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SEP 24 1976

DR. EARL E. EDGAR
VICE PRESIDENT
FOR ACADEMIC AFFAIRS

TO : Full-Service Faculty, Administrators, and Student Government
FROM: Virginia Phillips, Secretary of the Senate
RE : SENATE MEETING
October 1, 1976, Schwebel Auditorium
4:00 p.m.

September 24, 1976

AGENDA

1. Call to Order
2. Approval of Minutes of previous meeting, June 4, 1976
3. Report of the Charter and Bylaws Committee
4. Report of the Executive Committee
5. Report of the Elections and Balloting Committee
6. Reports of other Senate Committees
Curriculum Committee
Research Committee*
7. Unfinished Business
8. New Business
9. Adjournment

ATTACHMENTS:

Curriculum Committee Report

*Circulated with agenda for June, 1976 meeting

CURRICULUM CHANGES FOR SENATE CONSIDERATION

(These courses have been circulated according to the procedures outlined in the Constitution & By-laws. Objections were received and a recommendation has been made by the Curriculum Committee to the University Senate.)

<u>Department & Catalog No.</u>	<u>Course</u>	<u>Prereq.</u>	<u>Description</u>
Management 735	Communication for Management and Business.	Eng. 551 & Mgt. 725	Communication as a means for the coordination and control of organizational activities. Emphasis is placed on internal and external organizational correspondence. Various types of letters and reports are examined and prepared.
Management 712	Business Letters		<u>Delete</u>
Management 713	Report Writing		<u>Delete</u>

(transmitted per 77-1)

This is a transcript of the discussion dealing with the objections to Management 735 taken from the minutes of the University Curriculum Committee Meeting of June 7, 1976

Management 735 UCC #377 Objection No. 122

Robinson--The course as described could deal with all functions of organizational communication. Speech would like to protect their right to develop a course in business communications that goes beyond the present Speech 652. This field of speech has potential.

Speech requested Management to modify title to Written Communication for Management and Business. Speech wants to receive assurances for management that it is not their intent to bottle up the Business Communications area so that they can preempt area. Speech does not feel that it received this assurance.

Rama--There is more involved than written correspondence. The course involves communications in various business setups. The dictionary definition of "communication" is broad. Communication is not only the scope of one department. There is problem solving in behavioral communication. In business, many applied techniques are partly the domain of other areas.

O'Neill--Speech wants to eventually develop a course in organizational communication and do not want this course to preempt this course. They would not want to have an objection raised that the course is a duplication.

Question: It is a matter of theory for practical application? To a great extent, yes.

Rama--I cannot commit my faculty, nor can I commit myself to a stand on a course proposal I have not seen. I will not, however, object to a course in Organizational Communications offered by the Speech Department if it is not a duplicate of the management course.

Bellini recommended that Management 735 be recommended to the Senate for approval. Second by Braden. Vote: Yes: 4, Absentions: 2.

INTER-OFFICE CORRESPONDENCE

TO Mrs. Virginia Phillips

DATE 5/19/76

FROM Guido A. Dobbert, Chairman, Senate Research Committee

SUBJECT REPORT OF SENATE RESEARCH COMMITTEE

The Senate Research Committee recommends to the Senate that it adopt the following motions:

- I. In those cases where the need for duplication of papers for professional meetings or seminars can be established as part of expected budget considerations, chairpersons and deans are urged to assist the faculty in defraying such cost if other channels for financial assistance are not available.
- II. To further enhance a climate conducive to research, it is recommended that suitable arrangements be maintained to facilitate access to university buildings on weekends and holidays, and that the procedure for such arrangements be made known to the faculty and staff.
- III. As one technique for fostering an atmosphere conducive to research, department scheduling committees and departmental chairpersons are urged to try to accommodate interested faculty by means of prudent scheduling of teaching assignments. The intent here is to make significant blocks of time available to research activities.
- IV. Copies of approved URC proposals along with final and interim reports be placed in the University library.

G. A. Dobbert

Faculty Meeting
September 16, 1976

REPORT ON CAPITAL IMPROVEMENTS

Stand-up comedians have an endless variety of stories they introduce with the line: "I've got some good news and some bad news." That lead-in is very appropriate for introducing a report on campus physical developments. First, the good news.

Landscaping

The principal part of the landscaping is nearly complete and brings us many complimentary remarks. This academic year will show us how well it suits the activities of our student body and how well it wears. Our groundkeepers have a formidable challenge in maintenance; they have very high standards but must operate under a Budget Committee that believes in a groundskeeping budget substantially below 1% of the total University budget.

