

Please note: The December Senate meeting is cancelled. (It would have taken place during exam week, and no committees have anything earthshaking to report.) Please get agenda items for the January 3 meeting to Bege Bowers, English Department, by noon on December 14.

**ACADEMIC SENATE MINUTES
November 1, 1995**

CALL TO ORDER:

Hugh Earnhart, chair of the Academic Senate, called the meeting to order at 4:02 p.m.

MINUTES OF THE PREVIOUS MEETING:

Before the meeting, Diane McFarland made the following correction to line 10, page 3, of the minutes of the October 4 meeting: "Diane McFarland noted that **not** many universities require more hours for graduation than we do."

At the meeting, someone asked the effective date of the deficiency motion passed on October 4. Barbara Brothers said that students can graduate under the catalog they entered under or under a newer one; thus, students can take advantage of the motion any time after this quarter. Information about the motion will be put on paper and distributed to students soon.

The Senate approved the minutes of the October 4 meeting.

After the meeting, a member of the Marketing Department noted that page 9, section VIII, of the October minutes—part of an enrollment-initiative document supplied to the Senate—should say "Work with the Chair of the Department of **Marketing** . . . to increase the enrollment of students in Mall Management." The Mall Management major is in the Marketing Department, not the Department of Management.

REMARKS FROM PRESIDENT LESLIE COCHRAN:

President Leslie Cochran discussed the following issues:

1. Referring to the enrollment initiatives attached to the October minutes, he noted that all of us must engage in recruitment. This year, the University enrolled its largest freshman class since 1982 and its best freshman class ever. However, we need to keep working. The University is developing a marketing plan to involve the entire campus in recruitment. Demographics such as the declining number of high school-aged students in the Valley mean that all of us must work to maintain current enrollment levels and to grow.

Examples of current efforts include the first annual Community College Day, which was held at the recent football game. Officials such as presidents, academic vice presidents, and deans of instruction from 10 community colleges attended. Activities such as this can increase enrollment at the upper-division level.

2. We must keep working with other colleges and universities in the area. YSU deans have been working on a series of initiatives to "connect" with the University of Pittsburgh. We need to think about where some of our brightest students might go to graduate school. Options for forging and strengthening connections include faculty-exchange programs, joint research projects, student exchanges, visiting professorships, and guest lectureships. We recently had a meeting of teams from the academic alliance that includes YSU and four private colleges in the area—Thiel, Westminster, Lake Erie, and Mt. Union—to discuss technology.
3. The vice presidents are having a series of meetings across campus to talk to employees in all divisions about the PERS buyout, the replacement schedule, and how many positions are being filled and consolidated. The series will conclude next week.
4. We're about ready to form the first of the teams mentioned in the beginning-of-the-year address. Gordon Mapley will head the Electronic Campus team. Rather than a time-consuming report-and-review process involving multiple committees, the 10 or 11 people on the team, drawn from areas campuswide, will decide issues such as where the cable will go. They will solicit insights from the rest of the campus. A second team will also be formed soon to review the University's administrative and personnel policies.
5. The state "Master Plan" continues to move forward. We don't know whether the changes will occur. Duane Rost, our representative on the Faculty Advisory Committee to the Chancellor, can update us on the process.

President Cochran then entertained questions.

Larry Haims: What is the projected date for breaking ground on the new College of Education building?

Cochran: Originally, the building was to be 60,000 square feet. Plans have grown to about 87,000 square feet, raising the cost from \$10 million to \$13.3 million. We will start construction July 1 or sooner. Plans must still be approved by the Board of Regents, the legislature, etc. It will take 18 months to build. The facility should be completed by fall of 1998, with faculty moving in during summer 1998.

Our next priority is to ask for an additional \$2 million over the amount already requested to add 17,000 square feet to the Butler.

We're also asking for additional money for the Electronic Campus. By the end of the next biennium, all buildings on campus should be connected by the fiberoptic network. Plans are also under way to deal with problems of the mainframe, and we need to think about replacing the telephone switch.

Lowell Satre: How is the fund raising going?

Cochran: A little over \$9.1 million has been pledged so far. We'll make new announcements every two or three weeks, such as the recent announcement of \$1/2 million for an endowed chair in Philosophy and Religious Studies. Another announcement will be made about the improvements around Lyden House and Cafaro House. We haven't asked for anything below \$250,000 yet. By this time next year, we should be at \$17–18 million. We'll have a major nationwide alumni drive after that. We hope to select an architect for the stadium at the board meeting in December.

Bill Jenkins: Will we be able to get the state to reconsider how they fund the state universities?

