

RECEIVED
DEC 21 1977

DR. EARL E. EDGAR
VICE PRESIDENT
FOR ACADEMIC AFFAIRS

MINUTES
ACADEMIC SENATE
December 2, 1977

ATTENDANCE: (See attached attendance roster.)

The meeting was called to order at 4:05 by Dr. Jean Kelty, chairperson of the Senate.

APPROVAL OF MINUTES OF NOVEMBER 4, 1977 SENATE MEETING

On pages two and three, the column headings "New Member" and "Former Member" should be reversed. With this correction, the minutes were approved.

REASON FOR DECEMBER SENATE MEETING

Dr. Kelty noted that the Charter and ByLaws calls for two meetings per quarter. Even though there was little business to bring before the Senate, it was necessary to call this meeting to comply with Charter and ByLaws requirements.

COMMITTEE REPORTS

Charter and ByLaws Committee - Dr. Cox reported.

There is an editorial change in the report from Charter and ByLaws. Dean Yozwiak's name should be deleted from Executive Committee membership.

PROPOSED CHANGE IN ARTICLE IV, SECTION 2, PARAGRAPH B 1

The proposed change was "one from each college." The committee decided not to recommend this change to the Senate for reasons listed on the circulated report.

MOTION TO SEND BACK TO COMMITTEE

DEFEATED

Discussion followed. Dean Paraska moved that this be sent back to committee for further study. Second by K. Feld.

Q. Why?

A. The committee did not make an attempt to investigate or hold hearings or hear witnesses.

If the committee is interested in achieving representation, they should take steps to insure that there is university-wide representation.

Q. How many schools are there?

A. There are six colleges and the graduate school. Three members are elected each year.

Discussion points included the possibility of competition between schools and possible ways to avoid same and the intent of the charter being to have the

committee represent faculty, not university factions. Dr. Jones, not a Senate member, was recognized by the chair. He stated that members of the committee feel they represent the faculty and not a particular school.

VOTE ON MOTION TO SEND BACK TO COMMITTEE

Question called on the motion. Motion failed. Vote 42 No, 16 Yes.

Executive Committee - Jean Kelly reported.

Elaine Juhasz has been appointed to the Educational Media Committee to fill a vacancy. The Chairman of the Executive Committee has been appointed by the Executive Committee as the representative to the Advisory Committee to the Chancellor.

Elections and Balloting Committee - No report.

There have been no other reports from committees.

UNFINISHED BUSINESS - None.

NEW BUSINESS - None.

ADJOURNMENT - J. Carano moved that the meeting be adjourned. Second by Dean Sutton. Meeting adjourned at 4:25.

ATTENDANCE
UNIVERSITY SENATE
December 2, 1977

ARTS AND SCIENCES

George Beelen GB
Frederick Blue Frederick Blue
Barbara Brothers Barbara Brothers
Dean Brown Dean Brown
Carl Chuey Carl Chuey
William Cochran William Cochran
Irwin Cohen Irwin Cohen
Paul Dalbec Paul E. Dalbec
Janet Del Bene Janet Del Bene
Christine Dykema C. R. D.
Gary Fry G. Fry
George Haushalter George Haushalter
James Houck J. Houck
William Jenkins William Jenkins
Jean Kelty J. Kelty
Friedrich Koknat F. Koknat
Renee Linkhorn R. Linkhorn
Loretta Liptak Loretta Liptak
Donald Milley D. Milley
William Minogue William Minogue
James Morrison J. Morrison
Gratia Murphy Gratia Murphy
Sidney Roberts S. Roberts
Lowell Satre L. Satre
Charles Singler C. Singler
David Stephens David Stephens
Elizabeth Sterenberg E. Sterenberg

BUSINESS ADMINISTRATION

Dennis Bensinger D. Bensinger
A. Ranger Curran A. Ranger Curran
E. T. Deiderick E. T. Deiderick
Melvin Mamula M. Mamula
William Flad W. Flad
Donald Hovey D. Hovey
Mervin Kohn M. Kohn
Donald Mathews D. M.
Jane Simmons Jane Simmons