Kilcawley Center

The renovation work in Kilcawley Center has given us this first-class multipurpose room, and will give us dining facilities upstairs that we can all be proud of. Barring some unforeseen delay over furnishings, this work should be completed next month.

A&S Classroom and Office Building

The Classroom and Office Building closing the west end of the central quadrangle is progressing well; more than 10,000 tons of concrete have been set in place for the first five floors, and the mechanical, plumbing and electrical work is being filled in on the lower levels while the reinforced concrete framework progresses toward the roof. Projected occupancy date is January, 1978.

Outdoor Classroom Area

A written program for developing the outdoor classroom area north of Beeghly has been accepted in Columbus and the University is interviewing architects to select one who will complete the design in detail. That area will improve immeasurably the appearance of the campus as seen by the community. We are developing the ground, of course, as instructional and sports space meeting a crying program need; however, it will be the northwest face of the campus.

The development program calls for three athletic fields suitable for football, field hockey, soccer and field sports, eight tennis courts, softball and baseball fields, and a quarter-mile, 8-lane track. In addition, the area immediately north of the KMRH will be devoted to tennis courts, basketball backboards, badminton and volley ball courts and tennis rebound facilities.

Technical & Community College Roof

On the bad news side of the ledger it pains me most to report that we are still seriously inconvenienced in our occupancy of the applied science and technology building. Repair of the defective roof is not yet scheduled with a firm beginning date. We have had to forego occupancy of the top floor for the Fall Quarter because of the leaks. The decision to do so was reached with reluctance, for the space is needed badly; it was influenced heavily by our determination to stay clear of all financial liability in connection with the repair of the roof and the damage resulting from leaks. We had a caveat from the Building Committee of the Board of Trustees to avoid such entanglements.

Probability of occupancy for Winter Quarter is high, for the State Architect has promised us that he will not allow the matter of unresolved responsibility to delay repair beyond this current roofing season (the next four to six weeks).

Bliss Hall

Bliss Hall cannot yet be removed from the bad side of the ledger. Completion is 20 months behind schedule. We expect to occupy the building in February or March of next year.

Parking Structure & Smoky Hollow

Last November we put an architect to work designing both a parking structure to the east of Wick Avenue and a pedestrian bridge over Wick. Progress has been slow. Our attempted acquisition of eight properties stirred up a slumbering community problem and our aspirations for bridging Wick Avenue with an aesthetically pleasing crossover have proven very difficult to implement.

The land area occupied by this building in which we meet, Killcawley Center, was obtained by the City of Youngstown in behalf of the University through an Urban Renewal program. Much of the present campus was obtained the same way. Since Federal funds are involved heavily, property owners displaced by Urban Renewal enjoy financial assistance toward relocation, over and above the appraised market value of their properties. Owners of homes in deteriorating areas, who must suffer displacement in the course of events and who cannot relocate equitably if given only the going market price for their distressed properties, understandably hope for Urban Renewal with its added relocation assistance.

As the University began design of the parking structure it became obvious that good design and attention to queuing and car-flow factors dictated a site that impacted seriously eight properties on

Walnut and Wade Streets. To locate the structure without purchasing the properties would decrease the livability of the homes unacceptably, as well as handicap the functioning of the structure. The Board of Trustees accepted our recommendation that we should first strive to purchase the properties from the owners but ultimately seek them through eminent domain if necessary. Because this resolution of our Board dashed the last hopes of Smoky Hollow residents that an Urban Renewal project would be proposed for their troubled area, the reaction was predictable and swift: on May 12 we were summoned to appear at City Council to describe our plans for the Hollow and to answer charges of unfair treatment of home owners. We explained to City Council why the public good argued for taking the properties rather than building contiguous to them, how carefully our Board had considered the alternatives, and how the Board had charged the Administration to explore every legally permitted concession to create willing sellers and avoid eminent domain proceedings. These devices included moving the house to a new location, trading for another University-owned house, putting the displaced person into another University-owned house as a tenant, and assistance with moving.

In the ensuing weeks, as numerous parties with diverse interests expressed themselves about the disruption of ethnic neighborhoods, the demolition of historical structures, the displacement of people

by parking, the inequity of paying only the market price, and even discrimination against minorities, the University found itself the focus of community problems neither of our making nor within our capability to solve. We spent many hours carrying our story to the public, explaining our legal limitations as well as the boundaries upon our operating procedures.

