

Bernard Gillis
Provost

**TO: FULL SERVICE FACULTY, ADMINISTRATION, AND
STUDENT GOVERNMENT**

FROM: VIRGINIA PHILLIPS, SECRETARY, ACADEMIC SENATE

**RE: MEETING OF THE ACADEMIC SENATE
WEDNESDAY, JUNE 5, 1991, 4:00 P.M.
ARTS AND SCIENCES AUDITORIUM, ROOM 132, DEBARTOLO HALL**

AGENDA

1. Call to Order.
2. Approval of Minutes for May 1, 1991, meeting.
3. Elections and Balloting Committee Report.
4. Charter and Bylaws Committee Report.
901-26 Motions to Modify Bylaws.
5. Senate Executive Committee Report.
6. Reports of Other Senate Committees.
 - 901-27 Academic Planning Committee Report.
 - 901-28 Library and Media Services Committee Report.
 - 901-29 Academic Research Committee Report.
 - 901-30 ICP/Honors Programs Committee Report.
 - 901-31 Student Academic Grievance Subcommittee Report.
 - 901-32 University Curriculum Division Committee Report.
 - 901-33 Ad Hoc Committee Quarter/Semester System Report.
7. Unfinished Business.
8. New Business.
9. Adjournment.

RECEIVED

MAY 30 1991

OFFICE OF THE PROVOST

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

Date May 15, 1991 Report Number (For Senate Use Only) 901-26

Name of Committee Submitting Report Charter and Bylaws

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

Elected Chartered

Names of Committee members: Mary J. Beaubien, Kathy Lynn Feld, Lowell J. Satre,
Matthew Siman, Melissa T. Smith, and Edward B. Tokar

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report)

Item 1. A motion to modify the bylaws to promote prompt completion of Election for Senate Chair.

Item 2. A motion to modify the bylaws to clarify procedures for resolving inconclusive elections.

Item 3. A motion to modify the bylaws that will formally show the rotation for Senate Executive Committee Elections.

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

If so, state the motion: See attached report

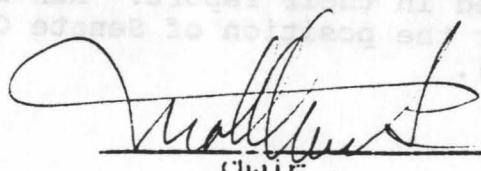
Item 1. Motion

Item 2. Motion

Item 3. Motion

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? No

Other relevant data: _____



Chair

CHARTER AND BYLAWS COMMITTEE REPORT

May 15, 1991

At its April 29, 1991 meeting, the Charter and Bylaws Committee considered the changes to the Bylaws recommended by the Elections and Balloting Committee. The Charter and Bylaws Committee moved, seconded, and passed a motion to present the following motions to the Senate:

- Item 1. It is recommended that Bylaw 4, Section 1 (c) be amended in order to promote the prompt completion of the election for the Senate Chair. It will also prevent the situation encountered in the Fall of 1990, when four ballots were required before one candidate obtained a majority.

MOTION:

Bylaw 4, Section 1 (c) to read as follows:

The successful candidate shall have a majority of valid votes cast. If no candidate obtains a majority, a run-off election shall be held between the two candidates receiving the most votes. In the event of a tie, the run-off candidate(s) will be determined by drawing lots. The term of office of the Chair will be for one year beginning seven calendar days prior to the scheduled November meeting.

- Item 2. In order to expedite the conclusion of the election of members for various bodies and committees, it is recommended that Bylaw 2, Section 5 be amended so that run-off elections are only to be held for Senate Chair. For all other elections, ties are to be resolved by drawing lots. Therefore, Bylaw 2, Section 1 (d) becomes contradictory, and should be deleted. An additional reason to delete Bylaw 2, Section 1 (d) is that part of Bylaw 2, Section 1 (d) is contained in Bylaw 2, Section 1 (c).

MOTION:

Delete Bylaw 2, Section 1 (d).

Bylaw 2, Section 5 to read as follows:

All ties shall be resolved by the tellers by drawing lots. This shall be noted in their report. Run-off elections shall only be conducted for the position of Senate Chair, as described in Bylaw 4, Section 1 (c).

Item 3. It is recommended that Bylaw 4, Section 4 (a) (3) be amended so as to provide a convenient means of determining which schools must conduct elections in any given year. Election and Balloting Committee members will no longer have to locate records of elections that took place up to three years ago. Further, since the last sentence of the current reading of Bylaw 4, Section 4 (a) (2) is the same as the first sentence of the proposed amended Bylaw 4, Section 4 (a) (3), it is recommended that the last sentence of Bylaw 4, Section 4 (a) (2) be deleted.

MOTION:

Delete the last sentence of the current reading of Bylaw 4, Section 4 (a) (2).

Bylaw 4, Section 4 (a) (3) to read as follows:

College representatives shall be elected to the Executive Committee for three year terms beginning September 15. Elections shall be on a rotating basis for the following terms:
1991-1994 : Arts and Sciences; Fine and Performing Arts
1992-1995 : Applied Science and Technology; Business Administration
1993-1996 : Engineering; Education
1994-1997 : Arts and Sciences; Fine and Performing Arts
1995-1998 : Applied Science and Technology; Business Administration
1996-1999 : Engineering; Education
and so on.

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

Date May 24, 1991

Report Number (for Senate use only) 901-27

Name of Committee submitting report Academic Planning Committee

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

Names of Committee members: Alice Betz, Erin Fogarty (student), Bernard

Gillis, Donald Hovey, Patricia Humbertson, Jalal Jalali,

Dorothy Kennedy, Donna Mc Nierney, Fred Owens, David Ruggles,

Nancy White, Bernard Yozwiak

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) _____

Final report of the committee's "Recommendations Toward A
Strategic Plan".

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

If so, state the motion: 1. To accept the amended "Academic Mission
Statement" as presented. 2. To adopt the "Recommendations Toward
A Strategic Plan" as presented and forward them to the President to
be presented to the Board of Trustees for their consideration on June 14, 199

If there are substantive changes made from the floor in your committee recommendations, would the committee prefer that the matter be sent back to committee for further consideration? No

Other relevant data: _____

Alice Betz
Chair

**ADDENDUM
TO
THE CHARTER AND BYLAWS REPORT
OF
MAY 15, 1991**

Item 4. In trying to implement the recommendations of the Computer Services Committee, it soon became apparent to the Charter and Bylaws Committee members that there are interested parties and constituencies whose input should be sought and incorporated in any renaming and restructuring of existing committees and the establishment of a new committee(s). The Charter and Bylaws Committee members feel that the most effective way of accomplishing these changes is by means of an Ad Hoc Committee.

