

James Scanlon
Provost

ACADEMIC SENATE MINUTES

OCTOBER 6, 1993

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OFFICE OF THE PROVOST

PLEASE NOTE: Mission and Goals Statement Draft is appended as Exhibit B, Page 15.

CALL TO ORDER

Virginia Phillips, Chair, announced a quorum and called the meeting to order at 4:04 p.m.

The Chair introduced the acting parliamentarian, Dr. William D. Jenkins, and the student secretary, Tiffany Patterson.

Senate Roster and Mailings

A diligent effort was made to have a complete accurate Senate roster. However, because of the academic reorganization, election data were incomplete and a good deal of time and effort had to be expended to attempt to make certain we had 100 Senators representing the correct departments and colleges. If there are mistakes, please let the Chair know after the meeting and they will be corrected on the November roster. Be certain to sign in on the attendance sheets at the back of the auditorium.

There are some names on the computer generated labels affixed to Senate circulations that are no longer affiliated with the University. We hope to get this problem resolved; but it is not a Senate mailing list we use. If someone is not receiving copies of Senate circulations, please let the Chair know; names can be added to a separate mailing list maintained by the Senate secretary.

MINUTES OF JUNE 2, 1993

Motion to Approve Minutes

D. Gyongois moved to accept the Minutes as distributed. Motion seconded by L. Hugenberg. Minutes approved as distributed.

ELECTIONS AND BALLOTING COMMITTEE REPORT

F. Castronovo reported.

Nominations for Chair

Before nominations were received for Chair of Senate, the Chair clarified the nomination and election procedure: Anyone who is a Senator is eligible for nomination for Chair. Individuals nominated must be willing to accept the nomination. At least two individuals must be nominated. An individual must receive the majority of votes cast to be elected chair. If there are more than two nominees and no nominee receives a majority of votes cast, a second ballot will be distributed that contains the names of the two individuals with the highest number of votes. If the second ballot results in a tie, the decision will be made by drawing lots. The runner up is Vice Chair.

Dr. Castronovo reported that only one of the individuals nominated by the nominating ballot had agreed to have her name submitted -- Virginia Phillips. He then requested nominations from the floor.

D. Hovey nominated L. Hugenberg who gave his consent to be nominated.

H. Earnhart moved the nominations be closed. Motion was seconded. Motion Carries.

Nominations for Charter and Bylaws

The Chair noted that anyone eligible to serve as a Senator can be nominated to serve on the Charter and Bylaws Committee. There must be at least six nominations to fill three vacant positions. The term of office begins November 1. Those individuals who will complete their two-year term November 1 are Duane Rost, Stanley Browne, and Barbara Engelhardt. Those individuals who will continue to serve this year are Mary J. Beaubien, Kathylynn Feld, and Daniel O'Neill.

Dr. Castronovo asked for nominations from the floor.

<u>Nominee</u>	<u>Nominated by</u>
Duane Rost	Robert Campbell
Donald Hovey	Larry Hugenberg
Hugh Earnhart	Charles Singler
Charles Duncan	John Neville
Susan Ripberger	Lawrence Haims
Steve Nolan	James LaLumia

B. Brothers moved the nominations be closed. The motion received a second. Motion Carries.

The Elections and Balloting Committee will prepare a ballot which all Senators should receive within a few days. Please return your ballot promptly.

CHARTER AND BYLAWS COMMITTEE REPORT

There is no report. The revised copy of the Charter and Bylaws has not been mailed by the Provost's office. There are some editorial changes to be made that are necessitated by changes in department and college names. The Charter and Bylaws Committee will report at the next Senate meeting as to whether these are to be considered editorial changes or require Senate action.

SENATE EXECUTIVE COMMITTEE REPORT

The SEC has met twice since September 15 -- on September 20 and a breakfast meeting with the Provost on September 30.

Official actions taken include rescheduling the October Senate meeting to October 6 and the November meeting to November 10. The acting Chair was given authorization to hire a student secretary for the Fall quarter and request a discretionary budget of \$300 from the Provost.

Letters have gone out to an individual on each Academic Senate committee asking that an organizational meeting be convened to elect a chair and set an agenda for business. Committees were reminded that a meeting is to be held at least once each quarter and a report made to the Senate at least once each Academic year. Committees that did not yet send a response to the request for their interpretation of their charge and for a list of activities engaged in during the last few years were asked to do so. It is hoped that all committees will have an organizational meeting and report the elected Chair by October 15 to Virginia Phillips. Communications have already been received from four committees.

The committees were also asked to make certain that student member time schedules are requested and reviewed to try to schedule meetings when student members can attend. Student attendance has been a past problem because student members are counted when determining the number required for a quorum. It is hoped that Student Government has appointed responsible students this year and student attendance at committee meetings will improve. A list of committees with current membership will be appended to the Minutes as Appendix A. This list reflects recent changes made by the Administration and Student Government.

Student Government invited the Chair to meet with student Senators on September 20 to explain their role in the Senate. My impression is that efforts will be made this year to encourage student attendance and participation at both Senate and committee meetings.

The SEC is still waiting for the list of newly structured Administrative committees so that we can begin the process to identify faculty members willing to serve on the Administrative committees. In the interim, the SEC voted to have faculty members continue to serve on any Administrative committee that needs to meet through January 1, 1994. New faculty appointments to Administrative committees will become effective on that date.

