

April 3, 1985

CALL TO ORDER

L. Esterly noted a quorum and called the meeting to order at 4:05 p.m.

APPROVAL OF MINUTES OF MARCH 6, 1985

The minutes of the March 5, 1985, meeting were approved as distributed.

REPORT OF CHAPTER AND BYLAWS COMMITTEE

W. Jenkins, Chairman, reported.

Ballot to Faculty to Approve change in ARTICLE III, Section 4 (a)

The ballot to approve the previous Senate action taken on March 6, 1985, will be in the mail within the week.

REPORT OF ELECTIONS AND BALLOTING COMMITTEE

L. Esterly reported at the request of S. Throop.

Ballots for Senate seats (at large and departmental) will be distributed during the month of April and results will be published in the month of May.

REPORT OF SENATE EXECUTIVE COMMITTEE

The next Senate meeting will be held Wednesday, May 1, 1985. Agenda items must be in the Political Science Department Office no later than 2 p.m. on Friday, April 19.

Three Senate vacancies need to be filled.

Preference forms for committee positions will be distributed on or about May 1, 1985.

See Appendix 1 for complete details.

Report by G. Beelen--Faculty Advisory Committee to the Chancellor of the Ohio Board of Regents

The last meeting was held on March 5, 1985. The budget process is moving along satisfactorily and should be on the floor by early April. It is still hard to predict what will happen. The Governor is supporting two tax cuts of 5% each; the Republicans are suggesting three tax cuts of 10% each.

They continue to discuss Selective Excellence (See Appendix 2 for an OBOR summary). There is an attempt being made to include disciplines that were originally excluded. There is an enthusiastic reception for the program from all community groups. The Academic challenge component is a 1% add-on to the State subsidy.

The next meeting is April 16, 1985. All Senators and faculty are invited to give their suggestions and comments to Dr. Beelen, who will attend the meeting.

Note: The minutes of the February 6, 1985, meeting are appended to the minutes as Appendix 3.

REPORT OF THE CURRICULUM DIVISION, ACADEMIC PROGRAMS AND CURRICULUM COMMITTEE

A. Viehmeyer reported.

The courses listed on Pages 3 - 9 have been reviewed and approved at all levels and are presented as information. The courses will be added to the inventory of courses.

REPORT OF THE LIBRARY AND MEDIA CENTER SERVICES COMMITTEE

J. Turk reported.

Motion to Approve the Library Budget Committee's Proposed Allocations for the 1984-85 Academic Year.

J. Turk moved to approve Motion 1 on Page 10 of the Agenda. The motion received a second.

Question: Has there been an overall increase in total monies?
Answer: Yes. Question: Is that reflected in the apportionment to the colleges? Answer: Yes. Question: Fine and Performing Arts is approximately the same as last year. Is the apportionment correct?
Answer: Yes.

Call for question. Motion Carried.

Motion to Approve Motion 2 on Page 10 of the Agenda

J. Turk moved to approve Motion 2 on Page 10 of the Agenda. G. Leck seconded the motion.

Question: Would these monies be allocated to the departments or to the colleges? Answer: That will be up to the Library Committee. New monies would not have to be allocated by formula. In the past, allocations have gone to the departments.

Question: Is there a set of criteria to determine allocations?
Answer: There is no set of set criteria; the committee will use best judgment. The committee has only operated with the present process for a few years.

Comment: In the past, increases were allocated for schools undergoing accreditation.

Question: What is best judgment based upon this year? Answer: We will not know until we sit down to make a determination.

Comment: You are reporting to the Senate recommendations without a basis for making recommendations.

Comment by Provost; In the previous years, there was a supplement given to the Library after the Senate had decided on the allocation so it became necessary to add language to take care of the supplement. This year, the extra supplement has been given up front and is part of the allocation.

Comment: The main concern is that School committees work hard to distribute funds and to correct inequities. We want to maintain the integrity of these committees whenever possible; these committees should have substantial input into the allocation of additional monies.

Comment: If there is an additional allocation, will communications be made to Department and School committees?

Call for question. Motion Carried.

REPORT OF AD HOC SUBCOMMITTEE FOR REVIEW OF THE BLACK STUDIES PROGRAM

Report by F. Blue.

The introductory part of the report, Page 13 of the Agenda, indicates the origination of the committee which was established at the request of Dr. Humphrey. It was charged with review of the current status of the Black Studies Program and recommendations for how the program could be strengthened. The Committee divided the work among subgroups that reviewed Student Recruitment, Curriculum and Enrollment, Faculty, Director and Budget, and Community Outreach. Community Outreach was addressed by the entire Committee. The Committee conferred with the Director, Al Bright. The Recommendations are on Pages 14 - 18 of the Agenda.

Motion to Accept the Report of the Ad Hoc Subcommittee for Review of the Black Studies Program and that the Senate Executive Committee Assign the Several Recommendations of the Report to the Appropriate Senate Committees and Administrative Units

Motion seconded by G. Leck.

B. Yozwiak asked to make some remarks relative to the report, although he did not oppose it. He is concerned with some of the statements made in the report and that the report does not take into account how the Black Studies Program has evolved.

The Black Studies Program was initiated in 1970 and Al Bright was appointed Director. An Advisory Committee of Faculty members developed a major which was approved by the Senate. The program was under the aegis of the Vice President of Academic Affairs. In 1979, the program became part of the College of Arts and Sciences with the Director treated like a Department Chairman, although he was crosslisted with the Department of Art to maintain his teaching assignments there.

Over the years, several changes have occurred. Responsibility for recruitment was assigned to the Admissions Office and the position of Counsellor was reassigned to Student Affairs. With these two responsibilities shifted, what remained was an Academic program.

In 1981, a change of status was made for the Director to remove some of the limitations imposed by the nature of his assignment. The reduction in salary is not as great as the report indicates and as a faculty member, he is entitled to overload pay.