MOTION:

It is recommended that the Senate direct the Senate Executive Committee to appoint an Ad Hoc Coordinating Committee, representing interested parties in the areas of Computer, Library, Media, and classroom instructional services, to examine the integrated technological needs, to define the roles, and to coordinate the duties of current and proposed committees.

YOUNGSTOWN STATE UNIVERSITY
FINAL REPORT - June 5, 1991
RECOMMENDATIONS TOWARD A STRATEGIC PLAN

FINAL CORRECTIONS/ADDITIONS

1. Page 1 - Academic Mission Statement - Paragraph 2, Sentence 3 to read:
...It reinforces this effort through cocurricular activities, opportunities for multi-cultural and multi-ethnic interaction, and other out-of-class support. ...
2. Page 1 - Academic Mission Statement - Paragraph 5, Item 4 to read:
to integrate the technologies for creation, manipulation, storage, retrieval, and distribution of print, data, voice, visual and other types of information;
3. Page 1 - Academic Mission Statement - Footnote Date of Adoption to read:
YSU Academic Senate - June 5, 1991
4. Page 3 - Student Enrollment and Services - Addition of Item 6. to read:
6. To continue to enhance the quality of student life through appropriate services.
5. Page 3 - Research and Scholarship - Item 1. to read:
 1. The University will continue and sharply expand efforts to encourage and support research, publication, and other scholarly activities.
6. Page 3 - Research and Scholarship - Item 2. to read:
YSU faculty will maintain and expand expertise in their fields through research and scholarship which leads to publication or, as appropriate, through other activities which produce professional benefits.
7. Page 3 - Research and Scholarship - Addition of Item 3. to read:
 3. YSU faculty and administrators will cooperate in long-term efforts to seek external funding in support of research and related scholarly activities.
8. Page 4 - Institutional Advancement and Institutional Development - Addition of Item 3. c. to read:
c. The Office of Institutional Advancement shall continue to be the coordinating agency to solicit funds in the community.
9. Page 4 - Physical Environment, Facilities and Equipment - Item 1. d. to read:
... graduate assistants to interact and WYSU-FM music ~~and~~ in most of the building foyers.
10. Page 4 - Physical Environment, Facilities and Equipment - DELETION OF Items 2. a., 2. b., 2. c., 2. d.
11. Page 5 - Faculty and Staff - Item 1. to read:
 1. YSU will serve as a model university ~~for the region~~ in developing human resources and effective communication between faculty, staff and administration to the betterment of the University.
12. Page 5 - Faculty and Staff - Item 2. Consolidated with Item 2. a. to read:
 2. YSU will allocate resources for additional personnel and develop programs for all new full-time employees. The Office of Executive Director of Personnel Services will develop and implement formal inservice programs for all new full-time employees. ... The faculty orientation program will emphasize University resources to support teaching and research.
13. Page 5 - Faculty and Staff - DELETION OF ITEM 2. b.
14. Page 5 - Athletic Programs - Item 2., Sentence 2 to read:
 2. ... Those responsible for competitive sports (for example, coaches) should ~~try to~~ meet the same hiring criteria as faculty.

YOUNGSTOWN STATE UNIVERSITY
FINAL REPORT - June 5, 1991
RECOMMENDATIONS TOWARD A STRATEGIC PLAN

FINAL CORRECTIONS/ADDITIONS
(Continued)

15. Page 6 - Restructuring - Item 2. a. to read:
 - a. This and related restructuring will be done so as to protect programming at the associate degree level. ~~and similar instruction.~~

16. Page 6 - Restructuring - Item 3 and Item 4 Interchanged to read:
 3. The University will continue to explore the reorganization of other academic units. ~~(For example, the College of Arts and Sciences and the Williamson School of Business).~~

 4. The University will reorganize the Information Services units with the goal of integrating the information systems. The Information Services primary mission will be to support the academic sector of the institution.

17. Page 6 - Academic Programs - Addition of Item 1 and Interchange of other items to read:
 1. **The University is committed to a full spectrum of baccalaureate and masters degree programs.**

 2. YSU will strengthen existing programs to enhance their visibility and prominence as a primary goal and then expand programs in strategic areas.

 3. The University **will** revise and improve the existing honors program so that it serves as a magnet to students seeking academic excellence.

 4. YSU will strengthen its commitment to programming at the doctoral level including the development of new doctoral programs of **an appropriate nature.**

 5. The University will continue to meet the needs of students who enter with educational deficiencies.

FINAL REPORT

RECOMMENDATIONS TOWARD A STRATEGIC PLAN

**Academic Planning Committee
1990-91**

Alice D. Betz, Allied Health, *Chair*

Erin Fogarty, *Student*

Bernard T. Gillis, *Provost*

Donald E. Hovey, *Management*

Patricia G. Humbertson, *Geography*

Jalal Jalali, *Electrical Engineering*

Dorothy M. Kennedy, *Nursing*

Donna J. McNierney, *Secondary Education*

Fred W. Owens, *Speech Communication and Theatre*

David P. Ruggles, *Dean, School of Education*

Nancy White, *Psychology*

Bernard J. Yozwiak, *Dean, College of Arts and Sciences*



June 5, 1991

YOUNGSTOWN STATE UNIVERSITY

RECOMMENDATIONS TOWARD A STRATEGIC PLAN

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June 2, 1991

YOUNGSTOWN STATE UNIVERSITY

Academic Mission Statement

For the Strategic Plan of the 1990s

The academic mission of Youngstown State University is to foster the search for and concurrent dissemination of knowledge. This effort ultimately is directed both toward elevating the human spirit and toward the intellectual growth and betterment of people and their agencies.

The University is dedicated to superior teaching, rigorous scholarship and research, and responsible public service. It aims to assemble and develop a faculty which embodies these standards and in turn cultivates them among students. It reinforces this effort through cocurricular activities, opportunities for multi-cultural and multi-ethnic interaction, and other out-of-class support. Hence, the University sees a primary test of its effectiveness in its graduates: the kinds of lives they lead, their personal accomplishments and their contributions to social good.

