Note: Please get agenda items for the November 6 Senate meeting to Hope Bowers, English Department, by noon on Thursday, October 24.

ACADEMIC SENATE MINUTES
October 9, 1996

CALL TO ORDER:

Jim Morrison, chair of the Academic Senate, called the meeting to order at 6:05 p.m., reminding senators to identify themselves when they speak to the Senate.

MINUTES OF THE PREVIOUS MEETING:

Mark Shutes moved that minutes of the 5 June 1996 meeting be approved. Motion was seconded, and minutes were approved as distributed.

ADDRESS BY PROVOST JIM SCANLON (SLIDE/TLV ABRIDGED HERE):

Let me speak once again about values that motivate me, that motivate an increasing number of us across the University, that build a great University. In essence, there are three: community, quality, and integrity.

Community
Community involves belief in a common purpose to serve the common good of students, colleagues, and the University. A belief in community is a belief that our individual good or interest must be connected to something greater than itself in and beyond the University. Common purpose builds "community" and "communities," academic and otherwise. Common purpose for a greater good connects us to one another, giving full meaning to our work and perhaps to our lives generally. Common purpose for common good—community—makes YSU a University worthy of its name.

Quality
Quality is a commitment to high standards for ourselves and the University (its departments, colleges, and other units) in all areas of our mission: teaching and learning, research and scholarship, University and public service. This commitment is found in us as individuals, as members of departments and colleges, and as the University generally. A commitment to quality makes common purpose and common good real. It makes us the kind of University we ought to be.

Integrity
Integrity is keeping faith with our commitment to our central purpose—our mission and goals. It means being connected as individuals to common purpose or good as well as to individual purpose or good. It means consistently meeting our commitment to teaching and learning, research and scholarship, University and public service. Integrity means being centered where we should be centered, where we say we are centered as a University.

During the past three years, working together, we—you—have in so many ways put these values into action. We have focused on strengthening ourselves as a community:

1. We have established structures for collegial conversation (shared governance, consensus building) within departments, colleges, and the University. We are learning better "to respect, to consult, to and each other" within these contexts, as John Henry Newman proposes in The Idea of a University.

2. We have established statements of mission and goals in departments, colleges, and the University. These bring us together and give us shared direction. They help us to understand our commitment to teaching and learning, research and scholarship, and University and public service. More important, they help us understand the interaction of these elements of our mission, and our commitment to a good greater than our own as individuals.

3. We have begun to make connections among individuals and groups within and beyond the University. We see ourselves increasingly as part of something larger than any individual or unit as we work for the good of students, the University, and the Mahoning Valley.

From this effort has begun to emerge a greater sense of community, of respect and expectation one for another. We are developing a better understanding of who we are and where we are going. We understand better what it is to be a public University with common as well as individual goals.

Year, this sense of community requires constant refinement. But we have initiated wide collegial conversation about the future of YSU. We have begun to set directions for ourselves as individuals, as departments, as colleges, and as a University. We are understanding better what "community" means. We are not simply individuals. We are YSU. And it is a privilege for me to be a part of YSU.

At the same time, in the past few years, we have continued to strengthen the quality of what we as a University are and what we as a University do.

First, we are bringing new focus to teaching and learning within a renewed sense of our core mission. The University has put substantial material support into improving instruction. Integrating computer technology into instruction, we have invested well over $3 million since 1992–93. We now have some 30 decentralized computer laboratories. Most faculty have computers in their offices for teaching and scholarship. Beyond this, the Library's acquisitions budget is $500,000 greater than it was four years ago. Total volumes per student FTE are up 41%. Some 106 electronic databases are available to students, faculty, and others in the Library.

