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ACADEMIC SENATE MINUTES

JUNE 2, 1993

CALL TO ORDER

Virginia Phillips, Chair, announced a quorum and called the meeting to order at 4:08 p.m.

One item should be added to the Agenda under New Business. Provost Scanlon has some information to share with the Senate on the topic of Functional Mission Statements.

MINUTES OF MAY 5, 1993

Motion to Approve Minutes

C. McBriarity moved the Minutes be approved as distributed. Motion seconded by W. Barsch. Minutes approved as distributed.

ELECTIONS AND BALLOTING COMMITTEE REPORT

K. Feld reported. All Senate elections are completed. A report is still due from the Engineering and Technology College. Results will be appended to the Minutes of today's meeting (See Appendix G).

CHARTER AND BYLAWS COMMITTEE REPORT – ITEM 923-13

D. Rost reported for M. J. Beaubien.

The proposed change will shorten the section that outlines the ballot procedure specified for each academic year and still maintain the random nature of the ballot.

Motion to Approve Change in Bylaw 3, Section 3 (b)

D. Rost moved and G. Sutton seconded that Bylaw 3, Section 3 (b) be changed to substitute the following for the current section: "On all election ballots, with the exception of those for At-Large Senators, the names shall be listed in alphabetical order. On the ballots for At-Large Senators, the order of names shall be determined by the drawing of lots of nominees' names by the College's Election and Balloting Committee Representative."

Motion Carries.

SENATE EXECUTIVE COMMITTEE REPORT

There have been four Senate Executive Committee meetings since the last Senate meeting.

The SEC Chair has met with President Cochran and Provost Scanlon during this quarter. Both the President and the Provost were sensitive to SEC concerns. My feeling is that a good rapport has been established with the Administration and that a good working relationship will become evident during the next Academic year.

SEC members will be represented on a Task Force that will be meeting this summer to develop a functional mission statement. The Provost requested that members of the SEC serve on this committee. Virginia Phillips, Chair, and C. Alan Pierce will represent the Senate. Provost Scanlon will be discussing this issue later today and a copy of the document from the State on this topic will be appended to the Minutes (see Appendix A).

I have asked the Academic Programs Committee to review and redraft the flowchart that explains the flow of Program Changes to clearly show that the report from the Academic Programs Committee is for information only. The Senate should deliberate as a court of last resort if any academic unit or faculty member disagrees with the report; however, the motion should be to set aside the recommendation of the Academic Planning Committee and should be moved by the individual(s) who disagree with the report.

Several Senate Committees and the Senate Executive Committee will be meeting during the summer months to ensure that important issues are dealt with and concluded on a timely basis. I would ask that all committee members provide your committee chair with summer telephone numbers and addresses in the event it becomes necessary to convene a meeting. Some committees will be asked to organize for the 1993-94 academic year before the end of this academic year to insure a quick start in the fall quarter.

The Senate Committee appointment process is complete. Committee assignments will be appended to the Minutes for this meeting (See Appendix B). All individuals who were appointed should receive a letter next week notifying them of the appointment. All individuals who applied and were not selected (there were many applications for a relatively few slots) will receive a letter asking them to be certain to fill out the survey form we expect to have in your mail boxes on or about September 15 inviting faculty to express an interest in serving on the Administrative Committees.

Please read the material that accompanies the Administrative Committee Survey Form carefully as we anticipate several major changes in the Administrative Committee structure.

Also, if it is necessary for Administrative Committees to meet through the summer (I know some committees will be meeting), those faculty appointed for the 92-93 academic year should continue to serve. Please make every attempt to attend scheduled summer meetings.

The first meeting of the Academic Senate is set for October 6, 1993. This is an important meeting. All newly elected Senators and continuing Senators should plan to attend. In addition to our usual items of business -- nominations for Senate Chair and Charter and Bylaws Committee -- the Academic Planning Committee plans to present a report and my expectation would be that the Provost will have a statement to make on the progress of the Mission Statement Task Force. Agenda items should be delivered to V. Phillips. Mail them to Cushwa Hall, Room 3077, or hand deliver them to Meshel Hall, Room 305. The Agenda deadline is September 23.

UNIVERSITY CURRICULUM DIVISION COMMITTEE REPORT - ITEM 923-14

The attached report is for Senate information. Dr. Haggerty, the Committee Chair, does have a few remarks to make.

The University Curriculum Committee processed 134 course proposals this year. Of these, 9 were either withdrawn or returned to the departments because of objections that were not resolved or they were withdrawn by the originating departments. I would like to thank those individuals who took the time to read the circulated courses and wrote comments. In most cases those comments and/or objections enhanced the course descriptions. The forms for course proposals are dated 88-89. Every once in a while, an outdated 1984 form surfaces and when that happens we have to return them to the department to have them retyped as they do not give us the information that we need. So in submitting your proposals next year if you run across those outdated 84 forms, maybe you should just put them in the recycling bin. In addition, it's also important to submit your proposals early as the procedure for approval can sometimes be lengthy. Thank you.

ACADEMIC PLANNING COMMITTEE REPORT - ITEM 923-15

D. Rost, Chair, reported. The report is appended as Appendix C.

Motion to Appoint Coordinator for Two-Year Programs.

D. Rost moved the following: "It is recommended that the administration appoint a coordinator for the two-year programs, including technology, to ensure that all information and program changes anticipated or actual from the Ohio Board of Regents be communicated to all individuals responsible for administration of the two-year programs in a timely manner." Motion seconded by K. Kougl.

G. Sutton--The word coordinator bothered me initially because I can see that we now are preparing and overlaying administration to deal with the inherited two-year programs for the college of Engineering and Technology. Our primary concern is accreditation. I suppose that something is likely to come out of Columbus that will foul that up, but it is doubtful that anything is going to be that fast. If you really need somebody to bird dog what's happening in Columbus, I wish you could come up with a better title than coordinator so that it doesn't appear that you put another layer of government over us.

Dean Yemma, College of Health and Human Services--I would like to comment on this motion also from the standpoint of having been involved in two-year programs for a long time. Our programs are essentially accredited programs and we certainly have coordinators that work very hard in each program to maintain accreditation and to keep abreast of changes. I also would not like to see another administrative layer be put between our chairs and coordinators. Our coordinators are actually in the field; therefore, they deal with the programs. We have a coordinator for every program and, therefore, I don't think there is any need here. If we want a liaison, okay. George likes that word liaison. If we need that, I have no problem with that in that I am in contact with organizations that deal with two-year programs. Keep in mind two-year programs are not dying; they're certainly viable and we intend to put more on and remember that we have two plus two programs that lead to the Bachelors and eventually the Masters so they are very important; and nobody intends on neglecting them or phasing them out. So please give it careful consideration.