The University is dedicated to broad access to education. It provides academic access through open admission for all Ohio high school graduates to a wide range of programs and through specialized and advanced degree programs. It seeks to provide economic access through a strong program of financial aids as well as reasonable tuition charges. And it is committed to geographic access through attention to the needs of students who either live on or near campus or who commute.

The University is distinguished in its capacity to provide expertise to governmental bodies, industry and businesses, and social service agencies to increase their effectiveness. The University in turn builds its strength on the vitality and support of surrounding communities and their citizens, both organizational and individual, public and private, and by interaction with teaching and research wherever it is found.

In support of this, the University is committed:

- to achieve academic excellence in teaching, scholarship and study;
- to establish appropriate terminal degree programs;
- to maintain or improve its physical facilities, equipment, and support services;
- to integrate the technologies for creation, manipulation, storage, retrieval, and distribution of print, data, voice, visual and other types of information;
- to develop or aid in the development of residence facilities needed by future students: traditional and nontraditional, undergraduate and graduate;
- to take such steps necessary to acquaint potential students with educational opportunities at the University;
- to maintain or enhance public service, including continuing education, industrial/business opportunity counseling, and applied research/technology transfer; and
- to take other steps, whether subordinate or complementary to these, necessary to realize this academic mission.

YSU Academic Senate—June 5, 1991

YOUNGSTOWN STATE UNIVERSITY

RECOMMENDATIONS TOWARD A STRATEGIC PLAN

Introduction

These Academic Planning Committee recommendations are based on the Exposure Draft released in September of 1990 and responses by faculty, staff and administration to that document.

The Academic Planning Committee gave thoughtful consideration to many ideas, suggestions and materials that were received and selected the following recommendations as the basis for future planning.

Mission Goals

- Participates fully in Ohio's educational agenda as a full-service metropolitan university.
- Provides access to the entire potential student population in the service region and to populations beyond when it serves the mission.
- Graduates are known for achievements, service to the public good, and rich and liberated lives.
- Programs, faculty, and facilities create worldwide prominence for the region and state.
- Provides an expert labor force, access to facilities and expertise, employment opportunities and financial development for the area.

Assumptions

- The regional economy continues to recover when compared to the early 1980s and a new economic base continues to develop.
- Suburban populations will grow and urban and rural populations will shrink.
- Aggressive recruitment and marketing are the norm in higher education.
- Higher education is increasingly necessary for career entry.
- Graduate degrees are increasingly needed for career success.
- The state legislature will permit no major increase in tuition rates or subsidy.
- Traditional sources of revenue will not be enough to meet the future needs of the institution.
- Performance demands on YSU will increase significantly.
- Half or more of the YSU student population will be non-traditional.
- There will be significant turnover of YSU leadership.

Student Enrollment and Services

1. Make existing resources more visible and more accessible through easy and convenient registration procedures.
2. Accelerate enrollment recruiting and marketing to reflect demographic trends (for example, minorities and non-traditional students).
3. Improve retention of students.
4. Provide childcare services.
5. Develop a policy to assure equitable distribution of scholarships through a monitoring of each student award such that no student receives more from the University than tuition, books and room and board.
6. To continue to enhance the quality of student life through appropriate services.

Research and Scholarship

1. The University will continue and sharply expand efforts to encourage and support research, publication and other scholarly activities.
2. YSU faculty will maintain and expand expertise in their fields through research and scholarship which lead to publication or, as appropriate, through other activities which produce professional development benefits.
3. YSU faculty and administrators will cooperate in long-term efforts to seek external funding in support of research and related scholarly activities.

Institutional Advancement and Institutional Development*

1. Expand the Office of Institutional Advancement and focus all the talents and energies of the office on development.*
 - a. Expand the Office of Institutional Advancement to include a development officer skilled and experienced at successfully competing for institutional grants from public and private agencies.
 - b. Hire specialized experts in development to support traditional fund raising as well as advocacy for institutional development grants.
 - c. Develop, through the Office of Institutional Advancement, a plan for adding one new part-time area specialist for each college for the development of externally funded special projects. Such persons would be responsible to the Office of Institutional Advancement in securing external funding.
2. Develop, through the Office of Institutional Advancement, a stable source of funds independent of state aid and tuition specifically for projects that develop and support programs, or that can be used as matching funds.

*Development refers to fund raising.

Institutional Advancement and Institutional Development*

(continued)

3. Encourage close cooperation and coordination between the Office of Institutional Advancement and the various colleges.
 - a. The development officer (see 1. a.) and staff of the Office of Institutional Advancement coordinate and assist other University personnel in various departments and colleges in competing for grants.
 - b. Faculty and deans in the various departments and colleges assist the Office of Institutional Advancement in securing new funding sources.
 - c. The Office of Institutional Advancement shall continue to be the coordinating agency to solicit funds in the community.
4. The development officer of Institutional Advancement works with University Outreach and News Service and Publications to develop ongoing activities that create a positive and partisan presence for Youngstown State University at the national, state, and regional levels for the purpose of improving YSU's information base and competitive advantage in securing funding and other benefits. These activities will include personal lobbying for YSU grant applications under consideration at national and state agencies, and in the private sector. They will also include developing faculty and staff links with national and state government publications, task forces, and educational decision-making units.

Physical Environment, Facilities and Equipment

1. University Facilities reviews and updates the "Facilities Master Plan" to reflect the needs identified in the "Strategic Plan."
 - a. University Facilities develops a procedure for evaluating building space allocation in consultation with areas being served in the building.
 - b. University Facilities continues to improve handicapped accessibility for all facilities and areas on campus.
 - c. One or more new buildings (for example, a general classroom building and/or a multi-purpose building) will be planned that would house welcoming spaces for students, possibly a child care or wellness facility, and moderate- and large-size classrooms. These buildings would serve multidisciplinary needs and relieve stress in buildings currently operating at or near capacity (specifically Cushwa Hall and Fedor Hall).
 - d. The long-term facilities plan includes new spaces that foster group activities, including but not limited to: mail rooms, "infomats" for students, reading rooms, spaces in all programs for graduate assistants to interact and WYSU-FM music in most of the building foyers.
 - e. The long-term facilities plan will include additional computer/workstation labs.
2. Make existing resources more visible and more accessible through improved parking capacity and locations, and create culturally rich and welcoming spaces needed at a large urban university.
3. The long-term facilities plan will include the upgrading of YSU's computer network facilities, classrooms, computer linkages, and telecommunication capabilities.