Next month, the Chancellor will name a 20-person task force to address the issue. Since legislators don't understand the current formula, they may be open to changes. Statewide, institutions aren't pleased with the current system; we aren't the only ones who are unhappy.

We can expect very small growth, if any, in the state budget. If the federal budget has to be balanced, the burden will come down to the state. This will certainly affect the education budget; we must find internal ways of dealing with our own budget.

Martin Berger: What about the Reading and Study Skills matters that have been reported in the *Jambar* lately? Some students who work in the lab feel there's a move to replace trained instructors with new secondary education students each quarter. If our mission is to admit and retain students, how can we do that?

Cochran: What the Secondary Education Department is doing is state-of-the-art in the field of education. The University is committed to retaining students, and the new system should help do that. Secondary education graduates, whatever their field, are expected to teach reading. The new system will provide them with a practicum in the teaching of reading. This experience will be an advantage for them; it will upgrade and professionalize the program.

Provost Scanlon: The chair of Secondary Education, the director of Reading and Study Skills, and the interim dean of the College of Education made a proposal two years ago to move the Reading and Study Skills program from Foundations of Education to Secondary Education. The purpose of the proposal was to integrate the Reading and Study Skills program with the training of those who will be teaching reading in the focus areas (social studies, etc.). At the same time, we began to invest additional money to add computers to the lab and upgrade the facilities. We talked about the need for a faculty member to take responsibility for the students who would be working in the lab and the graduate students who would be teaching courses. Some of these changes didn't happen two years ago, but they are about to happen now. Students will be trained to tutor; there will be more student tutors; graduate students will be integrated into the system. The program is in transition. The outcome will be an improvement of an already-good program. There is no plan to eliminate tutors.

Cochran: At most places, students do not get as much help with reading and study skills as they get here. Elsewhere, students get three hours of instruction in a class of 25-30 people, and that's all. If they *do* receive tutoring, they must pay for it. Our students will get three hours of instruction plus two hours of scheduled tutoring and unlimited additional tutoring if they want it.

Scanlon: The process will give us faculty leadership for the integration of students who will be secondary teachers.

REPORT OF THE CHARTER AND BYLAWS COMMITTEE: No report.

SENATE EXECUTIVE COMMITTEE REPORT:

The chair made the following announcements:

1. The final report on the comprehensive review of fees and charges was handed out at the Administrative Council meeting a couple of weeks ago. Everyone should look at it because it entails some real changes in fees.
2. There are still some glitches in the Print Shop's mailing list for Senate minutes and agendas. If you or any of your colleagues aren't getting them, please let Hugh Earnhart or Bege Bowers know. All Senate committees need to meet and elect a chair if they haven't already done so. Please send the name of the chair to Hugh Earnhart or Bege Bowers. Engineering & Technology, Fine and Performing Arts, and the Williamson College of Business Administration still need to elect Senate Executive Board members.

A list of all chairs elected by the time the minutes go to press will be appended to the minutes. (See Appendix A.)

Duane Rost, chair of the Faculty Advisory Committee to the Chancellor, discussed highlights of the state Master Plan. (See Appendix B.)

OTHER SENATE COMMITTEE REPORTS:

Elections and Balloting Committee: Dennis Petruska, reporting on the recent election, announced that Jim Morrison was elected Senate chair; David Ruggles will be vice chair.

Kathylynn Feld, Ronald Shaklee, and Linda Wesson were elected to the Charter and Bylaws Committee.

Academic Standards Committee: Charles Singler, reporting for the committee, noted that the committee is not yet ready to make a report on +/- grading. He then made the following motion, which was attached to the agenda, p. 2:

Motion

Students gain a body of knowledge through work, life, etc., and it has value. The Academic Senate supports the creation of a procedure or a set of procedures by the Academic Standards Committee, subject to the Senate's approval at a later date, that enables students the opportunity to receive credit for their experiences.

Motion was seconded, and **discussion of the motion followed:**

Diane McFarland noted that it's critical to address the issue since so many of our students went to high school in the 1960s or so and are coming back to school now.

Larry Haims asked whether the committee will look at what other institutions are doing. Singler replied that the committee is open to suggestions about how to proceed. Barbara Brothers said the committee looked at Ohio University's system, but since developing a policy will be time-consuming and difficult, committee members would like the Senate's "blessing" before continuing to address the issue.

Mary Beaubien noted that many students, including some of the hospitality management and pre-school majors, come to YSU with considerable relevant experience; thus, our field experience is redundant for some students. We need to give these students credit for what they already know.

