

SENATE MINUTES
YOUNGSTOWN STATE UNIVERSITY
Friday, November 3, 1972

PRESENT: Mr. Gay, Mr. Slavin, Mr. C. Hankey, Mr. Miller, Mr. Deiderick, Mr. Fortunato, Mr. Baldino, Jr., Mr. Betres, Mr. Laitman, Mr. Toskas, Mr. Morris, Mr. Shipka, Mr. Abran, Miss Sterenberg, Mr. Curran, Mr. DiRusso, Mrs. Braden, Mr. Simko, Mr. Montgomery, Mr. Davis, Mr. Rondy, Mr. Behen, Mr. Earnhart, Mr. Blue, Mr. Reid, Mr. G. Jones, Mr. Snyder, Mr. Yozwiak, Mr. Ward, Mr. Hanzely, Mr. Kats, Mr. Cernica, Mr. Shuster, Mr. Hoops, Mr. Pejack, Mr. Esterly, Mr. Jonas, Mr. Letchworth, Miss Hakojarvi, Mrs. Turner, Mrs. Hille, Mr. Petrych, Mr. Swan, Mr. Ringer, Mr. Looby, Mr. Barsch, Mr. R. Jones, Mr. Kramer, Miss Boyer, Mr. Aurand, Mrs. Smith, Mr. Byo, Mr. Raridon, Mr. O'Neill, Mr. Lucas, Mr. Richley, Mr. Hahn, Mr. Tarantine, Mr. Scriven, Mr. Hotchkiss, Mr. J. Foster, Mr. Sumpter, Mr. Rost, Mr. Siman, Mr. Rishel, Mr. Fisher, Mr. Wales, III, Mr. Krill, Mrs. Hotchkiss, Mr. Hurd, Mr. von Ostwalden, Mr. Foldvary, Mrs. Niemi, Miss DeCapita, Mrs. Kennedy, Mrs. Mackall, Miss Jenkins, Vice President Coffelt, Vice President Edgar and President Pugsley.

PRESIDING: PRESIDENT ALBERT L. PUGSLEY **TIME:** 4:00 p.m. SCHWEBEL AUDIT,

Prior to the start of the Senate meeting Mrs. Christine Dykema (Parliamentarian) distributed a memorandum to all Senate members on "How to Close Debate". (See the Attached Sheet).

The President called for the approval of the Minutes of the previous Senate meeting, (Friday, October 6, 1972). Corrections to those Minutes as follows:

1) **Dr. T. Shipka:** I noticed in reading over those Minutes that rather extensive portions of the dialogue were excluded and I don't have too major a complaint, I suppose, in regard to that. But I think care should be taken to assure that there is a standard and consistent policy on Minutes. Either we should report all of the dialogue, whether or not there is a feeling that it is pertinent or we should have some ground rules for discretion that the Secretary of the Senate follows. I think that is the only point I care to raise.

ANS. BY SECRETARY: The only reason all of the discussion was not included this time was that the Secretary stated she was pressed for time; it was about 19 pages long. The Secretary stated she has it and will be glad to type it up and attach it if you wish. All of you are perfectly welcome to it.

Dr. Pugsley: Is there anything you wish to do about Dr. Shipka's suggestion?

There was no response.

Mrs. Dykema: This question was raised to me after the meeting last time; (Parliamentarian) that I had made an improper ruling, which is quite possible but I wish you would tell me during the meeting and not afterwards.

On top of Page #9 of those Minutes: Mr. Montgomery rose to make an Amendment.

Before the next item Mr. Toskas Moved the Previous Question.

There is some elimination there. He rose to a Point of Order which you may do at any time to interrupt a speaker if you feel that something is out of order in the conduct of business and that does not mean you have the floor? but before he was recognized Mr. Montgomery relinquished the floor stating he had nothing more to say.

Then Mr. Toskas made his Point of Order which was then irrelevant and explained it and then went on to Move the Previous Question. He had not usurped the floor on a Point of Order. He did not get the floor until after the other speaker had relinquished the floor.

SENATE MINUTES CONT'D.: (Friday, November 3, 1972)

Dr. Pugsley: Mrs. Dykema's remarks will be recorded in the Minutes of this meeting which would seem to make unnecessary the revision of the Minutes of the previous meeting,

Hearing no other corrections or suggestions for modification the President then declared the Minutes approved,

REPORT OF CONSTITUTION AND BYLAW COMMITTEE:

Dr. Frank Tarantine informed Dr. Pugsley before the meeting started this Committee had no report for today,

REPORT OF THE SENATE EXECUTIVE COMMITTEE: (Dr. Esther Niemi)

Along with the Agenda this time you received some Rules of Order for Senate meetings written up by the Senate Executive Committee. (SEE ATTACHED SHEET TO MINUTES),

I am sure that you are familiar with the concept of 'Economic Cost' whereby you measure the cost of various undertakings, Proposals and Projects, not necessarily in dollars and cents but rather in terms of alternatives and sacrifice,

Your time is very valuable. You are giving up many opportunities to do worthwhile things by sitting here in a Senate meeting. Therefore, we do not want to waste your time unduly, and it is with this thought in mind that we have come up with these Rules of Order,

We do not want to keep you from discussing things; we do not want to necessarily shut off debate, but we do ask if you will cooperate with these Rules we feel that we can accomplish a great deal of business with a minimum amount of time.

Along with these rules you have one that is mentioned - #4 - about a fixed time of adjournment.

MOTION: Dr. Esther Niemi moved on behalf of the Senate Executive Committee that the hour of 5:30 p.m. be established, announced, and maintained as the time of adjournment for all meetings of the Senate unless the assembly votes to extend the meeting,

Seconded.

AYES HAVE IT, MOTION PASSED. (SEE DISCUSSION BELOW BEFORE PASSAGE).

Dr. Baldino: I have a Minority Report which I would like to read at the conclusion of Dr. Niemi's remarks because I did not approve of the attached sheet to the Agenda,

Dr. Pugsley: Your remarks do not pertain to this Motion?

Dr. Baldino: No, My remarks will pertain to the substance of the Report.

Mr. Toskas: Does this mean that if this passes that at 5:30 p.m. we will automatically adjourn unless specific action were taken by the Senate?
(Student)

Dr. Niemi: Yea. There would have to be a Motion to extend the meeting time; otherwise, we would adjourn at 5:30 p.m. or before that if we ran out of business which doesn't seem likely,

Dr. Swan: What will be the official clock and will we have a 2-minute warning?

Dr. Niemi: There will be enough watches around so that we can settle for an agreeable consensus of what 5:30 is.

QUESTION CALLED FOR

AYES HAVE IT. MOTION PASSED. (All Senate meetings will adjourn at 5:30 p.m. unless the assembly votes to extend the meeting),

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SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
REPORT OF SENATE EXECUTIVE COMMITTEE CONT'D.: (Dr. Niemi)

Dr. Niemi cont'd.: We have a few **Committee** changes to report to you. A few more will be forthcoming. As soon as the **Committee** changes have been terminated for the time being the Secretary will then revise the **list** of **Committee Appointments** and distribute *the* revised list to you,

COMMITTEE CHANGES AS FOLLOWS:-

<u>COMMITTEE</u>	<u>PERSON TO BE REPLACED</u>	<u>REASON</u>	<u>NEW MEMBER</u>
B-3: Computer	Mark Walker	Resigned	Edward J. Largent
B-4: Faculty Affairs	William Conable	Left University	C. Wade Raridon
" "	Robert R. Hare	Deceased	Mary Virginia Hare
" "	William O. Swan	Resigned	William Convery
B-10: Student Academic Guidance & Registration	David Starkey	Resigned	G. Roy Sumpter
B-16: Black Studies Program	Dominic Capeci	Left University	Lawrence Anadi
C-5t Management and Control of Physical Facilities	Franklin Semberger	Left University	Ken Venters
C-12: Public Cere- monials	Edward Largent	Resigned	Mark Walker

MINORITY REPORT: (Dr. Peter A. Baldino, Jr.)

Dr. **Baldino** is a member of the Senate **Executive Committee**. He stated his remarks have to do with the sheet attached to the Agenda for today's meeting. (A COPY OF THE ATTACHED SHEET TO THE AGENDA IS ATTACHED TO THESE MINUTES - RULES OF ORDER)

He did not concur with the **statement** and **wishes** to give his **reasons** for not concurring.

Dr. Baldino's Report as follows:

I wish to submit a **Minority Report** regarding the Proposed **Rules** of Order for Senate meetings dated October 26, 1972 and submitted to Senate **members** last week, **FIRST:** I take exception, as I did in the Senate **Executive Committee** meeting of **October 16** to the charge that "We are wasting more time and accomplishing less as the Senate **tries** to **take** on the function of a committee-of-the-whole on most of the reports made by **standing committees**."

If, I believe, we take into consideration that we meet for only **approximately** 70 to 90 **minutes** once a **month**, that we usually have a very crowded agenda, that many of the Senate **members** are not on the **Committees** that discuss the matters before the Senate (and I repeat "Are Not on the **Committees**) we do not do too badly as a deliberative body. This is not to say that at **times** the Senate deliberations do not get tedious and sometimes rather lengthy, but **again** I affirm the right of a member of the Senate to **speak**.

It has been my feeling that for some time that, in fact, we have **allowed** much debate to take place that **may have** been permeated had the body, that is the student members, decided to do so, and of course, they could have done so,

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SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
MINORITY REPORT CONT'D.: (Dr. Baldino, Jr.)

SECOND: I believe Rules 1, 2 and 4 should be **enforced, without** any notations from **the Parliamentarian**. That is, we should discontinue the reading of **lengthy** reports of **Committees, have** then **summarized** if you wish **instead** of read at length; we should **ask** that all **Motions and Amendments** be **submitted** in writing and that we should have a fixed time for adjournment,

However, I believe to enforce Rule 3 would not be in the **best interests** of the Senate and could **actually** prove counter-productive to the very **purposes** of the **Senate**, Rule 3 (a) calling for a Senate member to stand **while** addressing **the** Chair is well **taken, but** to demand that a Senate member **stand** to be recognized would turn Senate **sessions** into a physical exercise club and would present the Chair with **more** problems than it would solve,

THIRD: Rule 3 (b) restricting speakers to 10 **minutes is** unnecessary. I have yet **myself** to hear one speak: 10 minutes - although it may very well appear to be 10 minutes.

And, further, to **limit** a speaker to only one opportunity to **speak** on a question would **present** unnecessary delays to say nothing of a full-time referee to determine whether **a speaker** had spoken on the **original** Motion, the Amended Motion, or the Amendment to **the Amendment** to the Motion.

Practically speaking, Rule 3 (b) would be utter madness for a **Chairman** to enforce, Finally, Rule 3 (c) **has, in my** opinion, never been abused to the extent noted in the **memorandum**.

I urge this body to express its opposition to the Senate **Executive Committee's** Report **as** I have done so in this Minority Report.

I **wish** that the body would, in fact, substitute for that or simply accept in spirit **if** you wish, the Minutes of the meeting of the **Senate Executive Committee** of October 16, where Rules 1, 2 and 4 were approved but not **Rule 3**.

Rule 3 **was** the result of a meeting of a **Subcommittee** to act on or to propose measures that would expedite the deliberations of **this** body,

I **say** this only as the Minority viewpoint **as** I was the only one to challenge the **document** dated October 16 to which I have alluded to.

