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## ACADEMIC SENATE MINUTES

OCTOBER 14, 1992

OFFICE OF THE PROVOST

Sally M. Hotchkiss  
Acting Provost

### CALL TO ORDER

Chair Jenkins announced a quorum and called the meeting to order at 4:05 p.m.

### MINUTES OF JUNE 3 and JUNE 10, 1992

The Chair announced one correction to the minutes. On Page 1, under the Charter and Bylaws Committee report, Mary Jane Beaubien should read Mary J. Beaubien.

#### Motion to Approve Minutes

S. Hotchkiss moved that the Minutes of the June 3 and June 10, 1992, Senate meetings be approved. Motion seconded by Harold Yiannaki. Motion Approved. Minutes accepted as corrected.

### REMARKS -- PRESIDENT COCHRAN

(The following was abstracted from Dr. Cochran's comments. He did not speak from a prepared text.)

It is a pleasure to be with you. Chair Jenkins told me there was nothing important to do at today's meeting so I would fit right in.

It is a privilege to serve this institution. It is a change of pace. For the past twenty years, I have dedicated my life to academic reform and teacher and general education redesign. I now have a leadership role that requires a change to provide overall leadership, ideas, structure, and resources to support the academic agenda. One of the things that attracted me to the academy was the opportunity to make a difference. At a point in time, I want to look back at a college bulletin and say that if I wasn't here, that would not have been here -- programs, curriculum, policy statements.

I envy the opportunities that you all share -- to create new programs, build new structure, address issues of standards and access, and to shape the academic future of YSU. I would hope that you all take ownership and some pride in what you do; that you can say, "If I wasn't here, that would not be here."

It is traditional to keep presidential involvement in the academic agenda to a minimum. We are close to choosing an academic provost. The candidates are now down to four. The final decision should be made before the end of the year and a new provost should be on board in January. You will have more involvement with that person than with me.

I enjoy academic debate. But you do have to be careful as a president because people can some times take you seriously about these things. I want people to be actively involved in debate.

There are six or seven general themes I want to share with you today. It is my intention to share direction rather than specific solutions. Questions you may ask are, "What do you want us to be?," "What should we be doing?," and "What are our objectives?." You have the answers to these questions. I don't have a master plan for every department and college. I have thoughts and ideas and will challenge you,

but I am open to your thoughts on what is appropriate, where we should be going, and what options are available. You have to set your own agenda and make plans. Occasionally, I will say, "We don't have the resources," or "We don't quite see it that way." We have to address the questions and develop a sense of direction that combines traditions, goals, aspirations, opportunities, and brain power with resources that are available." We can create our own future. That is the challenge.

There are several AGENDA ITEMS I would like to share with you.

1. **Academic Planning**

The most serious academic weakness at YSU is deficiency of academic planning. I do not mean to place any blame; it was not a high priority on the previous agenda. We are at a point in time where we can shape our future. I am not interested in long reports. In my former life, a ten-page report from a department was maximum. On occasion, I would remove the discard the last pages. I would expect the provost to produce something the size of (he held up a small booklet about 5.5" by 8.5" that looked to be at most 20 pages). This small report covered the plans and goals for the entire institution.

In my former life, a document this size (looked to be 8 1/2" X 11" and less than ten pages) contained the College of Education objectives and goals, how it spent resources, what its priorities were, and its instructional loads. Everyone on campus would receive a copy.

It is important that we know what others are doing. We will learn to define the distinctive nature of our colleges. There appears at present to be little difference between the functioning of the schools and colleges. In ten years there will be extraordinary differences. We will be involved in an evolution. A college is a college -- functioning differently within given confines; but there are different frameworks, missions, goals, and programs. Priorities and expectations are different. There are unique features.

You build a strong institution from strong departments and schools, not from the top down. There will be problems. The Provost resolves differences. Planning will look at missions and goals, priorities, expectations, and budgets. We will combine program review and department review and will discuss whether a program is needed or whether a program should be changed. This community has changed dramatically in the last fifteen years. We should be looking at where we should be taking this institution. This is the excitement you get to deal with while I tinker with resources, policy, etc.