Floyd Barger suggested that we tend to view students as “generic Penguins.” Specific input from individual departments would help the committee.

Allen Pierce pointed out that a policy should consider how “concentrated” or “good” a student’s experience was.

Dennis Morawski asked who initiated the idea of developing the policy. Brothers said she thinks Harold Yiannaki’s office initiated it out of concern for adults returning to school.

Janet Boehm noted that many health-care students also have considerable experience before they come to YSU. In a competitive market, it is to our advantage to investigate the matter and formulate a plan, using policies at other colleges and universities as a starting point.

Janice Elias suggested that departments know their students best; the committee might focus on approval of procedures developed by the individual departments.

Dennis Henneman noted that our goals statements and course objectives are already in place. A policy would benefit students who come in having already met these goals.

Julia Gergits suggested that the committee consider how departments would carry out the policy, especially those departments that offer courses taken by many students. In addition, some factors can’t be quantified easily. In English, for example, do we ask how many novels a student or prospective student has read?

A student again encouraged the committee to look at how other universities handle the situation.

John Yemma et al. called the question. **The motion carried;** the committee will investigate the matter further.

Integrated Technology Committee: Paul Mullins indicated that the committee met, and he was elected chair.

Library Committee: David Genaway indicated that the committee met, and Laura Buch was elected chair.

UNFINISHED BUSINESS:

David Genaway noted that one of the proposed fees is a \$10-per-quarter fee to use the library carrels. Does this concern us? If so, talk to Charles McBriarty.

NEW BUSINESS: None.

ADJOURNMENT: The chair adjourned the meeting at 5:05 p.m.

Appendix A: Senate Committee Chairs

Academic Programs, Gregory Claypool
University Curriculum, Haiyang Chen
Academic Planning, none elected
Integrated Technologies, Paul Mullins
University Outreach, Duane Rost
Library, Laura Buch
Academic Research, Martha Pallante
Student Academic Affairs, Steven Kent
Honors, Lee Slivinske
Student Academic Grievance, none
Academic Standards, Charles Singler
Academic Events, none
Elections and Balloting, Dennis Petruska
Senate Executive Committee, Jim Morrison/David Ruggles

Faculty Advisory Committee to the Chancellor, OBOR, Meeting: October 27, 1995
Duane Rost

“The Challenge is Change: Creating the High Performance Campus in Ohio, A Master Plan for Higher Education”, For Discussion ONLY copy, revised September 1995: I have placed a copy on reserve in Magg Library for your reading. This was the only topic of our meetings. The morning meeting was used to gather the inputs from the committee members. We identified six areas of concerns to cover during our meeting in the afternoon with Acting-Chancellor William Napier and Executive Associate Howard Gauthier. They were cordial, willing to listen and respond. They indicated that the current document is “more a policy document, not a strategic plan”. It is more of a “broad-brush” approach. It is designed to be the “right prism” through which to view the situation. It will “guide the Regents”. They once again referred to “Managing for the Future” and “Securing the Future” documents as the real basis for actions being taken.

Consensus Concerns and Following Discussion:

1) The document alludes to a partnership of OBOR, industry, and the Legislature in relation to deciding the direction of higher education in the State. Institutions and faculty would like to be partners in this mission also, not simply portrayed as the dysfunctional unit that needs to be fixed in order for the vision to occur.

This document is being shared with the Boards of Trustees in regional meetings around the State. Three so far, two this week, and two more shortly. These meetings are an outcome of requests from the Presidents on the IUC.

It is not the intent to close out the Institutions or Faculty, they are “stake holders”.

2) The document is highly focused on jobs and industry with little attention to the value that liberal education and learning provide to the student. (This goes to the general tone of the document.)

The tone is focused on jobs. This is not to demean or diminish, but to recognize the Legislature is not as concerned in liberal learning.

3) The role of the State in being supportive with allocation of resources is very brief in the document.

This is a delicate balance between a demand for money and a need to produce to get the money. “It’s in there.”

The FAC would like to see more specific statements about the need for the State’s commitment. It seems like the Regents are promising lots of good things and the faculty will be the ones who will be expected to deliver.

The FAC recommended the Regents understand the concept of investing if more is to be

expected. Response was to develop more non-state funds as the way to survive in the future.

We are trying to reverse the trend of decreasing support of Higher Education. Stop using Higher Education to balance the budget. But it is the larger pool of discretionary funds.

4) The implication is that higher education is still functioning in the dark ages in terms of teaching and learning, when in fact many of our programs are working within the “new paradigm” or at least half way between the listed “traditional” and “new paradigm”.