Dr. Pugsley: There has been no Motion to adopt this either in part or **as a whole;** Is this not correct, **Dr. Niemi?**

Dr. Niemi: **The only** Motion I **made** was on Rule #4 - setting 5:30 p.m. as the time of adjournment and **this** Motion was **passed**.

Dr. Pugsley: Is there any action this body wishes to take relative to this **recommendation** from **Dr. Niemi** or from the **comments** made by **Dr. Baldino?**

Dr. Sterenberg: Moved to Strike **Rule #3** from the Rules of Order,

Dr. Pugsley: You are not moving the adoption of the Report with the **exclusion** of **Rule #3?**
 What point is there in striking Rule 3 if the Report **has** no standing?

Mrs. Dykema: (Parliamentarian) These are regular Rules found in Robert's. **What** we have been **following** thus far has been the Rules found in our Constitution, the Rules in **Robert's** and the **traditions** of this body which have apparently allowed a great **deal** of laxity,

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SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
SENATE EXECUTIVE COMMITTEE REPORT CONT'D.: (Dr, Niemi)

Mrs. Dykema cont'd.:

I asked the Subcommittee of the Senate Executive Committee if they wanted more formality.

There is something else we could invoke too, which would mean that nobody could ever address any other Speaker except through the Chairman and never by name.

They considered that wrong.

In a body like this no one, according to Robert's, ever has more than 10 minutes to speak to a question unless everyone else who wants to has had that right.

There is no such thing as yielding the floor. That is part of Congressional Rules, not Robert's Rules,

It might be beat to incorporate the exceptions to Robert's that you want to make rather than reject the suggestion of the Senate Executive Committee.

Dr. Jack Foster: Unless we be involved right now in the very thing we hope to avoid, that is delaying with getting on with the business, I think it ought to be said that the Senate Executive Committee discussed Dr, Baldino's objections, and as he stated with only his "NAY" vote, they voted to go ahead and present the Report as it cans out of the Subcommittee.

I want to emphasize again what Mrs Dykema just said, "we did not invent anything not already a part of the Rules of this body". The Constitution declares Robert's Rules of Order as governing (Bylaw IX - Rules of Order).

We felt it was important to advise this body of some of those Rules that we thought were pertinent to the problems of conducting the business with some expedition. That's all. There was no intent to invent new Rules for this body.

Therefore, we did not call for Adoption. We do not need Adoption. They are already our Rules.

To make exceptions to these Rules as Dr. Baldino said, is a matter of raising a point of discretion of their enforcement. Again, I think it is inappropriate to strike then from the Report, anymore than it would be appropriate to strike them from Robert's Rules of Order which are our governing Rules (SEE BYLAW IX - RULES OF ORDER).

I think the Motion that was made is both unnecessary and probably unconstitutional.

Dr. Pugsley: If your Motion is to be effective, Dr. Sterenberg it would require Constitutional change.

Dr. Sterenberg: I did not understand.

Dr. Pugsley: Mrs. Dykema stated: If your Motion is to be effective (and I do not believe it was seconded) but irrespective of that, it would require a Constitutional change of this body.

Dr. Baldino: In all fairness to Mrs Dykema on this matter I don't seriously think she says or she means what she says when she says these are to be implemented because of the fact they are Robert's Rules of Order,

I am sure you realize aa well as I do that if we were to implement literally all that is given in Robert's Rules the deliberations of this body over the 2 years I have been here would have been out of order,

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SENATE MINUTES CONT'D. - (Friday, November 3, 1972)
REPORT OF SENATE EXECUTIVE COMMITTEE CONT'D.: (Dr. Niemi)

Mrs. Dykema: Robert's says: the point of the Rules is to expedite business, to see that the majority opinion prevails and that the minority opinion is heard: and whatever business can be accomplished by consensus by the interpretations and explanations of the Chair without sticking rigidly to the Rules is all to the good.

The only mason I asked the Senate Executive Committee if they wanted more formality introduced, which would be simply insisting that Robert's be applied in these areas, was because they were concerned with how long meetings were taking.

Dr. Pugsley: We have already acted on Rule #4, Length of time for the meeting. Unless there is some further disagreement night I ask that you consider these points and that we take this matter up at the next meeting aa to whether you wish to "Accept" or "Adopt".

Mrs. Dykema: "Accept" and "Adopt" are the same thing.

Dr. Pugsley: I thought "Accept" meant to receive; and "Adopt" meant to take formal action upon.

It was agreeable to the Senate to consider the points for "Acceptance" or "Adoption" at the next meeting.

REPORT OF ATHLETIC COUNCIL: (Dr. Peter A. Baldino, Jr.)

Dr. Baldino made a brief statement with respect to the topic of the successor to Mr. Dike Beede, Head Football Coach at YSU.

A Search Committee has been selected to begin consideration of applications for the position of Head Football Coach at YSU.

It is a broadly based Committee representing faculty, student body, alumni, and administration, I feel confident that it will meet with the approval of all segments of the academic community and that it will discharge its responsibilities fairly and efficiently.

This Committee will probably be announced, I think, after the last game that Mr. Beede will coach in all due respect and fairness to his tenure as Head Football Coach.

Dr. T. Shipka: 1) As a friend of many of the athletes I find considerable concern expressed among them that steps be taken to assure that as qualified a successor as possible be found.

It might be well, perhaps not at this moment but later, to give more details on the composition of this Committee and to assure that the Committee in its deliberations gives fullest consideration to candidates within and without the State who have expressed an interest in this position.

2) Has the Athletic Council given consideration to the cost of the Football Program in the next year or two?

If we are indeed in a retrenchment crisis where money is tight and may get tighter, and I think as responsible educators we must look to the cost of this Program and justify the cost of this Program in terms of the academic goals of the University,

I was wondering whether you could comment on the concerns of the Athletic Council in terms of the cost of the Program; whether or not they anticipate an increased cost and whether there will be revenues to provide the kind of resources that we need to have a successful Football Coach.

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SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
REPORT OF ATHLETIC COUNCIL CONT'D.: (Dr. Baldino, Jr.)

Dr. Baldino: In reference to your 1st point. I would think that looking at the composition of this Committee and knowing some of them as I do that your concern will be met and that we will do all we can to select a person of the caliber of Mr. Beede. Regardless of how some feel about Football, and how some of the strategies, etc., may be what they do or do not like I think he has been an exemplary kind of a Coach - a man I would have my faith in if I were a young man under his tutelage.

2) The matter of cost is always a matter of concern.

I would agree with you with respect to the sometimes prohibitive costs of such Programs that exist at some other schools - for example: in the Mid-American Conference. I am also aware of the fact, however, that each of these schools have voted to continue Football.

I am talking now about Ohio University and Kent State that I know of personally who have lost 3/4 of a million dollars each in football during the last year,

I don't question their status as academic Institutions that still commit themselves to football.

I would only make reference to a statement I made here last year at the October meeting: that there is no part in the Athletic Program beyond or needing scrutiny.

When you talk about retrenchment, when you talk about bodies (human bodies) possibly dismissed or let out (however you want to term it), this is a very important thing.

To talk about the money we do talk about in the Sports Program that first of all we should be very careful how we spend it; and (2) I can say this in all fairness, the President, the Athletic Mrector I think are cognizant of these problems and these needs.

I think we look forward to no expansion of football.

I can anticipate the question you have in mind. For example: a prospective Football Coach coming here and saying, "What do you have for me in terms of the enlargement of the Program, a Stadium, things of this kind".

I don't think we can talk in terms of that. I don't think we will talk in terms of that,

Now, whether a man will want to work under those limited conditions will (1) say a lot as to the kind of a person he is; and (2) will not deter us from doing the job we have to do within the limits of the University, the financial limits, etc.

I cannot help but share your concern, Dr. Shipka, for we are coming to a point in our History as an Institution where we have to begin to look at priorities.

Maybe football doesn't belong here. I raised that question in my report last year and people took it as a sort of "tongue in cheek" thing. It wasn't "tongue in cheek" at all. I felt very strongly that we as an Urban Institution have to look seriously at the Athletic Program and at football especially.

Basketball and baseball do pay for themselves, I believe.

Dr. T. Shipka: If I can just reiterate the question, Dr. Baldino. I appreciate your sharing my concerns but I am more interested that the Athletic Council have on their agenda for this year a thorough analysis of the coat of the Football Program; and in anticipation of whether there will be increased costs and whether these increased costs are warranted in terms of the value of the Football Program at the University,

I think it should be a formal study.

Dr. Baldino: I would agree,

I would only indicate to you there is nothing that prohibits anyone from attending our meetings and raising these very questions.

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SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
REPORT OF ATHLETIC COUNCIL CONT'D.: (Dr. Baldino, Jr.)

Dr. Baldino cont'd.:

I have **served** as Chairman for the 2nd year and I have done so **because** I believe in the **Program**. I think there is a great deal of merit to the Program.

I **don't** in any way wish to condone increased **expenditures** at the **time** when we are talking **about** as we must, tightening of the Financial. belt, so to speak.

I would do **all** I could to protect the interest of all faculty in this regard.

Outside the **realms** of the Athletic Council, and I think it will be your job in the next year to look very carefully at these **expenditures** and put **ceilings** on them although I have been assured **by** the Athletic Director there will be no **increased** costs for the Program. There may have to be **reductions to insure** a leveling off or a ceiling on the present Program.

I **don't** mean to be **evasive** but **all** we can do is to attempt to look **realistically** at these problem.

Dr. Hanzely: You mentioned your meetings **are** open to the **members** of the University Community?

Dr. Baldino: Yes - with the sole **exception** of **Executive** Sessions which any Committee holds.

Dr. Hanzely: Have you **established** any regular scheduled meetings?

Dr. Baldino: We meet once **each** month - usually the 2nd Thursday of each **month** at noon.

I try to fit the meetings to concur with the schedules of **approximately 14** people. This tends to **be** a problem.

Dr. Hanzely: **What**, in your opinion, is the possibility for the expansion of the Sports Program **this** year or the coming year?

Dr. Baldino: I feel very strongly about this.

I have felt that there were some sports **that** should have been **elevated** some time ago.

I would, in fact, respect the **wishes** of the President in this regard **with** respect to what the **expansions** would look like. For **example:** Soccer. I know you **are** deeply involved in that, Dr. Hanzely.

We had the policy last year to **take** on to **varsity** size those sports that could be worked out in the new Beeghley Building and that would not necessitate further **financial expenditures** into the practice fields in the outlying areas. For **example:** wrestling, gymnastics and things of this kind, **weight-lifting, rifle, etc.**

I support that although I **am** very cognizant that Soccer, for **example** has labored on its own resources for **many** years and it has help up **extremely well** in its **schedule** and in its **commitments**.

I would like to see that set back in October and again I wouldn't **say** that with tongue in cheek **that** expansion of the Program along the lines of **Soccer, for example, and a greater use** of the **facilities** for **intra-mural** use and **husbands and wives and their families** to utilize the Beeghley Building incidentally.

I **made** these points in **dead seriousness**. I **assume** some people thought it was tongue in cheek **approach**. It wasn't.

Many sports that people like to partake in after they **graduate** should be the kinds of things we should be **looking** to,

Football **may** have one or two each year or every other year who would be eligible to go on to the Pro ranks,

I **dare say** we should have a ceiling on that and expand in **those areas** where Golf, for example, **could** be better financed,

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SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
REPORT OF ATHLETIC COUNCIL CONT'D.: (Dr. Baldino, Jr.)

