

## ACADEMIC SENATE MINUTES

February 7, 2001, 4:00 p.m.

Room 132, DeBartolo Hall

PDF Version

**Note 1:** Please submit agenda items and cover sheets for the March 7 Senate meeting to Bege Bowers, English Department, by noon on Friday, February 23. Provide both a hard copy and a disk copy of your report and cover sheet in Word or rich text format. A downloadable cover sheet is available at the Academic Senate web site:

<http://cc.ysu.edu/acad-senate/index.html>

**Note 2:** If you want to read or print the pdf version of these minutes and you don't have *Adobe Acrobat Reader*, you may download the program at the following link:

<http://www.adobe.com/products/acrobat/readstep2.html>

*To save paper, use the Acrobat Reader menus or toolbar to print the file, not the menus or toolbar in your web browser.*

### OVERVIEW:

**Major topics presented/discussed:** Global Awareness Committee; General Education Committee's proposal concerning choosing old versus new general education requirements; whether to reduce the oral communication intensive requirement from two courses to one; address by President David Sweet on university planning, building the administrative team, and labor-management relations.

### POLICY/PROCEDURES CHANGES:

Changes in guidelines for following the old distribution requirements versus following the new General Education Requirements: Current policies/procedures appear on page 38 of the *Undergraduate Bulletin*. The Senate voted to approve the language in **Choosing Old or New General Education Requirements**, Appendix I of the General Education Committee's attachment to the agenda for the February 7 Senate meeting. The language includes related changes for Transfer Credit (page 10, items 2 and 3, in the current *Undergraduate Bulletin*) and Additional Majors and Degrees (page 28 of the current *Undergraduate Bulletin*). The new language should be inserted in the next *Undergraduate Bulletin*.

### ACTIONS:

**The following motion failed:** a motion to table the General Education Committee's motion concerning choosing old versus new general education requirements.

**The following motion carried:** a motion to adopt the policies on general education requirements that appeared in Appendix I of the General Education Committee's attachment to the agenda for the February 7 Senate meeting.

### CALL TO ORDER:

Jim Morrison, chair of the Academic Senate, called the meeting to order at 4:05 p.m.

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**MINUTES OF THE PREVIOUS MEETING:**

Minutes of the 6 December 2001 meeting were approved as posted. They are available at the Senate web site.

**SENATE EXECUTIVE COMMITTEE/REPORT FROM THE CHAIR: Jim Morrison reported on the following Senate Executive Committee (SEC) actions:**

- The SEC met January 31 and appointed Christine Cobb and Joe Mosca to the Academic Standards Committee to replace Louise Pavia and Joan DiGuilio, who are on leave.
- In May 2000, the Senate approved David Porter's motion that the SEC explore the possibility of re-creating a Global Awareness Committee as a standing committee of the Senate. In September 2000, the SEC reported that an ad hoc committee was studying the issue. The ad hoc committee, chaired by Stephen Hanzely, has sent its recommendations to the SEC. The SEC is asking the Charter and Bylaws Committee to compose, and bring to the next Senate meeting, language concerning the charge and composition of a Global Awareness Committee.

Morrison deferred discussion of other SEC actions until later in the meeting.

**OHIO FACULTY COUNCIL REPORT: Tom Shipka, our elected representative to the OFC,** reported that the January meeting of the OFC was canceled. The OFC will meet Friday, February 9, and Shipka will report at the March Senate meeting.

Shipka reminded us that links to the web sites for the OFC, OBOR, and the National Higher Education Report Card appear on our Academic Senate homepage at <<http://cc.yosu.edu/acad-senate/index.html>>. The links to the OFC (<<http://www.sba.muohio.edu/snavelly/senate/ofc/>>) and OBOR (<<http://www.regents.state.oh.us>>) are particularly helpful to keep you informed about developments at the state level, including positions taken by the OFC and, currently, the budget of the Ohio Board of Regents as proposed to the governor.

