

MINUTES  
ACADEMIC SENATE  
November 4, 1981

Dr. Bernard Gillis  
Academic Vice President

ATTENDANCE (See attached roster)

CALL TO ORDER

After establishing that a quorum was present, Dr. Jean Kelty called the meeting to order.

GREETING

Dr. Coffelt made a few welcoming remarks to the opening meeting of the Senate. President Coffelt spoke of the history of Senate. In 1973 when the President was a member of the body, they operated as a University Senate in which half were faculty and half were academic administrators. At that time, the President also sided over the body, to which some 42 committees reported back. During 1971-72, the University agreed that they should move into "collective bargaining." As the old Senate was structured, it was incompatible with the process of collective bargaining, so an ad hoc committee worked for approximately a year to revise the constitution and preserve a viable body; thus became a constitution of the Academic Senate. The charge was grammatically reduced to "develop new policies or changes in existing policies, integral and essential to the academic functions and activities of the University." The membership was also altered to 70 faculty members, 15 students, and 15 administrators. Senate now elects presiding officers, and administration may veto Senate actions which would be referred back to the Senate, and if necessary, to the Board of Trustees. President Coffelt noted he was pleased that over the years problems have been worked out without having to take them to the Board of Trustees.

In the fall of 1972, when the new Senate came into existence, many had doubts of the coexistence of collective bargaining and a strong Senate structure, in which the faculty and administration functioned as a co-equal management,

For seven years since, this body has functioned under the constitution formulated in 1972, with committee structures limited to academic formulation and review matters. There has been a void between areas either in bargaining or in Academic Senate. Thus, central Administration initiated Administration Board Advisory Committees. This brought in an administration structure involving both faculty and students; this is good to have both types of input. The Senate Executive Committee recommends the faculty to serve on administrative boards (President Coffelt makes the final decision) and Student Council recommends students for these boards.

When the constitution came into existence, President Coffelt supported and helped strengthen the Senate's involvement in academic policy, review and formulation.

Last year, Senate went through extensive review of the constitution. In the spring of last year, President Coffelt expressed concern about parts of the constitution that he could not support on the grounds of (1) incompatibility with agreements of the Board and YEA, and (2) extensions of response in areas not compatible with the constitution. However, he did strengthen the policy review and formulation areas.

President Coffelt noted that Senate has not been as strong as it could be in policy review and formulation of programs, curricula, etc.

The new approved constitution includes the establishment of an Academic Planning Committee and formulation of a new Academic Program and Curriculum Committee. However, President Coffelt noted that he is unclear as to how they correlate. President Coffelt feels this body needs to assume a stronger role in Academic Planning and in program evaluations.

For three years the Board of Trustees has pressured the President to develop an academic master plan as a basis for resource allocation in hopes of taking advantage of lead time. The University has now lost lead time and decisions are imminent. The University is now facing the possibility of limiting programs, etc. Because of the limiting threats, Dr. Gillis, the Academic Vice President, is producing a rough draft of a master plan in which the target date is this month. This document will be referred to the Senate for reactions. The President noted that this year can be busy, threatening, and unless there is a mature faculty, it can lead to internal departmental conflicts. The Senate needs to face the upcoming problems and deal with them. This will be a critical year in which the Senate must make decisions and move ahead. He also noted that they were in the process of updating the campus development plan.

Dr. Kelty thanked President Coffelt for taking time out to attend this meeting.

#### CORRECTIONS TO THE MINUTES OF JUNE 3, 1981

One correction: on page 5 and 6, Dr. Smith has been credited with remarks of Dr. DiGiulio, thus it should read Dr. DiGiulio rather than Dr. Smith,

#### APPROVAL OF MINUTES FOR JUNE 3, 1981

The minutes for the meeting of June 3, 1981 were approved as corrected,

#### NEW CHARTER & BYLAWS

Dr. Kelty noted that the new revised Charter & ByLaws is now in the print shop, and they will be available next week.

