

LIBRARY

Please note: Please get agenda items for the April 3 meeting to Bege Bowers, English Department, by 5:00 p.m. March 22.

**ACADEMIC SENATE MINUTES
March 6, 1996**

CALL TO ORDER:

Jim Morrison, chair of the Academic Senate, called the meeting to order at 4:10 p.m.; no action was taken until a quorum was reached at 4:16.

MINUTES OF THE PREVIOUS MEETING:

The Senate approved the minutes of the 7 February 1996 meeting.

REPORT OF THE CHARTER AND BYLAWS COMMITTEE: No report.

SENATE EXECUTIVE COMMITTEE REPORT:

The chair made the following announcements:

1. The Senate Executive Committee is formalizing a procedure to meet with the standing Senate committees to review their charges and to discuss any changes that might be desirable.
2. Jim Morrison recently attended a meeting of the Faculty Council—the chairs of the Ohio faculty senates—in Athens. He was impressed with an idea shared there: Cleveland State's one-day faculty retreat this past fall, which focused on teaching. No classes were held on the day of the retreat. He feels such a retreat would help promote a sense of community here and would like for us to have a similar one.

Duane Rost reported highlights of the 6 February meeting of the Faculty Advisory Committee to the Chancellor. The meeting focused on "remediation" and related topics; the chancellor indicated that support for "nontraditional" students will continue. Rost noted that the chancellor praised Gratia Murphy's work with the Early English Composition Assessment Program, a program that focuses on teaching and assessing writing in the schools. (See **Appendix A** for the full report.)

OTHER SENATE COMMITTEE REPORTS:

Elections and Balloting Committee: No report.

Academic Standards Committee: The current admission policy appears on p. 40 of the 1995-96 *Undergraduate Bulletin*. Charles Singler, reporting for the committee, made the following

motion to add a statement about home schooling to the admission policy for Ohio residents (p. 40, column 2). (See also bottom half of Appendix B.)

Academic Standards, Motion 1

Students of home schooling or from nonchartered schools who do not satisfy this admission policy must present SAT or ACT results for evaluation purposes. The records of these students are to be reviewed for admission on a case-by-case basis through the office of the appropriate dean.

Motion was seconded, and no discussion followed. **The motion carried.**

Singler then made a second motion, related to adding an additional sentence about interdisciplinary minors to the current policy on minors, which appears on p. 48 of the 1995-96 *Undergraduate Bulletin* (column 2, paragraph 3).

Academic Standards, Motion 2

In approved interdisciplinary minors, courses from a discipline can be counted in the minor provided that the same courses are not counted toward the major in the same discipline.

The motion was seconded, and **discussion followed:**

Floyd Barger asked whether one student's choice to count a particular course, Course A, in the major and another course, Course B, in the minor would mean that other students would have to do the same with those two courses. Singler suggested that one student's choice wouldn't affect another student's choice.

Barger then asked why the statement is restricted to interdisciplinary minors. Some departments offer intradepartmental minors, and some crosslist courses.

Singler said the motion applies to cases in which we don't have crosslisting.

Barger asked, "Why not say a student can't count the same course twice in a major"?

Singler said that then a student could take 45 or so hours as a major in one discipline and then 21 more hours in the same discipline for a minor. This was not the intent of the motion.

The motion carried.

Singler made a third motion, related to adding sentences to the current residency requirement, which appears on p. 48 (column 1, paragraph 3) of the 1995-96 *Undergraduate Bulletin*. The motion the committee had attached to the agenda omitted part of a sentence. The full policy would read as follows:

Academic Standards, Motion 3

The last 30 quarter hours leading to an associate degree and the last 45 quarter hours leading to a baccalaureate degree must be completed at YSU. A minimum of 24 quarter hours in the concentration area for the associate degree, and a minimum of 24 quarter hours of credits comprising the major in the baccalaureate degree must be earned in residence. A minimum of 32 quarter hours of upper-division credit for the baccalaureate degree must be earned in residence. Exceptions must be approved by the Office of the Provost. Additional requirements may be specified by individual colleges.

Singler noted that the intent of the motion was to strengthen the requirement. Currently, students can take lower-division courses and courses not in their field to satisfy the residency requirement. The motion was seconded, and no discussion followed. **The motion carried.**

Academic Programs Committee: Proposals were appended to the agenda, pp. 5-26; no action is required.

University Curriculum Committee: Report was appended to the agenda, pp. 27-44; no action is required.