**CHARTER AND BYLAWS COMMITTEE: No report.**

**ELECTIONS AND BALLOTING COMMITTEE: Louise Aurilio, chair of the committee,** noted that names of new senators for this semester will be reported at the next Senate meeting.

**ACADEMIC STANDARDS COMMITTEE: Martha Pallante, chair of the committee,** did not make an official committee report, because the Academic Standards Committee (ASC) has not approved its last set of minutes. She noted, however, that the ASC discussed three items at its January 18 meeting:

- Students' registering improperly without the appropriate placement testing and finding their way into the wrong sections or classes.
- Questions about automatic suspension of students who have been on Warning for two terms; the committee will revisit that issue.
- General Education Requirements: At the January 18 meeting, Bill Jenkins made a presentation about language the General Education Committee would like to have

inserted in the *Undergraduate Bulletin*. After some discussion at that meeting, members of the ASC felt they were not discussing policy at that point but were discussing procedures, and thus the ASC moved to recommend that the General Education Committee bring forward its reports.

The next meeting of the ASC will be February 19 at noon.

**ACADEMIC PROGRAMS COMMITTEE: No report.** Jim Morrison noted that Kathylynn Feld, chair of the committee, who was off campus for a presentation, told him the Academic Programs Committee has been processing proposals for minors as they come in; some proposals are circulating now; she urges departments who want official minors to get the forms in very soon. (Asked when "very soon" is, Morrison noted that he doesn't know.)

**UNIVERSITY CURRICULUM COMMITTEE: Tammy King, chair of the committee,** reported that two packets of course proposals have been circulated without objections. Therefore, the courses listed in the Undergraduate Curriculum Committee's attachment to the agenda for the February 7 Senate meeting are officially approved. Another packet will go into circulation next week. King thanked members of the UCC for their hard work and noted that there has been almost 100% participation by committee members.

**ACADEMIC PLANNING COMMITTEE: No report.**

**GENERAL EDUCATION COMMITTEE: Bill Jenkins, chair of the General Education Committee (GEC), reported on four matters:** the need to turn in general education syllabi; old versus new general education requirements for various types of students; oral communication intensive courses; and recently approved general education courses.

- **In regard to matter 1,** the GEC is asking departments to forward to the committee the syllabi for general education courses being taught this semester. The committee will review those syllabi in preparation for a follow-up report to the North Central Association later this spring. Please get the syllabi in as soon as possible.
- **In regard to matter 2,** Jenkins summarized and highlighted items in **Choosing Old or New General Education Requirements**, Appendix I of the General Education Committee's attachment to the agenda for the February 7 Senate meeting. He reported that the items have been presented to the Senate, academic advisors, the Deans' Council, the Academic Senate Executive Committee, the Academic Standards Committee, etc., and they are the result of collaboration and compromise. If they are passed by the Senate, he noted, he will continue to work with advisors, the Deans' Council, the Senate Executive Committee, the Academic Standards Committee, and the GEC to provide for liberal granting of credit for general education courses already completed under other systems. The desire is to encourage enrollment, not discourage it, for students attempting to enroll at YSU—and not to "harm" students already enrolled.

Jenkins also summarized changes and additions to related material concerning transfer credit and additional majors and degrees (see Appendix I of the General Education Committee's attachment to the agenda for the February 7 Senate meeting).

He noted that the GEC has presented the items in language that is intended to go into the *Undergraduate Bulletin*. Thus, the Senate will be approving some new policy statements and re-approving some existing ones.

☞ **Jenkins moved that we adopt the policies in Appendix I of the General Education Committee's attachment to the agenda for the February 7 Senate meeting. The motion was seconded, and discussion followed.** Morrison noted that anyone, senator or not, is welcome to speak to business on the floor. He reminded speakers to go to a microphone, identify themselves, and limit their remarks to three minutes. Only senators can vote.

**Phillip Chan, Art Department:** My question refers to item 5 in Appendix 1. My concern is the student who has been out for three semesters or so and completed all but one or two general education courses. Will such students be forced to take all of the new courses?