The SEC is hosting an open forum for faculty to raise questions and issues relative to the Mission Statement on October 20, 1993, in this room at 4 p.m. We plan to have at least one representative from the Provost's office and at least three members from the Academic Planning Committee present to respond to questions and hear your comments. The proceedings will be recorded and a copy of the tape given to the Academic Planning Committee.

Provost Scanlon and Dr. Rost from Academic Planning are both going to address the Mission and Goals document this afternoon. Encourage your colleagues to participate fully in the discussions that will be scheduled between now and the time the November Agenda is circulated. Encourage them to provide input so that changes can be made before the document is appended to the November Agenda. The November meeting is scheduled for November 10 at 4 p.m. in DeBartolo Hall, Room 232. Agenda items should be delivered to Virginia Phillips, Room 334, Meshel Hall, or placed in her mail box in Cushwa Hall, Room 3077, by 4 p.m. on Friday, October 29.

There is a report from Duane Rost, our representative to the Faculty Advisory Committee to the Chancellor.

Faculty Advisory Committee to the Chancellor Report

D. Rost reported.

We had a meeting yesterday in Columbus. All of you are aware of the distance it is to drive down and back, but I believe it is very worth while. In the morning we met with Dr. Matt Filipic who is our Associate Chancellor, primarily in the area of Budget. He was involved in writing budget statements for the legislature prior to joining the Board of Regent staff. He is the most knowledgeable individual on subsidies and monies and is one of the delightful individuals to work with. He will give you a straight answer -- you may not like it, but he is going to tell you what it is as he sees it. He spoke primarily in terms of statewide focus rather than individual institutions as we have some 65 institutions in the State of Ohio. In cumulative full-time equivalent students from 1980 to 1992, we have approximately a 12.9% increase in the state of Ohio; however, in the funding proposals from 1980 to 1992, we have a minus 17.5% and a minus 22.4% until the time we get into 1993. He also discussed the shifting of funds concept from the past year's discussion of ideas which have been shifted and shuffled around to what they now are as of July 1, 1993, and discussed how the recalculations are now made in terms of state subsidy to an institution. The subsidy as I mentioned is calculated three different ways, and an institution gets the highest of the three calculations. This allows management to know the minimum amount they would get from the state.

He was specifically asked whether the Board of Regents was investigating the idea of pooling all of the state higher education institutions together for state health care consideration and the response was "No."

The afternoon meeting with Chancellor Elaine Hairston covered a number of topics.

I want to specifically note one. If you remember back a year or so ago, we had a report Challenges and Opportunities for Higher Education in the State of Ohio - The final report from the Task Force on Managing for the Future. We may not agree with that. We may not like it. We may not think it says exactly what we want it to say. We may have thought, "Why bother?". But let me tell you, folks, the report, Challenges and Opportunities for Higher Education is supposed to send direction to the Chancellor. It is the Bible. If you want to find out the direction the Chancellor is going in the next few years, do your homework -- read that document -- you're going to get a real fine read on what she has in mind.

There will be two new members appointed to the Board of Regents. We hope that they will continue the high quality of those going off the Board.

The two-year college performance standards have been completed and were reported to the Board in September. OBOR has accepted but has not yet commented on those standards. We expect those standards to be out for response from the higher education community shortly. In the area of community colleges and technical colleges, it is a hotly debated topic. Basically, the institutions must have the capacity to vigorously serve the people in the area and we are expecting portable, comprehensive, easy access, and local impact. Those are the sort of words they are going to be looking at there. If you want a specific statement, see your nine standards as listed in the Standards report. That will give you a good feel for what is included in the Regent's report for performance challenges for the two-year colleges.

Still on the two-year programs, such questions as "How do we know the goals are being

achieved?", "What are the majors?", the Ohio Board of Regents will look to "work directly to link the subsidy system dollars to the achievement." "There is no existing model to copy, as this has never been done for a linkage like this before." So if you want to get some idea as whether or not your response to the achievement of your goals is going to be meaningful, they will be linked to dollars. There have been innuendoes and some expectations in the past, but she is saying it up front and out loud in those words.

This will address specifically the two-year performance standards, which, of course, brings up the question from the two-year people, "Well, why not the four-year people?". The Chancellor just smiled. We know the answer to that folks. It's coming.

Another topic -- There is a newly appointed committee on faculty work load with its first meeting to be held October 7, 1993; and I am happy to report that Provost Scanlon is one of the 22 members of that committee. They will be focusing on the undergraduate portion of the faculty workload question. This ties specifically to the 10% increase in productivity in our legislative statements. The specific language evolved from describing reference to the two-year technology and community college campuses to require a system-wide improvement. You can read between the lines on that one.

Charges to this committee include: budget guidelines for college and university faculty workload standards and reporting procedures due to OBOR by January; how incentives are used and can be used that could, can, should, and by whom result in a better balance between teaching and research (research activities are under fire; they are being threatened; they are saying let us be certain we are paying attention to a balance between research and teaching).

The Chancellor also specifically asked the Faculty Advisory Committee to address this second area and quote, "I need your creative thoughts on this." I hope you will share your thoughts with me along these lines. 1) How is good teaching measured at your institution, 2) What are the rewards and incentives in place now and in the future for good teaching; 3) What should be the rewards and incentives at your institution for good teaching?

