

RECEIVED

Bernard Gillis
Provost

MAY 26 1988

OFFICE OF THE PROVOST

TO: FULL SERVICE FACULTY, ADMINISTRATION, AND
STUDENT GOVERNMENT

FROM: VIRGINIA PHILLIPS, SECRETARY, ACADEMIC SENATE

RE: MEETING OF THE ACADEMIC SENATE
WEDNESDAY, JUNE 1, 1988, 4:00 P.M.
ARTS AND SCIENCES AUDITORIUM, ROOM 132, DEBARTOLO HALL

AGENDA

1. Call to Order.
2. Approval of the Minutes for May 4, 1988 Senate meeting.
3. Charter and ByLaws Committee Report.
4. Senate Executive Committee Report.
5. Elections and Balloting Committee Report.
6. Report of Other Senate Committees.

- See Rec. To BOT But Tabled* →
- 878-15 Report of Academic Programs and Curriculum Committee, Programs Division.
 - 878-16 Report of Academic Research Committee.
 - 878-17 Report of Academic Planning Committee.
 - 878-18 Report of Honors Program and Individualized Curriculum Program Subcommittee.
 - 878-19 Report of Continuing Education Subcommittee.
 - 878-20 Report of Computer Services Committee.
 - 878-21 Report of Student Academic Affairs Committee.
 - 878-22 Report of Student Academic Grievances Subcommittee.
 - 878-23 Report of Academic Standards and Events Committee.

7. Unfinished Business.
8. New Business.
9. Adjournment.

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

Date April 26, 1988 Report Number (For Senate Use Only) 878-15

Name of Committee Submitting Report Programs Division, Academic Programs and Curriculum Committee

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

Names of Committee members: D. Brown, K. Foutz, R. Kramer, R. Hoover, A. Owens, G. Sutton, M. Vendemia, R. Nischwitz (student).

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The committee has examined and processed the following proposals: Economics-Labor Relations; Business Education and Technology - Marketing Management, Desktop Publishing/Printing; Allied Health - Dental Hygiene; CAST - Associate in Arts.

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: In the interest of containing costs where possible, only the final form of the programs are included in the agenda. Request forms and supporting documentation is available for review by contacting the Chairman of the Senate.

DBrown
Chairman (please initial)

Labor Relations - Current Requirements

A major in Labor Relations requires the completion of the following courses:

Economics 520, 621, 622, 831, 833, 835, 841, 843, 845, 849	=	38 q.h.
Psychology 560, 712 Sociology 500, 706 Political Science 601, 707	=	22 q.h.
Counseling 823 ¹	=	3 q.h.
Management 604 ² , 725, 750	=	<u>12 q.h.</u>
Total		75 q.h.

Proposed Changes

Requiring Econ 624, 705 ³	Adds 8 q.h.
Requiring Mgt 804	Adds 4 q.h.
Requiring only Poli Sci 601, 707 <u>or</u> Psych 560, 712 <u>or</u> Soc 500, 706	Removes 14-15 q.h.
Elimination of Mgt 604	Removes 4 q.h.
Elimination of Coun 823	Removes 3 q.h.
Adding 12 hours of "specified electives"	<u>Adds 12 q.h.</u>
Net effect = addition of 2 to 3 q.h. ⁴	
Thus, major = 77 to 78 q.h.	

¹ Bulletin states "Guid. Career Ed & Guidance". This is Counseling 823. Also, the L.R. program lists this as a 4 q.h. course, rather than a 3 q.h. course.

² Management 715, listed in the L.R. program as an option to Mgt 604, is no longer offered.

³ The Bulletin does not indicate that these are required courses. However, an earlier document does specify them as required.

⁴ This is actually a reduction of 1 to 2 q.h. over the requirements which should be listed in the program, as Econ 624 and 705 were originally part of the required curriculum.

APPENDIX B

1987-88

BUSINESS EDUCATION AND TECHNOLOGY

MARKETING MANAGEMENT TECHNOLOGY

A.A.B. DEGREE

COMMUNICATIONS

550 Basic Composition I 4 _____
 551 Basic Composition II 4 _____

SOCIAL STUDIES

Psych. 560 Gen. Psychology 4 _____
 Econ. 520 Prin. of Econ. 1 4 _____

HEALTH & PHYSICAL EDUCATION

590 Health Education 3 _____

MATH

642 Applied Finite Math 5 _____

MAJOR REQUIREMENTS:

BT 500 Survey of Amer. Bus. 4 _____
 BT 530 Intro. to Advertising 4 _____
 BT 540 Prin. of Marketing 4 _____
 BT 541 Sales Principles 4 _____
 BT 560 Business Mgmt. Tech. 4 _____
 BT 580 Elem. Acctg. Tech. 1 4 _____
 BT 581 Elem. Acctg. Tech. 2 4 _____
 BT 640 Warehousing & Traffic Management 4 _____
 BT 641 Retail Merchandising 4 _____
 OR
 BT 642 Industrial Merchandising 4 _____
 BT 643 Purchasing 4 _____
 BT 644 Consumer Behavior 4 _____
 BT 648 Sales Management 4 _____
 BET 720 Organizational Behavior 4 _____

OTHER REQUIREMENTS:

BET 513 Bus. Computer Syst. 1 4 _____
 BET 704 Business Communications 4 _____
 BET 706 Business Law 4 _____
 BET 710 Bus. Computer Syst. 2 4 _____
 ECON 621 Prin. of Econ. 2 3 _____
 LS 501 Intro. to Org. Labor 4 _____

TOTAL HOURS: 99

MUST HAVE A "C" OR BETTER IN ALL MAJOR REQUIREMENTS TO RECEIVE CREDIT FOR GRADUATION.