Dr. Rost--I think that liaison would be a good word. Our intention was not to add additional layers but to try to facilitate the information flow from Columbus. One individual rather than several would be responsible for maintaining contact and disseminating information to concerned individuals. I will take responsibility to the committee for accepting that substitution.

Floyd Barger--I would speak in favor of the motion. I think it is important for the University to have one person serve as a liaison because there are possibilities of developing new two-year programs in Colleges which currently do not have two-year programs. At the time the two-year programs were introduced they were all in CAST; and now they have been dispersed to Arts and Sciences, Engineering and Business. But there are possibilities that other schools could develop two-year programs; so to encourage that when it is appropriate, I think it is good to have one person to serve as a central clearing house so I would support the motion on the floor.

Janice Elias--I did have three concerns. It seems to me that maybe this motion is a little premature as the current faculty coordinators and chairs that deal with two-year programs do not seem to have been consulted by the committee as to whether they felt there was a need for someone to do this. Secondly, we are going to have a new Assistant Provost for Academic Planning and might not some of this coordination of two-year programs be part of that person's responsibilities. Thirdly, we're creating another administrative position in a time of tight budgets and the Associate degree programs do need more resources; but I'm not sure that they need them in that particular area. So if money is going to be spent, do something to enhance the associate degree programs. I would rather see that money put into a faculty position or more resources for the programs. So I would suggest that maybe this should be delayed in order to see what the feeling is of the faculty and coordinators that are in these programs.

Vote on motion resulted in an indecisive voice vote. The Chair requested a show of hands. There were 14 votes for and 26 votes against the motion. Motion Defeated.

ACADEMIC RESEARCH COMMITTEE REPORT - ITEM 923-16

Dr. Rollin reported.

There has been a considerable number of meetings this year concerning the question of research on this campus. The report that I have today consists of two parts, one concerning Quest and another concerning the committees on research grant support groups. Concerning Quest, there is an attachment to your Agenda. There have been a few changes in the format of Quest since its inception. Attendance has become a serious problem. Perhaps it would be advisable to do the following.

1. Create some criterion for a narrower selection of papers.
2. Consider a rotating emphasis for each Quest event; by topic or department.
3. An interdisciplinary topic might also work.
4. Consider recruiting a nationally known keynote speaker to help gain campus and community attention.
5. Find funding sources to support the above.
6. Reduce the number of events to consolidate audiences. While attendance is certainly not the only criterion, presenters have been demoralized by small audience showings.

7. Consider making it mandatory that paper sessions be correlated with classes currently being offered and perhaps even take place in respective classrooms.
8. Consider correlating Quest with "co-curricular" activities of the University Scholars and Honors Programs.

The Committee feels that the above points should be considered in conjunction with the new Graduate Dean and that a new policy be delineated this fall.

Again these are informational comments. Now concerning the Committees on Research Grants Support Groups, the Graduate Dean appointed five committees. I will briefly try to summarize the reports from these committees.

For Arts and Sciences, there isn't one yet.

Business -- Since 1990 the Dean's office has circulated a periodical called Funding Alert listing grant opportunities and finance marketing, accounting management, etc. Recently, the newsletter was discontinued and it has been requested that it be reinstated. To reduce the cost of doing research requests, establishment of the faculty database listing current projects and encouragement of collaborative efforts across departments should be implemented.

Education -- They included a list in order of priority. (1) Organize workshop by grant recipients before the full classes of this coming year. (2) Collect a profile of grant activity on campus and circulate it. (3) Newsletter listing grant opportunities (4) Inventory research interests (5) Coffee hours for discussion groups pertaining to research (6) Address incentives such as release time, matching funds, computer time. (7) Add grant applications as scholarship component to the contract.

Science and Technology -- They also included a list of points (1) Change traditional perception of workload at YSU to include a research component (2) Research time. Under research there are a number of points:

- a. reduced teaching loads for productive researchers and be aware that is not a question of having time-off but rather part of the workload
- b. provide productive researchers with teaching assistants to help with classroom duties.
- c. two sections of same class to cut down preparation time
- d. give active research faculty first choice of scheduling times to help have continuous stretches of time for research activities
- e. consider automatic departmental release time for faculty with outside funding sources
- f. require new faculty to seek external funds as part of the tenure process

(3) Research activities of particular departments should be compared to like departments at other Universities, not different departments of YSU. (4) Encourage departments to produce scholarly output or research in a manner similar to departments of other Universities and not only with other state Universities and not typecast one university as a certain type of university but rather to deal with research per se (5) URC University Research Counsel should encourage seeking of outside funding perhaps even by rewarding faculty members with research money each time they prepare lengthy applications for external funding even before the external award takes place (6) Adequate support staff responsible for one pre-award activity and proposal preparations to post-award activities (accounting, billing, secretarial support, etc.) (7) More recognition for faculty active in research (8) Publicize the fact that release time

can be requested for grant writing activities even at present (9) Clarify status of matching funds. The official procedures regarding the different types of proposals need to be clarified.

Human Services Social Policies -- (1) Change clerical policy so that grant writing is a priority (2) Include grant writing as part of scholarship priority and promotion guidelines (3) Grants bulletin board for 1993-94 accessible by PC (4) Administration sponsor a grant workshop in 1993-94 (5) Increased motivation, decreased workload, promotions and release time.

I think it's interesting to editorialize a little bit. There is a rather consistent repetition of certain themes which appear in the reports that I just outlined.

See Appendix D for list of members of research support groups.

ACADEMIC STANDARDS AND EVENTS COMMITTEE REPORT - ITEM 923-17

Dr. Maraffa reported.

At the March 5 meeting of the Senate, I presented a brief interim report on the progress of the Academic Standards and Events Committee's investigation of the SB140 program. Since that time we have continued our analysis of the program. We are now reporting to the Senate and have a motion to offer.

The committee gathered considerable data on the program and the student participants. A summary of the data will be appended to the Senate Minutes (See Appendix E). Several conclusions were reached from the data:

- 1) The program has grown and will continue to grow. In its first year there were 25 students in the program. This year there are nearly 70. The level of interest suggests that over 100 students will be involved next year. SB140 is larger now than the University Scholars Program will be in two years.
- 2) Despite its growth, SB140 students continue to perform well at YSU. Fall and Winter Quarter grade reports are consistent with previous reports presented to the Senate. Through Winter 93, a total of over 590 grades were reported for SB140 students; of these, 47% were As, 32% were Bs and 15% were Cs. Less than 7% were Ds, F/NC, or W.
- 3) SB140 does not cost YSU anything monetarily and benefits YSU by providing early access to a group of good students. Over 40% of SB140 students subsequently enroll at YSU, a percentage higher than that for the pool of such students as a whole.
- 4) SB140 students benefit from early exposure to YSU and no-cost college credit. Up to two years college credit can be earned.