She discussed general funding attitudes and the pressure on the legislators and the Board of Regents and "We must have the confidence that how the resources are distributed is the best we can do." In response to the leading protestations that institutions were already doing the best they could and they were doing it right, the response was "We need a reconfirmation of that by the body politic."

In response to the question about the current Mission and Goals activity, she responded "We are creating a mosaic for the people of the State of Ohio. The mission and goals must be functional; they must describe what we really do." Are there any questions at this time.

There were no questions.

ACADEMIC PLANNING COMMITTEE REPORT

Dr. Rost reported.

Members on this committee are: Students Erika Inikinen and Jennifer Smolkovich, Faculty Mary Beaubien - Human Ecology, Joyce Feist-Willis - Elementary Reading, Donald Hovey - Management,

Kathy Kougl - Communications and Theater, Howard Mettee - Chemistry, Virginia Phillips - Business Information Systems, and James Zupanic - Engineering Technology; Administration - Barbara Brothers, Dean - Arts and Sciences, Peter Kasvinsky - Graduate School, and Provost Scanlon. The committee is, of course, working closely at this time with C. Anderson, Assistant Provost, and B. Bowers from English.

The following comments will somewhat tie in to the impetus from my work yesterday at the FAC meeting and I again repeat, we must clearly state and define YSU's Mission and future so we can fully participate with the Ohio Board of Regents' activities. I cannot too strongly emphasize this. Having said this, let me hasten to say we should not fear coming before the Board of Regents for review. We should welcome it as a major opportunity to again more emphatically introduce them to YSU. To that end, attached to your Agenda was a description of previous activities that have gone on specifically during the course of the last year and the summer. I will highlight briefly -- you can read for yourself. The statements prepared by the Colleges in the Winter, 1993 quarter and the departments in the Spring, 1993 quarter were pulled together into a 3 1/2" binder. The Provost then appointed a Task Force to look at the reports and respond. All areas of the University were represented. The Task Force met two hours a week from July 1 to August 31. There were a number of intense meetings and dedicated efforts. The outcome of that was used as direction to Dr. Bowers and Dr. Anderson to try to synthesize those ideas and make the ideas and thoughts flow in a Mission Statement to be presented in a document to the Academic Planning Committee.

The next step is to come together with what is called a "Core," the real import area of our Mission and Goals statement. The Core statement of Mission and Goals is really going to be quite familiar. It is not going to contain revolutionary or dramatic ideas because we have been talking about our mission and what the University is going to do for many years. We need to review it to make certain it is phrased exactly as we want it and we have our points made. The Core Mission and Goals statement will be brought to the Senate for final approval. It is expected that the questions and concerns will have been fully addressed and sifted through by the time we get to the floor here. The Core Mission and Goals Statement will be intended to apply to the entire University. Obviously, this Mission and Goals Statement, as in the past, will need to be ratified by the Senate.

The total document will continue to be developed. This is going to include a large amount of supporting commentary, supporting description of what a department has done, is doing, plans to do; a lot of detail activity. It's going to be descriptive in nature, not proscriptive, not a mission type statement and as such, not being fundamental policy, we will not be bringing this to the Senate for ratification.

The future schedule -- Monday, October 11, we are expecting the completion of that Core Mission and Goals statement and wide dissemination. October 12 through October 22 will be time for individual department, college, and individual review, comments, and input. As was already announced, Wednesday, October 20, will be an opportunity for an open forum here hosted by the SEC to receive additional comments and thoughts from the widest community possible. Friday, October 22, all written comments will be due for final consideration and inclusion. Then following on October 27, the Academic Planning Committee will meet for final review of the Mission and Goals Statement with then Friday, October 29, the final statement will be appended to the Agenda for the November 10 Senate meeting. Note that this is the second Wednesday so that we will have maximum opportunity for individuals to review and think about it and come to grips with it. Thence to the Board of Trustees for their December meeting and then to the OBOR to meet the January 1, 1994, deadline.

Following that, we would expect to get feedback from the Board of Regents and their staff. It may be several months in coming. But it will be interesting to get their comments to find out how they feel we fit in with other institutions. The Chancellor said we are creating a mosaic and I think this is a wonderful opportunity for YSU to get their part of the action, to have their position carefully depicted in the mosaic.

-----Will there be any forms distributed?

D. Rost--No. What we are expecting is that with the Mission and Goals statement available to everyone, we are looking for departments and colleges to respond to it. There will be no form to fill in the blanks. There will be no specific meetings of departments at any time. The open Forum on October 20 will be an opportunity to express ideas and opinions. You can submit written comments to Academic Planning if you wish.

F. Barger--When will the Mission and Goals document be circulated?

D. Rost--I am looking for it in the campus mail October 12 (See Appendix B of Senate Minutes).

PROVOST REMARKS

I want to talk to you a little bit about a context for the process that has been taking place in the University; that picks up on processes that took place in previous years; that reaffirms some things and maybe recasts some things; namely, the definition of Mission and Goals of the University for the Board of Regents and responds to their mandate that we provide our Mission and Goals statement in the form of what they call a Functional Mission and Goals statement prior to January 1, 1994.

