

INTER-OFFICE CORRESPONDENCE

TO Executive Committee; Academic SenateDATE April 27, 1981FROM Bernard J. Yozwiak, Chairman
ad hoc Planning Committee *BY*

SUBJECT Report of Academic Planning Committee

At a meeting held on April 20, 1981 the Academic Planning Committee completed its deliberations and approved the attached report. A motion was made and approved that the report be submitted to the Senate Executive Committee and to the Academic Vice President.

The Resolution of the Academic Senate (May 7, 1980) stipulated that "a report on the academic program priorities, as determined by the Planning Committee, be presented for review by November 30, 1980, to the Senate, and comments received from the members of the Senate by a time to be determined by the Planning Committee should be appended to this report".

Obviously, the Committee missed the date stipulated. In addition, after reading the report, you will note that no program priorities were determined. In view of these departures from the "charge", it would seem proper that the Executive Committee should determine what distribution should be made of the report. To the Senate members? To the entire faculty? Should discussion of the report be made to the Senate members? If this is done, it would seem appropriate that only motions approved by the Senate could be appended to the report.

The Academic Planning Committee awaits your deliberations of the above question.

cc: Academic Planning Committee
Academic Vice President Gillis

REPORT OF THE
ACADEMIC PLANNING COMMITTEE
OF
YOUNGSTOWN STATE UNIVERSITY

April, 1981

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SECTION I

INTRODUCTION

At the general faculty meeting on September 15, 1978, President John J. Coffelt stated, "It is highly desirable that periodically we take time and devote sufficient resources to plan the University's future. It is vital that all building planning and all financial planning be based on a sound academic plan. Accordingly, the Board of Trustees has directed by Summer, 1980, we have completed a new academic master plan to guide us through the next decade. This academic plan will set forth the educational programs we expect to add, or strengthen, and a method of evaluating existing programs". At the same meeting, the President announced that he was appointing Dr. Earl E. Edgar, Academic Vice President, "to assume general direction of the academic plan development".

The fact that no "formal" academic plan existed at the time of the President's announcement is not meant to be assumed that no academic planning has been done in the past nor that none was being done at that time. On the contrary, the change of the University from private to state in 1967 imposed new obligations upon the University and at the same time provided financial resources to allow for program expansion. Many new programs were added, ranging in levels from certificate and associate degree programs through baccalaureate and masters degree programs, and each demanded considerable planning to take place before it was approved by the Ohio Board of Regents. The periodic master plans for higher education in Ohio, as well as the local University Mission statement and the long established objectives of the University, in effect, have served as the academic master plan to date.

Vice President Edgar initiated the planning process by the appointment of several committees charged with determining what data should be collected

both internally to the University, as well as from external sources, that might have some impact on planning, determining the nature of the reports to be prepared by each constituency of the University, and establishing the time schedule for the entire planning process. The faculty of each department were involved in preparing a report that included historical data on a number of items aimed at observing trends, plans for the future in regard to new programs, future resource needs, and suggestions for improving the University's operation and structure. The departmental reports were reviewed by the appropriate deans and commented upon. These reports were completed near the end of 1979 and are appendices to this report.

In the Spring of 1980, the Executive Committee of the Academic Senate became concerned over the planning procedure established. The Committee felt it important that greater involvement of the faculty and Academic Senate be included in the procedure. With concurrence of the Administration a resolution was passed by the Academic Senate on May 7, 1980, calling for the creation of an ad hoc Academic Goals Committee, with a designated membership, to "provide a mechanism for establishing institutional long range academic goals". This committee, after holding several open meetings to allow for input from the University community, presented the list of goals to the Academic Senate on June 4, 1980. The Senate approved the list as submitted. The resolution of May 7, 1980 also called for the establishment of an ad hoc Planning Committee with a designated membership, to "review the information gathered by the already completed phases of the Academic Planning Process and establish academic program priorities from that information and any supplemental information that may be sought and/or gained and take into account the goals established by the Academic Goals Committee".