In the facilities area, since 1993 the University has allocated more than $25 million for renovation of existing academic buildings or construction of new ones. This investment affects Education, Engineering & Technology, Fine & Performing Arts, and Health & Human Services in substantial ways. In recent years, we have hired almost 100 new faculty who bring excellent degrees, diverse backgrounds, and an enthusiasm for teaching and learning. They join long-standing faculty who likewise are committed to teaching and to students' learning. Most important, we have begun to talk about teaching and learning, not just to assume that learning takes place. Individual faculty and academic units are developing and articulating their philosophies of teaching and learning. What a wonderful and appropriate conversation for YSU!

Second, we are reconsidering the role of research and scholarship. We have begun to focus on connections between research and scholarship, teaching and learning, and public service in our individual professional lives and in the University mission. We are coming to understand the necessity of active scholarly agendas to support our responsibilities in teaching and learning and public service. We realize better that the vitality of what happens in the classroom, studio, laboratory, or clinic is inevitably related to our continuing growth as scholars. We are beginning to understand that meeting public need is often tied to our research and scholarship.

Grants are among the most obvious indices of our belief in the interaction of research and scholarship with the other elements of our mission. From the 1992 to the 1996 fiscal year, the value of grants received by the University doubled. During the same period, the value of grants received by faculty and professional staff in the Division of Academic Affairs more than tripled. Most of these grants connect research and scholarship and teaching and learning. Many tie these elements overtly to public service.

Third, we are beginning to discover that service includes public service, and that public service is fundamental to our mission. It can be connected in specific ways to teaching and learning and research and scholarship. In many classes, faculty and students engage jointly in learning and public service. University Scholars are involved in extended public-service activities in the community. Faculty, many of whom have for a long time been connecting their professional lives and public need, are now recognized for this service in a new category of distinguished professorship—Distinguished Professorships in Public Service. Our new professorship in Islamic Studies is a clear example of how we can integrate teaching and learning, research and scholarship, and public service.

All of these aspects highlight the quality of the people of YSU—quality that has much outside verification:

1. Faculty and students from virtually every college in the University have been recognized nationally and regionally for the quality of their teaching and learning. Their recognition by peers in professional organizations and by others is a metaphor for our commitment to teaching and learning.

2. Typically, when YSU programs are reviewed for initial or renewed accreditation, teams of peers from elsewhere in the country find our people and our programs excellent. They often characterize our faculty and students as extraordinary. They find a clear sense of mission and goals and a dedication to the profession that make us stand out among peers across the country.

3. The level and sophistication of our scholarship is ever more apparent. Each year, hundreds of articles, presentations, performances, and exhibitions, juried by peers, take place in international, national, and regional forums. Their number and quality are increasing. During the past year or so, our faculty published some 20 books, including nine books in one department and three in another. As a result of their scholarly and creative work, faculty have been nominated for prestigious awards such as the National Book Award and an ASCAP award. NSF, NEH, and other grant awards have been made to faculty in greater number. Individual faculty have increasingly been recognized by national professional organizations as distinguished in their research and scholarship. Students are more and more central to the research and other scholarly projects of faculty. They write for presentation and publication; they integrate scholarship into their learning. Students and faculty learn together. Often, they apply their learning to the needs of the public beyond the University.

4. We have become involved increasingly with groups and agencies beyond the University. Here is a brief indication of the nature of our involvement:

- K–16 partnership with Youngstown City and Liberty Schools
- Educational partnership with Warren Consolidated Industries (union and management)
- Ohio Center for Broadcasting partnership with Warren Consolidated Industries
- TQPS Program for Education of Social Service Professionals Partnership
- St. Elizabeth's Nursing School merger into the University
- Degree-completion program at Lorain Community College in Allied Health
- Diversity in the Workplace Seminars (business, labor, government agencies)
- Other continuing partnerships in the English Festival, History Day, Labor in River Sciences Festival

These partnerships—indices of our engagement in public service—are clearly connected with the teaching and learning and research and scholarly aspects of our professional lives and, of course, with our mission.

All of these things are some measure, though not a complete measure, of the quality of YSU. We are not "just YSU." We are emerging as a great University with a clear sense of mission. We have among us faculty and students worthy of great admiration. We are privileged to be their colleagues.