#### REVISIONS OF UNDERGRADUATE CATALOG

Dr. Gillis commented that he was aware of concerns regarding revisions of the undergraduate catalog. The undergraduate catalog has not been edited for approximately nine years. Many errors and redundancies have been pronounced. Thus, Dr. Gillis is undertaking this editing. His objectives are: 1) to ease the burden of keeping the catalog current and speed up printing time, 2) to reduce the size of the catalog due to printing costs, mailing costs, etc., 3) to maintain consistency in style for a better image, and 4) to improve student understanding of what's being said and to aid in advising the student.

Dr. Gillis noted that Mr. David Ives has been hired to do this editing. He is speaking with departments, and any changes in course descriptions or other matters which are approved in the departments and proper committees will go back to the Senate for ratification.

REPORT FROM CHARTER & BYLAWS - none

REPORT FROM SENATE EXECUTIVE COMMITTEE

Dr. Kelty noted that everyone should have received the completed committee appointments (see attachment).

The second Executive Committee report is in regard to the library budget. Dr. Kelty noted the last sheet of the agenda as an outline of what occurred last spring concerning the budget. Dr. Kelty further commented that the Senate Executive Committee is simply reporting its action to the Senate. This matter is presented to the full Senate as a provisional action of the Executive Committee. However, the matter is moot since allocation has been made on the approved budget.

REPORTS FROM OTHER SENATE COMMITTEES - none

NEW BUSINESS - none

OLD BUSINESS - none

ADJOURNMENT

Meeting adjourned at 4:13 p.m.

## APPOINTED COMMITTEES

THE COMMITTEES' MEMBERS TERMS ARE ONE-YEAR APPOINTMENTS;  
HOWEVER, TO PRESERVE CONTINUITY SOME POSITIONS WILL BE  
RENEWABLE.

### ACADEMIC PLANNING COMMITTEE

1. Bakos, Jack (Engineering)
2. Beaubien, Mary (CAST)
3. Brown, Dean R. (Arts & Sciences)
4. Feitler, Fred (Education)
5. Hovey, Donald E. (Business)
6. Hugenberg, Lawrence (Fine & Performing Arts)
7. Schroeder, Lauren (Arts & Sciences)
8. Smith, Agnes (Arts & Sciences)

### ACADEMIC PROGRAMS AND CURRICULUM COMMITTEE

#### Curriculum Division:

1. Dastoli, Anthony (Business)
2. Eshleman, Winston (Education)
3. Harris, Louis (CAST)
4. Hopkins, Lois (Fine & Performing Arts)
5. Peterson, John (Engineering)
6. Rodfong, Staman (Arts & Sciences)

#### Program Division:

1. Hahn, Philip (Arts & Sciences)
2. Hill, Louis (Education)
3. Kougi, Kathleen (Fine & Performing Arts)
4. Lateef, A. Bari (CAST)
5. Munro, Philip (Engineering)
6. Shuster, Raymond (Business)

#### Honors Program and Individualized Curriculum Program Subcommittee:

1. Baldino, Peter (Education)
2. Copeland, Thomas (Arts & Sciences)
3. Huang, Pei (Arts & Sciences)
4. Kennedy, Dorothy (CAST)
5. Khawaja, Ikram (Arts & Sciences)
6. Leonardi, Anthony (Fine & Performing Arts)
7. Mirth, Richard (Engineering)
8. Zetts, Jerome (Business)

Continuing Education Subcommittee:

1. Cooper, Syretha (Arts & Sciences)
2. Krishnan, Rama (Business)
3. Davis, Myrtle (CAST)
4. Orr, Wendell (Fine & Performing Arts)
5. Scott, Dorothy (Education)
6. Stephens, David (Arts & Sciences)
7. Suchora, Daniel (Engineering)
8. Vanaman, Clyde (Education)

