2-20-1992

University Faculty Assembly 2-20-92

Shawnee State University

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WELCOME TO THE
UNIVERSITY FACULTY ASSEMBLY
MEETING
Thursday, February 20, 1992
4:00 - 5:00 p.m.
Massie Hall # 205

AGENDA

1. CALL TO ORDER
2. AGENDA APPROVAL
3. APPROVAL OF JANUARY 23, 1992 MINUTES
4. UNFINISHED BUSINESS:
   NONE
5. NEW BUSINESS:
   1. New Courses: LAST 212
      ANTH 340
      SOCI 312
   2. Developmental Education Policy
   3. Post Secondary Enrollment Options Amendment
6. ON-GOING BUSINESS

A. Committee Reports
   1. Committee on Committees
   2. Educational Policy and Curriculum
   3. Faculty Affairs
   4. Fiscal Affairs
   5. Student Affairs
   6. Faculty Development/
      Research and Creative Activities
   7. Facilities Planning
   8. Quarter vs. Semester
   9. University Governance
B. Communications/Correspondence
C. Executive Board Reports

7. ADJOURNMENT
UNIVERSITY FACULTY ASSEMBLY MINUTES
Jan. 23, 1992

CALL TO ORDER
Dr. Pambookian called the meeting to order at 4:10 p.m.

AGENDA APPROVAL
Kathy Simon moved and Trudy Bostick seconded a motion to approve the agenda. The motion carried.

APPROVAL OF MINUTES
Jim Flavin moved and Mel Goetting seconded a motion to approve the minutes of the December 5, 1992 meeting. The motion carried.

UNFINISHED BUSINESS
A. Plagiarism
   The issue of plagiarism had been postponed from the previous meeting.
   Jim Flavin opened with a prepared statement. (See attached) He informed the membership that the University had found the charge against the Editor of the Open Air unfounded. No information was given pertaining to that case.
   Jim indicated he felt his most significant mistake was in filing the charge as dishonest conduct and not as an academic issue.
   Jim suggested we have a committee look at the last 10 pages of the Student Handbook and make suggestions to improve and revise the process. He further suggested that if this process is used again he hoped an intermediate step to allow some comment before announcing the decision would be included.
   Dr. Pambookian asked for further comments.
   Bill Hanlon moved "we form an adhoc committee to look into the issue of plagiarism". Ed Miner seconded the motion. Larry Lonney amended the motion to have the Executive Board of UFA appoint the committee. Sybille Herrmann seconded to the motion to amend. Bill Hanlon accepted the amendment.
   Phyllis Kegley suggested a workshop of "plagiarism" might be appropriate and asked Faculty Development to consider such a workshop.
   The amended motion read "The Executive Board of UFA form an adhoc committee to look into the issue of plagiarism". Included in the charge to this committee would be (1) look at the last ten pages of the Student Handbook; (2) investigate the process with possibly making the first step a faculty committee and (3) look at the issue of plagiarism and suggest a process for dealing with it. The motion carried.
NEW BUSINESS
A. Ed Miner discussed the need for an evaluation process for administrators.

Ed Miner moved "The Executive Board of UFA form an adhoc committee made up of administrators and faculty to develop a form for evaluation of administrators including answering the questions Who, By Whom, and With what instrument should evaluation be done". Bill Hanlon seconded the motion.

In discussion which followed, (1) Jessica Jahnke asked why not use the form already used by supervisors?; (2) Mousa Marouf asked if the form referred to was the one used to evaluate faculty - Response was no; (3) Larry Lonney suggested the use of that form should be an issue taken up by the adhoc committee; (4) John Lorentz asked if we can appoint administrative members. Hagop responded he would ask the President to appoint these members; (5) Dr. Addington indicated he would be happy to help in appointing members and would do so in a "standing position"; (6) Jeff Buer asked if this will be for all faculty or just certain faculty-the response was that the committee would recommend.

The motion carried unanimously.

B. The membership was reminded that immediately following this meeting, UFA members would meet with the Governors Task Force.