2. **Program Development**

A characteristic of a strong institution is generating new programs. Part of the reason I set aside \$75,000 for Academic Challenge for Excellence was to prime the pump. We can have excitement and enthusiasm. We can build programs. We can eliminate programs. I was at an institution for twelve years that eliminated 52 programs. It's not easy. It takes a long time to understand that there is a consequence of offering programs that are no longer needed.

I told Sally that previously I led an institution through a reorganization and said I would not do it again. Then I repeated the experience at a second institution. Sally volunteered for the job here at YSU and is presently preparing a report that I should have soon.

Let me digress. While Provost at Southeast Missouri, we were evaluating programs for retention. One program was a Library Science Minor that had not functioned for five years. The vote was 0 to drop, 7 to keep, and 11 abstentions. A better program in Agricultural Economics resulted in a vote of 7 to keep, 11 to drop, and 0 abstentions. The best program resulted in a vote of 18 to discontinue, 0 to keep, and 0 abstentions.

We have a responsibility to develop new programs. A major thrust must be program development. There are unmet needs and underdeveloped areas. Health and Social areas are critical needs to this community. We need new programs now. By the year 2000, we need 7000 geriatric social workers. We need to have a high priority to develop needed undergraduate programs and some master programs.

**3. General Education Program**

Another fundamental issue deals with the general education component. Had I been on the 1988 accreditation team, you would not have received a ten-year approval. This is the area with the most significant academic weakness. This is not a criticism of the courses; the weakness is a lack of program design. We do not have stated goals, objectives, and outcomes that are measurable. We need a double major concept. Majors need goals, objectives, expectations, and outcomes that can be measured. We need to document how faculty are prepared. We do not pass these tests. Do we know what our students should learn? How do we measure? We need to have a global and international perspective.

**4. Excellence and Standards**

We need to develop our honors program. We need to design a program that will accept individuals of high quality and we need to build an Honors College. We need to send individuals to other colleges. We need to design a facility and a program. We have a year or two to design. In four years, we will have 160 students in our Honors Program. Lyden is 92% full now. We can accommodate students only in the short run.

All new scholarship programs talk about a 3.5 G.P.A. Is 3.5 an acceptable norm? What are student expectations? Athletes have higher entrance requirements than normal students are required to have. Athletes are required to have an 18 ACT. If they fail to meet the requirement, they cannot play until they have completed at least one year of college work and have a 2.0 G.P.A. In talking about alternatives, we have to maintain open admission and yet maintain expectations for students. We have to address both associate and baccalaureate programs.

**5. Outcomes Assessment - Program Based**

Outcomes assessment will be an area where the Provost will have charge. By 1995, we must submit an Outcomes Assessment program as part of NCA requirements. This includes general education, writing, teacher education, and all majors. By 1998, we must have data in place telling how we assess students. This is a new standard. We must do it. Music already does it. Art does it. In some areas, licensure does it. In some cases, we will have to demonstrate how it is done.

We might talk about writing outcomes. We need to debate these types of questions. How do you use data to improve the program? There is no connection to faculty evaluation. We will have to carve out what is appropriate for this institution.

**6. International Opportunities**

One of the things that is important for our institution is to make international connections. How do our programs connect with the ethnic groups in our community? How can we include international options in our programs? How do we connect back to the home lands? How do we get international scholars to our institution?

**7. Two-Year Programs**

I can't make a specific statement about two-year programs. Each one does have to be looked at as a special case. We need to be guided by mission and need -- not the past. We need to answer questions. Where should the students be going? What is the proper job entry requirements into that profession? What are the career opportunities? What are new career opportunities? Can we change the programs? What are the program needs?

There is no choice when we have a professional obligation. We may need to expand, discontinue, or move to a four-year program. Nursing has already moved from a two-year program to a four-year degree program. Some will see that a two-year program is appropriate. All options will occur.

**8. Academic Structure**

Sally is making the rounds. She is trying to determine how to increase future opportunities for our students. Where should we be going in the next decade? I will have to continue to remind people to think about "Where do we want to go?". We need to focus on the future and academics and NOT on personalities and turf.

Following her report, I will meet with affected individuals. We will develop a set of recommendations that will go to the Academic Planning Committee. I will meet with them. We will have to see where we are. I am still hopeful that we can set aside two or three years of debate and get on with the process. Nothing is being contemplated that will do bodily harm to faculty or programs. Some details will still have to be worked out. Budget concerns can be postponed until July, 1993.