*Development refers to fund raising.

Faculty and Staff

1. YSU will serve as a model university in developing human resources and effective communication between faculty, staff and administration to the betterment of the University.
 - a. The YSU administration working with the Senate Academic Planning Committee will review the strategic plan biannually.
2. YSU will allocate resources for additional personnel and develop programs for all new full-time employees. The Office of Executive Director of Personnel Services will develop and implement formal inservice programs for all new full-time employees. The programs will include an introduction to the University's history and culture, values implicit in the Mission, system-level goals and objectives, structures and offices, and key procedures such as planning and budgeting as appropriate for individual classifications. The faculty orientation program will emphasize University resources to support teaching and research.
3. YSU will actively recruit and employ minority faculty members.
4. The Graduate School will develop a program to attract visiting and affiliated scholars.

Athletic Programs

1. YSU will have a balanced program of intramural and intercollegiate athletics over the full spectrum of sports for both men and women.
2. Athletics is part of the overall educational program of the University. Those responsible for competitive sports (for example coaches) should meet the same hiring criteria as faculty.

Public Image/Service

1. Substantially increase YSU's prominence at all levels: regional, state, national and global.
 - a. The administration, faculty, staff and Board of Trustees pledge themselves to speak out forcefully on behalf of the University's excellence, to seek opportunities to increase the visibility of its excellence, and to promote activities that bring external recognition of its excellence.
 - b. The Office of University Outreach works with News Service and Publications to develop regular public relations activities that communicate internally and externally the many academic, professional, and service achievements of members of the YSU community (for example, better utilization of the *Jambar*).
2. Provide dramatically visible symbols of the area's industrial origins and economic history, as well as its present cultural diversity (for example, buildings should display art inside and out, some hung temporarily and some permanently).
3. The Board of Trustees and the University Administration exercise leadership in fostering a spirit of this university community based on the central tenets of the Mission. All ceremonial activities are reviewed for how they may contribute more directly to developing this spirit of the University.

Restructuring

1. The Cushwa Center for Industrial Development, Urban Studies Center, and Human Services Development will be regrouped as an independent public service sector and strive to be financially self-sufficient.
2. The College of Applied Science and Technology will be restructured to form two new colleges (or schools) each administered by a dean. The colleges (or schools) will be a College of Health and Human Services and a College of Applied Science and Technology.
 - a. This and related restructuring will be done so as to protect programming at the associate degree level.
3. The University will continue to explore the reorganization of other academic units.
4. The University will reorganize the Information Services units with the goal of integrating the information systems. The Information Services primary mission will be to support the academic sector of the institution.
5. The University will explore the feasibility of developing a wellness center.

Academic Programs

1. The University is committed to a full spectrum of baccalaureate and masters degree programs.
2. YSU will strengthen existing programs to enhance their visibility and prominence as a primary goal and then expand programs in strategic areas.
3. The University will revise and improve the existing honors program so that it serves as a magnet to students seeking academic excellence.
4. YSU will strengthen its commitment to programming at the doctoral level including the development of new doctoral programs of an appropriate nature.
5. The University will continue to meet the needs of students who enter with educational deficiencies.

Planning

1. The president of the University will form a Strategic Planning Team.
 - a. The Strategic Planning Team will be chaired by the president and consist of two high-level administrators and two faculty members selected from a panel of five, submitted by The Academic Senate.
 - b. The Strategic Planning Team will seek the advice of ad hoc committees which will be formed for specific purposes and consist of students, faculty, administrators, professional staff, and/or individuals from the community.
 - c. The goal of the Strategic Planning Team will be to develop a five-year strategic plan for Youngstown State University to be in place by spring of 1992.

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

Date April 29, 1991 Report Number (for Senate use only) 901-28

Name of Committee submitting report Library and Media Services Committee

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

Names of Committee members: Dora Bailey, Martin Cala, Thomas Copeland (chair),

Hugh Earn hart, Timothy Gambrel, David Genaway, Beverly Howse,

Floyd Jackson, Tedrow Perkins, David Robinson, Monica Rusnov,

Eugene Sekeres, David Sweetkind, John Yemma

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) 1991-92 Library Budget: \$909,920. Distribution as follows: General Works \$85,000 (20.7% decrease); Replacements \$5,000 (55.9% decrease); Schools & Colleges \$819,920 (7.5% decrease across the board): C.A.S.T. \$66,840, A.S.S. \$503,240, Bus.Ad. \$84,520, Educ. \$45,830, Engin. \$59,110, F.&P.A. \$60,380

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

If so, state the motion: We move the adoption of the above distribution of funds.

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

Other relevant data: _____

T. A. Copeland
Chair

(Handwritten note: 4/29, 210) 2.2

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

Date April 23, 1991 Report Number (For Senate Use Only) 901-29

Name of Committee Submitting Report Academic Research Committee

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

Names of Committee members: Cicarelli, deBlois, Genaway, Harig, Hotchkiss, Haynes, Kushner, Khan, Messuri, Stoll, Tarantine, Umble

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The Academic Research Committee is concluding another productive year. Currently, the A.R.C. is involved in organizing Quest '91 - Celebration of Research & Scholarly Activities. This is the 3rd annual Quest and the A.R.C. had a response of 85 proposals for presentation and 15 poster sessions. We are extremely pleased with the continued success of this event. This year's Quest will be held May 7 & 8 in Kilcawley, Please come and enjoy! The A.R.C. has also been responsible for the Research Usage Questionnaire which was distributed prior to Spring Break. The results of this will be distributed next academic year, 1991-92.

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

If so, state the motion: _____

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? _____

Other relevant data: _____

C. S. deBlois, PhD
Chair

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

Date 4/28/91 Report Number (For Senate Use Only) 901-30

Name of Committee Submitting Report ICP/Honors Programs

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

Names of Committee members: Theodore Chrobak, Wilda Ferris, Lawrence Haims, Frank Castronovo, Melissa T. Smith (chair) Robert K. Smith, Judy Wilkinson, Scott Martin, William O. Barsch, George Sutton (ex officio) Gordon Mapley (ex officio)

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report)

The committee reviewed guidelines and procedures for ICP and Honors program, but feels no further action advisable until after changes in upper administration take place.

