a faculty representative on the Board of Trustees.
- Board of Trustees meetings must be transparent. Decisions should not be made in "back rooms."
- Clarify the role of the Board of Trustees in the decision-making process.
- Clarify the relationship between the Board of Trustees and Senior Leadership.

### Notable Quotes

- *The Board of Trustees do not have respect for the faculty.*
- *The BOT meetings should be more open. Everything is done in the back room and then they come out and breeze through the meeting. The meetings used to be at least 1-1/2 hour with discussions. Now they just breeze through with approvals of Items 1 to 10 and they're done in 20 minutes. You have to go [online] to find out what is going on. There should be employee representation on the board, just like there is student representation.*
- *Have the next BOT meeting in our actual building so they can see where we work. Have them come down the dark staircase and step over the plywood covering the hole in the floor.*



- *There needs to be clear definition and boundaries between the Board of Trustees and Senior Administration. The relationship has become convoluted.*
- *Senior Leadership does not relay... facts to the Board of Trustees.*

## **2b. SUB-THEME: LEADERSHIP DISCONNECT**

Respondents note various characteristics that point towards disconnect between Senior Leadership/Board of Trustees members and university employees. Data reveal that employees sense those in leadership do not understand the jobs and functions of individuals on campus, the spaces in which people work, or the high-levels of involvement university employees have with students. Respondents call for Senior Leadership to increase their understanding of the functions of jobs on campus, as well as being visible in places across campus to build relationships and understanding. (28 comments)

### Actionable Items

- Senior Leadership (specifically President Tressel) and BOT members should visit each college and interact with faculty, staff, and students.
- Through listening to employees, Senior Leadership/BOT members should gain a fuller understanding of the workload and effort that goes into student engagement and success on campus.

### Notable Quotes

- *There is no effort to understand each people's roles, what they do on a day to day basis, how busy people are, their frustrations, etc.*
- *There is a disconnect between the upper levels and the people who are actually helping the students. Let them work for a day in Ward Beecher. Let them see what we deal with on a daily basis.*
- *Learn more about how faculty engage with students, and how faculty work to increase student retention.*

## **3. THEME: CALL FOR SHARED GOVERNANCE AND INPUT**

Emergent from the data was the collective notion that Senior Leadership disregards the input and expertise of faculty and staff. Faculty and staff are hesitant to offer valuable input due to patterns of ignoring feedback and a culture of fear. There is a hierarchical power structure in place that hinders shared governance. A great deal of the frustration with shared governance is around the hiring and actions of Provost Abraham. Respondents are scared. Respondents are frustrated. Respondents don't

feel valued, because their opinions and expertise aren't a part of the direction of the university. Senior Leadership is not creating an environment where providing expertise and valuable input is encouraged, respected, or even safe. (131 comments)

### Actionable Items

- Senior Leadership should attend training on shared governance.
- Senior Leadership should respect the role of the supervisors/chairs and seek their expertise in the areas in which they manage. Give authority back to deans/chairs/supervisors.
- Institute a monthly communication process that sends updates and changes before they are implemented (regarding building, policies, and procedures). Create a channel for feedback based on this communication.
- Senior Leadership should demonstrate that feedback is valued; frequent, genuine appreciation is effective at making others feel comfortable sharing their ideas and fosters an inclusive environment.
- Develop a tool for needs-based analysis to provide opportunity for departments to weigh in on decisions before finalizing.
- Senior Leadership must follow established policies and protocols (e.g. hiring, governance documents).

### Notable Quotes

- *The intimidation has to stop. People are afraid. Why come to work when you're afraid? People are afraid to speak their minds because they are afraid they will lose their jobs.*
- *Shared governance is a big issue, but I doubt either administrators or faculty could tell you what it means. There is an opportunity here to bring people together, engage in a serious self-study involving anyone on campus who wants to contribute, and come to consensus. Some key decisions such as hiring Abram [sic] as provost, forming an honors college, and making department chairs administrators appear to be happening without the right kind of discussion. We aren't a football team subject to the whims of the coach—we are a community of incredibly well educated people who are independent thinkers.*
- *Shared governance has been continually undermined for years and the problem has been exacerbated by the actions of our current provost.*
- *Respect college-level and department-level decision making processes. Deans and department chairs can and should be relied on.*
- *So many administrators at chair/director level have been assigned increased responsibilities by the Provost and others without staffing... There should never be work assigned by the Provost without direct communication by the Provost with the chair/director responsible for completing the work. The Provost should be willing to listen to concerns and challenges so timelines to complete the work, when established, are reasonable. If new work needs done/implemented right away without adequate resources, decisions to eliminate other work must be made collaboratively.*

