

TO: Full Service Faculty, Administration, and Student Government

FROM: Aubrey Fowler, Secretary, Academic Senate

SUBJECT: Meeting of the Academic Senate
Wednesday, May 3, 1995, 4:00 P.M.
Room 132 DeBartolo Hall

AGENDA

1. Call to Order.
2. Approval of Minutes for April 5, 1995.
3. Senate Executive Committee Report.
 - A. Report from Chair on meeting with other Senate Chairs
 - B. Faculty Advisory Committee to the Chancellor
 - C. Ad Hoc Committee on General Education Requirements - see attached
4. Reports from Other Senate Committees.
 - A. Charter and Bylaws - see attached
 - B. Academic Standards Committee - see attached
 - C. Academic Program Committee
 - D. Curriculum Committee
 - E. Academic Planning
 - F. Integrated Technologies
 - G. University Outreach
 - H. Library - see attached
 - I. Academic Research - see attached
 - J. Student Academic Affairs
 - K. Student Academic Grievance
 - L. Honors
 - M. Academic Events
 - N. Elections and Balloting
6. Unfinished Business.
7. New Business.
8. Adjournment.

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

Date 4/19/95 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report General Education Requirements Task Force

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

Ad Hoc Committee

Names of Committee Members: Cynthia Anderson, Wade C. Driscoll, Darla Funk,

Randy L. Hoover, Clara M. Jennings, Thomas Maraffa, Anne M. McMahon, Joe Mistovich,

Paul M. Mullins, Dan O'Neill, Gabriel Palmer-Fernandez, Charles Singler, Stephanie A.

Todd Beckett (student)

Tingley, Nancy White, Larry Hugenberg, William Jenkins, Richard Bowen (student)

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

As the Ger Task force looks toward next year, it has decided to abandon the

distribution because of a lack of clear goals and to avoid imposing a strict

core.

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: _____

MWG
Chairman (please initial)

GER TASK FORCE REPORT TO SENATE
4-19-95

The General Education Requirements Task Force, appointed late last spring, has studied the question of whether to remain with a distribution model, as presently employed at YSU, or to try a model composed entirely of core courses, which all students must take. The Task Force has concluded that neither is satisfactory. The problem with the distribution model is that it pursues no stated goals. According to the report of the North Central Association on its visit to YSU in 1988, it was concerned about "general education requirements that do not provide a relatively similar academic experience and do not reflect a considered faculty agreement on a coherent program of objectives and outcomes." NCA advised YSU to undertake "a thorough faculty review of the institution's general education requirements." Furthermore, it suggested that, regardless of how faculty defined goals for general education, the university demonstrate that it has "thoughtfully considered and clearly articulated the purposes and content of the general education it provides to its students."

Having defined goals and secured the approval of the Academic Senate this past year, the Task Force has spent some time this year considering whether the present distribution model already enables most students to meet those goals. After a random sampling of several hundred graduates of 1993 and 1994, Task Force members undertook a transcript review. A preliminary analysis concluded that most students did not satisfy the majority of goals. In many instances, it was impossible to determine the goals of a particular course because they were not adequately articulated in the course description; hence, further study is required. It is apparent, however, that, at a minimum, the faculty must undertake better articulation of course goals, and indicate how and in what fashion they meet broader general education goals. In doing so, the faculty would be moving away from the present distribution model. The General Education Requirements Task Force intends to accept only those courses which can clearly articulate goals in congruence with the broader goals, and which can assess student achievement of those goals. The present system does not provide for either.

In a strict core system, there would be one course for each goal, and each student would take the same series of courses. The Task Force found that such a system most often occurred at small liberal arts colleges. Most comprehensive universities, on the other hand, have a mixed system in which there may be a few core courses, and a broader menu of courses for specific goals from which the student might choose. Most of the courses had to meet more than one (possibly three) of the goals in order to be on the list. In some instances, there were general themes, rather than subject areas, as the organizing principle, and the student could choose from a roster the courses taken to consider that theme.

The Task Force believes that it would be appropriate for YSU to follow the approach of comprehensive universities for the following reasons. Smaller liberal arts colleges have limited

numbers of faculty, and have to concentrate their efforts on fewer courses. Also most of these colleges are residential, and can arrange the schedules of students around the core offerings. The primary reason then for not having a strict core at YSU is that students need a more flexible schedule and wider choice if they are to continue working and commuting. Also because core courses tend to be offered by a single department, a comprehensive institution, such as YSU, would have to undertake a large expansion of faculty within a few departments. Neither the structure of the university, nor the present financial condition, would encourage us to pursue this approach. Finally, the Task Force wishes to encourage the possibility of both interdisciplinary and team-taught courses, both of which are more likely in a mixed system.

It is the intention of the Task Force then to pursue in the upcoming year both the formation of an appropriate model and the involvement of faculty in workshops for the development of courses that meet a number of the goals passed by the Senate. At the same time we will also be considering how some of the goals might be met outside of GER courses, or within the major. In some instances, the major might also serve to expand upon or reinforce the goals met by GER courses.

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

Date April 19, 1995

Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Charter & Bylaws Committee

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

Names of Committee Members: _____
Bakos, Earnhart, Harris, O'Niel, Rippberger, Rost (Chair)

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

The Charter & Bylaws Committee has been ask to consider the proposal: The Chair and Vice Chair of the Senate should serve from January 1 to December 31.

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

Motion: To change as indicated: BYLAW 4: Section 1. Chair of the Senate:

(c) The term of the Chair ~~and Vice Chair~~ will be for one year beginning seven ~~calendar days prior to the scheduled November meeting~~ January 1.

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: No other sections of the Charter & Bylaws appear to conflict with this proposal.



Chairman (please initial)

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

Date 4-24-95 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report ACADEMIC STANDARDS

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

APPOINTED CHARTERED

Names of Committee Members: D. Funk, R. Hoover, L. Hugenberg, R. Krishnan,
G. Kudav, J. Morrison, P. Schuster, S. Tingley, C. Anderson, B. Brothers, K. Wess

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

list of courses constituting a ^{recommended} academic minor or academic minors. These minors should
be printed in the University Bulletin as part of the department description.

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: _____

Senate 89-90/covlet.sen

JS
Chairman (please initial)

REPORT FROM ACADEMIC STANDARDS COMMITTEE

Supporting Discussion

- 1) To help students in selecting the appropriate 21 academic hours for a minor, a department-generated, recommended minor (a set of specific courses or options for the student) printed in the University Bulletin would be helpful.
- 2) To guide department chairs who must approve a student's academic minor for graduation purposes, a department-generated, recommended minor printed in the University Bulletin would be helpful.
- 3) To maintain the integrity of the academic minor in departments with multiple academic areas, a list of recommended courses for a minor for each department (printed in the [University Bulletin] area will help students focus their study appropriately in each area and will help academic advisors and department chairs work with and approve coursework in an academic minor.

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

Date April 19, 1995 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report University Library Committee

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

Appointed Chartered.

Names of Committee Members: ^{PROF'S} ~~THE~~ Suchora, Buch, Earnhart, Sekeres,
Jenkins, Leck, Schramer, Stephens, Sweetkind, and Benner.
~~DR~~ T. Groocutt, Student.

Please write a brief summary of the report which the Committee is submitting to the Senate (attach complete report): The 1995-96 recommended

library acquisition budget will be presented for consideration by
the Senate. As of 4/19/95 the final recommendation is not
completed but will be distributed at the Senate meeting.

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

If so, state the motion: I move that the distributed library
acquisition budget be accepted.

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: _____

(Suchora)

DHS.