COMPUTER SERVICES COMMITTEE

1. Faires, Douglas (Arts & Sciences)
2. Graf, Stephen (Arts & Sciences)
3. Guzell, Stanley (Business)
4. Owen, Alfred (Fine & Performing Arts)
5. Pascale, Peter (Education)
6. Shutes, Mark (Arts & Sciences)
7. Sorokach, Robert (Engineering)
8. Waldron, Joseph (CAST)

LIBRARY AND MEDIA CENTER COMMITTEE

1. Boyer, Ivis (Arts & Sciences)
2. Conser, James (CAST)
3. Mayhall, Walter (Fine & Performing Arts)
4. Sekeras, Eugene (Business)
5. Shale, Richard (Arts & Sciences)
6. Solak, Marilyn (Education)
7. Spiro, Arthur (Fine & Performing Arts)
8. Zager, Stanley (Engineering)

ACADEMIC RESEARCH COMMITTEE

1. Brady, Donald (Business)
2. Khan, Irfan (Engineering)
3. Kreutzer, Richard (Arts & Sciences)
4. Rao, K.R.M. (Business)
5. Richards, Ronald (Education)
6. Rollin, Robert (Fine & Performing Arts)
7. Tarantine, Frank (Engineering)
8. Wino, Vincent (CAST)

ACADEMIC STANDARDS AND EVENTS COMMITTEE

1. Braden, Margaret (Education)
2. DiGiulio, Joan (Arts & Sciences)
3. Henneman, Dennis (Fine & Performing Arts)
4. Kramer, Raymond (Engineering)
5. Maskulka, Therese (Business)
6. Stafford, Magdalen (CAST)
7. Stocks, Anthony (Arts & Sciences)
8. Von Ostwalden, Peter (Arts & Sciences)

STUDENT ACADEMIC AFFAIRS COMMITTEE

1. Brown, William (CAST)
2. D'Angelo, John (Engineering)
3. Funk, Darla (Fine & Performing Arts)
4. DiGiulio, Robert (Education)
5. Warren, Homer (Business)
6. White, John (Arts & Sciences)

Student Academic Grievances Subcommittee:

1. Atkinson, Gilbert (Arts & Sciences)
2. Gailey, Joan (Business)
3. Pierce, C. Allen (CAST)
4. Ritter, John (Engineering)
5. Robinson, David (Fine & Performing Arts)
6. Kirschner, Joseph (Education)

ARTS & SCIENCES

Thomas Dobbstein TD  
 William Eichenberger WE  
 Beverly Gartland BG  
 Martin Greenman MG  
 Susan Mason SM  
 Earl Harris EH  
 Richard Bee RB  
 Edwin V. Bishop EB  
 Hugh Earnhart HE  
 Jack Neville JN  
 John W. Manton JW Manton  
 James Morrison JM  
 James P. Poggione JPP  
 Nicholas Sturm NS  
 Mario Veccia MV  
 Sidney Roberts SR  
 Gratia Murphy GM  
 Lowell Satre LS  
 Larry Esterly LE  
 Jean Kelty JK  
 Anthony Stocks AS  
 Frederick Blue FB  
 George Beelen GB  
 Taghi Kermani T. Kermani  
 Ikram Khawaja IK  
 William Jenkins WJ  
 Agnes Smith AS  
 Friedrich Koknat FK  
 Mark Masaki MM  
 John White J.W.  
 William Binning WB

SCHOOL OF EDUCATION

Winston Eshleman WE  
 Joseph Kirschner JK  
 George Levitsky GL  
 Jack Dunsing JD  
 L. Hill LH  
 Peter Baldino PB  
 Edward Tokar ET  
 Edgar Cobett EC