## 4. THEME: PAY EQUITY

The data reveal widespread dissatisfaction with the levels of pay on campus, along with widespread dissatisfaction in the recent raises distributed to members of administration. Respondents call for fairness when it comes to pay; everyone is given a raise or everyone sacrifices together. The data supporting pay is linked to other significant issues of value and respect of expertise. Faculty and staff sense they are “not worth a raise.” Additionally, competitive pay is a significant factor in acquiring a talented faculty and staff and therefore a factor in the quality of our institution. Respondents are upset with their levels of pay, especially when it is paired with an increase in workload because of staff reduction. (95 comments)

### Actionable Items

- Increase pay and equally distribute raises.
- Use strategic budgeting to prioritize competitive pay for faculty and staff.
- Increase transparency of university pay structure by making job descriptions and pay ranges available publicly.
- Fairly compensate employees for additional workload and responsibilities.

### Notable Quotes

- *If we are going to be successful, we need to work together. We are not treated like a team. That's why morale is low. There is no appreciation, no wage increase, less money in our paychecks. They don't think how this affects us. They are like, "if you don't like it, too bad." We are here for the students, but sometimes it's hard.*
- *Not believing that employees are worth a raise while the "higher ups" continually receive big raises.*
- *Pay raises should be equally distributed. One for all, and all for one. If one group is denied pay raises, then no one at YSU gets raises. If the budget is restrictive for one person, department, or area, then the budget is restrictive for everyone and every area.*

## 5. THEME: PRACTICE RESPECT, TRUST, AND FAIRNESS

Respect is closely related to many of the other themes in the data (e.g. pay, shared governance). Respondents sense a lack of respect from the Board of Trustees and Senior Leadership for staff and faculty (including part-time faculty). Data reveal a perception that Senior Leadership favors some colleges and programs over others (e.g. STEM favored over CLASS). Employees do not feel respected for their expertise and are seen as replaceable rather than valued, even though they are essential to survival, student success, and every function of the university. Senior Leadership is perceived to only be managing; not leading people through true collaboration and partnership. Respondents believe respect should be modeled at the top and practiced through all levels of the organization. Authentic



appreciation and acknowledgement from Senior Leadership for all employees is needed. (114 comments)

### Actionable Items

- Senior Leadership should find regular and meaningful ways to thank staff/faculty and show appreciation.
- President should visit offices to say thank you. He should make his appreciation known.
- Senior Leadership must stop insulting and bad-mouthing faculty and staff.
- Employees should be seen not as a cost to cut, but as revenue-generating investments.
- Leadership training on treating employees with respect.
- Senior Leadership and Board of Trustees must support staff and faculty in media rather than benefitting from the community thinking the worst.

### Notable Quotes

- *Our direct supervisors at the college level have respect, but outside of the college level they are out of touch with us and what we do. They are happy the students are here, but who makes the students happy and successful? Us. We are the persons who help the students on a day to day basis.*
- *Happy [employees] = better student experience = higher retention.*
- *CLASS is not equally supported. Dr. Abraham has said he does not understand the point of Liberal Arts... We are separate, but not treated equally.*
- *I believe senior leadership needs to set the example for the rest of the university community when it comes to how people should be treated. I believe if they treat everyone, regardless of job position, with fairness, respect, courtesy, and professionalism that that behavior would spread throughout the rest of the campus community.*
- *Please have someone from the [BOT] respond to the constant attacks from our local partisan press on faculty. If the [BOT] or President Tressel would respond to these politically motivated and ill-informed attacks in defense of the faculty and YSU itself, they might find that faculty would feel respected and truly appreciated, instead of softened up for more wage and benefit concessions.*
- *Don't view [employees] as a cost to cut; rather, view [employees] as revenue-generating investments.*
- *The administration treats faculty with utter contempt. No student attends a university on the strength of its provost or various vice presidents. Students attend universities on the strength of its faculty.*

## 5a. SUB-THEME: WIN/WIN NEGOTIATIONS

Data reveal dissatisfaction with past negotiations and union contracts. Rather than negotiations being perceived as administration versus employees, respondents call for bargaining in “good faith” and negotiations as a “win/win” situation. (24 comments)

### Actionable Items

- Bargain in good faith.
- Approach negotiations as a win/win.
- Reduce the incentive to prolong the process by using staff attorneys instead of an outside attorney (paid hourly).