Chairman (please initial)

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

Date 4-24-95 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Academic Research Committee

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

~~Appointed Chartered~~


Names of Committee Members: M. Pallante, Chair, G. Kornbluth, A. Betz,
B. Mattingly, S. deBois, J. Jalali, J. Krontitis-Litowitz, P. Kasvinsky,
D. Genoway, and D. Decker

Please write a brief summary of the report which the Committee is submitting to the Senate (attach complete report): This report is the result of the committee's efforts at formulating a Conflict of Interest policy for the University. As federal policy relating to this issue becomes effective June 28, 1995 our policy must be implemented before that date. The purpose of the policy is to prevent university employees interacting with industry or federal granting agencies from being placed in actual or potential conflict situations.

Do you anticipate making a formal motion relative to the report? _____
If so, state the motion: No, this is an information item.

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? N/A

Other relevant data: See the attached.



Chairman (please initial)

Senate 89-90/covlet.sen



Youngstown State University / Youngstown, Ohio 44555-2377
Office of Grants and Sponsored Programs
(216) 742-2377

MEMORANDUM

TO: Sandra Denman, General Counsel
FROM: Peter J. Kasvinsky, Dean of Graduate Studies
DATE: April 12, 1995
RE: Conflict of Interest Policy

As you may be aware, both NSF and HHS are requiring that universities develop an appropriate conflict of interest policy to prevent university employees interacting with industry and federal granting agencies from being placed in actual or potential conflict situations. My office has been working with the Office of Grants and Sponsored Programs and the Senate Academic Research Committee (ARC) to develop a draft policy (enclosed) which meets federal requirements and is generally acceptable to the faculty and other University employees. The ARC has completed review of the enclosed draft policy and found it to be acceptable.

Inasmuch as federal policy relating to this issue becomes effective on June 28, 1995 and our policy must also be implemented by that date, this policy must be reviewed as quickly as possible in order to submit it to the Board of Trustees agenda by May 8, 1995.

The ARC is being asked to submit the policy (as an information item) to the Academic Senate for the May meeting of the Senate. In addition, I am requesting that Steve Hanzely and Tom Kane get copies of the draft policy to the appropriate employee unions (faculty, classified, and professional staff) in order that they may be informed of the process and have input into the final University policy.

I would appreciate it if your office could carry out legal review of the draft. Union comments relative to the issue will be sent to me for incorporation into the final wording and my office will keep you informed of changes as they develop. Again, all reviews and changes must be completed by May 8, 1995 in order to allow Board review and implementation at the June Trustees meeting. Thanks for your help.

kb

Enclosure

c: Provost Scanlon
G. L. Mears
ARC Members
Grants & Sponsored Programs
Steve Hanzely
Tom Kane

YOUNGSTOWN STATE UNIVERSITY
CONFLICT OF INTEREST POLICY*

A. Applicability

In compliance with federal regulations, this policy applies to all faculty and staff members who apply for, receive, or who are currently working on a grant, contract, cooperative agreement, subgrant, subcontract, or sub-cooperative agreement which is funded in whole or in part by federal funds. Faculty and staff members who apply for, receive, or are currently working on projects which are funded from non-federal external sources are strongly encouraged to comply with this policy.

B. Purpose

The policy promotes objectivity in research and other sponsored activities by defining special standards of conduct appropriate for each faculty and staff member participating in a sponsored project. The intent is to ensure that the design, conduct, and reporting of the project are neither compromised nor appear to be compromised by any *significant financial interest* (as defined in Section D of this document) of the responsible faculty and staff members.

C. Background

The increasingly complex relationships among universities, government agencies, and industry call for increased attention to standards of conduct in federally funded and other externally sponsored activities. The clarification and application of such standards must be sensitive to the need to serve both project requirements and the public interest. Protection of the integrity of the cooperating institutions as agencies of higher education requires that both real and perceived conflicts of interest be avoided.

The transfer of technical knowledge and skill from the university to industry contributes to technological advance. Likewise, consulting relationships between university staff members and industry serve the interests of research and education in the university. Such relationships are desirable, but certain potential conflicts should be recognized.

When a faculty or staff member engages in a federally or externally sponsored project, the faculty or staff member's conduct is subject to the provisions of state and federal statute and/or code and the requirements of the granting organization. When he or she consults for a business, non-profit agency, government agency, or other non-University contractor or prospective contractor, in the same technical field as the externally sponsored project, care must be taken to avoid biasing the design, conduct, or reporting of the sponsored project. If performing consulting services, the staff member must make full disclosure of such interests to the university and to the contractor insofar as they may appear to relate to the work at the University or for the contractor. Conflict of interest problems could arise, for example, in the participation of a staff member of the university in an evaluation for the Government agency or its contractor of some technical aspect of the work of another organization with which he or she has a consulting or employment relationship or *significant financial interest*, or in an evaluation of a competitor to such other organization.

D. Definitions

"Project" means any externally funded scholarly activity such as basic, applied, or developmental research, instructional or curricular activities, student aid, career development, or other activity conducted by faculty or staff members on behalf of the university.

"Investigator" means the principal investigator, co-investigators, and any other person (e.g., technicians, students, research associates) at the university who is responsible, in whole or in part, for the design, conduct, or reporting of the project.

"Financial interest" means anything of monetary value including, but not limited to, salary or other payments for service such as consulting fees or honoraria; equity interests such as stocks, stock options, or other ownership interests; and intellectual property rights such as patents, copyrights and royalties from such rights.

"*Significant financial interest*" means a financial interest which leads to or may appear to lead to a conflict of interest. However, a financial interest is not a *significant financial interest* if:

1. salary, royalties, promotion in rank, or other remuneration are from the University;
2. income is from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities;
3. income is from service on advisory committees or review panels for public or nonprofit entities;
4. the interest arises solely by reason of investment in a business by a mutual, pension, or other institutional investment fund over which the employee does not exercise control;
5. the financial interest is in a business and the value of such financial interests when aggregated for the investigator, the investigator's spouse, and the investigator's children does not
 - a. exceed \$5,000 per annum of salary, fees or other continuing payments, or;
 - b. constitute an equity interest of \$5,000 or more or;
 - c. represent more than five (5%) percent ownership interest for any one enterprise or entity.
6. the financial interest is an ownership interest in a business which is the applicant organization under Phase I of a Small Business Innovative Research (SBIIR) program or Phase I of a Small Business Technology Transfer (STTR) program and the university is a subcontractor under the business' application.

"Conflict of Interest" means an action, omission, or situation which may or may appear to compromise the objectivity or integrity of an investigator's design, conduct or reporting of a project.

E. Conflict Situations

When an investigator engaging in externally sponsored work has a financial interest in a business or with a non-profit agency, it is important to avoid actual or apparent conflicts between obligations to the project sponsor, the University, and these outside interests. A *conflict of interest* occurs when an investigator compromises or appears to compromise the conduct of a project because of an outside relationship that directly or indirectly affects the financial interests of the investigator, the investigator's spouse or the investigator's children.

Situations in which conflicts of interest may arise or may be perceived to arise include:

- a. undertaking an externally funded project when the investigator has a *significant financial interest* which may or may be perceived to bias the design, conduct, or reporting of the project;
- b. purchase of any items or services using project funds from an organization in which the investigator has a *significant financial interest*;
- c. transmission to a business or non-profit agency or any other use for personal gain of externally sponsored work products or proprietary information that are not made generally available. This does not preclude appropriate licensing arrangements for inventions, or consulting in the area of an externally sponsored project where there is significant additional work by the staff member independent of the externally sponsored project;
- d. unauthorized use for financial gain or personal advantage of privileged or confidential information acquired in connection with externally sponsored activities;
- e. influencing or attempting to influence the negotiation of grants or contracts between the university and private organizations in which the investigator has a *significant financial interest*;
- f. acceptance of gratuities or special favors from private firms with which the university does business in connection with an externally sponsored project or offering gratuities or special favors to representatives of external organizations;
- g. a consulting arrangement with any organization or individual having an economic interest in the results of an externally funded project;
- h. receiving an externally funded project from a sponsor for which the investigator serves on the sponsor's board of directors or as an officer with fiscal responsibility.

