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APR 26 1984

OFFICE OF THE PROVOST

GILLIS, BERNARD T.

OFFICE OF THE PROVOST

ACADEMIC SENATE MINUTES

April 4, 1984

CALL TO ORDER

Chairman Larry Esterly called the meeting of the Academic Senate to order after establishing that a quorum was present.

APPROVAL OF MINUTES OF MARCH 7, 1984

The March 7, 1984 minutes were corrected as follows:

Page 1, Paragraph 3: Dr. Dorothy Scott

Page 4, Lines 18 & 26: Phil Munro

Page 5, Line 29: Addition of: Voting in favor of the motion, 51;
opposed, 16.

The minutes were approved as corrected.

REPORT OF CHARTER AND BY-LAWS COMMITTEE

William Jenkins reported. He moved that the Senate amend Bylaw 6, Section 2 (g) (1) as proposed. (Agenda Item 834-8)

Motion was seconded, with the following discussion:

Bernard Yozwiak commented that the committee which is charged with the academic standards of the university for graduation should also be responsible for admission requirements.

With no further discussion, MOTION CARRIED.

Jenkins reworded Article 5, Section 1 (a) to read ". . . within twelve calendar days of the date of publication of the minutes of the Senate meeting at which the action was taken." He moved that the Senate approve the two amendments to Article 5 of the Charter as appended. (Agenda Item 834-9)

Motion was seconded, with the following discussion:

Jenkins mentioned the forthcoming proposed amendment to Bylaw 5, Section 2 (a) which would tie in the publication of the minutes with the time in which the President or faculty has to challenge. Jenkins also replied that the Chairman of the Senate would take responsibility for the distribution of the minutes, as he assured the committee it would be possible to have the minutes distributed within seven days.

Lowell Satre asked if the challenging process has been a real difficulty or if it is simply a theoretical problem.

Jenkins replied it is a theoretical problem concerned with not extending the challenge process for too long of a time period.

Ronald Tabak asked what would happen regarding challenge if the Senate had a special summer meeting.

Jenkins replied that faculty members are responsible to be apprised of the situation, even with regard to "special" Senate meetings.

Janet Del Bene questioned the actual time period of the challenge as worded. She suggested the time period be stated as 19 days from the date of the meeting, thereby avoiding the problem that could be caused if the time period is based on the actual date of publication of the minutes.

Howard Mettee moved to amend the forty faculty members' signatures required in Article 5, Section 2 (a) to ten faculty signatures.

Motion was seconded, with the following discussion:

Mettee commented that gathering forty signatures is rather difficult and he feels that fewer signatures would be less of a burden, making the process as easy as possible.

Chairman Esterly requested that David Robinson serve as the Acting Parliamentarian. Robinson advised that the motion made by Mettee was in order.

Yozwiak recommended the amendment be defeated for now, and if the committee would like to consider changing the number of signatures, it should be done at a later date.

Ikram Khawaja commented that the whole principle of challenge is intentionally made difficult so that it would not be abused.

Taylor Alderman asked if a motion for reconsideration at a subsequent Senate meeting required more than an affirmative majority vote.

Jenkins replied that a simple majority vote applied.

Mettee commented that in the University Senate's history, there has never been a challenge. He doesn't feel we should be timid about protesting a hasty Senate action.

MOTION TO AMEND WAS DEFEATED.

Further discussion regarding the main motion:

Del Bene moved to amend the challenge time period to be within 19 calendar days of the date of the Senate meeting at which the action was taken.

Motion was seconded, with the following discussion:

Donald Hovey suggested that the subsequent amendment to the By-Laws insure that the minutes are published within seven days of the Senate meeting.

Del Bene asked how late the minutes could come out and still have 12 days from that date to have action at the next Senate meeting.

Esterly explained that approximately one week is required for turnaround time in order for the agenda to be distributed one week in advance of a Senate meeting as required.

Alderman commented that using a very specific number implies a specific origin from which one can count, and he supported using the number 19 from the date of the Senate meeting.

Phil Munro asked if the agenda must include the fact that there would be a challenge at the following Senate meeting.

Jenkins noted that there was no reference in Article 5 regarding whether or not it would be included.

Esterly commented that for everyone's information, the reference to the challenge should be an agenda item.

Sidney Roberts remarked that it is imperative that a date be determined by the event itself that may be challenged. He urged the Senate's support of the motion.

MOTION CARRIED.

Discussion regarding the original motion:

Joseph Kirschner moved that an editorial change be made in Section 1 (a) from "his" to "his/her."

Khawaja suggested that the editorial change simply omit "his" leaving "the President" as the subject. Editorial change accepted by unanimous consent.

MOTION AS AMENDED CARRIED.

Jenkins moved that the Senate accept the committee's proposal regarding the distribution of the Senate minutes. (Agenda Item 834-10)

Motion seconded. MOTION CARRIED.

REPORT OF SENATE EXECUTIVE COMMITTEE

Larry Esterly reported. The next Senate meeting will be held on Wednesday, May 2, 1984, at 4 p.m., Arts/Sciences auditorium. Esterly reported that an important item would be included on the agenda regarding the proposed revisions of the Academic Master Plan, as reported by the Academic Planning Committee.

On approximately April 16, faculty would be receiving forms on which they could indicate their preferences as to service on the appointed charter committees of the Senate and on administrative advisory boards and committees. The committee intends to have committee assignments completed by mid May.

Dr. George Beelen gave a brief informational report of the March 12 meeting of the Faculty Advisory Committee to Chancellor of the Ohio Board of Regents. See attached report.

Donald Hovey made a brief announcement regarding the upcoming Presidential primary election, urging faculty to advise their students to register to vote.

REPORT OF ELECTIONS AND BALLOTING COMMITTEE

No report given. Esterly noted that ballots were in the mail for election at large to the Senate for the next academic year.

REPORT OF CURRICULUM DIVISION, ACADEMIC PROGRAMS AND CURRICULUM COMMITTEE

No Senate action required. (Agenda Item 834-11) Esterly noted that Senate acceptance of the Curriculum Division report was contingent upon Senate acceptance of the forthcoming motion to be offered by the Academic Standards and Events Committee.

REPORT OF ACADEMIC STANDARDS AND EVENTS COMMITTEE

Peter von Ostwalden reported. (Agenda Item 834-12) He referred to Page 51 of the current Y.S.U. Bulletin under "Grading Systems" regarding the description of "Traditional Grading/No Entry" for English Composition 550 and 551 courses. The committee felt that in order to preserve the integrity of academic transcripts and to put more emphasis on fulfilling the class requirement rather than protecting the g.p.a., the English Department should change that particular grading system to "A, B, C/No Credit."

von Ostwalden moved that the Senate accept the proposal of an A, B, C/No Credit grading system for English 520, 540, 550, 551, 550H, and 551H, with the editorial change of including "for these courses" immediately following the final word "accepted."

Motion was seconded. MOTION CARRIED.

REPORT OF COMPUTER SERVICES COMMITTEE

James LaLumia reported. (Agenda Item 834-13) He clarified that the proposed policy would apply to all purchases made through the university. The proposed Information Center is not intended for the official use of individuals interested in their own microcomputer. Also, the Computer Advisory Committee recommended a policy which does not coincide with this committee's policy. The essence of this committee's proposed policy is regarding voluntary consultation with a person who can advise on the various aspects of a potential purchase, compatibility to existing software and equipment, and provide a list of available resources.

LaLumia moved to accept the proposed policy.

Motion was seconded, with the following discussion:

Taylor Alderman moved to postpone action on this proposal until the next Senate meeting so that Administration might more fully consider the proposal.

Motion to postpone was seconded. MOTION CARRIED.

UNFINISHED BUSINESS

None.

NEW BUSINESS

Lauren Schroeder offered a resolution for the Senate's consideration regarding the Board of Trustee's procedure of electing the University President. (See attached resolution) Schroeder moved that the Senate accept the proposed resolution.

Motion was seconded. MOTION CARRIED.

David Robinson moved that the Senate take from the table the motion of the Academic Standards and Events Committee regarding the minimum general requirements and that it be included on the May Senate meeting agenda.

Motion was seconded.

From the floor it was observed that there was an absence of quorum. Esterly asked for a hand vote. A quorum was not present.

MEETING ADJOURNED.

Respectfully submitted,

Cynthia Peterson
Cynthia Peterson, Secretary
Leanne Wilms, Student Secretary

FACULTY ADVISORY COMMITTEE (FAC) TO
CHANCELLOR OF BOARD OF REGENTS

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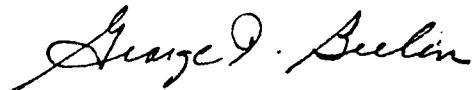
Meeting of March 12, 1984

The meeting was not as eventful as most have been. Dr. John Tafel of the OBOR staff was our morning speaker. He presented a brief summary of the history of Program Excellence, the criteria used for selection and some discussion of the committees that will select the programs to be awarded grants. Most of this session was a discussion of familiar material, indeed it was a rehash of what we already knew.

Upon learning that Acting Chancellor William Coulter would not be with us, we spent the afternoon session suggesting some minor revisions of FAC bylaws. We will vote upon those revisions at our next meeting.

The next meeting of FAC will be on Wednesday, April 26. I invite your questions and comments. Please call me at Ext. 3451. (Note the attached "official" FAC minutes.)

Respectfully submitted,



George D. Beelen

FACULTY ADVISORY COMMITTEE
TO THE CHANCELLOR OF THE
OHIO BOARD OF REGENTS

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Minutes of the Meeting of March 12, 1984.

Chair Jacob called the meeting to order with the following members present: J. Armstrong, G. Beelen, R. Boyer, C. Budd, P. Falkenstein, S. Givens, E. Harden, L. Hodgson, J. Jacob, P. Jastram, R. Johnson, K. Kalinos, B. Leidner, H. Monro, L. Moore, G. Rothman, P. Scott, J. Ward, and R. Weston.

MORNING SESSION

Minutes The Minutes of the meeting of February 16, 1984 were approved as circulated.

Miscel- lany The Chair informed FAC that Acting Chancellor Coulter's brother had died suddenly and that he would not be able to meet. The group discussed what it might do and decided to use the afternoon session to revamp the Bylaws of FAC. Some limited discussion also occurred about the relations of FAC and ACC.

Program Excellence Dr. John Tafel of the OBOR Staff presented a brief summary of the history of program excellence and the process followed in its implementation. The process included the development of criteria for evaluation and how to rank the success of academic programs. All institutions were notified that up to seven proposals could be submitted from each, and that each proposal should not exceed twenty pages in length, with five of those pages presenting the proposal and fifteen giving documentation. Tafel said that thirty institutions submitted 131 proposals from which thirty nine were selected for the second round. He concluded by saying that teams of three were currently in the review process which would include site visits. The final awarding will be announced in May by OBOR.

- FAC asked several questions about the process and its purposes. Among them were:
- 1) Does a short term grant really give long range benefits of quality? Tafel replied that the planners felt that it would and that the program was a new one which was aimed at moving into recognition of excellence. Its newness might mean that it was flawed in some respects.
 - 2) Did it appear that a broad spectrum of areas was being recognized? Tafel felt that such was the case and cited the distribution of programs selected for second review. (Programs selected attached to these Minutes.)
 - 3) What were some of the types of support requested in the proposals? Examples given were for library resource enhancement, specific equipment additions, guest lectureships, and departmental endowment funds.
 - 4) Were the guidelines used to be continued? Tafel said that had not been resolved, but that there were some issues that he would raise. Among those was the formula for applications in which larger institutions would be allocated more applications than smaller ones. He also indicated that the issue of what is to be considered excellence had to be reassessed.
 - 5) Would programs that were cut be given some indication of why? Tafel stated that as soon as possible each such program would receive a written critique which it was hoped would do that.

AFTERNOON SESSION

Updating of FAC Bylaws FAC spent its afternoon sessions reworking its bylaws. It was agreed that FAC at its April 26 meeting would vote on the reworked document. A copy will be sent prior to the meeting to each member of FAC. Any member not able to attend the meeting may cast a proxy vote by sending it to the Secretary before the date of the meeting.

The next meeting of FAC will be on Thursday, April 26. The May meeting will be on Wednesday, May 23. Both meetings will convene for the morning session at 10:30 a.m. and the afternoon one at 1:15 p.m. The meetings will be held in the Conference Room of OBOR.

Respectfully submitted,
Stuart R. Givens
Stuart Givens

ELECTION OF UNIVERSITY PRESIDENT RESOLUTION

The Academic Senate, representatives of the students, faculty and administrators of Youngstown State University, opposes the procedure by which the Board of Trustees selected the University President. Collegiality that fosters candid expression and debate of ideas is the cornerstone of a quality university. The University President in addition to the obvious administrative duties must, more importantly, epitomize and promote the collegial openness that is prerequisite to achieving the University's mission. The Board of Trustees by its unilateral decision failed to recognize the essence of the University and weakened the foundation of openness on which continued development of excellence is based. We urge that the Board of Trustees formulate policy that will ensure that future administrative appointments are made with the benefit of recommendations from the University community.