With growth have come some problems. On one hand the following complaints are raised: (1) SB140 students are abusing the program by taking too many credit hours; (2) SB140 students are not

ready for the college experience; (3) the program negatively affects high schools by removing some of their most capable students.

SB140 students complain that they are treated as second-class students and would like some of the current restrictions on registration removed.

The committee evaluated these issues and could find no cause to significantly change the nature of YSU's policies toward SB140. There have been a few specific problems and there will be more as the program grows. However, the program seems to work for both the students and YSU.

Our motion concerns limiting the number of hours SB140 students may take. Problems and apparent abuses increase when students take significantly more than 12 hours. Limiting students to 12 hours would (1) affect fewer than 20% of current SB140 students, (2) make YSU's policies more consistent with the apparent intent to supplement, not replace high school.

Motion to Limit SB140 Students to Twelve Hours Per Quarter

T. Maraffa moved "That SB140 students be limited to twelve hours per quarter unless an exception is granted by the Dean of the College of Arts and Sciences or a designate." Motion seconded by H. Earnhart. Motion Carries.

HONORS AND ICP COMMITTEE REPORT - ITEM 923-18

T. Copeland reported.

The bottom line of my report is being passed around now. I apologize for not having it ready for the Agenda. You can examine it while I read our report.

The creation of the position of Director of the University Scholars Program gives us hope that the position of Director of the Honors Program may be redesigned upon that model. At present, directing the Honors Program is an extra assignment for a full-time administrator who receives no release time for it. The Senate has already requested the administration to make the direction of the Honors Program a paid position, but to no avail. Perhaps this year we can hope for success.

It is particularly important that an Honors Director be appointed before the current director's retirement because next year will be a period of dynamic growth for the Honors Degree Program. The committee desires and expects that ultimately there will be no distinction between the University Scholars Program and the Honors Degree Program except that University Scholars receive a full scholarship for four years and are required to perform certain service projects that provide them and to some extent the rest of the university community with enriching "co-curricular" experiences such as "shadowing" with professionals, internships (paid and unpaid), a debate forum, and visits to regional museums, concerts, plays, and political debates.

At present, however, the two programs differ significantly. Their development will be greatly facilitated by having two very active and paid directors working cooperatively.

Specifically, next year's agenda for the Honors Program may include the following:

1. The idea of prescribing Honors work more fully than is done at present must be examined. For example, it has been suggested that we should require Honors work in areas other than the seminars and the major and that we should require a senior project of students not in departmental honors as upperclassmen.
2. Guidelines may be set to help faculty develop appropriate courses.
3. A program may be established to supply Honors students with faculty mentors.
4. Special orientation may be provided for all students entering the Honors Program.

Before making major changes in the program, however, the director must answer some difficult questions:

1. How many requirements can we reasonably add to an admittedly languishing program before we begin to run into various sorts of resistance—e.g., conflicts with curricula mandated for specific career objectives? The current program does not face this problem. To avoid it, the director will need frequent consultation with the director of the University Scholars Program to find out how these freshmen respond to the amount of direction they will be receiving.
2. Should we expect Honors students to excel in all of the areas in which students must take courses in order to graduate, or is there room in the Honors Degree Program for students whose talents are more narrowly focused? Right now there is. Should there be?

In order to develop the components of an expanded Honors Program, the director will need to do at least the following:

1. Study the recommendations of the consultant coming here in October (Samuel Schuman, Chancellor of the University of North Carolina at Asheville and past president of the National Collegiate Honors Council)
2. Survey all relevant data on the YSU student and faculty populations
3. Solicit ideas and proposals campus-wide on ways of expanding the program and of making it more attractive to students.
4. Meet with many different groups and individuals

Meanwhile, the director must also attend to the sort of business that we hope will become routine as the program picks up speed. For instance, the records of every student seeking the Honors Degree must be examined periodically and counselling must be offered. Lists of entering freshmen eligible for the Honors Program must also be generated annually. Although not a great burden in itself, this task does require yearly contact with ACT and SAT, and it is enough of a chore that Student Data Services declines

to do it, recommending that a designated individual be charged with this task and work with the Computer Center on it.

All this will require much time and energy, and we hope that whoever does the work will be properly compensated.

It has been suggested that in asking for a director before we have refined our program we are putting the cart before the horse, but this is not the case. We have a cart already—a fairly rudimentary model, it's true, but a cart all the same. And we have passengers already aboard; a goodly number of students have already been registered in fall Honors courses, and many others at every rank have taken Honors courses in the past and are eligible to pursue the Honors Degree. What we now need is something in the traces, or we ain't goin' no place. But as for a horse—well, a horse hasn't very good vision, I am told, and its ideas about which road to follow are seldom creative. It's not a horse we need to hitch this wagon to.

Motion to Recommend A Position of Director of Honors Program

I therefore move that the Senate recommend to the administration the appointment of a current faculty member with earned tenure to the position of Director of the Honors Program, an appointment carrying at least 1/2 release time and appropriate summer assignment. The only prerequisites would be the Ph.D. or equivalent, interest, and talent; previous administrative experience is not mandatory. The Honors Director would report to the Assistant Provost, with the Honors and ICP Subcommittee continuing to oversee and approve course proposals and changes in the program. The duties of the Honors Director are outlined below:

The Honors Director will have primary authority and responsibility for planning, managing, and administering the Honors Program, subject to overview of the Honors and ICP Subcommittee of the Academic Senate.

Planning:

The Honors Director will prepare an annual plan which, after approval by the Honors and ICP Committee, will be submitted to the assistant provost for approval. Major components of this plan:

Periodic revision of the mission statement, to be submitted for approval to the Honors and ICP Committee and the Faculty Senate

Establishing objectives for the program in cooperation with the Honors and ICP Committee (number and types of students, courses, activities, facilities/equipment, and faculty)

Designing strategies for recruiting students and faculty, improving courses, and securing support for the program

Determining the content of the program (schedule of courses and activities)

Management:

The Honors Director will develop and manage activities related to publicity, student recruitment, mentoring, and advising. As part of the management function, the Honors Director will represent YSU in the National Collegiate Honors Council and the Mid East Honors Association. The Honors Director will work in cooperation with the Honors Residence Director in using space and will interview non-Honors students who apply to live in the Honors Residence.