**Jenkins:** That's not the purpose of what we are trying to do. We would try to develop guidelines to take a student's prior completion of courses into account and not unduly create additional requirements for that student. The intent is to grant as much credit as possible for such students.

**Tammy King, Criminal Justice:** What about students who transfer in as seniors or upperclassmen without having taken writing-, critical thinking-, and oral communication-intensive courses?

**Jenkins:** We would have to work out the details. The intent would be to "prorate" requirements so that students at advanced points in their career would not have to complete the full range of intensive courses.

**Charles Singler, Geology:** Martha Pallante of the Academic Standards Committee indicated that you made a presentation to the ASC and they recommended that you bring the procedures to the Senate for discussion. But when I look through the document on the agenda and listen to your explanation, I hear a number of places where something is considered to be a new policy statement (item 2, item 6, etc.). I am concerned about the procedural aspect. If the ASC is supposed to look at policies related to general university requirements, has the ASC looked at these, and why is the ASC not making these recommendations?

**Jenkins:** I can't speak for the ASC and its individual members, but the GEC has been authorized to create policy. The ASC's job is to review policy in terms of general standards. Their job, essentially, is to make sure that anything we bring forward would not contradict or cause a problem with the general academic standards of the university. My understanding is that, as a committee, the ASC found no problem and agreed with these policies.

As for who brings forward the motion, the Senate *Charter* and *Bylaws* do not state which committee must bring forward the motion. The *Bylaws* do include language for two committees in regard to general education matters. I discussed the issue with Jim Morrison and with Martha Pallante, and we felt it was best if the GEC presented the material, because the GEC had developed the material and discussed it with all the different groups. Also, we felt I would be the most knowledgeable about the general education material.

**Singler:** I see a lot of these as being a good approach and perhaps beneficial to students, but I'm still concerned about procedures. The *Bylaws* do say that the responsibilities of the Academic Standards Committee include "making recommendations concerned with University general requirements."

**Jenkins:** They say the same thing about the General Education Committee.

**Singler:** And I see within the language of the document some potential conflicts, and I wonder if they have been addressed. For example, the *Undergraduate Bulletin* says that students are obligated to the catalog under which they entered; another place in the *Bulletin* says that if students change majors, they are obligated to the requirements in effect at the time they make the change. There are a whole range of policies in the *Bulletin* stating that if a student returns or makes a change, he or she is obligated to follow the new catalog or any subsequent one. I'm not sure the language here is not in conflict with that.

**Jenkins:** Why is it in conflict?


**Singler:** The language here says under item 6, "students taking the goal-driven general education model will finish whatever portion of those requirements remains" as opposed to being obligated to change to the new requirements. I'm not saying that what you have proposed isn't to the benefit of the students; I just want to make sure that the implications have been addressed and that there's not a contradiction where students or advisors will have to ask, "which one should be followed?"

**Jenkins:** I will be more than happy to make a note of this; I'll be one of the people responsible for working with the general education material in the *Bulletin* and working with advisors on getting that as clear as possible.

**Singler:** One other question: Within the language here, you've indicated in a number of places that the advisor makes a certain determination. Would you explain to us what is meant by "advisor"? Any faculty member, the college advisors—who is the advisor who makes the determination, and then is the university obligated to that advice?

**Jenkins:** Under the present system, advisement varies by college. In some instances, the college requires the student to see an advisor in the dean's office; in other instances, we have departmental advising; in others, we have open-ended faculty advising. The intent is that whichever level of advisor is operative in any college would be the person making determinations, in conjunction with the General Education Coordinator.

Morrison: Does anyone else wish to address this matter?


 **Barbara Brothers, Dean of Arts and Sciences:** I'm not sure what the next step would be. There's been a motion. Yet Martha Pallante made it clear that the ASC did not approve any policy changes. **I move to table this motion.** It's a long, complex piece, and Pallante's remarks make clear that her committee did not approve policy changes, and those need to be carefully considered. Advisors' concerns have not been met. I recommend that we move on to the President's address.

