

Note: Please get agenda items for the June 4 Senate meeting to Bege Bowers, English Department, by noon on Thursday, May 22.

ACADEMIC SENATE MINUTES
May 7, 1997

CALL TO ORDER:

Jim Morrison, chair of the Academic Senate, called the meeting to order at 4:07 p.m. Floyd Barger moved that the GER discussion be moved to the end of the agenda. The motion was seconded and carried.

MINUTES OF THE PREVIOUS MEETING:

Minutes of the 2 April 1997 meeting were approved as distributed. Barbara Brothers's initials should be added to the attendance sheet for the April meeting.

CHARTER & BYLAWS COMMITTEE: No report.

SENATE EXECUTIVE COMMITTEE:

J. Morrison announced that the Senate Executive Committee will meet soon to make faculty appointments to standing Senate committees. Those who haven't filled out committee-preference sheets should do so immediately.

FACULTY ADVISORY COMMITTEE TO THE CHANCELLOR: Duane Rost's FAC report is attached to the Senate minutes—see Appendix A.

AD HOC ETHICS COMMITTEE:

Cynthia Brincat encouraged everyone to read the ethics statement included with the May agenda. If you have comments, send them to her soon. The committee plans to submit a statement for approval at the next Senate meeting.

ELECTIONS & BALLOTING COMMITTEE: No report.

ACADEMIC STANDARDS COMMITTEE: Charles Singler reported two items:

1. In April, the Academic Standards Committee received a request to look at some language for inclusion in a handbook for reporting on an international baccalaureate program and YSU's participation in that handbook. The international baccalaureate program, founded in Switzerland in 1965, is designed to provide for an international curriculum and credit at colleges where the students might be going. The language sought and approved for inclusion in the handbook is that "YSU encourages applicants who have studied the international baccalaureate curriculum. Higher-level examinations on which a score of at least a 4 has been attained will be considered for transfer credit. Applicability to degree requirements will be determined by the student's degree-granting college." A number of Ohio universities

are included in the handbook. The committee will consider the issue again next year when there is time for fuller debate.

2. At the next Senate meeting, the committee will submit language concerning rules for students who want to have multiple majors under one or multiple degrees.

ACADEMIC PROGRAMS COMMITTEE: Program proposals were appended to the May Senate agenda, pp. 2-18. No action is required.

CURRICULUM, ACADEMIC PLANNING, INTEGRATED TECHNOLOGIES, AND UNIVERSITY OUTREACH COMMITTEES: No reports.

LIBRARY COMMITTEE: Gary Stanek moved approval of the library budget attached to the May Senate agenda, p. 25. The motion was seconded, and discussion ensued:

C. Singler: What is the rationale behind the figures?

Stanek: Several colleges requested increases. The committee had to recognize that some colleges have instituted new programs and degrees—the money to provide resources had to come from somewhere. Increasing one college's budget meant cutting another's.

Singler: Some colleges had huge increases; all others decreased. Shouldn't library resources be considered when programs are proposed, not when the library budget is considered?

Stanek: Enrollments have changed considerably in recent years. Some colleges were receiving a disproportionate amount of the budget based on FTE data. Using these data probably isn't the best way to distribute the money in the budget. Journals in some fields cost more than in others; it's difficult to measure library use. However, the committee had to consider enrollment, accreditation matters, etc. The committee's decisions were difficult since there was no budget increase this year. To free up enough money for colleges with accreditation coming up, the committee had to take money from other colleges' lines. The committee reduced three colleges by about 5.1 % each.

T. Wagner: Programs shouldn't be added at the expense of existing, thriving programs. It's not a good precedent.

A. Pierce: Inequities in the past are part of the problem. CHHS has been inappropriately dealt with in the past.

B. Brothers: Some redistribution is necessary. However, the reduction in the other three colleges was not proportionate to their FTE production.

Singler: Past Library Committees have been balanced by colleges represented.

J. Yemma: Committees have discussed redistribution before. Previously, the whole CHHS budget was hardly larger than that of some single departments in A&S. Clearly, that distribution was disproportionate. CHHS could lose accreditation if the library is not up to date in HHS fields.