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

If so, state the motion: _____

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: _____


chair



Youngstown State University / Youngstown, Ohio 44555-3461

Department of Foreign Languages and Literatures

(216) 742-3461

FAX (216) 742-1998

TO: Bill Jenkins, Chair, Academic Senate

FROM: MELISSA T. SMITH, CHAIR, Honors-ICP Committee (Foreign Languages, x3463)

DATE: May 10, 1991

MEMBERS OF HONORS/ICP COMMITTEE

- Dr. Theodore Chrobak, Engineering Technology
- Dr. Wilda Ferris, Nursing
- Dr. Lawrence Haims, Foundations of Education
- Dr. Frank Castronovo, Speech and Theater
- Dr. Robert K. Smith, Chemistry
- Dr. Judy Wilkinson, Marketing
- Dr. Scott Martin, Civil Engineering
- Dr. William O. Barsch, Chair, Engineering Technology
- Dr. George Sutton, Dean, Engineering
- Dr. Gordon Mapley, Arts and Sciences

Report of the ICP/Honors Program

The ICP/Honors Programs Committee spent the 1990-91 academic year in the following efforts:

1. Forwarded to the Programs Division formal guidelines and procedures for Individualized Curriculum Program (ICP). These guidelines can be found attached to the agenda of the Academic Senate for February 6, 1991.
2. Reviewed current guidelines for Honors Degree Program and discussed at length the current state of honors at YSU. Contacted the National Collegiate Honors Council for guidance concerning procedures of self-study and outside consultation.
3. Concluded that both formal self-study and revision of Honors Programs guidelines dependent on a certain degree of administrative support. Current budgetary conditions and administrative interregnum make any further action unfeasible at this time.

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

Date 4/25/91

Report Number (for Senate use only) 901-31

Name of Committee submitting report Student Academic Grievance Subcommittee

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

Names of Committee members: Charles McBriarty (chair), Donald Milley, Larry Hugenberg,
Homer Warren, Kathylynn Feld, Louis Hill, Robert McCoy, Elizabeth Bobeck,
Eric Stephens, Patricia Reitmann, Greg Misel, Amy Bloomingdale

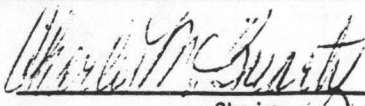
Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Summary of committee action for 1990-91

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

If so, state the motion: _____

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

Other relevant data: n/a


Chair

REPORT TO ACADEMIC SENATE
May 1, 1991

The Student Academic Grievance Subcommittee has met a total of seven times. One session was dedicated to orienting the membership, one academic dishonesty hearing, two grievance hearings, and three business meetings. In addition, there are two academic dishonesty cases that are pending the scheduling of discipline hearings.

The results of the discipline/grievance hearings include:

- One grievance upheld in favor of the faculty member.
- One grievance upheld in favor of the student.
- One academic dishonesty case resulted in finding the student in violation of the Code.


The chair of the subcommittee has kept in touch with the chair of the Student Academic Affairs Committee. The subcommittee has reviewed syllabi grading language and forwarded that information to the Student Academic Affairs Committee for further action.

Submitted by:

Student Academic Grievance Subcommittee
Charles McBriarty, Chair
April 16, 1991

If there are substantive changes made from the floor in your committee recommendations, would the committee prefer that the matter be sent back to committee for further consideration? no

Other relevant facts: None


Chair

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

Date May 20, 1991 Report Number (For Senate Use Only) 901-32

Name of Committee Submitting Report University Curriculum Division

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

Appointed chartered

Names of Committee members: J. Mistovich (chair), T. Kermani, H. Yiannaki, I. Heal, D. Henneman, P. Munro, N. Shillington

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The attached curriculum proposals have been approved by the University Curriculum Committee, circulated to the various deans and departments, and are being presented to the University Senate: 91-190, 91-192, 91-193; 91-260; 91-280 through 91-284; 91-291 through 91-297; 91-301 through 91-311; 91-313 through 91-326.

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

If so, state the motion: _____

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? _____

Other relevant data: _____

Joseph J. Mistovich
Chair

91-190 Special Education (Change)
SPED 862. Principles of Interaction with Special Needs Students

Principles and methods of interaction with students, parents and other professionals in behalf of students with special needs. A team approach and the use of community resources will be emphasized. Prereq.:
SPED 802. Same as COUNS 862. 3 q.h.

91-192 Special Education (Change)
SPED 874. Gifted and Talented Programs

Survey of theoretical foundations of contemporary programs and models; historical development; issues, evaluation, and research; differentiated programming procedures and problems. Same as Secondary Education 874. Prereq.: Admission to the School of Education. 4 q.h.

91-193 Special Education (Change)
SPED 878. Teaching Gifted and Talented Students

Theory and organization of curriculum with design and integration of content subjects including strategies and identification of resources and materials. Same as Secondary Education 878. Prereq.: Admission to the School of Education. 4 q.h.

91-260 Philosophy and Religious Studies (Change)
RELST 756. Psychology of Religion

A survey of contemporary psychological interpretations of religion and religious experiences, including those by Freud, Maslow, Jung, and Grof. Prereq.: PSYCH 560. Listed also as PSYCH 703. 4 q.h.

91-280 Art (Delete)
ART 767. School Arts and Crafts Intermediate

A study of the artistic needs of students from grades four through six, and the exploration of the creative process and attitudes involved in providing meaningful experiences. Implementation of these needs include lecture, two and three-dimensional laboratory experiences and community teaching encounters. Required of all Elementary Education and Art Education majors. One hour of lecture; five hours of lab. Prereq.:
Art 760. 3 q.h.

91-281 Art (Delete)
ART 760. School Arts and Crafts Primary

A study of the artistic needs of children from nursery school through grade three. Implementation of these needs include lecture, two and three-dimensional laboratory experiences, and community teaching encounters. The inclusion of theories germinal to art education will prepare the student for other sequential courses in art education.. Two hours of lecture and four hours of lab per week. Prereq.: Junior standing or consent of the instructor. 4 q.h.