The Senate by this resolution does not question Neil Humphrey's qualifications or character. We recognize Dr. Humphrey as a highly capable and personable leader who has the promise to be an outstanding President of Youngstown State University. We regret that the Board of Trustees, by its nescient decision, has made Dr. Humphrey's job more difficult.

INTER-OFFICE CORRESPONDENCE

TO Dr. Neil Humphrey, Office of the PresidentDATE 5 April 1984FROM Larry E. Esterly, Chairman, The Academic Senate*Larry Esterly*

SUBJECT: Summary of the meeting of the Academic Senate, 4 April 1984

AGENDA ITEM

(Corresponds to numbering of agenda items on circulated Agenda)

1. Call to order; quorum present.
2. With correction to page 5, line 29, of Minutes of Academic Senate of 7 March 1984, minutes were approved.
Correction: Motion carried. Voting in support of the motion, 51;
Opposed, 16.
3. Charter and Bylaws Committee: Report by William Jenkins. Jenkins moved Senate adoption of an amendment to Bylaw 6, Section 2 (g) (1) to increase faculty representation on the Student Academic Affairs Committee from six to eight. Motion carried. (Agenda item 834-8). Jenkins moved to amend Article V, Sections 1 (a) and 2 (a) of the Charter which treat the issue of "challenge" to a Senate decision on the part (1) of the President of the University, and (2) of the full service faculty. Motion, as amended, carried, providing that in both instances, (1) and (2) the period for "challenge" would be nineteen ^{calendar} days from the date of the Senate meeting. Charter changes proposed by the Senate are subject to approval in a mail ballot distributed to the full service faculty, and, ultimately, by the Board of Trustees. (Agenda item 834-9). Jenkins moved an addition to Bylaw 5, Section 2 which would require Senate minutes to be published within 7 calendar days of the date of the Senate meeting. Motion carried. (Agenda item, 834-10).
4. Senate Executive Committee: Report by Larry Esterly. Next meeting of the Academic Senate, 2 May 1984, 4 p.m., Arts/Sciences Auditorium. Report by Academic Planning Committee on revision of the Academic Master Plan anticipated. Forms will be circulated to full service faculty members by mid-April to allow preferences to be registered as to committee assignments for academic 1984-85. Brief report given by Dr. George Beelan, YSU representative, Faculty Advisory Board to the Chancellor, Ohio Board of Regents.
5. Elections and Balloting Committee: No report.
6. Curriculum Division, Academic Programs and Curriculum Committee: Report by L. Allen Viehmeyer. Approval of courses listed in report contingent upon Senate approval of the motion to be offered by the Academic Standards and Events Committee. No formal Senate action required. (Agenda item 834-11).

Academic Standards and Events Committee: Report by Peter von Ostwalden. von Ostwalden moved Senate approval of a "A, B, C/NC grading system for English 520, 540, 550, 551, 550H and 551H. Motion carried. (Agenda item 834-12).

6. Computer Services Committee: Report by James LaLumia. LaLumia moved Senate approval of the committee's policy recommendation on the "acquisition of micro computer devices". Motion to postpone consideration of said motion until the Senate meeting of 2 May. Motion to postpone by Taylor Alderman. Motion carried.
7. Unfinished business: None.
8. New Business: Motion by Lauren Schroeder that the Senate adopt the following resolution:

The Academic Senate, representatives, of the students, faculty and administrators of Youngstown State University, opposes the procedure by which the Board of Trustees selected the University President. Collegiality that fosters candid expression and debate of ideas is the cornerstone of a quality university. The University President in addition to the obvious administrative duties must, more importantly, epitomize and promote the collegial openness that is prerequisite to achieving the University's mission. The Board of Trustees by its unilateral decision failed to recognize the essence of the University and weakened the foundation of openness on which continued development of excellence is based. We urge that the Board of Trustees formulate policy that will ensure that future administrative appointments are made with the benefit of recommendation from the university community.

The Senate by this resolution does not question Neil Humphrey's qualifications or character. We recognize Dr. Humphrey as a highly capable and personable leader who has the promise to be an outstanding President of Youngstown State University. We regret that the Board of Trustees, by its nescient decision, has made Dr. Humphrey's job more difficult.

Motion carried.

Motion by David Robinson to return from the table the proposal on minimum standards as previously offered by the Academic Standards and Events Committee.

Observation of lack of quorum; absence of quorum established.

9. Adjournment.

cc: Dr. Bernard Gillis, Provost
Ms. Cynthia Peterson, Secretary, The Academic Senate

April 4, 1984

academic

The Senate, ~~is~~ ^{the} representatives of ^A students, faculty and administrators of Youngstown State University, oppose the procedure by which the Board of Trustees selected the University President. Collegiality that fosters candid expression and debate of ideas is the cornerstone of a quality university. The University President in addition to the obvious administrative duties must, more importantly, epitomize and promote the collegial openness that is prerequisite to achieving the University's mission. The Board of Trustees by ~~their~~ ^{its} unilateral decision failed to recognize the essence of the University and weakened the foundation of openness on which

continued development of excellence is based. We urge that the Board of Trustees formulate policy that will ensure that future administrative appointments are made with the benefit of recommendation from the University community. The Senate by this resolution does not question Neil Humphrey's qualifications or character. We recognize Dr. Humphrey as a highly capable and personable leader who has the promise to be an outstanding President of Youngstown State University. We regret that the Board of Trustees, by ~~their~~ ^{its} nescient decision, ~~have~~ ^{has} made Dr. Humphrey's job more difficult.

formulate

the benefit of recommendation from the University community

Lauren Schroeder H

corrected copy to Cindy Peterson

S. Esterly

April 4, 1984

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continued development of excellence is based. *We urge that the Board of Trustees*

formulate policy that will ensure that future administrative appointments are made with the benefits of

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recommendation from the University community

Lauren Schroeder H

Today we like to present a less controversial matter for your consideration.

Background Info:

On p. 51 of our current YSU Bulletin, under Grading Systems, we find the the description of Traditional grading / No Entry (meaning A, B, C / NE) for the English Composition Courses I-II (meaning 550 / 551). It reads:

"To receive credit for Basic Composition I-II a student must earn a grade of C or better. If the student fails to do so, no record of this attempt is entered on the transcript"

The Engl. Dpt. now wishes to change this ~~particular~~ grading system to "A, B, C / No Credit" for the ^{Engl.} courses listed in your agenda. (It applies only to these courses).
the main reasons being:

- 1) to preserve the integrity of the academic transcript; the "No entry" does not appear on a student's transcript. A grade of NC would therefore give a student more incentive to earn a passing grade.

ABC/NC

the grading system will also allow the student more time to work on writing skills, and, at the same time, will not penalize him/her by affecting the grade point average.

Therefore, there would be more emphasis on fulfilling the requirement, rather than protecting the GPA. The Engl. Dpt. does not object to seconds or (with Dean's permission) third attempts to pass the course.

Also,

2.1 The YSU Dean's Council had suggested that the Engl. Dpt. review its "No Entry" system and is in favor of the ABC/NC system.

3. Asst. Provost Dr. Scriven also recommends acceptance of the proposal. He has researched the ramifications and finds that all mechanical aspects are sound and the computer programming can be designed to accommodate this change.

Eric Peterson

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

Date March 19, 1984 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Academic Standards and Events Committee

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

Appointed chartered

Names of Committee members: M. Braden, H. Earnhart, S. Guzell, J. Hassel, D. Henneman, P. Munro, D. Rost(ex-officio), W. McGraw, J. Scriven, A. Stocks, C. Duff, P. Sorenson and P. Von Ostwalden (chairman).

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The proposal was referred to the Academic Standards and Events Committee from the Curriculum Division of the Academic Senate, which had received from the English Department a proposal for a revision of the composition sequence, including a change in grading policy for these courses. After consultation, the Academic Standards and Events Committee has determined that the grading system is appropriate for the composition sequence.

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

If so, state the motion: I move that the A, B, C/NC grading system for English 520, 540, 550, 551, 550H and 551H, as contained in the English Department course proposals, be accepted. *for these courses. (editorial change)*

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

Other relevant data: _____

Peter Von Ostwalden
Chairman

SCHNUTTGEN, HILDEGARD


UNIVERSITY LIBRARY

ATTENTION

Attached you will find a copy of proposed revisions of the Academic Master Plan as developed by the Academic Planning Committee of the Academic Senate.

Please give particular notice to the cover letter of Dr. Ralph Crum, Chairman, which solicits faculty input.

Senate members should consider the attached proposed revisions as part of the report of the Academic Planning Committee to be submitted to the Academic Senate at its meeting of Wednesday, 2 May 1984. The Senate Agenda to be distributed later this month will not include this material. Please retain these proposed revisions for Senate consideration at that time.


Larry E. Esterly
Chairman
The Academic Senate

6 April 1984



YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN, OHIO 44555

April 4, 1984

TO: Members of the Faculty and the Academic Senate
FROM: Ralph G. Crum, Chairman Academic Planning Committee
SUBJECT: Revisions to the Academic Master Plan

The attached draft produces the revisions to the Academic Master Plan as developed by the Academic Planning Committee.

These revisions reflect faculty and administrative comments received last year as well as by our request of earlier this year.

This report will be presented for approval at the May 2 meeting of the Academic Senate. The Planning Committee has worked hard to accomplish as much as possible and yet to produce material which can be presented to the Board of Trustees at their June meeting in accordance with the provisions of the biennial revision schedule.

In light of the time constraints, the Academic Planning Committee asks your indulgence in this matter. The Senate must act in a positive manner to approve or disapprove the revisions at the May 2 meeting. If it did not, it would then be impossible for the Provost to review these revisions and produce the Master Plan for presentation at the June meeting of the Board. Therefore, we are asking you to present your final comments to any member of the Committee, in writing, no later than April 18. A commentary sheet is provided for your use. You may also wish to xerox a page and write in your comments.

Your comments should be explicit instructions to the Planning Committee reflecting "why" and "what" as well as "how" we should change. The Committee will consider your comments before the May 2 Senate meeting. Copies of resulting changes to these revisions will be distributed at the Senate meeting.

May we have your cooperation? We need your positive comments and criticisms now. Send them to any Committee member.

ARTS AND SCIENCES	—	Ikram Khawaja, Geology
		Dean Brown, Mathematics
BUSINESS	—	Clement Psenicka, Management
CAST	—	Margaret Horvath, Home Economics
		Ralph Crum, Engineering Technology
EDUCATION	—	Edgar Cobett
ENGINEERING	—	Jack Bakos
FINE ARTS	—	Lawrence Hugenberg
STUDENT GOVERNMENT	—	Sharon Tanner
		James Caras

RGC:bjjs

The members of the Academic Senate's Academic Planning Committee are in the final steps of revising the Academic Master Plan of November 1, 1982. We are asking all administrative, faculty, and staff members to take the time to read the rough draft copy provided

In order to produce the most accurate, complete, and usable document we would appreciate it if you would complete the form below on or before APRIL 18 and send it to ANY COMMITTEE MEMBER
SEE LIST.

Thank you for your cooperation and assistance.

What section, item, sentence, or phrase are you suggesting to be changed?

What about the section, item, sentence, or phrase is not true, is unclear, is inaccurate, or is poorly stated?

What change would you suggest to make the section, item, sentence, or phrase true, more accurate, or more clearly stated?

How do you see your suggested change making the section, item, sentence, or phrase true, more accurate, or more clearly stated?

YOUNGSTOWN STATE UNIVERSITY

ACADEMIC MASTER PLAN

YSU

JUNE 1984

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(REVISED)

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I. INTRODUCTION

The Introduction to the Master Plan should be revised to eliminate some now less important reflections of past planning and to incorporate activities more recently completed.

This activity will be completed by Provost Gillis with the assistance of the Academic Planning Committee.

I. INTRODUCTION

The need for institutions to develop long range academic plans has become increasingly apparent. There is no single approach to the academic planning process, a fact that is evidenced by the large number of articles, handbooks, models and meetings, covering all facets of academic planning, which have been developed within the past decade. It is a fact that budgets are becoming more restrictive, and as enrollments become less certain, as the inflation cuts into real dollar value, and as funding patterns shift, each institution that wishes to control its own direction must do so through deliberate coordinated planning efforts.

Thus, at the general faculty meeting on September 15, 1978, President John J. Coffelt stated, "It is highly desirable that periodically we take time and devote sufficient resources to plan the University's future. It is vital that all building planning and all financial planning be based on a sound academic plan. Accordingly, the Board of Trustees has directed by Summer, 1980, we have completed a new academic master plan to guide up through the next decade. This academic plan will set forth the educational programs we expect to add, or strengthen, and a method of evaluating existing programs." At the same meeting, the President announced that he was appointing Dr. Earl E. Edgar, Academic Vice President, "to assume general direction of the academic plan development."