SCHOOL OF EDUCATION

Margaret Braden M. B.
David Cliness D. Cliness
Robert DiGiulio R. DiGiulio
Louis Hill L. Hill
Joseph Kirschner Joseph Kirschner
Robert Richards R. Richards
Juanita Roderick J. Roderick
Charles Smith C. Smith

SCHOOL OF ENGINEERING

Donald Arnett Donald Arnett
Paul Bellini Paul Bellini
Robert Foulkes R. Foulkes
John Kearns J. Kearns
John Petrek John Petrek
John Ritter J. Ritter
Samuel Skarofe S. Skarofe
Leslie Szirmay L. Szirmay

FINE AND PERFORMING ARTS

Donald Byo D. Byo
Ronald Gould R. Gould
Elaine Juhasz Elaine Juhasz
Edward Largent E. Largent
Jon Naberezny J. Naberezny
Daniel O'Neill D. O'Neill
David Robinson D. Robinson
Arthur Spiro A. Spiro
Louis Zona L. Zona

APPLIED SCIENCE AND TECHNOLOGY

James Conser J. Conser
Janis Cramer Janis Cramer
Barbara Erickson B. Erickson
Kathlynn Feld Kathlynn Feld
Bari Lateef B. Lateef
Gary Pilcher G. Pilcher
Victor Richley V. Richley
Mary Sebestyen M. Sebestyen
Daniel Suchora D. Suchora

ADMINISTRATIVE

Taylor Alderman T. Alderman
Earl Edgar E. Edgar
Michael Householder M. Householder
Rama Krishnan R. Krishnan
Charles McBriarty C. McBriarty
William McGraw W. McGraw
Robert Miller R. Miller
Arnold Moore A. Moore
Jon Naberezny J. Naberezny
Nicholas Paraska N. Paraska
Edmund Salata E. Salata
James Scriven J. Scriven
George Sutton G. Sutton
Bernard Yozwiak B. Yozwiak
Leon Rand L. Rand

STUDENT MEMBERS

Sam Barbera S. Barbera
John Carano John Carano
Jackie Caventer J. Caventer
Richard Curry R. Curry
Barbara Gazdik B. Gazdik
George Glaros G. Glaros
Laura Grohovsky L. Grohovsky
Jeff Gwin J. Gwin
Mary Miller Mary Miller
Genna Pavel G. Pavel
Albert Pesa A. Pesa
Linda Schajatovic L. Schajatovic
Jon Steen J. Steen
Dave Stroud DAVE STROUD
William Yeaton WT?



YOUNGSTOWN STATE UNIVERSITY
YOUNGSTOWN, OHIO 44555

BUSINESS EDUCATION
AND TECHNOLOGY

NOV 29 1977

RECEIVED

ALBERT L. PUGSLEY MEMORIAL SERVICE

October 26, 1977

Albert L. Pugsley accepted the presidency of Youngstown State University in the spring of 1966, and served in this post until his voluntary retirement in September, 1973. This University, this community, is indebted to President Pugsley for his vision and his leadership during this institution's transition from private to public university, and during its formative years.

Al was a good friend, and respected colleague of every individual here; and it is unnecessary at this time to recount his many professional experiences and accomplishments. But if I may, I would like to share with you some personal observations about Al, and just one or two incidents out of the recent past which may serve to remind us of the kind of man he was.

On many occasions, Al shared with his staff and friends his vision for this institution. He felt strongly that it should not try to emulate more prestigious research institutions, but rather should strive to become an Urban institution dedicated to good teaching. And as resources became available to expand the full-service faculty, he was unswerving in his determination to raise the quality of teaching--a goal he sought to achieve by establishing high standards for the recruitment of faculty, looking closely not only at academic credentials but also the commitment to teaching. He personally interviewed every candidate at Associate Professor level and above.

Al was strongly committed to the concept of collegiality. He did recognize, however, that the faculty had expanded almost too rapidly; that a disproportionately large number of new faculty and staff appointments had little or no university experience; and he believed the sharing of governance responsibilities needed to be achieved gradually as the faculty and staff matured and as it demonstrated its ability to function responsibly.