The Academic Planning Committee held its first meeting on May 12, 1980 and met almost weekly for the rest of the 1980 year. The work of the

Academic Planning Committee can best be described as a "learning experience in planning". Some members of the Committee felt that the output of the planning process should result in recommendations so specific that it could serve as a "blue-print" for the Budget Committee; others felt that only general recommendations should be included in the final report. Complicating the discussions was the issue of how the approved list of academic goals was to be correlated with the departmental planning reports that were prepared prior to and independent of the goals formulation process. Consensus was reached on a procedure that called for a discussion of the goals and for making recommendations as to how the achievement of these goals may be enhanced. The agreed upon recommendations appear in Section IV.

Since the deadline for submitting the Committee's report was found impossible to meet, the Committee was faced with the issue of requesting an extension in order to complete its assigned task or to come to an abrupt conclusion by making a list of recommendations as to how the planning process might be continued. It was the consensus of the Committee, to choose the second alternative. It was decided that a program by program analysis could not be achieved in a reasonably short period and that this task ought to be deferred for the present. Obviously without this analysis, no specific set of priorities can be established in regard to the different programs. What is offered are suggestions for future directions of the planning process that appear in Section VI.

Though the output of the Committee is not monumental, it has served a purpose in initiating discussion, for the first time, of considering the University as a single entity rather than groups of isolated enterprises; considering Youngstown State University as a uni-versity rather than a multi-versity. It is the hope of this Academic Planning Committee that the efforts and discussions continue in that direction.

SECTION II

COMMITTEE MEMBERS

ACADEMIC PLANNING COMMITTEE

FACULTY AND ADMINISTRATION MEMBERS

Dr. Mary J. Beaubien; Department of Home Economics
Dr. Paul X. Bellini; Department of Civil Engineering
Dr. William C. Binning; Department of Political Science & Social Science
Mr. Donald W. Byo; Dana School of Music
Dean H. Robert Dodge; School of Business Administration
Dean William R. McGraw; College of Fine & performing Arts
Dean Arnold J. Moore; School of Education
 Acting Dean David Ruggles, School of Education
Dean Nicholas Paraska; College of Applied Science & Technology
Dean Leon Rand; Graduate Studies and Research
Mr. John F. Ritter; Department of Civil Engineering
Dr. Frank J. Seibold; Department of Advertising
Dr. James D. Steele; Department of Elementary Education
Dean George E. Sutton; School of Engineering
Dean Bernard J. Yozwiak; College of Arts and Sciences; Chairman

STUDENT MEMBERS

Mr. Anthony Koury
Mr. Joffre Laret
Ms. Johanna Reynolds

RESOURCE PERSONNEL

Dr. Randolph Foster; Assistant to the Dean, Graduate School
Dr. Terry Buss; Director, Urban Studies

ACADEMIC PROGRAM GOALS COMMITTEE

FACULTY AND ADMINISTRATION MEMBERS

Dr. Paul X. Bellini; Department of Civil Engineering
Dr. Barbara Brothers; Department of English
Dr. Thomas Dobbelstein, Department of Chemistry
Dr. Fred Feitler; Department of Secondary Education
Dr. Steven Gardner; Department of Engineering Technology
Dr. Louis Hill; Department of Secondary Education
Dean William McGraw; College of Fine & Performing Arts; Chairman
Dr. Leon Rand; Dean of Graduate Studies and Research
 Acting Academic Vice President
Dr. Frank J. Seibold; Department of Advertising

STUDENT MEMBERS

Mr. Raymond Nakely
Mr. Ed Salata, Jr.
Ms. Janet Stano

SECTION III

UNIVERSITY MISSION

Youngstown State University is an urban university, established and assisted by the State of Ohio, and maintained in order to provide a wide range of opportunities in higher education to satisfy the needs particularly--but not exclusively--of the residents of northeastern Ohio and western pennsylvania.