ON-GOING BUSINESS
A. COMMITTEE ON COMMITTEES - No report

EPCC - No report

FACULTY AFFAIRS - Gayle Massie indicated the committee is working on a Faculty Handbook. She also reported the draft faculty handbook being circulated did NOT come from her committee. They will attempt to complete the handbook by the end of the quarter.

FISCAL AFFAIRS - Ed Scott indicated that Lab Fees is still the main task for this committee. They are having a hard time getting a grasp on everyone's wants.

STUDENT AFFAIRS - No report

FACULTY DEVELOPMENT/RESEARCH and CREATIVE ACTIVITIES - Kathy Simon reported they are meeting and she will bring up the possibility of a workshop on plagiarism. She further reported that Carlson Yost will present a teaching table next week and more information will be forthcoming.
FACILITIES PLANNING - No report

QUARTER VS. SEMESTER - Scott Oliver and Alex Alex reported the committee is meeting weekly. They have come up with a list of pros and cons concerning the move to semesters. Open hearings for the University community will be held next Monday at 10 and the following week on Wednesday at 11 a.m. UFA members were asked to contact the Provost’s office to indicate which hearing they would attend to assure sufficient seating will be available. Both hearings will take place in the old library.

UNIVERSITY GOVERNANCE - John Lorentz reported the committee meets every two weeks. They have tried to obtain as much information as possible. In the late fall, hearings were held. Toward the end of last quarter, the committee began formulating a recommendation. The committee will circulate findings and in 4 to 6 weeks hold more open hearings. Kay Kress in the Provost’s office has two copies of the committee’s minutes if anyone is interested. He reported that at this point, the committee feels a new body should be created with elected members. Both UFA and UAA should remain in place and one of their duties will be to elect representatives to the new governing body. He stated their hope this new body would be a source of “real” power and not just another layer of beurocracy. John encouraged everyone to participate in the open hearings.

B. Communications/Correspondence

1. Dr. Pombookian offered condolences to Orville Ferguson, Ken Warfield, Shannon Kiser and Paul Crabtree.

2. Dr. Pombookian indicated he had talked with President Veri about faculty representation on the Governor’s Task Force. The forum after today’s meeting is in response to faculty concern.

3. Dr. Pombookian reported the Executive Board is meeting regularly.

4. The date of the Spring banquet was announced - April 24, 1992.

5. The membership was reminded of Election of UFA officers which will take place between March 15 and April 15.

6. Bill Hanlon announced that SEA members are voting Tuesday, Jan 28 from 10 a.m. to 4 p.m. in the faculty lunchroom on the insurance plan. He asked everyone to vote. If faculty have questions, they should contact their SEA division representative.
7. Dr. Pambookian delivered a "State of the state of UFA". He indicated we have implemented several changes including a fall banquet, committee chairs attending Executive Board meetings, and the Spring banquet. He reminded us that if UFA is to effective, the membership must participate. He indicated that some committee chairpersons do not work with the Executive Board well and hoped this would change. He reminded us all that we should respect each other, work together and learn from the past but not dwell on it. This time is a good one if we know what to do with it. We should recruit good faculty, elect colleagues to office who will work, revise UFA Constitution, work as a team to make SSU an exciting place, and get involved with the community and surrounding schools. He ended by saying we should have a core of faculty who are committed and "let us all work together".

C. Announcements

1. Dr. Veri explained about his knee surgery. He thanked everyone for their well wishes.

2. It was reported that Courtney Todt is doing well.

ADJOURNMENT

Ed Miner moved and Kathy Simon seconded a motion to adjourn. The motion carried and the meeting was adjourned at 4:57 p.m.
As most of you know by now, over the holiday break the university dropped as unfounded the plagiarism charge I had filed against the editor of THE OPEN AIR. My purpose this afternoon is not re-open the debate about this specific case, but to explain the process and to offer suggestions for the future. I am not allowed to discuss the content of the reports from the off-campus readers because of student confidentiality.