Last year after I arrived here in the Winter quarter, I spoke to you about the values that motivate me, about the kind of commitment I have to optimism and community and quality. And I spoke to you about the fact that I believe that those kind of values are important far beyond me and certainly in higher education, and as I have come to know YSU, I know very important here.

Today I want to talk a little bit about community and its connection with the process we have been going through for the last few months and will go through fairly intensely for the next few months. Developing a sense of community here at YSU is for us, I think, a very fundamental opportunity and a challenge. This opportunity and challenge are basic to our discussion about Mission and Goals. YSU is a very good university because working together, you, the faculty, and others have made it that way. We now have the opportunity again working together to make YSU not a very good University but a "Great" University. To do so, I think, together we must build ourselves into a community --a community centered in shared expectations, one of another, and of a community characterized by genuine respect one for another. Unless we build a community of expectations and a community of respect, I don't think we will be able to become a great university.

Last winter in the Academic Affairs Division of the University, we began a process, a process that Duane referred to earlier and a series of conversations that I think offer us ultimately the foundation for building such a community. Departments began to consider their missions and their goals. Colleges began to do the same and this summer, extending beyond Academic Affairs, the University began through a group of very dedicated people to reconsider the mission and goals of the University. This continuing

conversation will be the focus here throughout 1993 - 1994 as we finalize these statements and commit ourselves to purpose and direction for the future.

This entire process is a special opportunity for us at YSU -- an opportunity to build initially a community of expectation in our conversations this year. We can and should be in conversation about our purpose and directions. Conversations should be focused on a number of questions, some of which are: What is it that we expect of ourselves by way of mission and goals in departmental or college or even in the University context? What is it that we can expect of one another in trying to achieve this mission and these goals? We have begun to take hold of the opportunity to consider our roots as a University, our present, and our future; and to do so with optimism and a renewed sense of the quality of what we do and what our colleagues in this University do. We have begun a conversation about purpose and direction that should be a continuing conversation in the University. Such conversation and the action it generates are the hallmarks of a great university because through them the University establishes a community of its expectations of itself.

But these discussions of Missions and Goals are an opportunity to do more than establish purpose and direction--more than establish a community of expectations of ourselves and one another. Our conversations are also an opportunity to create at YSU a community of respect one for another. Some of you here today have heard me say that one of the obstacles we face in the University to being a great university is the "Just YSU" syndrome. Our self image does not, in fact, reflect the reality of this university, does not reflect the very positive qualitative truths that are currently true and certainly, beyond that, can be true of YSU.

Last year I visited virtually every department in the academic division of the University. In each of these visits, I asked department faculty to "brag" about themselves, to celebrate the positive things about themselves, their departmental colleagues, their students. What I heard as the neophyte University Provost was not only news to me but often, in fact, it was news to the faculty in those departments. They learned as I learned that faculty at YSU have a great deal to celebrate about themselves, about their colleagues, about their students.

This summer I had the pleasure (and I do mean the word pleasure) of having one of the best professional experiences I have had working with the faculty, students, and administrators involved in the Task Force on Mission and Goals. As I think they can testify, we met many days and hours in conversation about YSU -- its past, its present, and its future. Duane indicated we met two hours every week. That was only as a full group. Subgroups normally met for two, three, four hours a week. Despite the hours and the days, I think all of us in that conversation found the benefit in learning the positive truths about YSU from our colleagues in the group as we talked about whence the University came, where we are now, and what we clearly can become in the future. In so many ways, our conversation was implicitly a celebration of this University. No one of us on the Task Force, I think, could reasonably have left that conversation believing that this is "Just YSU."

We in this University need the continuing conversation about purpose and direction to help us believe in the quality of this University and its people. We need the conversation to create and to reinforce our optimism for the future; and, perhaps most of all, we need this and other conversations to continue in order for us to develop a community of respect one for another.

Building community at YSU requires that we develop not only a sense of expectation one for another, but also a community of respect one for another. We must be open to the contributions that

others make to the present and potential future quality of the University. We must liberate ourselves, if we have them, from the hierarchical assumptions that lead us to deprecate or depreciate others in the University and that some times lead us to assert ourselves or even as groups against the common good of the University. At YSU ours is truly a common enterprise. Each of us--as individuals, as definable groups, as programs, as departments, colleges, as faculty, students, staff, administrators--is fundamental to the future of this University. No one of us is by category better or more essential than another to this enterprise. And among us, there are great things happening and great things will happen if we can understand ourselves as an interdependent community, as a community where mutual respect is the cement that will enable us to build community from our diversity.

The review and redevelopment of mission and goals that will take place in the next few months is just such an opportunity. But it is also a challenge. We must meet the challenge in order to become a great University -- a challenge that we can clearly meet if we have a mind to. I think now is a wonderful opportunity to meet that challenge as we engage in a conversation about where we were, where we are, and where we want to be. As we come to understand more completely perhaps when we enter the conversation (and certainly I understand it more completely than when I entered the conversation), that the quality and the diversity of the people who are here and the fact that no one of us, certainly by position or place is inevitably better than any other and that together, we will make this a great University.

That's really what we are doing when we deal with Mission and Goals. We are doing two things. We are charting a future for ourselves. But in the process, I think, interestingly enough, we are not only establishing expectations of ourselves, but we are in fact having an opportunity to grow to appreciate everyone who is here and, indeed, what the various groups and individuals in this University do. If out of this process and the conversation that will continue beyond it, we don't develop a sense, not only of expectation as a community but of mutual respect as a community, we will not become a great University. We may remain a very good one, but we will not be a great one.