### Notable Quotes

- *I don't think that it is unreasonable to expect that if you do your job that you will be able to earn a livable wage, have decent benefits, have a pension, have some level of job security, and be able to work in a friendly atmosphere... Many of us have heard of administrators making comments criticizing the wages we earn and making comments that none of us should be employed at YSU long enough to earn a pension. ... If administration and BOT would negotiate with us in good faith and treat us fairly in the upcoming round of labor talks, that would be a step in the right direction toward improving morale.*
- *Contracts should not be open to interpretation and manipulation.*

## 6. THEME: INCREASED COMMUNICATION AND TRANSPARENCY

A theme emerging from the data is the flow of information. Employees are frustrated with the frequency, pace, transparency, consistency, and clarity in which information is transmitted from Senior Leadership. Several respondents note finding out information in the local newspaper, before information was shared/released through appropriate campus channels. Respondents sense that information goes up, but either doesn't come down or comes down with no justification or connection to clear strategic vision. There is frustration around not knowing why decisions are made; a lack of transparency. This is made evident in the data when respondents comment on their frustration with communication specific to Facilities. Not as common, but still evident, data reveal frustration in communication not just at the Senior Leadership level but between campus units. Respondents desire clear communication and transparency at all levels across campus. (105 comments)

### Actionable Items

- Reinststitute the annual *State of the University* address.
- Provide explicit information/justification to stakeholders on why decisions are rejected at the Senior Leadership level (e.g. requests for new positions, release time, tenure).

- Share information with employees promptly (before it is read in the Vindicator).
- Establish and publish senior leaders' goals for the academic or fiscal year.
- Institute a once a month time (e.g. brown bag lunch) where employees can come ask questions of the President and Provost regarding the direction of YSU and upcoming decisions.
- Have an internal communication audit done by an expert to identify breakdowns and offer suggestions on the dissemination of information.
- Provide a reference list (especially in regards to technology and facilities) on who to contact for specific questions and requests.
- Use exit interviews to collect input from people leaving YSU.

### Notable Quotes

- *Tell the truth - speak forthrightly and honestly and don't say one thing to one group of people and another thing to another group of people. It doesn't garner respect and this is what you're seeing in the lack of confidence in our administration. A big part of communication is listening to your [employees] that actually know their areas and are in touch with students.*
- *Information travels up to the administration, but never sent back down.*
- *Administration should set objectives and manage with the objectives in mind. Currently the Administration manage by reacting to crisis only. There is a need for more communication. Administration should manage in a way that serves our students after all we are in the business of serving our students.*
- *People simply want to know WHY decisions are made, reasons for them. Have better communication - this would go a long way! John Hyden's email about energy bills was very helpful, for example.*
- *It's bad when you have to hear about big or significant news at YSU through the media rather than employees being told directly by administration. Many joke that YSU's motto should be: YSU, where everything's a secret. There needs to be transparency on the rationale behind decisions made that affect employees. Some decisions made by administration come across as being made for no reason other than spite, retaliation, or bullying. If there's a legitimate reason, then explain in detail why the action is being taken.*

## **7. THEME: INCREASED STAFFING AND BALANCED WORKLOAD**

Respondents are frustrated with the negative effects of steep decreases in staffing levels and outsourcing. Beyond increased workload for those who are currently employed at the university, decreased staffing impacts the quality and efficiency of the university (e.g. student services, retention, research, training for new technology). There is frustration around the speed of the hiring process and onboarding of new employees (decreased staffing has led to slow processes to receive keys, computers, etc.). All of these factors affect the university's ability to recruit and retain quality full-time faculty and staff, and thus our ability to recruit and retain students. Data reveal a call to move towards less part-



time faculty and more full-time faculty. Additionally, employees desire opportunities for professional development and growth. (122 comments)

#### Actionable Items

- Examine ratio of faculty to students, staff to students, administrators to students, and administrators to faculty/staff. Benchmark this against other universities to develop metrics for staffing levels. Make hiring decisions based on staffing models that are proven effective.
- Prioritize resources by hiring more full-time faculty and staff.
- Speed up the hiring process. Programs can't continue without personnel.
- Think strategically about implementing new processes/programs and provide appropriate staffing and training.