This charge was not filed casually. Before I said anything to the editor I showed the documents in question to four faculty members. All declared that, based on their understanding of plagiarism, this was a case of plagiarism. During the process when it became apparent that the institution would go off campus to settle the case, Dr. Pambookian worked out an arrangement with [REDACTED] that allowed three faculty members to discuss the issue with him. While several faculty members volunteered to get involved at this point, one faculty member was selected from each of the three divisions in the School of Arts and Sciences. One of them, Dr. Hadjiyannis, has 12 years of professional journalism experience. It is clear that this faculty involvement was mere window dressing, for it had no impact on the decision of the case or on the language in which that decision was couched.

The most significant mistake I made in the process was when I filed the case as Dishonest Conduct rather than Academic Misconduct. I requested from the administration instructions on filing an Academic Misconduct charge. I was told by Dick Howard that such a charge was inappropriate and that the charge should be Dishonest Conduct. Without thinking that different investigative processes might be involved, I followed that advice.

I would like to suggest that an appropriate UFA committee look into the last ten pages of THE STUDENT HANDBOOK. I believe that the processes outlined there can be improved considerably. The issue of plagiarism is an academic issue and it should be treated as such.

I would suggest also that we consider investigative processes in cases like this which involve as a first step not the administration but a faculty committee. In cases which the committee felt inappropriate behavior was involved, we would thus be able to approach the administration with the full force of the UFA behind the charge.

If this process is used again in the future, I believe that an intermediate step should be added between the receipt of off-campus reports and the announcement of the university decision. Reports that come from outside readers may or may not provide clear rationale for their conclusions. Those involved should be given an opportunity to read the reports, to submit questions for clarification and amplification. This would help to ensure that everyone involved understood and accepted the logic undergirding the conclusions.
During past discussions in UFA, several faculty members have indicated that they believe plagiarism is a significant problem in their classes. This may well be the time to set up an ad hoc committee to look into faculty and student attitudes toward plagiarism for the sake of clarifying our understanding of what it is.

I want to say finally that there is an embedded principle in the university dismissal of this charge that, as an English teacher, I will never accept. That embedded principle argues that it is appropriate for a writer to put his or her name on a document he or she did not write, and submit it to a reader as if he or she had written it. I find this to be not only wrongheaded but unconscionable in a university environment.

James Flavin
NEW COURSE APPROVAL FORM

<table>
<thead>
<tr>
<th>Department</th>
<th>Legal Assisting</th>
<th>Abbreviation</th>
<th>LAST 212</th>
<th>Title:</th>
<th>Real Estate Law for Legal Assistants</th>
</tr>
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<tbody>
<tr>
<td>Catalog Number</td>
<td>LAST 212</td>
<td></td>
<td></td>
<td>Hrs. Lec./Week</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hrs. Lab or Studio/Week</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hours</td>
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<td></td>
<td>Instructor(s)</td>
<td>Waterman</td>
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<td></td>
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<td></td>
<td>Program Code</td>
<td></td>
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<td></td>
<td></td>
<td>Subsidy Level Code</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Projected Enrollment</td>
<td>30</td>
</tr>
<tr>
<td>Effective Date</td>
<td>Fall 1992, Spring 1993</td>
<td></td>
<td></td>
<td>(Quarters to be taught for experimental course)</td>
<td></td>
</tr>
<tr>
<td>Proposed Text(s)</td>
<td>Flynn, Introduction to Real Estate Law, 2d Ed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Description (copy for course listing) Provides the essential substantive and practical skills necessary for a legal assistant to participate effectively in real estate transactions. Introduces real property concepts and examines the component parts of a real estate transaction, including entering into the purchase contract, providing a legally sufficient description of the property, preparing the deed, addressing the property's state of title and conducting the closing.

Rationale for the Course
See attachment.

Minimum Qualifications of the Instructor to offer this course.
J.D.