Specific questions relate to Recommendation I (Is it the responsibility of Black Studies), Section III (A good suggestion, but only one statement pertains to Black Studies, per se), and Outreach (The suggestion for off-campus courses is good, but there are some questions regarding the other recommendations). Is this Committee recommending that the evolutionary process be reversed and should counseling be returned to Black Studies? Has the Committee studied the evolution of the Program and found the evolution to be unsatisfactory?

Response: There may be some misunderstanding. The report is not suggesting that recruitment be returned to Black Studies; it is recommending that current informal practices be institutionalized and become formal practices.

On Page 16, it indicates that the recruitment responsibility will be offloaded. In response to the comment on faculty, at the present time there are two types of faculty--limited service and full service faculty from other departments who are on loan. The items under recommendations for Black faculty are germane to the report.

Question: Is there any impact created by the recent changes made in the Affirmation Action position? Answer: Mr. Frost was Director of Affirmative Action and Special Assistant to the President. The position is now totally dedicated to the Affirmative Action office.

Editorial Change. In response to a point raised about a discrepancy in wording between items 1 and 2 under Curriculum and Enrollment Recommendations on Page 14, an editorial change was made to insert "other" in front of "cultural study" in item 2.

Question: Why were certain allocation changes suggested? Why was it felt that additional travel allocations are required? Answer: Travel to Black Studies events would be funded from the Black Studies budget. This would cover travel for faculty on loan from other departments. Question: Why could not department travel funds be used?

Question: What is the enrollment in terms of numbers? Answer: The enrollment is increasing. There is an increased ratio of black to white students. The enrollment is respectable.

Editorial Change. An editorial change was made under Recommendation III on Page 15. "Special" was changed to "Elementary" in paragraph 1 which noted the departments where Black Faculty are presently employed.

Call for question. Motion Carried.

REPORT OF PROGRAMS DIVISION, ACADEMIC PROGRAMS AND CURRICULUM COMMITTEE

F. Castronovo reported.

This is an informational report. The changes are internal changes in the Economics and Psychology Departments. The changes have been approved at all levels.

REPORT OF THE ACADEMIC PLANNING COMMITTEE

D. Brown reported.

The Committee is recommending a procedure for setting department and college goals. Goals proposed at the department level will be worked over at the Dean and Provost level and some will become formal goals to be treated as the basis for establishment of future goals and decision making. The procedures were presented to the Deans and Department Chairman at the March 5, 1985, meeting and will be presented to the Senate for discussion at its next meeting.

COMMENT BY THE CHAIR

L. Esterly thanked the Ad Hoc Subcommittee for review of the Black Studies Program and for its work and the thorough study of the issues. They were commended for their report and for the extensive appendix section submitted with the report.

UNFINISHED BUSINESS

NONE

NEW BUSINESS

NONE
ADJOURNMENT

Adjournment at 4:45 p.m.

APPENDIX 1

REPORT, SENATE EXECUTIVE COMMITTEE, WEDNESDAY, 3 APRIL 1985

THE MAY MEETING OF THE ACADEMIC SENATE WILL BE HELD ON WEDNESDAY, MAY 1ST, 4 P.M., IN THIS AUDITORIUM. AGENDA ITEMS MUST REACH THE POLITICAL SCIENCE DEPARTMENT OFFICE NO LATER THAN 2 P.M. ON FRIDAY, APRIL 19TH.

THREE VACANCIES IN SENATE MEMBERSHIP NOW EXIST: STUDENT SENATOR BROCK FERRIER, WHO REPRESENTED WILLIAMSON SCHOOL OF BUSINESS ADMINISTRATION, HAS BEEN GRADUATED, AS HAS STUDENT SENATOR BRIAN EVANS, WHO REPRESENTED RAYEN SCHOOL OF ENGINEERING. STUDENT COUNCIL IS ADVISED TO FILL THESE TWO VACANCIES. PROF. LAWRENCE DAVIS, AT-LARGE REPRESENTATIVE FROM WILLIAMSON SCHOOL OF BUSINESS ADMINISTRATION IS ON SPRING QUARTER LEAVE. ELECTIONS AND BALLOTING COMMITTEE WILL BE REQUESTED TO PROVIDE THE NAME OF THE ALTERNATE FACULTY REPRESENTATIVE.

ON, OR ABOUT, MAY 1ST ALL FULL SERVICE FACULTY MEMBERS WILL RECEIVE PREFERENCE FORMS FROM THE SENATE EXECUTIVE COMMITTEE ON WHICH CHOICES MAY BE INDICATED AS TO POSSIBLE SENATE COMMITTEE SERVICE AND/OR ADMINISTRATION ADVISORY COMMITTEE/BOARD SERVICE FOR 1985-86. FULL INSTRUCTIONS WILL ACCOMPANY THE PREFERENCE FORMS.

DR. GEORGE BEELEN WILL REPORT ON THE MOST RECENT MEETING OF THE FACULTY ADVISORY COMMITTEE TO THE CHANCELLOR OF THE OHIO BOARD OF REGENTS.

APPENDIX 2

AN INVESTMENT IN EXCELLENCE

"Ohio has a good system of state colleges and universities, with selected programs which are very strong. Ohio's resurgence during the balance of this century requires an excellent system of state colleges and universities, with carefully selected programs which are superb and nationally recognized as being of that caliber."

William B. Coulter
Chancellor, Ohio Board of Regents

February, 1985

Ohio has, in its state-supported colleges and universities, a vast and relatively untapped resource that can help bring back vitality to the state's established industries, promote the creation and expansion of new high technology enterprises, and nurture within the state the highly-trained and broadly-educated men and women upon whom the success of these and other ventures depends.