Al came to the presidency during a deeply troubled and profoundly unsettled time. A time of racial discord, campus revolts, draft resistance. On every hand he faced a challenge of old values conflicting with a changing base of moral authority that had previously sustained those values. He was torn by a growing awareness of the need to use force, and a strong conviction that force was antithetical to University tradition and commitment to freedom of expression. He was deeply concerned that the improper use of civil force by well-meaning individuals might destroy that which the University treasured

most--freedom to explore new and different ideas, to dissent, and to express oneself freely without fear or reprisal.

Some of our faculty felt compelled to become actively involved in local, regional and national movements. Their visibility stirred strong community reactions, strong pressures upon the President to discourage, even prohibit such activity. I would like to read, if I may, a letter which Al wrote in defense of one such faculty member; a man who not only was overly zealous in his participation, but with whom the President himself had strong personal disagreements. This letter reflects better than any words I might choose, the principles he stood for, and which he placed above community pressure and personal feelings.

(Read Letter - Attached)

You may also recall that during that same period there was great pressure being exerted to discontinue the relationship of the Reserve Officers Training Corps with educational institutions. Many universities yielded to the pressures of the student movement and to the efforts of the American Civil Liberties Union. President Pugsley did not. These paragraphs from a letter dated March 28, 1969 set forth Al's position and rationale on what, at the time, was an explosive issue.

(Read Letter - Attached)

My files contain many other letters, notes, and speeches which reflect not only Dr. Pugsley's values and principles, but the many courageous stands he took, oftentimes alone, to protect the University and the principles for which it stands.

He was a zealous defender of the concept of free speech, the integrity of academic standards, the rule of reason against the rule of force. In his public discussions, and his discussions with colleagues, Al was not one to destroy reputations by smear; he was above the use of logical "gymnastics" to twist facts to support the ends he sought. He gave to us the benefit of a kind of honesty that is too often lacking--the honesty of straight talk; a candid recognition of facts and a forthright response. His frankness regarding future enrollment declines, intended only as early warning of the possible need for retrenchment, produced tension and dissension and was an important factor in subsequent actions to modify institutional governance processes. He recognized the danger, yet felt compelled to tell his colleagues the truth as he saw it.

On at least two occasions of which I am aware, the President was urged by the Board of Trustees to reconsider his resignation; but Al was resolute in his decision. Al was totally convinced that collective bargaining had no place in academe. Yet when the idea surfaced, he carefully avoided utilizing his position to stifle debate or influence the outcome, believing that the faculty should arrive at its own conclusion on this matter. He was deeply disappointed in the faculty's decision, but set aside those feelings and helped shape the necessary policies to implement their action.

He quickly came to the realization that his strong personal convictions were irreconcilable with collective bargaining, and that he could not function effectively as president without a major change in his philosophy, a change which he rejected. It is to his credit that he recognized this incompatibility and voluntarily arrived at a decision which served the University's best interest.

I would like to conclude by quoting from the excellent and well deserved editorial in the Vindicator editorial of Thursday, October 20. They reflect my sentiments completely.

"Because of Dr. Pugsley's administrative competence and unswerving determination to merge the solid achievements of the past with the required progress of a challenging future, his tenure saw a remarkable period of transition.

Despite the social turbulence of the times, Dr. Pugsley managed to satisfy the legitimate demands of stormy dissent while maintaining the necessary discipline essential to an institution dedicated to carrying out its fundamental obligations to individuals and society at large.

All those who take pride in the continuing progress of Youngstown State University share in the great debt owed to Dr. Pugsley."

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...
... which he is employed is often criticized ...
... by reason of his being employed there. It is primarily used to ...
... individual errors and field of political or social action and ...

YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN, OHIO 44503

OFFICE OF THE PRESIDENT

October 3, 1968

①
Prominent
Person

Mr. C.P. Klein
C.P. Klein and Associates
1014-15 Mahoning Bank Bldg.
Youngstown, Ohio 44503

Dear Mr. Klein:

Your letter is one of many that I have received expressing concern about the beliefs and activities of [redacted]. Most suggest that [redacted] not be retained at the University. It seems to me that in replying to that suggestion the University must answer two questions.