EPCC-NC-9/87
Impact Analysis: Address the following:

1. Impact on other departments - None.

2. Effect on teaching loads and staffing - None.

3. Need for additional resources and facilities - None.

4. Library holdings: Strong x Adequate __ Weak __ Nonexistent

Recommendations to the library staff:

Prepared by: Deborah A. Waterman

Approved by Division/Department

Approved by Educational Policy Curriculum Committee

Approved by University Faculty Assembly

Approved by the Provost

(UFA President's Signature Date)

(Provost's Signature Date)
Appendix E Attachment

Rationale for the Course

Currently REST 212, Real Estate Law, is required as a part of the Legal Assisting curriculum. This course, however, is specialized and is directed to meeting requirements of Ohio law for those students who wish to sit for the Real Estate Salesman's and Real Estate Broker's examinations. Thus, while filling an important need for those students, REST 212 does not meet the vastly different needs of legal assisting students. Real estate represents a huge body of law. REST 212, for example, concentrates on agency law, fixtures law and licensing law. None of that is of much utility to the paralegal. Instead, the paralegal needs to learn about title searches, document preparation and title insurance. This one course can not cover such divergent interests.
NEW COURSE APPROVAL FORM

Department   Social Science Division  Abbreviation

Catalog Number   ANTH 340  Title:  Meso America Before Columbus

Hrs. Lec./Week   4  Hrs. Lab or Studio/Week   0

Credit Hours   4  Lab Fee   Instructor(s)  Eleanor Marsh

Prerequisite(s)   None

HEGIS Code   Program Code

Subsidy Level Code   Projected Enrollment  15/term

Effective Date  Fall Quarter, 1992
(Quarters to be taught for experimental course)

Proposed Text(s)  Jeremy Sabloff-Cities of Ancient Mexico
Frances Berdan-The Aztecs

Course Description (copy for course listing)

Course will survey the settlement of MesoAmerica prior to the arrival of Europeans. Origins of first hunters and gatherers, development of agriculture, development of civilizations by Olmecs, Zapotecs, building and fall of Teotihuacan, settlement and influence of the Toltecs, Mayans and Aztecs up to the arrival of the Spanish will be examined.

Rationale for the Course

The Social Science offerings in Anthropology at the 300-level or above are minimal at this time. Our Social Science major requires students to complete at least 24 hours of course work at the upper division level and this offering would increase their options. Also, our mission statement calls on us to provide opportunities for students to understand the importance of cultural influences, cultural themes, and a sense of history as it has shaped their lives within a cultural context. Anthropology courses in general are grounded in the conceptual frame of culture as a fundamental starting point.

Minimum Qualifications of the Instructor to offer this course. I have been interested in Pre-Columbian Central and South American cultures for years and have read several books on the Inca, Almec, Mayan and Aztec civilizations for personal as well as scholarly enlightenment. I finally had a chance to visit some Mayan sites in Mexico in 1990 (Chichen Itza and Uxman) while attending an Anthropology conference. Last summer I had a fine opportunity to study with some of the most renowned experts in MesoAmerican Pre Columbian developments at the University of Pittsburgh for 6 weeks. The session EPCC-NC-9/87 was sponsored by the National Endowment for the Humanities under the leadership of Dr. Jeremy Sabloff, Head of the U of Pittsburgh's Anthropology Department and a leading Meso American archeologist. A "pilot run" offering of my proposed course was given Fall Quarter, 1991 with good res

I would like to make it a permanent part of our Shawnee State Catalogue.

pc: Tony Dzik
1. impact on other departments -
None except a positive impact. SSU artists might present a guest lecture on pottery techniques, pottery being a major archeological signpost.

2. effect on teaching loads and staffing - This could be readily accommodated or included in my usual teaching load. I generally offer two introductory sociology courses and one anthropology course into my schedule each term.

3. need for additional resources and facilities - None anticipated.

4. Library holdings: ___ Strong ___ Adequate X Weak ___ Nonexistent
Recommendations to the library staff: Additional resources such as Ancient MesoAmerica by Blanton, et. al; Forest of Kings and Blood of Kings, recent works on Mayan culture and hieroglyphics, additional books on Aztec culture by Berdan, the Codice Mendoza, and works by MesoAmerican scholar Nigel Davies would be good. Audio-visual offerings are pretty good at this date.