The University seeks to reflect the age in which it lives, responding to the changing needs of its students and our society through the development of various programs while still retaining the best elements of the long tradition of humanistic, liberal education. The institution seeks to develop in its students an awareness of their cultural heritage and the qualities of intellectual and emotional maturity necessary to produce graduates who can enjoy productive, fulfilling lives as individuals and citizens.

Access

The University has long been committed to the goal of broad access to higher education. When the University joined the state system of higher education, this policy was continued under the state provision for "open admission" for Ohio students who have earned a high school diploma or its equivalent. Realizing that this policy admits students with varied academic backgrounds, the University offers a wide range of curriculum options including special assistance through the Student Development Program and special courses. Financial subsidies from the state have similarly strengthened economic access to higher education, by making possible a fee structure which is within the means of most prospective students; extensive programs of financial aid to students have further aided in achieving this goal. In addition to academic and economic access, the institution fulfills the state's commitment to geographic access.

Access (continued)

Located in the center of its service region, the University seeks to provide adequate facilities for commuting students as well as for those who are housed within the University area. The University also offers courses and programs at locations off campus, when this is appropriate.

Range of Programs

The range of courses and programs offered has expanded to meet the needs of a society substantially more complex than it was a few decades ago. The University recognizes that change and complexity are accelerating, making it more important than ever that the University assume a leadership role and provide graduates capable of dealing with social, economic, and technical problems. The Graduate School, the College of Applied Science and Technology and the Office of Continuing Education are but three examples of institutional development during recent years aimed at responding to the needs of students served by the institution and providing society with the leadership it requires. The programs of these organizational units, along with those in Arts and Sciences and in the professional schools, now serve the University constituents by providing a broad range of educational experiences, from the one-day workshop to graduate degrees; from the non-credit course offered for personal enrichment to the technological training needed to prepare the individual for immediate employment; from the course offered the professional who needs periodically to renew licensure or certification to the traditional program of study in the liberal arts; from the program which permits the high school student an early opportunity to commence a University career to the course which offers renewed intellectual stimulation to the senior citizen.

Priorities

The University is committed to instruction, research and scholarship and public service. Instruction is, and will continue to be, the primary function of the University. Research which usually emphasizes the extension of the boundaries of knowledge, and scholarship, which is directed more at a synthesis and reorganization of existing knowledge, constitute another priority, and together research and scholarship undergird instruction and public service. The University sees as another priority the function of public service--apart from the service inherent in making instruction available to the public.

Region

A major goal of the institution through its 70 years of history as a law school, as an institute, as a college, and as a University, has been to serve primarily the postsecondary educational needs of the residents of this geographical region: Mahoning, Trumbull, and Columbiana counties of Ohio and Mercer and Lawrence counties in Pennsylvania. The University has been, and will continue to be, basically a non-residential campus, and it has placed emphasis on the students who have wished to pursue their education while remaining at home, often combining a program of higher education with employment off campus. While nurturing its regional identity, the University has welcomed students from other parts of the nation and from around the world. But as a developing urban university, the institution has sought to become, and is committed to be, pre-eminent as a leader within its service region.

SECTION IV

ACADEMIC PROGRAM GOALS

In the planning process, a committee was appointed to recommend a set of goals for the academic programs of the University. This committee, designated as the "ad hoc Academic Program Goals Committee" and composed of faculty, students and academic administrators, held a series of meetings to allow the University community an opportunity to provide input into its deliberations. The Committee then prepared a statement that listed appropriate goals and submitted it to the Academic Senate for discussion and approval. At the meeting on June 4, 1980, the Academic Senate took formal action and approved the following goals statement:

"In order to assure that it is fulfilling its mission to serve the public, the University will:

- 1) Periodically review goals to establish academic program priorities;
- 2) review program needs and make adequate plans to adjust and/or accommodate those needs;
- 3) seek the public's assistance in identifying its needs;
- 4) intensify publicity campaigns, as prescribed by the Martorana Report, within its geographical region;
- 5) provide the student support services necessary for attaining the identified academic program goals;
- 6) be guided in the allocating of its resources by the academic program priorities which are established.