Operational Administration:

The Honors Director will develop and manage an information system for maintaining records, monitor students' progress toward the Honors Degree, evaluate and certify students, evaluate courses and faculty, document program content, and maintain a physical day-to-day presence for advising and interacting with students and faculty.

Motion seconded by G. Sutton. Motion Carries.

LIBRARY COMMITTEE REPORT -- ITEM 923-19

H. Earnhart reported.

Much work was done during the year dealing with the transition of departments between colleges and the funds reallocations required because of the transition. The Committee members were thanked for the important work that was done.

Motion to Approve Library Allocation Found on Page 13 of the Agenda

H. Earnhart moved acceptance of the Library allocation found on Page 13 of the Agenda. Motion seconded by J. Yemma. Motion Carries.

STUDENT ACADEMIC GRIEVANCE SUBCOMMITTEE REPORT -- ITEM 923-20

The report is appended to the Agenda. Dr. McBriarity will answer questions if there are any. No questions were raised.

CONTINUING EDUCATION COMMITTEE REPORT -- ITEM 923-21

Dr. Hicken reported.

A report was available on the back table. There were no questions raised relative to the report. The report is appended as Appendix F.

STUDENT ACADEMIC AFFAIRS REPORT -- ITEM 923-22

The Chair reported that she had talked to Dr. Deiderick, Chair of the Committee, and he indicated there had been no significant discussion items this year. Last academic year, the committee had a rather busy agenda. He does expect a communication soon that will involve work for the Committee.

UNFINISHED BUSINESS

F. Barger--What is the status of the motion for a liaison for the two-year programs?

Chair--The motion was defeated. It can only come back to the Senate as a new motion.

NEW BUSINESS

Dr. Scanlon was recognized by the Chair.

I want to talk a little bit about something that you may already know about and if you don't, you certainly should know about it. When I arrived here in January, one of the first things I did is recognize that the Board of Regents would ask Universities in January of 1994 for restatements of their mission and goals even though at that point we had no specific guidance from the Board of Regents as to what they wanted in those statements. I asked colleges first in the winter quarter and then in the spring quarter for departments to take a look at their mission and their goals and to develop draft statements recognizing that for more than one reason and certainly because we had no guidance at that point from the Board of Regents there would be a need to write drafts and redraft. And certainly college mission statements would need to be redrafted after the departmental mission and goals statements were developed; that, in fact, the University mission statement and its redraft and the drafting of University goals should be informed by what departments and colleges saw as their central purposes and their directions. In April the Board of Regents finally produced guidance for Universities on the development of their mission statements. They produced a statement which will be appended to the minutes from this meeting for all of you to read on what they called the development of functional mission statements by colleges and Universities public colleges and Universities in Ohio (See Appendix A). That statement from the Board of Regents was provided to the President in April. The President provided it to me mid-April. I provided it to Deans and we talked about it. I provided copies to the Academic Planning Committee in May and in a recent meeting of department chairs, Academic department chairpersons were provided copies. Many already had them through their Deans which is what I had expected would happen. We discussed what, in fact, the intentions were or seem to be of the Board of Regents. I've asked the Deans to provide me, so that I can provide to the Academic Planning Committee of this Senate, copies of the most recent drafts of the mission statements of departments and colleges and their goal statements by June 11. This will begin a process of the development of a new mission and goals statement for the University to develop a draft of that statement which will be provided universally to University employees to faculty, to staff people, to administrators, and to any students who are interested. I'll convene a task group at the beginning of July. The task groups activities will be informed by what the departments and the colleges have developed and by the existing statement of mission and goals for the University. This task group will consist of members of the Senate Executive Committee, the Academic Planning Committee, myself and the Assistant Provost, representatives from Student Affairs Administrative and Financial Affairs and from Student Government.

The task of this group is sometime between July and September when the University resumes in the fall quarter to develop a draft statement informed by what departments and colleges have produced during the winter quarter and the spring quarter, informed by what the present statement is of the University's mission and goals, and shaped by the guidelines that are provided by the Board of Regents. Those guidelines essentially ask Universities to look at their missions, to look for focus in their missions, to determine what differentiates them from other colleges and universities in Ohio or elsewhere -- I suppose to develop not only statements of mission but also statements of goal and strategies to achieve goals and to look out in the future three years and six years in the development of those goals and strategies. By January 1994 we must provide our statements actually as a draft to the Board of Regents for their review and comment, and I suppose returned to us. Backing up from that date we need to develop a draft statement here in the University by the beginning of the fall quarter. It needs to be circulated throughout the University. It needs to be reviewed revised appropriately and come through the approval process of the Academic Planning Committee of the Senate and the Senate. It needs ultimately to go the Board of Trustees at its meeting in December so that it can be in Columbus in January. As Duane indicated earlier the Academic Planning Committee sees this as an opportunity and so do I. I see this as an opportunity not only for us to develop a sense of community and develops goals and direction but also for us to assert some fundamental very positive truths about this University to Columbus in ways that will enhance our presence and give us, I hope, greater presence in the thinking and decision making that takes place in Columbus.

ADJOURNMENT

C. Pierce moved the meeting be adjourned. Motion seconded by W. Barsch. The Chair declared the meeting adjourned at 5:05 p.m.

ATTENDANCE SHEET

Academic Senate, 1992-1993

DATE: June 2, 1993

APPLIED SCIENCE AND TECHNOLOGY

At-Large

William Barsch
 Maria Delost
 Steven Gardner
 Anthony Messuri
 Virginia Phillips

WB
 MT
 JRG
 APM
 JP

Departmental

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

Kef
 RP
 SRB
 E
 MK

ARTS AND SCIENCES

At-Large

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

FB
 B
 DAL
 HE
 WJ
 FK
 LS
 SS
 RT

Departmental

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

JM
 BK
 MK
 RW
 MB
 ST
 NW
 BGR

BUSINESS ADMINISTRATION

At-Large

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

DB
 JD
 RK
 JR
 ES
 HW

Departmental

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

IH
 CP
 DB

EDUCATION

At-Large

Peter Baldino
 Susan deBlois

—
 —

Departmental

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

—
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 JM
 —
 DM

+Effective:

September 30, 1992


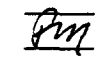
* First year of two-year term
 ** Second year of two-year term

ENGINEERING

At-Large
Martin Cala
Duane Rost



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

FINE AND PERFORMING ARTS

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






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



STUDENTS

At-Large
Julie Allhouse
John Durkin
Megan Matthews
John Woodall
Jaida Brady




School/College
Mary Durbin, Education
Sharon Texter, Performing Arts
Brend Dorazio, Business
Jerry Barnett, CAST
Sharyn Campbell, Arts and Sciences
Jason Fleming, Engineering
Mike Graham, Graduate School