**Jenkins:** I disagree with the statement that the advisors' concerns have not been met. We need to provide information for the upcoming *Undergraduate Bulletin*.

**Brothers:** For example, whether students can choose or not is a major departure.

**Morrison:** Is there a second to Dr. Brothers's motion?

**Singler:** I second the motion.

 **A vote was taken, and the motion to table Jenkins's motion failed.**

**Tom Shipka, Philosophy and Religious Studies:** I call the question.

☞ **A vote was taken, and Jenkins's motion (to adopt the policies in Appendix I of the General Education Committee's attachment to the agenda for the February 7 Senate meeting) carried.**

- **Jenkins: The next item** concerns oral communication intensive courses (see Appendix II of the General Education Committee's attachment to the agenda for the February 7 Senate meeting). This is a potential policy we are not going to present today because it still has to go before the ASC. However, I did want to present it to the Senate and ask if there are any questions or comments. We will probably bring it back to next month's meeting.

We have worked on the intensive components with various departments. The writing and critical thinking intensive courses have been moving forward; the oral communication intensive courses have been lagging. We have met with Dan O'Neill and other department chairs and held discussions about whether we can realistically have the oral communication components. Part of the problem is that students will make presentations in class. Many faculty feel a conflict between covering material central to the course and in addition developing the skill of speaking.

We have indicated that there can be multiple types of presentations. In addition, we are encouraging departments to offer us some alternatives, perhaps spreading the component over several courses. However, the overall requirement appears to be too much for many people. Therefore, we have decided it would be appropriate to reduce the oral communication requirement to one course instead of two. We will take this matter to the ASC at its next meeting. I entertain questions or comments.

**J-C. Smith, Philosophy and Religious Studies:** Would that mean the one course was a Communication & Theater Department course?

**Jenkins:** No. We are not talking about the required speech course. We are talking about the intensive requirement only.

**Smith:** As you know, I am now incorporating an oral communications intensive component into an engineering ethics course. At first, I had thought it would take up too much time and be very difficult, but I have found that it meshes with the course material very well. Students had asked for this oral communications component as I surveyed them over a couple of terms; I encourage people not to withdraw from the requirement too quickly. It might just be a matter of working through the details.

**Jenkins:** Students do need to have experiences to learn to speak effectively in public. We need to encourage departments and majors to find ways to help students develop these skills. Accrediting agencies, employment agencies, etc. call for these skills; a student who can communicate well has a better chance of getting a job and performing well in it.

- **Jenkins: The final item** the GEC is presenting is the report of general education courses that have been circulated and approved; these were attached to the agenda for your information.

**INTEGRATED TECHNOLOGIES, UNIVERSITY OUTREACH , LIBRARY, ACADEMIC RESEARCH, STUDENT ACADEMIC AFFAIRS, STUDENT ACADEMIC GRIEVANCE, HONORS, AND ACADEMIC EVENTS COMMITTEES: No reports.**

**ADDRESS BY PRESIDENT DAVID SWEET:** Morrison welcomed President Sweet. After encouraging those present to participate in the blood drive next week, Sweet made the address that appears in Attachment 1 (see the separate pdf file at <[http://cc.yosu.edu/acad-senate/Sweet\\_20701.pdf](http://cc.yosu.edu/acad-senate/Sweet_20701.pdf)>). President Sweet's address was followed by a question-and-answer session:

- **J-C. Smith, Philosophy and Religious Studies:** I chair the Distance Learning Review Committee for the university; there's precious little distance learning going on here. I noted in the last *Jambar* a quite-nice ad from Ohio University for online course instruction. Do you have thoughts about the direction and the speed with which we should move in this regard?
- **Sweet:** I would be eager to hear what your committee has suggested or recommended. I know in terms of some of the consultation that we're doing on campus—looking at where there might be links for growth opportunities—distance learning is playing an integral role. We have been exploring a number of links between YSU and some of the community colleges, between YSU and Cleveland State University. I have initiated a discussion with Case Western Reserve University about distance learning in some of the degree programs. So I am open to suggestions and committed to seeing distance learning as a part of our future. It takes motivated faculty as well as facilities. I think we have facilities, and I'm sure we have some motivated faculty. I'd be happy to discuss the matter further in terms of priorities you would recommend.
- **Howard Mettee, Chemistry:** [The Senate tape is not audible at this point; the next two paragraphs are based on my typed notes.] Thank you for your comments on the need for civility on campus. I've worked in the Chemistry Department for a little over 30 years. I have been an Academic Senator and in the union. Things were pretty divergent last fall semester in spite of the accomplishments you mentioned. So I hope people will welcome your remarks and receive them in the way in which I think they were intended.

Another item, though, that bothers me is that I'm trying to understand our relationship with Kent State University. I believe they impact our enrollment. They are competitors, but we are cooperating with them. How do you see our relationship with Kent and some of the branch campuses?

- **Sweet:** I could say "all-out war," but I'll try to avoid that in the context of being civil. I have engaged in conversations and just wrote a letter to a bank chairman in Trumbull County who took me to task as the result of an editorial in the *Tribune* that said I was trying to promote YSU to the detriment of Kent State-Trumbull. I had sent out 3,000 letters with an attachment regarding the Ohio Board of Regents' performance report, which shows and showcases YSU in a very positive light. I highlighted a number of data that I thought were important for readers to look at: for example, 44% of our freshmen encounter a full-time senior faculty member; only 22% at Kent-Trumbull and other universities do so. This was in a table straight out of

the report. The *Tribune* wrote an editorial saying that I was disparaging Kent State-Trumbull. So I sent a letter to the banker—with a copy of the letter to David Allen and the editor of the *Tribune*—saying I would like to engage in a conversation, because I think there's enough work for both of us here in the Valley.

But what I am deeply concerned about is "mission-creep" on the part of the branch campuses of Kent State University. You look at the web page of Kent State-Trumbull, and there's a listing of baccalaureate degrees; we have even identified masters' and even one doctoral student taking coursework at Kent State-Trumbull. I firmly believe the branch campuses were intended for workforce development, for the first two years of a baccalaureate degree, and for associate degrees. So I agree with the premise of your question. If mission-creep continues on the part of the Kent State branch campuses that surround us, they will emerge into four-year institutions, and I object to that as a taxpayer—not just as president of this university. I think it is a dissipation of our state's resources. So I'm going to engage in a constructive conversation to see what we can do about it. I think we will get some support, but the current chancellor of the Ohio Board of Regents is a free-market economist who wants to take off all the lids and let competition reign. I think taxpayers and some of us in other institutions will bear the price of that.

- **Brendan Minogue, Philosophy and Religious Studies:** Can you describe the "collaborative procedures" you used in reducing summer teaching for the faculty for the coming summer?
- **Sweet:** I think, if you've seen my statement, that this a great illustration of the rumors that abound on this campus. I had a meeting with the Deans' Council in which we were discussing how we can grow the summer program. All of a sudden, it became a fait accompli that I was shutting down the summer program. We are looking at how to grow the summer program. The deans have been asked to come forward with proposals that relate to student needs. Hear me carefully—*that relate to student needs*. As long as we can identify programs that are relating to student needs and that will generate sufficient revenue to cover their cost, we will be growing our summer program. The rumors of the demise of the summer session are greatly exaggerated. February 23 is when we will enter the next phase of looking at what we can put together for the summer session.

Are there additional questions? Thank you for the opportunity of speaking with you. I look forward to further discussions.











- **Morrison:** The Senate Executive Committee will meet on February 21 and take up some of the invitations that President Sweet has given us. As part of the context for that, let me say that we have posted on the Senate web site YSU's Statement of Ethical Principles (<[http://cc.ysu.edu/acad-senate/ethics\\_statement.htm](http://cc.ysu.edu/acad-senate/ethics_statement.htm)>), developed by this body and subsequently endorsed by the Board of Trustees.