The fact that no "formal" academic plan existed at the time of the President's announcement is not meant that no academic planning had been done in the past nor that none was being done at that time. On the contrary, the change of the University from private to state ownership in 1967 imposed new obligations upon the University and at the same time provided financial resources to allow program expansion. Many new programs were added, ranging from one-year certificate and associate degree, through baccalaureate and master's degree programs. Each demanded considerable planning to take place before it was approved by the Ohio Board of Regents. The periodic Master Plans for Higher Education in Ohio, as well as the local University Mission statement and the long established objectives of the University, in effect, have served as the academic master plan to date.

Vice President Edgar initiated the planning process by the appointment of several committees charged with determining what data should be collected both internally to the university, as well as from external sources, that might have some impact on planning, determining the nature of the reports to be prepared by each constituency of the university, and establishing the time schedule for the entire planning process. The faculty of each department were involved in preparing a report that included historical data on a number of items aimed at observing

trends, plans for the future in regard to new programs and resource needs, and suggestions for improving the university's operation and structure. The departmental reports were reviewed and commented upon by the appropriate deans. These reports were completed near the end of 1979 and represent supportive documents to this plan.

In the spring of 1980, the Executive Committee of the Academic Senate became concerned over the planning procedure. The Committee felt it important that greater involvement of the faculty and the Academic Senate exist in the procedure. With concurrence of the Administration, a resolution was passed by the Academic Senate on May 7, 1980, creating an ad hoc Planning Committee with a designated membership, to "review the information gathered by the already completed phases of the Academic Planning Process and establish academic program priorities from that information and any supplemental information that may be sought and/or gained and take into account the goals established by the Academic Goals Committee."

The Academic Planning Committee held its first meeting on May 12, 1980 and met almost weekly for the rest of the 1980 year. The work of the Academic Planning Committee can best be described as a "learning experience in planning." Some members of the Committee felt that the result of the planning process should be recommendations so specific that they could serve as a "blueprint" for the Budget Committee; others felt that only general recommendations should be included in the final report. Complicating the discussion was the issue of how the approved list of academic goals was to be correlated with the departmental planning reports that were prepared prior to and independent of the goals formulation process. Consensus was reached on a procedure that called for a discussion of the goals and for making recommendations on how the achievement of these goals may be enhanced. The recommendations appear in Appendix A.

Since the deadline for submitting the Committee's report was found impossible to meet, the Committee was faced with the issue of requesting an extension in order to complete its assigned task or to coming to an abrupt conclusion by making a list of recommendations on how the planning process might be continued. It was the consensus of the Committee to choose the second alternative. Since a program-by-program analysis could not be achieved in a reasonably short period, the task was deferred. Obviously without this analysis, no specific set of priorities could be established for the different programs. The recommendations for continuation appear in Appendix B.

The Planning Committee reviewed the list of goals, shown in Appendix A, made some minor modifications to eliminate redundancy or to clarify intent, and then rearranged the goals as they seemed to apply most directly to one of five areas: STUDENTS, PROGRAMS, FACULTY, ADMINISTRATION, AND COMMUNITY. It was felt that including the statement of the goals in the planning process was

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most appropriate and that some recommendations should be made as to what future actions might be taken to enhance the achievement of the stated goals. To that end, following the statement of each goal in Appendix C, the committee has provided one or more recommendations that future studies, actions, or policies might address. These recommendations are in the form of comments, suggestions for action or recommendations for particular studies to be made. In some instances, the recommendation may address an activity that is currently under way but is mentioned now for the purpose of emphasizing its importance in achieving a specific goal. Obviously, the recommendations made are not meant to be the only method by which the achievement of a goal may be enhanced. In fact, future studies may even reveal that a given recommendation had very little effect in achieving the goal. The recommendations are offered only to provide some guidance for future planning toward achieving the stated goals.

Though the output of the Committee was not monumental, it has served the purpose of initiating discussion, for the first time, of considering the University as a single entity rather than groups of isolated enterprises; considering Youngstown State University as a university rather than a multiuniversity. It was the hope of the Academic Planning Committee that the efforts and discussions continue in that direction.

II. HISTORY

This section of the Master Plan is important for readers unfamiliar with the background of the University. The history may be expanded or revised to incorporate the work of Professor Skardon.

II. HISTORY

Youngstown State University had its beginning in 1908 with the establishment of the School of Law of the Youngstown Association School, sponsored by the Young Men's Christian Association. In 1920 the state of Ohio empowered the School to grant the degree of Bachelor of Laws; in the same year the school offered a four-year course in business administration. In 1921 the School changed its name to the Youngstown Institute of Technology, and liberal arts classes were offered, in the evening, for the first time. In 1927 the College of Arts and Sciences, offering daytime classes, was established. In 1928 the institute again changed its name to Youngstown College and in 1930 the College conferred its first Bachelor of Arts degree.

Dana's Musical Institute, founded in nearby Warren in 1869, became the Dana School of Music of the College in 1941. In 1946, the engineering department, organized several years before, became the William Rayen School of Engineering; two years later the business administration department became the School of Business Administration; and in 1960, the department of education became the School of Education.

In 1944 the trustees of the Young Men's Christian Association transferred control of the institution to the members of the Corporation of Youngstown College, and in 1955 the corporation was re-chartered as The Youngstown University. The University joined the Ohio system of higher education in September, 1967 as Youngstown State University.

The Graduate School and the College of Applied Science and Technology were established during the spring of 1968. In 1972, the University became a member of the consortium, formed by the University of Akron, Kent State University and Youngstown State University, which sponsors the Northeastern Ohio Universities College of Medicine. The College of Fine and Performing Arts was established in 1974.

III. THE OHIO SYSTEM OF HIGHER EDUCATION

This section of the Master Plan should be retained. No changes have been suggested by the academic community or by members of the Academic Planning Committee.

III. THE OHIO SYSTEM OF HIGHER EDUCATION

The state system of higher education(1) includes twelve universities, two independent medical colleges and forty-nine two-year campuses. Through this system, the state has met its goal of establishing a campus within commuting distance of every Ohio citizen.

The system of higher education places strong emphasis on the concept of institutional autonomy for the colleges and universities. Primary authority for managing the institutions is vested in individual boards of trustees. There does appear to be movement toward increased centralized planning and control by a likely legislated academic program review and evaluation, through funding model modifications, and through other requirements dictated by the Ohio Board of Regents.

The twelve universities offer unique blends of programming at the baccalaureate and graduate levels, function as important research centers, and make major public service contributions.

Five of the institutions are urban universities; the category includes the University of Akron, Cleveland State University, the University of Toledo, Wright State University, and Youngstown State University. Five of the universities are residential campuses: Bowling Green State University, Central State University, Kent State University, Miami University, and Ohio University.

The University of Cincinnati is committed equally to metropolitan affairs, research, and scholarship, while Ohio State University is the major research university in terms of program and mission.

Further strengthening higher education in Ohio is the state's system of two-year campuses, which includes community colleges, university branches, state general and technical colleges, technical colleges, and urban university community and technical colleges. A major element of this system is technical education, which educates thousands of students for semi-professional jobs.

In addition to the state campuses, Ohio's system of postsecondary education also includes 61 independent, non-profit colleges and universities, over two hundred proprietary schools and a broad range of adult occupational education programs.

These colleges and universities are avenues of opportunity for men and women seeking to realize their full potential, both as individuals and as members of society. The campuses foster the intellectual qualities essential for growth and achievement, broaden human horizons by advancing knowledge, and perhaps most important, transmit the values and wisdom which are the foundation of our democratic society. This concern for

(1) Higher Education in Ohio Master Plan: 1976, Ohio Board of Regents

intellectual growth is central to the mission of higher education.

The colleges and universities prepare people for employment, open doors to opportunity for the disadvantaged, and provide the opportunities for continuing education so important in today's rapidly changing world. Through their research programs and public service activities they also stimulate economic growth and help resolve critical social problems.

IV. UNIVERSITY MISSION

The University Mission section of the Master Plan has been revised. Portions of the new material have already been incorporated into the draft of The Strategic Plan 1984-1994 by President Humphrey. The Academic Planning Committee has suggested that the mission statements be consistent between the Strategic and Academic plans. The complete newly proposed Mission statement follows and is submitted for your approval.

IV. UNIVERSITY MISSION

Youngstown State University is an urban university, established and assisted by the State of Ohio, and maintained to provide a wide range of opportunities in higher education primarily, but not exclusively, to the residents of Northeastern Ohio and Western Pennsylvania.

Youngstown State University seeks to enrich and liberate the minds of its students, that they may be conscientious, responsible, and productive citizens. We seek to prepare our students for actively confronting the future and shaping it to better forms. To this end the University seeks to combine the best elements of the long tradition of humanistic, liberal education with education in the most significant advancements in science and technology.

The University is committed to quality in teaching, scholarship, research, and community service. The University seeks faculty who combine interest and ability in all of these areas, and especially those who, in the classroom and the laboratory, can stimulate in students an eagerness for learning. The University seeks the primary test of its effectiveness in the quality of its graduates, and their accomplishments and services to society. In this sense, teaching is the primary function and mission of the University and its faculty, while scholarship and research undergird and strengthen this function.

The University will enlarge program offerings at the master's level and develop educational opportunities at the post-master's and doctoral levels as needs and support for such programs develop.

- I. Quality - The University commitment to quality includes the following:
 - 1.1 Teaching. The University recognizes that the key to quality teaching is a quality faculty.

To insure a quality faculty and quality instructional programs, the University will endeavor to

 - *recruit new faculty competitively in order that quality persons, whose goals and talents are consistent with the University's mission, may be obtained and retained.
 - *provide a working environment--workload, opportunities for research and professional development, rewards for achievement, facilities, etc.--which will stimulate its faculty to maintain and improve their quality.

*provide staffing and resources for instructional programs adequate to maintain quality in the face of student demand as it is experienced and anticipated.

The faculty will endeavor to

*make every effort to provide quality instruction as their first priority, both in and out of the classroom.

*maintain high academic standards for themselves and their students in courses, and also high admission and graduation standards, as is appropriate to their programs.

*design and maintain curricula appropriate for the times and the needs of the University's students.

*place students in course levels and programs appropriate for their differing abilities, backgrounds, and ambitions.

Students therefore are to expect to receive quality instruction and programs, and are to be expected to do high quality work for their credits.

1.2 Scholarship and Research As one of the missions of the University, albeit not of the same priority level as teaching, scholarship and research will be fostered and supported.

All faculty are expected to maintain quality in their scholarship in the sense that they are active in the body of knowledge in their changing areas. Among the faculty who have the clear inclination and desire to contribute to the pool of knowledge in their discipline, research will be supported by providing for professional development, equipment, etc., as far as possible consistent with University priorities.

It is recognized that the priorities of the University do not permit a general emphasis on research, but also that research of especially high quality will enhance the overall environment in the University community. In order to provide for research of especially high quality, the University will consider selecting a number of specialized areas for concentrated research emphasis.

In these areas a long term commitment would be made to recruit faculty to form a group appropriate for the area and to make available to them time, equipment, support staff, etc. for their research.

1.3 Community Service The University recognizes its need to increase its participation with community leaders, both from the public and private sectors, in the development of an improved quality of life in the Mahoning Valley.

This University cooperation can take the form of utilizing its greatest strengths and potentials which are represented by the faculty, staff and the physical facilities. Training programs, technical and professional seminars and workshops, etc., can be offered through the University in cooperation with local labor groups, agencies and technical and professional societies as a means of retraining the local work force as well as keeping local professionals abreast of the state-of-the-art.

With today's rapidly changing technology, the University is committed to work with local industry and agencies to provide product development, professional consultation, testing services, etc., as a means of assisting them in meeting today's world-wide competitive challenges.

This cooperative commitment will be matched by a willingness to seek, on behalf of the University, innovative schemes to remove obstacles prohibiting such expanded interaction in the past.

← 2. Access The University is committed to the goal of broad access to higher education. To meet this commitment it provides: academic access through 'open admission' to all Ohio high school graduates and by offering a wide range of curriculum options; economic access through reasonable tuition charges and a strong program of student financial aids; and geographic access by a centralized location in its primary service area and by paying special attention to the needs of the commuting students.

Unrestricted admission to the University, as well as admission to many individual programs is limited, however, to those applicants meeting the quality and aptitude requirements established.

← 3. Range of Programs Functioning as a state university in an urban setting, the University provides a wide range of educational experiences for its entire community, including personal enrichment courses, technological training, professional programs and liberal arts programs. These educational experiences are contained in programs extending from one-day workshops through associate,

bachelor's, and master's degree programs.

Responding to societal change, the University assumes a leadership role in providing graduates capable of dealing with the social, economical, and technical problems accompanying that change. Examples of institutional development responding to changing needs are, the College of Applied Science and Technology, and the Office of Continuing Education. A consortium of the University of Akron, Kent State University, and Youngstown State University houses the North East Ohio University College of Medicine (NEOUCOM). Further examples include the establishment of the Center for Urban Studies, the Charles B. Cushwa Center for Industrial Development and the Small Business Institute.