A student on the curriculum committee noted that course no. 96-67 (p. 31 of the agenda) had been sent back to the music department for a prereq. change (to add "or permission of instructor"). Harold Yiannaki will make sure the statement is added on the original course proposal sheet, so that the prereq. will read "MUSIC 511 and 30 hours in music major; or permission of instructor."

University Outreach: Duane Rost, reporting for the committee, noted that the committee reviewed the proposal on nonmatriculated students. The committee feels that since the "nonmatriculated" admissions category applies to students other than the "regular" students, the University Outreach Committee is the appropriate committee to consider the proposal. The committee endorses concepts embodied in the "nonmatriculated" category, endorses the proposal to implement the concepts, and recommends that applications and fees be processed through the Office of University Outreach.

Jim Morrison suggested that the Academic Standards Committee look at the proposal as well, since that committee has been considering admissions issues.

Library Committee: Laura Buch, reporting for the committee, said that the committee has addressed two main topics this year: the ongoing discussion of what kinds of new materials are appropriate as Maag becomes a multimedia library, and the budget. **Buch moved that the Senate approve the "augmented" version of the budget distributed at the Senate meeting (see Appendix C).**

Buch noted that the budget includes a "hold-back fund" set aside each year for special needs that don't fall into a college's normal library budget. This year, the committee was able to accommodate all requests for allocations from that fund. The hold-back money went primarily to requests from health departments that are expanding their programs and for an interdisciplinary request.

Buch reminded us that President Cochran earmarked an extra \$100,000 a year for five years for the library budget. The proposed \$1,500,000 budget includes that extra \$100,000 and includes increases proportional to percentages in last year's budget. Colleges with special needs were given a bit more (for example, the College of Business needed more since it is preparing to apply for accreditation). **The motion to accept the budget proposed in Appendix C carried.**

No other standing committees reported.

Ad Hoc Committee on General Education Requirements: Bill Jenkins reported that members of the committee have studied about 30 different models from a variety of universities. They have selected three generic models to present to the university for feedback spring quarter. There will be several public forums, including a faculty forum in early May. Time will be allotted to comment on the models at the May Senate meeting. The committee will use the feedback to design parameters. Next year, committees will construct courses to fit whatever model we decide on.

There were no questions.

Jim Morrison noted that a major portion of the May meeting will be devoted to the GER Committee's report. In addition, Cyndy Anderson, the Vice President for Student Affairs, will address the Senate in April to discuss recruitment.

UNFINISHED BUSINESS:

None.

NEW BUSINESS:

Martin Berger brought up the policy for scheduling large quantities of undergraduate daytime classes on Fridays. The policy, which dates back to 1987, has largely been ignored in recent years, but it is now being revived. Berger noted that the policy seems to date from a time when we had much larger enrollment and not enough classroom space. He feels many students find Friday classes inconvenient because of jobs, etc. Reviving the policy might damage enrollment. When the Senate passed the policy in 1987, it stipulated that the policy be reevaluated every three years by an appropriate Senate committee. This reevaluation has not occurred. **Berger moved that the scheduling policy for undergraduate day classes passed 12 August 1987 be referred to the Academic Planning Committee for study and reconsideration.**

The motion was seconded, and **discussion followed.**

Lowell Satre reported the results of a History Department survey of students in its upper- and lower-division classes March 4-6. The survey stated, "As a student, I would find the scheduling of one or more classes on Friday for myself to be: A. Desirable; B. Possible; C. Undesirable; D. Impossible."

Results were as follows: Desirable, 9 students, or 2.3 %; Possible, 45 students, or 11.4%; Undesirable, 218 students, or 55.3%; Impossible, 122 students, or 31%. Thus, 86.3% find Friday classes undesirable or impossible.

The student from the curriculum committee noted that many students have to work, and many use Fridays as library/research days. Increasing Friday classes will have negative effects.

Barbara Brothers asked if the Planning Committee is the appropriate committee to study the policy. Jim Morrison noted that the Planning Committee introduced the policy. Floyd Barger moved to amend the motion and refer the policy to the Academic Standards Committee. After some discussion, **Charles Singler moved to amend the motion and send the policy to the Senate Executive Committee for referral to whichever committee it deems appropriate.** Berger and Barger accepted the amendment, and Barger withdrew his own amendment.