We were fortunate to have a private party volunteer to purchase the needed parcels for the garage site, at a premium above the appraised figures, to resell them to the University at a loss. However, the level of feeling about University purchases of properties in Smoky Hollow and on Wick Oval became so high prior to this philanthropic offer that we currently have halted other negotiations with the willing sellers east of Wick who continually approach the University to buy their properties. We are reviewing all aspects of our thankless position as the logical purchaser of these troubled properties on our eastern boundary. We want to avoid contributing further to their distress or taking advantage of the owners already facing a sinking market.

At the present time we are awaiting the results of the efforts of the private party who is negotiating mutually agreeable terms with the owners impacted by the garage design.

Tod, Jones Hall and Old Library

Other news, in a neutral vein, concerns the old library, Tod Hall and Jones Hall. An architect soon will be at work planning the remodeling of the interior of Jones Hall, to house all the administrative aspects of student services. The exterior and roof of the building will be put into first-class condition at the same time. Preliminary plans are complete for revamping the old library and Tod Hall, to house other administration. The exterior will also be reconditioned.

Capital Improvements Request for 1977-79

At the end of June the University submitted to the Board of Regents a request for capital improvements for 1977-79. In view of the downturn projected for university populations, the recent pace of campus construction, and the financial problems of the State, no one expects large appropriations in the capital area. We have submitted a list of needs totalling about \$13.5 million, including adding more buildings to the heating and cooling lines from the Central Utilities Plant, building storage for explosive and flammable chemicals and toxic agents, extending physical education facilities to meet the needs of women students, and providing better space for the School of Business Administration.

Improvements Projected at BIAA

You will notice that the old Executive Office Building has been taken down, improving substantially the setting for both Maag Library and the Butler Institute of American Art. That part of the campus is to be improved further by the Institute's replacement of the garage and storage structure along the south side of the Butler Institute building.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

GENERAL FACULTY MEETING

September 16, 1976

I. Introductions.

1. Dorothy Snozek, Chairman, Elementary Education.
B. S. in Education, California State College, California, Pennsylvania.
M. of Education, Ohio University.
Ed. D. West Virginia University in Morgantown.
comes to us from Glenville State College, Glenville, West Virginia,
and University of Pittsburgh at Greensburg.
2. James Morrison, Chairman, Psychology.
Associate Professor.
joined faculty in January, 1970.
3. John Yemma, Chairman, Allied Health.
Associate Professor.
joined Biological Sciences faculty in 1971.
4. Michael Householder, Chairman, Civil Engineering.
Associate Professor.
joined faculty in September, 1968.
5. Matthew Siman, Chairman, Electrical Engineering.
Professor.
joined faculty in 1956.
6. George Sutton, Dean, William Rayen School of Engineering.
B.S. West Virginia University.
M.S. University of Florida.
Ph.D. (Mechanical Engineering) Michigan State University.
On faculty at University of Florida, University of Arizona, Arizona
State, Department Chairman at University of Nevada, Reno.
With National Council of Engineering Examiners as Director of Professional
Services responsible for engineering and land surveying examinations.

Dr. Sutton takes the place of Dr. M. Jean Charignon, who has been a YSU
faculty member since 1950 and Dean for the past 20 years.
7. Leslie Domonkos, Associate Professor of History, has been appointed to
take the place of Dr. Ward Miner, retiree, as Fulbright Advisor.
Dr. Domonkos has been a faculty member in the Department of History
since September, 1964.

II. Allow me now to talk briefly about some of the developments in curriculum and instruction during the past year.

1. By way of curricular development, I note a new undergraduate Marketing major, a Bachelor of Science option for the Psychology major, and two additional options in the master's program in Criminal Justice.
2. An important development in the School of Education is a project known as Teacher Education Redesign. After several years of study and extensive consultation throughout the state with several thousand professional and other interested people, the State Board of Education has issued revised standards for colleges or universities preparing teachers. Under these new standards, which become effective July 1, 1980, for all colleges and universities in the State of Ohio desiring to prepare teachers, all teachers are to be prepared in
 - a) the teaching of reading,
 - b) use of diagnostic instruments,
 - c) human relations,
 - d) managing behaviour problems,
 - e) urban and suburban or rural schools.

The new standards are complex and detailed. They promise to affect universities particularly by increasing the amount of clinical and field based experiences, by at least one quarter, and calling for student-teacher ratio for professional education faculty of approximately fourteen to one.

As required, on July 1, 1976, YSU submitted to the State Department of Education a plan of the process, procedures, and time schedules whereby we propose to effect compliance with the new standards over the four-year period.

Additional efforts in the School of Education are being carried on by a Task Force which began its activities in January, 1975, and which has the charge of making recommendations on the specific goals of that school and its relationship with its various publics, guidelines for the allocation of resources, and an

organization which has the greatest potential for achieving the school's mission. This is an extensive study, involving YSU graduates, University Faculty members and administrators, public school teachers, administration, and other service personnel, as well as representatives from other segments of the geographical region served by the School of Education.