First, does [redacted] have the right to participate as a private citizen in the public demonstrations and protests concerning causes with which he is in sympathy; and second, if he does have that right, do his views and actions disqualify him as a teacher?

I do not see these issues primarily as being those of "academic freedom". The generally honored concepts of "academic freedom" relate basically to the freedoms guaranteed to faculty within a university and to the functioning of a university. They embrace both the right and the obligation to study, to investigate, to present and to interpret facts and ideas in one's professional field without fear of reprisal. All very good. But are we not concerned here with the even more basic rights of a citizen as a citizen?

What are [redacted] rights as a citizen? Do they differ from the rights of any other citizen because he is a teacher? I think not. Otherwise teaching becomes mere indoctrination. When not engaged in specifically professional activities, a teacher has the same freedom as any other citizen to participate in any political, religious, or social movement that is not illegal. If he breaks the law and is found guilty, this may be cause for his dismissal, depending upon the offense. If, on the other hand, he acts within the law, he is entitled to the same freedom of expression as any other citizen. However, when acting as a private citizen, a teacher must make it clear that he speaks, writes and acts for himself and not for his institution. Part of the problem comes by inferred association, for even though he speaks as an individual the institution with which he is employed is often credited by his views simply by reason of his being employed there. It is primarily when the individual enters the field of political or social action that

L. R. Pussey

Mr. Klein
October 3, 1968
Page 2

trouble evolves. It may even be that an individual's effectiveness and acceptance as a teacher are impaired by reason of his views. If so, this is most unfortunate but it is not adequate reason to deny freedom of expression.

Have personal beliefs and actions made him unfit to teach? I think not, so long as he has acted within the law and so long as he does not bring and insist upon adherence to his personal points of view in the classroom. If he is found guilty of breaking the law or if the ideas he advances are subversive under law, this could be a basis for dismissal. But until he is found guilty he should be protected. This is very important, for a university must operate as a free market place of ideas where a man's thinking can be scrutinized by his colleagues, the students and the community. His ideas may be accepted, invalidated, implemented, modified, reconceptualized, discounted or discarded. A university is a place where ideas and controversial issues can be debated without fear of persecution or remonstrance. It is a place where the student can become familiar with divergent opinions, and from them learn how to form his own judgments and beliefs. Many professors of many persuasions will contribute to the process.

Any student who attends this University may have as a teacher. If the student does not want as a teacher he may be transferred to another section upon request. There are many other teachers. But remember that the students who have a class with also will be exposed to ideas and beliefs of many other capable teachers who hold quite opposite opinions. My point is that he will not be "brainwashed" with respect to any particular point of view or idea. He can and will be encouraged to form his own opinions.

This has been a rather extended letter. It could have been much longer, for all universities are engaged deeply in the discussion of these questions and I have touched only the surface. Just as in society at large, the university reflects the full scope and range of many of the views expressed by , yet I still believe we must all vigorously defend his right to express them. We have fought several wars to guarantee these constitutional rights. Now is not the time to lose them.

Cordially,

A. L. Pugsley
A. L. Pugsley

March 28, 1969

John de J. Pemberton, Jr.
Executive Director

and

Samuel Hendel, Professor
Chairman, Academic Freedom Committee
American Civil Liberties Union
156 Fifth Avenue
New York, New York 10010

Gentlemen:

This will acknowledge somewhat belatedly your communication of February 20 enclosing a policy statement of the American Civil Liberties Union concerning the relationship of the Reserve Officers Training Corps to educational institutions. Perhaps the following comments will be of some assistance to you as you continue your discussions.