Dr. Pugsley: All over the nation there are aggressive movements **being made** for participation by women in sports that traditionally have been **reserved** for men.

I think that this is a high priority **with** respect to whether this **kind** of expansion should take place **as** opposed to adding new sports in our particular time and in our **particular** Institution.

REPORT OF STUDENT AFFAIRS COMMITTEE: (Dr. George Haushalter)

I hope you have had sufficient time to **examine** the Proposal of the Student Affairs Committee for a "Career Planning and Placement Services".

This Proposal was the result of a considerable amount of discussion **and** investigation by the **Committee** from the Student Affairs Office,

The **Proposal** was considered and **unanimously** approved by the Student Affairs Committee at their September 28, 1972 meeting.

Dr. George Haushalter, on behalf of The Student Affairs Committee requested consideration of the following Motion:

That the University Senate endorses the general **philosophy** as presented in the **proposal** for a "Career Planning and Placement Services." **The** Senate further **recommends** to the Administration and the Board of Trustees **that** a University **service** similar to the **above** mentioned proposal be implemented for the academic year 1973-74.
 Seconded.

NOTE: Since Dr. Haushalter is not a Senate member he requested consideration.

Dr. Pugsley: Before taking a vote on this I would like to indicate that a Placement Service will cost additional money.

I think a Placement Service personally is needed, a more expanded Advisement Service **but** it may mean in our future, as Dr. Shipka has **been** pointing out **with** respect to other matters, where increased costs are a concern this will be a **new** cost. We are spending around \$20,000 for this purpose.

One of the other suggestions that surfaced at the Student Planning Conference at Camp Fitch was the relative merit of the Neon **versus** a Placement Center.

Dr. Pugsley: My apologies ladies and gentlemen. You have heard the Motion that was not **made** (requested consideration by Dr. George Haushalter) **but** could be **made** by a member of this body.

Mr. Montgomery:
 (Student)

MOTION: Mr. Montgomery moved on behalf of the Student Affairs Committee that the University Senate endorses the general philosophy as presented in the proposal for a "Career Planning and Placement Services". The Senate further **recommends** to the Administration and the Board of Trustees **that** a University **service** similar to the **above** mentioned proposal be implemented for the academic year 1973-74.
 Seconded.

AYES HAVE IT. MOTION PASSED.

NOTE A COPY OF THE ABOVE PROPOSAL IS ATTACHED TO THESE MINUTES.

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SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
REPORT OF CURRICULUM COMMITTEE: (Dr. Richard Jones)

The Report is in two (2) parts. Dr. Jones **takes** first part; **Dean Yozwiak** the second part.

Dr. Richard Jones called the **Roll** of Departments to **determine** whether or not Chairmen or their representatives were present at **today's** Senate meeting for Departments **having** course changes **coming up from** the Curriculum Committee.

All Departments **having** changes had **Chairmen** or representatives present.

MOTION: Dr. Richard Jones **moved** on behalf of the University Curriculum Committee Senate approval of the Curriculum **Committee** Report. Course changes in the following: College of Arts and Sciences **as follows:** Biology, History, Psychology; School of Education: Foundations of Education.

These changes had **already** been approved by the Curriculum Committee.

Seconded.

AYES HAVE IT. MOTION PASSED.

(FOR DETAILS ON ABOVE SEE SENATE MINUTE BOOK).

Dr. Behen: In History 821 description - a correction as follows:
"imperialistic rivalry".

This is an **editorial** change.

Dr. Richard **Jones** then turned floor over to Dean **Yozwiak** for 2nd half of Curriculum Committee Report.

DEAN YOZWIAK:

A **Proposal** to modify the foreign language requirement for the Bachelor of Science (B.S.) degree **was** sent to you on September 27.

I would like to explain why the proposal is **being submitted** in **this** manner - rather than **through** the **usual** channels for course changes.

Until the fairly recent creation of the Technical and Community College, the **various** Baccalaureate degrees offered by the University were assigned -- for all practical purposes -- to the different schools.

For example:

B.Mus. -- Dana	B.S.in BA. - Business	B.S.) Arts & Sciences
B.S. Ed.--Education	BE -- Engineering	A.B.)

This pattern **was** altered when the **4-year** Program in **Criminal** Justice **was** approved and **assigned to** the T & CC, and when the **Home Economics** Department **was moved** to the T & CC thereby authorizing the curriculums there to be eligible for the B.S. Degree.

In **most cases**, the faculties of the different schools have **imposed requirements** for the degree, under their jurisdiction that have exceeded the general university requirements.

To **name a few:**

- 1) **Every** curriculum in the School of **Business** that leads to the B.S. in B.A. requires Accounting 605
- 2) Every **curriculum** in The School of **Engineering** that leads to the BE degree requires C. E. 601 (Mechanics)
- 3) The School of Education requires **fulfillment** of Certification requirements before **recommending candidates** for the B.S. Ed. degree

(AS **well** as a 2.5 average for admission)

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SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
DEAN YOZWIAK CONT'D.:

4) Curricula that lead to the A.B. or B.S. degree in the College of Arts and Sciences require satisfying a foreign language requirement

Q. Now, if this added requirement is to change, how should it be done?

Ans.: Certainly, the faculty of that College involved should **make** that **determination**.

Q. Is this a **final determination**?

Ans.: There is precedent that **it has been:**

Example 1) The Engineering School **reduced** the hours for the B.E. degree from 220 to 202 without Senate consideration

Example 2) The College of Arts and Sciences took a similar action in reducing academic hours required for the B.S. degree from 196 to 180 without Senate **approval** (disregarding Physical Education and Hygiene)

The faculty **approved** this at a meeting and **it has been** in effect,

Q. Should such changes require Senate approval?

Ans.: Some feel that **it should**, others feel that **it is simply an internal school matter**, and should not.

Q. To **confuse** the issue still more, each time a department says that of the courses we offer this group of **them** is a **must** for a major in this department,

For example: **Advanced Calculus** is a must for everybody getting a **major** in **Mathematics**.

Q. If the **Mathematics** Department, for **example**, **decides** to change that and **say** no longer will a student be required to **take** that need that get Senate **approval** or can it be **determined by the** Department themselves?

Ans.: I think that a Department could determine **that**. But the point is **that** there is no **clear cut answer**. This is a matter for study and clarification - **but I** hope debate on this issue will not take place **today**.

The one fact that is **clear** is that **if** the Senate **approves** a curriculum proposal (whether **it really** has to or not), **no doubt will remain as to its legality**. For this reason, **the proposal on modification of the Foreign Language requirement** for the B.S. degree is presented for your approval. There is to be no change in the Foreign Language requirement for the AE.

These facts **are** necessary:

1) After **considerable** discussion, the Arts and Sciences faculty and the two departments of T & CC voted for modification 129-116.

2) The **departments** with **majors** that qualify for the B.S. **overwhelmingly** approved the **modification** plan.

3) The **entire** faculty of Arts and Sciences and the 2 **departments** of T & CC approved the modification 191-35.

DEAN YOZWIAK: On this basis, I ask the Senate to respect the wishes **of** the faculties that have deliberated the issue **and:**

MOTION: Dean **Yozwiak** moved that the modification of the Foreign Language requirement **as** stated on the handout be approved.
 Seconded,

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
DEAN YOZWIAK CONT'D.:

DISCUSSION:

1) Dr. Ward: Question directed to Chairman of the **Curriculum Committee** Dr. R. Jones:
 Was this matter submitted to the University **Curriculum Committee**, and if so,
 what was its decision?

Dr. R. Jones: This was submitted to the University **Curriculum Committee**. This **Committee** discussed the **modification** proposed by **Dean Yozwiak** at great length at its **meetings** of October 16, 23rd and 30th.

At the **meeting** of October 30 the **Committee** voted on the following **two (2)** Motions:

1) That the **proposed** change for the foreign language **requirement** for the B.S. Degree is within the **jurisdiction** of the University **Curriculum Committee**.

RESULT: This motion was passed by a vote of 7 to 1.

3) Second Motion: The **University Curriculum Committee** approves proposed modification change in foreign **language** requirement for the B.S. degree.

RESULT: This Motion was defeated by a vote of 5 to 3.

Those **members** who approved the 2nd Motion did so for one of the following **two (2)** reasons:

1) Either they felt that the proposed change was not within the **jurisdiction** of the **Curriculum Committee** or;

2) That the modification was good and needed.

Those **members** who did not approve of the 2nd Motion did so for one or **more** of the following reasons:

1) Some **members** felt this constituted a major curriculum change and should **have** been handled through the **Curriculum Committee** of the College of Arts & Sciences

2) That **under** the proposed **program** a student **can** now complete **his** foreign language requirements in 4 fewer hours than he could under the old **Program**

Nothing is mentioned in the program **about** what is to be done **with** those 4 hours.

It is the feeling of several of the **Committee** members that **these** 4 hours should not **be** used in the field of specialization **but** should **be** indicated that these 4 hours be **used** in areas outside the field of specialization.

The **Program** does not **mention** this.

3) **That** a student can now **fulfill** a requirement for graduation with 500-level courses. The feeling of some of the **members** of the **Committee** is that this is not **proper** academic standards.

4) The **Program** does not provide sufficient language for some disciplines.

5) The diversity of the foreign language requirement **may** be reduced placing a hardship on students in **departments** other than those that voted, for instance, if the foreign language department has to reduce **some** of its language offerings **it may** be that some students in Music or other areas **may** not be able to take the required **languages**.

DEAN YOZWIAK: I could respond to each of those objections if you wish.

Mr. Rondy: I would like to call to the **Senate's** attention that you **can** already **graduate** with and fulfill the requirements **with** 500-level courses such as the Science **requirement** in the College of **Arts & Sciences**.
 (Student)

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
DEAN YOZWIAK CONT'D.:

In fact, **you** could fulfill the foreign language requirement **by** taking no college foreign **language** but all of **it** in high school.

All 4 years of one language in high school can fulfill this language **requirement for the A.B.** degree.

The College Curriculum Committee **was** not consulted because we thought **it was** too big of a job **and** too important **an** issue to refer to the Arts and Science Curriculum Committee. Instead, the College acted **as** a whole on the matter and **de-**liberated **it**,

The **4** hours of relief time in foreign language **was requested** principally **because** for the B.S. degree the major requirements in a given **subject** are about 20 hours **more** than they are for the A.B. degree.

For example: In Physics **45** or **50** hours for the A.B. degree but **about** **65** hours for the B.S. degree.

In Chemistry: likewise.

In Geology: **45** or **50** hour major only **qualifies** you for the A.B. degree in Earth Science. In Geology you **must take** **70** to **75** hours.

It was initially started from one of the Science Departments **who** asked for a little relief and thought that other courses **could be used**.

That explains where the **4 hours** went.

In **terms** of the **number** of people who finish: in the calendar year just completed **362** people received the AB. degree; **71** people in the College of Arts & Sciences received the BS. degree; **30** additional people **from** T & CC received the B.S. degree.

Mr. Toskas: It is the case then with the B.S. degree in the College of **(Student)** Arts & Sciences there is an increased **number** of technical courses which must be **completed** within a **major**?

Dean Yozwiak: That is correct.

Dr. Shipka: Have you done **any** anticipation in **terms** of the **impact** that the **approval of this** Motion will have on the size of the faculty in the Department of Foreign Languages?