3. I want to take note also of various types of instructional changes going on about the campus:

--initial steps to initiate computer assisted instruction in the field of Music Theory,

--competency based courses in the first-year language sequence, to be offered for the first time this Fall Quarter in Spanish,

--self-paced instruction utilized in certain Psychology and Mathematics courses,

--and an interdisciplinary and integrated set of courses linking the Social Science sequence with first and second year English courses.

4. I am gratified also to recognize the efforts of the departments to reach high school students in terms of academic interests, through the sponsorship of special days (Foreign Language Day, History, Political Science and Social Science); and area high school teachers through workshops and all-day meetings (the English department, Biological Sciences & Chemistry). All these represent special efforts by the faculty beyond their regular duties of classroom teaching, and are deserving of recognition.

5. I spoke to you last year about the review we had instituted of our various efforts in developmental education. The Writing Laboratory, sponsored by the English Department, has expanded its facilities and staff to better serve our students at the University. It is now located in the Engineering Science Building. During 1975-76, over 700 students utilized the laboratory with over 5,000 visits. Beginning this fall, the YSU College Reading/Study Skills Center has been established in the School of Education to offer assistance in the area of college reading and study skills which in the past have been provided by the Special Studies Department. The class will meet 3 hours per week for direct

instruction in total group, small group, and individual instruction. Related laboratory work will also be available for student use.

III. Accreditation.

1. The Dental Hygiene program received an accreditation visit on April 5, 1976, resulting in a grant of "accreditation eligible" status to that program, which allows the admission of students this fall and makes them eligible upon graduation to take examinations for licensing.
2. An accreditation team representing ECPD visited us in April, also, and renewed the associate degree programs in Civil and Mechanical Engineering Technology. We will receive official word after the October meeting of ECPD.
3. The four-year Food and Nutrition program in the Home Economics Department has been approved by the American Dietetic Association as meeting minimum academic requirements under Plan IV toward acceptance for a general and/or clinical dietetic internship required for membership in the Association.

IV. Awards, Grants, and Honors.

A. In looking over a report from the University Grants and Contracts Officer, I am impressed by the diversity and range of efforts within the University funded from outside our regular budget resources. These projects may be divided into support of special instructional projects, general administration, organized research, and public service.

1. Under the first category comes support for workshops in career education, teaching of children with learning disabilities, and other teacher institutes; Instructional Equipment Grants to Dental Hygiene, Geology, and Engineering; support from the Exxon Foundation for improving instruction; and Developmental Education.

2. Under general administration falls grants to our Library for book acquisitions--governmental and private.

3. Organized Research funding includes NASA and FAA funding of a design of a computerized autopilot, highway safety research, biological surveys, and an urban planning technology program.
4. Special Public Services grants cover a wide range of projects--development of public radio programs, a Counselling Institute for Professionals, our Eastern Ohio Forensic Laboratory, a Police Trainers project, archeological research, the Wagoner dance residency, a new Teacher Corps project, and development of a program for improvement of Social Agency Planning and Budgeting Capability.

There appears to be an increasing interest on the part of the faculty in seeking outside funding support for research and other appropriate activities. A booklet describing procedures and problems related to this area is being developed. This should be of help to the faculty, and by consolidating pertinent University policies, should also be of help to the administration. Dean Rand is in the process of setting up a library of some of the publications that deal with various funding sources and areas, to be located in the Graduate School office. It is his hope that he can soon begin to assist faculty in the preparation of funding proposals and applications.

B. Instructional Improvement. In 1974 the University committed \$12,000 to the improvement of instruction, \$6,000 built into the university budget and similar amount in matching funds from the YEF. Faculty grant proposals to support activities in this area were solicited, and the task of screening these proposals and making recommendations to me was assigned to an Ad Hoc Committee on Instructional Development. Nine of the 17 proposals received were funded in whole or in part, for workshops or seminars, and research and evaluation of teaching. In 1975-76 the University Committee on Faculty Evaluation has been charged with the screening process; the committee received twelve proposals, and funded six, again, for workshops, research projects in teaching effectiveness, and the publication of a

booklet which will specify university standards in students' writing. The latest grant, made in July of this year, has funded a Fall Faculty Development Seminar on Organization of Effective Student Learning, a cooperative effort of the Office of Instructional Improvement--Dr. Feitler developed the grant proposal--my office, and the Educational Consulting Study of Cleveland, Ohio. I am delighted to find that this seminar, which was held September 13 & 14, was fully subscribed, and I am sure was a real contribution to professional development.