This year and last, introducing President Cochran for his address to University employees, I spoke of the inspiration to be found in what individuals and groups among us do. . . . That inspiration can help us continue to demonstrate the "integrity" of who we are and what we do. . . . As we build the future of YSU, we will have many agendas embodying our values:

First, we must continue to strengthen ourselves as a community. We should remain conscious of and committed to University, department, and college mission and goals, working to meet the objectives that enable us to fulfill them. We should continue to work to connect the goals of individuals and of individual units to common purpose in the University. We should continue to refine the structures and processes that enable shared governance and consensus building in departments, colleges, and the University. In the process, we must learn better "to respect, to consult, to and each other" in our efforts to achieve the mission of the University.

Second, we must continue to strengthen the quality of what we do in the three fundamental areas of our mission—teaching and learning, research and scholarship, University and, especially, public service—seeing them as interactive. Apropos teaching and learning, we should be certain that our courses, curricula, and programs meet contemporary standards in the profession (standards for content, process, and outcomes). We should be certain that we understand, and help our students understand, the educational outcomes intended in courses, curricula, and programs. We should integrate appropriately into the teaching-and-learning process reading, writing, and reasoning, and the resources and technologies that enable them.

We should understand fully that scholarship gives vitality to teaching and learning and can often find application in public service. Without scholarship, we cannot fulfill our mission either in the classroom or in the greater community. Consequently, each faculty member should have an active scholarly agenda that is professionally credible and integrated appropriately with other aspects of his or her professional agenda. The scholarship of faculty should be connected to the profession through presentation and publication in regional, national, and international forums, making YSU faculty active members of the "community of scholars" in their field. Students, too, should be involved in scholarship beyond the classroom, studio, and laboratory as a vehicle for improving their learning and their success in careers after graduation.

Beyond this, we should look for additional opportunities to connect teaching and learning and research and scholarship to public need. Thus, we should continue to establish and implement partnerships with public and private agencies in the community for mutual good. We should recognize that meaningful service inside and outside the University is an obligation of all of us, not just some or even many of us.

Finally, we must recognize that all of these things are a matter of integrity. We should for what we say we are: a University community with a mission and a sense of purpose centered in high-quality teaching and learning, research and scholarship, and University and public service; not as separate activities, but as interactive elements in our professional lives, individually and collectively.

Increasingly, thanks to you and your colleagues, we are what we say we are as a University. We are proving ourselves a great University characterized by values such as "community," "quality," and "integrity." And I consider it a privilege to be your colleague in building a great University, in building YSU.

SENATE EXECUTIVE COMMITTEE REPORT, ADDRESS BY CHAIR JIM MORRISON:

J. Morrison spoke about where we should be going as an Academic Senate, reminding us of the
stated purpose of the Senate in the preamble of the charter.

In recognition of the essential role of the faculty in the development of policies concerning the academic functions and activities of the University, it is appropriate for the Senate to have primary responsibility for the development of new policies, or changes in existing policies, integral and essential to the academic functions and activities of the University.

In further recognition of the responsibilities of the faculty to the University community, the Senate shall have the right to make such studies as it considers necessary, and recommend to the administration changes that said studies indicate are appropriate.

The Senate, he stated, is central to the governance and functioning of the University.

As chair of the Senate, Morrison is YSU's representative to the Ohio Faculty Council (OFC), composed of chairs and presidents of faculty senates in state-assisted universities in Ohio. He learned through the OFC that all of these universities have some version of a faculty senate; however, YSU is different from all of the others in that the membership of our Academic Senate is not exclusively faculty. We have administrators and students. This composition reflects the attitude of cooperation and civil discussion among various constituencies within the University. Our Senate is built on mutual trust.