DEAN YOZWIAK: After the observation was made this reduction of **4** hours and we are talking about a total of **71** people who receive the **degree** in **any** given year there is some **effect**, there will be some affect, **but** on the other hand, one can also observe **from** the fact that without **any** change in Foreign Language requirement the Student Credit Hour Production in Foreign Languages **has** been steadily decreasing, **which may be** the way of the tines, **I just don't know**.

Dr. Ward: I would like to **comment** to Dr. Shipka's question. **Almost 25%** of the students now enrolled in courses for the foreign language requirement are pursuing the B.S. degree. This means then that to the **maximum** we could **take** $\frac{1}{4}$ of the students who are now **taking** language courses and consider **4** hours and multiply that **and** come up with a **maximum number** of hours we would lose.

QUESTION CALLED FOR YOU ARE VOTING ON THE MODIFICATION OF THE FOREIGN LANGUAGE REQUIREMENT AS STATED ON THE HANDOUT.

AYE3 HAVE IT. MOTION PASSED.

NOTE: THE FOREIGN LANGUAGE REQUIREMENT AS PASSED IS ATTACHED TO THESE MINUTES.

WORT OF AD HOC COMMITTEE ON PASS-FAIL: (Dr. Matthew Siman)

Dr. **Siman** made note of a correction on Item (c). **It has** been corrected.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
REPORT OF AD HOC COMMITTEE ON PASS-FAIL: (Dr. Siman)

In view of Senate action on October 6, 1972, concerning the Credit/No Entry grading for **specific** courses in the School of Education, the **Committee recommends** to the Senate that it rescind the **addendum passed** at the June 2, 1972 Senate meeting which states that "No courses **may** be designated as **being closed to traditional grading.**" If the **addendum stands** and becomes part of the non-traditional grading policy at YSU, the **addendum** Kill automatically become **part** of the action of October 6, 1972.

Some students can take these courses in the School of Education for **traditional** grading.

MOTION: Dr. Matthew Siman moved on behalf of the Ad Hoc Committee on **Pass/Fail** that the Senate rescind the **addendum** passed at the June 2, 1972 Senate meeting which states that "No courses **may** be designated as being closed to traditional **grading.**" If the **addendum** stands and becomes part of the nontraditional grading policy at YSU, the **addendum** will **automatically** become part of the action of October 6, 1972.
 Seconded,

DISCUSSION:

Mr. Toskas: As the initiator of that particular **addendum** it seems that what has occurred here is a contradiction that has come to pass.
 (Student)

It was **certainly** passed that no course could be **taken** for only non-traditional. grading. At the last Senate meeting, **as** you know, **we** passed on the fact that Student Teaching and **Professional Lab** were to be taken **only** with the **Credit/No Entry system.**

What **has been** proposed here is that we rescind that particular **Amendment** because of the conflict that **has** arisen between, in one sense adopting **it** and on the **other hand,** contradicting it when it comes to Student Teaching and Professional Lab.

I think **what** happened with Student **Teaching** and Professional Lab after certain **objections** were overcome was this: that the courses were of such a nature that they could be called easily **non-traditional variety** of courses.

Certainly they **were** not within the main stream of standard academics. As such, standard academic grades should not be applied. I think that is the action the Senate **took** during the last meeting. That was the consensus of the Senate.

The consensus of the Senate the **time** before **was** that **was not in** contradiction to that. What it said **was:** As we go into new ground let's assure **ourselves** that students **will not be left by** the wayside.

Let's make sure we do not plow **anybody** under.

I think **it** is perfectly consistent for us to claim on the one hand to exempt Student Teaching and Professional Lab **from** a grade as we did but to let the **addendum stand for the rest of the academic** courses that **will** come under non-traditional grading.

At least, insofar as we can see that no one **will** be **substantially harmed** by the new Program. This was **primarily my** concern when it came to Student Teaching. It is **primarily my** concern as we plow new ground. I **don't** want any of the people **whom** I represent to be plowed under or hurt in **any** way by this Program. I think **this** is the **easiest** way to assure that this **doesn't happen.**

Further, on an Institutional level, it will provide the options for **advisors** to specify courses that have to be taken with a grade for whatever reason they think is **necessary** for that particular student.

I think that is a very important thing to retain. I think rather than legislate across the board individual accessibility of courses, individual evaluation of **students** is something that **must** be maintained within the **affairs** of the day to day **activity** of the University **as** a whole.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
REPORT OF AD HOC COMMITTEE ON PASS-FAIL: (Dr. Siman)

Dr. McCracken: What if the **addendum** is not rescinded and the two **are** together then there can **not be non-traditional** grades? What happens then to **the Cr, I and NE?** /does
If it isn't rescinded and we **turn** in a Cr grade for Student Teaching where **the**
A,B,C, fit in?

Mr. Toakas: I think there is no difficulty at all to make an exception for Student
(Student) Teaching and Professional Lab.

Dr. McCracken: That is not my question.
If it is not rescinded what are we doing when we **turn** in a Cr grade
for Student Teaching?

Dr. Siman: The grade **will** be A,B, or C except those which are excepted from
traditional grading. Student Teaching will **turn** in **Cr/NC, I, etc.**

Dr. McCracken: You **are** saying the exceptions **can** occur?

Dr. Siman: Yes. When we come up to the Proposal **it** would have to be included
in the **Proposal.**

Every exception will have to come **before** this body,

Dr. von Ostwalden: Dr. Irwin Cohen is out of **town** today **and asked him to** read a
note on this subject if **it** came up.

Dr. Cohen's note read by Dr. von Ostwalden:

The **Cr/NE** system differs from the **ABC/NE** system in that **it removes** not only the
punishment factor but **also** the incentive factor. Therefore, its chief advantage
lies in its **encouragement** of the taking of courses far **removed** from the **major** course
of study. This **curricular experimentation** would **seem** to be encouraged even for the
good students, who under **ABC/NE** grading might **"fear"** getting a B or C instead of **an**
A or B. **However, this advantage** does not apply to **courses** in the **student's** own
field, where the **ABC incentive** is appropriate, useful, and beneficial.

Therefore, the following modification of the **Cr/NE system** is suggested. **It**
is **based** on a grading plan currently offered at **Carnegie-Mellon University**. In this
plan, the option of **Cr/NC** grading is open to students at the **maximum** of one **course**
per quarter and only in courses not offered in the school or division of the
students **own** degree or **major**, (**e.g.**, Engineering courses not **available** for **Cr/NE**
option for **any** Engineering student, nor any courses in the Social Sciences for **any**
Economics or Psychology major). Where there is **any** question as to what constitutes
the proscribed list of courses for a given student, this **could** be decided by the
student's **advisor** using guidelines to be **determined** by the curriculum **committee.**

Dr. J. Foster: If I understand the addendum we **passed** last Spring we really need
to rescind **it** to make way for **the balance** of the Report.

The issue that was raised by the addendum is dealt with in **the** rest of your
Report.

Is that not **correct?**

Let's get this Motion voted on so we can move to the substantive issues of the
Report.

QUESTION CALLED FOR.

AYES HAVE IT.

MOTION: Dr. Matthew Siman moved on **behalf** of the Ad Hoc Committee
on **Pass/Fail** Grading to recommend to the Board of Trustees
the adoption of the non-traditional grading **system** that is
listed in Articles I, II (**a,b,c**), III, and IV of **this** Re-
port (which is attached to the Minutes).
Seconded.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
REPORT OF AD HOC COMMITTEE ON PASS/FAIL: (Dr. Siman)

DISCUSSION:

Dr. Jones: There is a sleeping dog here,
 There is a previous grading system where WF applies to a Withdrawal after the 6th week. They are now converted to F'S.

Dr. Siman: If he took this on the CR/NE option WF is converted to an F; it would automatically go as NE on his transcript.

Dr. Jonas: You are saying during the 1st 6 weeks if a student drops and gets a W on his record; and if he drops after the 6 weeks he gets NE?

Mrs. Smith: Dr. Jonas, there is one thing here we did not point out.

For a student to elect CR or NCr he must do this within the first week during the time allotted to add a course. Therefore, the student would have had to tell us by the end of the first week that he elects to take a course for Cr/NCr rather than the traditional grade.

Those are the only people and the only courses that would be affected by this. Therefore, the majority of students who do go on for 6 weeks and then Withdraw would probably receive the grades as they do now.

A person who elects to take a course for Cr/NE must so designate on a Scan Sheet during the 1st week of school when changes in registration may be made.

Dr. Siman: It was not the intent of the Committee to put another procedure on top of this well established procedure.

Mr. Ellis: I understand the use of the word Credit implies the grade of A,B, or C. I think we all understand this. But, I think it is going to come about in a couple years that the public will think that the grade of CR means a grade of C or just barely passing.

Assume that someone who received an A would like to have it printed out rather than have it for Cr.

The question I am raising is this: suppose some student takes this whole quarter of courses on Cr. Then 3, 4 or 5 years later the question arises just what did you get in those courses? Maybe some employer wants to know; maybe he wants to know himself. Can you find that grade? Or has that grade been wiped out with the Scan Sheet the year he graduated?

Can you find out what grade they made?

Dean Scriven: The student by his election dictates his future.

Dr. Swans: If a student has an F since we have now adopted a policy of repeating courses can he repeat a course and take it now under the present Cr/NE Option and then not bother to attend class and get a NE to remove the F?

Dr. Siman: I can only say we take the higher or highest of the grades,
 NE (nothing appears there).

Student: Point of Order. This is irrelevant. Both grades would remain on the permanent record. Therefore, he would have the NE and the F on his permanent record. That is how that reads.

Dr. Swan: It is in the computation of his point average and that is why I am raising the question.

Mr. Toskas: Section 2 (a): specific courses that will have been determined as (Student) inappropriate for the regular achievement grades of A,B,C, & D.

Those will be matters of Department accord? Am I to understand that? The Department will get together and decide which courses are inappropriate in their Department for traditional grades? Is that the way it is going to be determined?

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
REPORT OF AD HOC COMMITTEE ON PASS/FAIL; (Dr. Siman)

Dr. Siman: Yes.

As these **new courses** come up and go to the **Curriculum Committee** these might **be** some of the questions that the **Curriculum Committee** will inquire about and bring **before** the Senate.

Dr. Swan: Will the entire Catalog be revised to reflect which courses **are** which?

Dr. Siman: This would **probably** be up to the Catalog Committee.

Dr. Jonas: How does one define NO **ENTRY**? I would **take it** to mean at the very least the printing of nothing **about** the course on the transcript, on the permanent record,

Does that include the **grade report** to the student, grade report to his **Dean** or **Department Chairman** or Advisor?

Does it include reports to the State Auditor who **must have information** to verify our funding from the State?

Mr. Toskas: Point of **information**. It is perhaps my reading of it that is not clear. **(Student)** If it is please **inform** me, but it says:

The **non-traditional** grading system at YSU which is Cr, NE and I, shall apply as an option for the student to **all** courses in the University **except:**

(a) specific courses that will have **been determined as** inappropriate for the **regular** achievement grades of A,B,C, & D.

Q.: Should that not be appropriate?

Ans.: No.

Dr. Siman: No, it should be inappropriate, Mr. Toskas. We are making it Cr, NE. **That's it** - you have no choice.

This is the **reverse way** - these are not for the traditional grades.