The state's system of publicly-supported colleges and universities, put in place over the past two decades, has made post-secondary education available to Ohioans with a broad range of abilities and interests. To realize the full potential of the system, however, the state must now challenge its colleges and universities toward educational excellence.

The Ohio Board of Regents has proposed a major policy change in state funding for higher education built upon the combination of a strong base budget and a series of five interrelated challenge grant programs entitled Selective Excellence. This approach challenges public colleges and universities to make strategic choices, bringing their strongest programs of instruction and research to national prominence. It also helps institutions attract federal and private dollars for basic research and new technology responsive to the state's needs. When coupled with existing initiatives such as the Thomas Alva Edison Partnership Fund and the Ohio Technology Transfer Organization in the Department of Development, the Selective Excellence Program affords Ohio the opportunity to step out front among the states in channeling its knowledge resources toward economic and social success.

EMINENT SCHOLARS

The Eminent Scholars Program represents an investment for Ohio in world-class scholars who can elevate selected graduate programs to national and international prominence. These scholars serve as magnets to attract and retain outstanding students and faculty, bring new research grants and capability to Ohio's campuses and serve as resource consultants to the state. State funds, matched dollar-for-dollar by recipient institutions from private sources, create endowments of \$1 million each to fund distinguished professorships over an extended period. The nine Eminent Scholars funded in the 1983-85 biennium will bring to Ohio new expertise in the fields of advanced manufacturing systems, solid state microelectronics, experimental

physical chemistry, molecular genetics, scientific computation, art and design technology, surface science, molecular and cellular biology and polymer science.

PROGRAM EXCELLENCE

The Program Excellence Awards encourage Ohio's state colleges and universities to identify their best undergraduate programs in a statewide academic competition for one-time enrichment grants. In the 1983-85 biennium 22 programs at two-year and four-year campuses received awards in the physical, natural, social and health sciences, engineering, the arts and business. These funds are being used for faculty and student development, improvement of teaching techniques, upgrading facilities and equipment and additional academic support services. As a result of this first competition, institutions already have become more sensitive to standards and measures of quality and programs have benefitted from reviews by faculty peers.

PRODUCTIVITY IMPROVEMENT CHALLENGE

The Productivity Improvement Challenge provides incentives for community colleges, technical colleges, and university branches to develop innovative approaches for increasing participation of Ohioans in post-secondary education, job training and retraining. It also encourages the institutions to be more responsive to the job training needs within their communities. Ultimately, the state will benefit from increased worker productivity. Awards to each campus will be based on development of a college plan.

ACADEMIC CHALLENGE

The Academic Challenge provides incentive for institutions to set priorities among their programs and to build "centers of excellence" which serve the state's interests. Unlike the inter-institutional competitions, the Academic Challenge provides to each public college or university a supplement of 1% (or \$50,000, whichever is greater) to its normal instructional appropriation to substantially advance the quality of selected programs. Programs designated for increased funding would then continue to be funded for six years at the higher level through the state's subsidy formula.

RESEARCH AND TECHNOLOGY CHALLENGE

The Research and Technology Challenge is designed to stimulate new and expanded research efforts at Ohio's public colleges and universities. It offers a partial state match of funding for basic research secured from external sources. The institutions may then invest these dollars in research projects of their choosing so as to leverage support for emerging ideas of higher priority. Through this commitment of public funds, Ohio will signal to the nation that it is investing in its own future as well as aggressively seeking private and federal research funds to support the development of new knowledge, central to economic and social success.

Ohio's Investment in Selective Excellence
1985-87 Biennium (\$ Millions)

	<u>Regent's Recommendation</u>	<u>Executive Budget</u>
Eminent Scholars	\$ 6.1	\$ 4.6
Program Excellence	3.1	3.1
Productivity Improvement Challenge	4.8	4.4
Academic Challenge	22.2	21.7
Research and Technology Challenge	60.1	38.1
TOTAL	<u>\$96.3</u>	<u>\$71.9</u>

TO THE CHANCELLOR OF THE
OHIO BOARD OF REGENTS

MINUTES OF FEBRUARY 6
DISCUSSION AT MARCH 5,
1985 SENATE MEETING

APPENDIX 3

Minutes of the Meeting of February 6, 1985.

Chairman Givens called the meeting to order with the following members present: J. Armstrong, R. Boyer, J. Bradley, J. Coady, E. Fankell-Hausser, W. Fleming, S. Givens, B. Hodgden, P. Jastram, R. Johnson, S. Kraus, E. Largent, B. Leidner, D. McCorquodale, S. Maxwell, H. Munro, R. Rolwing, R. Ward, L. Zachrich, T. Zimmerman.

MORNING SESSION

Minutes The minutes of the meeting of December 4, 1984, were approved as circulated. Chair Givens acknowledged receipt of a letter informing us of the death of a former member of CFAC, Glenn Clark (Law Enforcement Technology, Columbus), on May 19, 1984.