F. Disclosure of Significant Financial Interests

Disclosure of *significant financial interests* is intended to protect the integrity of the design, conduct, and reporting of project activities by effectively managing, reducing or eliminating those *significant financial interests* which cause or appear to cause a *conflict of interest* on the part of an investigator. Successful implementation of this policy assumes a shared responsibility by all investigators and the administration of the University.

Investigators are expected to comply with all the disclosure requirements described below. Once proposed activities have been administratively approved and a plan of action addressing potential conflicts has been determined, University officers have the responsibility to vigorously defend the activity so long as the investigator complies with the plan of action, the disclosure requirements, other University policies, and the law.

Any investigator applying for or conducting any project shall make prompt, written disclosure of any significant financial interests or conflict situation (see Section E) to the Director, Office of Grants and Sponsored Programs. Investigators applying for or conducting non-federally funded projects are encouraged to disclose any *significant financial interests* or conflict situation as above.

Investigators applying for an externally funded project shall complete a Conflict of Interest Statement indicating that either no *significant financial interest* exists or that the investigator has filed a written disclosure with the Director. This form shall be included with the Authorization to Seek Off-Campus Funds form and be circulated as part of the approval process for all proposals.

The Director shall review the disclosure and make an initial determination whether or not a *significant financial interest*, and/or a potential conflict situation, as defined above, exists. If the disclosed financial interest is determined not to be a *significant financial interest*, and no other evidence of a potential conflict of interest is disclosed, then the Director shall provide written documentation of this determination which shall be retained with the other project records and shall so advise the investigator, the chair, the appropriate college dean and the dean of Graduate Studies. If an investigator fails to complete this form, fails to return it, or fails to disclose a *significant financial interest* to the Director, the Director and the Dean of Graduate Studies shall not submit the proposal, withdraw the proposal, if already submitted, or decline an award if a disclosure is not made or if a conflict of interest is not resolved.

If the Director determines that a *significant financial interest*, or any other potential conflict of interest as defined above, may exist, the Director shall promptly notify the Dean of Graduate Studies in writing. The Dean of Graduate Studies shall consult with the dean of the college. They shall review the disclosure, consult with the investigators, and seek any additional information to determine whether a *significant financial interest*, and thereby a possible conflict situation, exists. If they determine that a *significant financial interest* or any other potential *conflict of interest* exists, they shall determine a plan of action consisting of the conditions or restrictions which shall be required by the university to manage, reduce, or eliminate such actual or apparent conflict of interest. If they are unable to agree on a mutually acceptable method for managing, reducing, or eliminating the *significant financial interest*, then the Dean of Graduate Studies shall refer the disclosure to the Provost who shall convene a "University Conflict of Interest Review Committee" for final determination.

Examples of the conditions or restrictions that might be imposed include:

1. public disclosure of the *significant financial interest*;
2. monitoring of the project by independent reviewers;
3. modification of the project plan;

4. disqualification of the investigator from participation in all or a portion of the project;
5. withdrawal of the proposal or declination of an award;
6. divestiture of the *significant financial interest*;
7. severance of the relationship(s) that create actual or potential conflicts or;
8. notify the sponsor that a *significant financial interest* exists.

The Dean of Graduate Studies shall notify the investigator, the investigator's chairperson and dean and the Provost of the final determination.

During the course of an award, investigators shall update the Conflict of Interest Statement at least annually and if an investigator acquires a new reportable *significant financial interest* of Grants and Sponsored Programs, the investigator shall submit a revised or new Conflict of Interest Statement to the Director within five (5) working days after acquisition.

Prior to accepting an award, the Director shall ensure that any potential conflicts of interest have been satisfactorily managed, reduced or eliminated in accordance with this policy. If it is determined that a conflict can not be satisfactorily managed, reduced, or eliminated, the Dean of Graduate Studies shall disclose the existence of a conflict to the sponsoring agency before accepting the award.

If a sponsor requires disclosure of a *significant financial interest* or any potential or actual *conflict of interest* the Dean of Graduate Studies shall make such disclosures as required by the sponsor.

G. Reporting Requirements

The Dean of Graduate Studies shall submit a written report to the Provost detailing the number, nature, and resolution of *significant financial interest* and/or *conflict of interest* disclosures annually within sixty (60) days after the close of each fiscal year.

II. Related Sections of the Ohio Revised Code and Federal Statutes and Regulations

Among others, federal regulations and statutes as well as the following sections of the Ohio Revised Code govern conduct related to a staff member's conduct in carrying out his or her assigned duties for the university:

1. Conflict of Interest Statutes (18U.S.C. sec. 201 et seq.)
2. Executive Order No. 12674, April 12, 1989; "Principles of Ethical Conduct for Government Officials and Employees"
3. Ohio Revised Code Section 102: Ethics
4. Ohio Revised Code Section 2921: Offenses against Justice and Public Administration
5. Public Health Service Grants Policy Statement
6. National Science Foundation Grants Policy Manual

7. 42 Code of Federal Regulations part 50 and 45 Code of Federal Regulations subtitle A part 94

I. Possible Disciplinary Actions for Violations of this Policy

The University expects investigators to comply fully and promptly with all the requirements of this policy. Examples of breaches of this policy include failure to file, intentionally filing an incomplete, erroneous, or misleading disclosure form, or failing to provide additional information as required by the Director or Associate Provost.

In addition to any potential legal penalty(ies), the university may take appropriate disciplinary actions against individuals who violate this policy. This disciplinary action may include, but not be limited to, oral or written reprimands, or termination of employment. Violations of this policy may affect promotion and tenure decisions, and violators may be ineligible for research professorships, reassigned time, or URC Research funds. All disciplinary actions shall be consistent with applicable policies set forth in the current agreements with YSU-OEA and other campus unions. If the sponsor requires disclosure of any disciplinary actions taken for violations of this policy, the Dean of Graduate Studies shall make such disclosures in a timely manner.

J. Records Retention

The Director and the Dean of Graduate Studies shall ensure that the required records, identifiable to each award, are retained for a period of not less than three (3) years after the termination of the award or until three (3) years after the resolution of any sponsor action involving these records whichever is longer. Records for proposals which are not funded by sponsoring agencies will be retained for a period of one (1) year after the decision of the sponsoring agency.

* Based in part upon:

On Preventing Conflicts of Interest in Government-Sponsored Research at Universities, A Joint Statement of the Council of the American Association of University Professors and The American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, DC 20036, December, 1964.

Principles to Govern College and University Compensation Policies for Faculty Engaged in Sponsored Research, Association of American Universities, the American Council on Education, and the National Association of State Universities and Land-Grant Colleges, April, 1978.

Guidelines for Dealing with Faculty Conflicts of Commitment and Conflicts of Interest in Research, Association of American Medical Colleges, February, 1990.

Framework Document for the Managing of Financial Conflicts of Interest, Association of American Universities, 1993.

Conflict of Interest Policies from Wright State University and the University of Toledo.

**YOUNGSTOWN STATE UNIVERSITY
CONFLICT OF INTEREST STATEMENT
Proposal No. 94-XXX-XX**

- THIS PROJECT INVOLVES FEDERAL FUNDS.

If this block is checked, completion of this section is required by federal regulations and under the policies of Youngstown State University.

- I DO NOT HAVE ANY SIGNIFICANT FINANCIAL INTEREST WHICH MIGHT, OR MIGHT BE PERCEIVED, TO BIAS THE DESIGN, CONDUCT, OR REPORTING OF THIS PROJECT.
- I DO HAVE A SIGNIFICANT FINANCIAL INTEREST WHICH MIGHT, OR MIGHT BE PERCEIVED, TO BIAS THE DESIGN, CONDUCT OR REPORTING OF THIS PROJECT. I HAVE FILED A FINANCIAL DISCLOSURE WITH THE DIRECTOR, OFFICE OF RESEARCH AND SPONSORED PROGRAMS.