If I may **talk about** the correction which had to be done to 2 (c) - **this was a fine example** that we started chopping, adding, and subtracting. We had a Section that **didn't** make sense and it had to be corrected,

But to **answer** your question, Dr. Jonas: These are mechanical **matters**.

Dr. J. Foster: I would like to speak to Dr. Jonas' point,

I think these are pertinent questions and I think that they **are probably** not the only ones we are going to find when we begin to implement them,

I would like to separate the **problems of implementation** per se from the subsequent issue of whether or not this is the route we want to go.

I would suggest that some **Committee be established** to help **hammer** these things out.

There are going to be a lot of questions raised when the Catalog comes out, how do we **designate** the courses, how the mechanics of this are involved, **etc.**

This was the **first time** I heard that it was to be done the **first** week.

These are the **kind** of decisions somebody has to make and I **don't think** we should **be** involving ourselves in that as a Senate. We **should** give our support or non-support to the substantive intent here and let the implementation follow the bureaucratic process that **all other** such changes go **about**.

I **am** sure there are people here who have good ideas about how that should be done.

Dr. Jonas: I would like to ask 2 questions that have to do with **"intent"** and nothing to do with implementation:

1) Is it the intent of **this body** that a student may get a NO **ENTRY** by withdrawing during the usual penalty period, that is, NO **ENTRY** after 6 weeks eligibility for Withdrawing from the course?

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
 REPORT OF AD HOC COMMITTEE ON PASS/FAIL: (Dr. Siman)

Dr. Siman: Does he Pull out a "withdrawal card"? Or does he just disappear?
 If he just disappears he gets a NO ENTRY.
 If he withdraws he gets nothing.

Dr. Jonas: 2nd question:

2) Definition of NO ENTRY is not **implementation**.

It is clear that **this is** not intended to be printed on the permanent record.

If it were **equally** clear that it were not to be printed **anywhere then** you would have to conclude **that this** policy cannot be implemented. The **State** requires at least **one** such **printable** place.

Dean Scriven: I disagree with Dr. Foster's last remark, **because I am not sure** we **all** understand what NO ENTRY means.

I **have been** asked questions **all** the way from: Does NO ENTRY mean there is going to be an NE on the **permanent** record card to the fact **that** there is going to be no record **any** place?

Dr. Jonas **alludes** to the Pact that **many** of our students **are** on Social Security Benefits, Veterans Benefits, etc. If there is, in fact, NO ENTRY any place there will be no way for verification of attendance.

The same way I spoke last Senate meeting about verification of subsidy which **means income** to the University and I think that these facts **are very important and** since the Senate did **make** these decisions I think the Senate needs to then follow up and state specifically what NO ENTRY means.

Dr. Siman: In Section 3 of the **Proposal** it talks about the **student's** record, we call it a transcript, it says NO ENTRY, no print-out **will** occur for courses that reported grades of 'D' or 'F'.

Dr. Jonas: **Everywhere?** To the student?

Dr. Siman: This is just to the student, his record. You keep **an** additional record, **namely** the Scan Sheets,

Dr. Jonas: I **am** puzzled. You said no print-out will occur. Do you **mean** no print-out on the permanent record or on all pieces of paper in the University?

Dr. Siman: On the transcript **only**.

Mr. Earnhart: It is **my** understanding that the Chemistry Department has **taken** some action in **regards** to some courses in their Department and that **this has been** sent to the Academic Affairs Committee for action.

If they **are** going to **come** in next meeting with this Proposal, and the previous meeting we acted on some courses from the School of Education, and now we have some other **courses** we **are piece-mealing** something here and we **are** going to **have** ourselves in one **big** mesa.

I would think that we would try to put **all** these Proposals together and the Committee come up with something that is somewhat coherent that we **can all** understand and particularly that the student can understand **and** know what is going on.

Dr. Siman: There **are** several Proposals for changing **the** grading **system**. The Yale System (A,B,C,D, we forget); the Ohio U System (A,B,C, and D if you want it, if not NE).

There's going to be a proliferation of new traditional grades. This is strictly **Credit/No Credit**.

Dr. Behen: I would like to concur with the point made **by** Mr. **Toskas**. Double negatives **always** give **me** trouble; triple negatives are worse. As I read this I **am** forced to agree with **him**.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
REPORT OF AD HOC COMMITTEE ON PASS/FAIL CONT'D.: (Dr. Siman)

Dr. Behen cont'd.:

'The non-traditional grading system shall apply as an option for the student to all courses in the University system except:

- a) specific courses that will have been determined as inappropriate for the regular achievement grades of A,B,C, and D.

Those inappropriate for A,B,C and D would seem to be those appropriate for non-traditional but this is largely exceptions to which the non-traditional cannot apply.

Dr. Swan: I agree with you Dr. Behen. The whole sheet requires about 3 pages of explanation before you can get what they mean. But it is simply saying that the option does not apply. You don't have an option to ask for a non-traditional grade where a non-traditional grade is the only grade you can have.

Student: 1) When a student receives a NO ENTRY grade this will not appear on the copy of his transcript? Is that correct?

Dr. Siman: No print-out will occur.

Student: On the permanent record what will occur? Will it be NE, D or F?

Dr. Siman: This will still be the student's permanent record. There may be another set of books so to speak.

The grade will appear for the Auditor's Report. This is what I am told.

Student: In the Provisional Report it stated a student may only take one course each quarter for Credit/No Entry.

As it now stands it is just one-quarter of all your courses?

Dr. Siman: A Freshman could come in and take one-quarter of all his courses and for a whole year we could get him on Credit/No Entry. We want production.

Dr. J. Foster: I would like to make an Amendment which I hope will clarify the issue for us. I think it is pertinent that we define what is meant by NO ENTRY.

This could be #5 of the Report.

AMENDMENT: Dr. Jaak Foster moved an Amendment as follows:

"NO ENTRY" is intended by definition to mean that no record of the student's enrollment in the class will be made on the student's permanent academic record. However, other necessary administrative records including the student's grade report may carry a record of his enrollment.

Seconded.

Student: I do not understand. Are these other reports accessible to an employer?

Dr. Siman: Only internally.

Dr. Sanford Hotchkiss: I believe Dr. Foster is out of order according to our own Rules because all Motions and Amendments are to be submitted in writing and to the Presiding Officer.

Dr. Foster: I have it here in writing!

Dr. S. Hotchkiss: There are 2 points on this that I cannot understand. Apparently one is that someone could take 12 hours of No Credit courses. There are no restrictions on the number of No Credit courses a student can take in a particular quarter. Now he may take 12 hours of No credit courses.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, November 3, 1972)
REPORT OF AD HOC COMMITTEE ON PASS/FAIL: (Dr. Siman)

Dr. Pugsley: Are you speaking to the Amendment, Dr. Hotchkiss?

Dr. Sanford Hotchkiss: (This will take precedent, I believe).

MOTION: Dr. Sanford Hotchkiss moved that the Ad Hoc Committee Report on Pass/Fail Grading be sent back to Committee. Seconded.

Dr. Pugsley: This always takes precedent over other Motions and the Question has been called for.

QUESTION CALLED FOR. TO SEND REPORT BACK TO COMMITTEE

A hand count was asked for.

AYES: 36. NAYS: 35.

MOTION SENT BACK TO COMMITTEE.

(QUESTION WAS CALLED FOR PRIOR TO 5:30 p.m.)

Dr. C. Hankey: PRIVILEGED MOTION: To fix the time to adjournment to such time before the next regular meeting of the Senate as is practical. According to Robert's Rules that makes the next meeting an adjourned meeting which starts off with this business first.

Dr. Pugsley: Do you wish to continue with another meeting?

Mr. Toskas: Seconded.
 (Student)

Respectfully submitted,

Vera Jenkins
 SECRETARY OF THE SENATE

November 3, 1972

HOW TO CLOSE DEBATE

- 1) Calls of "Question", "Call the question", etc., are not motions but informal expressions of a member's desire to proceed to a vote.

They are out of order when another member is speaking or seeking recognition from the chair, The chair is bound to ignore them as long as someone wishes to debate the question on the floor, or until debate has been closed by the assembly.

- 2) To close debate, to bring a question to a vote, a member should be recognized by the chair and say "I move the previous question". If the motion is seconded, a vote is immediately taken on the Previous Question (i.e. to close debate and put the pending motion to a vote).

A two-thirds (2/3) majority is required on the motion for the Previous Question in order to protect the right of the minority to be heard.

NOV. 3, 1972: Rule #4 - time of adjournment 5:30 p.m. passed at today's Senate meeting. *v. j.*

October 26, 1972

TO: MEMBERS OF THE UNIVERSITY SENATE
FROM: THE SENATE EXECUTIVE COMMITTEE
RE: RULES OF ORDER FOR SENATE MEETINGS

It appears that we have a problem in regard to Senate meetings. We are wasting more time and accomplishing less as the Senate tries to take on the function of a committee-of-the-whole on most of the reports made by standing committees. We do not want the Senate to become a "rubber stamp" for committee reports, but surely we can expedite Senate business, and thereby waste less time and accomplish more, by adhering to the following Rules of Order:

- 1) **Committee** reports to the Senate are to be summarized orally -- not read in their entirety -- when written material has been distributed to Senate members in advance of the meeting day.
- 2) All Motions and Amendments are to be submitted in writing to the Presiding Officer.
- 3) The Parliamentarian is asked to enforce the following standard procedures for conducting meetings, based on Robert's Rules of Order:
 - A) The Senate member wishing to speak shall stand to be recognized by the Presiding Officer, and shall remain standing while addressing the assembly.
 - B) Each speaker is limited to ten (10) minutes and can speak only once to a question or issue until all those who wish to speak have had an opportunity to do so.
 - C) A speaker cannot relinquish the floor to some other member, and then continue his remarks after the second speaker has concluded,
- 4) A fixed time of adjournment is to be established, announced, and maintained unless the assembly votes to extend the meeting.

WE ASK YOUR COOPERATION IN FOLLOWING THE ABOVE RULES OF ORDER FOR SENATE MEETINGS, COMMENCING WITH THE MEETING OF FRIDAY, NOVEMBER 3, 1972.

INTER-OFFICE CORRESPONDENCE

TO Members of the University Senate

DATE September 27, 1972

FROM B. J. Yozwiak; Dean, College of Arts and Sciences

SUBJECT Modification of the foreign language requirement for the Bachelor of Science degree

On June 14, 1972, by a vote of 191-35, the faculties of the College of Arts and Sciences and the Departments of Home Economics and Criminal Justice of the Technical and Community College approved a proposal to modify the present foreign language requirement for the Bachelor of Science degree. This approved proposal is described below.

The proposal is now presented to the University Senate for final approval and immediate implementation.

PROPOSED MODIFICATION OF THE FOREIGN LANGUAGE REQUIREMENT FOR THE B.S. DEGREE

ADMISSION REQUIREMENT FOR B.S. DEGREE: 2 high school units in one foreign language. (There is no intention to alter this requirement.)

B.S. DEGREE REQUIREMENT: (in excess of Admission requirement)
 This requirement depends upon the student's high school background in foreign language (FL) study as follows:

If a student has completed	he must take
3 or 4 h.s. units in one FL	no additional hours (the requirement is satisfied)
2 h.s. units in <u>one</u> FL	one of the following options: If he wishes to study a <u>different</u> FL A) 501, 502, 503 (12 q.h.) in a <u>different</u> FL, or B) *505, *506 (8 q.h.) in a <u>different</u> FL If he wishes to study the <u>same</u> FL C) 601 (4) in the <u>same</u> FL, or D) *506 (4) in the <u>same</u> FL
0 or 1 h.s. unit in FL (Admission deficiency)	501, 502, 503 in <u>one</u> FL to make up the deficiency and then choose one of the options A-D

*A sequence concentrating only on reading and translating--new courses contemplated to be proposed to the Curriculum Committee if this modification is approved.