← 4. Region The University is committed to serving the needs of its commuting students and to providing its expert services and leadership to the surrounding area. Although the University will continue to emphasize this commitment, it will at the same time enlarge its sphere of influence. The University will actively seek an expansion of the regional and national identity of its student body and also attempt to improve its national image as an institute of higher learning.

V. ASSUMPTIONS

While revision of this section is needed, it was not completed by the Academic Planning Committee to date. Assumptions should be consistent with The Strategic Plan, 1984-1994. The section X. of the present Master Plan should be deleted and the conclusions from this section incorporated into Assumptions. Revision will be undertaken by the Academic Planning Committee later this year or next year and submitted at that time for Senate approval.

V. ASSUMPTIONS, 1981 to 1986

A. Societal Factors

1. Economic

The United States' economy will be spurred by incentives toward investment and as a result productivity will continue to increase. The application of supply-side economic theory will not produce as rosy a picture as presented by the Reagan Administration with respect to solving all of the inflation problems. Indexing will meet with further resistance, because of its contribution to inflation.

The economic interdependence of nations causes European problems of inflation and recession to be felt by our economy.

2. Public Policy (Government)

Decreases already underway in governmental regulation will continue with greater focus of control at the State and local level. A sharpening of fiscal controls and intensification of the demand for justification of public programs will continue, including an expanded role for sunset legislation. The shift in control of many programs to the local level should result in greater efficiencies. The proliferation of well-organized single interest groups has led to the inability to produce comprehensive policies to meet national needs. A greater trust and a willingness to sacrifice in the larger interest is necessary to achieve broad agreement on solutions. To achieve this, a more enlightened public to understand the long range needs and implications of policy will be required. Optimistically, there is some indication of a drift in this direction.

The decreases in the Pell Grants will impose greater burdens upon the students, and require reliance upon other forms of financial aid; these forces have the effect of depressing the enrollment potential.

3. Technology

Information explosion is the dominant technology feature. It results from the advances in computer technology, electronic mail, microfilming, and cable television which permit a wealth of information even extending into the home. Automation of industry will show an impact upon the labor force as mentioned later, and it too is a result of technological advances.

4. Demographics and Labor Force

The dip in the number of graduating high school students together with a pick up of the economy will result in a tapering off of overall enrollment leading to a decrease of 8-13% by 1985, at which time a leveling will occur.

A larger proportion of the work force and population will be in the twenty-five to forty-four age group, the so called prime-age category. A continued increase in the "pink-collar" worker to approximately a 55% proportion of the labor force for female participation is anticipated by 1986. There will also be an increase of those 65 years of

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age or older who are working. A more stable and potentially more productive work force, better educated on the statistical average, will result, although there will still be a shortage of participation by minority groups, and high unemployment in these groups will still be a problem. Unemployment will decrease, even though such rates in comparison to the past lose relevancy in the light of such major changes in the labor force.

Dependency upon professional, and technical skills over manual labor will continue to accelerate. The advances in technology and computerization will affect a wide range of jobs and large numbers of people leading to more flexible arrangements in work patterns. An improved labor market for college graduates toward 1985 will ease the current pressures toward vocational education.

5. Energy

Increasingly rapid development of existing and alternate domestic energy sources will take place as decontrol of the various fuels brings all energy sources to the same relative cost per BTU. Added capital recovery allowances also will promote more capital investment, lack of which has hampered the development of alternate energy sources. However, the long lead times needed for the development and application of new technologies for alternative energy sources will not make them available in substantial amounts by 1986.

6. Lifestyle

Steadily increasing costs for energy and its effects on lifestyle can be readily anticipated. Air quality will continue to improve and water supplies remain satisfactory except in some areas of the south and west. Bioscience discoveries bring some benefits to health within this period.

With respect to values and attitudes, individuality and independence of thought, fiscal conservatism, quality consciousness, and conservation mindedness will mark the 1980's and will be increasingly apparent.

B. Implications For Education

Because of continued growth in demand for the practice-oriented programs, control of enrollment will continue to be required in certain professional fields, as Engineering, Business Administration, and the Health related fields will also be dependent upon restrictions from their respective accreditation bodies. There will be a stabilization of enrollments in the field of teacher education because of emerging demands and phase-out of such programs in the private sector. Fine Arts in general will show long term stability but there is further growth anticipated in the programs of the Speech Communication, and Theater department. At the Graduate level, the Fine Arts and Social Sciences will probably decline in enrollment. At the University, this applies to Music, Economics, and History.

To maintain vitality the University must develop new emphases and new programs dictated by the needs of society. Some programs will necessarily have to be phased

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out, however, to provide the resources for the new programs. The curricula will have to deal with the increasingly heavy flow of information and integrate more fully the professional or vocational skills related to income producing activity with the social, scientific, and cultural aspects which must be a part of a college education. Continuing needs at the primary skills level will continue and must be addressed until the effect of improvements in secondary curricula are felt. This latter need will have to be addressed through technology, learning psychology, and newer organizational models, as the present methods are too expensive due to their present labor-intensive nature.

New programs to be anticipated should include a generic baccalaureate program in Nursing, a Master of Science degree in Computer Science, a baccalaureate degree in Respiratory Therapy, and ultimately a Master of Science degree in Nursing.

An upgrading of the University's interactive computing capabilities will be needed and quite rapidly. The use of video disc technology for on-and-off-campus instruction should be anticipated. Computer-assisted instruction will grow in use. Space for a modest expansion of our research efforts is needed. Expansion of funded research projects will continue.

The replacement of equipment which is either beyond repair or obsolete and, therefore, inappropriate for teaching the state of the art in many of our disciplines must be placed on a cyclic basis in the same way that media equipment is currently maintained.

National projections indicate that tuition will probably keep rising 8 to 12% annually. The utility of some small campuses and community colleges to serve as overflow institutions decreases to the point of closing some of them. This will aid in retention of some of the enrollment of Youngstown State University.

Federal and private support for graduate students will decrease markedly requiring graduate students to rely more and more on debt as a means of financing their education, except where it is paid by their employers. Thus, the projected labor market conditions are particularly important for this group. The market for Ph.D's in college teaching will be exceedingly low except in technological areas.

VI. LONG RANGE GOALS AND OBJECTIVES

A. Admissions and Articulation

No changes have been considered to date by the Academic Planning Committee.

B. Programs

Much of the effort of the Academic Planning Committee was spent in revision of the individual college and school goals and objectives. Inputs were solicited from all areas of the University. The revisions reflect inputs from last year and this year. The present section VII. of the Master Plan has been deleted as a separate section and is incorporated into this section. The proposed revisions follow for consideration and approval by the Senate.

VI. LONG RANGE GOALS AND OBJECTIVES

What are the central issues, problems, concerns and needs?

How do the goals and objectives address them?

The Chinese character for CRISIS is made up of one character meaning "danger" and one meaning "opportunity". No matter what conditions may befall higher education in the next five years, some may be construed to be a crises. It is in such crises that opportunities must be recognized. By the establishment of long-range goals and objectives it is the intent to be prepared to do so, to be proactive rather than reactive.

A. Admissions and Articulation

In view of an anticipated decline in enrollment over the next decade, pressures on the Admissions Office will increase to recruit even more of the students within our service area and at the same time maintain or increase the quality of the admitted students. Admission policies of the University should be changed within the next two years to be consistent with the resolution of the Board of Trustees which supported the "Report of the Advisory Commission on Articulation Between Secondary Education and the Ohio Colleges." The report, endorsed unanimously by the Ohio Board of Regents and the State Board of Education, recommended that students be accepted unconditionally to the University only if they have completed a proper college preparatory curriculum that included four years of English, and three years of Mathematics. The report also recommended three years each of Social Science, Science, and Foreign Language. Those students who do not meet these criteria would still be accepted to the university under Ohio's open-admission policy for state-assisted universities, but under a "conditional" status. The latter is not defined, but common sense should require that the necessary remedial work be completed prior to permitting student choice as to curriculum.

For baccalaureate student admissions, the term the student is admitted should be that which best matches the University's ability to provide the needed remediation. It should be cost effective along with permitting the optimum fit of the student into the curriculum to be ultimately chosen. For example, students who fall below a certain level of predicted performance based upon pre-college tests, or secondary education curricula, might be admitted during the Summer Term. For those placed in a category of either part-time students, or remedial students, a prescribed curriculum would be assigned with a time limitation given for correcting the deficiencies. The student's performance after the time limitation would dictate continuance or non-continuance at the University. The student with less than a 2.0 cumulative quality point average should be suspended.

The rationale for such a policy is the fact that it

is a disservice to the students to encourage the investment of time and money if their prognosis for completion of a higher education degree is extremely poor or non-existent. It is also wasteful of tax money spent in support of higher education.

The most effective strategic marketing by the Admissions Office is dependent upon identifying strengths of the University, students' needs, and what can be done. A combination of the following strategies seems most appropriate to Youngstown State University.

1. Reasonable Cost and High Quality
2. Diverse Curricula with Special Areas
3. Location and Accessibility
4. Scheduling
5. Financial Aid
6. Athletics

The strengths of the University in these areas can be emphasized in the recruitment of students, even though we already hold the majority of the market for high school graduates in our service area.

Continued efforts to attract the non-traditional students should be made. This can be accomplished by off-campus credit offerings, when it clearly does not simply drain off enrollment from the campus. Expansion into locations of sufficient population density is appropriate.

B. Programs

The primary activity of a University is the education of students through the provision of academic programs. To aid in the assurance of a bright future for Youngstown and its metropolitan area as well as its environs, including the counties of Mahoning, Trumbull, and Columbiana which are in the service area of Youngstown State University, the academic programs must fill the need for trained and educated personnel; this will allow the continued development, modification and orderly growth of the area. The success of a University is dependent upon how well the programs that it offers meet the needs of society. As society changes, so should the programs that a University offers. Some changes are large and some are small, from the institution of a new academic major to the small modification of a course already in the curriculum. The need for change is assessed through program evaluation.

New programs require preliminary approval from the Chancellor's Office of the Ohio Board of Regents through the Academic Vice President. After this, the proposed programs must advance through the various University committees before being presented to the Board of Trustees and ultimately to the Ohio Board of Regents for final approval. A recent resolution passed by the Ohio Board of Regents has placed a moratorium on new programs unless a program of equal fiscal impact is withdrawn. This places the burden of program review and prioritization directly and explicitly on the institutions and makes it a matter of urgency to develop a review process at Youngstown State University for the baccalaureate programs.

The need for an annual program review applied consistently across campus is made clear by the biennial appropriations bill of the Ohio Legislature, which states:

Boards of trustees shall during the 1981-83 biennium initiate on-going processes for the review and evaluation of all programs of instruction presently conducted by the institutions for which they are responsible. Such review and evaluation shall have as its purposes among other things determined by such boards of trustees the strengthening of programs of special urgency to the institution's purposes, the modification of programs better to serve the changing needs of students, the reduction of costs within programs of continuing value to the institutions; and the elimination of programs, which are too costly for the benefits derived from such programs, which are underproductive because of changes in enrollment patterns or otherwise, or which are unnecessarily duplicative of programs elsewhere available within the universities and colleges of Ohio.

Departmental statistics are amply available as collected by the Budget Office. It is the evaluation of those data together with the goals and objectives of the programs which is lacking. Neither prioritization of programs within a school nor within the University has been done on a consistent, annual basis. Now it is necessary to do so, to identify those which should be phased out or reduced to provide resources for some new programs of greater potential or need.

The program evaluation process should be simple and direct, so that the gathering of information is neither cumbersome nor the reading of the resultant evaluation obtuse.

It is inescapable that some statistical information is a part of program evaluation, but it need not be the major factor in determining the viability of an academic program. If one looks for priorities in an enrollment-driven system, however, it becomes clear what programs rate a top priority. The University should and will continue support of the traditional academic disciplines it currently offers in the arts, sciences, and professions. Through program evaluation and societal needs assessment, programs at all levels will be selectively modified, expanded, or discontinued. Questions dealing with the true significance of some traditional disciplines may be appropriate.

To retain flexibility and viability to adjust to changing conditions, it may be necessary to eliminate programs that are no longer needed or are under enrolled. The institutional practice of program euthanasia requires a great deal of skill, but it is indeed necessary with declining enrollments foreseen by all.

The Academic Senate at the University could play an important role in program review, and deletion, as it does

in program approval if it would be willing to assert its collective academic judgment on these matters. Recognized is the fact that timing is critical, for the phase-out of any program must be done over a 3-or-4 year period, to prevent students from being stranded. Resource reallocation takes time. Resource

A long range goal of the University is that changes at college and university levels be considered in a timely, rational, and responsive manner, without undue haste. Such planning can be expected to result in a number of more specific goals and objectives, long and short term.