The most exciting part of the academic structure is faculty involvement.

The President then opened the floor for questions.

Question--Last year one of our prolonged debates was quarters vs. semesters. What is your feeling on this issue?

Answer--I don't remember seeing it on my list of high priorities. I prefer the semester system. It is cheaper. It reduces the amount of advising. But it will not be proposed from my office. It will not be an agenda item for me.

Question--You mentioned the open admission policy and the need to set and meet standards. Are you thinking about tightening up requirements?

Answer--I am open to ideas to strengthen the academic quality of programs and students. I do have a question. Our student average ACT of 18 (17.8 last year), in my judgment, is defined as: reading at a tenth grade level, writing a paragraph with less than ten errors, and ready to begin college algebra. Are we being fair to allow a person to undertake a baccalaureate program with an ACT of 18? If a person cannot read, he/she cannot pass history. We may have to meet deficiencies. It is even more unlikely that a person will succeed in a two-year program. If you can't cut algebra, you can't make it. The bottom line of competencies are not very different. I am saying it is a question. Can we have our cake and eat it too? I don't mind serving a student who has a deficiency in one area. The problem is students who are low in all areas. Can we deal with this and still meet our goals and objectives?

Question--You mentioned things that seem to be accountability factors. How can you get a feel for this in psychology and philosophy?

Answer--The question is what are the appropriate competencies in a specific course like philosophy. If critical thinking is an appropriate goal, we can measure critical thinking skills to determine that they have been enhanced. People in Philosophy would have to have a say to determine how a four-year major is different between entry and graduation.

I am not excited about some of these things, but our society is moving us in these directions. The NCA is not saying how to do it; they say we need to do it. A writing outcomes test is common. An interesting comparison can be made based on majors. We may say, "We are not having students write enough." These are issues that this body will have to address.

Question--What is your expectation of student involvement in this planning process?

Answer--In a variety of ways. Students should serve as members on the Academic Planning Committee. There is a perspective students can give. Students should be involved in departmental planning. The Deans' Advisory Councils should have student involvement. I would hope they would encourage student participation and that students would become involved.

Question--Do I understand you correctly -- what we need is a way to measure all things we want students to come away with?

Answer--It is not what I want. It is being thrust upon us by our accrediting body that we develop ways to determine how we made a difference. The major is a significant portion of what we are involved in doing. The general education component is another significant portion. NCA expects us to devise ways to demonstrate to ourselves that what students went through made a difference. Various tests can be used. It is a way to help improve programs.

Question--What I wanted to know was when you said we should have ideas, who should we give these ideas to?

Answer--The Provost will be gathering information; possibly we will bring in consultants. Some departments already have ways to measure outcomes. Nursing students take State Boards. Music majors give a final performance. Art majors prepare a portfolio.

Question (L. Satre)--State funding is tied to the type of courses offered. Will the funding model influence the type of programs we offer? Lower level courses are most costly to the University.

Answer--This is a perception.

Question (L. Satre)--Should we take this into consideration?

Answer--Getting more money is not the correct goal for program change. We are being discouraged from new program development in most two-year areas, but judgments should not be made on how to get more money. Faculty members deserving promotion should get promoted; promotions should not be based on the availability of money.

I will be willing to come to departments to meet with faculty, particularly those departments involved in structural change.

Chair--On behalf of the Senate and the Senate Executive Committee, I want to thank Dr. Cochran for coming today. The opportunity to dialogue and ask questions is an important part of building a new university. The opportunity to talk with you is welcome.

### **NOMINATIONS FOR CHAIR OF ACADEMIC SENATE**

Chair Jenkins announced that he was on sabbatical and would not accept a nomination.

Kathylynn Feld then announced that nominees for Chair must be current Senators who must be willing to have their names placed on the ballot. Confirmed nominations are Peter Baldino, Foundations of Education and Virginia Phillips, B.E.T. She asked for nominations from the floor. There were none.

#### **Motion to Close Nominations**

H. Earnhart moved to close nominations. Motion seconded by Sally Hotchkiss. Motion carried.

K. Feld announced that there would be a secret mail ballot mailed to all Senators. Results will be posted October 28. The runner-up will be designated Vice Chair.