Unless the nation is able to defend itself there can be no freedom within, either academic or otherwise. All citizens owe an obligation to the nation for its security if it is threatened or attacked, and security cannot be developed overnight. Public institutions of higher learning should provide opportunities for young men and women to better meet their responsibilities of citizenship and their responsibilities for services involving the nation's protection. Some of these students will choose R.O.T.C. as that avenue. It is a good avenue for such service and provides more enlightened and more highly educated officers for the service than would otherwise be the case. It is not likely that R.O.T.C. will dominate a university's campus nor is it likely that the students engaged in those programs of R.O.T.C. will be brainwashed by the military. A student is a participant in far too many other courses for this to be a threat, even if it were intended which in my opinion it is not. I see far more attempts at brainwashing going on by persons tied to other elements of our society.

John de J. Pemberton, Jr.
Samuel Hendel
March 28, 1969
Page 2

The preservation of freedoms within our society can take place only if that society is secure from outside domination. The presence of the Armed Forces of which R.O.T.C. is a part is one guarantee. The integration of the R.O.T.C. in the University structure is one of the better guarantees that principles of academic concern and scholarship will make their contribution to the R.O.T.C.

Although I agree with much that the Civil Liberties Union has to say, I conclude also that it pays less than adequate attention to the larger dimensions of how our nation maintains its freedom from external forces than how those freedoms are protected within the nation. Specifically, with respect to the three points of your paper I have the following remarks:

to have

1. I concur that R.O.T.C. programs should be voluntary, voluntary both on the part of whether the institution offers them and voluntary on the part of the students selecting the course. This is generally the situation now in most institutions.
2. I concur that academic credit should be granted only for those R.O.T.C. courses which are acceptable to and under the control of the faculty. The R.O.T.C. programs at this institution have been approved by the Faculty Senate. I believe, however, that this is a statement more likely to be theoretical than actual in terms of its applications. For example, no one is more jealous of the content of his courses than a faculty member. Many faculty members are not willing to have the faculty as a whole prescribe, or direct, or even show interest in the specialized content of various courses even when those courses have been incorporated in all curriculums as a part of the general education requirement. Your ideal, therefore, of faculty control of R.O.T.C. content seems to be somewhat out of step with reality as academic offerings now appear in most institutions. As a specialized discipline the R.O.T.C. effort should have the same control and prerogatives of its destiny that exist for any other discipline.

John de J. Pemberton, Jr.
Samuel Hendel
March 28, 1969
Page 3

3. In my opinion R.O.T.C. instructors should be granted appropriate academic rank if they are teaching R.O.T.C. courses that carry University credit. R.O.T.C. appointments already are subject to University control that is adequate. Faculty who have tenure may be dismissed only for the most stringent reasons. This is not so with respect to the R.O.T.C. officer who is assigned to the University. He may be removed from the University upon request of the University.

Your comment that academic rank should be restricted to persons who are fully qualified persons of an academic department and whose basic commitment is to the academic community rather than to an outside agency leaves me to ponder whether persons on federal and industrial research commitments retain a basic commitment to the academic community rather than to an outside agency. It seems unfair to single out R.O.T.C. rather than include the other similar situations which are a part of the American Higher Educational scene.

I would add that the usual averages of faculty qualifications are no more applicable to R.O.T.C. than they are to performance instructors in the field of music or even some other fields in the fine arts.

My own experience of 20 some years does not bear out the bias you attribute to the R.O.T.C. instructors' role on the faculty. Indeed quite the opposite is true. With few exceptions these officers have benefited and been benefited by their role in the academic community.

Sincerely,



A. L. Pugsley

ALP/slh

bc: Col. Stone
Dr. Coffield
Dr. Hahn
Dean Dykema

In 1966 when it was decided to change Youngstown University from a private to a State institution, recruitment of a man to build Youngstown University into the world of public education was, as important as any duty I had in my thirty-five years as president of the University. Dr. Albert Pugsley had a rare combination of qualifications: 1) long experience with an important accrediting agency, the North Central Association of Colleges and Universities, of which he later became President; 2) an administration experience with a midwest state university, Kansas State; and 3) an academic foundation in architecture, a discipline that combines the fine arts and applied sciences.