Three steps in planning for the University and its Colleges should be:

1. Identification of areas where planning and change may be needed. Factors used to identify such areas would include student enrollment trends, the nature and role of the discipline involved, perceived strengths and weaknesses, and other indications of a need for change.

2. Exploration of Alternatives in areas identified for planning. Extensive discussion is needed among all parties concerned: the faculty, chairmen, higher administration, and students. Earlier studies, such as the "Program Evaluation Worksheets" of Spring, 1983, and other evaluations, are also to be considered.

3. Opportunities for reaction to tentative conclusions. The decision making process should be an iterative sequence of tentative conclusions converging to the actual conclusion to be implemented. There should be ample opportunity for reactions to each interaction, and there should be response to these reactions by the planners in the subsequent iteration.

Each School or College was reviewed with respect to its goals, plans, and perceived needs out to 1986. The listing and comments for each follow:

1. College of Applied Science and Technology

The principle goal of the College of Applied Science and Technology is to provide quality associate and baccalaureate technical education programs which center on preparation for direct employment in various career fields. With equal emphasis, the college provides undergraduate and graduate programs in those applied spheres of learning which deal directly with human health and well-being. The organization of the college into its departments and the programs they provide is as follows.

Allied Health

Dental Hygiene Tech.
Emergency Medical Tech.
Medical Assistant Tech.
Medical Laboratory Tech.
Medical Technology
Respiratory Therapy Tech.

Business Educ. & Tech.

Accounting Technology
Business Education
Business Management Tech.
Labor Studies Technology
Marketing Technology
Secretarial Studies

Criminal Justice

Corrections
Law Enforcement Admin.
Police Science Tech.

Engineering Technology

Civil Engineering Tech.
Computer Technology
Drafting and Design Tech.
Electrical Engineering Tech.
Mechanical Engineering Tech.

Home Economics

Child Care Technology
Dietetic Technology
Food and Nutrition
Home Economics Services
Vocational Home Economics
Education

Nursing

Nursing

In striving to achieve its goal, the college is guided by the following objective statements in the development of its programs and the delivery of its services. Further, the statements give insight into the nature of the College of Applied Science, its philosophy of operation and the sensitivities of its faculty.

QUALITY

In the development of program and the delivery of service, the attainment of quality shall be a common objective. Regardless of academic discipline, level or length of program, emphasis on quality faculty, curriculum, supporting

resources and services and services shall be the central theme. Only in this way can the students, faculty, staff and administration of the College of Applied Science and Technology contribute to bringing visibility to the university as a dominant educational institution in its service area.

ACCREDITATION

While internal evaluation of those factors influencing quality is important, internal evaluation alone does not suffice. Of greater value is the external assessment of program quality through state and national standardized evaluation procedures established by accrediting bodies. For several C.A.S.T. disciplines, graduates may not sit for registry examinations for professional registration unless they are graduates of accredited programs. Accreditation will continue to be a major objective of those C.A.S.T. disciplines to which it applies, particularly for programs in Allied Health, Engineering Technology, Home Economics and Nursing.

INTERDISCIPLINARY PROGRAM DEVELOPMENT

Because of the varied nature of C.A.S.T. programs, cooperation with other academic units of the university in interdisciplinary program development is readily achieved. Interdisciplinary arrangements between Business Education, Home Economics and Education have been long standing at both the undergraduate and graduate level. The Associate in Arts and Social Services Technology programs are offered in concert with the Fine and Performing Arts and Arts and Sciences colleges. Similar such interdisciplinary programming is currently under development between Home Economics and Marketing. C.A.S.T. will actively seek opportunities to join with other academic units to jointly meet the need for future interdisciplinary programs.

PROGRAM DEVELOPMENT

It is incumbent upon an urban university to assess its regional manpower needs and attempt to meet those needs in an efficient and effective manner. Because of the nature of its programs and their relationship to direct employment, C.A.S.T. assumes an active role in program development.

Through its network of advisory bodies and clinical affiliates it will remain tuned to societal needs and, when justified, will offer new programs within its resources. The major programmatic changes now being considered are associate degree programs in Industrial/Private Security, Information Management Technology, Physical Therapy, Word Processing Technology and Nurse Anesthetist. In addition consideration is being given to baccalaureate programs in Dental Hygiene and Respiratory Therapy and masters degree programs in Computer/Information Science, Home Economics (Dietetics) and Nursing.

FACULTY DEVELOPMENT

As the most recently established college on campus, C.A.S.T. has greater need to concern itself with faculty development. Support will be provided for upgrading academic credentials through the use of Faculty Improvement Leaves and Leaves Without Pay. Increased faculty participation in research and scholarship through the development of grant proposals, use of research professor awards and publications will be encouraged. Of added importance is participation in local, state and national professional associations since they are heavily involved in accreditation and registration activities directly influencing academic program.

FACULTY COMPOSITION

By virtue of C.A.S.T. program orientation, faculty experience in business, commerce and industry is considered an important characteristic. The value of bringing real-world experiences into the classroom has long been recognized. Concepts are more clearly presented, learned and retained when related through experience to accepted practice in the field. It follows then, that limited-service faculty rich in experience will continue to staff courses appropriate to the needs of the department. The extent of such staffing, however, must be limited to 25% to assure that Ohio Board of Regents and accrediting agency standards are maintained. More importantly however, C.A.S.T. faculty composition must be maintained at 75% full service if it is to be heavily involved in program development, program evaluation, faculty development and quality service to students and the university.

2. College of Arts and Sciences

The College offers programs and majors in all of the traditional disciplines, provides supportive courses for the curricula of the professional colleges, and makes available courses for the general course requirements for graduation. The overall goals of the College include: to provide quality instruction to students enrolled in its courses; to provide quality advising of its students; to encourage professional growth of its faculty; to maintain a good level of faculty involvement in Community activities; to help foster a positive image of the University; and to offer the liberal-education component of the university education.

Its courses are designed to satisfy a wide range of academic requirements and incorporate the best elements of liberal education. A substantial portion of offerings in English and Mathematics are designed to serve the needs of students who require remedial work before embarking upon college education.

Almost all of the general education courses are offered by this College. Realizing that general education is an important component of all programs at YSU this College will continue to provide the best general education that resources permit. In this endeavour the objectives of the College are to help develop in students: an appreciation of the local, national, and international contexts in which their occupational activities are pursued; an awareness of fields of knowledge that offer data and insights relevant to their occupation; a capability of communicating effectively with coworkers, superiors, customers, and the general public; an ability to set and meet standards of ethical behavior and morality; and an ability to make rational judgements and to recognize excellence in products and performance of others.

The College of Arts & Sciences also offers a substantial number of supportive courses which are integrated into various degree programs of the professional colleges of the University. These range from economics courses for business programs to physics courses for engineering programs. In its role as the provider of these supportive courses the objectives of the College are: to develop and offer courses which help meet the needs of specific professional programs; to organize subject matter in these courses in a way that is academically sound and supports the overall objectives of the professional programs; to offer these courses at a frequency dictated by the needs of the students (subject to the availability of resources);

to develop and maintain good lines of communication with all of the other colleges not only at the Dean's level but also at the departmental level.

The degree programs of the Colleges are listed below:

American Studies - Bachelor of Arts
Biology - Bachelor of Arts and Bachelor of Science
Black Study - Bachelor of Arts
Chemistry - Bachelor of Arts and Bachelor of Science
Combined Sciences - Bachelor of Arts and Bachelor of Science
Earth Science - Bachelor of Science
Economics - Bachelor of Arts
English - Bachelor of Arts
French - Bachelor of Arts
Geography - Bachelor of Arts
Geology - Bachelor of Arts and Bachelor of Science
German - Bachelor of Arts
Health Education - Bachelor of Science in Education & Bachelor of Arts
Physical Education - Bachelor of Science of Education & Bachelor of Arts
History - Bachelor of Arts
Humanities - Bachelor of Arts
Italian - Bachelor of Arts
Latin - Bachelor of Arts
Mathematics - Bachelor of Arts, Bachelor of Science, and
Bacelor of Science in Education
Computer Science - Bachelor of Science
Philosophy - Bachelor of Arts
Religious Studies - Bachelor of Arts
Physics - Bachelor of Arts and Bachelor of Science
Physics/Astronomy - Bachelor of Science
Political Science - Bachelor of Arts
Social Sciences - Bachelor of Arts
Psychology - Bachelor of Arts and Bachelor of Sciences
Russian - Bachelor of Arts
Sociology - Bachelor of Arts
Anthropology - Bachelor of Arts
Social Work - Bachelor of Arts
Spanish - Bachelor of Arts

With one exception, no major changes in enrollment in the degree programs of the College are expected, however, there may be an increase in the overall enrollment in the College due to enrollment increases in some of the professional colleges and due to restrictive admission policies of some of the professional programs. The exception to this relative stability of population may be the Computer Science Program which continues to encounter a greater and greater inflow of students.

Each department has objectives for its own degree programs. These generally include: keeping the program consistant with the trends of its discipline, providing curriculum and standards which will insure graduating students competitive with others from similar programs, providing relevant and accurate advising, and encouraging student interest in the discipline.

Because of its diverse nature, planning for this College is more locally oriented. Nevertheless, there are certain objectives which are applicable to several academic departments. These include: a need for additional full-service faculty; a need for more laboratory space; and better access to YSU computers.

On a more localized level the following observations can be made:

The Biology Department will continue to expand its service role to the needs of students in health & medical disciplines. The department will also continue to be actively involved in servicing the Mahoning County Health Department; the Youngstown City Health Department the City of East Palestine; the Planned Parenthood organizations of Youngstown, Warren, and Salem; and other agencies by providing diagnostic work for venereal disease and other bacteriological analyses of water and dairy products.

The Black Studies Department will seek to encourage greater enrollment in its courses. It will continue its support of the Black History Month and will maintain its relationship with the community based cultural and educational organizations.

The Chemistry Department will continue to offer a curriculum for students majoring in chemistry which follows the guidelines established by the American Chemical Society. The Department will also continue to offer courses that help satisfy the needs of students from Allied Health, Biological Sciences, Chemical Engineering, Engineering Technology, Home Economics, and Nursing. Addition of a Ph.D. program in Biomaterials will also be investigated and additional staff expertise in bio-analytical chemistry will be sought. The Department will continue to serve the community by playing host to high school science teachers on a professional day and by providing expert advise to area agencies on public matters of chemical hazzards.

The Economics Department will continue to offer a diversified mix of undergraduate and graduate courses to meet the needs of its majors and the needs of other schools of the University. Additional efforts will be made to incorporate computer-based instruction into its quantitative courses. The Department will continue to support its efforts in econometric model building for the Greater Youngstown Area as well as its research on topics such as economics of crime and wage rate differential analysis. The Dpartment will continue to maintain its special relationship with the School of Business. The faculty will be encouraged to continue to conduct research and to discuss economic issues of public concern on local media.

The English Department, in addition to providing instruction to develop composition skills of students, will develop specialized upper division writing classes for engineers and computer science majors. The Department will continue to test all-coming freshmen for english placement and continue to offer its assistance to students through the Writing Center and through mind workshops. Journalism majors will receive continued support of the faculty through courses and advising of the Jambar staff. The Department will continue the English Festival for secondary school students. The excessive dependence on limited-service faculty is an area of concern to the Department. The faculty will be encouraged to continue their services on national and state professional organizations.

The Foreign Languages Department aims to maintain its offerings at their present level and to continue its support of foreign language teaching in area high schools.

REVISION

The English Department will continue to offer a curriculum for students majoring in English that meets the State requirements for teaching certification in English and prepares students for advanced work or for careers that call upon the reading, writing and analytical skills. The department will also continue to offer literature and language classes for non-majors, including specialized courses for the School of Education. Through its M.A. Program in English, the department will continue to provide advanced instruction in literature and language and in the teaching of literature and writing. Graduate assistants receive additional training in the teaching of writing through assignment as tutors in the writing center and as instructors in the composition classroom, both assignments mentored by appropriate personnel. The department, in addition to providing instruction to develop composition skills of students, will develop specialized upper division writing classes for engineers and computer science majors. The department will continue to test all in-coming freshmen for English placement and continue to offer its assistance to students through the writing center and through mini-workshops, and test foreign students and offer ESL courses. Journalism minors will receive continued support of the faculty through courses and advising of the Jambar staff. The department will continue the English Festival for secondary school students and will continue its work with the Youngstown and Mahoning County Schools (83-85 Grant from the Ohio Board of Regents) and with other area schools on instruction and evaluation of writing and the high school English curriculum. The excessive dependence on limited-service faculty is an area of concern to the department. The faculty will be encouraged to continue their scholarship and services on national and state professional organizations.

The Geography Department will continue to provide students adequate opportunities to acquire useful information to explain the distribution of geographic phenomena throughout the world and to have students learn the spatial relationships between patterns of human occupation and utilization of global resources. The Department also expresses the need for urban planning and cartographic expertise on its faculty.