Preparation of Afternoon Agenda Among the responses to CG's call for possible items for the afternoon agenda were the following: 1) Boyer suggested that a review of the policy on the use of state funds for auxiliary projects would be helpful, esp. in light of a situation at Toledo where there is a proposal to levy a \$3 1/2M indebtedness on faculty and students for repair of two parking garages. One difference that emerged from a comparison of approaches to such problems was the degree to which an institution consulted and negotiated with those who would have the burden of paying for the improvement. 2) In response to a question as to the status of a possible visit by the Governor, CG reported that Ann Moore had told him that they were still working on it. 3) Jastram asked about the status of the criteria for the programs of excellence. It was recalled that there had been earlier mention by the Chancellor of a pending report of OBOR's experience with the first two excellence programs; this would appear to be a basis for the next set of guidelines. After extended discussion of internal and external criteria and the process of qualifying for an excellence award, CG announced that he would appoint a committee to examine the proposed criteria. Other possible issues and questions raised were: 4) returning to the topic of institutional profiles, a suggestion was made that it would be helpful to institutional long-range planning to have more specifics about the eventual use of the profiles; 5) what is the status of the enrollment buffer? 6) impact of possible income tax reduction? 7) Jastram raised an issue of the apparent extension of the traditional policy by institutions on patentable inventions (patent rights are usually claimed by the institution): OSU is extending their claimed rights to computer programs developed by faculty. An OSU VP was quoted as indicating that "all intellectual property wherever developed" while in the employ of OSU would qualify. Several members of CFAC expressed concern about this development -- Ohio could lose first-rank scholars who would choose to move to some other state rather than forfeit their rights to work developed with their own time and resources; the recruitment efforts of the Eminent Scholars program could be unfavorably affected by such a widening of policy. Kraus suggested that before raising the issue with CC it would be appropriate to review the provisions of Ohio law and then share information as to how policies at individual institutions compare. CG said that the issue would be put on the agenda for a subsequent meeting.

Possible Guests for Future Meetings After considering several issues and possible legislative leaders who might be invited to future meetings of CFAC, it was generally agreed that it was more important at this time to focus on a possible meeting with the Governor.

Next Meetings Chairman Givens announced the dates of the next two CFAC meetings: Tuesday, March 5 and Wednesday, April 17.

AFTERNOON SESSION

Budget Developments Chancellor Coulter reported on recent meetings he has had with the House Finance Committee and others. He said that of the 3 major emphases in the original proposal (a strong base budget for the support of existing programs, a major investment in Selective Excellence, and operating funds for facilities renewal and equipment replacement), the first two were mostly intact in the Governor's budget while the third had been lost completely; nonetheless CC said he thinks this budget for higher education is a good one, and that higher ed is clearly the biggest winner in the entire budget. This is not undeserved, however, because for the past twelve years we have watched the percentage go down, relative to other programs. Moreover, we should recognize that we have a "large target on our backs" as the legislature debates the budget. CC supplied some details about each of the major emphases in the present budget: 1) in the base budget, which adds instructional (formula) subsidies to local fees (for an average total of 95% of an institution's income), there are two notable advances -- (a) A large gain (decrease) in the student share (fees), the recent history of which has seen a 33%

udent share from 1980 and before rise to 47% in 1983; this falls to 41% and 40% in 1984-85 and (if the budget is approved) to 38-36% in 1986-87. (b) A variety of clustered proposals to handle present and past effects of inflation survived OBM review but were in some cases reduced by that body; for example, unclassified personnel professional compensation was proposed to be moved forward 6% for the first year of the biennium and a little over 6% the second year -- in the executive budget both of these were cut to 5% (CC pointed out that these percentages are system-wide averages and "have nothing to do with actual [faculty] contracts on [individual] campuses", which are subject to local determination). Another example would be support for libraries, for which OBOR proposed a 12% increase in each year of the biennium, reduced to 6% and 6% by OBM. 2) CC reported that the Selective Excellence package came through the review process "relatively clean;" all five proposed programs were funded just about as proposed, except for loss of 1/2 of research monies in the first year and all equipment monies for the one-third state matching Research/Technology Challenge program. 3) With regard to the 'good business proposals' (Facilities Renovation and Equipment Replacement), proposed by OBOR out of operating funds (\$56M and \$52M respectively for the biennium), CC reported that the proposals met a good reception by OBM, but it was nonetheless determined that they could not be funded; perhaps they will have a better chance in the next capital appropriation bill.

Related Matters In response to a question about the enrollment buffering proposal, CC said that it had survived only in part: institutions experiencing growth of 15% or less would be left at the 1980 subsidy level, those which have grown between 15% and 25% would be moved forward one year, and those over 25% two years. Prospects for moving all the way were judged to be dim. With regard to the impact of a major reduction in the income tax rate, CC said that "a 30% tax cut would be a catastrophe for higher education;" it was further noted that such a roll back should properly be 'viewed with alarm,' as silence could be interpreted as acquiescence. Another topic raised was the status of Chris Sales' notion of requiring a 20% institutional matching portion on some renovations; CC said that despite its being a somewhat flawed concept to begin with, the idea could re-surface, probably in some other form. It was pointed out that it seemed a strange way to do business to require a local 20% matching on academic buildings and then give millions for somebody's football stadium; despite a desire to have domed stadia and other such monuments more carefully justified, it was recalled that such projects (in the recent \$800M capital bill) had come from the legislature and not from OBOR, and such was the case with some parking structures (the renovation of which CC thought could come from an institution's operating funds). Coady noted that he had seen awareness and appreciation at departmental levels of the recent OBM initiatives on equipment replacement monies; CC said that replacement of the half-billion dollar inventory of equipment bought during the 60's and 70's would be a thorny and continuing problem.

Status of Criteria for Selective Excellence CC said that his office was getting close to the formulation of criteria for the Academic Challenge and Productivity Challenge programs, and that he would share these with us. The guidelines for the initial two programs were reasonably well known, he said, and probably would not change much. CG recalled the CFAC's previous concern about the place of the humanities in the Selective Excellence programs, and asked if there had been any changes to make sure that such departments were also encouraged to submit proposals, and to ensure that they would be received as enthusiastically and judged as fairly as those in science and technology. CC responded that it sounded as though we wanted him to go out and 'sell' the humanities; if so, we would be disappointed, as he wasn't going to favor any group of disciplines. Boyer and others recalled that members of CFAC had previously demonstrated that the original selective excellence idea seemed tilted in favor of science and technology; perhaps this was understandable and politically necessary, originally, for adoption by the legislature as measures that would assist in Ohio's economic recovery (it was recalled that former Chancellor Moulton had made this point), but faculty in the liberal arts and humanities felt that their disciplines, which could also contribute (albeit perhaps in not so immediate and dramatic a manner), had been slighted and that the bias toward science and technology would operate adversely for them within institutional screening committees and administrations, which would also perceive the bias as being what the state would fund. CC allowed as how he recalled some of this talk but he felt that he had really not been 'shown' anything; he challenged the members of CFAC who felt this way to demonstrate to him that, in fact, the humanities and liberal arts were at a disadvantage in the language of the Selective Excellence program descriptions and criteria and, further, to show cogently and concretely how they might contribute to the driving engine of these proposals -- economic recovery. It was requested and agreed that the report of the experience with the first two programs (Eminent Scholars and Program Excellence), referred to by CC in a previous CFAC meeting, would be shared with the group.