MUST HAVE AN OVERALL POINT AVERAGE OF 2.00 TO BE ELIGIBLE FOR GRADUATION.

PLEASE SEE REVERSE SIDE FOR HIGH SCHOOL PREREQUISITES!

PLEASE CONSULT THE CURRENT YSU BULLETIN FOR PREREQUISITES
 BEFORE REGISTERING FOR COURSES

NOTE: BET 505, Transcription Skills, is required if ACT English score is less than 16.

BUSINESS EDUCATION AND TECHNOLOGY
SECRETARIAL STUDIES PROGRAM
Desktop Publishing/Printing Concentration
A.A.B. DEGREE

ENGLISH			MAJOR REQUIREMENTS	
550 Basic Composition 1	4	_____	BET 513 Business Computer Systems 1	4 _____
551 Basic Composition 2	4	_____	BET 572 Introduction to Typography	3 _____
			BET 615 Information Processing Machines	3 _____
			BET 620 Typewriting 4	2 _____
SOCIAL STUDIES			BET 641 Magnetic Media	3 _____
Psych. 560 Gen. Psychology	4	_____	BET 670 Concepts of Electronic Publishing	3 _____
Econ. 520 Prin. of Econ. 1	4	_____	BET 671 Professional Pub.--Layout and Design	3 _____
			BET 672 Desktop Publishing 1	3 _____
			BET 673 Desktop Publishing 2	3 _____
			BET 704 Business Communication	4 _____
HEALTH & PHYSICAL EDUCATION			BET 710 Business Computer Systems 2	4 _____
			BET 718 Automated Office Systems	4 _____
590 Health Education	3	_____	ART 502 Design 1	4 _____
			ART 503 Design 2	4 _____
			ART 623 Graphic Design 1	3 _____
MATHEMATICS				
506 Mathematics of Business	5	_____	OTHER REQUIREMENTS	
			BET 650 Reprographics	3 _____
			BET 720 Organizational Behavior	4 _____
			BT 500 Survey of American Business	4 _____
			BT 580 Elementary Accounting Technology 1	4 _____
			ENGL 743 Technical Communication	4 _____
			ECON 621 Principles of Economics 2	3 _____
			ECON 622 Principles of Economics 3	3 _____

TOTAL HOURS: 99

Students with no previous knowledge of typewriting should take BET 520, 521, and 522. BET 505, Transcription Skills, is required if ACT English score is less than 16.

MUST HAVE A "C" OR BETTER GRADE IN MAJOR REQUIREMENTS IN ORDER TO RECEIVE CREDIT TOWARD GRADUATION.

MUST HAVE AN OVERALL POINT AVERAGE OF 2.00 TO BE ELIGIBLE FOR GRADUATION.

A.A.S. DEGREE - DENTAL HYGIENE - 1988-89
PROPOSED CURRICULUM SHEET

PRE-COLLEGE REQUIREMENTS (high school credits)

REQUIRED	EARNED	MUST HAVE GRADES OF "C" OR BETTER IN:	GRADE	DEFICIENCY	MAKE-UP COURSE
4		ENGLISH			English 540 or 550*
1		ALGEBRA I			Math 509 & 510 or 508**
1		ALGEBRA II or GEOMETRY			Math 512 or 511
1		BIOLOGY			Biol 551
1		CHEMISTRY			Chem 501
1		U.S. HISTORY			
1		SOCIAL SCIENCE (includes 1/2 unit U.S. GOVERNMENT)			
7		OTHER			
17		TOTAL (See advisor concerning deficiencies)			

High school deficiencies must be made up and these hours DO NOT count toward graduation.

* Course taken is determined by the English Placement Test.

** Students who have had Algebra I in high school may take only 511, 511 and 512.

NOTE: Credit in Algebra I, Algebra II AND Geometry is highly recommended and is required of one wishing to pursue the BSAS degree.

FIRST YEAR

Summer			
Biol.	551	Physiology & Anatomy of Man I with Lab	4 ()
Biol.	552	Physiology & Anatomy of Man II with Lab	4 ()
			8

First Quarter

D.H.	501	Dental Hygiene I	3 ()
D.H.	501L	Clinical Dental Hygiene I	2 ()
D.H.	520	Dental Anatomy I	2 ()
D.H.	520L	Dental Anatomy Lab I	1 ()
Chem.	502	Survey of Chemistry II with Lab	4 ()
Engl.	550	Basic Composition I	4 ()
			16

Second Quarter

D.H.	500	Dental-Med. Emergencies	2 ()
D.H.	502	Dental Hygiene II	2 ()
D.H.	502L	Clinical Dental Hygiene II	3 ()
D.H.	530	Dental Radiology	2 ()
D.H.	525	Oral Histology & Embryology	3 ()
Chem.	503	Survey of Chemistry III with Lab	4 ()
Elective		(Humanities or Social Studies)	4 ()
			20