The Geology Department will continue to offer a well diversified mix of courses that support the curricular needs of students in other departments and that will prepare students for graduate studies in geological sciences. Field-based instruction will continue to receive emphasis and support. The Department will continue to support its faculty in their research activities and their public service activities.

The Health and Physical Education Department will continue to encourage students to become aware of and involved in healthful activities through a diversified mix of courses. It will also prepare students to become professionals in the fields of health education and physical education. The department will continue to serve both faculty and students through courses and planned activities. Additional staff is needed to fully utilize the facilities now available.

The History Department will continue to provide the best instruction in history at all levels. Its courses will continue to provide the historical component to the general education at YSU. History Day and oral history programs will receive continued support. Urban history expertise of the faculty is in need of augmentation.

The Mathematics/Computer Science Department will continue to provide service courses as needed (as much as possible within its resources) and quality programs for its majors. It will also develop a master's program in computer science comparable to programs elsewhere of recognized quality. The department recognizes the benefits of the close integration of the mathematics and computer science programs and will continue the relationship. Problems have been experienced due to the growth of instruction (for example, from Fall '77 to Fall '82 44% in SCH over all levels, 300% in majors) without growth in faculty. In order to maintain quality, it will need to increase faculty size and increase faculty expertise in computer science. New faculty position rank and salary will need to match the market. The departments' use of limited service faculty, now nearly 50%, will have to be reduced. Faculty scholarship and research will continue to be encouraged. With increased support, its laboratory will provide up-to-date equipment adequate for student and faculty needs. The role of the Mathematics Lab will be expanded to provide computer aided tutorials and placement examinations.

The Military Science Department will try to attract enroll and retain quality students in sufficient number to maintain viability of the ROTC program at YSU.

The Philosophy and Religious Studies Department will develop programs that will more effectively relate philosophical and religious studies to general education as well as meet the needs of its majors. It will also seek to strengthen the Departments' service functions, e.g., develop more courses that speak directly to the philosophical presuppositions of such studies as psychology, law, etc.

The Physics and Astronomy Department continues to experience more call for specialized courses that are required by various engineering programs. It will try to improve the retention rate of its majors and to increase the number of students majoring in the Department. It will continue its public service activities through planetarium shows, physics olympics and school visitations.

The Political Science Department will continue to offer a balanced undergraduate program which will allow students to meet the degree requirements during the day as well as in the evening. The Department will continue its cooperation with the Department of Management in the Public Administration major. The Department will also continue its advisement for Prelaw students and maintain its relationships with Ohio law schools. The Urban-Internship program with the local governments will continue to receive support.

The Psychology Department will continue to provide students knowledge in the theories, methods, and findings of various subfields of psychology sufficient for entry into graduate programs. It will also prepare students who will be seeking employment in professional fields in useful application of valid psychological principles. It will also continue interdisciplinary cooperation with other departments and provide psychological expertise to the metropolitan community. The Department continues to have greater student enrollment in its courses and expects this trend to continue.

The Sociology and Anthropology Department will continue to provide excellent instruction to students in the areas of sociology, social work, and anthropology. It will maintain its relationships with the various community agencies and will seek enhancement of social work programs.

3. Williamson School of Business Administration

The Williamson School of Business Administration provides expert training and education in business and its related fields. The American Assembly of Collegiate Schools of Business (AACSB) is studying the school for accreditation purposes in 1983-84 and most programs have been updated to reflect AACSB standards. The programs currently offered by the School of Business fall within three departments and all lead to a Bachelor of Science in Business Administration degree.

Department of Accounting and Finance

Majors in Finance and Accounting

Department of Management

Majors in General Administration, Industrial Management, Management, Public Administration, and Transportation

Department of Marketing

Majors in Marketing Management, Retailing, Industrial Marketing, Fashion Marketing, Advertising and Public Relations, and Advertising Art

The following goals have been developed.

--New Programs. To fulfill the needs of executive personnel an executive MBA program is being designed.

--New Curriculum. In light of recent AACSB reports on the School of Business several goals have been formulated regarding curriculum. In the Marketing Department a joint program with Home Economics is being completed and is titled Retailing Fashions and Interiors. The Department of Management is planning the development of a Management Information Systems major and a Personnel Administration major.

--Community Involvement. The School is attempting to involve itself more with the surrounding community and is considering the development of a resource center for the area business. Such a center could serve as a liason between faculty and business interests as well as an aid in the development of continuing education programs. The Small Business Institute remains a key link to the area's small business, and with continuing developments in the internship programs these links will strengthen.

- The School will foster greater research from its faculty by supplying an appropriate environment. A business research center within the college will be established to help faculty develop research programs and to aid them in their research activities. A working papers program will be developed and the possibility of publishing a business journal will be pursued.
- Many programs are attempting to assimilate micro-computer technology into the coursework. To aid in this important endeavor the school will develop a micro-computer laboratory for use by business students and faculty.
- Suggestions recently made by the AACSB accreditation team will also be incorporated as goals for the school. Specifically the school will recruit terminally qualified faculty to strengthen the Accounting and Finance department and the school will support the research interests of the faculty.

4. The School of Education

LONG RANGE GOALS AND OBJECTIVES

The School of Education offers programs and activities for preparing individuals for a variety of educational positions in schools, colleges, industry, business, welfare, and governmental agencies. It is organized to offer curriculums and/or services for the preparation of: (1) teachers in early childhood, elementary, middle, and secondary school classrooms; (2) personnel to serve in various levels of school and administrative positions; (3) supervisory personnel for curricular development and instructional improvement; (4) teachers and other personnel in special education; (5) individuals for a wide variety of guidance and student personnel positions; (6) professional educators in colleges; community, technical, and vocational schools; and governmental agencies.

The School of Education is essentially an upper division school comprising five departments: Administration and Secondary Education; Counseling; Elementary Education; Foundations of Education; and Special Education. It cooperates with the College of Arts and Sciences, the School of Business Administration, the College of Applied Science and Technology, and the College of Fine and Performing Arts in preparing teachers for both public and private schools.

Youngstown State University teacher education programs are accredited by the Ohio Department of Education, the North Central Association of Colleges and Secondary Schools, and the National Council for Accreditation of Teacher Education. These programs are subject to the sections of the Ohio law and regulations governing teacher education and certification. The School of Education is responsible to serve as the recommending agent for all Youngstown State University graduates who wish to qualify for state of Ohio certification as well as for certification in other states.

The programs of the School of Education all involve teacher education and are:

Elementary Education - Bachelor of Science in Education

Certification: Elementary only
Elementary plus Kindergarten
Educable Mentally Retarded
Learning Disabilities/Behavioral Disorder

Special Education - Bachelor of Science in Education

Educable Mentally Retarded Moderately, Severely,
and Profoundly Retarded, Learning Disabilities/
Behavioral Disorders

Secondary Education - Bachelor of Arts and Bachelor
of Science in Education

Art	Home Economics
Biological Sciences	Italian
Business Education Comprehensive	Latin
Chemistry	Mathematics
Communication Comprehensive	Music
Earth Science	Physical Education
Economics	Physics
English	Political Science
French	Russian
Geography	Science Comprehensive
German	Social Psychology
Health Education	Social Studies Comprehensive
History	Sociology
	Spanish
	Speech

Prospective teachers may also be certified on receiving degrees earned in the College of Arts and Sciences, College of Fine and Performing Arts, School of Business Administration, and the College of Applied Science and Technology, providing they meet requirements for admission to upper division status in the School of Education and complete the proper teacher education programs.

The School of Education endeavors to provide for its students:

- An understanding of the theoretical knowledge about human development, behavior, and learning.
- The competencies to translate the knowledge about the learner and the learning processes into the appropriate teaching behaviors associated with the fostering of student learning and genuine human relationships.
- A command of subject matter to be taught and the related fields of inquiry with the ability to use this knowledge in explaining various societal phenomena.
- A knowledge of instructional materials and media essential for implementing a variety of teaching strategies.
- Skill in the acquisition of inquiry techniques basic to generalizing knowledge and applying problem-solving approaches to the relevant social issues existing in a pluralistic society.
- An appreciation of the values and feelings essential for working with individuals and the ability to develop empathetic relationships in a wide variety of professional and social roles in diverse educational agencies.
- An understanding of and commitment to the highest level of professional and ethical treatment of individuals in the exercise of their influence.

The following are long range goals and objectives of the School of Education:

- Continue work on the community and institutional image of the School of Education as a professional school.
- Continue curriculum development and implementation pursuant to changed state requirements and good professional practice.
- Develop a concise student handbook containing policies and procedures in the School of Education.
- Promote more active faculty participation in the acquisition of library materials.
- Promote scheduling procedures that would make faculty more available for student access.
- Develop and implement a curriculum accountability system worthy of a professional school.
- Develop a systematic evaluation and follow-up of all programs and graduates.
- Encourage development of new programs in areas of defined need.
- Develop and maintain a strong inservice relationship with city and county school systems.
- Work toward curriculum scheduling procedures that will allow minimum student inconvenience, maintain strong academic credibility, and maintain good pedagogical practice.
- Develop and implement a recruitment program to attract the highest caliber students possible.
- Develop new curricular offerings at the graduate level to meet continuing education needs of both classroom teachers and school administrators.

5. William Rayen School of Engineering

The William Rayen School of Engineering is in concert with the goals of Youngstown State University to provide education and training to prepare the individual for the technical and personal challenges associated with the functions of an engineer in society. The available programs all leading to the Bachelor of Engineering degree are: Chemical Engineering, Civil Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering and Metallurgical Engineering.

Because a long range strategic plan is vital to the School of Engineering, the goals and objectives were developed and are reported as an interrelated mutually supportive set of entities. If the strategic plan becomes more formalized as time passes, the premises of this plan need to be questioned so that it may grow to facilitate the goals of the School.

The following lists individual entities of the long term collegiate goal.

- Attainment of excellence. National and international authorities agree that engineering is vital to national economic health. Because of the rapidly changing, yet highly industrialized, nature of northeast Ohio, excellent engineering is crucial for local future economic health. The City of Youngstown and the Mahoning Valley in general represent forward looking entities which have set out to secure future success. Engineering - the School of Engineering at Youngstown State University, more specifically - must be a cornerstone of this noteworthy venture. For example, the state of Florida is after new industry and it sells only four necessities to entice a firm; a favorable tax structure, quality K-12 school systems, quality higher education and quality of life. Of these four, the item pressed most by industry is the quality of higher education, particularly engineering.

- Develop a service to the community by creating a symbiotic relationship with industry. The needs of local industry must be addressed in a more comprehensive manner. Increasing the reputation of the School of Engineering broadens the base for expansion of innovative industries and facilitates the hiring of necessary engineering support. It should be noted that outstanding engineering graduates tend to seek employment where they can complete a graduate degree on a part-time basis. Knowledgeable and forward looking industry is looking to the School of Engineering to seek out the necessary resources that can make them a vital part in their continuing growth.

- Establish an Institute for Technical Assistance. This is a proposed in-place Institute which can be utilized to funnel engineering faculty expertise to the Mahoning Valley professionals in industry.
- Work for an Engineering Advisory to the Ohio Governor. The Dean's Council of Ohio should work for the establishment of an Engineering Advisor or advisory group to serve the Governor of Ohio.
- Recruit and develop minority students. Minorities and women are under-utilized in the engineering profession. Although the proportion of women students has increased appreciably over the last few years, improvement can be made. This goal can be accomplished by developing motivational programs in the 4th through 8th grades, developing advisory/support programs for 9th through 12th grades and develop summer bootstrap programs.
- Obtain and maintain a six-year accreditation from ABET. An ABET Team visited the campus during the Fall 1983 and it is anticipated that four programs, namely, those in Civil Engineering, Chemical Engineering, Mechanical Engineering and Electrical Engineering, will receive a full six-year accreditation. Plans should be put in effect to accredit a 5th program in Industrial Engineering.
- Establish additional computer facilities. The Engineering School should strive to establish its own computer facilities to provide a wide spectrum of experience for our students. Utilizing the computer is a very time consuming and often discouraging activity. Yet, faculty need to be proficient in the use of computers and computer graphics in order to be in the forefront of their profession. Thus, faculty need extraordinary support to help them through the initial development stages toward computer literacy and strong support at the more advanced stages as they become fluent.
- Careful reduction of curriculum. In order to have a reasonable four-year program in each discipline, a reduction in course requirements must be examined to ensure that a student with the necessary entrance requirements can achieve graduation in 12 academic quarters without overload.
- Improve continuing education. Increased continuing education is a fact of our time and it will provide opportunities to our graduates and those working in local industries to upgrade their skills.

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-Develop a Master of Engineering Administration degree program. This program will replace the current "Administrative Option" within our existing M.S. degree program since there has been some academic concern with respect to the Administrative Option falling under the designation of Master of Science in Engineering. The new Administration in Engineering program will also provide opportunity for local Industrial and Chemical engineers who currently have no graduate program at YSU in Engineering.