Prepared by:

Approved by Division/Department

Approved by Educational Policy Curriculum Committee

Approved by Arts and Science Curriculum Committee Chair

Approved by University Faculty Assembly

Approved by the Provost
## Appendix E

### NEW COURSE APPROVAL FORM

<table>
<thead>
<tr>
<th>Department</th>
<th>Social Science Division</th>
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<tbody>
<tr>
<td>Catalog Number</td>
<td>SOCI 312</td>
</tr>
<tr>
<td>Title</td>
<td>Sociology of Religion</td>
</tr>
<tr>
<td>Hrs. Lec./Week</td>
<td>4</td>
</tr>
<tr>
<td>Hrs. Lab or Studio/Week</td>
<td></td>
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<tr>
<td>Credit Hours</td>
<td>4</td>
</tr>
<tr>
<td>Lab Fee</td>
<td></td>
</tr>
<tr>
<td>Instructor(s)</td>
<td>Dr. James M. Miller</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>Sociology 101</td>
</tr>
<tr>
<td>HEGIS Code</td>
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<td>Subsidy Level Code</td>
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<td>Projected Enrollment</td>
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<td>Effective Date</td>
<td>Spring 1993</td>
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<td>(Quarters to be taught for experimental course)</td>
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</tr>
<tr>
<td>Proposed Text(s)</td>
<td>Religion in Contemporary Society. Author - Chalafant</td>
</tr>
</tbody>
</table>

**Course Description (copy for course listing)**

General theories concerning the place of religion in social processes will be investigated. Durkheim's work in religion as the basis of social order and Weber's work on religion and the rationalization process will be emphasized. Religion and its place in the modern world will also be a topic with emphasis on the debates concerning secularization, the use of fundamentalism, new religious movements, and statistics of how religious variables correlate with variables such as class, ethnicity, political attitudes and education.

**Rationale for the Course**

In the 1950's and 1960's, sociological theories assumed that secularization was a dominant process of industrialization. The fundamentalist upsurge in the U.S. and the Islamic world and the use of alternative religions in the West put this assumption to rest. Sociological theories (neo-functionalism, Weberian based social histories, neo-Marxism theories, Berger's phenomenology) began to incorporate religion into the core of sociological theory.

In the later part of the 1980's courses concerning religion began to boom in the U.S. colleges and universities. I have offered this course at SSU (special topics) and the student enrollments and enthusiasm has been gratifying. Trends in the discipline and student enrollments are the rationale for this course at SSU.
Impact Analysis: Address the following:

1. Impact on other departments - None

2. Effect on teaching loads and staffing - None

3. Need for additional resources and facilities - None

4. Library holdings: ___ Strong ___ Adequate X Weak ___ Nonexistent

Recommendations to the library staff:

Prepared by:

Approved by Division/Department

College of Arts & Sciences, Dean

Approved by Educational Policy Curriculum Committee

Arts and Science Curriculum Committee Chair

Approved by Division/Department

James M. Miller

(Signature) (Date)

Chairperson's Signature (Date)

Signature (Date)

EPCC-NC-9/87
**INTEROFFICE MEMORANDUM**

**TO:** Steve Doster  
**CC:** Mary Dillard  
**CC:** Dale Taylor  
**CC:** Tim Culver  
**CC:** A.L. Addington

**Date:** 10-Feb-1992 12:32pm GMT  
**From:** Gene Beckett  
**Dept:** LEARNING CENTER  
**Tel No:** 355-2277  

**Subject:** TWELVE-HOUR POLICY

Steve,

The recommended policy as written below incorporates the suggestion made at the EPCC hearing last Friday. If it agrees with your understanding of the suggested revision, please move forward. 

Thanks so much for your cordial and efficient handling of our request to adopt this policy.