- THIS PROJECT DOES NOT INVOLVE FEDERAL FUNDS.

If this block is checked, completion of this section if voluntary.

- I DO NOT HAVE ANY SIGNIFICANT FINANCIAL INTEREST WHICH MIGHT, OR MIGHT BE PERCEIVED, TO BIAS THE DESIGN, CONDUCT, OR REPORTING OF THIS PROJECT.
- I DO HAVE A SIGNIFICANT FINANCIAL INTEREST WHICH MIGHT, OR MIGHT BE PERCEIVED, TO BIAS THE DESIGN, CONDUCT OR REPORTING OF THIS PROJECT. I HAVE FILED A FINANCIAL DISCLOSURE WITH THE DIRECTOR, OFFICE OF RESEARCH AND SPONSORED PROGRAMS.

Signature of the Investigator

Date

MEMORANDUM

**TO: J. Granito, M. Janosik, H. Mettee, V. Phillips, A. Stocks, J. Zupanic
B. Brothers, J. Scanlon, C. Anderson, and P. Kasvinsky**

FROM: Dr. Joyce Feist-Willis

DATE: April 10, 1995

RE: Academic Planning Committee Meetings

The noon meeting for April 13, 1995 has been canceled. Dr. Anderson informs me that she may have a draft report of the North Central Assessment report ready for us to review by April 20, 1995. Please mark your calendars for noon on the 20th. We will meet as usual in Room 2057 of Kilcawley Center.

Several members have not been attending the meetings. In fact, we did not have a quorum on April 6th or on March 30th. According to the schedule forms that were turned in, noon on Thursday is a possible meeting time for all committee members. Thus, I am at a loss to explain this lack of attendance, especially since all committee members volunteered to work on this committee. If there is a problem, please let me know. (By the way, I appreciate those of you who have called to explain absences.)

MEMORANDUM

TO: J. Granito, H. Mettee, V. Phillips, A. Stocks, M. Janosik, J. Zupanic, B. Brothers, J. Scanlon, C. Anderson, P. Kasvinsky, M.

FROM: Dr. Joyce Feist-Willis

DATE: May 11, 1995

RE: Meeting for May 18, 1995

There will be a meeting of the Academic Planning Committee on **May 18, 1995 at noon** in **Room 2057 of Kilcawley**. The Institutional Assessment Plan will be the only agenda item. A copy of this draft document is enclosed if you were not at the May 11th meeting when it was distributed. Please read the document placing particular attention on pages 4 through 12. Come to the meeting prepared to discuss, voice concerns, make suggestions, ask questions.....This meeting will be an important meeting. Please make plans to be there if at all possible.

ACADEMIC PLANNING COMMITTEE MINUTES

MEETING OF 5/11/95

Present: J. Feist-Willis (Chair), J. Granito, H. Mettee, M. Janosik, V. Phillips, A. Stocks,
J. Zupanic

Chair Feist-Willis distributed a draft Institutional Assessment Plan dated May 8, 1995. Following a brief perusal of the document, the members of the Committee discussed parts of the draft. It was agreed that we would review and critically evaluate its contents for our final meeting of the academic year on May 18, 1995.



Dr. Anthony H. Stocks, Secretary

ACADEMIC PLANNING COMMITTEE MINUTES

February 23, 1995

Present: J. Feist-Willis, C. Anderson, B. Brothers, J. Granito, M. Janosik, H. Mettee, V. Phillips, A. Stocks and J. Zupanic.

Chair Feist-Willis called the meeting to order at approximately 12:10. North Central Association criterion Three B and C were the topics of discussion. It was noted that the University is committed to assessment of its performance in both general education and in the fields of specialization it offers at both the undergraduate and graduate level. We discussed obtaining student input on the value of prerequisite classes, development of writing and language skills as well as external review of department programs as methods to improve Curriculum and deliver quality education efficiently to our students.

Meeting adjourned at approximately 1:05 p.m. Next meeting is at 12:00 noon, March 2nd in Room 2057 Kilcawley. See you there.

APC Notes
March 2, 1995

Criterion 3-d (and perhaps e & f)

1. Newly revised student evaluation form but...
 - Contain more program assessment questions than true faculty/teaching evaluation.
 - How do we teach in order for students to learn?
 - What effectiveness is measured?
Effective teaching involves faculty-to-faculty discussion of "What defines effective teaching?" "How can we measure effective teaching?" "When will YSU allow time for faculty to decide what good teaching is?" Until the dialogue is done, there can be no progress in measuring effective teaching.
2. WCBA committee which served as a catalyst to encourage effective teaching. Is it still functioning?
3. A&S = Master teacher program
4. Media Center-to-faculty help in developing course materials.
5. Conference attendance across campus at conferences concerning effective teaching.
6. More new faculty candidates come with some skill/practice in teaching no matter what the college.
7. Award-winning presentations and performances at conferences by students (e.g. involved outside the classroom) Math, Sociology, Political Science, etc.
8. Input from "bosses" who hire our grads straight from graduation.
9. Center for Teaching and Learning
Integration of software and integrating it into courses (overlaps with e = Teaching Enhancement Funds; Faculty Development Funds)
10. Faculty evaluation forms by chairs - What's going on now with the process to revise these forms? Can't we use effective instruments and then modify them to fit our unique circumstances.
11. How is this information being used to better the purpose/mission of the University.

3-g = See 3 d-f, also.

h-bullet 1

1. Matching funds are more available now for grant funds.
2. Number of grants being written.
3. Help in writing grants is available ^{more readily} → Barb Bört
Beth Kushner?
4. Easier access to grant information.

ACADEMIC PLANNING COMMITTEE MINUTES

3/2/95

Present: J. Feist-Willis, B. Brothers, J. Granito, M. Janosik, V. Phillips, A. Stocks,
J. Zupanic

Chair Joyce Feist-Willis called the meeting to order at 12:14 p.m. Criterion 3^h was the primary topic of discussion. A long discussion was held on what comprised "effective teaching" and how it could be measured. Each department should seek to build a consensus on what good teaching includes in their field. The role of the "master teacher" was viewed as important as a means to assist and stimulated others in the department to improve teaching performance.

The group noted that the university has many avenues to support professional development for faculty staff and administrators (Item 3e). Among them include sabbatical leaves, research professorships, Dean's released time and the recently established chair's research opportunities.

With respect to item 3f, student services, the committee viewed extensive financial aid, simplification of registration and the growth of internship and "externship" programs as evidence of concern for student needs.

We will begin with item 3^h next meeting. Meeting adjourned at 1:08 p.m.

MEMORANDUM

TO: J. Granito, M. Janosik, H. Mettee, V. Phillips, A. Stocks, J. Zupanic, B. Brothers, J. Scanlon, C. Anderson, P. Kasvinsky

FROM: Dr. Joyce Feist-Willis

DATE: March 16, 1995

RE: Meeting time for Spring Quarter: Academic Planning Committee

The schedules are in, and it seems that some things do not change. The meeting time will remain the same as Winter Quarter. Please block out **Thursdays from 12:00 to 1:00** as the meeting time for the Academic Planning Committee during Spring Quarter. We will meet each week except **April 6th** in **Room 2057** (yes, the Penguin Room). Because of the English Festival, there is no room available in Kilcawley for April 6th. The meeting place for **April 6th** will be the **conference room** in the **Department of Early and Middle Childhood Education (Fedor Hall)**.

The agenda will involve the continuing review of the Assessment Task Force North Central Document, Criteria Four and Five. Come prepared to discuss Criteria Four on March 30, 1995.