In order to carry out its instructional mission, the University will:

- 1) provide quality programs that incorporate "the best elements of the long tradition of humanistic, liberal education";
- 2) identify, establish and maintain programs which meet specifically determined needs;
- 3) provide the facilities necessary to support academic programs;

- 4) provide programs that serve the wide range of student needs and permit maximum flexibility in curriculum;
- 5) provide a wide range of opportunities for creative expression and to encourage the development of those creative faculties possessed by all students;
- 6) encourage academic excellence in our students;
- 7) to use its resources, both personnel and physical plant, to serve the students and the community on a year-round basis;
- 8) to develop and support programs to improve the quality of instruction;
- 9) seek faculty of distinction and reward those of merit;
- 10) support the research and scholarly activities of the faculty and the exchange of ideas within and beyond the University;
- 11) encourage and support Inter-University Programs and the co-operation among departments.

In order to carry out its mission to serve the post-secondary needs of the residents of this geographical area, the University will:

- 1) provide programs for the academically gifted students;
- 2) provide programs for the academically poorly-prepared students;
- 3) provide educational opportunities for the non-traditional student through flexibility in time, place and mode of delivery;
- 4) expand graduate studies to meet the rising educational needs of society;
- 5) attract a heterogeneous student body, representative of the area the University serves.

In order to carry out its mission to serve as a leader within its service area, the University will:

- 1) enrich the cultural life of the community;
- 2) enrich the intellectual life of the community;
- 3) fulfill the continuing education needs of adults through both the programs of the academic departments and the Department of Continuing Education;

- 4) maintain and broaden professional relationships with area schools, service agencies, and the business community;
- 5) serve the resource and information needs of local governmental and community agencies.

The above statement on academic program goals was submitted to the ad hoc Planning Committee. The Planning Committee reviewed the list of goals, made some minor modifications to eliminate redundancy or to clarify intent, and then rearranged the goals as they seemed to apply most directly to one of five areas: STUDENTS, PROGRAMS, FACULTY, ADMINISTRATION AND COMMUNITY.

It was felt that including the statement of the goals in the planning process was most appropriate and that some recommendations should be made as to what future actions might be taken so as to enhance the achievement of the stated goals. To that end, following the statement of each goal, the Committee has provided one or more recommendations that future studies, actions, or policies might address. These recommendations are in the form of comments, suggestions for action or recommendations for particular studies to be made. In some instances, the recommendation may address an activity that is currently under way but is mentioned now for the purpose of emphasizing its importance in achieving a specific goal. Obviously, the recommendations made are not meant to be the only method by which the achievement of a goal may be enhanced. In fact, future studies may even reveal that a given recommendation had very little effect in achieving the goal. The recommendations are offered only to provide some guidance for future planning toward achieving the stated goals.

A) STUDENTS

The University will

- 1) encourage academic excellence in our students;

Recommendations:

- a) Determine the impact on the above by the following:
 - 1) current grading policies
 - 2) recalculation policy on repetition of courses
 - 3) withdrawal and audit policies
 - 4) reinstatement policy
 - b) Put greater emphasis on oral and written communication in all courses within the University.
 - c) Expand and fully implement the honors program.
 - d) Review course offerings so that expectations of student performance are appropriate to course level and discipline.
- 2) provide a wide range of opportunities for creative expression and encourage the development of particular creative talents possessed by students;

Recommendations:

- a) Emphasize courses/programs that develop creativity.
 - b) Encourage and emphasize independent study in as many areas as possible.
 - c) Emphasize the opportunities provided through the Individualized Curriculum Program (ICP).
 - d) Strengthen the present general education requirements.
- 3) provide educational opportunities for the non-traditional student by flexibility of choice in time, place, and mode of instruction;

Recommendations

- a) Examine possibilities of weekend offerings/off campus courses.
- b) Provide facilities and mechanisms for registration, counseling, congregating areas and/or meeting rooms, day-care center, and other needed services.
- c) Develop effective orientation and developmental programs.