Respectfully submitted,

A. S. D. M.

OHIO BOARD OF REGENTS
HIGHER EDUCATION OPERATING APPROPRIATIONS
(Thousands)

	Adjusted Appropriation		Regents Recommendation		Executive Budget	
	1985-1984	1984-1985	1985-1986	1986-1987	1985-1986	1986-1987
<u>INSTRUCTION</u>						
Instructional Subsidies	\$51,773.0	\$815,995.9	\$953,298.0	\$1,057,276.0	\$913,200.0	\$994,600.1
<u>ACCESS</u>						
Ohio Instructional Grants	\$40,800.0	\$42,200.0	\$47,600.0	\$52,660.0	\$44,310.0	\$46,525.5
War Orphans	1,250.0	1,576.0	1,403.0	1,524.0	1,403.0	1,524.0
Academic Scholar	4,000.0	4,000.0	3,600.0	3,600.0	3,600.0	3,600.0
Developmental Education	1,496.6	1,747.8	2,500.0	2,500.0	1,978.2	2,022.0
Urban Initiatives	150.0	150.0	300.0	300.0	200.0	200.0
Central State Supplement	6,260.0	4,645.9	5,985.0	6,388.0	5,928.2	6,224.6
Student Choice Grants	--	5,000.0	9,000.0	12,500.0	9,000.0	12,500.0
Access Improv Projects	--	--	390.0	480.0	290.0	280.0
Sub-Total	\$53,956.6	\$59,319.7	\$70,778.0	\$79,952.0	\$66,700.4	\$72,876.1
<u>ACADEMIC EXCELLENCE, RESEARCH AND PUBLIC SERVICE</u>						
OARDC	\$13,742.9	\$14,366.6	\$18,228.0	\$19,255.0	\$16,795.9	\$17,222.6
Coop Extension	7,727.4	8,133.5	8,622.0	9,204.0	8,539.8	8,966.6
Urban Universities	1,050.0	1,050.0	1,270.0	1,320.0	1,102.5	1,157.6
Labor Educ Srvc	1,095.7	1,121.6	1,188.0	1,268.0	1,177.7	1,236.6
Displaced Homemakers	207.0	297.6	298.0	318.0	289.5	299.0
Selective Excellence						
Eminent Scholar	1,500.0	3,000.0	3,060.0	3,060.0	2,300.0	2,300.0
Program Excellence	1,000.0	2,000.0	1,530.0	1,530.0	1,530.0	1,530.0
Academic Challenge	--	--	10,670.0	11,570.0	10,444.5	11,254.3
Research/Tech Chall	--	--	30,050.0	30,050.0	13,045.0	25,045.0
Productivity Chall	--	--	2,400.0	2,400.0	2,200.0	2,200.0
OSU-Sea Grants	147.0	147.0	- 0 -	- 0 -	- 0 -	- 0 -
OU-Coal Research	400.0	400.0	- 0 -	- 0 -	- 0 -	- 0 -
OH-Innovation Center	250.0	125.0	- 0 -	- 0 -	- 0 -	- 0 -
KSU-Personnel Center	150.0	150.0	- 0 -	- 0 -	100.0	50.0
Peace Academy	- 0 -	- 0 -	- 0 -	- 0 -	200.0	200.0
Sub-Total	\$27,270.0	\$30,791.3	\$77,316.0	\$79,975.0	\$57,224.9	\$71,462.5
<u>HEALTH MANPOWER</u>						
<u>Clinical-Medicine</u>						
OSU	\$12,595.0	\$13,095.0	\$13,881.0	\$14,818.0	\$13,749.8	\$14,437.2
UC	7,492.0	10,392.0	11,015.0	11,759.0	10,911.6	11,457.2
MCOT	7,500.0	8,100.0	8,586.0	9,165.0	8,505.0	8,930.3
WSU	3,400.0	3,800.0	4,028.0	4,300.0	3,990.0	4,189.5
OH	3,125.0	3,800.0	4,028.0	4,300.0	3,990.0	4,189.5
NEOXICOM	3,400.0	3,800.0	4,028.0	4,300.0	3,990.0	4,189.5
Clinical-Dental and Vet Med	892.5	892.5	945.0	1,009.0	937.1	983.0
CWRU-Medicine	4,688.7	4,824.7	5,115.0	5,460.0	5,065.9	5,319.2
-Dental	1,481.8	1,407.7	1,126.0	844.0	1,126.0	844.0
Primary Care	3,121.0	3,345.7	3,546.0	3,785.0	3,512.9	3,688.6
Family Practice	6,455.2	6,909.2	7,324.0	7,818.0	7,254.7	7,617.4
Geriatric Med	1,127.8	1,209.1	1,282.0	1,368.0	1,269.6	1,353.0
Grad Dental	250.0	150.0	- 0 -	- 0 -	- 0 -	- 0 -
AHEC	980.0	982.5	1,600.0	1,800.0	1,700.0	1,900.0
Agent Orange	264.6	264.6	- 0 -	- 0 -	- 0 -	- 0 -
Podiatric Med	250.0	250.0	- 0 -	- 0 -	- 0 -	- 0 -
UC Hospital Tax	550.0	650.0	- 0 -	- 0 -	- 0 -	- 0 -
Sub-Total	\$57,373.6	\$63,873.0	\$66,504.0	\$70,726.0	\$66,002.6	\$69,079.3
<u>PLANNING & COORDINATION</u>						
Personal Services	\$1,326.2	\$1,417.1	\$1,884.2	\$1,911.2	\$1,791.5	\$1,773.0
Maintenance	606.8	661.4	676.1	729.8	676.1	729.8
Equipment	7.0	7.0	10.0	10.0	10.0	10.0
Sub-Total	\$1,940.0	\$2,085.5	\$2,570.3	\$2,651.0	\$2,477.6	\$2,513.7
<u>FACILITIES</u>						
Facilities Renovation	--	--	\$27,638.0	\$29,020.0	- 0 -	- 0 -
Equipment Replacement	--	--	26,000.0	26,000.0	- 0 -	- 0 -
Police & Fire	250.0	250.0	265.0	282.0	257.5	266.5
Sub-Total	\$250.0	\$250.0	\$53,903.0	\$55,302.0	\$257.5	\$266.5
TOTAL	\$892,563.2	\$972,315.4	\$1,224,369.3	\$1,345,882.0	\$1,106,372.0	\$1,210,798.0
Debt Service	\$105,361.4	\$128,675.0	*	*	\$158,599.0	\$181,344.0