The Senate is structured to increase communication and discussion. Besides elected senators, the Senate structure calls for an executive committee and two-elected committees, plus standing appointed committees and various ad hoc or continuing study groups such as the General Education Requirements Committee, or the former Mission and Goals Committee, an offshoot of the Academic Planning Committee. A great deal of the Senate's activity goes on in these committees. Morrison feels we need to facilitate better coordination of committees, to improve communication among committees and between committees and the full Senate.

Unfortunately, our procedures sometimes inadvertently restrict communication. In addition, we sometimes try to overcommunicate and become buried in paper work, so that we can't focus on what is relevant. In light of these problems, the Executive Committee is asking

1. that every committee submit (as it already required but not always honored) minutes (including attendance) to the secretary and chair of the Senate; and
2. that each committee review both its charge as laid out in the Charter and Bylaws and its procedures, which may or may not be specified in the Bylaws, and let the Senate Executive Committee know if changes are needed. Senate Exec may then refer these matters to the Charter & Bylaws Committee.

We must be prepared for a number of issues that will eventually come to the Senate through committees. GER, discussion about the possibility of going to semesters (how and when and if), changes in the calendar, etc. will require massive amounts of business going through the committees. We must be able to carry out this business in ways that enhance communication and decision making.

There are also continuing issues about our role as an open-admission institution. Many of us have prided ourselves on being the institution that provides access to one and all; but we also have increasing numbers of programs with selective admissions. Many students we admit to the University don't have the requisite skills or credentials for admission to selective programs. It's immoral to ignore the potential conflict between open and selective admission. The Standards Committee will look at some of the procedures and criteria for enrollment within the University.

FACULTY ADVISORY COMMITTEE TO THE CHANCELLOR:

Duane Rost delivered the attached report; see Appendix A. Rost particularly encouraged faculty to take the forms for reporting allocation of workload/activities seriously and to consult him if there are questions.

NOMINATIONS FOR CHAIR AND VICE CHAIR OF THE SENATE:

Kathylynn Feld and Mary Lou DiPillo of the Elections & Balloting Committee solicited nominations for chair of the Senate, effective January 1. The person with the second highest number of votes will be vice chair. Barbara Brothers nominated Jim Morrison, who accepted the nomination. J. Morrison nominated David Buggler (Feld will see if he accepts). Bill Jenkins and Lowell Suter declined nominations. Charles Singler moved that we close nominations. Motion was seconded and carried.

NOMINATIONS FOR CHARTER & BYLAWS COMMITTEE:

Feld called for nominations for the Charter & Bylaws Committee. Linda Weston, Ron Shaklee , and Feld have one year remaining in their terms. We need three members to start two-year terms. C. Singler nominated Bill Eichenberger; James Conroe nominated Kathleen Akpom; J. Morrison nominated Lowell Suter; and Ron Tabak nominated Jeff Carroll, all of whom accepted. B. Jenkins declined nomination. Al Pierce moved that we close nominations. Motion was seconded and carried. Both elections will be conducted by secret ballot.

Feld encouraged all to say "yes" when asked to serve.

REGULAR COMMITTEE REPORTS: None

UNFINISHED BUSINESS: Listed on the agenda was the President's challenge to Senate approval of the Bachelor of Science in Business Administration program. J. Morrison read a letter from Terry Diederich, Rammohan Kasuganti, and James Tackett, the three signatories for the business proposal, requesting that the proposal be returned to the Programs Committee to address the concerns raised in President Cochran's challenge. On behalf of the Executive Committee, Morrison accepted the letter and will return the proposal to the Programs Committee. He hopes the committee will be able to resolve the misunderstandings and differences and return the proposal to the Senate expeditiously. The President's challenge thus is moot. Provost Scanlon (on behalf of Cochran, who is in China) announced that the challenge is withdrawn provided the proposal is sent back to the committee. Scanlon has offered to help facilitate processing of the proposal in a proper way.

NEW BUSINESS: None

ADJOURNMENT: C. Singler moved that we adjourn. The meeting was adjourned at 5:05 p.m.

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