#### Notable Quotes

- *There are not enough people to get work done.*
- *Upper administrators justified their recent pay raises by saying that they've had to take on additional job duties, including some duties that are working out of their classification. Well, welcome to YSU! Everyone across the entire campus has had to take on more duties, including those duties that are sometimes out of our classification. We've taken on these extra duties as people retired or quit because the work still needs to get done, and we've all pitched in to get the work done.*
- *Highest workload among peers, lowest pay.*
- *With the replacement of faculty with part-time faculty students are paying more for less education.*
- *Understand the behavioral aspects of employment, not just the mechanics.*
- *I think it's time to have more than just one painter, one key guy, one mover, one driver, etc. We are really lean and it's taking a toll plus services are being neglected. At the same time, supervisors need to evaluate their areas and not be afraid to make changes as needed.*
- *YSU draws from a national pool of faculty. The administration's insistence on pay cuts, increases to workload, and other concessions make it difficult to attract top-tier faculty.*
- *Recruitment, Enrollment & Retention can't be the responsibility of the colleges. There are departments on campus created for these purposes.*

## **8. THEME: PLANNING FOR THE FUTURE**

Data reveal that very few people have any idea about the direction of the university. Senior Leaders are perceived to be making reactionary decisions, rather than casting vision about the future or acting strategically to best serve students. There seems to be a missing link between decisions and a student-centered mission. Respondents want the opportunity to provide input into the future of the university. There is a sense that decisions of the past are negatively affecting the future, and a call for everyone to move on to make the university better. Morale is low for long-time employees. Enthusiasm is needed to move forward. (50 comments)

### Actionable Items

- Comprehensively revise/reaffirm YSU's mission and direction. Establish a 5-year vision or strategic plan, with goals, that is focused on aspirations, not cuts, through collaboration with faculty, staff, and administration.
- Cultivate enthusiasm for moving the university forward together.
- When requests are denied, help provide solutions or justification in accordance with strategic plan.
- Create a master plan or reorganization plan around staffing, instead of making reactionary decisions about positions.

### Notable Quotes

- *I used to feel pride when I said that I worked for YSU and was a YSU employee. In light of that given what was told to us about the ACE Bargaining Unit during negotiations being unprofessional, unintelligent and uneducated has pretty much stripped me of my dignity and pride. The Senior Administration needs to put aside their differences and stop punishing the current employees because the individuals who caused this turmoil and animosity are no longer here. We need to move on together and forge a better place for our students.*
- *Administrators should stop trying to pretend they are working to align with the strategic plan.*
- *Enthusiasm – generate some enthusiasm for moving the university forward together... Let's all (including Sr. Leadership) talk about what we want for the university, what it means to us, and the experience we want to make for the students, our co-workers, and everyone we serve ... We seem to all agree we're not where we want to be now, but where do we want to be?*

## **8a. SUB-THEME: CLEAR PRIORITIES AND EXPECTATIONS**

In planning for the future, expectations and priorities must be established and communicated clearly to faculty and staff. Priorities and expectations should be aligned to the university mission, strategic plan, and budget. The data support the need for academics to be a priority above all else (e.g. athletics). Currently, respondents feel like expectations are ill-defined and poorly supported. This frequently appears when comments discuss expectations for faculty research in regards to high teaching and administrative workloads. Resources and time should be distributed to support university expectations and goals (such as becoming an urban research institute). (106 comments)

### Actionable Items

- Senior Leadership must be accountable for valuing academic excellence first and foremost. Use the comprehensive strategic plan to set priorities and clear expectations for all employees at the university. Support these priorities and expectations, by funneling resources, support, and time to achieve them.
- Each college should have a research forum (brown bag lunch) to build community. It would build collaboration and YSU's image as an urban research university.

- Senior Leadership should not undermine the faculty by encouraging leniency with students.
- Create a mechanism for faculty and staff success stories to be shared campus-wide.

### Notable Quotes

- *My suggestion is to lower the [teaching hours] to allow for a healthy balanced workload. It has been my experience that when institutions invested in their faculty, and provided them with the time for research and professional development, they would come out as a more productive member of the institution... I'm still confused on whether we are a teaching college or a research college. I understand that teaching colleges put more emphasis on more teaching hours, but that does not transfer to a high quality teaching college - I believe it does the opposite.*
- *Ever since moving to Ohio, all I hear from the state is about efficiency. It seems as if many people think this word means when the "most for the dollar." I believe word "efficiency" is actually related to quality. Therefore, we need to examine the actions of this word more closely so that our definition of "efficiency" doesn't lead us to mediocrity, and instead to excellence...I hope that you take action in finding more balance in the faculty workload.*
- *There are far too many resources diverted to the creation of administrative positions and athletics. The strength of a university is the education that a student receives. Therefore, resources should be allocated first to those areas of the university that advance student education.*
- *Campus wide attitude of hostility toward teaching - classroom deficiencies.*
- *The administration should not keep repeating "the academic division is our highest expense", because academics is the university.*
- *I get tasked with many non-technical advisory duties, as there is nobody else to do the work. As I go for promotion, I compete with others that are given time to conduct research and have much better portfolios than me.*
- *I do not believe that senior leadership (Deans and above personnel) understands what junior faculty members need. Many of us joined YSU because we were promised a substantial support for research (time off for research). However, in recent years, senior leadership has decided not honor this promise by taking away time allocated for research. Also, senior leadership comes across as if it does not value faculty research (in particular theoretical research)...Reputation of our university depends on faculty research.*