SENATE ACADEMIC PLANNING COMMITTEE

MINUTES OF 2/16/95 MEETING

present: J. Feist-Willis, J. Granito, M. Janosik, P. Kasvinsky, H. Mettee
V. Phillips, J. Zupanic
NEXT MEETING IS STILL ON FEB. 23 BUCKEYE 3 KILCAWLEY AT NOON
meeting called to order at 12:05 by Chair Feist-Willis

Chair Feist-Willis said she had talked to C. Anderson who indicated that we should keep going with review of accreditation criteria even though we will not get done by the time the outline version of the report is due on Feb. 23.

-criterion 2 j.

The review continued with item 2. j. academic resources and equipment adequate to support the institution's purposes (e.g. libraries, electronic services & equipment, learning resource centers, laboratories and studios, and equipment). The library was programmed to receive a significant increase by allocating 4% of the university budget. This should make up for deficiencies that had accumulated. The library recently set aside some \$30,000 which departments could use to purchase software.

Part of the YSU fund raising campaign is aimed at providing upgraded computer facilities. M. Janosik noted that the health care areas have a number of very well equipped laboratories. J. Feist-Willis noted that education would like to see other departments supporting equipment requests for the reading laboratory since it helped raise student success rates in all courses. Electronic services has had a difficult time keeping up with the expanding number of computers they are required to service. V. Phillips noted that the lab situation in Meshel has become a problem due to the inability to reliably obtain printed output or efficiently install software.

-criterion 2 k and l

The committee felt that items 2 k and l could be better addressed by university personnel more familiar with the budget.

-criterion 3 a

educational programs appropriate to an institution of higher education

- clearly defined, coherent and rigorous

P. Kasvinsky suggested that our approach to this part might include a statement indicating what percentage of YSU programs in fields with national accrediting agencies had applied for and received accreditation.

- include personal, social and civic values
GER committee working to assure this element
service organizations are common at YSU.

- research

graduate programs, some programs have specific courses

- intellectual interaction

student to student - laboratory courses

meeting adjourned 12:55

Respectfully submitted

Jim Zupanic

MEMORANDUM

TO: Dr. Cyndy Anderson and Donna Esterly

FROM: Dr. Joyce Feist-Willis

DATE: February 17, 1995

RE: Assessment criteria discussion by the Academic Planning Committee

Criterion Two, bullet j:

Items mentioned which demonstrate attention to this area:

- ~ Extra 4% (?) of YSU budget allocated for Maag Library acquisitions in the last two/three (?) years
- ~ Extra \$30,000 this year for software, etc. purchase
- ~ Learning Resource Centers (Reading Lab, Writing Lab, Language Labs, etc.) Is there data to illustrate the effectiveness of these service labs in regard to retention, student GPA, etc. **Question:** How should we fund these labs/programs more fairly since all colleges benefit from the work done in these labs?
- ~ State of the art labs for Nursing and other Allied Health fields
- ~ Have some of the auditoriums been updated recently to improve their overall quality and usefulness?
- ~ What about the studios for Fine and Performing Arts? Have they been updated recently? Are they soundproof enough?
- ~ Can any positive information be included about the Media Center in this portion of the report? (Committee members were not sure of specific information to include, but felt the Media Center should not be overlooked.)
- ~ YSU campaign for developing the electronic campus.

Other general comments regarding item j:

- ~ Computer labs need to be added and become truly functional. Will the electronic campus take care of this need?
- ~ Current computer lab facilities are overtaxed. We need more electronic

services (manpower to set up/repair computers, etc.) and products.

~ Is there an institutional plan for replacing stolen, broken computers?

Criterion Two, Item k:

~ Show budgets for Academic Affairs vs other budgets.

Criterion Three, Item a:

~ Requirements for majors and for graduation is well-defined in various schools.

~ Accreditation factors in various departments and schools

Criterion Three, Item a, Bullet 1 (in response to "intellectually rigorous"):

~ Redoing the General Ed requirements--Will more research be "forced" in these courses?

~ Library use by students--Any data on volume? journal usage?

~ What percent of departments/colleges meet outside accreditation criteria? How many can be accredited?

Criterion Three, Item a, Bullet 2:

~ Do GER courses meet this requirement?

~ "Civic values"--What about student organizations which carry out public service projects (e.g. Kappa Delta Pi giving books to all the students of Harrison Elementary School during Reading is Fundamental Week in April, 1995). What about sororities and fraternities and their public service work?

~ Service component of the University Scholars and the Honors Programs

~ What about HPE 590?

~ Accrediting bodies for Nursing and Education require many of the same things listed in this bullet. What other accredited programs have similar requirements for accreditation?

Criterion Three, Item a, Bullet 3:

- ~ University Quest
- ~ University Scholars
- ~ Nursing Research Day
- ~ What departments require/encourage undergraduate/graduate research or thesis option?
- ~ Research assistantships--How frequently used and for what purposes?
- ~ What departments require/offer research courses at the undergraduate and/or graduate levels? What research is required in capstone courses (e.g. Business)?
- ~ Promotion requirements for faculty
- ~ Grants funded and written, but not funded

Criterion Three, Item a, Bullet 4:

- ~ Group/collaborative projects (student to student)
- ~ Lab courses (faculty to students)
- ~ Student teaching and other field placements
- ~ Doesn't this kind of interaction occur in every course?

Feb, 21, 1995

ACADEMIC PLANNING COMMITTEE MINUTES

Present: B. Brothers, J. Granito, M. Janosik, H. Mettee, V. Phillips, A. Stocks,
J. Feist-Willis, J. Zupanic

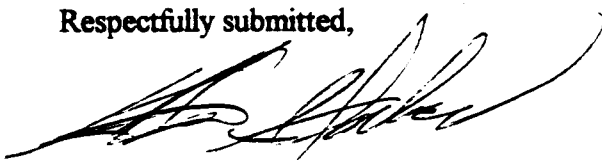
Chair Joyce Feist-Willis called the meeting to order at approximately 12:15. Minutes were approved of the January 26th meeting subject to inclusion of attendance. The Committee proceeded to discuss "The Institution has effectively organized the human, financial and physical resources necessary to accomplish its purpose" which is criterion two of the North Central Association evaluation. Time permitted comments on subsections a through f of this criterion. Dr. Feist-Willis has agreed to forward her notes on these comments to Donna Esterly, Director of Institutional Research & Assessment. We will begin with subsection g at our meeting of February 9, 1995. Dr. H. Mettee has agreed to serve as Chair for this session as Dr. Feist-Willis will not be able to attend.

Location of future meeting will be as follows:

February 9 ————— Room 2067, Kilcawley
February 16 ————— Room 2057, Kilcawley
February 23 ————— Buckeye #3 Kilcawley
March 2, 9 & 16 ——— Room 2057 Kilcawley

Your attendance is eagerly solicited. As a novice recording secretary, I failed to report attendance at the meeting of January 26th. Those attending were: C. Anderson, J. Granito, M. Janosik, P. Kasvinsky, H. Mettee, V. Phillips, A. Stocks and F. Zupanic.

Respectfully submitted,



Anthony H. Stocks
Recording Secretary

MEMORANDUM

TO: Dr. Cyndy Anderson and Donna Esterly

FROM: Dr. Joyce Feist-Willis

DATE: February 2, 1995

RE: Notes from the Academic Planning Committee's discussion of the assessment plan criteria

The APC meeting was dedicated to discussion of Criterion Two, subpoints a through g. The comments for each item outlined below came from J. Granito, V. Phillips, J. Zupanic, H. Mettee, A. Stocks, B. Brothers, M. Janosik, and J. Feist-Willis.