Revised 01/16/85
et

*to be provided by OPM.

LIST PREPARED BY CURRICULUM COMMITTEE

- 85-81 History (Add)
630. The Black Experience in American History
A historical study of black people's roles in and contribution to the political, social, and economic development of American society. Credit for 630 will not be given to students who have taken either 730 or 731.
4 q.h.
- 85-82 History (Delete)
730, 731. The Black Man in American History.
A historical study of black people's roles in, and contribution to, the political, social, and economic development of the American society. Prereq.: History 605 for 730; 606 for 732.
4 + 4 q.h.
- 85-84 Criminal Justice (Delete)
775. Contemporary Problems in Criminal Justice.
Lectures on contemporary issues in the criminal justice area. Topics are announced prior to enrollment. Prereq.: Senior standing and permission of instructor.
4 q.h.
- 85-85 Criminal Justice (add)
850. Contemporary Problems in Criminal Justice.
Lectures on contemporary issues in the criminal justice area. Topics are announced prior to enrollment. Prereq.: Senior Standing or permission of instructor.
4 q.h.
- 85-86 Business Education and Technology (Change)
521. Typewriting II.
Business letters, outlines, manuscript writing, and business reports. One hour of lecture, three hours of lab. Prereq.: BET 520 or equivalent.
2 q.h.
- 85-87 Business Education and Technology (Change)
522. Typewriting III.
Advanced typing problems, and machine transcription. One hour of lecture, two hours of laboratory. Prereq.: BET 521 or equivalent.
2 q.h.

LIST PREPARED BY CURRICULUM COMMITTEE

85-88 Business Education and Technology (Change)
620. Typewriting IV.
Advanced typing problems. One hour of lecture, two hours of
laboratory. Prereq.: BET 522.
2 q.h.

85-89 Business Education and Technology (Change)
621. Typewriting V.
Advanced typing problems. Two hours of lecture. Prereq.:
BET 620.
2 q.h.

85-90 Business Education and Technology (Change)
530. Introduction to Gregg Shorthand.
Theory of Gregg shorthand system will be presented along
with fundamentals of dictation and transcription. A
dictation speed of 60 words a minute should be attained.
Students will be required to spend a minimum of three
additional hours per week in open student-monitored lab.
Four hours of lecture. Prereq.: BET 505 or equivalent.
4 q.h.

85-91 Business Education and Technology (Change)
534. Alphabetic Shorthand I.
Principles of shorthand based on the English alphabet, and
development of a speed of 60 words a minute on business
letters. Prereq.: BET 505 or equivalent.
4 q.h.

85-92 Business Education and Technology (Change)
539. Alphabetic Shorthand II.
Reinforcement of transcription and dictation practices. A
dictation speed of 90 words a minute should be attained by
the completion of this course. Students will be required to
spend as many additional shorthand lab hours per week as
necessary in open student-monitored lab to attain this
speed. Four hours of lecture. Prereq.: BET 534 and BET
521.
4 q.h.

85-93 Business Education and Technology (Change)
630. Shorthand II.
Beginning transcription and dictation. A dictation speed of
80 words a minute should be attained. Students must spend

LIST PREPARED BY CURRICULUM COMMITTEE

an additional three hours per week in open student-monitored lab. Four hours of lecture. Prereq.: BET 521 and BET 530 or equivalent.

4 q.h.

85-94 Business Education and Technology (Change)

643. Electronic Files Management.

File structures and design; input and output formats; media selection; storage, safety and security issues; migration techniques, communication capabilities and user information requirements. Prereq.: BET 510 and BET 500.

3 q.h.

85-95 Business Education and Technology (Change)

704. Business Communications

The mechanics, psychology, and principles of effective letter and report writing and oral communication in business. Four hours lecture only. Prereq.: English 550 and BET 505 or equivalent.

4 q.h.

85-96 Business Education and Technology (Change)

706. Business Law.

The role of law in business; basic fundamentals of business law. Prereq.: BET 510 or BT 500.

4 q.h.

85-97 Business Education and Technology (Change)

731. Specialized Dictation.

Dictation and transcription in specialized fields: law, medicine, etc. Includes machine transcription. Four hours lecture only. Open student-monitored lab. Prereq.: BET 539 or 631, BET 620, or permission of instructor.

4 q.h.