6. College of Fine and Performing Arts

The College of Fine and Performing Arts continues to provide the highest possible quality instruction in the fine arts and to serve as the principal purveyor of cultural enrichment to the campus and the community. The College of Fine and Performing Arts continues to promote a positive image of the University within the service area described in the Mission Statement. The programs of this college leading to degrees include: Associate of Arts, Bachelor of Arts, Bachelor of Music, Bachelor of Fine Arts, and Bachelor of Science in Education. Specifically, the degrees offered are:

Art -- Associate of Arts and Bachelor of Science
in Education

Art History -- Bachelor of Arts

Graphic Design and Commercial Art -- Bachelor of Arts

Studio Art -- Bachelor of Arts and Bachelor of Fine Arts

Speech Communication -- Bachelor of Arts

Theatre -- Bachelor of Fine Arts

Music Performance -- Bachelor of Music

Music Education -- Bachelor of Music

Music Composition -- Bachelor of Music

Applied Music -- Bachelor of Arts

Music Theory/Composition -- Bachelor of Arts

Music History -- Bachelor of Arts

There are no enrollment increases foreseen in the Fine Arts as a total area given the current budgetary conditions. This conclusion is drawn from the general stability of enrollments over fine arts areas as a whole, together with the predicted enrollment decline in the University. Greater participation by the student and community population in general in appreciation courses is anticipated. College efforts to promote programs and recruit students continues to be a major effort of each department and the Dean's office. Continued touring to high schools within the service area combined with regular visits of student populations to the College illustrate continued commitment to recruitment of students and exposure to the fine arts within our community.

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The Art Department continues to pursue accreditation from the National Association of Schools of Art and Design (NASAD). The graphics area continues to attract students and will continually be reviewed by faculty to respond to both student interests and developments in the discipline. The Sculpture Program, as an emphasis area, is now supervised by a full-service faculty member. This change was necessitated by a faculty review of program goals and objectives. The faculty in the Art Department concluded the interests of the College of Fine and Performing Arts, the Art Department, and the students were best served by full-service faculty involvement and supervision, rather than total reliance by limited service faculty. New pedagogical approaches to painting and sculpture are necessary to increase enrollments.

In the Dana School of Music, there is a continuing shift from music education to music performance. The School of Music should continue to increase enrollments in the string program. The teacher certification program in music has been reviewed and revised in light of the teacher education redesign project. The revised curriculum is now more realistic for future student interests and achievement. The goal of the program is now to foster interests in the area to meet the need for teachers of music in the future. Predictions abound suggesting a shortage of qualified music instructors by the turn of the decade. The faculty in Dana plan on continual review of programs to respond to societal needs, student interest, and developments within the discipline.

The Department of Speech Communication and Theatre evidence the fastest growing enrollments in the College of Fine and Performing Arts; especially in the speech service courses. The Department awaits the Faculty Senate's decision concerning a university-wide baccalaureate speech requirement. Most of the majors in speech communication are enrolled in the telecommunications emphasis. The Department awaits official recognition of existing courses as a major in telecommunications. The speech communication emphasis will continue to promote an organizational communication academic and career opportunities within its curriculum. The theatre area is pursuing expanding its summer productions to three which is the maximum amount of theatre activity the current faculty can supervise in the summer. Enrollments in the B.F.A. in Theatre need to be increased; however, student enrollment levels must consider future efforts for accreditation. Efforts are underway to provide opportunities for theatre

productions to tour our community. If sufficient funding becomes available, this program could be implemented during the 1985-1986 academic year or later. (This provides the College of Fine and Performing Arts with an additional opportunity to recruit high school students and to expose the community to the fine arts.) Currently, the ballet and theatre dance courses are important to the theatre program. The faculty in the theatre area endorse the objective of cross-listing dance courses with the Department of Health and Physical Education in the future.

An additional strength might be provided the College of Fine and Performing Arts if the percentage of limited service faculty is decreased in speech communication (currently 494) and art (currently 374). The high quality work done in the theatre and in the Dana School of Music have been and will continue to be recognized within the community.

Finally, the College of Fine and Performing Arts continues to secure cooperative endeavors with fine arts institutions in the community. Specifically, these are: (1) Butler Institute of American Art, (2) The Arms Museum, (3) Youngstown Playhouse, (4) Youngstown Symphony Orchestra, (5) The Ballet Western Reserve, (6) Ballet Midwest, (7) Northside Community Theatre, and (8) TNT Playhouse. The mutual benefits to be gained by such arrangements, both in terms of public image and program development, will continue to be vigorously pursued.

7. Graduate School. Graduate Programs and Concentrations

M. A. (Master of Arts)

Economics
English
History

M. B. A. (Master of Business Administration)

Accounting
Accounting/Finance
Management
Marketing

M. M. (Master of Music)

Performance
Music Theory & Composition
Music History & Literature
Music Education

M. S. (Master of Science)

Biology
Chemistry
Criminal Justice
Mathematics

M. S. in Engr. (Master of Science in Engineering)

Civil Engineering
Electrical Engineering

Mechanical Engineering
Materials Science

M. S. in Ed. (Master of Science in Education)

Master Teacher Elementary, Curriculum
Master Teacher Elementary, Reading Specialist
Master Teacher Elementary, Early Childhood
Elementary Principalship

Master Teacher Secondary, Art
Master Teacher Secondary, Biology
Master Teacher Secondary, Business Educ.
Master Teacher Secondary, Chemistry
Master Teacher Secondary, Curriculum
Master Teacher Secondary, Economics
Master Teacher Secondary, English
Master Teacher Secondary, French
Master Teacher Secondary, Geography
Master Teacher Secondary, German
Master Teacher Secondary, Health & Phys. Educ.

Master Teacher Secondary, History
Master Teacher Secondary, Italian
Master Teacher Secondary, Mathematics
Master Teacher Secondary, Music
Master Teacher Secondary, Physics
Master Teacher Secondary, Political Sci.
Master Teacher Secondary, Reading
Master Teacher Secondary, Spanish
Master Teacher Secondary, Speech & Dramatics
Master Teacher Secondary, Social Studies
Master Teacher Secondary, Sociology
Secondary Principalship
Guidance and Counseling
Special Education

The primary goal of the Graduate School will be to increase the quality of the entering and exiting students. Toward this end the accreditation of graduate programs is significant to the Graduate School.

Balance between theory and practical issues in the graduate programs should be sought to meet the desire for this balance reflected in the responses received from the questionnaire survey of the master's recipients of 1976. A number of graduate programs should be developed to meet the perceived needs of the community. Among these are a Master of Arts Degree in Art, a Master of Science in Nursing, a Master of Science Degree in Nutrition in conjunction with NEOUOM and the University of Akron and a Master of Arts/Master of Science in Psychology which can possibly serve as a feeder program into a Kent State or Akron University doctoral program.

Although the Master of Business Administration program has suffered some losses in the last two years in terms of new admissions it was not the Graduate Management Admissions Test requirements that was the cause but, rather a saturation period. The numbers are now increasing. An Executive Master of Business Administration program is perceived to be needed by 1986 with an emphasis upon Broad Management. The feasibility of the Degree of Master of Accountancy should be studied and a proposal developed by 1986, if it is found appropriate. Adjunct programs with the Northeastern Ohio Universities College of Medicine at the master's degree level in Biology and Chemistry are in the process of being developed. Nutrition has also been suggested as an adjunct program. Joint appointments of faculty will be necessary.

A master's degree in Computer Science is an appropriate extension of the Mathematics and Computer Science and Computer Technology programs but may have to be planned commensurate with further conversion of mathematics faculty to this field.

In Engineering, continuation of the Master of Sciences is anticipated. A Master of Engineering Administration is suggested as a suitable replacement for the current administrative option. Indeed, some generic program in Engineering at the master's level might well supplant the current fractionation of Engineering master's programs.

The Master of Science in Nursing as a program should be reviewed for its potential and demand. It is appropriate as part of a consortium with the University of Akron and Kent State University.

In Criminal Justice the number of students and credit hours in the master's program is currently down, but a recent review of the program indicates a basic soundness, and if sufficient students were admitted per year, it would be a healthy program. Many of the students appear just to be taking courses. There are relatively small numbers of graduates since 1974, albeit this is a program principally of part-time students.

Organization

This section has been deleted and updated aspects are included elsewhere in the plan where appropriate.

Developmental Education (New Section C) & Public Service (New Section D)

Minor changes were made in these sections in concert with those responsible for these areas.

E. Continuing Education

Effort has begun in this section by the Academic Planning Committee but not completed. This section should be retained and revised work should be submitted for Senate approval at a later date this year or next.

C. ~~E~~ Developmental Education

The developmental education program is charged with addressing the basic skills of students in writing, reading, and mathematics so that the students may improve their potential for passing college courses. The basic premise and University mission behind this effort is that in serving the community, the University should provide an opportunity to all who have the ability for a college education and who wish to pursue one.

The improvement of basic skills can best be addressed in those departments where the expertise resides. Thus, writing skills are addressed by the English department, reading skills by the School of Education, and mathematics skills by the Mathematics Department.

The developmental education program will continue to provide a variety of academic support services to assist students in adjusting to college. Credit courses are offered during the year in the Department of English, Elementary Education, and Mathematics to help students overcome deficiencies in basic writing, reading, and mathematical skills. Laboratories are provided in these three areas in which tutors are available to work with students on an individual or small group basis. Summer workshops are also offered to students who feel the need to overcome deficiencies in these areas.

D. Public Service

Planning for stability, orderly growth, or improvement in quality of life is of paramount importance to a metropolitan area. Failure to develop new growth or newer areas of technology generally precedes the decline of an area. On the other hand, a diversified economy is perhaps the best protection against "boom and bust" economic conditions. A University can and must play a significant role in stimulating industrial, technological, and cultural development to retain economic vitality in a metropolitan region. Growth-generating innovation can be nurtured by a University.

Through the Cushwa Center for Industrial Development and the Small Business Institute, the University can also foster the development of locally owned and administered enterprises. Such local involvement resists exploitation and some aspects of decline. Since manufacturing uses a constantly dwindling portion of the total labor force, other resources of the area must be used, including capital, entrepreneurship, skilled labor, and education.

The Center for Urban Studies can be beneficial to the Youngstown area in fostering and promoting urban renaissance, since the urban area is an enormous resource simply begging for recycling. The Center can also aid in the development of public policies which are needed for such a renaissance.

G. Continuing Education

Although this plan is to address only the credit granting activity of the University, the general mission of the University does incorporate both credit and non-credit activities, both beyond the high school level. Indeed, there are some programs offered under this heading that provide either credit or non-credit learning experiences to the enrollees. The distinction then at times becomes blurred with respect to program category. The distinction in financing, however, is quite sharp. The non-credit programs and offerings are to be financially self-sufficient. For this reason, the only containment for these programs, aside from finances, stems from the mission of the University to provide educational opportunities for those beyond the high school level.

The potential for non-credit programs to upgrade the capabilities of those in most of the professions is seemingly very great. It poses a challenge in that assessments are necessary to determine the specific needs; an estimate of whether the numbers of people and the costs for the programs needed are of an order of magnitude which will permit organization of instruction is required; and if justified, the necessary expertise to provide the instruction must be found.

In view of the similarity of responsibilities involved with the needs assessment and delivery of instruction in this non-credit area, with that of credit offerings off-campus, the Director of Continuing Education was given the responsibility of carrying on the Outreach Program, that is, coordination of all off-campus credit-bearing courses.

The experiment, to be carried out over two years, thus far is reaping benefit from more efficient advertising, consistency in the treatment of external groups registration, establishment of relationships with the academic departments for scheduling, and community thrust.

F. Research and Scholarship

This section has been revised somewhat. The new material follows for Senate approval.

"F. RESEARCH AND SCHOLARSHIP"

As one of the missions of the University, albeit not of the same priority level as teaching, research and scholarship will continue to be fostered and supported by the administration among the faculty who have the clear inclination and desire to carry out projects contributory to teaching and which contribute to the pool of knowledge so necessary for the advancement of society. In order to successfully meet this mission, the following goals are presented:

--the establishment of "centers or clusters of expertise" among faculty. Although some faculty members can grow and produce in isolation, many need and want interaction with other faculty who share common interests and objectives. Such clusters need not be in the same department. Clusters of expertise may serve one or all of four purposes: 1) provide a communicative and stimulating environment, 2) lead to the development of additional programs of study (not departments), 3) develop into areas of excellence to enhance the image of the University, and 4) provide a source of consultation with local industry and agencies. Efforts will be made to give these clusters priority with respect to equipment, space, time, etc.

--increased support from the Graduate School with respect to providing professional development funds to senior graduate faculty members seeking to enhance their expertise potential, providing an improved liaison between YSU and national agencies funding research, providing increased funds for seed projects and increasing the number of available research professorships.