- a. There was uncertainty at first about which board was being referred to in "governance by a board." Thoughts included:
 - ~Dick McLaughlin (ex-officio board member) and Mark Lydon-- active in advancing public service and professional development of the faculty and even in education of the students. They are working above and beyond "regular" board duties.
 - ~Retreat for the President and the Board to enhance understanding of roles and which initiated changes in roles. Retreat seemed to serve as a training session for the Board for learning/defining the responsibilities of the Board. (Question: Will these retreats continue?)
- b. Discussion focused on the flow charts showing lines of communication (e.g. chain of command?). Members felt examples to illustrate how we have made changes which reflect on the effectiveness of these lines of communication could be used as evidence for "How do we judge their effectiveness?" One idea was to present examples of inefficiencies that have been overcome (e.g. President no longer must sign a variety of documents related to travel and expenditures of small amounts of funds.). The question was rephrased as, "In what ways can we examine and change these organizational structures, policies, and procedures in order to improve effectiveness?" The Presidents quarterly message to the university in general might be used as evidence that attempts are made to assure that the changes are understood.
- c. No comment
- d. Ideas mentioned included:

- ~Involvement of faculty in all levels of governance
- ~Union's role in instituting collegiality
- ~Mutual gains bargaining including proof that the Bargaining Unit Committee is meeting on an on-going basis
- ~Diagrams/booklet which shows the committee structure of the university with Senate committees included

e. Support ideas included:

- ~Hiring structure has been strengthened in order to assure that new faculty have the specific qualifications needed for the advertised position (Department--Dean--Affirmative Action--Provost: Affirmative Action officer is not acting alone anymore)
- ~Better information now on how to complete a more successful national search
- ~Affirmative Action Guidelines (draft document) further details information needed for successful searches (e.g. money for recruitment will be shared among all departments with a vacancy)
- ~Departmental reviews by outside accreditation bodies
- ~Graduate Faculty membership process
- ~Tenure/promotion reviews for some proportion of the faculty

f. Thoughts expressed included:

- ~Retention Committee
- ~Program reviews internally and externally which could lead to adding and eliminating programs
- ~Cataloging how many students per year are graduated from various programs
- ~International Studies (existence of plan and progress)
- ~Minority recruitment and retention plan(s)
- ~What is being done in the area of Graduate Studies to recruit more non-YSU graduates into YSU graduate programs?



Youngstown State University / Youngstown, Ohio 44555-3663

Department of Chemistry

(216) 742-3663

MINUTES

Of: Academic Planning Committee

From: Howard Mettee. Sub.- Chair -2/9

Date: February 9, 1995

Re: Assessment Criteria Discussion (Cont'd)

1. Call to Order. 12:08 PM in Kilcawley 2067.

2. Attending: B. Brothers, M. Janosik, H. Mettee, V. Phillips, J. Stepanic, A. Stocks.

3. Excused: J. Grannitto.

4. Agenda: Criterion Two (*Effective organization of ... resources necessary to accomplish purpose*)

(g) (*services that all admitted students ... succeed*)

Tutorial Services (need to staff better). Advising Services (need to be "career" and not "scheduling"), Non-Traditional Student Services (mixed results), New Student Orientation, Financial Aids Service (needs better access), Remedial Course Opportunity, English and (potentially) Math placement tests to match ability and enrolled course level. College Retention Programs (details from Deans), Minority Recruitment/Retention (in A & S at least), Extracurricular Support Groups (Professional Clubs, Fraternities, Sororities)

(h) (*... physical plant supports effective teaching and learning*)

Buildings & Grounds Dept. performs excellent service in maintaining and beautifying the campus grounds. There needs to be specified organizational contacts within B & G for project planning, scheduling and execution. There needs to be a structure to integrate academic needs with physical plant responses. The present structure is inadequate - both day-to-day and long range.

(i) (... efforts to provide .. a safe and healthy environment)

Campus Escort Service, Environmental Services Department, YPD and YSU Campus Security's new Cooperative Agreement. Student Health Center (Tests TB, STD, Hepatitis, vaccinations - Needs to grow with residential student population), Holistic Health Society, Smoke-Free Campus Buildings, Nutritional Awareness Meals, Community Cup, Committee on AIDS, Winter Weather Service Management (improved communications (radio announcements), salting, plowing)

5. Meeting Adjourned: 12:55 PM.

Respectfully submitted,



Howard Mettee

ACADEMIC PLANNING COMMITTEE MINUTES

Chair Joyce Frist-Willis called the meeting to order at approximately 12:10 p.m. Dr. Cynthia Anderson, Assistant Provost for Planning, addressed several of the planning issues to be discussed and resolved over the next several months. She noted that the Committee could be of assistance in providing input to answer "The Five Criteria for Accreditation" for the North Central Association review of the University. The next forty minutes were taken up discussing the first criteria: "The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education." Our next meeting will involve comment on the other four criterion. This assessment must be completed by June, 1995, for submission to the North Central Association.

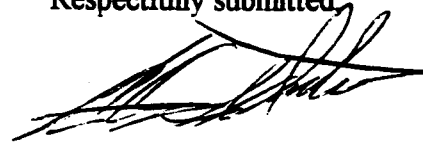
Dr. Anderson also indicated that individual departments should be developing assessment plans. Each plan should:

- (1) Be consistent with and supportive of the department's Mission and Goals Statement.
- (2) Incorporate assessment of both undergraduate and graduate programs in a department.
- (3) Be complete by the time line established by the Dean of the relevant college or December, 1995.

Following Dr. Anderson's departure for another off-campus meeting. Dr. Howard Mettee discussed his memo of January 20, 1995, to the Chemistry Department which was titled: "Statistical Thermodynamic Evaluation of Semester vs. Quarter Modalities of Curricular Organization." It is expected that the content of this memo will be explored in greater detail at a subsequent meeting.

Next meeting to be held on Thursday, February 2, 1995, at a location selected by the Chair. Meeting adjourned at approximately 1:20 p.m.

Respectfully submitted,



Anthony H. Stocks,
Recording Secretary

QUESTIONS & ANSWERS ON DESIGNING AN ASSESSMENT PLAN

Q) What are some characteristics of an effective assessment plan?

A) To be effective, an assessment plan needs to contain the following important characteristics:

- * Assessment should flow from the mission statement and needs to be both ongoing and built into the department's program.
- * Assessment should use multiple measures, both qualitative as well as quantitative, rather than relying on one instrument or activity.
- * A successful assessment program requires faculty ownership and responsibility since the faculty members, more than anyone else, are directly involved in the process of student learning.
- * Finally, the results of assessment activities should lead to improvement and be seen as a means rather than an end.

Q) How do we decide where to begin our assessment?

A) Most departments have found that the best way to begin assessment is by first defining the most immediate need. Is the department on the current year of the General Studies evaluation cycle? Does the department have an upcoming accreditation or state commission review? If none of these demands are driving the assessment efforts, then a good place to start is by examining the department mission or goals and objectives statements. What, according to these documents, are the intended outcomes of the program? Which of these outcomes are most important to the program? Once these intended outcomes have been identified and prioritized, the next step is to select the best way to determine whether these outcomes are being achieved.

Q) Why is it so important to use multiple measures?

A) The very nature of assessment makes it important that you avoid relying on only one measure, such as a test or survey, to provide information about your course or program. Relying on one measure is risky since it could result in misleading perceptions of what is going on in the department. Students may perform poorly on one test or project, but better on another. Student responses on a survey, while certainly informative, take on a much richer meaning when seen with test results from those students. Both pieces are enhanced by correlation with student database information. Multiple measures allow you to explore what students know, what they can do with what they know, and what they think about the whole process. Don't forget, too, that important information can be gleaned from sources other than students. Data from surveys of faculty, alumni, and employers of program graduates can be combined with student input to provide a well-rounded picture of your program.

- Q) How do we involve faculty members in the process of assessment?

A) Faculty members are frequently resistant to assessment. A good way to overcome that resistance is to involve the faculty in the process of assessment. In a planning session or focus group format, begin by asking faculty members to answer questions such as: "What outcomes do we value?" or "How would we identify a successful student in our courses(s)?" The resulting discussion can spark ideas for an assessment plan. If designing a survey or exam, ask faculty members to submit items for the instrument. The most effective assessment plan is one that involves and has the support of the faculty.