Several FAC members expressed their concern that the document was insulting to the current efforts of the faculty around the State. Many of the “new” items now invented by the Regents are already in place and being used effectively. Provide support and see how fast and far the faculty will go.

5) The issue of access is much more involved than just the list cost of higher education as would be implied by the document.

Howard indicated the students need to know the difference between “sticker price and discounted price” and be more aware of the grants and aids available. More loans now and so the student debt at graduation is higher. Articulation and transfer activities of the Regents need to be stated in the document.

6) Commend the attention in the document to the emphasis on student involvement and learning and recommend stressing in more in the document.

The FAC pressed for more stress on the student responsibilities, learning, commitment.

Working with and putting pressure on the K-12 sector saying we need better students. Working to provide better high school experiences.

The message on student-centered education is not getting through to the Legislature.

Legislature is badgering the Regents on the remedial costs, “paying twice”. This discussion is not over.

Summary: We need to remember the political reality. We must continue to work to make the Legislature partners and encourage them to understand Higher Education. Need ammunition to be more effective advocates for Higher Education.

Will much or any of the suggestions provided actually make it in the document? Dr. Gauthier requested, three times, out loud, for help, inputs, specific suggestions in writing. These need to be in to him in early November, mid-November at the absolute latest. If we, as individuals or as YSU do respond with specific inputs and detailed suggestions in writing, they might not be included. But if we do NOT respond, for sure they will not be included.

Arts and Sciences

At Large

AFB Samuel Floyd Barger
BAB Bege K. Bowers
PSD Paul Dalbec
HEE Hugh Earnhart
WJ William Jenkins
AK Ted Koknat
TM Thomas Maraffa
WM William Mullen
LS Lowell Satre
CS Charles Singler

Departmental

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

Departmental

TRW Tim Wagner, Chemistry
TP Tod Porter, Economics
HC Hervé Corbé, For. Lang. & Lit.
AH Ann Harris, Geology
JB John Buoni, Mathematics
RT Ron Tabak, Physics & Ast.
JM James Morrison, Psychology
JD Joan DiGiulio, Social Work

Business Administration

At Large

JD James Daly
IH Inez Heal
AK Anthony Kos

At Large

CE 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
LA Lawrence Haims

Departmental

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

Departmental

NS Nancie Shillington, E&M
GL Glorianne Leck, Foundations
JD James Douglas, Sec. Ed.

Engineering

At Large

JJ Jalal Jalali
AM Anthony Messuri
DR Duane Rost

Departmental

SL S. Lim, Chem. Eng.
SS Samuel Skarote, Elec. Eng.
MZ Mansour Zenouzi, Eng. Tech.

Departmental

JN J. N. Cernica, Civil & Env.
MC Martin Cala, Ind. & Sys.
JR Jeff Ray, Mech. Eng.

Fine and Performing Arts

At Large

FC Frank Castronovo
PC Phil Chan
TL Tony Leonardi

At Large

DM Diane McFarland
JM John Murphy
JW John Wilcox

Departmental

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

Health and Human Services

At Large

JC Jim Conser
PH Pat Hoyson
JM Joe Mosca
MS Marion Scott

Departmental

JB Janet Boehm, Allied Health
KA Kathleen Akpom, Health Sci.
MB Mary Beaubien, Human Ecol.
DM Dennis Morawski, Social Work

Departmental

CA C. Allen Pierce, Crim. Jus.
NM Nancy Mosca, Nursing
FB Frank Bosso, HPES

Administration

At Large

BB Barbara Brothers
DS David Sweetkind
SC Shirley Carpenter
GM Gordon Mapley

At Large

BJ Betty Jo Licata
CS Charles Stevens
JE Janet Elias
AO Alfred Owens II

Departmental

CJ Clara Jennings
JY John Yemma
DG David Genaway
HY Harold Yiannaki

JS James Scanlon
CA Cynthia Anderson
PK Peter Kasvinsky

Students

At Large

NA Nader Atway
MJ Michele Johnson
AM Anne Marie McCollum
MM Michael Mokros
NW Nicole Williams

School/College

MC Michael Bins-Castronovo, Ed.
BP Bill Puschack, WCBA
RO Rebecca Ortenzio, A&S
[V] [Vacant], Grad. School

School/College

JM Mr. Joseph Multari, FPA
KR Kathryn Regenery, HHS
JS Jill Schulick, E&T
Ex-Officio
ND Nizar Diab, Pres.
SC Suzanne Christopher, VP