85-98 Business Education and Technology (Change)

760. Office Work Experience for Teacher Certification.

To give Business Education students the opportunity to earn work experience hours to apply toward the one-year requirement for vocational certification. Students will work 200 hours in a supervised situation during the quarter. The course may be taken twice for a maximum of 400 work-experience hours. Prereq.: Education 501 and BET 522.

3 q.h.

LIST PREPARED BY CURRICULUM COMMITTEE

85-99 Business Education and Technology (Change)

810. Techniques in Teaching Typewriting.

Includes demonstration and practice of techniques in teaching typewriting, with emphasis on the psychology of skill development and currently accepted theories. Prereq.: Junior standing and BET 522.

2 q.h.

85-100 Business Education and Technology (Change)

830. Techniques of Teaching Shorthand.

Examines research in methods and techniques of teaching shorthand and its related areas. Includes techniques necessary for dictation, and criteria for transcription evaluation. Prereq: Junior standing and BET 630.

2 q.h.

85-101 Business Education and Technology (Change)

831. Alternate Shorthand Systems.

The fundamentals of Century 21, notehand, and other kinds of shorthand and how they differ from Gregg shorthand. Intended for business education majors and graduate students. Three hours lecture only. Prereq.: Junior Standing and BET 630.

3 q.h.

85-102 Business Education and Technology (Change)

860. Principles and Problems of Business Education.

The principles underlying the complete area of business education and its subareas: including such topics as nature, purposes, history and development, curriculum, educational levels, materials, equipment, administration and supervision standards, evaluation, guidance, public relations, job placement, research, teacher qualifications, legislation, and cooperation with business. Prereq: Education 704 or graduate standing.

3 q.h.

85-103 Business Technology (Change)

540. Principles of Marketing.

Introduction to marketing's role in society and within the firm; an overview of marketing strategy and planning. Includes international markets, forecasting targets, market potential, and sales. Prereq.: BT 500.

4 q.h.

LIST PREPARED BY CURRICULUM COMMITTEE

85-104 Business Technology (Change)
541. Sales Principles
Overview of selling function and its role in marketing.
Application of the selling process and sales psychology.
Prereq.: BT 500.
4 q.h.

85-105 Business Technology (Change)
560. Business Management Technology.
Concepts and methods in the general management of business enterprises. The influence of size, type and business purpose on management principles and practices. Prereq.: BT 500.
4 q.h.

85-106 Business Technology (Change)
582. Elementary Accounting Tech. III.
Extensive treatments of inventory, depreciation, cash proof journal, payroll. Prereq.: BT581.
4 q.h.

85-107 Business Technology (Change)
586. Financial Management.
Financial planning, problem analysis, capital budgeting, management of short and long-term financial assets. Prereq.: BT 582.
4 q.h.

85-109 Business Technology (Change)
632. Media Planning and Buying.
Techniques of planning and executing local, regional, and national advertising campaigns. Topics include syndicated media research, rate card structures, and distribution of media. Prereq.: BT 530.
4 q.h.

85-110 Business Technology (Change)
633. Retail Advertising.
Preparation of retail advertising for a variety of media. Includes development of store image, advertising planning and direct mail advertising. Prereq.: BT 530.
4 q.h.

LIST PREPARED BY CURRICULUM COMMITTEE

- 85-111 Business Technology (Change)
635. Visual Presentation.
The principles involved in interior, industrial, and window display of merchandise; organization, functions, and management of display departments, and their importance in both retail and industrial settings. Prereq.: BT 530.
3 q.h.
- 85-112 Business Technology (Change)
637. Radio and TV Advertising.
Study of radio and television as advertising media. Selecting stations, times, approaches, preparation and production of a variety of commercials. Prereq.: BT 530.
4 p.h.
- 85-113 Business Technology (Change)
640. Warehousing and Traffic Management.
Examination of transportation, warehousing, materials handling, containerization, inventory control, purchasing, and warehouse location. Prereq.: BT 540.
4 q.h.
- 85-114 Business Technology (Change)
648. Sales Management.
Procedures and techniques necessary to manage the sales force, including recruitment, orientation, compensation, supervision, and organization. Prereq.: BT 541.
4 q.h.
- 85-115 Business Technology (Change)
663. Office Management.
Principles and practices for effective office systems. Includes integrated office systems, alternative office designs, information management, and change techniques. Prereq.: BT 650 or BT 640.
4 q.h.
- 85-116 Business Technology (Change)
680. Accounting Analysis.
Income determination, current asset and current liabilities valuation. Prereq.: BT 582.
4 q.h.

LIST PREPARED BY CURRICULUM COMMITTEE

85-117 Business Technology (Change)
681. Accounting Systems for Small Businesses.
Spreadsheet analysis and integrated accounting systems.
Applications on microcomputers. Prereq.: BT 680.
4 q.h.

85-118 Business Technology (Change)
683. Cost Accounting.
Estimating, planning and controlling cost processes.
Includes standards, analysis of variances, cost and profit
selection, product pricing, budgets, distribution, and
control. Prereq.: BT 560 and 582.
4 q.h.

85-119 Business Technology (Change)
685. Nonprofit Accounting.
Concepts and reporting practices of non-profit
organizations. Prereq. BT 582.
4 q.h.

85-120 Speech Communication & Theatre (Change)
861. Drama II.
A study of 20th century dramatic texts in performance.
Includes a study of production histories with an emphasis on
the production company's role as interpreter in terms of
style, text, etc. Prereq.: Speech 762 or consent of
instructor.
4 q.h.

85-121 Speech Communication & Theatre (Change)
860. Drama I.
A study of dramatic texts in performance from antiquity
through the 19th century. Study of performance histories
with emphasis on how the scripts could be produced as period
pieces and/or adaptations for the modern stage. Prereq.:
Speech 762 or consent of the instructor.
4 q.h.

