

f.c.

TO; FULL SERVICE FACULTY, ADMINISTRATION AND STUDENT GOVERNMENT

FROM: PETER A. BALDINO, JR. CHAIRPERSON, ACADEMIC SENATE

RE; MINUTES OF THE ACADEMIC SENATE MEETING
WEDNESDAY, FEBRUARY 3, 1993, 4:00 P.M.
ARTS & SCIENCES AUDITORIUM, ROOM 132, DEBARTOLO HALL

ACADEMIC SENATE MINUTES

February 3, 1993

CALL TO ORDER

Chairperson Baldino announced a quorum and called the meeting to order at 4:14 p.m.

MINUTES OF SENATE MEETING OF DECEMBER 2, 1992

W. Jenkins moved approval of the minutes. M. Crist seconded the motion. M. Loud noted an error on line 6 - relm should read realm.

The minutes were approved as corrected.

PROVOST JAMES SCANLON'S REMARKS

Dr. Baldino then introduced Youngstown State University's new provost, Dr. James Scanlon, for any comments he wished to make to the Senate.

Provost Scanlon:

This is a bit more formal than I normally like to be, but I will try not to be too formal. As you might imagine during the last month, my first month here, I have spent a great deal of time in a process of what I like to call definition. A process of being defined by others as to what my role is then attempting some self definition as to what my role is as provost at Youngstown State University. Definitions of administrators by others can be a very interesting experience and I would like to reflect a little bit on something that has happened to me in the past that I was reminded of the first week that I was in Youngstown. Before I came to Youngstown, as I think many of you know, I was dean of a college of arts and sciences. When I began in that role, I went through a process likewise of definition - being defined by others and defining myself. After about the first six months that I had been dean of arts and sciences on one occasion when I used the restroom I washed my hands and when I went over to the electric dryer to dry them I looked above the button to turn on the dryer and written on the wall was - "press here for a message from the dean". The process of definition by others had already clearly begun. It wasn't very long after that, in fact, within about the next four or five months that I received a letter of inquiry from an international student about study at the university that I was in, the college of arts and sciences in fact. I read the letter and it was a fairly standard inquiry about study, in this case, in the area of the sciences and as is sometimes my custom, I read the body of the letter before I read how I am addressed or, in fact, who sent it. In this particular case, after I read the body of the letter, I glanced up to how I had been addressed and I had been addressed as Dr. James Scanlon, Dean of Parts and Appliances. Actually the experience that

I had begun to have as a dean suggested to me that perhaps that this student knew me better than I knew myself - working with equipment and the demands on that equipment in a university context, particularly in an arts and sciences context. The third arts and sciences story and then I will stop with those and tell you the Youngstown story that reminded me of these. We were hosting the National Science Olympiad and is as often the case with people in administrative roles, they are asked to be ornamental at a variety of functions where they have no particular role, they are just there simply as decoration. In this particular case I was there as not much more than decoration to welcome about twelve hundred students from around the country who had been through local and state competition in the context of the National Science Olympiad. Later on that day when I was in the science center to see the activities and see the students involved in those activities I was standing talking to some faculty members between two events when a student rushed up to me and looked very anxious and clearly had a sense of who I was and asked me if I could direct him to the men's room. Not really accustomed to knowing where the men's room was in that building, I looked pretty dumb and hesitated and he got very impatient with me and he said - "Well, you are the warden aren't you?" Hot air, parts and appliances and warden - others were already defining me in my role. I was reminded of those three incidents during my first week here in Youngstown when I had a phone call from someone whose name did not mean anything to me and when I talked to the individual I had no idea who it was, whether it was from someone inside the university or outside the university. As it turned out, it was someone outside the university. But what she wanted me to do was arrest someone and she said, "Well, you are the provost, aren't you? Arrest him!"

Over time, others will define me and try to define my role but I am particularly interested obviously in defining my role in terms of my own values and beliefs. What I want to do today is talk to you about some of that self definition - the way I see myself, the kinds of values that motivate me and that, in fact, will I believe whether I want them to or not, I think I want them to, will shape my behavior. There are three values that are important to me. They are important to me personally and they are certainly important to me professionally. Those values are optimism, a sense of community, and a sense of the quality of what I and what we do.