Jim Scanlon stated that it is appropriate to review the policy since it was to be reviewed every three years. However, he suggested that all institutions must have a policy that outlines the format for course scheduling. Some departments have scheduled classes with nonstandard beginning and ending times. Our subsidy is affected by our utilization of space, and G. L. Mears indicates that 20% of that subsidy for utilization of space is tied to what we do each day of the week, Monday-Friday. We need to keep this in mind.

There was no further discussion, and **the amended motion carried.**

ADJOURNMENT: The chair adjourned the meeting at 4:47 p.m.

Faculty Advisory Committee to the Chancellor, OBOR, Meeting: February 6, 1996 Duane Rost

General Morning Meeting: Chancellor Hairston had asked for input from the Faculty Advisory Committee on the general topic of remediation. She sent us the document, "Remedial and Developmental Programs in Ohio's Public Colleges and Universities", by the Legislative Office of Education Oversight, Columbus, OH, September, 1995 and it was the initial vehicle to start the discussion.

This document was poor research with limited input (no community colleges included) with no attempt to balance the samples to give a general picture. It can only be considered as some data compiled by a legislative committee staff. The report states, "Conclusions and recommendations in this report are those of the LOEO staff and do not necessarily reflect the views of the Committee or its members." Even so, it is a dangerous document as it is in the hands of legislators and paragraphs which get printed in governmental-looking things have a way of becoming accepted as truth engraved on stone tablets. Staff reports such as this seem to get a life of their own. It seems to be skipping over the Board of Regents. Objections were raised that it was sloganeering and misleading. The process used to generate this report was shameful. Legislative staff did not seek help from the professionals in the field.

Most of this session's time was spent pointing out the problems with attempts to "do something about remedial education".

Problems/Concerns/Questions Identified Included:

- must first describe the student before anything can be decided
- need to have testing to place the student properly
- very different needs for the individuals
- individual will not have same amount of under preparedness in English, science, math
- student almost ready for a degree program versus a generally under prepared student
- class of individuals with individually different amounts of under preparedness
- one stream of topics doesn't fit all

- student who didn't bother to learn in high school versus student who was not mature
- student who didn't bother to learn in high school versus student who was not ever exposed to the material, either non-trad or lower capability of the high school

- need to work with students, don't just let them drop away
- be aware of the human factor(s)
- positive approach, "Find A way", don't just say, "No"
- young students are still maturing and may not have been ready

- label connotations
 - get rid of the label "remedial"
 - use "appropriate"
- labeling in early childhood becomes self fulfilling
- student self image may/is already bad, need for support

- non-traditional students will have very different needs for a variety of reasons
- non-trads will get painted with the same labels and same negative vibrations

- providing equal access or denying on what basis
- many don't take a test such as the ACT to provide information
- no clear identification of the various reasons for the need for remedial
 - the proper actions must take into account why was the student under prepared
- student comes to higher education without earlier direction, guidance, interaction
 - need to collaborate more with K-12
- need to track math placement so student can look ahead

- will expand time to achieve degree
 - some support programs limit the time available to the student
 - two year programs do not get completed in two years if remediation is necessary going in possible welfare limit of 24 months
 - use up financial aid during remediation periods, not enough left to finish

OIGs for 4 years only
 will there be site specific funding?
 with funding pressure, loss of counselors and advisors would be bad

faculty should be involved up front
 leading edge of discussion, not last
 requirement of 12th grade proficiency test may pose unnecessary barrier
 need to test parent level and improve there
 students probably will not develop beyond parent general developmental level
 home school background
 if underage, no subsidy to institution for remedial classes

Additional comments:

Paying twice may still be a bargain in saving the student.

Remember these people are humans, consider attitude and purpose
 Purpose for student education, student needs to know that purpose

Look at the high school's record, each high school.

Remediation best when done by full-time faculty who are there for that course and are visible and seen to support the activity.

Objection to implication that limited-service, part-time, or graduate assistants are not effective in remediation work.

Many 2-year schools are better at this than many 4-year schools.

Support for Uniform Information System to help track student's progress

Chancellor Hairston joined the FAC in the afternoon: Quotes in this section are from Dr. Hairston

Situation:

Red Flag: Students from college prep curriculums needing remediation
 Indictment of the schools
 Need to learn more, really know about this

17 year study shows 20% of students directly out of high school need remediation in math, 15% in English (not necessarily the same students)

Early math testing in junior year with printout showing what will be needed to be able to pursue college area

With no math in the senior year, remediation is expected

English - writing preparation is a problem

"Early English Composition Assessment Program"

Gratia Murphy, "Wonderful, Saint"

Grants still available

Continuing faculty development, don't know degree of help

Dollars for remediation have not declined

Will subsidize for 1 math, 1 English and 1 study skills course per student.