85-122 Music (Add)
518, 519. Survey of Music Literature.
An introduction to the elements of musical style with
emphasis on the acquisition and development of perceptive
listening skills. Study of representative literature from
all historical periods. Comprehensive listening assignments
are an integral part of the course. Music 518 is
prerequisite to 519.
3 + 3 q.h.

ATTENDANCE SHEET*

Academic Senate, 1984-85

Date: _____

APPLIED SCIENCE AND TECHNOLOGY

At-Large

Barbara Engelhardt	<u>BE</u>
Maureen Mitchell	<u>MM</u>
Nancy Mosca	<u>NM</u>
Maureen Vendemia	<u>MV</u>

Departmental

*Louis Harris, Allied Health	<u>LLH</u>
**James Kohut, Business Education	<u>JMK</u>
**Bari Lateef, Criminal Justice	<u>BL</u>
*Ajit Kumar, Engineering Tech.	<u>AK</u>
*Mary Beaubien, Home Economics	<u>MB</u>
**Diane Bateman, Nursing	<u>NB</u>

ARTS AND SCIENCES

At-Large

Everette Abram	<u>EA</u>
George Beelen	<u>GB</u>
Frederick Blue	<u>FB</u>
Barbara Brothers	<u>BB</u>
Paul Dalbec	<u>PD</u>
Janet Del Bene	<u>JD</u>
Leslie Domonkos	<u>LD</u>
Hugh Earnhart	<u>HE</u>
Larry Esterly	<u>LE</u>
Ikram Khawaja	<u>IK</u>
Howard Mettee	<u>HM</u>
Gratia Murphy	<u>GM</u>
Joan Philipp	<u>JP</u>
Sidney Roberts	<u>SR</u>
Lowell Satre	<u>LS</u>
John White	<u>JW</u>

Departmental

*Paul Van Zandt, Biology	<u>PVZ</u>
*Thomas Dobbelstein, Chemistry	<u>TD</u>
*Richard Bee, Economics	<u>RB</u>
**Thomas Gay, English	<u>TG</u>
*Renee Linkhorn, Foreign Langs.	<u>RL</u>
*Patricia Humbertson, Geography	<u>PH</u>
**C. Earl Harris, Geology	<u>CEH</u>
*Barbara Wright, Health/Phys. Ed	<u>BW</u>
**William Jenkins, History	<u>WJ</u>
*S. Floyd Barger, Mathematics	<u>SFB</u>
**Eugene Eminhizer, Philosophy	<u>EE</u>
*Edwin Bishop, Physics/Astronomy	<u>EB</u>
**William Binning, Political Sci.	<u>WB</u>
*Gilbert Atkinson, Psychology	<u>GA</u>
**Joan DiGiulio, Sociology	<u>JD</u>

BUSINESS ADMINISTRATION

At-Large

Dennis Bensinger	<u>DB</u>
Lawrence Davis	<u>LD</u>
E. Terry Deiderick	<u>ED</u>
Stanley Guzell	<u>SG</u>
Clement Psenicka	<u>CP</u>

Departmental

*Gerald Smolen, Accounting	<u>GS</u>
*Anne McMahon, Management	<u>AM</u>
**Phyllis Stoll, Marketing	<u>PS</u>

EDUCATION

At-Large

James Douglass	<u>JD</u>
Glorianne Leck	<u>GL</u>

Departmental

*Dorothy Scott, Elementary Ed.	<u>DS</u>
**Joseph Kirschner, Foundations	<u>JK</u>
**Lawrence DiRusso, Guidance/Coun	<u>LD</u>
*Louis Hill, Secondary Ed.	<u>LH</u>
**Robert Nickelsburg, Special Ed.	<u>RN</u>

*Effective: February 18, 1985

ENGINEERING

At-Large

Jack Bakos

Salvatore Pansino

Departmental

**T. K. Slewcki, Chemical Eng.

**Javed Alam, Civil Engineering

*Philip Munro, Electrical Eng.

*Hojjat Mehri, Industrial Eng.

*Thomas Elias, Mechanical Eng.

FINE AND PERFORMING ARTS

At-Large

Frank Castronovo

Darla Funk

Joseph Lapinski

Louis Zona

Departmental

*Richard Mitchell, Art

*Donald W. Byo, Music

**James LaLumia, Speech/Theatre

STUDENT

At-Large

Greg Ball

J. Lisa Hardin

Kathy Jickess

Kristy Organ

Steve Schmidt

Pam Tolliver

School/College

Dana Sutton, Arts/Sciences

, Business Admin.

Francine Palumbo, CASI

Mary Matthews, Education

Brian Evans, Engineering

Dwayne Williams, FPA

Steve Burks, Graduate Programs

Ex-Officio

Tony Dudzik, Student Council Chairman

Walt Avdey, Student Council President

ADMINISTRATION

Taylor Alderman

H. Robert Dodge

David Genaway

Bernard Gillis

Sally Hotchkiss

Charles McBriarty

David McBride

Jon Naberezny

Victor Richley

David Ruggles

James Scriven

George Sutton

Gloria Tribble

L. Allen Viehmeyer

Bernard Yozwiak

Key: *Departmental Senator in first year of two year term.
**Departmental Senator in second year of two year term.

INTER-OFFICE CORRESPONDENCE

TO MEMBERS, THE ACADEMIC SENATE

DATE 1 APRIL 1985

FROM Larry E. Esterly, Chairperson

L. E. Esterly

SUBJECT: MEETING, THE ACADEMIC SENATE
WEDNESDAY
3 APRIL 1985
4 p.m.
ARTS AND SCIENCES AUDITORIUM, DEBARTOLO HALL

The agenda for the April meeting is a fairly crowded one--of particular interest, the report of the Library and Media Center Services Committee, John Turk, chairperson; and, the report of the Ad Hoc Subcommittee for Review of the Black Studies Program, Fred Blue, chairperson.