

Minutes of Meeting of Academic Council - Present were Deans Byo, Edgar, Foster, Dykema, Swartz, Paraska, and Dr. Coffield

May 27, 1969 - 1:00 p.m.

Executive Conference Room

The meeting was called to order at 1:10 p.m.

The first item for discussion was the matter of curriculum and the need to keep the number of courses under control. It was stated that part of the problem was that the Curriculum Committee did not receive requests for new courses all at once; that they came in a few at a time and it was difficult to see the entire picture. It will be increasingly difficult for students to get their programs in in four years as these courses gain credits. It was suggested that this group do a complete curriculum study and make a thorough check of what has happened in the last year. Dean Dykema suggested that we have two problems:

1. Scheduling
2. Some departments have not enough upper division courses while others have not enough lower division courses.

It was announced that last year we had 78 new faculty members and a 10% increase in enrollment. We did not have the 10% decrease in limited-service personnel. We have, as of this date, hired approximately 50 new faculty for the 1969-70 academic year and the latest expectation for fall enrollment is 15,200.

Dr. Coffield asked that the group begin gathering information on how curriculum and credits affect programs, etc. We will meet on this subject throughout most of the summer. There are three problems to consider:

1. Faculty load
2. Scheduling
3. Room utilization.

It was suggested that it may be a good idea to appoint someone as a full-time scheduling officer for the University.

As soon as possible in the fall there will be a by name publication of faculty load, student credit hour production across the University.

Dean Dykema was asked to give his report on orientation. Copy attached. Dean Dykema will see that copies of this report are provided for Dean Painter, Mr. Livosky, Mrs. Smith, Dr. Coffelt, Mr. Martindale, Mr. Leonelli, and Dr. Pugsley. Dean Dykema will distribute to these people and ask their reactions be given him by next Tuesday.

The following suggestion was made by Dean Swartz on behalf of Dean Miller who was not present at the meeting. Dean Miller suggests that we run Group A straight through and get finished with everything except registration and then bring in Group B. Possibly we should refer to fall registration as orientation-registration.

Regarding the summer office hours, it was made clear that the deans' offices may work out their own schedules. The 8-8 schedule does not include academic offices.

Dean Dykema asked what we do if a student is taking a course in business and in arts and sciences who makes the decision on W grades. It had been established that the student's major dean has the prerogative to make both decisions.

Meeting adjourned 2:15 p.m.

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REPORT OF THE SUBCOMMITTEE ON
ORIENTATION REGISTRATION FOR BEGINNING STUDENTS

- I. The following recommendations are based on a conviction (a) that it is of major importance to acquaint beginning students with the material in the Introduction to Youngstown State University, the portions of the Y..S.U. catalog which are relevant to the school and major the student will probably enter, and the student handbook, (b) that this should be done in a series of group meetings totaling three to four hours, (c) that about three-quarters of that time should be spent in the same way by all students under the direction of a faculty member specially trained and paid for the task (probably two would be needed for the efficient operation of the schedule), (d) that a quarter of the time would be spent in separate orientation sessions to the particular school the student plans to enter; (e) that actual registration should follow the orientation sessions as soon as possible. (f) For the women, an additional session should be arranged with the Dean of Women, since Mrs. Painter considers such a meeting of great value. (g) An effort should be made to provide an abbreviated program for evening students.

As a commuter school, Y.S.U. has little chance to reach its students except in the classroom. The classroom relationship will be the overwhelmingly dominant one in terms of the student's time, and it should be correspondingly influential in its educative effect. But the classroom teacher is necessarily restricted to supplying one fragment of the student's education and neither can nor should devote much time to general college matters. The Introduction to Youngstown State University, the catalog, and the student handbook can simply be thrust at the student with a covering letter ordering him to read the material. But it is unlikely that such a procedure will produce the desired acquaintance with the material. The program outlined below will not guarantee it, but it seems more

At the brief introductory session they would be given the catalog, student handbook, and Introduction... and be told to read the first three sections of the Introduction... (25 pages) before the next session. They would be given a list of empty rooms, probably in Ward Beecher, where they could go on rainy days. They would also be given a ticket to sign and return at the next session. At the end of each session except the registration one they would be given a ticket entitling them to enter the next session. Between two of the sessions the women would meet with Mrs. Painter.

5. The fifth session could be on the same day as the others as suggested in the schedule above and probably should be for those schools which register their students in small groups or individually. For those schools which register their students in large groups by patterns the final school orientation should perhaps immediately precede the actual registration.
6. Abbreviated sessions for part-time evening students might start as early as 6 p.m. and last until 10 and both the orientation and the registration would be telescoped into a single evening. This would be a considerably less satisfactory procedure, but better than nothing. However a much more satisfactory way would be to bring them in for two evenings at 7 p.m., the first evening for the general orientation, the second for the school orientation and the registration.

III. The Introduction... will, as usual, have to be revised. Any suggestions for changes or additions are welcome. There should probably be added at least some comment on parking, the general purpose of a college, and the statutory restrictions on expansion of physical plant.

IV. We hope that action can be taken on this report at the meeting of Tuesday, 27 May 1969.

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II. DETAILED PROPOSALS

1. Drop the convocation sessions. Unless we used Stambaugh, where the difficulty of getting satisfactory attendance seems insuperable--the sessions would have to come after registration is over, so we would have no effective means of getting the students to come--sessions with an adequate representation of administrative personnel would be far too numerous to be bearable.
2. Carry on all orientation and registration in the Engineering-Science building because its immense superiority in physical comfort makes for greater efficiency and a more favorable initial impression on the student.
3. Start with about three hours of general orientation and an hour of orientation to the school the student has chosen followed by actual registration, the latter not necessarily on the same day as the former. The letter summoning the students to these sessions would tell them that to register they must come to the orientation sessions. They would also be told that they could change the prescribed day by calling a specified extension at the University and arranging another time, but that failure to come at the appointed time would be penalized by a late fee for a second appointment. The appointment letters would go out a week or a week and a half before the sessions and as often as the Admissions Office had accumulated enough processed records to justify a session, probably 280 to a group.
4. The orientation sessions would be a double series each day they were held. Two groups of students--A and B--would follow a schedule something like this:

<u>Group A</u>	<u>Group B</u>	
8-8:20	8:30-8:50	Brief introductory session at which the program would be explained
9-9:50	10-10:50	General orientation sessions; all students together
11-11:50	12-12:50	
1-1:50	2-2:50	Separate school sessions
3-3:50	4-4:50	