The challenges faced by higher education, the financial ones particularly, dominate our minds these days, our public image challenge and the resources decisions that consequently we have because of the financial and public image problems that we have are challenges that I believe we can and will meet in this decade and beyond. We are not as Shakespeare's Lear thought himself fortune's fool in this context. Rather, as Francis Bacon I think would say, chiefly the mold of our fortune is within our own hands. And I believe firmly in that. I am optimistic primarily because faculty and what they do daily in their teaching, in their scholarship, and in their service are good reasons for optimism - for me and for all of us. I think our challenge in the university is to understand how good those reasons are - for optimism. Our challenge

is too, I think, to appreciate one another's contribution to the university and to its community in teaching, in scholarship and in service. Our challenge beyond that is to help our public understand the significance of these contributions. What faculty do naturally is more than substantial reason for optimism about our future. A second reason that I think gives me optimism typically is students. Particularly the confidence that they have that we serve their good because of what we do and they come to us because they believe we do, indeed, serve their good. And that gives me great reason for optimism. Our challenge in the university is to continue to strengthen their confidence in us, their confidence in Y.S.U. as they choose this as a place to take a degree, as they proceed toward those degrees, and ultimately as they leave us to become alumni. I have optimism, too, because of my belief that the leadership in this university encourages and values what faculty do, respects who students are, and appreciates the role of staff, understands that the university is in fact a common enterprise that involves all of us and that asks all of us to work together to make it work. And, finally, I think I am optimistic because we in higher education are fundamental to the common good. Not simply to the good of individuals, whether ourselves or our students, but because we are fundamental to the common good. This has been a time of public higher education since Lincoln and the Morrill Act. We are fundamental to the democratization of education and society. We must continue to open ourselves to people, to ideas, to differences and to respect for differences. We are fundamental to the economic well being of the individuals and the groups that we serve. We are fundamental to the health and welfare of the Youngstown metropolitan community. Our challenge, I think, in a time when those realities are questioned is to recognize these truths, to articulate them among ourselves, and then to help our public understand how fundamental we are to the common good. The challenge we face in this context is a challenge we can meet. We can meet that challenge if we see what we are up to as a common enterprise, if we respect what we do even if what each of us does is different one from another. And it may, in fact, be an earnest struggle to accomplish or, indeed, to be optimistic in our accomplishments. But we need to pursue that earnestly. And if we have optimism, I think there is very little that we cannot accomplish.

I believe very strongly in the value of community. We in higher education, we at Y.S.U. are, in fact, part of a series of enveloping communities. Making connections within, between, and among these communities is fundamental to our individual and to the common good. In the end, these connections are the source of the future strength of Y.S.U. The challenge of the future is, as Marshall Wescott, a contemporary writer on women in higher education said, "To open ourselves to formerly denied possibilities" - as a community, as a departmental community, as a school or college community, as a university community, as part of the Youngstown metropolitan community, as part of a community that goes beyond Youngstown to the state of Ohio, the national community, and even the global community. A mighty task, but not an impossible one.

How do we make these connections? How do we develop a sense of community in its several dimensions? I think first of all, and from my point of

view, fundamentally through open collegial processes within the university, within departments, schools, colleges, within divisions and between departments, schools, colleges, and divisions - in fact, across the university. Open and continuing conversation between faculty and administration is fundamental, it seems to me, to the development of our sense of community. Strong or strengthened relationships between the University and the outside community is a part of establishing our sense of community. We must be a stronger presence, I think, in these communities, in Youngstown, at the state level, in regional and national professional groups, and ultimately even beyond the groups that are in this country. Developing a strong sense of community is fundamental to understanding who we are as individuals and as a university, to respect for diversity of views and people, to an appreciation of our own values and the values of others, to recognizing that in diversity is our strength. Developing a strong sense of community is likewise fundamental to our mission in teaching, scholarship, and service; activities that are basic connectors through which we build community in all of its dimensions. Developing a strong sense of community is fundamental, likewise, to the setting of goals and directions for the future in a planning process in the University. It is fundamental to understanding and setting priorities within the University. It is fundamental to the grubby things like the allocation of resources. Most of all, I think, developing a sense of community is fundamental to the quality of what we do. Building a sense of community will help us to be an excellent university. Thomas Jefferson and Benjamin Franklin saw public education at its roots as essentially community oriented, as necessary for good beyond the good that any one individual one of us required.