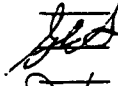



Ex-Officio
Bill Burley, Pres., Stu. Gov.
Pat Billett, V. Pres., Stu. Govt.
Dave Hall, Second V. President

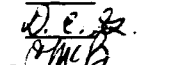
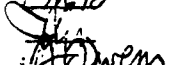
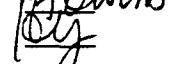

ADMINISTRATION

James Cicarelli
Gordon E. Mapley
David P. Ruggles
James Scanlon
George E. Sutton
David Sweetkind
John J. Yemma



Barbara Brothers
Shirley A. Carpenter
Robert Beebe
David C. Genaway
Charles A. McBriarty
Richard A. McEwing
Alfred W. Owens II
Harold Yiannaki

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

senrost.923/dallas
revised 4/15/93

THE OHIO BOARD OF REGENTS

**THE CONCEPT AND PREPARATION
OF A FUNCTIONAL MISSION**

April 6, 1993

FUNCTIONAL MISSION

Throughout 1993, higher education in Ohio, along with the public and legislative leaders, debated the statewide report, *Managing for the Future*. This healthy examination led to a number of recommendations, changes and reaffirmations by the Board of Regents in its position paper, *Securing the Future of Higher Education in Ohio*. One of the strongest points of agreement within that report was the statement of priorities for higher education:

- Meet the diverse needs of students and optimize their achievement;
- Assure excellence in academic programming;
- Increase productivity and reduce costs;
- Ensure accountability;
- Strengthen leadership and management effectiveness;
- Secure resources to make higher education affordable.

If Ohio is to achieve its goals for the future, higher education must expand its cooperation and collaboration through a network of institutions that serves state and regional priorities. In this partnership, each college and university will set its own mission and goals in concert with state and regional priorities. The Regent's role is one of providing

assistance as needed and of affecting coordination to ensure responsiveness to statewide priorities.

Central to the process of mission reexamination is the need for a functional mission--one that goes beyond the often vague and general mission statements that are common practice today. This paper is offered to stimulate a campus level re-examination of missions through its discussion of the concept of a functional mission and its suggestions to assist you in preparing one.

A Functional Mission

Within higher education, it is common practice to prepare college and university mission statements that are brief and highly general. Their emphasis is on the values and ideals that are important to a college or university. Generally these values and ideals are ones that are shared or held in common with other colleges and universities. For this reason, mission statements are often very similar, making it difficult or impossible to distinguish one institution from another. For example, nearly all missions for four-year colleges and universities state an identical, over-arching commitment to providing quality instruction, research and public service. For purposes of providing a strategic focus and a foundation upon which to base planning activities, most mission statements are less than effective. They are so for a number of reasons.

- They do little to focus academic activities within the college or university or provide the context within which priorities are identified.

- They lack specificity or clear purpose and are often too vague or rhetorical.
- They represent a compromise designed to include all possible interests and activities.
- They are too value oriented to provide a clear sense of the college or university's purpose.

While understanding the values and ideals of higher education is important, sound planning requires functional missions which identify the focus of an institution and its unique character. A functional mission provides a strategic focus and a foundation for planning activities. It has four discernable characteristics:

- it clearly identifies the college or university's overall purpose and how its energies are focused.
- it describes with specificity the scope and character of the teaching, research, and service activities of the college or university.
- it identifies and describes activities that distinguish the college or university from others.
- it describes the general commitments the college or university will pursue in the future.

A functional mission clearly states what a college or university is and what it is not. It states what it does for whom, how it does it and why this is important. In doing so, it meets the following conditions.

- It identifies the distinctive strengths of the college or university.

- It defines the organizational culture of the college or university.
- It provides realistic and obtainable goals.
- It allows flexibility in implementation, but is not so broad as to lack focus.
- It provides future directions for the administrators, faculty and staff in the college or university.

A functional mission provides the basis for defining the goals and objectives of a college or university and the context within which priorities are identified. This requires a knowledge of programmatic strengths and weaknesses.

- What disciplinary emphases are central to the mission of the institution?
- How is this disciplinary emphasis evident in the policies of the institution and in its allocation of resources?
- What is the comparative emphasis given to instruction, research and public service at the institutional level? At the program unit level?
- What is the relative emphasis given to undergraduate and graduate education at the institutional level? At the program unit level?
- How are these emphases recognized and valued in the institution's reward system for faculty and administrators?

Knowing the answers to these questions is important to understanding an institution's identity.

An institution's commitment and intent in fulfilling its mission depends in large measure on the constituencies it seeks to serve.

- Who are these constituencies?
- What are their needs and expectations?
- How do we know that these needs and expectations are being met?

These are important service questions that every college and university should be able to answer with clarity and precision.

The focus of a functional mission is on the present. It clearly identifies and describes what the college or university is like today. At the same time, however, opportunities and challenges posed by current or projected fiscal and social realities must be taken into account. This requires a vision for the future.

- Where does the institution see itself in three years? In five years? In ten years?

This vision is expressed as a set of goals and objectives to guide the institution in its decision making, as well as those strategies that will be followed to realize the goals and objectives. These goals and objectives should enhance the institution's uniqueness and focus. They should be set in the context of the present and evolving priorities of the state, the institution's region or service area, and the constituencies who are served.

Format for a Functional Mission

Much of the information that is needed to prepare a functional mission already exists at most colleges and universities. It is available, in part, in strategic plans and accreditation studies. Although these strategic plans and accreditation reports may be used in preparing a functional mission, it is important that they be distilled to extract only the information required in a functional mission.

The following format will be helpful in the preparation of a functional mission. Part I identifies the focus and unique character of the institution. Part II describes how that focus is evident in the institution's services to constituencies. Part III identifies specific goals and objectives that support the institution's commitment to its mission and provide a vision of its future.

Part I. INSTITUTIONAL IDENTITY.