As a state University, Youngstown was to have ten times the income it had as a private school. The challenge of growth was critical. There is clear evidence that President Pugsley met that challenge: 1) the growth in faculty and in academic support services, 2) the graduate programs that have been accredited, 3) the University campus, as it is today. These are top priority concerns of a University leader, and President Pugsley faithfully maintained that priority.

Neither President Pugsley nor I expected the pressures that, doubled the demands on his energies, in a way new to the academic community. The pattern of student and faculty relations changed in the years of his administration: tension in the readjustment period was inevitable. Under these pressures, President Pugsley held to a personal composure that by its good example maintained civility in the Youngstown State University community. Healthy growth of the University continued without break. At personal cost none of us can measure, President Pugsley acted with courage and determination.

A college president is the chief servant of the University students in their enterprise of learning. He is accountable to the many groups on which the University depends for support: to the community in which it is located, to the Board of Trustees, to the State Board of Regents and to the state legislature and, ultimately, the Ohio taxpayer: he must match that accountability with persuasive commitment to the cause of learning. As President of Youngstown State University in a period crucial to its development, Albert L. Pugsley met the challenges of his position. He did so deserve the grateful respect of us all.

SUMMARY OF COMPUTER (CPU) UTILIZATION
 September 1976-August 1977
 (Time given in hours, minutes, and seconds)

	<u>Interactive Processing</u>		<u>Batch Processing</u>	
	<u>Time</u>	<u>% of total</u>	<u>Time</u>	<u>% of total</u>
Student Class Accounts	25, 03, 23	0.87%	136, 03, 14	5.25%
Faculty Class Accounts	2, 37, 07	0.09%	3, 07, 23	0.12%
Faculty Grading	2, 05	0.00%	7, 44, 30	0.26%
Programming Assistance to Student & Faculty	22, 50	0.01%	2, 07, 31	0.08%
Misc. Faculty	04	0.00%	21	0.00%
Misc. Staff	6, 56, 48	0.24%	3, 26, 50	0.12%
Student Research Accounts	90, 14, 21	3.15%	19, 18, 47	0.67%
Faculty Research (Unsupported)	18, 24, 47	0.64%	1551, 01, 29	54.24%
Faculty Research (Supported)	54	0.00%	160, 19, 20	5.60%
Adm. Processing	80, 41, 33	2.82%	510, 50, 24	17.86%
Adm. Testing	32, 08, 54	1.12%	92, 30, 00	3.23%
Adm. Special Studies	9, 36, 20	0.33%	3, 26, 45	0.12%
Commercial Users	12, 08, 57	0.42%	91, 29, 49	3.20%
<u>Total Utilization</u>	278, 18, 03	9.72%	2581, 26, 23	90.28%
<u>Grand Total CPU Time Utilized = 2859,44,26</u>			100%	

NOTES ON ENCLOSURE B

- 1) The computer center must be implementing projects listed under category A. If projects under category A are exhausted then projects under category B will be implemented, etc.
- 2) The serial number designates priority for projects under each category.
- 3) 5,811 hours of programming time was utilized for the period 7/1/76 - 3/31/77 (nine months)
- 4) 15,460 hours of programming time recommended under category A for the period 4/1/77 - 6/30/78 (fifteen months)

April '77
June '78

Summary of Recommendations on Long-Range Computing Plans for 1977-82

Enclosure B

(1)

Completed*
1976-77

A**

Proposed New Categories

B C D E

Vice-President for Academic Affairs

College of Arts & Sciences			130	#68	
School of Education	59		1501	#53	
School of Fine Arts					
College of Applied Science	9	14	#64		
Graduate School	19		1231	#56	
Miscellaneous	37	563			180
	124	704	2732		370
					370

Vice-President for Personnel

Personnel	569	2558			340
Payroll	246	1335		2000	250
	815	2571		2000	590

Vice-President for Administrative Affairs

General Software	1938	2205	480		
Computer Center	131	99			450
Planning	200	1527	758	800	300
Admissions & Records	979	4376		1863	118
Physical Plant	142	20		1562	
Mail Room	79	34		500	
Data Services Committee	180	163			
	3649	8424	1238	4723	868

Vice-President for Financial Affairs

Business Operations	675	710	391	1169	400
Controller	30	775		3620	
Financial Aids		476		1250	
Purchasing	405	1755		4552	
Bookstore	75			1950	
	1180	3716	391	12,659	400

Special Assistant to the President

University Relations	15	45		300	
Athletics				180	
	15	45		480	

Dean of Student Affairs

Student Affairs	28				
Career Planning & Placement				150	
	28			150	

GRAND TOTALS	5811	15,460	4361	20,222	0	2228
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*Reflects the 9-month period 7/1/76 - 3/31/77.