- 91-282 (b6A) Art (Add)
 ART 746. Desktop Publishing for the Designer
 Graphic design based on desktop publishing software and hardware.
 Emphasis on page layout, type design and scanned images. Prereq.:
 Art 550 or Art 727 or permission of instructor. Six hours lab per week.
 3 q.h.
- 91-283. (Change)
 SPCH 897. Seminar in Telecommunications
 This course is designed to investigate contemporary aspects of
 telecommunication. May be repeated for credit as long as specific
 seminar subjects are not repeated. Prereq.: SPCH 682 and 683, with a
 grade of C or better in both. 4 q.h.
- 91-284 (Change)
 SPCH 754. Argumentation
 Developing critical thinking through the systematic evaluation of
 theories, principles and practices of argumentation. Prereq.: SPCH 550
 or 652 or 654 or ENGL 551. 4 q.h.
- 91-291 (Change)
 HOME 613L. Nutritional Care Clinical Experience
 Application of nutritional care process in a hospital setting. Includes
 conferences, 2 hour on-campus seminar, and 6 hours supervised clinical
 experience per week. Prereq.: HOME 603, 603L. 4 q.h.
- 91-292 (Add)
 /LG 501, 502, 503. Elementary Foreign Language Topic 1, 2, 3
 Basic study of a foreign language stressing the fundamental skills of
 speaking, reading, writing, and understanding the spoken language as well
 as an introduction to the culture of its speakers. Languages to be
 announced each time the course is offered. May be repeated if language
 is different. The prerequisite for 502 is 501 or equivalent; the
 prerequisite for 503 is 502 or equivalent. 4+4+4 q.h.
- 91-293 (Change)
 PHED 750. Principles of Coaching
 The scientific, psychosocial, and management aspects of coaching.
 Includes ethics and legal responsibilities, personnel management,
 community relation, conditioning, and other related topics. Prereq.: 10
 quarter hours of activity credit, or junior standing and consent of
 instructor. 3 q.h.
- 91-294 (Add)
 PHYS 500L. Conceptual Physics Laboratory
 Experimental work designed to supplement PHYS 500. Two hours per week.
 Prereq. or concurrent: PHYS 500. 1 q.h.
- 91-295 (Add)
 ASTRO 504L. Astronomy Laboratory
 Telescope and planetarium laboratory work designed to supplement ASTRO
 504. Two hours per week. Prereq. or concurrent: ASTRO 504.
 1 q.h.

- 91-296 Psychology (Add)
 PSYCH 711. Applied Principles of Industrial Psychology
 Selected topics, concepts, and principles of Industrial/Organizational
 Psychology as applied to the engineer in the workplace. Prereq.:
 PSYCH 560. 4 q.h.
- 91-297 Physics (Change)
 PHYS 501. Fundamentals of Physics 1
 A study of the methods of analyzing motion of mechanical systems. The
 topics treated are kinematics, forces, energy and momentum, rotational
 kinematics, torque and angular momentum. Not recommended for
 mathematics, chemistry or physics majors or engineering students.
 Prereq.: MATH 512 and 520, or equivalent high school algebra and
 trigonometry. 4 q.h.
- 91-301 Physics and Astronomy (Change)
 PHYS 730. Electronic Instrumentation
 Theory of direct and alternating-current circuits, solid state devices,
 electrical and electronic instrumentation. Prereq.: PHYS 611 (or PHYS
 650) and MATH 705. 3 q.h.
- 91-302 Physics and Astronomy (Change)
 PHYS 730L. Electronic Instrumentation Laboratory
 Laboratory work in alternating-current circuits, transistor and diode
 circuits, and electronic instrumentation. Six hours per week.
 Concurrent: PHYS 730. 2 q.h.
- 91-303 Physics and Astronomy (Delete)
 PHYS 730L, 731L, 732L. Electricity and Magnetism Laboratory 1, 2, 3
 Laboratory work in steady state and transient responses of alternating-
 current circuits, characteristics and uses of non-linear circuit elements,
 including vacuum tubes and solid state devices. Three hours per week.
 Concurrent: For PHYS 730L, PHYS 730. 1+1+1 q.h.
- 91-304 Physics and Astronomy (Change)
 PHYS 810. Introduction to Quantum Mechanics
 The postulates of wave mechanics, the Schroedinger Wave Equation, and
 solution for elementary problems in quantum theory. Prereq.: PHYS 702
 and 705; MATH 706. 3 q.h.
- 91-305 Physics and Astronomy (Change)
 PHYS 820. Advanced Quantum and Quantum Statistical Mechanics
 Quantum-mechanical scattering, angular-momentum coupling schemes,
 hydrogen molecular ion, Thomas-Fermi and Hartree-Fock models; quantum
 statistics and applications to the theory of metals, superfluidity and
 superconductivity. Prereq.: PHYS 810 and PHYS 815. 3 q.h.
- 91-306 Physics and Astronomy (Add)
 PHYS 741, 742, 743. Electromagnetic Field Theory 1, 2, 3
 Electric field and potential, charge distribution, polarization of
 material media, magnetic field and the vector potential, magnetic moments
 and magnetic polarization of media, introduction to and application of
 Maxwell's equations. Prereq.: PHYS 611 or 650 and
 MATH 705. 3+3+3 q.h.

- 91-314 Accounting and Finance (Change)
 FIN 724. Credit Management
 The nature, uses, and general functions of credit, credit instruments and legal aids for the credit department are presented. Management of the business credit-granting function; management of the consumer credit-granting function; investigation and analysis of commercial, bank, and foreign credit risks; analysis of financial statements for credit purposes; control of accounts receivable in relation to sales and working capital; and the control of credits and collections are evolved. Prereq.: FIN 720. 4 q.h.
- 91-315 Accounting and Finance (Add)
 FIN 725. Real Estate Investment
 Topics covered include real property ownership, real estate markets, valuation methods, financing methods and management of real estate investments. Prereq.: FIN 720. 4 q.h.
- 91-316 Accounting and Finance (Delete)
 FIN 717. Real Estate Principles
 Principles of real property ownership and real estate practices; types of deeds, leases, and restriction; real estate brokerage, selling and advertising; property management; subdividing and developing; zoning and its effects. Prereq.: MGT 604. 3 q.h.
- 91-317 Accounting and Finance (Delete)
 FIN 718. Real Estate Finance and Problems
 Methods of financing ownership or occupancy of real property. Real estate and real estate paper as a field of investment. Problems involved in appraisal and practical methods of appraisal. Individual research. Prereq.: FIN 717. 3 q.h.
- 91-318 Accounting and Finance (Add)
 FIN 726. Risk Management
 The fundamental nature of risk and insurance. Property and liability insurance and other loss-bearing techniques are examined along with the proper use of life insurance in personal and business planning. Prereq.: FIN 720. 4 q.h.
- 91-319 Accounting and Finance (Delete)
 FIN 722. Insurance Fundamentals
 The fundamental nature of risk and its influence upon all human activities is studied. Principles of insurance, insurance coverage, and other loss-bearing techniques are examined. Prereq.: MGT 604. 3 q.h.
- 91-320 Accounting and Finance (Delete)
 FIN 723. Life Insurance
 The fundamental nature of life insurance and the principles and technical facts in the field of study. The proper use of life insurance in personal and business planning. Prereq.: MGT 604. 3 q.h.