### **NOMINATIONS FOR CHARTER AND BYLAWS COMMITTEE**

K. Feld announced that anyone eligible for Senate membership is eligible for nomination to this committee. The term for newly elected members will begin November 1. Ballot will be a secret mail ballot mailed to all Senators. Six names must be placed in nomination to fill three positions. Members of the present committee who are returning are: Duane Rost - Engineering, Barbara Engelhardt - Nursing, and Stanley Browne - Philosophy and Religion. Members who have finished their two-year term are: Mary J. Beaubien - Home Economics, Ed Tokar - Foundations, and Kathylynn Feld - Allied Health.

Nominees	Nominated by
Mary J. Beaubien, Home Economics	Janice Elias
Kathylynn Feld, Allied Health	Maria DeLost
Dan O'Neill, Speech	Larry Hugenberg
Robert Campbell, B.E.T.	Harold Yianakki
Robert Rollin, Music	Joseph Edwards
Jim Zupanic, Engineering Tech.	William Barsch
Teresa Riley, Economics	David Porter

Motion to Close Nominations

A. Pierce moved the nominations be closed. Motion received a second. Motion Passes.

**ELECTIONS AND BALLOTING COMMITTEE**

No additional report.

**CHARTER AND BYLAWS COMMITTEE**

The Chair announced that some individuals had received a report through the mail recently relative to the formation of new committees. The Charter directs that Senators should have a week to review materials to be voted on at Senate meetings. The report came out rather late. As a result, this item will be postponed until the November meeting.

**SENATE EXECUTIVE COMMITTEE REPORT**

W. Jenkins reported.

There are several announcements to make.

There is a roster placed at the back of the hall so that Senators can indicate they are attending the meeting. It is used at the end of the year to indicate total attendance for the year. Please sign it. Also please check your name to make certain it is listed the way you prefer it to be listed and that the spelling is correct. Indicate the way you want your name to appear on the roster. It will be corrected for the next meeting.

Some departments have expressed concern to the Secretary and the Chair about receiving mail for individuals no longer affiliated with the University. Most labels are automatically placed on Senate materials using the Cheshire labels computer generated from a payroll master list. Therefore, the secretary has no control over departments receiving mail for faculty members who are deceased, retired, or no longer affiliated with the University for any other reason. We have tried to get changes made, but to date have not been successful. The Provost does supply a list of names of administrative personnel who should receive Senate circulations. If you a member of this unit and want to but are not receiving Senate circulations, please contact the Provost's office.

There were a number of errors on the list of appointments to Administrative Committees appended to the June Minutes. Philip Ginetti was not appointed to the Public Ceremonial Committee. Robert Rollin, Music and Betty Greenway, English were appointed to the Housing Contract Review Board but Joyce Segreto and Dora Bailey should not be listed on this committee.

Javed Alam has resigned from two committees. Herve Corbé will replace him on the Mental Creativity committee and Bari Lateef will replace him on the Global Awareness committee. The President has appointed Dr. Robert Beebe to replace Hugh Earnhart as an administrative member since he was elected as an at-large member from Arts and Sciences.

**REPORTS FROM OTHER SENATE COMMITTEES**

None.

**UNFINISHED BUSINESS**

None.

**NEW BUSINESS**

None.

**ADJOURNMENT**

C. Pierce moved the meeting be adjourned. Motion received a second. The meeting adjourned at 5:15 p.m.

**APPENDIX A**

**STUDENT COMMITTEE ASSIGNMENTS**

Student Academic Grievance Subcommittee -- Leona Spay, Nicole Taub, John Durkin, Jason Fleming, Justine Malmfeldt, Tom Davis

Student Academic Affairs Committee -- Mark Ladd, Melanie Christy, Pia Brady, Kelly Madlick, James Fuese, Allan Drennan

Academic Standards and Events Committee -- Scott Workman, Brad Jones, Nicole Small

Academic Research Committee -- Leona Spay

Library and Media Center Services Committee -- Michelle Donely, Brend Dorazio

Computer Services Committee -- Angie Farretu, Brad Jones

Continuing Education Subcommittee -- Jason Fleming, Lisa Hill

Honors Program and Individual Curriculum Program Subcommittee -- Sharon Texter, Jason Fleming