Describe the present focus and unique identity of the institution. What should come across most strongly is a sense of purpose linked to a specific identity that sets this institution apart from others in the State of Ohio. The description should include the following:

- A. A summary of the purpose of the institution.
 1. Its focus in providing educational services to Ohioans.
 2. The educational attributes or characteristics that make it unique.
 3. Its commitment to meeting statewide priorities in higher education.
 4. Its commitment to meeting regional needs in Ohio

- B. The identification of functional emphases. This should be expressed in both quantitative and qualitative terms.
1. The comparative importance of instruction, research and public service.
 2. The comparative emphasis given in the faculty reward system to instruction, research and public service.
 3. The comparative emphasis given to instruction, research and public service in the annual evaluations of the performance of faculty and administrators.
- C. The disciplinary emphases that are central to the institution's mission.
1. The institution's particular strengths in instruction, research and public service.
 2. Institutional support for innovative programs in instruction, research and public service.
- D. The relative emphasis given to graduate education, baccalaureate instruction and general education.
1. The percentage of undergraduate students relative to graduate students
 2. The proportion of general education courses taught by regular faculty. By part-time faculty. By graduate teaching associates.
 3. The proportion of regular faculty time spent in undergraduate teaching relative to graduate/professional instruction.
- E. The relative emphasis on research.
1. Institutional programs that provide support to faculty research.
 2. The proportion of its general revenues that the institution spends in support of research.
 3. The average amount of sponsored research per faculty FTE over the last three years.
- F. The relative emphasis on public service.
1. Institutional support for technical programs that meet state or local community needs.

2. Programs that provide for the work training and retraining needs of local communities.
3. Program and administrative linkages to local business and industry.

II. CONSTITUENCIES SERVED.

- A. Identify and provide a general description of the external constituencies served by your institution.
- B. Explain the process by which the institution determines the educational service expectations and requirements of its constituencies.
- C. Explain the process by which the institution evaluates its performance in meeting those expectations and requirements.

III. GOALS AND PRIORITIES.

Important to a functional mission is a set of academic goals which take the form of general statements about a college's or university's aspirations. Progress towards the achievement of those goals is made through an accompanying set of objectives which are stated in the form of measurable achievements. Finally, there is a set of specific strategies for achieving the stated academic objectives.

- A. Identify and discuss five strategic goals, objectives and implementation strategies to be realized in the next three years. (These should be quite specific).
- B. Identify and discuss five strategic goals, objectives and implementation strategies to be realized in the next six years. (These will be focused but more general than those in A).
- C. What are the major opportunities your institution believes it may be able to take advantage of during the next five years. (These may be in instruction, research or public service).
- D. What are the major problems or external threats your institution believes it will have to deal with during the next five years.

The Regents and Functional Missions

Reports on functional missions are due at the Board of Regents no later than January 1, 1994. These reports will be reviewed by the Regents and shared with other colleges and

universities. An advisory committee will be named, in consultation with the colleges and universities, to evaluate the mission reports to assist in identifying any important gaps and overlaps that exist in the delivery of educational services to Ohioans. By July 1, 1994, the Regents will initiate consultations with the colleges and universities to develop strategies for filling the gaps and eliminating the overlaps in order to meet state and regional priorities more effectively and efficiently.

APPENDIX B

SENATE CHARTER APPOINTED COMMITTEES – 1993-1994

ACADEMIC PLANNING

Mary J. Beaubien, HHS	3
Joyce Feist-Willis, Ed	2
Donald Hovey, WCBA	4
Kathleen Kougl, FPA	2
Howard Mettee, A&S	2
Virginia Phillips, WCBA	2
Duane Rost, E&T	3
Jim Zupanic, A&S	1

ACADEMIC RESEARCH

Alice Betz, HHS	1
Daniel Borgia, WCBA	2
Susan deBlois, Ed	1
Jalal Jalali, E&T	1
Martha Pallanti, A&S	2
Robert Rollin, FPA	2
Phyllis Stoll, WCBA	1
John White, A&S	2

ACADEMIC STANDARDS/EVENTS

Thomas Bodnovich, A&S	1
David Decker, WCBA	3
Randy Hoover, Ed	2
Kim Hyun, E&T	3
James LaLumia, FPA	1
Sherry Martinek, Ed	1
Pam Schuster, HHP	1
Stephanie Tingley, A&S	1

INTEGRATED TECHNOLOGIES

Richard Goldthwait, A&S	
Robert Hogue, A&S	2
Ram Kasuganti, WCBA	1
Walter Mathews, FPA	2
Patricia McCarthy, HHS	2
Philip Munro, E&T	1
Howard Pullman, Ed	2
David Robinson, FPA	1

CONTINUING EDUCATION

Richard Billak, HHS	1
Mary Lou Dipelli, Ed	1
Joseph Mistovich, HHS	3
Jane Reid, WCBA	1
Teresa Riley, A&S	1
David Starkey, FPA	1
Frank Tarantine, E&T	2
Anne York, A&S	1

UNIVERSITY CURRICULUM

Stephen Ausmann, FPA	1
Bege Bowers, A&S	2
Haiyang Chen, WCBA	1
Robert Foulkes, E&T	3
Madeleine Haggerty, HHS	3
Colleen Stump, Ed	1

LIBRARY

Janet Boehm, HHS	3
Lawrence DiRusso, Ed	1
Hugh Earnhart, A&S	3
Glorianne Leck, Ed	2
James Morrison, A&S	3
Tedrow Perkins, FPA	1
Helen Savage, WCBA	2
Daniel Suchora, E&T	3

STUDENT ACADEMIC AFFAIRS

Sarah Brown Clark, A&S	1
Terry Deiderick, WCBA	3
Kathylynn Feld, HHS	1
Darla Funk, FPA	3
Shakir Husain, E&T	1
Donna McNierney, Ed	2
Steve Nolan, FPA	1
Linda Tessier, A&S	1

ACADEMIC PROGRAMS

Greg Claypool, WCBA	1
Maria DeLost, HHS	2
Julia Gergits, A&S	2
Janet Gill-Wigal, Ed	2
Richard Jones, E&T	2
Alfred Owens, FPA	2

ICP/HONORS

Dora Bailey, Ed	1
Thomas Copeland, A&S	2
Genevra Kornbluth, FPA	3
Bari Lateef, HHP	2
Salvatore Pansino, E&T	2
Wade Raridon, FPA	1
John Sarkissian, A&S	2
Judy Wilkinson, WCBA	4

STUDENT ACADEMIC GRIEVANCE

Stanley Browne, A&S	2
Jean Hassell, HHS	1
Anthony Leonardi, FPA	3
John Ritter, E&T	1
Leonard Schaiper, Ed	3
Homer Warren, WCBA	1

REPORT FROM THE ACADEMIC PLANNING COMMITTEE 1992-1993

As the University's prime function is academic, the APC is taking this opportunity to stress the appropriateness of involving the Academic Planning Committee in developing the future plans for the University, the colleges, and the departments.

We reexamined the Committee's charge and developed a list of specific functions we felt were appropriate. The Committee reviewed the Strategic Plan for stages of implementation. The main action from the previous Plan which has been implemented was the realignment of CAST. The "Mission" statements for 1993-1994 Bulletins were reviewed and a recommendation was made to include them as stated in the 1992-1993 Bulletins and to prepare new statements for next year.