Those are my remarks.

Chair--Thank you, Dr. Scanlon. That is one of the most positive statements I have heard about YSU and I think we all deeply appreciate your remarks.

UNFINISHED BUSINESS

None.

NEW BUSINESS

None.

ADJOURNMENT

A motion was made and seconded to adjourn the meeting. The Chair declared the meeting adjourned at 4:55 p.m.

ATTENDANCE SHEET

Academic Senate, 1993-1994

DATE: October 6, 1993

HEALTH AND HUMAN SERVICES

At-Large

Patricia McCarthy
Diane McDougal
Joseph Mistovich
John E. Neville

DM
Jim
QW

Departmental

**Kathlynn Feld, Allied Health
*Richard Billak, Criminal Justice
*Marion Scott, Health Sciences
**Janice Elias, Human Ecology
*Jennie Wood, Nursing
**Richard Walker, Human Perf & Exer Science

MW
DE
QW
EW

ARTS AND SCIENCES

At-Large

Samuel Floyd Barger
Frederick Blue
Bege Bowers
Paul Dalbec
Hugh Earnhart
Gratia Murphy
Sandy Stephan
Ronald Tabak
Linda Tessier

SFB
FB
BB
PD
HE
GM
SS
RT
LT

Departmental

**John Usis, Biology
*Allen Hunter, Chemistry
*Ted Chrobak, Computer & Info Sys
**Taghi Kermani, Economics
*James Schramer, English
**Mary Loud, Foreign Languages & Lit.
**Thomas Maraffa, Geography
*Charles Singler, Geology
*William Jenkins, History
**Stephen Rodabaugh, Mathematics
*Gabriel Palmer-Fernandez, Phil. & Relig
**William Sturru, Physics and Astronomy
*Paul Sracic, Political & Social Science
**Nancy White, Psychology
*Mark Shutes, Sociology & Anthropology
*Joan DiGiulio, Social Work

JU
AH
TC
TK
JS
ML
TM
CS
WJ
SR
SR
X
AS
NW
MS
JD

BUSINESS ADMINISTRATION

At-Large

Robert Campbell
James Daly
Donald Hovey
Virginia Phillips
Jane Reid
Eugene Sekeres

RC
JD
DH
VP
JR
ES

Departmental

**Inez Heal, Accounting
*Glenda Kunar, Business Info Sys
**Clement Psenicka, Management
*Terry Deiderick, Marketing

GH
CP

EDUCATION

At-Large

Lawrence J. Haims
Colleen S. Stump

LJH
CS

Departmental

*Janet Gill-Wigal, Counseling
**Janet Beary, Early & Middle
*Robert Peques, Ed. Administration
*Edward Tokar, Foundations
*Nancy Sweeney, Special Education
**Donna McNierney, Secondary Education

JGW
JB
RP
ET
NS

+Effective:

September 30, 1993

* First year of two-year term
** Second year of two-year term

ACADEMIC SENATE, 1993-1994

ENGINEERING

At-Large

William Barsch
William Wood

WBS
WW

Departmental

*Richard Jones, Chemical Engineering
*Javed Alam, Civil and Environmental
**Phil Munro, Electrical Engineering
**Donald Slanina, Eng. Tech.
**Hojjat Mehri, Industrial & Systems
**Les Smith, Mechanical Engineering

PM

FINE AND PERFORMING ARTS

At-Large

Stephen Ausmann
Michael Crist
Darla Funk
Larry Hugenberg
David Robinson
Bill Slocum
Phil Chan

MAE
MC
LF
DR
WS
P.C.

Departmental

**Susan Russo, Art
**Steve Ausmann, School of Music
*J. LaLumia, Communication and Theater

SR
SA
JA

STUDENTS

At-Large

Jennifer Campbell
Dennis Gartland
Jek Gyongois
Erica Hall
Erika Inikinen
Jennifer Smolkovich

J.C.
D.G.
JG

School/College

Desiree Lyonette, Education
Angela Pinson, Performing Arts
Maureen Dellapenna, Business
Shannon Womer, HHS
Megan Matthews, Arts and Sciences
Pam Rudolph, Engineering
Elizabeth Glasgow, Graduate School
Alan I Rea Jr.

MLD
SW

PM
EG
AR

Ex-Officio

Scott Schulick, Pres., Stu. Gov.
Dave Hall, V. President, Stu. Govt.