**RECOMMENDED POLICY:**

Certain students are restricted from carrying a course load greater than twelve hours. These students include first-time entering freshmen placed into two or more developmental education courses and any student placed on academic probation for a second consecutive quarter. A student affected by this policy may appeal to the Director of Developmental Education. In special cases, when this policy would jeopardize a student's participation in a degree program, a program director or chairperson may also request to waive the twelve-hour limit.
RECOMMENDATIONS FOR CHANGES IN THE POLICIES GOVERNING THE POSTSECONDARY ENROLLMENT OPTIONS (SB 140) PROGRAM

During the first year of participation in the Postsecondary Enrollment Options Program in the 1990-91 academic year, the high school participants were, for the most part, successful. However, at the end of Fall Quarter, 1991, 6 participants (of 42 total participants) failed to meet the 2.0 minimum GPA for college level work attempted at Shawnee State. The 6 students were subsequently notified of their ineligibility for continued participation in the program.

This turn of events is cause for concern since of the 6 students, 3 were taking college courses which were intended to transfer back to their respective high schools to meet requirements for graduation. Since they were taking these courses at the university to substitute for their high school requirement, they may be at risk of not completing requirements for high school graduation. They have missed the first half of their high school coursework, and may have difficulty returning to the high school at mid-year. In order to minimize the risk for future PSEO participants, we are recommending several changes in the requirements for admission and ongoing participation.

INTRODUCTION AND HISTORY.

During the 1990-91 academic year, the Postsecondary Enrollment Options Program was set in place at Shawnee State University. An ad hoc committee chaired by Dr. Steve Midkiff, Registrar, and with representation by faculty, formulated the admission policy for the program at SSU.

In that first year, 42 students from 12 high schools applied for admission to the program. Of those applicants, 28 participated.

In academic year 1991-92, 10 of the junior participants of the previous year returned, and 32 new participants brought the total to 42. This second year of PSEO brought participation from 4 additional high schools. (Unlike the universities which were required by law to offer the opportunity for participation in PSEO during 1990-91, the high schools had the option of waiting until 1991-92 to participate.)

Early in academic year 1991-92, Dick Howard, Vice President for Student Affairs, asked Dr. Steve Midkiff and Rosemary Poston, advisors to the PSEO Program, to evaluate the program and make recommendations. The data on the grades of the first year participants appear at the end of this report. Grades and GPAs of Fall, 1991 participants are also
RECOMMENDED CHANGES.

1. High school juniors and seniors who intend to take college course work during the academic year under Options A or B of the Postsecondary Options Program must meet all of the admission requirements and apply to Shawnee State University by the May deadline. Students may postpone participation in PSEO until Winter or Spring Quarters as long as they meet the May deadline, and maintain the high school GPA which makes them eligible.

Rationale: Participants admitted during Winter and Spring Quarters may not receive the intensive counseling concerning the risks of participation, required by law of the high school personnel. Although they are advised of the risks prior to registration, PSEO participants do not receive the benefit of the extensive Shawnee State-PSEO Orientation/Registration for Fall Quarter.

2. PSEO participants under both Options A and B must complete the assessment (placement testing for reading, math and English) at the collegiate level in order to be eligible for admission to the program.

Rationale: Participants who are not functioning at the collegiate level, especially in their communication skills, are at greater risk of failure in their college level classes.

3. PSEO participants will not be permitted to register at Shawnee State University for courses required for high school graduation, specifically, American History, Government, and senior English.

Rationale: A PSEO student who fails to achieve a "C" average at Shawnee State, or whose high school GPA falls below a 3.0 after the college coursework is calculated in his high school average, is ineligible to continue in the program, and may be at risk with regard to high school graduation. In addition, because the law requires the university to allow college students the opportunity to register prior to the registration of PSEO students, there is the additional risk of PSEO students being unable to schedule the second course in the two course sequence required to equal the required Carnegie unit at the high school, thus risking completion of a requirement for graduation.