**Covers the 15-month period 4/1/77 - 6/30/78 and requires additional 1.6 programmers.

Recommended Implementation of Long-Range Computing Plans
by Category

Category	Estimated Hours
<u>Category A</u>	
1. Routine maintenance of installed standard Computer Center software.	1000
2. Reporting necessary to support Data Services Committee.	163
3. Install VSAM.	828
4. On-line Business Operations.	500
5. Rotary use of registration terminals.	281
6. On-line admissions materials.	304
Demand printing of admissions materials on terminals.	—
7. Preliminary analysis for an integrated on-line purchasing, receiving, accounts payable system.	385
8. Correct Matching Distribution Report.	60
9. Add "estimated life" item to Physical Inventory data base.	30
10. Add option to Physical Inventory by Departments report.	40
11. Corrections to on-line Financial Aids functions.	64
12. Corrections to student billing program.	50
13. Discontinue billing resident aliens for insurance.	60
14. Maintenance of OBOR reporting system to correct errors.	92
Convert OBOR system to new subsidy codes.	—
15. Project control system for Physical Plant.	20
16. Directory of Bargaining Unit membership.	2
17. Report of faculty degrees.	6
18. Demand printing of student schedules on terminals.	56
19. Tape reel storage inventory system.	23
20. Computer tallying of registrations by section.	520
21. Statistics on ad hoc mailing activity.	34
22. General prospect file for admissions.	472
23. Maintenance of OBOR reporting system to correct errors.	450
24. Improvement of fourteenth day statistical report closing.	300
25. Simplification of procedure for reporting faculty service data to OBOR.	300
26. Detailed analysis for on-line purchasing and receiving system.	1300
27. Detailed analysis for on-line accounts payable system.	650
28. On-line test grading.	463
Convert test grading system to on-line method.	—
Brochure describing test grading.	—
Additional scanner and printer for registration	—

Category	Estimated Hours
29. Improvement of application/matriculation data in Student Records System.	815
30. Terminal entry of conference registrations.	128
31. On-line grade posting.	160
On-line grade changes.	—
32. Programs using code tables.	38
33. Programs using data files.	38
34. Add "minority" item in data base to Permit to Register.	51
35. Employee overtime cost report.	13
36. Upgrade the SPSS language (batch version) to second edition.	100
37. Reminder of student bill due.	38
38. Grade report for veterans.	40
39. Revise Student Work Loads report.	172
40. Correction of Outstanding Balances report.	16
41. Redesign Unreleased Student Registrations report.	95
42. Edit Accounts Payable check cards.	65
43. Improvement of exceptional registration.	180
44. Install data base language for CAST.	141
45. Permanent disk file assignment monitor.	377
46. Publication of a student/staff directory.	45
47. Report of computer terminal utilization.	385
48. Creation of student permanent record data file.	1360
49. Create data file on financial aids income.	200
50. Augment Employee Records system with faculty tenure information.	150
Report of faculty tenure and rank.	50
51. Student evaluation of faculty.	2350
 <u>Category B</u>	
52. Install CICS-VS.	480
Daily log of all transactions performed on each terminal.	—
Changes in student data.	—
53. Augment Student Records system with data on teacher certification.	1501
54. Development of Mark IV language for general administrative use.	758
55. Revised student billing.	391
Terminal billing at late registration.	—
56. Augment Student Records system with data on graduate students.	1231