SS

ADMINISTRATION

Barbara Brothers
James Cicarelli
Richard McEwing
James Scanlon
George E. Sutton
David Sweetkind
John J. Yemma

BB
J.C.
RM

JS
GS

Cynthia A. Anderson
Shirley A. Carpenter
Raymond E. Dye
David C. Genaway
Peter J. Kasvinsky
Gordon E. Mapley
Alfred W. Owens II
Harold Yiannaki

CA

SC
RD
DK
AM
HW

*First year of two-year term
Second year of two-year term

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revised 10/04/93

Senate Executive Committee

Larry Haims 1	Education
William Wood 1	Engineering
C. Allen Pierce	HHS
Barbara Brothers 1	Administration
David Hall 1	Students
Gratia Murphy	A&S
Joseph Edwards	FPA
Virginia Phillips	Chair
Duane Rost	Vice Chair
Ram Kasuganti	Management

Elections and Balloting Committee

Jim Daly 2	Business
Gary Fry 2	Arts and Sciences
Richard McEwing 2	Education
Frank Castronovo 1	Fine and Performing Arts
Pamela Schuster 1	Health and Human Services
Shakir Husain 1	Engineering and Technology

Charter and ByLaws Committee

Completing Term, November 1, 1993

Duane Rost
Stanley Browne
Barbara Englehardt

Mary Beaubien 2
Kathylynn Feld 2
Daniel O'Neill 2

3 to elect October, 1993 to begin term November 1, 1993

SENATE CHARTER APPOINTED COMMITTEES – 1993-1994

ACADEMIC PLANNING

J. Beaubien, HHS	3
Joyce Feist-Willis, Ed	2
Donald Hovey, WCBA	4
Kathleen Kougl, FPA	2
Howard Mettee, A&S	2
Virginia Phillips, WCBA	2
Duane Rost, E&T	3
Jim Zupanic, A&S	1
Provost Scanlon, Adm.	
Dean Barbara Brothers, Adm.	
Dean Peter J. Kasvinsky, Adm.	
Erika Inikinen, Student	
Jennifer Smolkovich, Student	

ACADEMIC RESEARCH

Alice Betz, HHS	1
Daniel Borgia, WCBA	2
Susan deBlois, Ed	1
Jalal Jalali, E&T	1
Martha Pallanti, A&S	2
Robert Rollin, FPA	2
Phyllis Stoll, WCBA	1
John White, A&S	2
Dean Peter J. Kasvinsky, Adm.	
Dean James Cicarelli, Adm.	
David Genaway, Librarian, Adm.	
Narm Sheetz, Student	
Bill Good, Student	

ACADEMIC STANDARDS/EVENTS

Thomas Bodnovich, A&S	1
David Decker, WCBA	3
Randy Hoover, Ed	2
Kim Hyun, E&T	3
James LaLumia, FPA	1
Sherry Martinek, Ed	1
Pam Schuster, HHP	1
Stephanie Tingley, A&S	1
Susan Russo, Adm.	
Assistant Provost, C. Anderson, Adm	
Erica Hall, Student	
Krista Blankenship, Student	

ACADEMIC PROGRAMS

Greg Claypool, WCBA	1
Maria DeLost, HHS	2
Julia Gergits, A&S	2
Janet Gill-Wigal, Ed	2
Richard Jones, E&T	2
Ed Owens, FPA	2
Dean John J. Yemma, Adm.	
Shannon Womer, Student	
David Smith, Student	

INTEGRATED TECHNOLOGIES

Richard Goldthwait, A&S	
Robert Hogue, A&S	2
Ram Kasuganti, WCBA	1
Walter Mathews, FPA	2
Patricia McCarthy, HHS	2
Philip Munro, E&T	1
Howard Pullman, Ed	2
David Robinson, FPA	1
Dean George Sutton, Adm.	
Dean James Cicarelli, Adm.	
David Genaway, Library, Adm.	
Thomas Doctor, Computer Center, Adm.	
Floyd E. Jackson, Media Center, Adm.	
Sherri Zander, Writing Center, Adm.	
Joan Sonnett, Dev. Inst, Adm.	
Erica Hall, Student	
Megan Mathews, Student	

CONTINUING EDUCATION

Richard Billak, HHS	1
Mary Lou Dipelli, Ed	1
Joseph Mistovich, HHS	3
Jane Reid, WCBA	1
Teresa Riley, A&S	1
David Starkey, FPA	1
Frank Tarantine, E&T	2
Anne York, A&S	1
John R. Loch, University Outreach, Adm.	
Interim Dean Richard McEwing, Adm.	
Dean David Sweetkind, Adm.	
Maureen Dellaperma, Student	
Malenie Christy, Student	

UNIVERSITY CURRICULUM

Stephen Ausmann, FPA	1
Bege Bowers, A&S	2
Haiyang Chen, WCBA	1
Robert Foulkes, E&T	3
Madeleine Haggerty, HHS	3
Colleen Stump, Ed	1
Harold Yiannaki, Enrollment, Adm.	
Tim Hollis, Student	
Jennifer Campbell, Student	

LIBRARY

Janet Boehm, HHS	3
Lawrence DiRusso, Ed	1
Hugh Earnhart, A&S	3
Glorianne Leck, Ed	2
James Morrison, A&S	3
Tedrow Perkins, FPA	1
Helen Savage, WCBA	2
Daniel Suchora, E&T	3
David Genaway, Library, Adm.	
Dean David Sweetkind, Adm.	
Dean John Yemma, Adm.	
William D. Jenkins, Adm.	
Derek Gyongois, Student	
Elizabeth Glasgow, Student	

STUDENT ACADEMIC AFFAIRS

Sarah Brown Clark, A&S	1
Terry Deiderick, WCBA	3
Kathlynn Feld, HHS	1
Darla Funk, FPA	3
Shakir Husain, E&T	1
Donna McNierney, Ed	2
Steve Nolan, FPA	1
Linda Tessier, A&S	1
Dean James Cicarelli, Adm.	
Cynthia Anderson, Asst. Provost	
Pam Rudolph, Student	
Carol Kramarich, Student	
Alan Rea, Student	
Angela Pinson, Student	
Desiree Lyonette, Student	
Jennifer Campbell, Student	