The quality of what we are at the University, the third area of value to me, is strengthened by optimism and by community. Without optimism and the sense of community we cannot achieve what we could otherwise achieve in the University. Fundamentally, our quality is determined, of course, by what we do in teaching, in scholarship, and service.

High quality teaching is made possible by a faculty committed to their teaching and to their students' learning and supported in that commitment by administration, by people like me. It is made possible, also, by programs and curricula that reflect the education community's understanding of excellence in areas like general education or liberal studies and in the major and the minor. High quality teaching is likewise made possible by programs that accommodate the intellectual, professional, social and economic needs of undergraduate and graduate students serving the metropolitan community and the larger community beyond the Youngstown area. And, finally, high quality teaching is made possible by equipment and facilities that are amenable to faculty as they teach and to students as they learn.

The scholarship that is so fundamental to effective teaching and to growth and development for all of us as professionals is likewise something that is essential to the quality of what we do. Scholarship that imbues teaching and serves the professional growth of the faculty and the developing knowledge of the disciplines is basic to the quality of Y.S.U. It requires support for

research that encourages professional and artistic development and a presence in the community associated with particular disciplines and the larger community of higher education. Scholarship has quality if it involves support for scholarship that is related to teaching and learning. The so-called new scholarship, the scholarship focused on the classroom and the laboratory and the studio has transformed knowledge for students. And any university such as ours where we say our primary focus is on teaching and its quality, the scholarship associated with teaching is not only legitimate scholarship but, it seems to me, necessary scholarship.

Finally, I think if we are to achieve excellence in the area of scholarship we must support research, other scholarly and cultural activity related to the mission of the university in the community. Something that I think, perhaps, we haven't focused on as much as we might is the scholarship of public service. The scholarship connected with public service is, I think, a moral obligation of a metropolitan university supported by the public. In the service area, especially in public service I think there is a special call on us at Y.S.U. It calls us to activities that strengthen the bond between the University community and the larger metropolitan community. It calls, for example, for alliances with the public schools, for connections with business and government, for involvement in economic, social and cultural revitalization of the area adjacent to campus and the larger area around Youngstown, It calls for us, in fact, to be involved beyond the campus. In so many ways the call to service is a call that involves all of us, all of us whether we are students or staff or faculty or administration. It is a call to human service that enables us who have so much to give something back, to give something back for the good of humankind.

For me, whatever the particulars of my administrative role, however other people define me, my own self-definition is centered in the things that are important to me and what I would call my values. Those values are strongly rooted in optimism, in a sense of community and a sense of the importance of quality and they will shape the way I act.

When Peter first talked to me, he said we would like you to talk about your vision for the University. I think it would be arrogant of me to suggest that I have a specific vision for the University. My own belief is that we must develop a vision for the University. I think that at this juncture, Youngstown State University is at a point of self-redefinition. To redefine what it means to have the mission that we have - what that mission means for us as departments or schools or colleges or divisions, what that means for us as individuals, as teachers, as scholars, as people involved in service, service on campus and service beyond campus. I think that self definition, the need for that, the need for optimism in that process, the need to develop a sense of community in that process, the need to value service, human service, community service, personal service in that context is what will, in fact, help us create a vision together for this university. The vision that I should have for this university is a vision that you would create. You and I working together would fulfill it, but it is a vision that you would create.

There are some things that I hope are already revealing the basic values that I have. We have in recent weeks been working in departments and colleges and at the academic affairs division level on determining which fill-service faculty positions will be filled for '93-'94. There are those who might think that I could sit in my office and make the decision on the thirty on my own or, at least with the paper requests in front of me. I am not smart enough to do that. The fact of the matter is, I do not feel comfortable acting in that way. So what I asked the deans to do was to open up the process. To open the process, and I gave them an extra burden, to open up the process to involve you more specifically in that process, to involve themselves more specifically in the processes than they have been before. That involvement is a beginning. It is the beginning of something. It is the beginning of opening up planning and allocation processes to the larger university community, to the involvement of faculty, students and staff people in shaping the direction of the University and the way we will put our resources to help us achieve that direction.