Wagner: Chemistry journals are expensive.

T. Atwood: \$25,000 of next year's budget will go to a consortial project that will include many online scientific journals; these will benefit A&S.

Stanek: A&S and Engineering will benefit greatly through the project that Atwood mentioned. A&S representatives on the committee agreed that the 5.1% cut was the best way to proceed.

L. Harris: Is the fund Atwood mentioned strictly for A&S?

Stanek: No. Many colleges will benefit, though A&S and Engineering should benefit most.

A vote was taken, and the **motion carried**.

ACADEMIC RESEARCH, STUDENT ACADEMIC AFFAIRS, STUDENT ACADEMIC GRIEVANCE, HONORS, AND ACADEMIC EVENTS COMMITTEES: No reports.

UNFINISHED BUSINESS: F. Barger consulted some people about page 17 of the Academic Programs Committee report attached to the May agenda. Under no. 2 on page 17, the "and" in each of the first three indented categories should be "and/or." The "and" in the Other Majors category is open to interpretation.

NEW BUSINESS: None.

GER HEARING:

L. Hugenberg moved that we adjourn the business portion of the agenda and proceed to the GER portion. The motion was seconded and carried.

Bill Jenkins made preliminary comments: General education (GE) is intended to provide students a "general education." Students should leave YSU possessing some similar skills, content, ideas, etc. GE is not directly tied to majors, though majors may enhance GE. The challenge is to ensure the integrity of both the major and GE without destroying either. The committee has discussed GE with Cecelia Lopez of the North Central Association (NCA); she says GE courses *must* be offered in general, for everyone, though specific majors may reflect some of the goals. GE courses must meet the goals; they must be taught by qualified faculty; they must be offered to the student body in general.

Jenkins opened the floor for the hearing. The following comments are summaries grouped by topic, not a complete transcript:

The term GE:

A. Pierce: Why use the term "general education" instead of "liberal education"?

Jenkins: GE is a term used by NCA.

The model:

P. Chan: Left-brain thinking isn't represented in the model very much. The model largely excludes FPA and creative activity.

Jenkins: It's not meant to exclude them.

F. Barger: Is category H on p. 5 of the GER proposal bound by the limits in D, E, and F?

Jenkins: No.

M. Shutes: What if some departments don't elect to have a capstone course? Will GE design some?

Jenkins: The committee is hoping the majors will do it.

D. Rost: Don't allow so much latitude that the program gets impossible to administer and assess.

D. Morawski: Could some committee propose some mock courses to give people a sense of how courses might meet goals?

F. Barger: The statements of the goals needs to be rewritten; not all of us mean the same thing by the terms used in them. We need orientation to what the goals and the terms (e.g., "critical thinking," "critical reasoning") in them mean.

Advantages over old model:

Someone: What are the advantages of this model over the old one?

Jenkins: The old distribution model isn't characterized by specific outcomes; it offers no cohesive or common experience. Courses for the proposed model must reflect GE goals. We'll be in trouble with NCA if we don't institute GE.

B. Brothers: NCA expects courses in majors and GE courses; these are to be distinguished from each other.

Difficulties implementing the model:

L. Satre: I favor what's going on, but implementation will be difficult; the model will be hard for faculty to understand (faculty will need training too).

Jenkins: Clearly, we need workshops for advisors and other faculty before implementation.

Other universities have done so.

F. Barger: Also, no administrative procedures have been discussed.

Foreign languages and PE:

B. Gray: What about foreign languages and physical education?

Jenkins: The committee felt there was already a discrepancy in what different degrees require in terms of foreign languages. The committee didn't feel comfortable deciding what each degree should require. They did encourage the Department of Foreign Languages to look at the model and come forward with recommendations. Foreign language courses may fulfill multiple aspects of the proposed model.

Jenkins: The committee felt PE activity courses should not continue to be required; they should be elective. The health course addresses health and well-being. Other departments might also create courses that respond to wellness and well-being (Goal 9).

Someone: We should encourage students to take PE courses; we should be shaping life-long choices.