ICP/HONORS

Dora Bailey, Ed	1
Thomas Copeland, A&S	2
Genevra Kornbluth, FPA	3
Bari Lateef, HHP	2
Salvatore Pansino, E&T	2
Wade Raridon, FPA	1
John Sarkissian, A&S	2
Judy Wilkinson, WCBA	4
Dean Barbara H. Brothers, Adm.	
Dean George E. Sutton, Adm.	
Alfred W. Owens, Adm.	
Susan Barbat, Student	
Stacy Bell, Student	
Stephanie Brush, Student	
Barbara Cepay, Student	

STUDENT ACADEMIC GRIEVANCE SUBCOMMITTEE

Stanley Browne, A&S	2
Jean Hassell, HHS	1
Anthony Leonardi, FPA	3
John Ritter, E&T	1
Leonard Schaiper, Ed	3
Homer Warren, WCBA	1
Dr. Raymond E. Dye, V.P. Student Affairs	
Shannon Womer, Student	
Angela Byrd, Student	

October 11, 1993

Youngstown State University / Youngstown, Ohio 44555-0001

Dear Colleague:

As you know, the Ohio Board of Regents has asked all public colleges and universities to develop new statements of "Functional Mission" by January 1, 1994. Attached for your review and suggestions is a draft of a core mission, purposes, and goals statement for YSU.

The draft statement for the University was developed through a process that began last year. First, departments and colleges prepared draft statements of mission and goals in winter and spring quarters. During the summer, a Task Force on Mission and Goals reviewed these and much other material generated in the past at the state and university levels in preparation for developing a draft for the University. The Task Force itself included individuals from throughout the University, involving among others faculty from the Academic Senate and the Academic Planning Committee of the Senate. The Task Force met regularly during July and August as a group and in subgroups. The result thus far of the process, written by Dr. Bege Bowers and Dr. Cyndy Anderson, is a draft of the core mission, purposes, and goals for YSU.

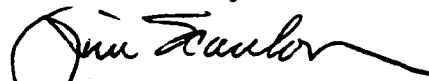
Please review the draft individually and in appropriate unit, departmental, and college forums. Senate Executive Committee members will be discussing the draft with college senators. The Senate has scheduled an open meeting on the draft for October 20. Written suggestions for changes in the draft should be sent to Dr. Duane Rost, Chairperson, Academic Planning Committee, no later than October 22 and if possible by October 20. Upon recommendation of the Academic Planning Committee, the Senate itself will consider the statement, as revised after this campus review, on November 10. The Board of Trustees will consider the Senate-approved document in December.

Once the Senate has approved a statement of mission, purposes, and goals, a commentary will be developed to accompany the statement when it is sent to OBOR. The campus community will likewise see the commentary in draft for review and suggestion later in November.

The members of the Task Force on Mission and Goals worked this summer with optimism about the future of YSU. Their optimism was grounded in the quality of the wonderful contributions made by many -- many of you -- in helping the University to fulfill its mission. They and I view the mandate from OBOR as an excellent opportunity for YSU to enhance its position among the colleges and universities in Ohio.

Thank you for your continuing efforts in behalf of the University.

Yours sincerely,



Jim Scanlon
Provost

YOUNGSTOWN STATE UNIVERSITY MISSION AND GOALS STATEMENT

Youngstown State University strives to create a teaching and learning environment that promotes academic excellence, fosters intellectual growth and scholarship, focuses on the needs of students and the community, and reflects an awareness of cultural and global concerns. The University is dedicated to superior teaching; to research and scholarly activity, both in the traditional sense and as they relate to classroom instruction and needs of the service region; and to responsible public service--addressing the employment and economic needs of the region as a whole; providing knowledge, resources, and leadership to assist area schools, businesses, industries, agencies, and municipalities; and taking measures to enhance the quality of life for the constituencies it serves.

Youngstown State University aspires to enrich and liberate the minds of its students, that they may be fully developed men and women, conscientious and productive citizens, and responsible and understanding partners with others in life, family, and work. The University strives to prepare students for the future, that they may play active roles in shaping it. To these ends, 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, health, engineering, professional education, business, and the applied arts.

The University is committed to fostering an understanding of the connections between and among teaching, scholarship, and service. The University seeks faculty who combine these elements in ways that bring excitement to the classroom, studio, and laboratory, while stimulating enthusiasm and eagerness for learning in students. The University endeavors to supplement this educational experience by providing out-of-class development and support as well as cocurricular opportunities and services. The primary test of the University's effectiveness is the high quality of its graduates, the kinds of lives they lead, their accomplishments, and their service to society. In this sense, teaching and learning, research and scholarship, University and public service are seen not only as interrelated but also as fundamental to endeavors both within and outside the University.