A) STUDENTS (continued)

- 4) attract a heterogeneous student body, one representative of the area the University serves;

Recommendations

- a) Make an extra effort to attract outstanding students and provide more programs for the gifted.
- b) Recruit more students from the inner city schools.

B) PROGRAMS

The University will

- 5) provide programs that serve a wide range of student needs with flexibility in curriculum construction;

Recommendations

- a) Develop alternative modes of delivery, e.g., further use of mass media and extension of ICP.
- 6) review program needs periodically and make adequate plans to accomodate those needs;

Recommendations

- a) Under the direction of the Academic Vice President
 - i) establish a schedule for program review.
 - ii) develop a system/mechanism for the review process.
 - b) Reallocation of University resources should be considered when enrollment increases are encountered in any given program due to society's increased demand for graduates of that program.
 - c) While goal A(1) speaks to encouraging academic excellence in our students, it was felt that the review process ought to make an effort to highlight several academic areas as deserving of special attention to maintain or attain distinction.
- 7) provide quality programs that incorporate "the best elements of the long tradition of the humanities and liberal education";

Recommendations

- a) Submit this goal for consideration by the Subcommittee on General Requirements of the Academic Affairs Committee.

B) PROGRAMS (continued)

- b) Formalize efforts to create new interdisciplinary offerings.
- c) Undertake a study to determine how the humanities are incorporated in all curricula.

8) expand graduate programs to meet the rising educational needs of society;

Recommendations

- a) Initiate a study to evaluate graduate program needs in the University service area.
- b) Investigate possibilities of cooperative graduate programs with Kent, Akron, and the Northeastern Ohio Universities College of Medicine (NEOUCOM).
- c) Continue the periodic review of existing graduate programs in regard to sustaining quality and responding to continuing needs.

9) periodically review goals to readjust academic program priorities, if necessary;

Recommendations

- a) This should be done every 2 years at the initiation of the Academic Vice President in connection with the continuing planning process.
- b) The review process should involve representatives of the entire university community (i.e., faculty, students, and administrators).

10) fulfill the continuing education needs of adults by utilizing both the programs of the academic departments and the Department of Continuing Education;

Recommendations

- a) Make a greater effort to attracting non-traditional students by the methods suggested in A 3a.
- b) Plan and offer programs to up-date individuals in various professions and careers (e.g., engineers, accountants, computer scientists, teachers, health professionals, etc.). The courses offered might be intensive and offered over a short period of time.
- c) Continue offering and expanding the weekend course offerings.

B) PROGRAMS (continued)

- d) Explore the possibility of the offering of courses by modes of delivery other than through regular classes (e.g., by television, newspapers, etc.).
- e) Assure coordination between the "Phase II" credit program and non-credit offerings through the Department of Continuing Education.

11) provide special programs for the academically gifted students;

Recommendations

- a) Establish a Freshman Scholars Program to give greater visibility and recognition to outstanding freshmen (e.g., valedictorians who currently qualify for scholarships for remission of fees).
- b) Provide additional "honors courses" at all levels.
- c) Develop and promote accelerated programs enabling students to finish baccalaureate degrees in less than four years.
- d) Establish programs for departmental honors.
- e) Make students aware of availability of current programs (e.g., ICP, independent study, etc.).

12) provide special programs for the academically poorly prepared students;

Recommendations

- a) Expand the publicity on programs which currently exist.
- b) Expand tutoring services.
- c) Pursue related federal programs.
- d) Expand developmental education programs with appropriate staff.

13) encourage the support of inter-university programs and cooperative efforts among the University's own departments:

Recommendations

- a) Develop additional graduate programs including doctoral programs, in cooperation with Akron, Kent and NEOUCOM.
- b) Assign a task force to assess the ramifications of inter-departmental team teaching.

B) PROGRAMS (continued)

- c) Establish regular meetings of all department chairmen.
- d) Develop reciprocal agreements with other Universities for exchange of faculty.