Q) Should we collect assessment data from all our students or just a sample?

A) This depends on the size of the student population involved. A General Studies course that has six sections of from 40 to 100 students would require only a sample of those students to be tested or surveyed. On the other hand, a required course for the major that typically enrolls only 20 students per semester might be more effectively assessed if the assessment activity involves all the majors.

Q) Do we need to collect data in all sections of a course or just a sample of sections?

A) Again, this depends on the department's situation. There may be several sections of a course being taught by the same instructor or using the same text or exams. In this case, the department may decide to use only a sample of sections. If, on the other hand, the different sections are being taught by several different faculty members using a variety of texts and exams, it may be wise to use a sample of students from each section. The answer to this question also depends on the purpose of the assessment project. Assessment of a General Studies course may be focused on exploring whether each section of the course is meeting the goals and objectives of the course. This type of assessment will be more effective if all sections are involved. A survey of attitudes of majors in a core course may require that only a sample of the sections of the course be assessed.

Q) Who will see our department assessment results?

A) Most assessment data collected by a department is for department use only. Assessment provides an opportunity for the department to take a critical look at their programs to identify strengths and weaknesses. There are, however, some instances where a department is gathering assessment data for a particular audience. For example, the General Studies evaluation requires departments to submit a written report to the General Studies subcommittee. Many departments are required by their professional accreditation bodies to gather and report assessment data for their accreditation reviews.

Source: Ball State University Assessment Plan
:Q&A

**North Central Association
The Five Criteria for Accreditation**

Criterion One

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Evaluative Question:

To what extent has the institution demonstrated that the plan is linked to the mission, goals, and objectives of the institution for student learning and academic achievement, including learning in general education and in the major?

Criterion Two

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.

Evaluative Question:

What is the institution's evidence that faculty have participated in the development of the institution's plan and that the plan is institution-wide in conceptualization and scope?

Criterion Three

The institution is accomplishing its educational and other purposes.

Evaluative Question:

How does the plan demonstrate the likelihood that the assessment program will lead to institutional improvement when it is implemented?

Criterion Four

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Evaluative Question:

Is the timeline for the assessment program appropriate? Realistic?

Criterion Five

The institution demonstrates integrity in its practices and relationships.

Evaluative Question:

What is the evidence that the plan provides for appropriate administration of the assessment program?

Criterion One

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

- a. long- and short-range institutional and educational goals;
- b. processes, involving its constituencies, through which the institution evaluates its purposes;
- c. decision-making processes that are appropriate to its stated mission and purposes;
- d. understanding of the stated purposes by institutional constituencies;
- e. efforts to keep the public informed of its institutional and educational goals through documents such as the catalog and program brochures;
- f. support for freedom of inquiry for faculty and students;
- g. institutional commitment to excellence in both the teaching provided by faculty and the learning expected of students.

Criterion Two

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

- a. governance by a board consisting of informed people who understand their responsibilities, function in accordance with stated board policies, and have the resolve necessary to preserve the institution's integrity;
- b. effective administration through well-defined and understood organizational structures, policies, and procedures;
- c. qualified and experienced administrative personnel who oversee institutional activities and exercise appropriate responsibility for them;
- d. systems of governance that provide dependable information to the institution's constituencies and, as appropriate, involve them in the decision-making process;
- e. faculty with educational credentials that testify to appropriate preparation for the courses they teach;
- f. a sufficient number of students enrolled to meet the institution's stated education purposes;
- g. provision of services that afford all admitted students the opportunity to succeed;
- h. a physical plant that supports effective teaching and learning;
- i. conscientious efforts to provide students with a safe and healthy environment;
- j. academic resources and equipment (e.g., libraries, electronic services and products, learning resource centers, laboratories and studios, computers) adequate to support the institution's purposes;
- k. a pattern of financial expenditures that shows the commitment to provide both the environment and the human resources necessary for effective teaching and learning;
- l. management of financial resources to maximize the institution's capability to meet its purposes.

Criterion Three

The institution is accomplishing its educational and other purposes.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

- a. educational programs appropriate to an institution of higher education.
 - courses of study in the academic programs that are clearly defined, coherent, and intellectually rigorous;
 - programs that include courses and/or activities whose purpose is to stimulate the examination and understanding of personal, social, and civic values;
 - programs that require of the faculty and students (as appropriate to the level of the educational program) the use of scholarship and/or the participation in research as part of the programs;
 - programs that require intellectual interaction between student and faculty and encourage it between student and student.
- b. assessment of appropriate student academic achievement in all its programs, documenting:
 - proficiency in skills and competencies essential for all college-educated adults;
 - completion of an identifiable and coherent undergraduate level general education component; and
 - mastery of the level of knowledge appropriate to the degree granted.
- c. transcripts that accurately reflect student learning and follow commonly accepted practices.
- d. effective teaching that characterizes its courses and academic programs.
- e. ongoing support for professional development for faculty, staff and administrators.
- f. student services that effectively support the institution's purposes.
- g. staff and faculty services that contributes to the institution's effectiveness.
- h. if appropriate:
 - evidence of support for the stated commitment to basic and applied research through provision of sufficient human, financial, and physical resources to produce effective research;
 - evidence of support for the stated commitment to the fine and creative arts through provision of sufficient human, financial, and physical resources to produce creative endeavors and activities;
 - evidence of effective delivery of educational and other services to its community;
 - evidence of development and offering of effective courses and programs to meet the needs of its sponsoring organization and other special constituencies.

Criterion Four

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

- a. a current resource base - financial, physical, and human - that positions the institution for the future;
- b. decision-making processes with tested capability of responding effectively to anticipated and unanticipated challenges to the institution;
- c. structured assessment processes that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information to the planning processes as well as to students, faculty and administration;
- d. plans as well as on-going, effective planning processes necessary to the institution's continuance;
- e. resources organized and allocated to support its plans for strengthening both the institution and its programs.

Criterion Five

The institution demonstrates integrity in its practices and relationships.

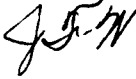
In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

- a. student, faculty, and staff handbooks that describe various institutional relationships with those constituencies, including appropriate grievance procedures;
- b. policies and practices for the resolution of internal disputes within the institution's constituency;
- c. policies and practices consistent with its mission related to equity of treatment, non-discrimination, affirmative action, and other means of enhancing access to education and the building of a diverse educational community;
- d. institutional publications, statements, and advertising that describe accurately and fairly the institution, its operations, and its programs;
- e. relationships with other institutions of higher education conducted ethically and responsibly;
- f. appropriate support for resources shared with other institutions;
- g. policies and procedures regarding institutional relationships with and responsibility for intercollegiate athletics, student associations, and subsidiary or related business enterprises;
- h. oversight processes for monitoring contractual arrangements with government, industry, and other organizations.

MEMORANDUM

TO: J. Granito, H. Mettee, V. Phillips, A. Stocks, J. Zupanic, B. Brothers, J. Scanlon, C. Anderson, P. Kasvinsky, M. Janosik

FROM: Dr. Joyce Feist-Willis



DATE: January 4, 1995

RE: Meeting time for Winter Quarter

Everyone has returned the Winter Quarter Schedule Forms sent to you in December. Thanks for the quick response. Believe it or not, there is one hour in the entire week in which none of us has scheduled commitments. Please block out Thursdays from 12:00 to 1:00 as the meeting time for the Academic Planning Committee during Winter Quarter.

I just spoke to Dr. Anderson about her progress on the Assessment Task Force Plan, the document we will be reviewing as our first committee responsibility. She indicated that the best time to schedule our first meeting will be January 26, 1995. This meeting will be held in Kilcawley, Room 2057. Please mark your calendar. The agenda will include reviewing of the Assessment Task Force Plan and discussing of future meetings.