As a state-assisted metropolitan university, Youngstown State University provides a wide range of opportunities in higher education primarily, but not exclusively, to the residents of northeastern Ohio and western Pennsylvania. The University endorses the principles of equal opportunity, affirmative action, and broad access to education: academic access through open admission to all Ohio high school graduates to a wide range of programs; economic access through reasonable tuition and a comprehensive program of financial aids; and programmatic access through careful attention to the collective and individual needs of all its various constituencies: degree and nondegree students; transfer students; commuters and noncommuters; traditional and nontraditional students; associate, baccalaureate, and graduate students; as well as all others encompassed by the Youngstown State University mission.

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The Youngstown State University mission finds focus in six areas of purpose that have characterized the institution in the past and that with renewed attention will continue to guide the University in the future. These purposes have led the University in establishing goals and objectives into the twenty-first century.

Purpose 1

Recognizing that learning has many dimensions, Youngstown State University strives to promote an understanding of teaching, scholarship, and service as inseparable, interactive components of its educational mission. In the context of this purpose, the University defines the following goals:

- to foster an understanding within and beyond the campus, especially among the public, that teaching, scholarship, and service are fundamentally interrelated and supportive of one another;
- to encourage, support, and reward faculty who in their professional activity demonstrate the interaction of teaching, scholarship, and service;
- to help students understand the relationships among what they learn in class, in academic and extracurricular activity beyond the classroom, and in their professional, personal, and societal lives after graduation; and
- to develop opportunities for students to apply classroom learning in contexts outside the classroom (e.g., internships, co-ops, public service activities), and vice versa.

Purpose 2

Centering itself by mission on teaching and learning, Youngstown State University endeavors to enhance the quality of the educational experience of its students at both the undergraduate and the graduate levels. In the context of this purpose, the University defines the following goals:

- to review existing programs and selectively develop new undergraduate and graduate programs with a view toward enhancing the quality of educational offerings, serving diverse needs of the metropolitan community, and fostering connections within and beyond the University;
- to encourage activities that chart new directions in existing programs through revitalized curricula and innovative approaches to teaching and learning;

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- to continue to update the campus learning environment through technologies, equipment, resources, and facilities to serve the needs of students, faculty, and staff; and

- to offer faculty opportunities for professional development focused on teaching and learning.

Purpose 3

Realizing its connections with the greater Youngstown metropolitan community, Youngstown State University desires to strengthen its relationships with the community, adding new dimensions to its public service commitment. In the context of this purpose, the University defines the following goals:

- to provide knowledge, resources, services, and activities to address the cultural, intellectual, technological, economic, and social needs of the region as a whole;

- to clarify, support, and enhance the missions of campus units whose primary function is public service (e.g., Public Service Institute, Technology Development Corporation, University Outreach);

- to encourage the integration of public service activity within the educational and scholarly arenas across the University; and

- to identify and pursue opportunities within the community for focused public service activity and alliances (e.g., with area schools, with local businesses and industries, with governmental agencies).

Purpose 4

Knowing that the quality of education and public service is grounded in scholarship, Youngstown State University seeks to encourage and support research and scholarly and professional activity that strengthen its educational and service missions. In the context of this purpose, the University defines the following goals:

- to promote an expanded understanding of the nature of scholarship—an understanding both that scholarship is fundamental to the academic enterprise and that its definition is legitimately inclusive, accommodating not only “pure” and “applied” research but also scholarship related to teaching and learning and to public service;

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- to encourage scholarly activity that involves students and the metropolitan community, fostering the interaction of the various dimensions of the University mission;
- to offer increased support to faculty and others who seek external funding for their scholarship and related professional activity; and
- to sustain and enhance internal support for scholarly activity through such measures as internal grants, travel funds, library resources, research assistants, and released time.

Purpose 5

Recognizing its obligations to metropolitan Youngstown and to the world well beyond the region, Youngstown State University aspires to widen the access it provides to people and ideas, striving to create a diverse educational, work, and community environment. In the context of this purpose, the University defines the following goals:

- to maintain and improve accessibility to University services and programs by continuing to offer a broad range of courses, from developmental to honors; keeping tuition costs reasonable; enhancing pre-admission, enrollment, and other support services; and developing two-plus-two programs and articulation agreements with other institutions to enable students to move from two-year to four-year programs with little or no loss of credits;
- to increase retention through enhancement of developmental, tutorial, advisement, childcare, adult-learner, multicultural, and other student services that support the educational mission of the University;
- to promote diversity through the recruitment of minority students, faculty, staff, and administrators, as well as other populations--student and employee, academic and ethnic--who have not traditionally come to Youngstown State University;
- to create and implement international programming to diversify the education of students, attract international students and faculty, and serve the academic, cultural, and economic needs of the metropolitan region; and
- to market the University, its programs, and services for purposes of promoting access and diversity, expanding enrollment, and increasing University prominence at all levels: regional, state, national, and global.

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Purpose 6

Believing that the University's effectiveness is dependent upon collegiality and mutual respect, Youngstown State University strives to build an environment that fosters productive professional relationships among individuals and groups on campus. In the context of this purpose, the University defines the following goals:

- to encourage continuing and collegial conversation within and across units regarding the manifest quality of individuals and programs on campus and ways to enhance the quality of the University environment;
- to refine and develop structures to involve all individuals in the University appropriately and collegially in decision-making regarding unit, divisional, and institutional planning, priorities, and funding; and
- to develop vehicles for articulation and interaction among the Divisions of Academic Affairs, Student Affairs, and Business and Finance as they work together to facilitate the University mission.

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