The APC has received college mission and goals statements from four colleges and is reviewing them. We are expecting to receive the department mission and goals and review them. The functional mission white paper from the State will help in the review of these, the college statements and the University's statements. The APC concluded the mission of YSU may not be clear at the State level. The Committee regards the internal review of the University's mission and goals as an opportunity to better define the University's role in the higher education system of Ohio.

The APC will report to the Senate at the October meeting on these mission statements as these must be completed by the end of Fall Quarter, 1993, to meet the State deadline.

The APC is aware of the OBOR review of graduate programs first, then two-year and tech/community programs. We must be ready for these investigations at YSU.

Concern has been expressed as to the need for effective planning to help in balancing the pressures of demands for increased classroom time, increased research and scholarship, decreased State support, and classroom changes forced by changes in funding formulas.

Some additional topics to which the APC is recommending specific attention in the relatively near future include: continued development of the Honors programs, planning for various future programs, the time of day of the course offerings, the time of year of course offerings, outcomes assessments, and child care facilities.

The Academic Planning Committee is concerned that the realignment of the departments from CAST into four colleges may cause a decrease in focus and direction of the two-year programs. The Committee is further concerned to the future of the two-year programs and would welcome statements from the Administration of their views and intentions on this subject.

Thus the APC is proposing the motion given in the Agenda.

RESEARCH COMMITTEE SUPPORT GROUPS

APPENDIX D

05-18-1993

PAGE: 1

LASTNAME	FIRSTNAME	DEPARTMENT	COMMITTEE
Brown, Chair	Julie	English	Arts and Humanities
Domonkos	Leslie	History	Arts and Humanities
Kornbluth	Genevra	Art	Arts and Humanities
Mullen	Bill	English	Arts and Humanities
✓ Rollin	Robert	Music	Arts and Humanities
Sarkissian	John	Foreign Languages & Literature	Arts and Humanities
Shanabarger	Jane	Communication	Arts and Humanities
Tessier	Linda	Philosophy/Rel Stu	Arts and Humanities
Waller	Bruce	Philosophy/Rel Stu	Arts and Humanities
✓ Borgia, Chair	Dan	Accounting/Finance	Business
Burns	David	Marketing	Business
Chen	Haiyang	Accounting/Finance	Business
Decker	David	Marketing	Business
McMahon	Anne	Management	Business
Owens	Fred	Communication	Business
Sellaro	Louise	Management	Business
Doctor	Tom	Computer Center	Education
Greenway, Cochair	Betty	English	Education
Khawaja	Ikram	Geology	Education
Kim	Hong Y.	Early & Middle Ed	Education
McNierney, Cochair	Donna	Secondary Education	Education
✓ O'Neill	Daniel	Communication	Education
✓ Pallante	Martha	History	Education
Pascale	Pietro	Foundations of Educ	Education
Black	David	Mathematics	Education
Fullman	Howard	Educational Admin	Education
✓ Betz	Alice	Allied Health	Human Services/Social Policy
Chordas	Ronald	Human Service Dev.	Human Services/Social Policy
Garbe, Chair	Kathie	Health Sciences	Human Services/Social Policy
Gill-Wigal	Jan	Counseling	Human Services/Social Policy
Minogue	Brendan	Philosophy/Rel Stu	Human Services/Social Policy
Mosca	Nancy	Nursing	Human Services/Social Policy
Ritchey	Nathan	Mathematics	Human Services/Social Policy
Weaver	Robert	Sociology/Anth	Human Services/Social Policy
Leipheimer	Robert	Biological Sciences	Science and Technology
Litowitz, Chair	Johanna	Biological Sciences	Science and Technology
Martin	Scott	Civil Engineering	Science and Technology
Mattingly	Bruce	Mathematics	Science and Technology
Mike	James	Chemistry	Science and Technology
Schroeder	Lauren	Biological Sciences	Science and Technology
Smith	Lester	Mechanical Engr	Science and Technology
Sturuss	William	Physics/Astronomy	Science and Technology

SB 140

FALL 1992 GRADE DISTRIBUTION BY AREA

	<u>A</u>	<u>B</u>	<u>C/CR</u>	<u>D</u>	<u>F/NC</u>	<u>W</u>
Enql 550 or 551	8	10	11		1	
Polit Sci 550 or 601	9	7	2			
Hist 605 or 606	6	6		1		
Psych 560	1	3	1			
Socio 500 or 600	3					
Other Soc Studies	7	9	4			
Math & CS	12	2	3	2	1	
Science	10	6	3	1		1
Humanities	6	2	1			
Foreign Lang	3	3	2	1		1
HPE	6		1			
FPA	13	5	1			
BET		3				
	—	—	—	—	—	—
	84	56	29	5	2	2
	(47%)	(31%)	(16%)	(3%)	(1.5%)	(1.5%)

SB 140
WINTER 1993 GRADE DISTRIBUTION BY AREA

	A	B	C/CR	D	F/NC	W
Engl 550/551	10	11	6			
Polit Sci 550 or 601	5	5	1	2		
History 605 or 606	2	6	6			
Psych 560	9	1	1		1	1
Socio 500 or 600	2	1				1
Other Soc Studies	9	5	2	1	0	2
Math/CS	3	2	1		1	
Science	9	6	2	3	0	0
Humanities	5	4				1
Foreign Language	2	3				
FPA	4	4	3			
HPE	3	3				
Other			1	1		
	-	-	-	-	-	-
	63	51	23	7	2	5
	(49%)	(40%)	(18%)	(5.5%)	(1.6%)	(3.9%)

SB 140
CUMULATIVE GRADE DISTRIBUTION BY AREA

THROUGH W'93

	A	B	C/CR	D	F/NC	W
Engl 550 or 551	38	31	22			
Polit Sci 550 or 601	20	20	6	4		
History 605 or 606	15	16	10	1		
Psychology 560	22	8	4	1	2	2
Socio 500 or 600	12	7	0			
Other Soc Studies	26	25	11			2
Math & CS	31*	12	6	5	6	1
Science	29	19	10	4		2
Humanities	20	10	4			
Foreign Language	19	14	6	2		2
HPE	12	8	3			1
FPA	31	13	6	1		
Other	<u>2</u>	<u>4</u>	—	-	-	-
	277 (47%)	187 (32%)	89 (15%)	20 (3.3%)	7 (1.2%)	13 (2.2%)

SB 140 Students

Distribution of Quarter Hours, Fall 92 and Winter 93

Fall 1992

Winter 1993

<u>Hours Completed</u>	<u># Students</u>	<u>Hours Attempted</u>	<u># Students</u>
2-5	30	2-5	30
8-9	23	7-9	17
11-13	14	12-13	14
15-16	7	14-16	9
17	2	18	3
18	1		
19	1		
21	1		