C) FACULTY

- 14) support the research, scholarly, and community service activities of the faculty and exchange of ideas within the University and beyond its walls;

Recommendations

- a) Improve information flow about research grants, e.g., those available through government and private sources that are publicized to administrative sources.
- b) Provide additional means of re-enforcing research and scholarly activity.
- c) Publicize the faculty's willingness to share their talents with the community through talks, seminars, and consultations.
- d) Develop a faculty newsletter to publicize achievements in the areas of research, scholarship, and community service.
- e) Improve support for professional development activities (travel funds).

- 15) develop and support programs to improve the quality of instruction;

Recommendations

- a) Continue Faculty Development Seminars and encourage faculty with low student evaluations to attend.
- b) Sharpen teaching skills through self-development programs such as conducting seminars, giving public addresses, and participating in discussion groups.
- c) Magnify opportunities to present scholarly papers before highly critical professional audiences.

- 16) seek faculty of distinction and reward those of merit;

Recommendations

- a) Encourage recruitment at the levels of Assistant Professor and above of individuals who possess the terminal degree.
- b) Standardize criteria for promotion.

C) FACULTY (continued)

- c) Provide sufficient lead time for advertising of faculty vacancies.
- d) Provide opportunities to employ faculty to half-time positions at one-half salary rather than only at limited service rate.
- e) Establish endowed chairs.

17) maintain and broaden professional relationships with continuing education institutions, service agencies and business organizations;

Recommendations

- a) Invite key figures representative of these groups as classroom speakers.
- b) Encourage active participation of the faculty in the Speakers Bureau.
- c) Availability of faculty to serve as counselors, consultants, or advisors.
- d) Increase the use of community advisory committees for the academic programs.

D) ADMINISTRATION

The University will

- 18) be guided in the allocation of its resources by the academic priorities which are established;
- 19) provide the funding and facilities necessary to support academic programs;
- 20) utilize its resources, e.g., personnel, physical plant, etc. to serve the students and the community on a year-round basis;
- 21) intensify publicity campaigns as prescribed by the Martorano Report, within its geographical region.

E) COMMUNITY

The University will

- 22) enrich the cultural life of the community.

Recommendations

E) COMMUNITY (continued)

- a) Encourage greater participation of the community in University-related functions.
- b) Re-establish the Artist Lecture Series to allow support for the appearance of professional artists and/or touring companies.
- c) Develop programs during the summer, e.g., art fairs, summer theatre, outdoor concerts, etc.

23) enrich the intellectual life of the community;

Recommendations

- a) Give greater encouragement to the community to attend and/or participate in the University's lecture series, professional seminars and workshops, musical concerts, theatre offerings, etc.
- b) Promote the educational programs offered on WYSU and Channel 45/58.

24) seek the community's assistance in identifying the community's needs;

Recommendations

- a) Conduct periodic surveys of the community to determine its interests and needs in various educational programs, time of offering of courses, etc.

25) serve the resource and information needs of local governmental and community agencies;

Recommendations

- a) Encourage greater involvement by University personnel in assisting the solving of the community's problems.
- b) Allow the community to make use of the resources of the Maag Library.

SECTION V

PERCEPTIONS OF THE UNIVERSITY

In the long-range planning process it was felt that it was important to determine how the University was being perceived by both the University community and by the general public. To the extent that these perceptions might highlight weaknesses or strengths or even identify misperceptions, the information obtained would be helpful in future planning. It was decided that an attempt to obtain such information would be done by means of surveys conducted by the Urban Studies Center.

During the Fall Quarter, 1979, a mail survey was conducted of the University community, including students (N=1778), alumni (N=1306), full-service faculty (N=283), classified personnel (N=256), limited service faculty (N=186), administrative personnel (N=96), deans and chairpersons (N=41) and academic support personnel (N=6) where N represents the number of respondents. -- During the Summer Quarter, 1980, a telephone survey of 1700 adults in Trumbull, Mahoning and Columbiana counties was also conducted. Both surveys resulted in providing information relevant to long-range academic planning for the University. Detailed summaries of these studies may be found in the appendices to this document.