4. PSEO participants are limited to 12 credit hours per
quarter (minimum full time).

Rationale: With a high school junior or senior still taking at least one required course at the high school, no more than a minimum, full time course load at the college would minimize the risk of becoming ineligible for continuance of the program.

5. PSEO participants may register for courses which are not available at their high school.

Rationale: The purpose of the Postsecondary Enrollment Options Program is to enhance academic coursework available at the high school. Most of the state universities have interpreted that to mean that only courses not available at the high school should be available to PSEO participants. The college coursework should enhance, not replace, high school offerings.
### Shawnee State University
#### PSEO Program Analysis

#### 1990–91

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<thead>
<tr>
<th>Category</th>
<th>Value</th>
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<td># Participants</td>
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<tr>
<td># Persisters</td>
<td>14</td>
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<tr>
<td># New Students</td>
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<td>Total Hours Attempted</td>
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<td>Total Hours Earned</td>
<td>351</td>
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<td>Total Quality Points</td>
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<td>Average GPA</td>
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<td>Total Courses Attempted</td>
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<tr>
<td>Drop Outs</td>
<td>2</td>
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</tbody>
</table>

- **Participants**: Total number of registrants
- **Persisters**: Fall registrants still enrolled Spring
- **New Students**: Students accepted after Fall Quarter
- **Total Hours Attempted**: Sum of all hours for all students
- **Total Hours Earned**: Sum of all hours for all students
- **Total Quality Points**: Product of Total Hours Attempted and point value of grades earned
- **Average GPA**: Overall Grade Point Average of all students - Total Quality Points divided by Total Hours Attempted
- **Total Courses Attempted**: Total number of course registrations
- **Drop Outs**: Students failing to complete a term for which they were registered

#### 1991–92

<table>
<thead>
<tr>
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<td># Participants</td>
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<td># Persisters</td>
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<td>Total Courses Attempted</td>
<td>85</td>
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<tr>
<td>Drop Outs</td>
<td>2</td>
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</table>

- **Participants**: 50% increase over 1990–91
- **Persisters**: Fall registrants enrolled Winter Quarter
- **New students**: Students accepted after Fall Quarter
- **Continuing**: Second year students
1. **STRS Change** - We discussed the recent law passed that changes the way the Final Average Salary is calculated for some individuals who have large increases in wages during the last few years before retirement. This was designed to avoid abuses of the system, and in theory should be fair. Those planning to retire in the next 5 or 6 years should familiarize themselves with the change.

2. **Budget Concerns** - Matt Filipic, Vice Chancellor, met with us for about an hour. He first showed us figures explaining Ohio’s overall budget problems and Gov. Voinovich’s proposed solution. We then saw a breakdown of the budget cuts in various agencies of the state. Some were cut very little. Matt indicated that "Human Services needs are special; it is understandable that their appropriations cannot be reduced significantly in bad times. However, education is even being reduced at a greater rate than the rest of the GRF after removing Human Services from the totals. Compared to the rest of the GRF, higher education is being reduced by an extra $15.3 million and primary and secondary education is being reduced by an extra $3.2 million."

   When asked if the budget "crunch" could possibly be a short one, he replied that the annual state fiscal deficit caused by the costs of prior commitments such as prisons and Medicaid is growing faster than revenues. With this, there seems to be no foreseeable end to lean times for higher education in Ohio.

3. **OhioLINK** - We met over lunch with Len Simutis, director of the OhioLINK project. He discussed the current status of the project and what the circulation policies will be. For those of you who are unfamiliar with the project, it will link 15 public and 2 private university libraries by FY 1994(hopefully) into "one large catalog." I will have a brochure explaining the project to hand out at the UFA meeting.

4. **Chancellor Hairston** - Discussion with the Chancellor once again centered around concerns regarding the state and local Managing for the Future Task Forces. She anticipates an interim report of the local and statewide findings at the OBR meeting this month. Dr. Hairston charged us with answering some important questions which are likely to come to her as a result of the findings. These include:

   What are our highest priorities as faculty? How do we protect them?
   How will we fashion the future instead of it being constricted upon us?
   Regarding faculty workload, where is time being spent? Where should it be spent? Is it out of balance?
   Are there too many public colleges in Ohio? Is there too much duplication of programs? Is there unused capacity?
   Is there a more efficient management approach for institutions of higher education in Ohio?
   How can we create an interaction between our system and the elementary/secondary system to improve efficiency (i.e. reduce the need for developmental programs)?