## **8b. SUB-THEME: STRATEGIC BUDGETING**

Budgeting should align with the mission, strategic vision, and priorities of the university. Respondents call for budgeting that prioritizes academics and forecasts into the future. The university's budget should be transparent and seek the input of employee representatives. (33 comments)

### Actionable Items

- Budgeting should forecast beyond the year and strategize long-term for the sustainability of YSU.
- Senior Leadership should communicate mission/vision and clearly explain how resources align with mission/vision.
- Benchmark to other institutions in terms of our spending per capita. Find out where we are spending our money compared to where our peer institutions are spending their money.
- Senior Leadership could work with other institutions and protest the decrease in available state funds.

### Notable Quotes

- *Budgeting needs to be prioritized with academics first, outward appearances seem to matter more.*
- *The general budget should not be going to Athletics. If athletics is so necessary, explain its value, or why money needs to go there.*

## **9. THEME: INEFFECTIVE PROCESSES**

Respondents share dissatisfaction in many processes that exist on campus. Policies and processes are not always clear or easily accessible. These include, but are not limited to chargebacks, redundant reporting, technology requests, facilities requests, weather/closing policies, online teacher evaluations, and Human Resources processes. Data reveal frustration with certain chargebacks or costs that departments/programs are charged, but should be a part of general university support. Chartwells was noted as being financially burdensome on programs/departments, as well as frustrations with Concur for being time-consuming. (52 comments)

### Actionable Items

- Remove outdated forms and information from webpages.
- Shift unnecessary and/or time-consuming tasks and cost off of academic units that distract from student focus.
- Clarify policies that are considered confusing (e.g. weather/closing policy).

### Notable Quotes

- *This whole thing needs to start from the beginning with new hires. I waited three months for a key to my office because there is only one person who makes keys. You have to wait to get a key. I had no computer for the first two months; I used my laptop. I brought in my own chair for my office. There is no welcome from the time you are hired. You should receive a list of things that you need to*



*know from day one. It might happen with the faculty, but not with the staff. And with the layoffs, people came in who didn't know anything about this place. There is nothing in place for transitions.*

- *It seems apparent that our faculty and staff are feeling overwhelmed and underappreciated. Having been at YSU for three years and having worked at four different campuses I have witnessed that the Academic departments are involved in a lot of campus events. Though I understand enrollment is a campus wide initiative, pulling faculty, staff and administrators away from the classroom for events such as Crash Day, CCP receptions, ALC programs, etc. it leave little time for them to concentrate on current students. My recommendation is to leave enrollment events and responsibilities in the hands of Enrollment Services, ask the CCP office to advise CCP students, require Housing and Residence Life to create and implement Academic Learning Communities and hold other offices accountable for their role on campus. This will allow the academic departments to concentration on the retention and graduation of our current students which should be their first and foremost responsibility.*
- *Academic areas are doing other department's jobs and Human Resources jobs with processing contracts. Procurement jobs with processing Professional Service Agreements.*

## **10. THEME: RESOURCE ALIGNMENT**

Respondents note the ways in which classroom technology, labs, and equipment are out of date. Data reveal that out of date classroom/lab equipment hinders student recruitment and student success. Keeping technology and equipment up to date is an important part of providing enriching educational opportunities to students. Additionally, respondents discuss a lack of technology support and library resources. There is a call for resources to be tied to the university's mission and aligned with strategic planning. New plans should not be imposed without the resources to support them (e.g. FYE courses). Updating technology, equipment, and other resources is a key to faculty and staff performing their job functions at high levels. (51 comments)

### Actionable Items

- Technology and resource budgets should be tied to mission and aligned with strategic planning.
- Increase library budget.
- Stop wasting resources and time (e.g. Provost search, Honor's College Dean search).
- Prioritize infrastructure.