ADMINISTRATION

Taylor Alderman TA  
 Charles McBriarity CM  
 James Scriven JS  
 Neil Humphrey NH  
 Bernard Gillis BG  
 James Douglass JD  
 John Yemma JY  
 Frank Siebold FS  
 Lee Rand LR  
 Bernard Yozwiak BY  
 Nicholas Paraska NP  
 Robert Dodge RD  
 William McGraw WM  
 George Sutton GS  
 David Ruggles DR  
~~Robert McCoy~~  
 Robert McCoy Robert McCoy  
 Richard Jones RJ  
 John Peterson JP

SCHOOL OF ENGINEERING

Yucel Tokuz YTokuz  
 Peter Botros PB  
 Wade Driscoll WD  
 Robert McCoy Robert McCoy  
 Richard Jones RJ  
 John Peterson JP

STUDENT MEMBERS

James C. Nevis JCN  
~~Edgar Manning~~  
 Paul M. Avdey P.M.A.  
 Laurie Airhart LA  
 Rainer Kangas RK  
 Nan Hudak NH  
 Brenda Cipriano BC  
 Catherine Simpson CS  
 Crystal Shells CS  
 Mark Mook MM  
 Karen Lewandowski KL  
 Ray Nakley RN  
 Ed Salata ES  
 \* Jeff Laret JL  
 \* Cynthia Beckes CB  
 \* Dean Deperro DD

FINE AND PERFORMING ARTS

Darla Funk DF  
 Joe Babisch JB  
 Alfred Owens AO  
 Donald Byo DB  
 Edward Largent EL  
 Joseph Lapinski JP  
 Elaine Juhasz EJ

BUSINESS ADMINISTRATION

Virgil Lang VL  
 Stanley Guzell SG  
 Donald Mathews DM  
 Dennis Bensinger DB  
 Mervin Kohn MK  
 Terry Deiderick TD  
 Raymond Shuster RS  
 Jane Simmons JS

APPLIED SCIENCE & TECHNOLOGY

Mary Beaubien MB  
 Joan Boyd JB  
 Ralph Crum RC  
 Cynthia Peterson CP  
 Patricia McCarthy PMcC  
 C. Allen Pierce CA  
 Virginia Phillips VP  
 Audrey Owens AO  
 William Barock WB

\*Term Expires June 15

REMARKS TO THE ACADEMIC SENATE

NOVEMBER 4, 1981

The Executive Committee of the Academic Senate has extended to me an invitation to meet with and briefly address the Academic Senate as you convene for your first meeting of the 1981-82 Academic Year.

While this is not particularly an historical moment, few of you will likely remember the last time the President of the University appeared in the Senate. Prior to the adoption of collective bargaining as a governance process (in 1972), this institution's operational policies were formulated by the University Senate, a body comprised of 50 faculty and 50 academic administrators, and presided over by the University President. There were more than 40 committees reporting to the Senate on virtually every facet of University operation.

With the adoption of Collective Bargaining came the necessity for restructuring this body since certain matters previously coming through the Senate were henceforth to be bargained by representatives of the faculty (as employees) and representatives of the Board of Trustees (as employers). These matters basically included faculty remuneration and terms and conditions of employment.

During 1972-73, a committee worked at revising the Senate Constitution and out of those efforts there was forged a new body which was given the name "Academic Senate." Its charge was vastly constricted to that of having primary responsibility for the development of new policies and changes in existing policies integral and essential to academic functions and activities. The membership was altered to include 70 faculty, 15 professional administrators and 15 students. The presiding officer was to be elected by the Senate. Senate actions became advisory to the President who had authority to challenge any and all actions of the Academic Senate.

The new Senate came into existence in the Fall of 1974, and many of us seriously doubted whether there could co-exist in one institution a strong collective bargaining structure in which faculty functioned as bargaining employees, and also a strong Senate structure in which faculty and administration functioned as co-equal academic management. Virtually all policy matters in the university can be challenged as relating in some manner to "terms and conditions of employment." Potential conflicts are obvious. How students are taught, how faculty are evaluated and promoted, which academic programs are given special support, how disciplines are organized and administered -- all are important matters that may have different "best" answers at the bargaining table and in an academic committee of the Senate.