   I have some ideas for answers to these questions, and I am sure that many of you do as well. I know that the Chancellor wants to use our input! Please let me know your thoughts.

5. **Part time faculty survey** - The results are in. The purpose of the survey was not to point fingers, but to pinpoint common problems and ask for leadership in solving these problems. I will hand out the results of the survey at the UFA meeting, and hope that you all take a look at them, particularly the recommendations. It may appear as if SSU has more severe problems than many other institutions, but some data were unavailable and some of the figures can be misleading. For instance, Akron gives a figure of 32% PT to FT FTEs while we listed 43.6%. The FAC member from Akron stated that this 32% was 85% of their general studies classes, which is probably much higher than our PT percentage for such classes. Let’s hope that this survey produces some positive results for all of us.
STUDENT AFFAIRS COMMITTEE

OPEN HEARINGS

1. Policy: Honors Program
2. Date: Feb. 20, 1992
3. Place: Massie 205
4. Time: 5:00 p.m.

The Student Affairs Committee of UFA will conduct an open hearing on the proposed HONORS PROGRAM policy immediately following the Feb. 20, 1992 UFA meeting in Massie 205. A copy of the proposal is attached to the agenda of the Feb. 20, 1992 UFA meeting. Questions may be addressed to any member of the Student Affairs Committee.

Chair, Student Affairs Committee
I. GOALS

The Honors Program at Shawnee State is designed to provide an opportunity for highly motivated students to participate in a challenging and creative learning environment. Such a program would recognize these students and enable them to seek new depth and/or breadth of academic pursuit and to interact with their peers and faculty.

II. ADMISSION TO THE HONORS PROGRAM

The Honors Program will be available to students in one or both of the following options:

Option 1:

Students who have appropriate credentials such as, but not limited to, ACT composite scores, grade point ratio (high school and/or college), the recommendation of Shawnee State University faculty or high school faculty, or other criteria which identify the student as exceptional may apply to become part of the Honors program and participate in the honors classes in any area of the Honors curriculum. Specific criteria will be developed by the Honors Committee.

Option 2:

Students who demonstrate exceptional interest and ability in a specific area of study and this ability can be documented (even though this ability may not be curriculum wide) will have the opportunity to enroll in appropriate honors classes with permission of the instructor.
HONORS COURSES
A course which is labeled an "Honors course" should be challenging and cover material in a different manner from the usual college class. The characteristics which make an honors course unique are such features as pace, course content, level of difficulty, presentation method or project assignment.

The number of honors courses which can be offered each quarter must be limited. Faculty who want to teach an Honors course must present a proposal to the Honors Program Committee for the course well in advance of the quarter in which it is to be taught. This proposal should include information as to the material to be covered, the presentation technique, and any information which supports the concept that this course is special and appropriate to be labeled "honors".

HONORS PROGRAM COMMITTEE
A. The membership of the Honors Program Committee shall consist of one faculty representative from each of the following areas: Allied Health, Engineering Technology, Business, Social Science, Math/Science, Arts and Humanities, and CRADTAL.
In addition, there will be one Honors Student selected by the Student Senate and the Registrar or his designee.
All members shall be voting members.

B. Each faculty representative shall be elected by the faculty of the appropriate unit and will serve for a period of one (1) year.

C. The chair of the committee shall be elected from within the membership of the committee.
D. The functions of this committee will include but not be limited to:

1. select honors courses to be offered by reviewing faculty proposals;

2. establish and review admission criteria for students to be admitted to the Honors Program under Option 1;

3. select honors students to be admitted to the Honors Program under option 1; and

4. provide for general day-to-day operations of the program.