Third Quarter

D.H.	503	Dental Hygiene III	2 ()
D.H.	503L	Clinical Dental Hygiene III	3 ()
D.H.	530L	Dental Radiology Lab	1 ()
D.H.	535	General & Oral Pathology	3 ()
D.H.	540	The Study of Oral Flora	3 ()
HomeEc.	551	Normal Nutrition I	4 ()
			16

SECOND YEAR

Fourth Quarter

D.H.	601	Dental Hygiene IV	2 ()
D.H.	601L	Clinical Dental Hygiene IV	4 ()
D.H.	611	Dental Materials	2 ()
D.H.	611L	Dental Materials Lab	1 ()
D.H.	615	Dental Health Education	3 ()
D.H.	620	Periodontics	2 ()
Psych.	560	Introduction to Psychology	4 ()
			18

Fifth Quarter

D.H.	602	Dental Hygiene V	2 ()
D.H.	602L	Clinical Dental Hygiene V	4 ()
D.H.	625	Community Dentistry	3 ()
D.H.	621	Periodontics II	2 ()
D.H.	650	Preventive Dentistry	2 ()
Math.	605	Introduction to Pharmacology	4 ()
			17

Sixth Quarter

D.H.	603	Dental Hygiene VI	1 ()
D.H.	603L	Clinical Dental Hygiene VI	4 ()
D.H.	626L	Dental Public Health Clinical Experience	1 ()
E.H.	641	Jurisprudence & Office Management Seminar	1 ()
Socio.	500	Fundamentals of Sociology	4 ()
Speech	550	Public Speaking	4 ()
			15

TOTAL PROGRAM HOURS

110

The Dental Hygiene program is designed to prepare dental hygienists for work in private practice, in public health, or in other health care settings. Upon completion of the two year program, which leads to the Associate in Applied Science degree, graduates will be eligible to take the licensing examinations for the registered dental hygienist.

Dental Hygiene students must complete Biology 551 and 551L, and Biology 552 and 552L before the first quarter of the first year.

Grades of 'C' or better are required in all Chemistry, Biology and Medical Assisting courses. No more than 8 hours of 'D' grades in the program major courses are permitted. Students are permitted two repetitions for purposes of recalculation. An overall 2.0 grade point average must be maintained to continue in the program. Readmission into the program will be based on validation of knowledge through examination and available space in the class; students must have a 2.0 grade point average to be readmitted.

B. PROPOSED PROGRAM (DEGREE) REQUIREMENTS (Proposed word changes in CAPITALS)

Associate in Arts Degree

Students interested in a two-year degree in general education may receive the Associate in Arts degree by fulfilling the requirement below with a concentration in business administration, business and secretarial STUDIES, engineering and mathematical sciences, HUMANITIES AND FINE AND PERFORMING ARTS, science AND mathematics, or social studies.

THE ASSOCIATE IN ARTS DEGREE IS INTENDED FOR STUDENTS WHO HAVE NOT EARNED OTHER ASSOCIATE OR BACCALAUREATE DEGREES. STUDENTS PURSUING AN ASSOCIATE IN ARTS DEGREE AS A SECOND DEGREE MUST COMPLETE A CONCENTRATION AREA DIFFERENT FROM THEIR FIRST DEGREE MAJOR AND MUST COMPLY WITH THE UNIVERSITY REQUIREMENTS FOR A SECOND DEGREE. STUDENTS PURSUING AN ASSOCIATE IN ARTS DEGREE CONCURRENTLY WITH ANY OTHER DEGREE MUST OBTAIN PRIOR WRITTEN APPROVAL FROM THE DEAN OF THE COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY. FOR ADDITIONAL INFORMATION, CONSULT THE DEAN'S OFFICE.

Degree Requirements

<u>Courses</u>	<u>Cr. Hrs.</u>
English 550 and 551	8
Humanities	16
Science and Mathematics	12
Social Studies	16
H&PE 590	3
H&PE Activities	3 (maximum)
Concentration	32 *
Electives.	6-22

Total Credit Hours	96

* Must have grades of C or better in concentration area.

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

Date May 17, 1988 Report Number (For Senate Use Only) 878-16

Name of Committee Submitting Report Academic Research Committee

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

Appointed Chartered

Names of Committee members: Eric Hartzell, Sally Hotchkiss, David Genaway, Scott Martin,
Patricia McCarthy, Howard Mettee, Clement P. Senicka, Wade Raridon, Frank Seibold,
Anthony Stocks, Edward Tokar and Jalal Jalali (Chairman)

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) 1. ARC had five meetings during the Academic

Year of 1987-1988. 2. ARC has approved in providing Faculty/Staff Research and

Consulting Profiles to be distributed to area businesses and public agencies.

3. ARC made a recommendation concerning the revision of the present patent policy
at YSU.

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

If so, state the motion: The YSU Faculty Senate make a recommendation to the Board of

Trustees the suggestion that the Board ~~revise~~ the present patent policy of YSU to

incorporate an inventor's share of 50% of the realized benefits.