And so for seven years, the Academic Senate has functioned under the Constitution formulated in 1972-73, with its appointed committee structure limited to academic affairs, academic events, computer, continuing education, curriculum, educational media, library, research, individualized curriculum, student grievance, and honors.

Because many of the matters previously coming before this body were excluded from its area of responsibility after reorganization, I established a system of some 17 administrative/boards and committees to replace those lost when the University Senate was abolished. These 17 bodies include faculty and students, and their recommendations are advisory to an area officer (usually a vice president) with respect to the formulation of administrative rules and operating regulations and policies.

During the last academic year, an ad hoc committee of this ~~body~~ <sup>Senate</sup> labored at length to develop a revised Constitution and By Laws which it envisioned (I presume) a "restoration" of some greater degree of collegiality to the University governance process. When some of the proposed amendments came to my attention somewhat late in the academic year, I registered deep concern with respect to several of the changes being advanced for I believed them to be in basic conflict with the Board of Trustees' commitment to the collective bargaining process.

I indicated that I could support, indeed would encourage, those changes which I hoped would strengthen this body's involvement in academic policy review and formulation. However, I could not support those efforts designed to involve this body in operational matters "not essential and integral to" academic policy.

As I understand those changes to the Constitution and By Laws, the primary ones include the establishment of an "academic planning committee," and the formulation of an "academic programs and curriculum" committee, with the honors program, individualized curriculum and continuing education responsibilities to become subcommittee responsibilities of the larger committee.

Quite frankly, I am unclear just how this larger committee of twelve faculty will function, or just how it will relate to the work of the new academic planning committee. But I do strongly believe that the Academic Senate needs to assume a stronger role in academic planning, in the review and approval of programs, in program evaluation, and in the formulation of long-range academic goals and priorities.



For at least three years, the Board of Trustees has been urging the academic segment of the University to establish an academic master plan as a basis for fiscal planning. We now have virtually lost our lead time, and fiscal decisions must be made without benefit of such long-range planning. This institution, and every other state university in Ohio, now faces the prospect of limiting functions and programs because of declining fiscal resources.

With the lead time lost, the Academic Vice President has been directed to take such work as has been done and produce a "first draft" academic master plan. That document will be forthcoming shortly, and will be referred back to this body for its consideration. Ideally, the document should have been initiated in this forum.

With our lead time nearly lost, I urge this body to give this draft high priority for it is intended to be the basis for difficult and complex fiscal decisions that we must face in the months and years ahead. Obviously, it is only a first step, and will need to be revised and reshaped regularly. Without such a planning document, each decision with respect to adding new programs, strengthening new programs, phasing out programs must be made on an ad hoc basis.

I recognize that such a task is difficult, can be divisive, and can (if we are not sufficiently mature) lead to internecine struggle which we all wish to avoid. But it is a task that must be faced, if not by this body then by the administration; if not by the administration, then by the Board of Trustees. This a critical year to ascertain if you are a mature enough body to assume this important task. I believe you are.

Thank you.

## ON CATALOG REVISION

The University Undergraduate Catalog has not had a major editing for about nine years. During that time it is obvious that errors, redundancy, and omissions have become pronounced in the catalog. It is one of Dr. Gillis' objectives th is year to get the catalog edited and put on computer tape. The advantages expected from this are:

1) to ease the burden and speed of keeping the catalog current and ready for typesetting;

2) to reduce the size of the catalog since postage, paper, and printing rates continue to soar and a reduction would save a significant amount of money;

3) a consistency in style would present a better image of the University; and

4) improved student understanding of the existent policies and curricula might aid in advising students.

In the process of editing the catalog, Mr. David Ives has called many departments and schools. We wish to assure the Senate that any changes in course descriptions or other matters, approved by Senate Committees or the body as a whole, will be given the opportunity to ratify any suggested changes.