Based upon the perceptions of relevant groups within the University community and within the community-at-large, several aspects of academic life at the University require special attention in the planning process in the form of ameliorative action or further study, review and evaluation. The following represents a summary of these aspects as prepared by the Center.

Quality of Instruction

The quality of instruction at the University is highly regarded by most concerned, but some suggest that improvement is needed.

Course Content

Course content is perceived by most as good. Two major concerns, however, are that more opportunities for experience beyond the classroom should be provided and more attention to writing be given in all courses.

Student ability/preparation

Students, in general, are perceived as not being well prepared for college-level work. Ways of correcting this perceived problem should be examined.

Student commitment

Students appear to be committed to their course work rather than to simply securing a degree. However all groups surveyed agree that students prefer a field of study with definite job possibilities.

Student awareness

Students are perceived to be less than well-informed about two major areas: opportunities available in graduate school and career choices and opportunities available to them. Methods of providing such information should become more effective.

Grading

Differing opinions are obtained on the matter of grading. The faculty perceive a grade inflation occurring; the student body perceives quite the opposite.

Course change procedures

The criterion, mechanism, and timing of course changes, especially dropping of courses, appears to be viewed differently by faculty and students. The current procedures may require review.

Research-related activities

Research is perceived as being important, and necessary, and therefore, should be encouraged more. It is felt that researchers are not given enough credit for their activities. The importance of research at this University should be reviewed.

Student/faculty interaction

The level of student/faculty interaction seems to be acceptable with faculty preferring more involvement with students and students desiring more time of faculty for advising. Means should be examined as to how these mutual desires can be satisfied.

Department programs

Departmental programs appear to be well perceived by both students and faculty. Some student concern exists concerning the relevancy of some of the courses required in certain programs.

Faculty/administration relationships

Relations between faculty and administration is perceived to need substantial improvement.

Support departments

Support departments are perceived quite favorably with few exceptions. Some concerns should be noted: some deficiency in library holdings for research in certain disciplines, need for expansion in computer facilities, registration is perceived as taking too much time, student concern about bookstore services.

Campus image

The physical appearance of the campus is viewed by all concerned as excellent. A major problem noted was traffic congestion in the campus area.

University fees

Everyone participating in these studies disagrees with the amount of tuition and fees charged. No clear policy implications are apparent because all concerned have very different expectations.

Faculty development

Faculty desire more opportunities for faculty development.

University image

The image of the University, both by the University community and the general public, is perceived as excellent. Yet all of those questioned felt that it should be improved.

SECTION VI

FUTURE DIRECTIONS OF LONG-RANGE ACADEMIC PLANNING

The need for institutions to develop long range academic planning has become increasingly apparent. There is no unique approach to the academic planning process, a fact that is evidenced by the large number of articles, handbooks, models and meetings, covering all facets of academic planning, which have burgeoned in the past decade. It is a fact though that budgets are becoming more restrictive, as enrollments become less certain, as inflation cuts into real dollar availability, and as funding patterns shift, and each institution that wishes to control its own direction must do so through deliberate coordinated planning efforts.

In Ohio, institutional autonomy appears to be somewhat in jeopardy through what seems to be movement toward increased centralized planning and control by a likely legislated academic program review and evaluation, through funding model modifications, and through other efforts derived from requirements dictated by the Board of Regents.

The long range academic planning process, begun at YSU in 1979, has provided some momentum toward the development of more detailed efforts. The determination of our academic goals and objectives, within the general University mission, which are cited above, offers an important track on which to move the planning process. This on-going process needs, as specific aims, to:

1. Determine the applicability of current academic programs to the needs of the YSU geographical area, to Ohio, and to the nation.
2. Suggest new or modified academic programs for which need can be projected on the basis of changes, particularly in northeast Ohio, of the demography, economics, and other regional influences.

3. Develop a basis for establishing academic priorities.
4. Suggest academic administrative structural changes which should accommodate the introduction or modifications of academic programs effectively and efficiently.
5. Provide sufficient bases to permit consideration of the future fiscal and physical needs of YSU to accommodate the scope and dimensions of projected academic programs and curricula.