Cf. ART. 13.22

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: See Attachments

J. Jalali 05/17/88
Chairman

ARTICLE IV. UNIVERSITY RESEARCH, COPYRIGHT AND PATENT POLICY

Section 1. Board Rights and Responsibilities

It shall be the policy of the University, with reference to all creative endeavors of its staff members and students conducted on University time or in its facilities, to recognize the interests of the University, the staff member, student, sponsor, and other cooperating or participating agencies. The Board reserves the right to administer any material benefits which may be involved, consistent with the public interest, as determined by said Board from time to time.

Section 2. Copyrights

The University encourages its employees to engage in professional writing of all kinds including scholarly articles, books, textbooks, and laboratory manuals. Such work shall belong to the author or authors except where the writing has been prepared as an assigned project. When prepared as an assigned project, the copyright shall be held by the University and may be assigned by the University. No royalties may be charged by the author for copies of a publication which arises from an assigned project unless specifically permitted by action of the President or the Board.

Section 3. Patents

As provided in Section 3345.14 of the Ohio Revised Code, all rights to and interests in discoveries or inventions, including patents thereon, which result from research of investigations conducted in laboratories or facilities operated by Youngstown State University shall be the sole property of the University. No person, firm, association or governmental agency using the facilities of Youngstown State University shall have any rights to or interests in such discoveries or inventions, including income therefrom unless assigned, licensed, transferred, or paid to such person or entity pursuant to an arrangement specifically approved by the Board of Trustees.

If an employee believes that a discovery or invention resulting from a University-sponsored research project is patentable, he shall present the matter to the Associate Provost and Dean of Graduate Studies for his recommendation to the President. The President shall report each such alleged discovery or invention to the Board of Trustees, together with his recommendations as to what, if any, disposition or use thereof should be made by the University. If required by the

University research programs need liberal patent policies

Dr. Will Konnecker

Ohio University

INNOVATIVE ideas that could prove useful to the general public frequently come out of basic research. But, because researchers focus, properly on communicating to scientific peers and on applying these ideas to their specialties, wider benefits are slow in coming.

The public, which funds so much university research through taxes, deserves more.

Ohio's universities need active programs to uncover research with commercial potential. To support these programs they also need more liberal patent policies — ones with sufficient rewards to attract the attention of researchers — and mechanisms to separate proprietary research from traditional "open door" academic research.

Our experience at Ohio University proves that such programs and policies can make a difference. Five years ago, with no organized encouragement, patent applications from OU researchers were virtually nonexistent. Today, with the active support of OU's administration and a new Innovation Center, we have almost a dozen, some with truly outstanding economic potential. How did this come about, particularly at a university not generally known as a research institution?

It happened, first of all, because of what I call a policy of "organized asking." By that I mean that the university research administration, my colleagues at OU's Innovation Center, and I spend considerable time asking faculty members and graduate students what they are researching. When they tell us, we try to suggest applications and funding sources such as Ohio's Thomas Edison Program. This process, which sounds deceptively simple, has helped us identify several new product ideas and has led already to the creation of three new companies.

A look at the companies shows the wide range of opportunities. One, Slurry Systems, Inc., developed out of an idea from the Department of Chemical Engineering

State's universities need active programs to uncover research with commercial potential. To support these programs they also need more liberal patent policies — ones with sufficient rewards to attract the attention of researchers — and mechanisms to separate proprietary research from traditional "open door" academic research.

for a process that would reduce the ash and sulfur content of coal. A second, Diagnostic Hybrids, Inc., emerged from the Department of Zoology and Biomedical Science as an idea for using DNA hybridization to detect infectious diseases and received \$252,000 from the Thomas Edison Seed Development Fund. A third, Embryogen, Inc., grew out of what is now our Recombinant DNA Laboratory and is based on the technology of genetically altering farm animals to improve yields of meat, milk and other economic variables. The last company, in particular, could have revolutionary impact on Ohio agriculture. It is the commercial cornerstone of one of the Thomas Edison Program's Technology Centers which has received \$3.1 million in state funding.

Not one of these companies, I think it is safe to say, would be in existence today if the Innovation Center had not sought out researchers rather than waiting for researchers to come to the Center. It is just as true that these companies would not be in existence if the university had not developed a fair way of rewarding researchers for their work.

OU, I am happy to say, has now established a generous patent policy. Its previous policy was similar to that of most universities and colleges around the country, including some in Ohio. That is, it was overly restrictive. Indeed, it was not much different from patent policies in industry. These hold that if a researcher makes a discovery on company time and in company laboratories, the discovery belongs to the company.

But a university is not a compa-

ny. Whether state-funded or private, it answers to a far broader public. Today, the public both wants and needs a revitalized economy and the jobs that come with it. University faculties, with their wealth of research ideas, need every possible encouragement to help.

Because each research idea is so different, no single patent formula can be fair to everyone. Accordingly, OU rewards inventors with 50 percent to 90 percent of the royalty income while legally retaining ownership of the patent itself. This policy has been well received by OU faculty.

Even an improved patent policy, however, is not enough. Universities have to recognize that research whose goal is commercialization is different from research whose goal is the advancement of knowledge. Where one must be kept secret, the other must be left open to the public. Accordingly, we have designed the Innovation Center so that faculty members and others working to turn ideas into commercial products can perform their work in a setting that is physically separate and offers all necessary proprietary protection.