Nov. 3, 1972: THIS REPORT REFERRED BACK TO
COMMITTEE AT TODAY'S SENATE MEETING BY A
VOTE OF 36 to 35.

11-3-72
Corrected Copy.

W. Jenkins
SEC. OF SENATE

U. J.

REPORT OF THE AD HOC COMMITTEE
ON PASS/FAIL GRADING

In view of Senate action on October 6, 1972, concerning the credit/no entry grading for specific courses in the School of Education, the committee recommends to the Senate that it rescind the addendum passed at the June 2, 1972 Senate meeting which states that "No courses may be designated as being closed to traditional grading". If the addendum stands and becomes part of the nontraditional grading policy at YSU, the addendum will automatically become part of the action of October 6, 1972.

PROPOSAL OF AD HOC COMMITTEE ON PASS/FAIL GRADING:

- 1) The non-traditional grading system at YSU shall be Credit (Cr), Incomplete (I) and no entry. Credit (Cr) will represent an earned grade of A, B or C in a course.
- 2) The non-traditional grading system shall apply as an option for the student to all courses in the university system except:
 - a) specific courses that will have been determined as inappropriate for the regular achievement grades of A, B, C & D.
 - b) courses in a student's major sequence that may be designated by the department of the major as courses to be taken for letter grades only by students completing the major in the respective department.
 - c) the student cannot elect for Credit (Cr) option more than one-fourth ($\frac{1}{4}$) of the total credit hours applicable toward the Baccalaureate Degree or Associate Degree. (Courses in (a) above are excluded from the total credit hours to determine the one-fourth ($\frac{1}{4}$) fraction).
- 3) All grades, except as in (2a) above, will be reported on the Scan Sheet as traditional grades. Courses that the student has elected to take for non-traditional grades will have a computer print-out of Cr for those courses with reported grades of A, B, and C. However, no print-out will occur for courses with reported grades of D and F. Reported grades of incomplete will be on the student's record as "I" until a grade change is entered.
- 4) Course hours for Credit (Cr) grades will count toward graduation requirement but will not be included for G.P.A. calculation.

It is recommended that the above **Proposal** be implemented by the beginning of the 1973-74 Academic Year.

The administrative entry of W will **not** be affected by this Proposal.

MS:ams
10/30/72

REPORT
OF
FACULTY ADVISORY COMMITTEE
TO
THE CHANCELLOR-STATE BOARD OF REGENTS

by Victor A. Richley

MEETING OF JULY 11, 1972

The new chairman of the FAC called a morning meeting for the purpose of introducing new members, identifying agenda items for an afternoon meeting with Acting Chancellor Coulter and for determining the committee's operating philosophy for the coming academic year.

The following agenda items were considered:

- 1) Establishment of a Committee on Common Calendar. FAC members discussed the need for greater institutional autonomy in determining their academic term (quarter, semester, etc.). Questions were raised regarding the determination of State subsidy for various academic terms.
- 2) Collective Bargaining. FAC members showed interest in learning of the attitude of the Board of Regents and the State Legislature toward faculty organization. Possibility of state-wide organizing was discussed.
- 3) Expansion of FAC. Expansion was proposed in order to include new two-year schools. Possibility of a separate FAC on two-year programs to advise Dr. Lerner was mentioned.
- 4) Maximum Salary on Academic Ranks. It was alleged that the State would not provide funds for salaries above a stated maximum set by the State. Existence of such a policy was to be questioned.
- 5) The OHIO PLAN. Members were interested in the status of the Governor's Ohio Plan and of the attitude of the State Legislature.

During the afternoon session, Acting Chancellor Coulter reported the following, some of which responds to the previously mentioned agenda items:

- 1) The search committee for the new Chancellor was in no hurry to name a new Chancellor since the makeup of the Board of Regents and the future role it will play is highly questionable. The Governor has not yet named the three new Board members required and consequently little new activity is being considered.

(CONT'D. NEXT PAGE)

- 2) Current major problems facing the Board are: (1) how to finance a system which may expect growth in two-year programs and stability in four-year programs and (2) how to expand Medical Education in Ohio. Mention was also made of the need to study its Capital Improvement Program and of possible assistance from the 1972 Higher Education Amendment.

The Med School problem is being studied currently by three groups— one at Akron U., one at Dayton and one composed of Med School Deans and the State Health Director. Strong pressures are being received from Akron and Dayton.

- 3) **The** Governor's Ohio Plan was discussed and contrasted to the Millett Plan, the later plan being so named because **it** is not truly a Board proposal. Millett, who only briefed the Board on his plan, proposed funding via a plan calling for the student to pay 1/3 directly, 1/3 through **income** contingent loans while the state pays the remaining **1/3**. The board is not studying the Millett Plan, the Governor does not embrace **it** but **it** does have support **from** private schools.
- 4) Expansion of the FAC should be left to the new Chancellor.
- 5) The Board has no policy on maximum salary scales.
- 6) **The** Board has no policy on fee-waiver guidelines for dependent children but **it** would soon be pressed to formulate one since many schools include such a fringe benefit.
- 7) The matter of finances for the next biennium should cause great concern in all institutions since the situation looks grim.
- 8) Collective bargaining could create more problems for the educator than **it** might solve. The Board has no expressed policy on this matter.

The next meeting was tentatively set for September 19, 1972.

REPORT
OF
ADVISORY COMMITTEE
TO
THE CHANCELLOR-STATE BOARD OF REGENTS
by Victor A. Richley

MEETING OF SEPTEMBER 19, 1972

The Faculty Affairs Committee to the State Board of Regents, in a morning meeting at Ohio State University, discussed and identified several agenda items for an afternoon meeting with Acting Chancellor Coulter. The following is an accounting of Mr. Coulter's reaction to the agenda items previously mentioned:

- 1) Mr. Coulter reviewed the formulation of the Board of Regents, its function, its philosophy relative to operations in state universities and its relationship to the state legislature. He indicated that at the present time the Search Committee for the new Chancellor is simply marking time until the Governor appoints the three new members to the Board of Regents. When these appointments have been made, four of the nine members of the State Board of Regents will have been appointed by the present Governor.
- 2) Discussion then centered on the Millet Plan for the financing of higher education in the State of Ohio and on a response to that plan made by President Claude R. Sowle of Ohio University. The committee generally agreed with Mr. Coulter's feeling that the Millet Plan will not be readily accepted by anyone and that President Sowle's response was welcomed. It was felt that discussions of this kind would eventually place the problem before the general public where all of the political forces in our society can be brought to bear to solve the problem.
- 3) Mr. Coulter indicated that the picture of State funding for higher education was indeed a very bleak one. He indicated that revenue shortages will exist regardless of whether or not the state income tax becomes a reality. Mr. Hal Hovey, State Finance Director, met with Mr. Coulter and the universities Presidents for a general discussion of financing higher education. The attached memorandum from Mr. Hovey to Mr. Coulter seems to set the tone for university budgeting for the 73-75 biennium.
- 4) Mr. Coulter explained Mr. Hovey's impression that adopting a state income tax provided an excellent source of revenue, but at the same time some revenue losers, such as the real estate reduction, were also adopted. Generally speaking in the 73-75 biennium are much improved in that by that time the effect of the revenue losers will have diminished.

(CONT'D. NEXT PAGE)

- 5) It was rather clearly expressed that in this period of tight money most universities would have to adopt austerity programs. No major gains are foreseen in state support and feelings are that a plan similar to **Millet's**, which will effectively place a greater proportion of the cost of higher education in the students lap, may be the only salvation we can hope for. It was rather clear that the State Legislature and the private schools supported this concept,
- 6) In spite of recent enrollment drops and in spite of the fact that the Board of Regents did not recommend planning activities in the field of Health Education, such activities will continue because of legislative directives to do so.
- 7) Discussion was heard concerning the possibility of cooperation between the Ohio Faculty Senate and the Faculty Affairs **Committee** for the purpose of sharing insights to common problems. Mr. Coulter explained that the Board of Regents is reluctant to enter in to any arrangement with any professional group which is not a state body. This practice is based on the opinion that it may be illegal for the Board to enter into such arrangements.
- 8) The next meeting of the Faculty Affairs Committee to the State Board of Regents was set for the morning of October 25, 1972 at the Ohio State **University**.

VAR:js



OFFICE OF
THE DIRECTOR

DEPARTMENT OF FINANCE
COLUMBUS 43215

JOHN J. GILLIGAN
Governor

August 30, 1972

MEMORANDUM TO: William B. Coulter, Acting Chancellor, Board of Regents
FROM: Hal Hovey, ^{Asst} Director of Finance
SUBJECT: 1973-75 Budget as it Affects Higher Education

This is the situation as I see it with respect to the 1973-75 budget, especially as it affects higher education.

1. The costs of higher education have increased steadily over the years, because of increased numbers of students enrolled, higher faculty compensation and better working conditions, new and expensive specialized programs, attempts to improve teaching and counseling, additional services provided to the community, greatly increased student-aid programs, need for more campus security, and the general inflation.
2. Contrary to other sectors of the economy, higher education **has** had no increase in productivity to offset at least *a* portion of the higher costs.
3. Historically Ohio's taxpayers have been reluctant to provide a high level of support for colleges **and** universities -- and the image of higher education in the State legislature has worsened since the early 1960s to what may be *an* all-time low.
4. The severe financial crisis of private colleges and universities, in Ohio as elsewhere, has been aggravated by sharply decreasing enrollments. **This** is due at least in part to the fact that lower-cost public education is available almost anywhere in the State.
5. When the General Assembly passed the tax and budget bill in 1971, it created a number of major state activities (e. g. property tax relief and homestead exemptions) that cost hundreds of millions more next biennium than this one. This uses up much of the growth in revenues from existing taxes.

William B. Coulter

August 30, 1972

Page 2

6. Governor Gilligan has instructed me to prepare a balanced budget without new taxes. The legislature will assuredly not propose new taxes of its own accord, and would be unlikely to pass them even if the Governor were to propose them.
7. The Administration is seriously concerned about how quality postsecondary education, both public and private, can continue to be available in the State, when costs are increasing at a faster rate than revenue.
8. The State faces equally painful problems in a whole range of other essential services it must help provide to the people of Ohio. Given a limited sum to be divided among all of them, the Governor will have to make some excruciating choices in his budget recommendations.
9. Under these circumstances, we are reviewing with great care the higher education financing plans in effect or proposed in other states, as well as such proposals for Ohio as the Millett Plan and the Ohio Plan. They all consist of one or another combination of state subsidy and student tuition, including various types of student aid such as grants, loans (income-contingent and others), cooperative education and other part-time jobs, etc., to help provide the tuition.

As you know, Renee Petersen, the Department's budget/management analyst for higher education, is soliciting the views of the presidents and cabinet-level staff of all public postsecondary institutions and of some private ones. I too have talked with as many of them as I could and will continue to do so. During the next two or three months, the Administration's policy will have to provide a proposed answer to the all important questions: Who pays for what quality higher education delivered through what institutions?