Achievement of these aims will not be an easy task but continuous effort must be exerted by the University community towards that end. The following comments are pertinent in the process.

The determination of the application of an academic program to local, State and national needs would be reflected, most obviously, in the program's enrollment trend. An increasing enrollment may indicate an expanding requirement for the major, while a decreasing enrollment may suggest a diminishing opportunity and need for graduates with that major. In some instances, there may be strong enrollments in certain lower division courses but not in the upper division levels, and the need for the maintenance of a complete program in that major may be open to discussion. But enrollment trends should not be the sole determining factor in evaluating the need for a program. Some majors may have a history of cyclic demand, and consideration of this fact should be taken into account. In other cases, the maintenance of quality of lower division courses, where program enrollment in that major is minimal, may dictate that the major be continued in spite of the enrollment. Likewise the continuance of a graduate program with minimal enrollment may be justified on the basis that it strengthens the undergraduate major and requires little or no added cost.

Northeast Ohio is currently undergoing various changes in demographics, industry, economics and other factors, and the University must try to anticipate these changes and reflect these changes appropriately in new programs or modifications of existing programs. The long range academic planning process should allow for the utilization of the expertise available within and outside the University and for adequate discussion of the information and recommendations by the Academic Senate. The resources required in program modification should be determined and a priority for their commitment be established. Any changes that could lead to a change in the cost of an academic program, such as an increase or decrease in faculty, space requirements, equipment or support facilities, should be carefully considered and incorporated into a long range plan.

Perhaps the most difficult aspect of the planning process will be to establish academic priorities. There is a wide range of considerations that must enter into the determination of academic priorities. Overall, however, the main question is where are needs the greatest and how are these needs to be established?

New programs require preliminary approval from the Chancellor's office of the Ohio Board of Regents through the Academic Vice President. After this, the proposed programs must advance through the various University committees before being presented to the Board of Regents for final approval. Lack of coordination of the internal and external facets of academic programming could generate confusion, and structural changes to better handle academic program development should be considered.

One of the purposes of program review and evaluation is to ascertain how effectively the University's resources are being utilized and what resources may be available for reallocation. Analysis of the data assembled in the initial phase of YSU's long range planning (and updating of that data) provides an im-

portant starting point to study resource utilization. If a given area is determined to require additional support, it may be possible to reallocate resources, through the budgetary process, into these programs from other areas which have been determined to be over-supplied. As mentioned earlier, in the planning process enrollment figures and patterns and other quantitative data are important, but statistics should not be a substitute for judgment, however difficult it may be to reach a consensus.

ACADEMIC PLANNING AND RESOURCES COMMITTEE

- 1) The Committee shall be composed of eight faculty members, with representation from each college/school of the University; one undergraduate student; one graduate student; the Executive Vice-President or designee; the Vice-President for Academic Affairs or designee; one college/school Dean, appointed by the President of the University.
- 2) The Committee shall review and recommend policies to support and further development of academic planning.

These shall include, but not be limited to, the following areas related to academic planning:

- a) purpose and objective of planning
- b) formulation of academic goals
- c) identification of academic priorities
- d) evaluation of the planning process
- e) procedures for implementing planning related studies
- f) data to be collected for studies related to planning needs
- g) evaluation of planning data

- 3) The Committee shall study and recommend policies to insure communication to the Senate regarding implementation of all aspects of academic planning.

These shall include, but not be limited to:

- a) long-range planning (five to ten years)
- b) mid-range planning (two to five years)
- c) short-range planning (one to two years)
- d) review of a) to g) of paragraph 2

- 4) The Committee shall study and recommend policies to insure communication to the Senate regarding resource allocation and academic planning priorities.

These shall include, but not be limited to:

- a) congruity between goals and priorities
- b) congruity between priorities and resource allocation
- c) resolution of lack of agreement or lack of congruity

+ Budget
are Taboo

Earlier Version had resource allocation which we were forced to eliminate

Have plan and/or vision at next meeting (a Bell)