MEMORANDUM

TO: P. Granito, H. Mettee, V. Phillips, A. Stocks, J. Zupanic, B. Brothers, J. Scanlon, C. Anderson, P. Kasvinsky, M. Janosik

FROM: Dr. Joyce Feist-Willis

DATE: January 24, 1995

RE: Academic Planning Committee Meeting

Just a reminder about the APC meeting on Thursday, January 26, 1995. We will meet at noon in Room 2057, Kilcawley Center. Agenda items include:

- 1. Review of the Assessment Task Force Plan**
- 2. Discussion of future meeting topics**

**ACADEMIC PLANNING COMMITTEE
MINUTES
TUESDAY, NOVEMBER 29, 1994**

Present: J. Feist-Willis, J. Granito, M. Horvath, H. Mette, A. Stocks, B. Brothers,
C. Anderson, M. Janosik

Absent: V. Phillips, J. Zupanic, J. Scanlon, P. Kasvinsky

1. The minutes of the Tuesday, October 11, 1994 minutes were approved.

2. The meeting was called to order by M. Horvath at 1:00 p.m. The first item of business was to introduce the new appointee to the committee, Mada (Madeline) Janosik, from Nursing. She replaces Margaret Horvath who is retiring at the end of Fall Quarter. Mada will serve a three-year term on the APC.

3. M. Horvath reported the results of her meeting with Provost Scanlon and Assistant Provost Anderson. The purpose of this meeting was to clarify the role of the Academic Planning Committee given the new structure and current planning process. The Provost indicated that the APC reports to the Senate and serves an advisory role to the Provost (de facto). He also suggested three possible agenda items for the APC which will define the future role of the Academic Planning Committee. These three suggestions were stated and defined by C. Anderson:

A. **ASSESSMENT PLAN TASK FORCE:** Dr. Anderson will be writing a skeleton assessment plan during the holiday break. She will then be going to the various colleges to add details regarding assessment. (Final document is scheduled for completion in mid-March.) As Dr. Anderson meets every other week with the Assessment Task Force, the APC will serve in a response role to the work being done by this task force on the assessment plan.

B. **ANNUAL REPORTS:** There is a new format for these reports. The APC's responsibility would be to review the departmental and college reports for "internal consistency," "consistency with goals, mission, objectives," and the degree to which the report communicates the information. Comments from the APC would be directed to the individual departments and the deans.

C. **CONCEPT PROPOSALS:** The APC will review these proposals prior to a "formal proposal" being prepared and sent to Columbus. The APC will then make a recommendation to the Provost regarding the development of the full proposal.

4. Because of the retirement of Margaret Horvath, a new committee chair was needed. The new chair is Joyce Feist-Willis. All members present thanked Margaret Horvath for her service as chair. The meeting adjourned at 1:55 p.m.

ACADEMIC PLANNING COMMITTEE
MINUTES
TUESDAY 11 OCTOBER 1994

Present: J. Willis, M. Horvath, V. Phillips, A. Stocks, J. Zupanic, B. Brothers

1. The meeting was called to order by V. Phillips at 1:00 P.M. The first item of business was to elect a chair.
2. Margaret Horvath agreed to serve as chair for the Fall Quarter. The person replacing her Winter Quarter may be asked to continue as chair. Student members of the committee have not yet been assigned.
3. Old Business: Discussion of the role played by this committee last year; some confusion exists as to its completion.
4. New Business: V. Phillips brought a copy of "The Vision of the Future"; discussion of this document followed.
5. The consensus of the committee as a result of the above discussion is best expressed by a statement from the "Vision" document itself and I quote:
"The Future will be determined not simply by the material resources available to us, but more likely by how intelligently and imaginatively we use all our resources, especially our people----to shape the future of the University and the Community."

The committee, in the spirit of the above quote, asks the following questions.

- A. Based on the new structure and current planning process, what is the role of the Senate Academic Planning Committee?
 - B. Does the committee have an evolving role, a proactive role, or a special task that is vital to the current YSU process?
 - C. The committee is seeking a relevant role in the new structure and requests the Provost provide information as to this role.
6. To seek answers the newly elected chair has been directed by the committee to seek input from Cindy Anderson and Provost Scanlon.
 7. The chair will call for another meeting as soon as the information requested is available.

Submitted by


Margaret C. Horvath, Human Ecology

REPORT FROM THE SENATE ACADEMIC PLANNING COMMITTEE

1994-1995

Dr. Joyce Feist-Willis
Department of Early and Middle Childhood Education

Fall Quarter:

The committee met for the first time on October 11, 1994. At this meeting, Virginia Phillips, the elected Chair from the previous year, resigned as Chair. Margaret Horvath agreed to serve as Chair for the Fall Quarter. Since confusion existed regarding the role to be played by the committee, several questions were asked.

- A. Based on the new structure and current planning process, what is the role of the Senate Academic Planning Committee?
- B. Does the committee have an evolving role, a proactive role, or a special task that is vital to the current YSU process?
- C. The committee is seeking a relevant role in the new structure and requests the Provost provide information as to this role.

The Chair met with Provost Scanlon and Assistant Provost Cynthia Anderson to discuss these questions and clarify the role of the Academic Planning Committee given the new structure and current planning process.

On November 29, 1994 M. Horvath reported the results of her meeting with Provost Scanlon and Assistant Provost Anderson. The Provost indicated that the Academic Planning Committee (APC) reports to the Senate and serves an advisory role to the Provost (de facto). He suggested three possible agenda items for the APC which would define the future role of the committee.

- A. **ASSESSMENT PLAN TASK FORCE:** Dr. Anderson is in charge of writing the Institutional Assessment Plan along with the University Assessment Task Force. The APC would serve in a response role to the work being done by the University Assessment Task Force.
- B. **ANNUAL REPORTS:** There is a new format for these reports. The APC's responsibility would be to review the departmental and college reports for "internal consistency," "consistency with goals, mission, objectives," and the degree to which the report communicates the information. Comments from the APC would be directed to the individual departments and the deans.
- C. **CONCEPT PROPOSALS:** The APC will review these proposals prior to a "formal proposal" being prepared and sent to Columbus. The APC would make a recommendation to the Provost regarding the development of the full proposal.

Because of the retirement of Margaret Horvath in December, a new committee Chair, Joyce Feist-Willis, was chosen. Thus, the committee work for Fall Quarter was concluded.

WINTER QUARTER:

The committee met on January 26, 1995 at which time Dr. Anderson addressed several of the planning issues to be discussed and resolved over the next several months. She indicated that the APC could be of assistance in providing input to answer "The Five Criteria for Accreditation" for the North Central Association review of the University. These Criteria are published by the North Central Association.

The remainder of the quarter was spent in discussing each of the Criteria and its various subpoints individually. Four meetings in February and one meeting in March was devoted to this task. Generally, the committee members generated ideas and shared information regarding services, activities, programs, etc. which seemed to satisfy the requirement of each subpoint in Criteria One through Three of the North Central Association document.

SPRING QUARTER:

Work continued on "The Five Criteria for Accreditation" for the North Central Association. The committee culminated its work for the quarter by reviewing critically the Institutional Assessment Plan written by Dr. Anderson and Donna Esterly in conjunction with the University Assessment Task Force. At the May 18, 1995 meeting, members were asked to send written comments, concerns, questions, suggestions to Dr. Anderson.

As the APC members reflected upon the work completed, again, as in previous years, concerns were expressed concerning the future of the Academic Planning Committee. While the APC has fulfilled the charge assigned to it in the Fall Quarter, the question remains regarding whether or not the APC is truly a planning committee. If indeed the APC is to serve more as a reactive sounding board (as indicated in the three charges assigned in the Fall, 1995) rather than as a proactive long-term planning body, then perhaps the name of the committee needs to be changed. Such a name change would serve to clarify the newly assigned role.