### Notable Quotes

- *I have heard many times that we are attempting to be an urban research university. And while we can debate the meaning of this, the roadmap to becoming such an institution is well trodden by other institutions. It takes capital and investment. [It] means filling scientific staff positions when people leave for green pastures. [It] also means not throwing all of our eggs into one basket (i.e. additive manufacturing). True research institutions both big and small diversify their portfolio. 3-D printing is a niche market and what will happen to us when the bottom falls out and we are left*

*holding all of this equipment that nobody cares about. The university is better off investing its limited resources into building up the fundamental research departments and encouraging faculty researchers to research their own areas of interest instead of cramming niche areas down our throat (by implying that the university only supports additive manufacturing).*

- *My classrooms are an embarrassment. When we try to recruit students in our department, and bring them on tours through our facilities, which have not even seen a coat of paint in decades, let alone the necessary technological upgrades that are required for teaching in the 21st century, it makes a terrible impression on prospective students, who often come from high schools with classrooms far better equipped than our own.*

## **11. THEME: FACILITY CONCERNS**

Respondents are asking for there to be a prioritization of facility updates for spaces of learning on campus. Issues range in severity, but even minor problems, like temperature control, affect labs and equipment in negative ways. The university's inability to address these problems is hindering learning. There is frustration that public facades are being prioritized above academic buildings. Respondents call for a mechanism to provide input in planning and prioritizing facility maintenance and updates. (40 comments)

### Actionable Items

- Ward Beecher needs immediate attention. Input should be gathered from faculty/staff in the building to prioritize upgrades.
- Create a Senate Committee that focuses on facilities or include faculty/staff representatives in facility planning.
- Design a proactive (not reactive) facilities update/maintenance strategy.
- Create a mechanism for requesting feedback from faculty/staff in specific buildings on upgrades.

### Notable Quotes

- *Facilities may have a master plan for upgrades, but faculty have no input or awareness of a plan.*
- *Be proactive, not reactive when it comes to facilities. Offices leak repeatedly, for years, e.g., costing more than if the problem was fixed correctly to begin with.*

## **12. THEME: ETHICS IN HIRING**

Data reveal the notion that cronyism or a "good old boy" mentality muddies the ethics of hiring practices at the university. It is perceived that Senior Leadership has a disregard for hiring and shared governance procedures, when those procedures interfere with hiring friends or preferred candidates.

There is not consistency in the hiring practices of the university at all levels. Additionally, respondents note that delays in processes get in the way of hiring qualified candidates. Searches need to be conducted with an appropriate pace and timeline in order to recruit the best faculty/staff possible. (48 comments)

#### Actionable Items

- Increase the transparency around the search procedures for hiring of administrative-level positions.
- Ensure hiring processes are followed for searches at all levels.
- Identify and remove system problems that hinder the hiring of qualified individuals.
- Prioritize hiring approvals within traditional hiring cycles (e.g. Fall for faculty) to attract the best candidates.

#### Notable Quotes

- *It is frustrating when someone's friend is brought in from off campus, let's say as a consultant and then months later just handed a position. This also goes for employees already on campus that are handed interim positions for months at a time, and then ultimately get the position, often times without a search. I understand that departments need someone to run them and not having a search can be a cost saving to the university, but it is completely unfair. That individual may very well be the best person for the position, but because of the way they end up in it, it leaves a bad taste in everyone's mouth. Plus, it never gives someone else that may be a better candidate the opportunity to apply. This has always happened and continues to happen. When I was hired, I was asked "who do you know that got you in?", so this climate is not only campus wide, but community wide. It makes current staff feel looked over and it eliminates our opportunity to move up.*
- *The administration needs to move away from the 'good old boy' mentality: taking care of friends, giving friends jobs. Things are pushed aside for friends and it has to stop. They need to be more open instead of making back room deals. The rules do not change for us, why do they change for them?*
- *Chairs/directors need better and faster support from HR to hire the best staff in the rare cases we are allowed to hire. The way that hiring works does not produce the best hiring decisions because committees don't know what departmental needs are if they don't work in that department.*

### **13. THEME: MODELING BEST PRACTICES**

Respondents recommend Senior Leadership solicit help by seeking best practice advisement or consulting, attending leadership training, and gathering strategies from other universities to address many of the problems that were brought to light through the campus climate survey, open forums, focus groups, and online form. (20 comments)

#### Actionable Items

- Best practice advising or consulting is recommended moving forward.
- Senior Leadership needs training in areas identified as problematic.
- Senior Leadership should contact leadership at other universities to ask for advice in areas identified as problematic.