Orientation course:

J. Mercer: What is the purpose of category A (Orientation, or introduction to GE)?

Jenkins: Orientation would help students understand what GE and the model are; it's a good place to start students thinking about purposes of a college education (e.g., college isn't strict vocationalism); it would introduce critical thinking and the issue of diversity.

J. Mercer: Could these things be built into other courses? Some majors are tight in terms of elective hours.

Jenkins: The committee welcomes comments on this.

B. Brothers: 1-hour courses are hard to administer. Anyone teaching a GE course should be able to explain the model and how the course fits into it.

L. Harris: The orientation course will be difficult for professional programs, which already have curricular constraints; the extra hour isn't necessary and puts a burden on professional programs.

M. Johnson: An orientation course would be worthwhile. Students come in with different backgrounds. Orientation could include how to use the Internet, etc.

Jenkins: We're looking at how to teach this outside the classroom. It will also be included in writing courses.

Someone: Many students aren't aware of services on campus; many need help with time management, etc.; the orientation course could include some of these topics.

N. Mosca: I would like to see a separate orientation-to-the-University course, not as a part of GE.

P. Chan: I'm equivocal about an orientation course. It's good to provide students an overview of how parts relate to the whole.

Writing:

Someone: You should stipulate that writing requirements must be met early on.

T. Wagner: Can Writing II be proposed by someone in any department?

Jenkins: Not just anyone. Any faculty member with appropriate expertise could propose to teach it. Writing II is intended to do what ENGL 551 does now; however, it must tie into the GE goals.

Diversity:

Someone: What about goal number 12, diversity?

Jenkins: It reflects a University goal to develop diversity in the curriculum as well as among the faculty, staff, student body, etc. Students should come out with a better appreciation of diversity within our culture and how to work with others in that diverse culture.

Someone: We might encourage disunity, not unity.

Transfers and articulation:

Someone: How will we deal with transfers? How would GE affect the University's articulation agreements?

Jenkins: Those agreements are binding; we don't intend to violate them or punish transfers.

Someone: Conversely, we don't want to give transfers an advantage over our own students.

Duplication/Majors vs. GE:

D. Pugh: Courses in the major may meet some of these goals already. There shouldn't have to be duplication.

T. Maraffa: How do we know there will be duplication? The model doesn't specify particular courses.

Jenkins: GE courses must be apart from the majors. NCA says we must have both GE courses and majors.

J. Elias: NCA has very general guidelines: We have to provide a relatively similar experience for all students, and it must be outcomes-based. NCA doesn't tell us that everyone must meet the model in exactly in the same way.

A. Pierce: Interdisciplinary fields may meet a number of these goals.

F. Barger: People may want to co-opt GE requirements into the majors. Everything after freshman year may support the major in some departments. In others, the GE courses may genuinely counterbalance the courses in the major.

Accreditation:

D. Morawski: The GER committee should meet with specific accredited programs to give a better understanding of how the new requirements may or may not mesh with the accredited programs.

Jenkins: Some accrediting agencies wanting students to take more GE courses.

L. Harris: Many accrediting agencies are broadening their scopes, but they do it in terms of outcomes that may be accomplished in many settings, not just specific GE courses. It puts an unfair burden on students to have to take extra courses to achieve these outcomes.

Jenkins: We need to know specifics of how GE cuts into specific majors, fields.

Assessment/Objectives:

D. Morawski: When will GE be assessed? At what point in students' career here? The goals aren't course-dependent.

Jenkins: We're looking at this. The University has looked at some ETS models, etc. GE courses approach the goals from a different perspective than the majors do.

J. Mistovich: Objectives must be developed to go with the goals. We can't assess outcomes without objectives.

Jenkins: Subcommittees will look at these issues; faculty looking at objectives will also help define the terms in the goals. There may be a variety of definitions and ideas within the parameters of the goals.

J. Elias: If objectives are specified too soon, we will reduce the variety and creativity of courses. Many courses with many objectives may meet the goals.

ADJOURNMENT: The meeting adjourned at 5:50 p.m.