- 91-321 English (Delete)
 ENGL 749. Professional and Technical Editing
 study of the skills needed to make appropriate editorial changes in the grammar, mechanics, style, format, and organization of manuscripts for scholarly, trade, and professional publications. The course deals with stages in the publishing process, mechanical and substantive editing, and the use of house or press style. Prereq. ENGL 551 and junior standing. 4 q.h.
- 91-322 Chemical Engineering (Add)
 CHEGR 650. Computer Methods in Chemical Engineering
 Application of computational software packages and spreadsheets to solve chemical engineering problems. Utilization of process simulation packages, such as HYSIM and FLOWTRAN. Real-time computing applications in laboratory automation. One lecture hour and three laboratory hours per week. Prereq.: INEGR 642. 2 q.h.
- 91-323 Counseling (Change)
 COUNS 862. Principles of Interaction with Special Needs Students
 Principles and methods of interaction with students, parents and other professionals in behalf of students with special needs. A team approach and the use of community resources will be emphasized. Prereq.: SPED 802. Also listed as SPED 862. 3 q.h.
- 91-324 Secondary Education (Change)
 SECED 874. Gifted and Talented Programs
 Survey of theoretical foundations of contemporary programs and models; historical development; issues, evaluation, and research; differentiated programming procedures and problems. Identical with Special Education 874. 4 q.h.
- 91-325 Secondary Education (Change)
 SECED 878. Teaching Gifted and Talented Students
 Theory and organization of curriculum with design and integration of content subjects including strategies and identification of resources and materials. Identical with Special Education 878. 4 q.h.
- 91-326 Psychology (Delete)
 PSYCH 703. Psychology of Religion
 Identical with Religious Studies 756. Applicable to the psychology major only with permission of the chairperson. 4 q.h.

Chairman (please initial)

91-326-90/cover.lem

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE
Date May 22, 1991 Report Number (For Senate Use Only) 901-33

Name of Committee Submitting Report Committee on Quarter/Semester Conversion

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

Names of Committee Members: Peter Baldino, James Cicarelli, Frank D'Isa,
William Eichenberger, Dorcas Fitzgerald, Robert Hogue, Thomas Maraffa, Jane Reid,
Susan Sexton, Harold Yiannaki.

Please write a brief summary of the report which the Committee is submitting to the Senate (attach complete report): _____

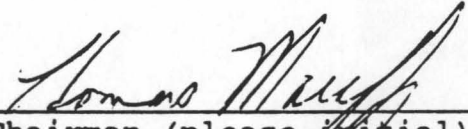
After gathering and considering information from a variety of sources within and
external to the University, the committee expressed a preference for semesters by
a six to four vote. The consensus of the committee was to recommend that the Senate
review the report and consider the issue during Fall, 1991.

Do you anticipate making a formal motion relative to the report? yes
If so, state the motion: _____

That the Senate review the report and consider the issue of Quarter/Semester
conversion during Fall, 1991.

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: _____


Chairman (please initial)

Senate 89-90/covlet.sen

REPORT OF

QUARTER/SEMESTER COMMITTEE

The Ad Hoc Committee on Quarter/Semester Conversion was formed by action of the University Senate at its June 1990 meeting. The committee was charged with the task of determining the feasibility and desirability of converting to a semester system at YSU. To this end the committee performed the following tasks:

1. Conducted a survey of University faculty (Fall, 1990). This brief questionnaire involved a statement of preference for quarters vs. semesters, and an opportunity to list perceived advantages and disadvantages of the semester system. The results of the questionnaire are attached as Appendix A.¹
2. Conducted a survey of Administrators to determine the potential savings/costs associated with semester calendar for various administrative units. (Winter, 1991)
3. Conducted a survey of department chairs (Winter, 1991) to assess potential impact of semester calendar on academic units. The results of this survey are attached as Appendix B.
4. Conducted hearings with faculty of each college/school, university administrators, and students so that members of the University community could express their views on calendar change and question members of the committee. A total of nine hearings were held. Written comments were also solicited from the University community. Summaries of comments at each hearing are attached as Appendix C.
5. Obtained information from universities that had recently converted to semesters. A list of universities from which information was obtained is attached as Appendix D.
6. Conducted a search of the literature on calendar conversion.

¹The Appendices are not included with this report but are available to any interested parties.

There are at least six different academic calendars in use. The committee decided to limit consideration of calendar alternatives to the "early semester" calendar. Use of this calendar has grown the most rapidly, so that it is now the most widely used calendar, employed by over 58% of colleges and universities nationwide. Under this calendar the fall semester runs from late August or early September to mid-December. The Spring semester runs from mid-January to early May. Typically there is a one week break in mid-March of the Spring Semester.

Under the semester system the standard course would have three hours credit. Although variations are possible, terms are typically 15 weeks with one week for exams.

FINDINGS

Based on the information gathered above the committee arrived at the following conclusions.

Pedagogic Issues

The academic/pedagogic arguments regarding the merits of semesters compared to quarters are not resolvable. The literature on learning outcomes reveals no clear relationship to length of term. Advocates of semesters point to the value of longer time periods to develop skills such as writing, performance, and speech. More time is available to develop projects and for faculty to provide feedback to students. Advocates of quarters point to a more intense educational experience. They feel that semesters contain too much dead time.

These arguments are well-illustrated within the YSU faculty. Some College of Education faculty are strongly convinced that semesters are pedagogically sounder. Others are equally convinced that the opposite is true. Within the College of Engineering, some faculty believe that the smaller units of material under quarters are best for technical subjects. One engineering faculty member noted that accreditation boards are emphasizing design and problem-solving in courses, and that quarters are too short for students to develop these skills.

Debate also focused on the merits of majors with fewer and longer courses compared to more and shorter courses. For example, under the current quarter system a major typically involves 48 hours and 12 four hour courses that

meet for 10 weeks. Under the semester system the major would be 30 hours, consist of 10 three hour courses, and those courses would meet for 15 weeks.