Talk of "capital," "management," and "business" often makes academicians nervous, particularly when those terms are applied to university departments. And the potential for abuse of the university's spirit of free inquiry should be clear to everyone. Yet I believe a balance can be found in which everyone gains and no one is compromised.

In particular, basic research must be allowed to continue. It continues to be a prime source of intellectual vitality that is the essence of any

(Please turn to page B-3)

Apparatus who have tra... deficit
pending to reduc... employment,
paying enough is...
Dr. Hahn is professor emeritus of
economics at Youngstown State
University.

KONNECKER:

University programs need change

(Continued from Page B-3)

good academic institution.

Individual researchers must come under no pressure to abandon areas of basic inquiry. At OU, we want researchers to get as involved in the development of a product as they wish. In some cases, a faculty member may actually want to become an entrepreneur. That's fine. But in many cases, our researchers want to return to purely intellectual concerns. One OU research couple, for example, John and Billy Collier, have developed a plastic fiber that is a byproduct of their research into the structure of polymers.

When we became aware of the Colliers' new fiber, we asked them only to devote a few weeks to development of their patent application. Now they have returned to their basic line of inquiry while the Innovation Center attempts to commercialize the product. If the Center succeeds, the Colliers, who would receive 50 percent of the royalties, will be better off; their laboratory, which stands to receive increased university funding, will be better off; and, thus, so will their basic research work. The new fiber may even produce economic growth and jobs in Ohio. What could be better than that?

Dr. Will Konnecker is director of the Ohio University Innovation Center. Since graduation from Ohio University in 1943, he has founded six technology-based companies.

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

Date April 28, 1988

Report Number (For Senate Use Only) 878-17

Name of Committee Submitting Report ACADEMIC PLANNING COMMITTEE

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

APPOINTED CHARTERED

Names of Committee members: F. BARGER, F. CASTRONOVO, J. ELIAS, B. GILLIS, R. KRISHNAN (CHAIR), G. MAENTANIS, T. MARAFFA, S. PANINO, T. SLAWECKI, D. RUGGLES, G. TETTERLE, T. WILEY, AND B. YOZWIAK.

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The Committee, after three years or more of deliberations, has concluded that it is not in a position to undertake the tasks mandated to it by the Senate under the present set up.

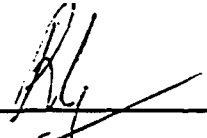
Do you anticipate making a formal motion relative to the report? YES

If so, state the motion: "MOVED THAT THE ACADEMIC PLANNING COMMITTEE, AS PRESENTLY CONSTITUTED, BE DISCONTINUED."

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: _____

*1xc
Name
Rost
File
only.
& 1xc to
Committee
Chairman*



Chairman (please initial)

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

Date 5/17/88 Report Number (For Senate Use Only) 878-20

Name of Committee Submitting Report Computer Services Committee

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

Appointed Chartered

Names of Committee members: DiRusso, Karpak, Messuri, Munro, Nelson, Pullman, Robinson, Slivinske, Sutton, Vendemia -- Anschuetz, Doctor, Marsico (Computer Center) -- Ciabattoni, Street (students).

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Of the 109 faculty responding to a survey 31% requested instruction in data base, 28% in word processing, 28% in graphics, 22% in spreadsheet, 21% in programming language, and 20% in computer literacy. Also 19% stated they needed assistance using the PC network, 18% using printers, and 3% using plotting. Only 51% indicated computers were used in their courses.

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

If so, state the motion: The following recommendations are proposed:

(See attached sheet).

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: NA

Leek Slivinske
Chairman

Reports Submitted To The Academic Senate

Formal Motion:

1. Individual respondents should be contacted by computer center staff if their instructional need is one that is already available.
2. Training sessions should be planned by computer center staff which address the identified need areas.
3. Brief messages of important changes should be made available by computer center staff on the mainframe and PC network computer screens.
4. All faculty should be encouraged to begin using the computer in all appropriate courses.

Computer Services

Committee Academic

Computing Survey

Computer Services Committee
3/15/88

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Computer Services Committee
Academic Computing Survey

The Computer Services Committee conducted a survey of faculty to determine their computer service "needs" and utilization. The survey was conducted between January 22 and February 3, 1988, with 109 faculty responding. Table 1 contains the percentage of respondents from each college and school of the university. Inspection of this table reveals that the majority of faculty responding to the survey were from The College of Arts and Sciences (51.5%) with faculty from The College of Applied Science and Technology (11.8%) and The College of Fine and Performing Arts (10.1%) comprising the next largest groupings of respondents.

Table 2 shows the specific instructional needs of faculty in descending order. This table reveals that 31% of faculty requested instruction in data base, 28% in word processing, 28% in graphics, 22% in spreadsheet, 21% in programming language, and 20% in computer literacy. Also 19% stated they needed assistance using the PC network, 18% using printers, and 16% using plotting.

Table 3 shows current computer service usage by percentage of faculty. Here it may be seen that the majority of faculty use word processing facilities (53), with printing (34%), and using Meshel Hall (30%) coming in second and third place. Twenty five percent (25%) of faculty also indicated they were knowledgeable regarding computers and used programming language and other facilities on both the PC Network and the mainframe.