Over the next two quarters, colleges and departments will be developing mission and goal statements. They are fundamental to our sense of community. They are not the kind of thing that a chair or dean can develop on her or his own. They are the kinds of thing that should bring us together in small groups and increasingly larger groups to determine what we are and where we want to be. And then, ultimately, how we want to get there. The vision that comes out of that for this university is the vision that should be mine.

Over the last few weeks, and I am sure over the next few months, I have been meeting with chairs as groups and I have begun to meet with departments. The fundamental question that I ask departments when I meet with them is, tell me - what is good about yourself? In a sense I am saying brag about yourself. What I prefer to think of it as is - celebrate - yourself, your colleagues, your students. Help educate the provost. Help educate me as to the quality of what you are and what you do. Those of you I haven't visited have a little more time to think about this than some of those I have visited. Sometimes the question seems to be a nonstarter. I am not sure if people believe I am real. But I am. Ultimately, you will have a chance too, to tell me what I can do to help make things better. Some people call it complaint. It is not complaint. It is just more information for me to help me to understand how I can help you do what you want to do and what you know you need to do better than perhaps you are able to do it now. I am not a miracle person. I am certainly no savior. I simply want to be part of a process to help you achieve the kinds of goals which you have. To help you achieve a mission that you have established for yourselves or that you may define or redefine in the next few months.

My vision for Youngstown State University is essentially one where with optimism, with a developing sense of community, with a commitment to the equality of what we do, that we can, in fact, be a better place than we are now. I just want to be a part of that. Nothing more. Thank you.

Dr. Baldino: Dr. Scanlon has agreed to answer any questions, if you wish to ask them.

Dr. Scanlon: I will ask you (the Senate) a question - do I make sense? Does what I say make sense to you? You should feel free to say that it doesn't, if it doesn't. As you come to know me, I hope that you will. I think you will come to know that if it doesn't make sense I really want you to tell me if it doesn't. The things that I have talked about are things I believe very firmly. They have motivated both my personal and professional life for a long time. And if they make sense for you, then that is great. Thank you.

Dr. Baldino: Thank you very much, Dr. Scanlon.

CHARTER AND BYLAWS COMMITTEE

No report.

ELECTIONS AND BALLOTING COMMITTEE

No report.

SENATE EXECUTIVE COMMITTEE

The committee met on Monday, January 25, 1993. Assistant Dean of Arts and Sciences and Chair of the Senate Library Committee, Hugh Earnhart joined us for a discussion of some issues before the Library Committee. Professor Earnhart's remarks were informational only and did not require action by the Committee.

Two committee assignments were announced - Stephen Ausmann replaces Andrew Bruck on the Integrated Technologies Committee and Carolyn Martindale replaces Mary Alice Budge on the Global Awareness Committee.

Plans for the February Senate Meeting were discussed including the plans for a reception for Provost Scanlon to be held prior to the Senate Meeting.

The Senate Chair provided a brief update on the progress of a number of searches. I have asked that the chairs of these committees - Dr. Sandra Stephen, Chair of the Search Committee for the Dean of Arts and Sciences, Dean David Sweetkind, Chair of the Vice-President for Student Affairs Search Committee, and Dean James Cicarelli, Chair of the Executive Vice-President Search Committee to provide a brief progress report to the Senate at its February meeting.

Lastly, a brief discussion followed regarding the observance of deadlines in cases of grievances brought by students against faculty. There has been

some concern expressed that these deadlines have not been enforced. The language of The Code clearly indicates that the student has until the last day of the final examination of the subsequent quarter in which to grieve. The chair will keep the committee and the Senate informed as to any further developments in this matter.

I would like to take this opportunity to remind any chairpersons of standing committees of the Senate that they should feel free to submit periodic reports to the Senate as the need arises. With the exception of the Curriculum Committee and a few other committees, most Senate committees do not take advantage of this opportunity.

SEARCH COMMITTEE REPORTS

Dr. Stephan reported on the search committee seeking a new dean for the College of Arts and Sciences:

The members of the committee are: Amos Beyan from History, Doug Faires from Mathematics, Ikram Khawaja from Geology, Terry Reily from Economics, Melissa Smith from Foreign Languages, William Sturru from Physics and two student members, Sharon Campbell representing the undergraduates and Michael Patrick representing the graduate students.