Academic Programs and Curriculum Committee -- John Durkin

Academic Programs and Curriculum Committee -- Jennifer Smith, Megan Matthews

Academic Planning Committee -- Sharyn Campbell, Jerry Barnett



# ATTENDANCE SHEET

Academic Senate, 1992-1993

DATE: October 14, 1992

## APPLIED SCIENCE AND TECHNOLOGY

At-Large

William Barsch  
 Maria Delost  
 Steven Gardner  
 Anthony Messuri  
 Virginia Phillips

WB  
 MD  
 SRG  
 JP

Departmental

\*Kathylynn Feld, A. H.  
 \*\*Robert Campbell, B.E.T.  
 \*\*C. Allen Pierce, Crim. Justice  
 \*Donald Slanina, Eng. Technology  
 \*Janice Elias, Home Economics  
 \*\*Marsha Kuite, Nursing

KLF  
 RC  
 CAP  
 DS  
 JE  
 MK

## ARTS AND SCIENCES

At-Large

Samuel Floyd Barger  
 Fred Blue  
 Paul Dalbec  
 Hugh Earnhart  
 William Jenkins/Linda Tessier  
 Friedrich Koknat  
 Lowell Satre  
 Sandy Stephen  
 Ronald Tabak  
 John White

SB  
 FB  
 PD  
 HE  
 WJ  
 FK  
 LS  
 SS  
 RT  
 JW

Departmental

\*John Usis, Biology  
 \*\*James Mike, Chemistry  
 \*Taghi Kermani, Economics  
 \*\*Bege Bowers, English  
 \*Mary Loud, Foreign Languages  
 \*Thomas Maraffa, Geography  
 \*\*Ikram Khawaja, Geology  
 \*Richard Walker, Health & Physical Educ.  
 \*\*Martin Berger, History  
 \*Stephen Rodabaugh, Math and Comp. Sci.  
 \*\*Stanley Browne, Philosophy & Religion  
 \*William Sturris, Physics and Astronomy  
 \*\*David Porter, Political Science  
 \*Nancy White, Psychology  
 \*\*Beverly Gartland, Sociology, Anthrpolgy

JU  
 JM  
 TK  
 BB  
 ML  
 TM  
 RW  
 MB  
 WS  
 DP  
 NW  
 BG

## BUSINESS ADMINISTRATION

At-Large

Daniel Borgia  
 James Daly  
 Rammohan Kasuganti  
 Jane Reid  
 Eugene Sekeres  
 Homer Warren

DB  
 JD  
 RK  
 JR  
 ES  
 HW

Departmental

\*Inez Heal, Accounting  
 \*Clement Psenicka, Management  
 \*\*David Burns, Marketing

IH  
 CP  
 DB

## EDUCATION

At-Large

Peter Baldino  
 Susan deBlois

PB  
 SD

Departmental

\*Janet Beary, Elementary Education  
 \*\*Ed Tokar, Foundations  
 \*\*Sherry Martinek, Guidance & Counseling  
 \*\*Louis Hill, Administration  
 \*\*M. Dean Hoops, Special Education  
 \*Donna McNierney, Secondary Education

JB  
 ET  
 SM  
 LH  
 MH  
 DM

+Effective:

September 30, 1992

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

ENGINEERING

At-Large

Martin Cala  
Duane Rost

M.C.  
[Signature]

Departmental

\*\*Soon-Sik Lim, Chemical Engineering  
\*\*Shakir Husain, Civil Engineering  
\*Phil Munro, Electrical Engineering  
\*Hojjat Mehri, Industrial Engineering  
\*Les Smith, Mechanical Engineering

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FINE AND PERFORMING ARTS

At-Large

Michael Crist  
Joe Edwards  
Darla Funk  
Les Hicken  
Larry Hugenberg  
Tedrow Perkins  
Bill Slocum

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Departmental

\*Susan Russo, Art  
\*Steve Ausmann, Music  
\*\*Frank Castronovo, Speech and Theater

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STUDENTS

At-Large

John Durkin  
Megan Matthews  
JULIE ALLSHOUSE  
John Woodall  
MARY DURBIN

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School/College

Desiree Lyonette, Education  
Sharon Texter, Performing Arts  
Brend Dorazio, Business  
Jerry Barnett, CAST  
Sharyn Campbell, Arts and Sciences  
Jason Fleming, Engineering  
Mike Graham, Graduate School

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Ex-Officio

Bill Burley, Pres., Stu. Gov.  
Pat Billett, V. Pres., Stu. Govt.  
Dave Hall, Second V. President

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ADMINISTRATION

James Cicarelli  
Sally M. Hotchkiss  
Gordon E. Mapley  
David P. Ruggles  
George E. Sutton  
David Sweetkind  
John J. Yemma

Jim C.