Category

Category C

57. Computer-generated accounting books for all financial affairs.	620
Accounting system to track costs of operating Physical Plant.	—
58. Clearance for graduation.	49
59. On-line questionnaire evaluation.	150
Brochure describing questionnaire evaluation.	30
60. Automatic encoding for terminal entry.	300
61. Automatic encoding of student records.	200
62. Automatic assignment of payroll check numbers.	40
63. Automatic encoding of employee records.	150
64. Automatic encoding of financial aid records.	80
Correct linkage error in the Financial Aids system.	—
65. Computer generation of application fee debits.	40
66. Mailing of payroll checks.	80
67. Survey existing career placement systems.	150
68. Assorted software for plotting.	130
69. On-line maintenance of code tables.	500
Terminal maintenance of code and code translation tables.	—
70. Automatic admissions.	150
71. Terminal collection of comments for course schedule.	125
72. Computer generated final exam and grade schedule.	100
73. On-line maintenance of course inventory.	295
74. Revision of admissions statistics reports.	100
75. Cross-listing of majors in all reports for Deans.	263
Grade reports for financial aid recipients.	—
Grade report copies for international students.	—
76. Analysis of student demand for courses.	400
77. Completion of automatic admission.	100
78. Computer-assisted room scheduling.	130
Terminal application to facilitate Business Classroom scheduling.	—
Function to facilitate room scheduling and to analyze room use.	—
79. Inventory control system.	1560
80. On-line approach to ad hoc mailing lists.	500
81. Student loan service charges.	50
82. Creation of a data base for NDSL.	800
83. Terminal entry of library fines.	100

Category	Estimated Hours
84. Implementation of on-line accounts payable system.	2600
85. Create data base of University investments.	400
86. Status information on financial aids applications.	250
87. Fee remissions information.	130
88. Financial awards packaging.	400
89. Bill financial aids income sources for awards made.	250
90. Financial aid usage report.	60
91. Improvement of student schedules for veterans.**	50
92. Directory of veterans and their class loads.**	30
93. Automatic step increase for classified employees.	150
94. Extend record of employee appointments to an indefinitely variable number.	500
95. Report of manual check activity.	30
96. Report of employee insurance coverage.	250
97. Elimination of "paytype" item from Employee Records system.***	800
98. Implementation of on-line purchasing and receiving system.	4500
99. Augment property control report.	10
100. Report of property to be divested.	50
101. Create Bookstore inventory data base.****	1560
102. Automatic order system for Bookstore.****	400
103. Generate bills (applications) for parking permits.	60
104. Mailing labels for parking permits.	10
105. Chargeback report for parking permits.	60
106. Computerization of the course catalog.	300
107. Identify athletes in Student Records system.	130
108. Academic standing of athletes.	50
109. Automatic refunds to withdrawn students.*	—
110. Refunds to students using charge cards.*	—

Category D

111. Retrieval system for audio recordings.	—
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*Needs estimate of programming hours.

**Consultation only.

***If formal estimate of project exceeds 800 hours, project will be re-evaluated by Data Services Committee.

****Projects are to be performed only if programming pool is expanded by 1960 hours through a funds transfer.

Estimated
Hours

Category

Category E

112. Augment "class enrollments" report with graduate counts.	20
113. Augment Employee Records system with faculty sick leave data.	100
Report of faculty sick leave.	40
114. Payroll data entry for holidays.	100
115. On-line updating of manual payroll checks.	50
116. Establish procedure for developing and documenting subroutines for administrative systems.	130
117. Miscellaneous faculty data requirements.	200
118. Create ten-response general scan sheet.	150
119. "Unanswered" option in test grading.	20
120. Test grading summaries.	200
121. Report on ratios of income to departmental expenditure and faculty load.	300
122. Emergency student directory for the switchboard.	30
123. Student locker assignment system.	400
124. Annual report of new and terminated employees.	100
125. Augment directory of international students.	—
126. Tabulation and mailing for non-matriculated applicants.	68
127. Develop naming conventions for jobstreams, programs, data files, and reports.	250
128. Establish procedure for announcing new versions of administrative systems.	70

Note: Estimated hours are for the 15-month period 4/1/77 - 6/30/78.

6/23/77