I would welcome as much discussion of the issues as possible among all those concerned: Regents and staff, Trustees, college and university administrators and faculties, students, general public. I shall look to you for expressions of your own views and of those that you are able to gather from any of these groups.

As I don't need to remind you -- but shall do so nevertheless -- the decisions made for the next budget will in all likelihood set the pattern for many years to come. I therefore cannot emphasize too strongly how important it is to develop a plan that both satisfies the needs best and is politically realizable.

NOTE: Nov. 3, 1972 (Friday) - Approved and passed at today's Senate meeting.

V. Jenkins
SEC. OF SENATE

Report of the University Curriculum Committee
to the University Senate, 6 October 1972

Following upon (a) initiation by the Department, (b) the scrutiny and approval of the school curriculum committee, (c) the University Curriculum Committee has approved the following proposals and submits said proposals to (d) the University Senate for final determination.

COLLEGE OF ARTS AND SCIENCES

Biology

Change of 770; Vertebrate Zoology; 4 q.h.

Prereq: Biology 508 or 670

Description: A study of the distinguishing features of the Phylum Chordata emphasizing the relationships, phylogeny, zoogeography and economic importance of the class vertebrata. Lecture and Laboratory.

Change from 3 q.h. to 4 q.h., change in description, and change in prerequisite.

History

Addition of 820; History of West Africa to 1800; 4 q.h.

Prereq: History 663

Description: The history of West Africa to 1800 focusing on the people, cultural traditions, economic and political developments, state-building, and early contacts with the west,

Addition of 821; History of West Africa Since 1800; 4 q.h.

Prereq: History 663

Description: The **significance** of West Africa since 1800, with emphasis on the 19th century. Such topics as the slave trade, **commercial** revolution, religious and imperialistic revalry and the reaction of West Africans will be studied.

Addition of 822; History of Modern Africa South of the Sahara; 4 q.h.

Prereq: History 663

Description: A study of the impact of colonialism upon the people of Africa south of the Sahara, with emphasis on the 20th century. Such topics as colonial administration, rise of nationalism, Pan-Africanism, decolonization, and problems of Modern Africa will be studied.

Psychology

Addition of 870; Envirowental Psychology; 4 q.h.

Prereq: Senior standing and 20 hours of Psychology including Psychology 601, 613, and 700; or consent of instructor.

Description: A study of the functional relationship between individual behavior and the characteristics and attributes of the physical envirement and the relevance of this psychological interaction for environmental planning for the regional, city, neighborhood, and individual habitat. Applicable to the major.

NOTE.* Nov. 3, 1972 (Friday) - Approved and passed at today's Senate meeting.

V. Jenkins
SEC. OF SENATE

SCHOOL OF EDUCATION

Foundations Of Education

Addition of 500; The American Educational Systems; 4 q.h.

Prereq: None

Description: A **comprehensive** study of the nature and purpose of education in the United States and of how **our schools** are organized, financed, and conducted,

Respectfully submitted,

Richard W. Jones, Chairman
University Curriculum Committee

YOUNGSTOWN STATE UNIVERSITY
SENATE MEETING
Friday, November 3, 1972

TN ATTENDANCE:

Thomas Gray	Robert Ward
W. Slawson Jr.	Stephen Hanzely
C. Honker	Bruce Wofford
Conrad	John Chiuco
E. T. Deiderick	John J. Coffelt
Frank A. Jostowatz	Ph. J. Shuster
P. H. Baldino Jr.	M. Dean Hoops
J. Bettes	E. R. Pejack
Gene Leitman	Larry Esterly
Charles Foster	Ronald Jones
Robert Morris	George Letwinorth
Thomas A. Shepha	Aili J. Hakojarvi
Everette Abram	Mae Turner
Elizabeth Sterenberg	Dorothy J. Wille
A. RANGER CURRAN	William L. Lynch
Lawrence Di Russo	Wm. Swan
Margaret Braden	L. B. Knight
Larry Donhy	J. J. Boby
Tom Montgomery	William Bausch
Skip Paris	RW Jones
Gilbert Roney	R. E. Kramer
Belen	Bauer
Ed J. Embro	Almond
Fred Blue	Thompson
Charles Reid	April H. Bop
George Jones	Wade Kridon
Phil Snyder	Dan O'Neill
B. H. Hozwick	James Lucas

YOUNGSTOWN STATE UNIVERSITY

SENATE MEETING

Friday, November 2, 1972

TN ATTENDANCE CONT'D.:

Vester A. Kiebley

Philip J. Kline

Frank Tarantone

Jim Scriven

J. Mitchell

J. P. Foster

B. K. Sumpter

Henry J. Rost

Matthew Simon

Darrell A. Rishel

John F. Fisher

John P. Hale

Karl E. Kree

Sally M. Hatchings

Raymond W. Kuef

Peter W. von Ostwalden

Elmer Foldvary

Esther M. McQuinn

J. M. L. Capra

Starach Kennedy

E. P. Munkel

Vera Jenkins

CAREER PLANNING AND PLACEMENT SERVICES:

A PROPOSAL

**Office of the
Dean of Student Affairs
Youngstown State University
January, 1971
Revised August, 1972**

INTRODUCTION

As a result of considerable discussion of the merits of providing an expanded placement service and in light of the marked increase in the complexity **and** competitiveness of the employment market, the Office of the Dean of Student Affairs undertook a **com-**prehensive evaluation of the University placement operation in the Fall Quarter, 1970. Interviews were held with all academic deans and with Mr. A. L. **Minotti**, Director of Placement.

A comparative study of placement services at selected **state-**affiliated universities in Ohio was also undertaken. Visitations were made to the campuses of Bowling Green State University (which provides one of the most comprehensive placement services in the state) and of Wright State University. Directors of Placement at the University of Akron, Cleveland State University, and the University of Toledo were contacted by telephone. These individuals were most helpful in providing essential background information and comparative data.

HISTORY AND PRESENT STATUS

One of the most important services offered by an institution of higher learning is that of placement. A comprehensive placement office performs a number of functions: career guidance, development of employer contacts, arrangement of interviews, services to alumni, employment research, and public relations. Provision of an efficient and effective placement office is most essential to the University's efforts to attract and retain students.

In 1948 Youngstown University established a Placement Office in cooperation with the Ohio Bureau of Employment Services (**OBES**). This relationship **was** maintained when the University became a **state-**affiliated institution in 1967. **Youngstown** State University is the only four-year, degree-granting institution in Ohio in which such a relationship still exists. Presently the University provides **facil-**ities, office operating expenses, one classified employee (**Clerk-**Typist **II**), and **student** employment. The **OBES** pays the salaries of a Director of Placement (Employment Securities Specialist **IV**) who is responsible for the overall operation of the Placement Office and an Assistant Director for Teacher Placement (Employment Securities Specialist **III**) who provides **credentials** and placement service to all teacher education graduates. The total cost to the University for the 1972-1973 academic year, excluding facilities, will be **approximately** \$12,000; the **OBES will** provide approximately \$20,000 in salaries for the two staff positions,

NEED FOR CHANGE IN STATUS

Although the Placement Office of the University has been minimally adequate to meet the needs of the University community, a number of factors indicate that such is not presently the case. Among these factors are the growth of the University, increased complexity and competitiveness of the employment market, neglected or non-existing services, and policies and procedures of the OBES.

1. Growth of the University. Youngstown State university has experienced until the current academic year, a rather rapid growth in enrollment, both on a head-count and a full-time-equivalency (FTE) basis. This growth is reflected by the steadily increasing number of graduates over the past five years (see Table 1).

TABLE 1. Graduates by School or College and by Year.

SCHOOL/COLLEGE	1967- 1968	1968- 1969	1969- 1970	1970- 1971	1971- 1972
Arts & Sciences	345 ¹	366 (21) ²	475 (109)	473 (-2)	493 (20)
Business	389	426 (37)	497 (71)	582 (85)	580 (-2)
Education	403	463 (50)	473 (10)	446 (-27)	443 (-3)
Engineering	117	131 (14)	132 (1)	165 (33)	169 (4)
Graduate	-0-	2 (2)	67 (65)	124 (57)	214 (90)
Music	25	25 (0)	28 (3)	6 (-22)	86 (80)
Technical & Community	-0-	83 (83)	108 (25)	178 (70)	283 (105)
TOTALS	1273	1496(217)	1780 (284)	1974 (194)	2268 (294)

¹ Twenty-five A.B.A. recipients are included in this figure.

² Numbers in parenthesis indicate increase or decrease over previous year.

It will be noted. that the number of graduates in 1971-1972 **exceeded** that in **1967-1968** by almost 1000; an increase of more than 75%. The greatest increases were in the Technical and Community College **(283)**, the Graduate School **(214)**, and the School of Business **(191)**.

Although the University has experienced a decline in over-all enrollment, **it is** expected that the enrollment, and thus the number of graduates, of the Graduate School and of the Technical and **Community** College will continue to increase. **The Ohio State Master Plan** projects a 1980 **FTE** enrollment of 5,400 in two-year **programs** at Youngstown State University and an enrollment of 1,000 in graduate and professional programs.¹ **It** also notes that three-fourths of the projected growth will most probably occur by 1375.²

Because **of** the shorter duration of two-year programs, the Technical and Community College graduates will **comprise** approximately one-half of all degree recipients within the next five years. The majority of Masters degree recipients have heretofore been in programs of the School of Education and the School of Engineering; however, with North-Central approval of the **Masters** in Business Administration program, **it is** anticipated that the School of Business will produce an increasing number of **Masters** recipients. **Therefore, it** seems apparent that we can anticipate the greatest increase in the number of graduates in areas **(i.e., two-year Technical and Community College programs and advanced degree programs)** where the present Placement Office has the least experience and offers the most minimal services.

¹Master Plan, p. 18.

²Ibid., p. 9.

2. Increased Competitiveness of the Employment Market. Much has been said of the recent decline in employment opportunities for college graduates and of the increased competitiveness of the "job market." Presently Y.S.U. graduates of the College of Arts and Sciences and of the Technical and Community College have been most affected. Graduates of the School of Education are beginning to experience considerable difficulty in finding suitable employment because of the surplus of teachers in many fields and the reduction in the number of teaching positions in many school systems.

All placement directors contacted indicated that the number of employment opportunities, as well as the number of recruiters visiting their campuses, has continued to decline in the past two years. Of course, no placement office can create employment opportunities where none exist. The directors maintained, however, that most graduates can be placed if the placement office continues to expand employer contacts and if effective career guidance is available to students during the early years of college enrollment.

3. Neglected Areas, As a result of the size, training, and orientation of the Placement Office staff, a number of areas have been seriously neglected. Table 2 on the following page provides comparative information concerning services, 'work load' in terms of number of registrants, staff size, and budget of the placement offices of Youngstown State university and five other state-affiliated universities. It will be noted that the Y.S.U. Placement Office does not compare favorably with any of the other placement offices described. Some of the neglected areas of most serious concern are discussed briefly below,

TABLE 2. Comparison of Placement Services Provided by Six State-affiliated Universities and Related Information.