SB 140 STUDENTS RESIDENT HIGH SCHOOLS

Youngstown City	# Students
Chaney	6
East	1
South	2
Wilson	<u>6</u>
	15
Mahoning County	
Boardman	10
Campbell	2
Canfield	7
Fitch	2
New Springfield	1
Poland	<u>3</u>
	25
Trumbull County	
Brookfield	7
Howland	1
Hubbard	5
Liberty	2
Mathews	1
McDonald	2
McKinley	2
Mineral Ridge	<u>1</u>
	21
Columbiana County	
Columbiana	2
Lisbon	1
East Palestine	1
Crestview	<u>1</u>
	5
Other	
Steubenville	3
Slippery Rock	1

SB 140 STUDENTS RESIDENT HIGH SCHOOLS

Youngstown City **# Students**

Chaney	6
East	1
South	2
Wilson	<u>6</u>
	15

Mahoning County

Boardman	10
Campbell	2
Canfield	7
Fitch	2
New Springfield	1
Poland	<u>3</u>
	25

Trumbull County

Brookfield	7
Howland	1
Hubbard	5
Liberty	2
Mathews	1
McDonald	2
McKinley	2
Mineral Ridge	<u>1</u>
	21

Columbiana County

Columbiana	2
Lisbon	1
East Palestine	1
Crestview	<u>1</u>
	5

Other

Steubenville	3
Slippery Rock	1

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

Date May 17, 1993 Report Number (For Senate Use Only) 923-21

Name of Committee Submitting Report Continuing Education

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

Appointed Chartered

Names of Committee Members: H. Chen, W. Driscoll, J. Fleming, P. Ginnetti,

L. Hicken, L. Hill, R. McEwing, J. Loch, J. Mistovich, J. Schramer,

D. Sweetkind, F. Tarantine, J. Neville

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

1. Summary of activity to determine marketing strategy for University Outreach.
2. Outline of proposal to create a PC computer lab for use in facilitating computer training for area businesses and governmental agencies.

Do you anticipate making a formal motion relative to the report? NO
If so, state the motion: _____

If there are substantive changes made from the floor in your committee recommendation, would the committee prefer that the matter be sent back to committee for further consideration? _____

Other relevant data: _____

Jeslie W. Hoek
Chairman (please initial)

SENATE SUBCOMMITTEE ON CONTINUING EDUCATION
YEARLY REPORT

SUBJECT: Community Assessment Program

Our committee has solicited a proposal from the College Board to obtain an idea of the relative cost of a market research project which assesses the demand and potential supply of adult higher education based upon the demographics of the Youngstown Metropolitan area. We contacted the Center for Urban Studies and the Marketing Program from the Business School to ask if their programs had the capability and inclination to attempt this kind of research. We needed to know how much it would cost to complete the assessment and the time frame in which they could begin and complete this project.

At this time, we have received a proposal from the College Board. A complete Community Assessment Program (CAP) consists of five-parts: demographic analysis of the community, interviews with individual adults, interviews with organizations, analyses of nearby colleges, and survey of faculty and administration. The program requires four-months to administer and costs \$65,000 to complete. It was suggested by the people at the College Board that the first three steps of the program may better suit the needs of our University. This would cost YSU \$35,000. We have not received a response as of yet from the Center for Urban Studies or the Marketing Department.

SUBJECT: Computer Labs for usage by Continuing Education

Local businesses, medical facilities, and governmental agencies have inquired about our capacity to provide computer training on current hardware and software (e.g., AutoCad, Windows, MS\DOS 6.0) for their employees through our University Outreach program. An investigation into our resources revealed that our computer hardware in Meshel Hall is several generations behind what is currently being used in the marketplace. In addition, the software that is being taught in our classes is several versions behind what is currently available. Furthermore, the availability of our existing computer facilities does not correspond to the needs of the workplace for training during business hours.

We should look at how these facts impact both degree and non-degree programs at YSU. Our students are being trained in degree programs on equipment that is not even currently in use out in the field. Some students currently hold jobs where the technology used is generations ahead of the equipment they were trained on at YSU. In addition, the lack of state-of-the-art equipment limits our abilities to provide an attractive package to interested companies to utilize our facilities for training. The net result

of these realities is that our University is perceived as being behind the times technologically. Students and agencies alike see us as giving less than "cutting edge" instruction in today's computer age.

Our committee would like to propose the creation of a twenty-five PC terminal (486 minimum) computer lab where Continuing Education would have first priority on its use. This lab would be available for general student use as an "open lab" when not utilized by Continuing Education. However, no classes should be scheduled in this lab in order to maintain its usefulness to Continuing Education. There are opportunities on the horizon (e.g., Pentagon project) in which we could benefit if we had an attractive program in computer training to offer.

Our committee would like to add our voice to the support of reports by the Integrated Technologies Committee to lobby for an upgrade of equipment and software at Meshef Hall. This expenditure of funds would seem to be critical to the future success of our University.

**Report of the Senate Elections and Balloting Committee
June 4, 1993**

Committee: M. Cala (Engineering & Technology, J. Daly (Business), K. Feld, Chair (Human and Health Service), G. Fry (Arts and Science), L. Hickens (Fine and Performing Arts), R. McEwing (Education)

Election Results - Departmental Senators 1993-1995

College of Arts and Science

James Schramer, English
Allen Hunter, Chemistry
Ted Chrobak, Computer and Information Systems
Charles Singler, Geology
William Jenkins, History
Gabriel Palmer-Fernandez, Philosophy and Religious Studies
Mark Shutes, Sociology and Anthropology
Joan DiGiulio, Social Work

College of Business Administration

Glenda Kunar, Business Information System
Terry Diederick, Marketing

College of Education

Edward Tokar, Foundation of Education
Robert Peques, Education Administration
Nancy Sweeney, Special Education
Janet Gill-Wigal, Counseling

College of Engineering and Technology

Richard Jones, Chemical
Javed Alam, Civil and Environment

College of Fine and Performing Arts

James LaLumia, Communication and Theater

College of Health and Human Services

Richard Billak, Criminal Justice
Jennie Wood, Nursing
Marion Scott, Health Sciences

Election Results for Executive Committee Representatives 1993-1996

Larry Haims, College of Education
William Wood, College of Engineering and Technology

Election Results for Election and Balloting Committee for 1993-1995

Frank Castronovo, College of Fine and Performing Arts
Pamela Schuster, College of Health and Human Services
College of Engineering and Technology