We have been meeting since before Christmas. We have met in informal meetings over fifteen (15) hours. That doesn't count all the time that we have spent as individuals sifting through the forty-nine (49) applications. On Monday we had our final meeting of screening and on Tuesday morning we forwarded eight (8) names to the Provost.

Dean Sweetkind reported on the search committee seeking a new Vice-President for Student Affairs:

The members of the committee represent a cross section of the campus and they are: Carolyn Anderson from PEDL Student Services, Sarah Brown-Clark from Black Studies, Bill Collins from Scholarship and Financial Aid, Bassam Deeb from Student Services, Tom Kane from Payroll and Fringe Benefits, Serwaa King from Multicultural Student Services, Pat Bleidt from Student Developmental Services, Bill Burly from Student Government, Susan deBlois from Foundations of Education, Phil Hirsch from Kilcawley Center, Michael Kerensky from Student Government, Lester Smith from Mechanical Engineering, Homer Warren from Marketing, and we just about fit into the room that is assigned to us. Our first regular meeting is next Tuesday. We did meet yesterday with Dr. Cochran who gave us his expectations and sort of lay the ground rules. The first ad was in The Chronicle about three weeks ago and as some of you know or saw, it was wrong. It said academic affairs and then listed the whole job description for student affairs. Some people don't read ads very carefully because Shirley Carpenter said she received three applications. Since then, the ad had been

corrected and appeared o.k. The deadline is February 26 for applications. Dr. Cochran would like us to submit eight to ten names by sometime around the middle of March. He would like to have candidates on campus by the first week of April and hopefully we will have a new person in this position by July 1.

Dean Cicarelli reported on the search committee for the Executive Vice-President:

I am chairing the search for the Executive Vice-President. Members of the committee are Shirley Carpenter from Personnel Services, Rick Glunt from Financial Services, James Miller from Administrative Services, K.J. Satrum from Kilcawley Center, David Hall from Student Government, James Morrison from Intercollegiate Athletics, Anthony Stocks from Economics and Madeline Haggerty from Allied Health. The Committee met once last week with the President. I was out of town and could not make that meeting. He gave them a charge. The next meeting is scheduled for Wednesday, February 10. Our hope is that by February 24 we will have eight to ten names. Those will be further reduced to four to six individuals who will be interviewed during early March and the final choice will be presented to the Board of Trustees at the time of their March 19 meeting. At the present time there are sixty-two (62) candidates for this position.

Chairperson Baldino expressed his personal appreciation and that of the Senate to each of the search committee chairs for their many efforts on behalf of the University.

FACULTY ADVISORY COMMITTEE TO THE CHANCELLOR, OHIO BOARD OF REGENTS

Duane Rost reported on the meeting of January 7, 1993:

On December 16, 1992, the General Assembly passed a combination capital projects/tax bill. The good news is that action is EXPECTED TO STOP ADDITIONAL CUTS in the state support for education. The rest of the news is that action is NOT EXPECTED TO RESTORE ANY CUTS ALREADY MADE. Estimates from the Chancellor are an optimistic scenario would be to realize inflation plus something, a bleak scenario would be to hold the line on numerical dollars, and a probable one would be to realize inflation. The hope is that the support commitment has halted the slide.

The next step is the need to provide for needed support and funds for education into the future. The Governor has stressed there must be REFORMS before he will support any actions. It appears there will be a move to put a sales tax increase on the ballot this spring to support education.

The report from the Ohio Board of Regents on the Managing for the Future Task Force Report is out under the title "Securing the Future of Higher Education in Ohio." The report has been well received by the Governor and

legislators and has been judged a "positive response" and "true reform" and has received positive reactions in the newspapers and media. There are copies around the University and I will share if you wish to read one.

The main points do not contain any surprises, but again stress the important issues. A brief summary shows that most of the recommendations from the original report are still in place.

Quoting from the Report: "The Board of Regents will ask each state college and university to revisit and reframe its mission statement with reference to statewide goals and priorities. The Board will review the statements for gaps and overlaps in the delivery of services. The Board will move to provide financial incentives to meet state priorities, and disincentives to discourage ignoring those priorities."