Appendix 1 shows a copy of the questionnaire with the percentage of faculty responding affirmatively to each item. The responses indicated that 73% of faculty use computer services for faculty research and development while 51% use computers in their classes. Also when the average use/need percentage for PCs vs. the mainframe is calculated it reveals that the usage/need for PCs (28%) is twice that for the mainframe (14%).

Finally Appendix 2 contains a listing of faculty responses regarding uses and needs by questionnaire category. Others needs and comments are also listed.

Recommendations:

The results of this survey should be used to assist in meeting the instructional needs of faculty regarding computer services. Specifically the following recommendations are being made.

1. Individual respondents should be contacted by computer center staff if their instructional need is one that is already available.
2. Training sessions should be planned by computer center staff which address the identified need areas.
3. Brief messages of important changes should be made available by computer center staff on the mainframe and PC network computer screens.
4. All faculty should be encouraged to begin using the computer in all appropriate courses.

TABLE 1
Percentage of Faculty Responding
to the Survey by College and School

<u>College/School</u>	<u>%</u>
The College of Fine and Performing Arts	10.1%
The College of Applied Science and Technology	11.8%
The College of Arts and Sciences	51.5%
The Warren P. Williamson School of Business Administration	9.3%
The School of Education	4.5%
The William Rayen School of Engineering	8.2%
Unknown	4.6%

n = 109

TABLE 2
Instructional Needs of Faculty
by Rank Order Percentage

<u>Instructional Need</u>	<u>% of Faculty</u>
Data Base	31%
Word Processing	28%
Graphics	28%
Spreadsheet	22%
Programming Language	21%
Computer Literacy	20%
PC Network	19%
Printing	18%
Plotting	16%
Use of Meshel Hall	14%
Mainframe (CMS)	13%
Utilities	11%
Special	7%

n = 109

TABLE 3

Type of Academic Computer Usage by Percent
of Faculty

<u>Type of Usage</u>	<u>% of Faculty</u>
Computer Literacy	25%
Programming Language	25%
Data Base	16%
Utilities	11%
Spreadsheet	22%
Word Processing	53%
Graphics	20%
Special	11%
Use of Meshel Hall	30%
Printing	34%
Plotting	10%
PC Network	25%
Mainframe (CMS)	25%

n = 109

Jan 22, 1988

Appendix 1

TO: All YSU Faculty
FROM: Computer Services Committee
SUBJ: Computer needs

PLEASE RETURN BY
Wed., Feb. 3, 1988

The Committee needs to be able to report to the Academic Senate of YSU on the "services" needed. We also need to know what you currently use and where, plus your desires. Please complete the questionnaire below and return it to:

Dr. Lee Slivinske
Sociology, Anthropology & Social Work

Name _____ Dept. _____ Phone _____

I use/need instruction in: (Where appropriate, give program name)

<u>Use</u> %	<u>Need</u> %		<u>PC</u> %	<u>Mainframe</u> %
[25]	[20]	Computer literacy _____	[34]	[18]
[25]	[21]	Programming language _____	[31]	[21]
[16]	[31]	Data base _____	[38]	[15]
[11]	[11]	Utilities _____	[18]	[6]
[22]	[22]	Spreadsheet _____	[34]	[5]
[33]	[28]	Word processing _____	[60]	[19]
[20]	[28]	Graphics _____	[35]	[10]
[11]	[7]	Special _____	[6]	[8]
[30]	[14]	Use of Meshel Hall _____	[27]	[17]
[34]	[18]	Printing _____	[32]	[21]
[10]	[6]	Plotting _____	[4]	[8]
[25]	[19]	PC Network _____	[30]	[7]
[25]	[13]	Mainframe (CMS) _____	[5]	[24]

for: [73] Faculty research/development [51] Class use

I need [14] Access [24] More convenient access to:

Other comments: _____

compserv

n = 109

Appendix 2

Specific Computer Services Used
and Needed by Questionnaire Category

Computer Literacy

Use

Fortran
Apple
DOS 3.2
VM
MVS
UMCOS

Need

when and how to use the computers
DOS

Programming Language

Use

(4) Fortran
(4) SPSS
(6) Basic
PL 1
(2) Applesoft
Phoenix
Watfiv
Pascal
ADA

Need

(2) Basic
Pascal
Fortran

Data Base

Use

(2) Appleworks
file express
superbase
list manager
d Base III
R base
Informix
Model 704

Need

- for the humanities
(2) d Base III

Utilities

Use

All Apple II and Minolta
cruise, Flist, x tree, Nortar

Need

Plot 10

Spreadsheet

Use

(3) Lotus Supercalc
(3) Appleworks Microcalc
Symphony
Xcalc

Need

(2) Lotus 1-2-3
Intercalc

Word Processing

Use

Multimate
UP Graphics
Paperback Writer
Easyscript
(7) Word Perfect
(3) PC Write
freestyle
(2) Wordstar
Apple II
(2) Volkswriter
(3) Appleworks
(5) Script
Minolta
Gutenberg

Need

tex
(2) Freestyle
Wordperfect
Wordstar
Leading Edge
Wang

Graphics

Use

(3) Autocad
MacIntosh
Drafix
(2) CBDS
UP Graphics
Dr. Halo
Cadam
Caeds

Need

MacIntosh
Printshop

Special

Use

(3) SAS x-edit
(4) SPSS Label
TSP tape handling
Autocad Communications
BMD
KEDIT Session
Kermit