Remediation shows greater survival rates and appears to work

Concern that the attention is focused only on the high-school-direct-to-college student.

That point often gets lost in the discussion

Dr. Hairston repeated that this group is the target group for the possible legislation

FAC members expressed concern it would not be clearly pointed out

Not clearly pointed out in the LOEO document

"Support of non-trad will continue."

Concern that we should understand the hs/college student has different characteristics than 20 years ago

Many changes happening now, better understanding of learning mechanisms, but most high school teachers are older and have not seen these changes

More changes at the elementary level than high school, many more teachers that are malleable

Need to help student access

“Transitional time is critical, more attention ... here.”

Individual attention needed, like eating spaghetti, sometimes you roll it, sometimes you cut it, but if you don't do it right, you'll end up with sauce on your chest

ACTIONS:

Work with students individually to create a group of students at identified outcomes position(s), then cluster them into a class for further education

Everybody in the legislature thinks they can address this problem.

“Legislators seem to think the 2-year schools are the portal for these students.”

“Expect a bill in the GA yet this spring.”

Addressing only the 20% directly from high school to college

Author is interested in the California state system, considering performance indicators to determine where the student would go.

“Invited to suggest issues.”

“Bill probably won't fly through.”

“Something next fall.”

“We have an opportunity to think about it.”

“Support of non-trad will continue.”

“12th grade test may incorrectly cause some otherwise bright students to get left in the dust.”

Redistribution is a possibility.

“Concurrent registration.”

May direct the student to certain institutions.

Coordination of 2-year & 4-year schools could help.

UIS should provide transcript information for better analysis of the problems.

Technology applied:

“No turf in cyberspace.”

have Governor's endorsement to do actions quickly

link campuses with fiber optics

faculty grants for development of technology-based instruction activities

some campuses up and running, others not at all, need to raise the tide to float all boats

some may require laptops of all students

New Topics:

Dr. Reagan, OSU, objected to a judge deciding the qualifications for teaching ethics. Judge sentenced two senators who had been convicted of something to teach ethics at OSU.

Elimination of the U. S. Department of Education, effect on higher education?

Dr. Hairston indicated about 95% of their time was on K-12 and 5% on higher education, not much effect if eliminated.

Appendix B

I. **Current Residency Requirement:** The last 30 quarter hours leading to an associate degree and the last 45 quarter hours leading to a baccalaureate degree must be completed at Y.S.U.

Proposal: The last 30 quarter hours leading to an associate degree and the last 45 quarter hours leading to a baccalaureate degree must be completed at YSU. A minimum of 24 quarter hours in the concentration area for the associate degree, and a minimum of 24 quarter hours of credits comprising the major in the baccalaureate degree must be earned in residence. A minimum of 32 quarter hours of upper division credit for the baccalaureate degree must be earned in residence. Exceptions must be approved by the Office of the Provost. Additional requirements may be specified by individual colleges.

II. Admissions Policy - Clarifications

a) **Home schooling -** Students are given the opportunity of education outside of the traditional school structure (high school). Students must get approval from the local high school superintendent and satisfy attendance requirements. A program/curriculum is submitted to the high school superintendent. Students can get a diploma if they take and pass a proficiency exam. Students who do not pass the proficiency exam do not receive a diploma, and hence, do not satisfy the YSU admission policy.

b) **Non-chartered schools (non-tax school act of 1974)**
Students must attend a minimum of 180 days per year. The school does not receive support through tax dollars; no transportation is provided. Students cannot take the proficiency exam. The supervisor/sponsor must have a college degree.

The University Library Committee proposes the following allocation of the 1996-1997 Library Budget:

COLLEGES:

Arts & Sciences	\$ 748,500
Business	132,000
Education	70,000
Engineering & Technology	98,500
Fine & Performing Arts	89,500
Health & Human Services	108,500
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Total:	\$1,247,000
Hold Back Fund:	25,000
Subtotal (Colleges):	\$1,272,000

LIBRARY

General Works	\$ 76,000
Reference	74,000
Replacement	16,000
Binding	62,000
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Subtotal (Library):	\$228,000
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	\$1,500,000

For reference, the 1995/1996 budget is provided below:

COLLEGES

Arts & Sciences	\$ 696,000
Business	120,000
Education	65,000
Engineering & Technology	92,000
Fine & Performing Arts	83,000
Health & Human Services	101,000
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Total:	\$1,157,000
Hold Back Fund:	25,000
Subtotal (Colleges):	\$1,182,000

LIBRARY

General Works	73,000
Reference	69,000
Replacement	16,000
Binding	60,000
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Subtotal (Library):	\$218,000
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	\$1,400,000

ACADEMIC SENATE ATTENDANCE SHEET - March 6, 1996

Arts and Sciences

At Large
B Samuel Floyd Barger
PKB Bege K. Bowers
PEB Paul Dalbec
Hugh Hugh Earnhart
WJ William Jenkins
TKM Fred Koknat
M Thomas Maraffa
W William Mullen
LS Lowell Satre
CS Charles Singler

Departmental
John John Usis, Biology
JK Glenda Kunar, C&IS
JG Julia Gergits, English
DS David Stephens, Geography
MB Martin Berger, History
CB Cynthia Brincat, Phil. & Rel.
Bill Bill Eichenberger, Pol./Soc. Sci.
QJ Qi Jiang, Soc. & Anthropology

Departmental
TW Tim Wagner, Chemistry
TP Tod Porter, Economics
Hervé Hervé Corbé, For. Lang. & Lit.
AH Ann Harris, Geology
JB John Buoni, Mathematics
RT Ron Tabak, Physics & Ast.
JM James Morrison, Psychology

Business Administration

At Large
JD James Daly
IH Inez Heal
AK Anthony Kos

At Large
C Clement Psenicka
ES Eugene Sekeres
WV William Vendemia

Departmental
RR Ray Ross, Accounting
TR Tom Rakestraw, Management
BK Bart Kittle, Marketing

Education

At Large
DB Dora Bailey
LH Lawrence Haims

Departmental
Sherry Sherry Martinek, Counseling
DR David Ruggles, Ed. Admin.
Dean Dean Hoops, Special Ed.

Departmental
Nancie Nancie Shillington, E&M
Robert Robert Levin, Foundations
James James Douglas, Sec. Ed.

Engineering

At Large
JJ Jalal Jalali
AM Anthony Messuri
D Duane Rost

Departmental
S. Lim S. Lim, Chem. Eng.
Samuel Samuel Skarote, Elec. Eng.
Mansour Mansour Zenouzi, Eng. Tech.

Departmental
J. N. Cernica J. N. Cernica, Civil & Env.
M. C. Martin Cala, Ind. & Sys.
Jeff Jeff Ray, Mech. Eng.

Fine and Performing Arts

At Large
FC Frank Castronovo
Phil Phil Chan
Tony Tony Leonardi

At Large
Diane Diane McFarland
John John Murphy
John John Wilcox

Departmental
John John Krasner (1 yr.), Art
Darla Darla Funk, Music
Dennis Dennis Henneman, Comm. & Th.

Health and Human Services

At Large
Jim Jim Conser
PH Pat Hoyson
Joe Joe Mosca
Marion Marion Scott

Departmental
Janet Janet Boehm, Allied Health
Kathleen Kathleen Akpom, Health Sci.
Mary Mary Beaubien, Human Ecol.
Dennis Dennis Morawski, Social Work

Departmental
C. Allen C. Allen Pierce, Crim. Jus.
Nancy Nancy Mosca, Nursing
Frank Frank Bosso, HPES

Administration

BB Barbara Brothers
David David Sweetkind
Shirley Shirley Carpenter
Gordon Gordon Mapley

Betty Betty Jo Licata
Charles Charles Stevens
Janet Janet Elias
Alfred Alfred Owens II
Clara Clara Jennings
John John Yemma
David David Genaway
Harold Harold Yiannaki

James James Scanlon
Cynthia Cynthia Anderson
Peter Peter Kasvinsky

Students

At Large
Nader Nader Atway
Michele Michele Johnson
Anne Anne Marie McCollum
Michael Michael Mokros
Nicole Nicole Williams

School/College
Michael Michael Bins-Castronovo, Ed.
Bill Bill Puscheck, WCBA
Rebecca Rebecca Ortenzio, A&S
[Vacant] [Vacant], Grad. School

School/College
R. Joseph R. Joseph Multari, FPA
Kathryn Kathryn Regenery, HHS
[Vacant] [Vacant], E&T
Ex-Officio
Nizar Nizar Diab, Pres.
Suzanne Suzanne Christopher, VP