#### Notable Quotes

- *Hire management consultants from the 'Association of Governing Boards of Universities and Colleges' to coach senior leadership on the items identified as problematic.*
- *People that are getting paid (administration) need to find the solutions, even if it means outside consultants.*
- *Leadership and Management be required to take leadership and management training.*
- *Out of concern for passing our upcoming accreditation visit, it wouldn't be a bad idea to have our Provost contact the provosts at other Universities scoring well in the Senior Leadership area in the survey. These other provosts may suggestions/models for shared governance and collaborative governance structures.*

## **14. THEME: PROMOTE A DIVERSE AND INCLUSIVE COMMUNITY**

Respondents discuss issues around diversity and inclusion at the university. Included in the data are examples of specific exclusionary practices (e.g. moving disability services, requiring survey questions with only male/female choices) that have taken place. Valuing diverse perspectives is in line with the mission of the university. (16 comments)

#### Actionable Items

- University should confront any exclusionary or disadvantaging practices on campus and elevate diverse and inclusive discourse and processes.
- Administration should re-dedicate their support of LGBTQIA issues on campus
- Office of Multicultural Affairs/Culture of Community should be creating spaces for critical conversations around privilege and bias.
- Disability Services must be in a location on campus that supports students with disabilities.

#### Notable Quotes

- *The lack of diversity on the faculty precludes the ability to advocate for minority students.*
- *As faculty/staff we were sent a [survey] that asked gender as a required field and only had the choices "male and female" and only allowed respondents to choose one answer for their racial identification. These are not mistakes any office on campus should be making, because they communicate to campus that we have a community for some, while others are excluded. If the Culture of Community is the mechanism in which Senior Leadership has decided to best establish YSU as a place that challenges bias and promotes equality - then it would serve us well to have the*

*collaborative be watching for places where exclusion is happening (like that survey) and correct those issues through training and education.*

## **15. THEME: PART-TIME FACULTY TREATMENT**

Comments focus on the treatment and opportunities provided to part-time faculty. Respondents discuss increasing pay, providing opportunities for part-time faculty to give input, clear paths for moving from part-time to full-time positions, and appreciation/recognition for good work. Also present in the data is the fear that the institution relies too heavily on part-time faculty and should seek to add more full-time positions. (44 comments)

### Actionable Items

- Provide a pay increase for part-time faculty.
- Have a part-time faculty representative on Academic Senate.
- Institute a part-time teaching cash-award or means for authentic recognition.
- Each program should have a goal of hours taught by full-time versus part-time faculty to ensure quality and consistency in the program.

### Notable Quotes

- *To improve job satisfaction Part-time Faculty should receive higher compensation and more respect. Invite us, include us and reimburse us for extra duties, such as serving on committees.*
- *Too many part-time people are teaching important courses and consistency is lacking.*





**RESOLUTION OF APPRECIATION  
REGARDING THE YSU CAMPUS CLIMATE SURVEY**

**WHEREAS**, Youngstown State University (YSU) participated in The Chronicles Great Colleges to Work For Survey, a study designed to provide feedback to universities regarding the quality of their workplace, from March 16 through April 8, 2016; and

**WHEREAS**, the results of the survey were reviewed and summarized by the YSU Office of Assessment in September 2016. The information was shared with the Academic Senate Executive Committee (ASEC), who took a leadership role to design ways to disseminate the information and receive feedback. The ASEC, in tandem with the Office of the Provost, formed open forums to discuss possible solutions to the issues identified in the Survey. The ASEC also formed college focus groups to provide greater opportunities for input at the college level; and

**WHEREAS**, a tremendous amount of time and energy was expended by many members of the YSU community in moderating and note-taking at the forums and focus groups, gathering feedback, and analyzing and processing the data from the feedback, and preparing a final report; and

**WHEREAS**, Hillary Fuhrman, Director of Assessment, developed the materials to present the results of the survey, helped to train the moderators and note-takers, and made available a tool for faculty and staff to share opinions. Ms. Fuhrman displayed exemplary leadership in undertaking this project with the utmost professionalism; and

**WHEREAS**, the Senate Executive Committee, consisting of Chester R. Cooper, Adam Earnhardt, Carol M. Lamb, Ramesh Dangol, Tomi Ovaska, Daniel O'Neill, Amy Flick, Patrick Spearman, Cathy Bieber Parrott, and Gabriella N. Gessler, served the University in promoting open and frank discussions on campus; and leading the sessions in a positive light; and