Need

(2) SPSS-x
BMDP
Graphics display
and print from
mainframe to PC

Use of Mashel Hall

Use

(2) too inconvenient
pick up laser output

Need

-library/support

Printing

Use

imagewriter
Epson
4th floor laser
impact

Need

(2) laser printing

Plotting

Use

SAS
SPSS

Need

Versatec Printer

PC Network

Use

Currency MGMT
Waterloo Port

Need

Network for CA¹

Mainframe (CMS)

Use

(2) SPSS
Script

Need

Access to: (14%)

- (2) PCs
- (2) bitnet
- (2) Meshel Hall on Sundays
 - graphics from mainframe
 - a good Pascal or ADA compiler,
 - MacIntosh hardware
 - Meshel Hall open late evenings
 - SPSS programs
 - public domain program disk for Apple and other PCs
 - graphic plotter and software located in Engineering Science to print analytical math equations and data points

More convenient access to: (24%)

- laser printers
- Meshel Hall Instructional Services
- IBM, PC
- telephone access to billboards with current program bases
- PC for tutorial development
- student access to PCs near my office/lab area
- would be more convenient to have some PC and mainframe terminals in other buildings besides Meshel Hall
- PC Network
- WSBA
- IBM XT, mainframe
- PC network should have at least one outlet (with a printer) in every major building where there are faculty offices and/or classrooms
- output, reinstate the satellite stations
- letter quality printer in offices of Health and Physical Education
- PC labs for classrooms
- IBM PC compatible attached to a dot-matrix printer
- a computer I feel comfortable using
- laser printer
- printer
- (2) PCs
 - computer
 - tutoring to get specific programs to run on specific machines
 - Meshel room 107

Comments:

- computer center offers sufficient instruction.
- I intend to begin using word processing in the department.
- access to PC, mainframe, and Cray is good. Facilities in Meshel are comparable to other state institutions, they are second to none.
- do not need or use for the courses I teach.
- will use when I teach statistics.
- (2) the mainframe should be on a national network (Bitnet, UUCP, etc.).
- would like to require use of word processing in all classes.
- a greater variety of PCs should be made available on campus.
- have not used mainframe recently/working on tutorial material but will not use until PCs are nearby so can assist students.
- my use and need for computer will increase . . . now I do not have time to use the computer facilities on campus.
- we have a fine facility . . . it has positive and negative features, but overall is set up O.K./more access to PCs with graphics capability and 640K available after access to the network. Our new software requires this and can not be run currently and have access to printers and plotters/ more lab time in MH 107 and 102 with monitors provided by the computer center/Hardcopy output from IBM 5080 workstations.
- (2) I would like some instruction in computer usage.
- mainframe hardware and software is totally useless without access to data such as Valueline, compustat, etc.
- planning to incorporate CAI into a class, students would be using PCs in Meshel Hall.
- need a lab (micro/mainframe) in Accounting and Finance.
- need instruction in the use of DOS and software for PCs.
- need short courses in database and "PC-Write".
- would like access to the mainframe and available programs.
- do not have a computer and the office computers are almost impossible to use conveniently.
- English department could use more lab and classroom space in Meshel Hall.
- students and faculty feel strongly that PCs and mainframe terminals be better distributed about campus and not all concentrated in Meshel Hall.

- the 20 minute tear off policy for Meshel printouts is outrageous/student consultants play cards while students and faculty wait unnecessarily/ should not tear off and shelving of output be continuous.
- will be involved in departmental scheduling.
- would attend a workshop on computer graphics.
- terminals in Williamson Hall (the cables are in place let us use them).
- access to printed output in Arts and Sciences.
- (2) information regarding purchasing a computer.
- one laser printer in Meshel is inadequate for entire YSU community.
- need a mainframe program to record and calculate grades.
- have everything I need and use.
- graphical screen dump capability (both PC and mainframe)
- how to use Dr. Halo and create files, edit, etc.
- total illiteracy, Help!!

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

Date 5-19-88 Report Number (For Senate Use Only) 878-23

Name of Committee Submitting Report Academic Standards & Events

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

Names of Committee members: R. Burden, C. Campbell, H. Corve, J. Gill-Wigal,
B. Gonda, K. Hankins, L. Harris, L. Hicken, W. Jenkins (chair),
H. Lee, M. Murphy, J. Scriven

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) This committee is recommending changes in
the discipline and grievance procedures, including such items as
the assignment of discipline cases to the Student Academic Grievance
Subcommittee, the empowerment of that committee to make grade
changes in certain limited cases, the structure of the committee, etc.