The main point of the report is the institution's activities are to be in support of ITS mission. Each institution will need to clearly identify its mission and then will be evaluated in light of how it meets that mission.

The OBOR is considering the funding questions again. The specific structure of the subsidy formula is the most powerful tool that the OBOR has to encourage specific actions by the institutions. When there is discussion of subsidy formulations, I am concerned for YSU's health. The subsidy formula is complex and confusing. The General Assembly has indicated a need to simplify it. This probably would place greater emphasis on student enrollment numbers than most recent formulas have. I do not know the effect this would have on YSU.

The question of limiting access for students needing remedial work to the 2-year schools has not resulted in a change. All institutions may provide (within their mission) appropriate remedial work.

There has been a new Trustees organization formed on the state level. It is hoped that this will aid in helping the Trustees to better understand and execute their responsibilities. Chancellor Hairston, "No longer will trustees be appointed 'for the honor of it'." The Trustees are becoming more aware of their roles as guardians of the institutions.

Service to the local community was stressed. This is service in helping in all areas, not just the traditional "service", but in developing appropriate academic programs. Where this is included as a portion of the mission of the institution is very important.

The actions of December, 1992, have helped to stop the additional cuts, but we must not relax. In the future there must be replacement and recovery of the lost ground in funding levels. However there is pressure to continue to do more with less support.

Five specific items of discussion at the public hearings were identified in my last report and only additional information will be addressed now.

- 1) Comprehensive community college arrangement shows no request for sweeping changes at this time, but one specific area shows much pressure for co-located campuses to get together.
- 2) OBOR will continue to act as a coordinating body and not a governing body (though it will be more aggressive in its coordinating efforts).
- 3) Designation of "comprehensive research universities" is moot.
- 4) The Task Force report supported the concept of tenure. This sensitive topic will not go away.
- 5) Contracting situations were not addressed.

Chairperson Baldino expressed his personal appreciation and that of the Senate to Dr. Rost for his many years of service on behalf of the University in his role as our faculty representative to the Faculty Advisory Committee to the Chancellor of the Ohio Board of Regents.

UNFINISHED BUSINESS

None

NEW BUSINESS

None

ADJOURNMENT

Dean Ruggles moved that the meeting be adjourned. Motion seconded by Dean Sweetkind. The meeting was adjourned at 4:55 p.m.

THE NEXT MEETING OF THE ACADEMIC SENATE WILL BE ON WEDNESDAY, MARCH 3, 1993 AT 4:00 P.M. IN ROOM 132, DEBARTOLO HALL.

ATTENDANCE SHEET

Academic Senate, 1992-1993

February 3 1
DATE: XXXXXXXXXX

APPLIED SCIENCE AND TECHNOLOGY

At-Large

William Barsch
Maria Delost
Steven Gardner
Anthony Messuri
Virginia Phillips

MD
SGC
APM
JP

Departmental

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

KH
RC
CAP
MJK

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

SFB
FB
PD
HE
WJ/LT
FK
LS
SS
RT
JW

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, Anthpology

JU
JM
BKB
ML
TK
IK
RW
MB
SR
WS
DP
NW
BG

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

PB
SD

Departmental

*Janet Beary, Elementary Education
**Ed Tokar, Foundations
**Sherry Martinek, Guidance & Counseling

JB
ET
SM

+Effective:

September 30, 1992

**M. Dean Hoops, Special Education
*Donna McNierney, Secondary Education

MH
DM

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

ENGINEERING

At-Large
Martin Cala
Duane Rost

M. Cala
DR

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

SL
SH
LS

FINE AND PERFORMING ARTS

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

M. Crist
JE
DF
LH
TP
BS

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

SR
SA
FC

STUDENTS

At-Large
Julie Allshouse
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

MD

SC

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

BB
PB
DH

ADMINISTRATION

James Cicarelli
Sally M. Hotchkiss
Gordon E. Mapley
David P. Ruggles
George E. Sutton
David Sweetkind
John J. Yemma

J.C.
SB
GEM
DR
GS
DS
JY

Shirley A. Carpenter
Robert Beebe
David C. Genaway
John R. Loch
Charles A. McBriarty
Richard A. McEwing
Alfred W. Owens II
Harold Yiannaki

SAC
D.C.G.

AWO II
HY

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