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Shirley A. Carpenter  
Robert Bebe Beebe  
David C. Genaway  
John R. Loch  
Charles A. McBriarty  
Richard A. McEwing  
Alfred W. Owens II  
Harold Yiannaki

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

Changes to Minutes of  
October 14, 1992

Dr. Cochran has asked that the following changes be made to his comments and answers to questions found on pages 2-5 of the October 14, 1992 Senate meeting Minutes.

1. Academic Planning--Paragraph 2 should read, "In my former life, a document this size (looked to be 8 1/2" X 11" and less than ten pages) contained the College objectives and goals, how they spent resources, what their priorities and all of instructional loads were. Everyone on campus received a copy.
2. Program Development--Add this sentence to first paragraph on page 3, "These are difficult issues that we will need to learn how to handle." Change the next to last sentence in the last paragraph to read "By the year 2000, the nation will need 700,000 geriatric social workers."
3. General Education Program--Paragraph 1 should read, "Another fundamental issue deals with the general education component. Had I been on the 1988 accreditation team, the university would not have likely received a ten-year approval without some conditions. This is the area with the most significant academic weakness. This is not a criticism of the courses; the weakness is a lack of program design. We do not have stated goals, objectives, and outcomes that are measurable. We need a double major concept. Majors need goals, objectives, expectations, and outcomes that can be measured. The same is true about general education. We need to document how faculty are prepared. We do not pass these tests. Do we know what our students should learn? How do we measure the program? We need to have a global and international perspective.
4. Excellence and Standards--In paragraph 1, change "160 students in our Honors Program" to "160 students in our University Scholars Program." In paragraph two, next to last sentence, insert "high" before expectations.
5. Outcomes Assessment - Program Based--Insert the following before the last sentence in paragraph 2 which is at top of page 4 "Outcomes assessment deals with program review."

Under discussion on page 5, in the first answer change an "ACT of 18" to an "ACT less than 18" and change "We may have to meet deficiencies" to "they may have to meet deficiencies."

Statement to the Academic Senate

My previous statements and recommendations have all been made out of a deep professional concern that the Library be able fulfill its mission unhampered and continue to meet the needs of the University. If this message has not come across, something has been lost its translation or some slippage has occurred.

It is my professional opinion as University Librarian that a separate, independent Library Committee would best enable the library to perform its duties and continue meet the university's needs. Both committees are already independently functioning, and serve distinctive roles.

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It should be noted that no one supports the concept of integrated online library and information more than the University Librarian. I have authored books, founded and chaired national refereed conferences on the topic, and been editor/compiler of their published proceedings. I have attended numerous national conferences at personal expense, in the absence of a travel budget, and have seen fantastic demonstrations of computer projects integrating the arts and literature in a multi-media presentation. As a member of the American Society for Information Science, and several other professional organizations, and as one who created a new topic of study in my field, I probably understand what the concept of integrated library and information system means as much or more than any one here.

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END

How do you reconcile the above statements?

There is a difference between the content, the knowledge itself and the delivery mechanism. The delivery mechanism is a tool, a mechanical or electrical devices that transports materials, as trucks transport books. The delivered goods are knowledge, concepts, and content. The difference is "what" versus "how."

Librarians were among the first to develop and implement a national and international standardized format consisting of fixed and variable length fields of 4096 characters as communications vehicle;e for the transmission of MRAC records. They developed one of the largest databases in the world--OCLC--that now contains over 28 million such records in many foreign languages including Japanese, Chinese, Korean character set and Cyrillic alphabets. Librarians have been using a form of e-mail since the 1970s for direct transmission of inter-library loan requests to libraries throughout the U.S. OhioLINK will allow direct access to 17 million items held at universities throughout the state. In addition, it also includes external databases such as dissertation abstract, newspaper indexes, et al. High-quality fax copies of journal articles are being sent over the Internet from many locations. The Maag Library has a made proposal to acquire the necessary equipment.