**UNFINISHED BUSINESS:** None. **NEW BUSINESS:** None.




**ADJOURNMENT:** The meeting adjourned at 5:14 p.m.






At Large

 Martin Berger  
 Bege K. Bowers  
 John Buoni  
 Robert Hogue  
 Thomas Maraffa  
 Daryl Mincey  
 James C. Morrison  
 Thomas A. Shipka  
 Charles Singler  
 Tess Tessier




At Large

 Gregory Claypool  
 Anthony Kos  
 David Law





At Large

 Janet Beary  
 Margaret Briley  
 Edward Tokar





At Large





 Robert A. McCoy  
 Salvatore R. Pansino  
 James C. Zupanic

At Large



 Phillip Chan  
 Darla J. Funk  
 John Murphy  
 Patricia Sarro

At Large








 Louise Aurilio  
 Joan DiGuilio  
 Kathylynn Feld  
 Robert Frampton

 Cynthia E. Anderson  
 Thomas C. Atwood  
 Barbara H. Brothers  
 Margaret A. Collins









At Large

 Deena DeVico  
 Tenika Holden  
 Anthony Spano



**Arts and Sciences**Departmental

 Mark Womble, Biology  
 David Stephens, Geography  
 John Sarkissian, For. Lang.  
 Nancy White, Psychology  
 Donna DeBlasio, History  
 Clyde Morris, Economics  
 James Andrews, Physics & Ast.




Departmental (Cont'd)

 Robert Kramer, CSIS  
 John Jackson, Chemistry/Physical Metttee, Chem.  
 Rick Shale, English  
 Jeffrey Dick, Geology  
 Richard Goldtwait, Mathematics  
 J-C. Smith, Phil. & Rel.  
 David Porter, Pol./Soc. Sci.  
 Beverly Gartland, Soc./Anthropology



**Business Administration**At Large (Cont'd)

 James Tackett  
 William Vendemia



Departmental

 Peter Woodlock, Accounting/Finance  
 Ram Kasuganti, Management  
 Bart Kittle, Marketing




**Education**At Large (Cont'd)

 Janet Gill-Wigal  
 Richard McEwing


Departmental

 Len Schaiper, Teacher Ed.  
 Bill Evans, Counseling  
 Susan DeBlois, EAR&F




**Engineering and Technology**Departmental

 Scott C. Martin, Civil/Environ.  
 Philip C. Munro, Electrical/Computer Engineering  
 Elvin B. Shields, Mechanical/Industrial & Systems Engineering




Departmental (Cont'd)

 David G. Kurtanich, Technology





**Fine and Performing Arts**Departmental

 Andrew Bac, Art  
 Allan Mosher, Music  
 Frank Castronovo, Comm. & Th.









**Health and Human Services**Departmental





 Carol Mikanowicz, Health Prof.  
 John Neville, HPES  
 Jean Hassell, Human Ecol.

Departmental (Cont'd)







 Elaine Greaves, Crim. Jus.  
 Marsha Kuite, Nursing  
 Shirley Keller, Social Work  
 Cathy Parrott, Physical Therapy

**Administration**


 Bassam Deeb  
 Betty Jo Licata  
 Joseph Edwards  
 Gordon E. Mapley  
 Janice G. Elias  
 George E. McCloud  
 Peter J. Kasvinsky  
 G. L. Mears

 Virginia L. Mears  
 James J. Scanlon  
 Charles A. Stevens  
 John J. Yemma




**Students**School/College

 Rajah James, A&S  
 Patrick Sculli, Ed.  
 Brynn Hannay, E&T  
 Richard Russo, FPA  
 Melissa Amorn, HHS  
 Paul Mucci, WCBA

School/College (Cont'd)

 [Vacant], Grad. School

Other

 Joseph Gregory, Pres.  
 Kristin Serroka, VP  
 Matthew Pavone, 2<sup>nd</sup> VP