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

If so, state the motion: 1) To approve the proposal on academic dishonesty
2) To approve the proposal regarding other cases in which SAGS may mandate
a grade change 3) To approve the proposal regarding the structure of SAGS
4) To approve the proposal regarding the assignment of grades 5) To
approve the proposal regarding intent

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: _____

William D Jenkins
Chairman

PROPOSALS FROM THE ACADEMIC STANDARDS AND EVENTS COMMITTEE

A. Proposal on academic dishonesty

1. The Student Academic Grievance Subcommittee shall replace the Student Discipline Board as the body to hear and determine cases involving academic dishonesty.
2. The Subcommittee shall hold hearings that follow due process procedures, which will be developed by the Vice President - Student Services and approved by the Academic Senate.
3. The Subcommittee shall have the power to issue disciplinary sanctions, including warning, probation, suspension, expulsion or other sanctions.
4. In cases involving academic dishonesty, the Student Academic Grievance Subcommittee shall have the power to mandate a grade change after holding a due process hearing and after consulting with the affected department.
5. In any disciplinary case exonerating the student, the record will be removed from the student's discipline file.

B. Cases in which the Student Academic Grievance Subcommittee may mandate a grade change in a grievance case.

The Subcommittee shall have the power to mandate a grade change when the instructor materially deviates from the grading scale or weight distribution indicated on the course syllabus to the detriment of an individual student or the entire class.

C. Proposal regarding the structure of the Student Academic Grievance Subcommittee

1. The Vice-President of Student Services or designee will chair the Subcommittee, maintain all records, and only vote in case of a tie.
2. No members of the Subcommittee will hear a case directly affecting them. The appropriate body will appoint a temporary substitute for that case.
3. If an instructor refuses to or cannot participate in the formal grievance or discipline procedure, the appropriate department will provide a substitute who will exercise all the rights and responsibilities of the instructor.
4. The student must file a grievance prior to the last day of the final examinations during the subsequent quarter.

D. Proposal regarding the assignment of grades.

Except for cases in which the Student Academic Grievance Subcommittee has the power to mandate a grade change, the teacher of record shall have the power to assign a final grade.

E. Proposal regarding intent.

1. The term "cheating" shall mean using or attempting to use, providing or attempting to provide unauthorized materials or information in or for any class assignment or examination.

2. The Subcommittee may consider intent in making its determinations.

REPORT FROM THE SENATE ELECTIONS AND BALLOTING COMMITTEE

APPLIED SCIENCE AND TECHNOLOGY

At-Large

Robert Campbell
 Maria Delost
 Kathylynn Feld
 Steven Gardner
 Virginia Phillips

Departmental

Janet Boehm, Allied Health
 Eng. Tech.
 Mary Beaubien, Home Economics

ARTS AND SCIENCES

At-Large

George Beelen
 Frederick Blue
 Hugh Earnhart
 Larry Esterly
 William Jenkins
 Thomas McCracken
 Gratia Murphy
 Lowell Satre
 Thomas Shipka
 Ronald Tabak

Departmental

James Karas, Biology
 Clyde Morris, Economics
 Melissa Smith, Foreign Languages
 Thomas Maraffa, Geography
 Joan Wagman, Health & Phys. Ed.
 Richard Burden, Math & Comp. Sc.
 Warren Young, Physics & Astronomy
 Ahalya Krishnan, Psychology

BUSINESS ADMINISTRATION

At-Large

Homer B. Warren
 James Tackett
 James H. Daly
 Jane M. Simmons
 Donald H. Mathews
 Dean S. Roussos

Departmental

Inez Heal, Accounting
 Rama Krishnan, Management
 Eugene A. Sekeres, Marketing

EDUCATION

At-Large

William Armaline
 James Douglass
 Louis Hill

Departmental

Janet Beary, Elementary Ed.
 Donna McNierney, Adm. & Sec. Ed.

ENGINEERING

At-Large

Duane Rost
 Jack Bakos
 Lester Smith

Departmental

Philip Munro, Electrical Eng.
 Wade Driscoll, Industrial Eng.
 Hyun Kim, Mechanical Eng.

FINE AND PERFORMING ARTS

At-Large

D. W. Byc
 Joseph Edwards
 Darla Funk
 Lois Hopkins
 Lawrence Hugenberg
 William Slocum
 James Umble

Departmental

Elaine Glasser, Art
 Les Hicken, Music

ELECTED TO ELECTIONS AND BALLOTING COMMITTEE

Beverly Gartland, Arts and Sciences
 Terry Deiderick, Business Administration
 Sara Throop, Education

ERRATA TO ACADEMIC SENATE MINUTES OF JUNE 1, 1988

Due to a communications problem, the June minutes were taken to the Print Shop before I had an opportunity to proofread them for content.

Consequently, there were several mistakes in the minutes distributed for the June 1, 1988, Senate meeting. Will you, therefore, please make the following corrections to the minutes.

Virginia Phillips, Secretary to the Senate

Page 3, Paragraph 7

"On substantiate...." should read "On substantative"

Page 3, Paragraph 8

"We should command...." should read "We should commend"

Page 5, Paragraph 7

"is boot-legged" should read "is bootlegged"

Page 6

delete "APPENDIX B" under REPORT OF STUDENT AFFAIRS

Page 6

Under Statement by Jim McCullom, change "promised" to "promise"

Page 7, Paragraph 3

change "difference" to "different"

Page 8, Paragraph 12

Change the period to a question mark under Dr. Hovey's remark

Page 11, 1.(a)

change "...member resigned" to "...member resigns"

Page 12

delete "Motion to amend carried." that appears between remark by T. Shipka and remark by D. Robinson

Bernard Gillis
Provost

RECEIVED

JUN 2 1988

OFFICE OF THE PROVOST