**WHEREAS**, many faculty, staff, and students, including Rebecca Badawy, Mari Ann Cann, Rebecca Curnalia, Ramesh Dangol, Amy Flick, Connie Frisby, Gabriella N. Gessler, Jaietta Jackson, Melanie Leonard, Dorian Mermer, Tyler Miller-Gordon, Cary Wecht, Debbie Yiannaki, and Jennifer Young, helped to facilitate the Open Forums and Focus Groups by their participation of being a moderator or a note taker; and

**WHEREAS**, a group of faculty and staff, including Annette Burden, Justin Edwards, Hillary Fuhrman, Becky Geltz, Alison Kaufman, Jill Mogg, Alicia Prieto Langarica, Kriss Schueller, and Emre Ulusoy, spent numerous hours reading, coding, analyzing, and grouping the data, creating primary themes and sub-themes, and preparing a final document that is a true reflection of the almost nine hundred comments received; and

**WHEREAS**, the members of the Board of Trustees understand and appreciate the time and energy that was expended by these individuals and wish to thank them for their dedication and service to Youngstown State University with this very important project;

**NOW, THEREFORE, BE IT RESOLVED**, that the members of the Board of Trustees express their appreciation to Hillary Fuhrman, the Senate Executive Committee, and all of the faculty, staff, and students named above regarding their service with the Campus Climate Survey, and for their efforts in promoting the welfare and best interests of Youngstown State University and the Community it serves.

**Board of Trustees Meeting  
December 1, 2016  
YR 2017-**

Fall 2016 Honors Courses and Seminars Enrollment & Total Semester Credit Hours						
Honors Courses						
Subj	Crse	CRN	Title	Credits	Actual Enrollment	Semester Credit Hours
BUS	1500H	40814	Honors Exploring Business	3	25	75
CMST	1545H	47766	Honors Communication Foundations	3	25	75
CMST	1545H	47767	Honors Communication Foundations	3	25	75
ECON	2610H	48331	Honors Principles 1: Microeconomics	3	21	61
ENGR	1550H	46732	Honors Engineering Concepts	2	54	108
ENGL	1550H	41479	Honors Writing 1	3	24	72
ENGL	1550H	46213	Honors Writing 1	3	25	75
ENGL	1551H	44413	Honors Writing 2	3	25	75
ENGL	1551H	47707	Honors Writing 2	3	24	72
FNLG	2660H	48430	Honors Women in the Ancient World	3	11	33
GEOG	1503H	47720	Honors Physical Geography	3	17	51
GEOL	1505H	40360	Honors Physical Geology	4	4	16
MATH	1581H	47343	Honors Biomathematics 2	4	13	52
MATH	1585H	41953	Honors Calculus 1	5	46	230
MATH	1586H	41954	Honors Calculus Laboratory 1	1	41	41
MATH	2623H	47742	Honors Quantitative Reasoning	3	6	18
MATH	3705H	47736	Honors Differential Equations	3	16	48
MATH	5895H	48520	ST History of Math and Science	3	3	9
MUHL	2617H	45047	Honors Film Music	3	16	48
PSYC	1560H	48526	Honors General Psychology	3	21	63
PSYC	1560H	47937	Honors General Psychology	3	42	126
PSYC	3700H	48359	Honors Social Psychology	3	5	15
PSYC	4891H	46895	Honors Thesis	1	4	4
					<b>Semester Hours</b>	<b>1442</b>
<b>Honors Seminars</b>						
Subject	CAT	CRN	Title	Credits	Actual Enrollment	Semester Credit Hours
HON	1500	42768	Introduction to Honors	1	25	25
HON	1500	42769	Introduction to Honors	1	25	25
HON	1500	42770	Introduction to Honors	1	25	25
HON	1500	42771	Introduction to Honors	1	26	26
HON	1500	48314	Introduction to Honors	1	20	20
HON	1500	48559	Introduction to Honors	1	20	20
HON	1500	48560	Introduction to Honors	1	20	20
HON	2601C	48316	Civic Innovation	1	15	15
HON	2602J	48550	Seminar of Geology of Streams & Cave	1	16	16
HON	3701G	48318	Food & Spirits	1	15	15
HON	3701L	48317	Election 2016	1	15	15
HON	3799B	48315	Tropical Ecology	3	3	9
HON	4890	42986	Senior Honors Thesis	1	1	1
					<b>Semester Hours</b>	<b>232</b>
<b>Fall 2016 Total Semester Hours from Honors Courses and Seminars</b>						<b>1674</b>