The semester calendar may enable greater flexibility in evening programs. Since class periods are shorter, three classes could easily be scheduled between 5:30 P.M. and 10 P.M. Classes may also meet for only one evening per week for three hours. Some universities have found it desirable to design courses that meet more intensively for seven weeks and then double up courses within a semester.

Faculty Concerns

The faculty are split over the issue of calendar change. Those opposed to calendar change are most concerned about the process of conversion, rather than being opposed to semesters per se. The survey of faculty revealed 40% in favor of semesters, 47% opposed, and 13% undecided. The split in faculty opinion was reinforced in various hearings conducted on campus. Faculty in specific areas, such as Engineering and CAST, are fearful that the proportion of hours in required courses will significantly increase. For example, will the eight quarter hours in English 550-551 become one three-hour semester course or two three-hour semester courses requiring a full year? Areas such as Education, Engineering, and CAST point to tightly structured programs as being especially difficult to convert. In each case outside factors--scheduling of schools for student teaching, arrangements with hospitals for clinicals, accreditation boards--are cited as significant problems.

Faculty workload is an issue of great concern and would have to be negotiated by the university and the faculty. A straight conversion of workload would be four, three-hour courses per semester. This would result in one less course per year. Some faculty feel that this would be a less desirable workload than the present three, four-hour courses per quarter. Concerns were also raised about the number of separate course preparations under the semester system. Three course preparations would be common, and four preparations might be possible in some units. Experiences of other universities are generally that semester conversion does not result in additional faculty, nor does it change annual faculty workload. The tendency is to adopt the straight conversion described above. Neither supply of limited service faculty nor the extended teaching service program should be jeopardized by semester conversion.

Faculty had questions about summer school. The desire is to maintain two summer sessions. Many models of summer school scheduling are available from the experiences of other universities.

Benefits/Costs

The semester system can result in advantages and savings to a university, however it is difficult if not impossible to put a dollar estimate on savings resulting from semester conversion. It only makes sense that performing many university operations two times instead of three times will cost less. Furthermore, any increases in operational expenses would be felt less under a semester plan.

Many of the benefits of semester calendar are intangible. However, such improvements as more efficient use of personnel, more relaxed atmosphere, a better academic image, and better service to students are cited. Many faculty feel that they would be more productive under a semester calendar because of one less round of syllabi preparation, final exams, and advising.

University human and financial resources will have to be committed to the conversion process. An attempt to realistically estimate the costs of conversion is also difficult. The experience of other universities indicates that the conversion will be a three-year process. Curriculum will have to be revised and academic programs restructured. The catalog will have to be rewritten. The way we do things will have to be rethought in many cases. The computer center reported that virtually all systems must be reviewed and converted, which will require additional resources. The bursar expressed concern that billings would suffer because students will pay a larger sum twice a year. However, computerization will minimize much of this impact. A monthly payment system is also possible. Enrollment services has also indicated that a significant amount of time must be expended during the conversion. The class scheduling model will need to be revised. The actual conversion of the inventory of courses must be accomplished by this area in conjunction with curriculum development. Additionally, the permanent record system will undergo revisions to reflect the semester hour and quality point average.

Student Issues

Semester conversion should be neutral for students involved in the transition period. The conversion process must protect the interests of students. Many models exist at other universities on how to manage the transition without detriment to students.

The committee made a sincere effort to determine student opinion on calendar change. The scheduled student hearing, although well-publicized, was poorly attended. Efforts to establish a dialogue with Student Government proved unsuccessful. Apparently, calendar change is not a priority concern to students.

Members of the committee discussed the issue with students on an individual basis or in classes. Many students were unclear about the mechanics of conversion and do not understand the issues. Some students expressed preference for quarters because of greater flexibility, shorter terms, and greater variety of courses. Others preferred semesters because they are perceived as less hectic, and thought the learning environment would improve. Students would buy fewer textbooks under a semester system and those texts would be used more completely. Under semester system, the school schedule would change less frequently and class time lost because of illness, family, job, or other commitments, is less critical and could be made-up over a longer period.

Institutional Issues

The fact that so many universities have converted successfully to semesters and that many of these are as large and diverse as Y.S.U. means that there is no reason why Y.S.U. could not successfully convert to semesters. The early semester calendar is now used by 58% of the institutions of higher education compared to 27% in 1971. The quarter system is increasingly a calendar of two-year institutions. In Ohio, four state universities are currently on early semesters, including Kent State and Akron from which most transfers to Y.S.U. originate. Four more are currently studying conversion from quarters to semesters. One of these is Ohio State, which is likely to change to semesters. One community college will convert to semesters in 1993 and another is studying conversion.

Concerns have also been raised about the timing of semester conversion. Some, while acknowledging the advantages of semesters, question whether YSU can at this time afford the costs associated with conversion.

At this time a clear statement of preference for quarters or semesters is lacking from YSU's upper administration. At many of the institutions that have changed calendars, the impetus for conversion came from the administration or the state mandate of a uniform calendar. Faculty at those institutions were just as divided on the issue as the faculty at YSU.

CONCLUSIONS

The Ad Hoc Committee on Quarter/Semester Conversion gathered information from sources both within the University and from other universities. Based on this information the committee arrived at the following conclusions:

- The academic/pedagogic arguments regarding the merits of semesters compared to quarters are not resolvable.
- YSU faculty are split over the issue of calendar change with those opposed to calendar change most concerned about the process of change, rather semesters per se.
- Faculty workload and the timing of the change are issues of great concern shared by those in favor or opposed to semesters.
- The semester system can result in advantages and savings to a university. It is difficult to put a dollar estimate on these savings because many benefits are intangible. Others would not accrue until well after the conversion occurs.
- Conversion to semesters would most likely require a three-year commitment of University human and financial resources, and involves review of curriculum, restructuring of academic programs, and adaptation of University operations.
- The conversion process must protect the interests of students and should be neutral for students involved in the transition period.
- There is no reason why YSU could not successfully convert to semesters given that so many comparable universities have done so.
- A clear statement of preference for semesters is lacking from YSU's upper administration. Semester conversion at universities that have changed calendars was frequently mandated by the state or strongly encouraged by the administration.

After considering this report, the committee expressed by a six to four vote preference for semesters. The consensus of the committee was to recommend that the Senate review the report and consider the issue during Fall, 1991.