--establish a "University Services Foundation" as a means of providing testing and consultation services by agreeable faculty to the community on a timely and efficient basis without the normal delays and formalities of the research proposal route.

G. QUALITY AND STANDARDS

This section has been substantially changed in philosophy and the completely revised section follows and is submitted for Senate approval.

G. Quality and Standards

Academic quality will be the major factor in determining the vitality of Youngstown State University and its role in the community of Northeastern Ohio through the end of this century. The University has a commitment to academic prominence in its region.

The responsibility for academic quality rests primarily on each individual faculty member. In addition, both the faculty acting as a group and the administration have responsibilities to promote this quality. Some of these responsibilities, listed as goals, are below.

Goals of individual faculty should include:

--to feel an obligation to do his/her best quality work in teaching, scholarship, and community service, with priorities in that order.

--to expect students to do quality work for their credits.

Goals of the faculty acting as a group should include:

--to develop and maintain quality curricula in academic programs.

--to develop and maintain quality academic standards, such as program admission and graduation requirements.

--to provide assistance to students in their program and course selections appropriate to their needs and abilities.

Goals of Faculty and Administration working together should include:

--to provide for fair and constructive faculty evaluations and incentives.

--to provide responsive program evaluations.

--to provide new programs as needed.

--to provide academic planning.

Goals of the Administration should include:

--to provide what is needed to recruit, retain, and encourage quality faculty.

--to provide the support needed for faculty to do quality work.

--to recruit, retain, and encourage quality students.

--to do all of the above consistent with University priorities and academic planning.

The goals listed above refer primarily to teaching. Goals concerning quality in Research and Scholarship and in Public Service are included in the sections dealing with those topics.

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VII. IMPLEMENTATION

Again, we seek the concurrence of the Senate that this section should remain a part of the Master Plan. However, time has not allowed the Academic Planning Committee to complete its review. Further work will be needed next year.

VIII. IMPLEMENTATION

A. Resources

Influenced by the aspirations of faculty members and by the expectations of students, conditioned by tradition, responsive to the wants of professions and of employers of educated talent, alert to local community interests, buffeted by federal government regulations, concerned to meet accreditation and approval standards--state colleges and universities are aware of many institutional needs which their available income will not satisfy. Like so many other individual and social desires, the desires of public higher education cannot be satisfied in an environment of limited resources,1

It is already clear that the resources for implementation of the academic master plan will not only have to come from within as part of reallocation processes but also will be increasingly scarce.

As an aid to the reallocation process, and to provide for the legislatively mandated program review of all of the University's academic programs, a simplified program evaluation process was developed. The program evaluation forms which will be used are shown in Appendix J.

The current status of some of the conceived new programs which will require a reallocation of resources is listed in Appendix K.

The goal of lowering the amount of instruction done by limited-service faculty in those departments where the ratio of limited-service teaching to full-service teaching is greater than 0.25 will have to be accomplished by the addition of more full-service faculty if enrollments are maintained in such departments. A planned and systematic approach to this implementation is needed, whereby additional full-service faculty are added each budget year to reach the objective by 1986 consistent with the projected enrollment. Some savings will occur in reduction of the limited-service faculty component, but the achievement of this goal will result in increased cost of instruction unless added efficiencies simultaneously occur from and in the teaching of our full-service faculty.

Enrollment decline would be accompanied by a drop in revenue, and presumably by some drop in state appropriation. While a reduction of part-time teaching would accommodate some of this decline, the financial loss

1
OBOR, Developing a Process Model for Institutional and State Level Review and Evaluation of Academic Programs, April 1979, p. 115.

would have to be either absorbed or ameliorated by other means. Use of faculty in research and public service might be beneficial but probably not result in much cost savings. Their use in such traditional services as are currently performed by Students Serving Students would effect some current expenditure saving if that is continued.

Obviously, it would be beneficial to provide greater unity among the faculty in the trying times anticipated ahead. For that reason, service award dinners, retirement functions, and teas could be effectively used to bring the faculty together in association with an appropriate event or purpose.

Mounting costs for maintenance contracts point up the need to review this area closely. The question was even raised, "Could our own personnel service our typewriters at any greater efficiency?" In some cases, state-of-the-art advances have made some new office and laboratory equipment maintenance-free, and this makes its replacement cost-effective.

The use of word processing should be pursued by all schools, along with some reorganization to balance the cost of equipment with savings in labor.

Even the motor vehicle pool may be reduced to save expenditures, using a leasing alternative.

B. Facilities

The facilities planning must follow and flow out of the academic plan. It is time to restudy the long range needs and the detail cannot be adequately treated by those in the academic area. Nevertheless, the following paragraphs represent well-intentioned thoughts.

The University has completed its extensive campus development program with the completion of the All-Sports Complex. Added property acquisition adjacent to the campus will continue for proper parking, buffer, and auxiliary uses. The principal capital projects foreseen in the future concentrate upon the erection of a building to house centrally the extensive computers and computerized equipment required by our curricula and the expanding demands of students and society for education in such technology. This is funded as a proposed Institute for Advanced Applied Science and Technical Studies. Projects will also consist of the remodeling of existing structures, either to lower maintenance or energy costs, or to provide better usage of space. Included in the latter are additional modifications to make program areas more accessible to the handicapped. The major renovations anticipated in the next five years are those on the Williamson School of Business Administration, Ward Beecher Hall, and Bliss Hall modifications.

Large lecture halls, a theatre, a physical plant complex are needed but may be found fulfilled by using existing buildings appropriately modified or community facilities.

-A Summary of the Capital Improvements request submitted to the Ohio Board of Regents for 1981-1987 is shown in Appendix G. Even if enrollment were to decline, certain shifts in enrollment might require modification of space.

Equipment replacement funds have on several occasions been incorporated into a Capital Appropriations Bill. Currently, the existent Bill incorporates \$10,000,000 for two-year institutions and \$6,000,000 for four-year institutions. Youngstown State University is eligible for part of each of these sums as the Bill was passed.

The high costs of renovation of the Lincoln parking ramp should be compared with the cost of surface parking, maintenance and security over a 10 year period to determine with some degree of assurance that the land might not better be used for an academic building. The site is contiguous to the central campus core. If the estimated \$1,750,000 would pay for demolition, purchase of lots, and surfacing for parking, and if that with the operating costs over 10 years is less than ramp parking, then it would seem that the site should be leveled to make room for an academic facility, such as a Computer Science and Computer Center Building. The southwest portion of the campus, however, needs either this ramp or alternative parking.

The possible use of the Motel on Wick Avenue for Continuing Education Offices, non-credit courses, and

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summer conference usage has been mentioned several times by a number of persons. Whether or not the space could be reasonably modified for such use is up to speculation. There do seem to be some advantages to this site, such as accessibility and parking.

On the surface it would appear that more large classrooms would aid in the ratio of full-time equivalent student members to full-time equivalent faculty members. The fact is that the existent large classrooms are not fully scheduled. Preponderance of scheduling occurs between 9:00 a.m. to 2:00 p.m., and this means that classes could be spread out more at capital savings.

Similarly, while it would be desirable to have a large convocation and performing arts center proximate to the University and downtown, the attendant maintenance costs would become burdensome versus the current practice of renting Stambaugh and Powers Auditoria.

The combining of several small departments has been mentioned previously. If the Geography Department were moved from Cushwa Hall to the Arts and Sciences Building, there would be room for growth of technology commensurate with staff and students.

If the Television Center were to close as an option to alleviate budget, the space in Cushwa including the studio, control room, and film chain area should be turned over to the Media Center. Several Offices could be well used by the Cushwa Center for Industrial Development as it expands under contract with the Ohio Technical Transfer Organization, or similar state attempts to aid in economic development.

The recent or impending completion of greatly increased athletic and recreation facilities should be anticipated to retain students on campus for greater periods of the day and evening.

Because much of the physical plant was built at the same approximate time, it will be critical to administer and plan preventive maintenance to the physical plant in such a way that a huge bulge does not suddenly arise in renovation costs at some future time.

C. Academic Services

The principal support areas for the academic programs are Admissions, Library, Computer Center, Media Center, and Records. There is no clear separation between these and academic programs. What is done in programs affects these areas and vice versa.

The implementation of the report on Articulation between Secondary Schools and Ohio Colleges will have an effect upon the job the Admissions Office performs and the efforts by the Admissions office will no doubt have to be increased to succeed in keeping our enrollments of good students in our service region.

The Library has been playing a substantial and effective role in accreditation of the programs within the University and this will be depended upon as we seek yet others, such as accreditation of the Williamson School of Business Administration.

The Computer Center will be required to expand the interactive capabilities across the University and change its role to make the users more knowledgeable about useful programs and cataloged procedures, which would permit controlled access to data and information. Efforts should be made to obtain additional systems that are easy for the user, such as the new Data Analyzer, so that the motivated faculty member or administrator can have access to information or data specific to their responsibilities. In addition, the concept of "stewardship" should be reinforced to make the responsibility for the integrity of the data in computer files that of the owning office and not the Computer Center. All this would make the Computer Center responsible for guaranteeing the computer runs 99% of the time, the training and education of users, serving as a repository for information and maintaining the capability of modifying it, and much less for the authoring or programming for specific users. Further, computer-assisted instruction is also anticipated to expand as access to more computer terminals becomes a reality.

The Media Center should expand to incorporate at least parts of other media operations within the University and in this way some consolidation may result. The result would also make the combined holdings open to all students, while yet performing the desired specific service needed for a particular discipline. Centralized purchasing and inventory would also be assured. A more global mission within the University seems to be worthy of exploration because of the available equipment and expertise. This could properly include, then, such services as programs to use by the Alumni Association, slide programs used by Admissions, University pictures and slide materials for use by the University Relations, tape duplication for Personnel tests, photographs, stickers and charts for Security, and Student Orientation media for various schools and colleges.

The Records Office would benefit from conversion to a semester system from the quarter system. In 1967 the

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University converted to the quarter system because of a state requirement. Since then, a significant number of the State Universities have converted to an early semester system.

The Records Office should also eliminate the redundant tally board system of registration while incorporating a "demand-count" on student registrations. This would provide valuable information for more effective scheduling while saving much in personnel costs.

There has been some need for the separation of statistics on course registrations between graduate and undergraduate enrollments in each course.

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D. Additional Planning Components

In addition to the academic master plan, and the need for a study of the facilities required which grows out of the planned mix of academic programs, there is also a need for fiscal planning. Recent events make it very difficult to follow any plan with precision, but the fiscal plans provide a parameter within which to operate.

Beyond fiscal planning, there is also the need to develop long-range goals and objectives for the service and support areas within the University. These too are somewhat dependent upon the mix of academic programs, but they are even more dependent upon the subsequent fiscal plans. Currently all areas prepare goals, objectives and activities on an annual basis, but there has been no basis upon which to develop such long-range plans. With this academic master plan as a beginning, it is hoped that the other plans will be able to be developed.

VIII. PLANNING EVALUATION

This section needs no revision at this time.

IX. Planning Evaluation

An evaluation of the status of the goals and objectives should take place on an annual basis, at the time of budget preparation, which itself is an essential part of planning because of the need to see if the funds are used most effectively.

A similar evaluation of the status of goals or objectives should take place prior to a revision of the academic master plan to determine whether the timetable and strategies for implementation used were successful and appropriate, and if not, why not. Further, it may be necessary to amend, drop, or reemphasize certain objectives if the assumptions that were made as a basis for their formulation so dictate.

IX. PLANNING CYCLE

Continuous updating of this section will be provided by the Office of the Provost.

XI. Planning Cycle

The planning cycle should result in a revision of the Academic Master Plan every two years. If the desirable steps were not so time-consuming, it would be preferable to revise the Plan every year using the annual program evaluations and the analysis of perceptible changes in national, state and local conditions of society and its needs. The biennial cycle would also fit into the biennial appropriation cycle and thus could be more closely tied to budgeting.

Accordingly, the following cycle is suggested while simultaneously not preordaining the precise procedures to be followed:

- September 1983 - Revise assumptions and anticipated context of higher education during 1984-1989.
- November 1983 - Impact analysis and formulation of Long Range Goals and Objectives.
- January 1984 - Review of Program Evaluations, preparation of Annual Budget
- February 1984 - Senate Review of Long Range Goals and Objectives.
- April 1984 - Board of Trustees Acceptance of Academic Master Plan
- September 1985 - Repeat of Cycle

The Academic Senate Committee on Academic Planning is currently wrestling with the procedures to be recommended to accomplish cyclic planning, but it has proposed broad outlines to achieve planning results.

X. APPENDICES

The following appendices should be completely eliminated as being no longer relevant or not appropriate for a long range planning document.

A.

B.

C.

D.

E.

F.

G.

J.

I. Graduate Programs and Concentrations is included in Long-range Goals and Objectives

A. Program Accreditation and Review Dates (Old "H")

This section will be continuously updated by the office of the Provost.

B. New Program Status (Old "K")

This section will be continuously updated by the office of the Provost.