SERVICE	Youngstown State University	University of Akron	Bowling Green State University	Reveland State University	University of Toledo	Wright State University
Arts & Sciences Placement	Limited	Yes	Yes	Yes	Yes	Yes
Business Placement	Yes	Yes	Yes	Yes	Yes	Yes
Engineering Placement	Yes	Yes	No	Yes	Yes	Yes
Teacher Placement	Yes	Yes	Yes	Yes	No ¹	Yes
Technical Placement	Limited	Yes	No	No	No ¹	No
Graduate Placement	Limited	Yes	Yes	Yes	Yes	Yes
Part-time Placement	No	No ²	Yes	Yes	Yes	Yes
Alumni Placement	No	Limited	Yes	Yes	Limited	Yes
Vocational Guidance	No	Limited	Yes	Yes	Yes	Limited
Employment Research	No	Limited	Yes	Yes	Limited	Limited
Career Information Center	No	Limited	Yes	Yes	Yes	Yes
Evening Interviews	No	Yes	Yes	Yes	No	No
RELATED INFORMATION³						
Est. No. of Registrants	1,000	700	2,000	1,000	300	600
No. Professional Staff	2	3	6	2	1	1
No. Clerical staff	1	3	9	3-1/2	2	2
Student Employment Used?	Yes	Yes	Yes	Yes	No	Yes
Approx. Annual Budget	\$35,000 ⁴	\$51,000	\$125,000	\$40,000	\$35,000	\$30,000
Is Budget Adequate?	No	Yes	Yes	No	No	No

¹ The functions of teacher and technical placement at the University of Toledo are the responsibility of the respective colleges. Thus the staff size, budget and estimated number of registrants are not comparable to those of the other institutions.

² Part-time placement at the University of Akron is a function of the Financial Aids Office.

³ 1970-1971 figures.

⁴ Includes support of OBES.

(a) Inadequate Service to Existing Programs.--Perhaps the most serious problem area is the limited **service** available to the Technical and Community College, the Graduate School, and the College of Arts and Sciences. Dean **Paraska** noted that the Placement Office has heretofore provided little assistance to two-year graduates; indeed, placement interviews for Technical and Community College graduates were arranged for the first time during the 1970-1971 academic year. Most Technical and Community placement **thusfar** has been accomplished by the faculty of the College. Graduate School placement is expected to become increasingly difficult with the growth of the Guidance and Counseling program and the development of the advanced degree programs in the School of Business. Finally, as noted above, placement assistance to **Arts** and Sciences graduates is barely **adequate**.

If we are to provide adequate service to graduates of the College of Arts and Sciences, the Graduate School, and the Technical and Community College, the placement **office** must develop more contact with employers outside the local region and with small companies as well as with **large** corporations. This will require considerable effort on the part of the Placement Office staff.

(b) Lack of Career Guidance and Career **Information**.--Career guidance and a comprehensive career information center are essential to efficient and effective placement services, especially in light of decreasing employment opportunities and of increased complexity of the employment market.² **Although** vocational guidance is often thought of as a function of the Counseling Center, counselors generally do not have sufficient **information** concerning **career** oppor-

²See Stephens, pp. 35-46, et passim and Galloway, p. 4ff.

tunities in specific areas or concerning the changing demands of the employment market. If the student is to obtain employment commensurate with his qualifications and abilities, he must first become aware of the various areas appropriate to his interest and ability and of the many specialties within a given career. Wise career choice necessitates career guidance and readily-available career information rather early in a student's academic career; thus, the placement staff must develop comprehensive career guidance and career information programs for sophomores and juniors, as well as for seniors, if the student body and the University community are to be adequately served.

(c) Lack of Part-time Placement--All academic deans interviewed in the Fall Quarter, 1970 commented on the great inadequacy of the part-time placement services of the Placement Office. During the 1971-1972 academic year, even this limited service was discontinued when OBES transferred one employee from the University office. Although accurate figures are not available, at least sixty per cent of YSU students must seek some kind of employment in order to continue their academic studies. The student work program administered by the Financial Aids Office is not adequate to meet the needs of the student body, in that approximately three applications are received for every available position.

(d) Alumni Placement--The Placement Office has been unable to provide service, other than limited teacher placement, to alumni because of inadequate staffing and resources. Since, as Dean Miller noted, the average individual changes his employment three times during his career, an alumni placement service would provide a

valuable service to former graduates as well as help to maintain and to extend contacts with prospective employers of Y.S.U. graduates.

(e) **Placement of "Dropouts .--** Institutions of higher learning which have an "open-door admissions policy must, if academic excellence is to be maintained, have a highly selective retention policy. Consequently, a relatively large number of "dropouts" is expected in such institutions. Some of these dropouts may not have had sufficient academic ability, finances, or interest, or simply may have made an inappropriate ~~career~~ choice. Whichever the reason, the University should assume ~~some~~ responsibility for providing career guidance and placement services for these students.

(f) **Employment Research.--**An efficient and effective placement operation must be based on adequate information concerning the multitude of careers **available** to prospective graduates and **supply-and-demand fluxuations** in the employment market. Although the U. S. Bureau of Labor Statistics is a valuable source of such data, the **various** vocations surveyed are not always appropriate, **and** differences in local conditions **are** not always reflected. Thus, the placement staff must continually survey the employment market to obtain accurate, up-to-date information. **Other data** concerning salaries of graduates, location of employment, etc. are of **paramount** importance to **evaluation** and improvement of placement services. Such employment research may also be **of** considerable value to the academic departments **of** the University in the **development** of new **programs** and in the **modification** of existing **programs**.

(g) **Evening Interviews.**--A large proportion of students (especially graduate students) at Youngstown State are employed full-time and complete most of their academic work during evening hours. As a result of their employment, such students are frequently unable to take advantage of many employment interview opportunities now available only during regular working hours. Arrangement of evening interviews has proven most successful at other state-affiliated institutions in Ohio and would provide a valuable service to many Y.S.U. students who must work their way through the University.

4. Procedures and Practices of the OBES. As a state agency responsible for employment services in the State of Ohio, the Ohio Bureau of Employment Services operates under procedures, policies, and practices not always appropriate to the University setting. Among these practices and procedures are the following:

(a) **Inappropriate Records.**--The records maintained by the Placement Office are those required by the OBES. Considerable paper work (e.g., Ohio State unemployment forms) which is of little value in the University setting must be completed by students. The Office is unable to maintain adequate records concerning salaries, location of employment, etc. of graduates placed.

(b) **Inflexibility.**--Because of the state-wide level of their operation, the OBES permits little flexibility or autonomy in the operation of the Placement Office. Thus, although they recognize the need for greater flexibility if the Office is to continue to provide adequate service, the Placement Office staff is unable to make adaptations required by the University setting.

(c) Inappropriate Personnel Policies.--Professional staff members of the Placement Office are given neither travel funds nor time off to visit other placement offices or prospective employers or to attend meetings of professional organizations. These activities are essential to up-date practices and career information and to increase employer contacts.

PROPOSAL FOR AN OFFICE OF CAREER PLANNING & PLACEMENT SERVICES

After careful evaluation of the Placement Office and after consultation with the seven Deans of University Colleges and Schools, it seems apparent that a change in the status of the Placement Office is essential if the office is to meet the present and future needs of the student body and of the University as a whole. The following changes are proposed:

1. Change in Name of Office. It is proposed that the designation "Placement Office be eliminated and that the Office be called the "Office of Career Planning and Placement Services' in order to more accurately reflect the appropriate functions of the office.

2. Separation from the Ohio Bureau of Employment Services. Because of the practices and procedures of the OBES, the cooperative arrangement between Youngstown State University and the Bureau in the provision of a placement office should be ended. The present Director of Placement stated that nearly all employer contacts were developed independent of the OBES: indeed, many recruiters of long-standing are unaware of the University's relationship to the Bureau. Few employment listings provided by the Bureau are of a professional nature and, therefore, of much value to University graduates. Moreover, officials of the OBES have indicated on several occasions their desire to withdraw support from the Placement Office. Thus, separation from the OBES should have no negative effects in terms of employment listings or employer contacts. It would be appropriate for the University Career Planning and Placement Service to maintain a working relationship with the Bureau; the OBES could be of considerable service to the University, especially in the area of drop-out placement.

3. Addition of Three Professional Positions. In order to provide adequate placement services, it is proposed that three professional positions with twelve-month contracts be established. ~~Two~~ of these positions--the Director and the Assistant Director for Teacher Placement--are comparable to existing positions; the third professional position represents an expansion of the office. Brief job descriptions of these positions follow.

Director of Career Planning and Placement services.--responsible for coordination of all placement services, supervision of staff, career guidance, and research. Primary responsibility for placement of graduates of the College of Arts and Sciences, the School of Business, the School of Engineering, and non-music education majors in the School of Music, also responsible for placement of advanced degree recipients in these schools and colleges.

Assistant Director for Teacher Placement,--primary responsibility for placement of Bachelor and Masters degree recipients desiring to enter teaching and related fields (e.g., elementary and secondary school administration, guidance, and music education); also responsible for career guidance and other duties related to teacher placement.

Assistant Director for Technical and Community College Placement.--primary responsibility for placement of graduates of the Technical and Community College, part-time placement, and drop-out placement; also responsible for career guidance and may assist the Director in placement of graduates of the Schools of Business and Engineering.

4. Addition of Clerical Positions.--in addition to the Clerk-Typist presently employed by the University and assigned to the Placement Office, it is thought that at least one additional Clerk-Typist II will be necessary to handle the increased work-load which will result from expanded services.

The 1972-73 Placement Office budget and a proposed budget for a University Office of Career Planning and Placement Services are contained in the Appendix.

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APPENDIX:

1972-73 Budget Allocation for Placement Office

Proposed Budget

OFFICE OF THE DEAN OF STUDENT AFFAIRS
 Budget Allocation for Placement Office

1972-1973

Salaries:

Clerk-Typist II.....	\$ 5,678.00
Student Employment.....	\$ <u>3,800.00</u>
Total Salaries.....	\$ <u>9,478.00</u>

Operating:

Supplies.....	\$ 950.00
Subscriptions and Pub.....	\$ 50.00
Dues.....	\$ 35.00
Postage and Freight.....	\$ 1200.00
Telephone.....	\$ <u>700.00</u>
Total Operating.....	\$ <u>2,935.00</u>
TOTAL SALARIES AND OPERATING	\$ 12,413.00

PROPOSED BUDGET

1973-1974 .

Salaries:

Director of Career Planning and Placement Services	\$15,000.00
Assistant Director for Teacher Placement.....	\$12,000.00
Assistant Director for Technical & Community College Placement.....	\$11,000.00
Clerk-Typists II (2).....	\$11,000.00
Part-time Help.....	<u>\$ 2,500.00</u>
Total Salaries... ..	\$51,500.00

Operating:

Supplies.	\$ 1,500.00
Travel.....	\$ 400.00

Midwest College Placement annual meeting

Local area travel

Information and Communications:

Subscriptions.....	\$ 50.00
Membership and Dues.....	\$ 50.00

Telephone:

Local Service.....	\$ 600.00
Long Distance.....	\$ 500.00

Postage and Freight.....	\$ 1,200.00
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Maintenance and Repairs:

Maintenance and Repairs-Equipment.....	\$ 100.00
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Proposed Budget, continued

Equipment:

Equipment Rental (Xerox copying of credentials)	\$ 1,000.00
Office Furniture (3 new positions).. ..	\$ 2,400.00
Office Equipment (typewriter and dictation equipment).....	<u>\$ 1,500.00</u>
TOTAL OPERATING	<u>\$ 9,300.00</u>
TOTAL SALARIES AND OPERATING	<u>\$60,800.00</u>