C. Speaking of diversity of efforts, on a public university campus such as ours, I want to take this opportunity to congratulate the College of Fine & Performing Arts, and the Dana School of Music. The Dana Wind Ensemble enjoyed the distinction of being the only large university group of that type to be invited to perform at the National Band Directors' Festival in Columbus; the School of Music Jazz Ensemble took highest honors at the National Jazz Festival held in Wichita; and Professor Adolphus Hailstork of the Dana School gained extensive recognition by the performance of one of his compositions on National Public Radio.

V. Finally, I would like to mention certain other developments that are important to the academic sector of the University.

1. New legislation. Two bills have been passed by the General Assembly of Ohio that affect the State Universities:

(1) "House Bill 497 provides that each state university or college shall permit any person who is sixty years of age or older and who has resided in the state for at least one year to attend its courses and classes without charging such a person a tuition or matriculation fee, provided such attendance is on a non-credit basis, is in courses where classroom space is available, and is approved by the instructors of the courses involved." We have placed the administration of this program in the Continuing Education Department, which has been asked to keep procedures as simple as possible. Dr. Loch will be in touch with the departments regarding courses in which admission under this bill can be made (assuming availability of space).

(2) Amended House Bill 712 is an important piece of legislation for the universities. This authorizes trustees of state colleges and universities to establish and administer faculty improvement programs, under which any full-time faculty member with at least seven academic years of teaching service at the college, university or branch may be granted professional leave for a period not to exceed one academic year to engage in further education, research, or any other purpose approved by the Board. Various principles regulative of such leave are established by the legislation. We shall need to develop a policy on such professional leaves within the provisions of the bill, and, in accordance with the University's Agreement, in consultation with the YSU/OEA.

2. As has been announced previously, an evaluation team from North Central Association is scheduled to visit YSU in the Spring of 1978. As a required part of the evaluation, we are conducting an institution-wide self-study and preparing a self-study report. The work is under the direction of Dean Rand with Dr. Randy Foster assisting.

The first drafts of the departmental and college self-study reports have been completed, and requests for additional information or clarification have been made to the departments. Dean Rand informs me that, in general, we are maintaining our planned schedule for this self-study.

I believe I have said before, but repeat now, that such a self-study, while required by North Central, has or should have enormous benefits for us, as it gives us all an opportunity to assess strengths and weaknesses as a basis for charting our future. I expect to read these departmental and college reports with great care, plan discussion of them with the deans and chairmen at the appropriate time.

INTER-OFFICE CORRESPONDENCE

TO Peter Baldino, Education (Acting, Chairman,
Academic Affairs Committee)

DATE 23 Sept 1976

FROM Bill Cochran, Physics (Member, Academic Senate)

SUBJECT Early Grade Reporting

During the recent summer session the administration once again requested that grades for graduating seniors be reported early. Members of the Physics faculty feel that such a request is not good academic procedure, and have asked me to bring the matter before the Senate. Dr. Zacarro suggested that it should first be brought to your committee.

No doubt there is a problem in collecting grades, computing averages and checking requirements before graduation exercises. Since, however, the problem is an administrative one, there would be no need for either your committee or the Senate to suggest a solution (although an obvious one would be the elimination of summer exercises). A simple resolution prepared by your committee for Senate consideration, requesting that the administration find a more academically acceptable solution than early reporting of grades, is probably all that is necessary.

Bill Cochran



YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN, OHIO 44555

SPEECH TO THE FACULTY

September 16, 1976

Ladies and Gentlemen of the Faculty:

There is no time more appropriate to say welcome back to the Campus, and to what I believe can possibly be this institution's finest year. I'm certain it will not be without its unique set of problems; there will be controversy, and there will be issues not yet resolved when we close the academic year at the Spring Commencement. But conditions exist which are heartening signs, and which do indeed portend a good year.

I should like to mention five signs which contribute to my optimism.

First is the complete change in appearance and character of our physical environment, a long awaited metamorphosis bringing widespread interest and attention as a model urban campus. Mark Hopkins is credited with having said that "Good education is a student on one end of a log, and a teacher on the other". But I doubt that Professor Hopkins ever tried to teach his students thermodynamics of materials, or microbiology, or leading-tone seventh arpeggios, from his end of the log.

In today's world, good teaching simply is not possible without proper equipment, well equipped laboratories and adequate instructional spaces. While there still remains some urgent needs, the completion of this academic year should witness the accommodation of most academic disciplines in modern, well-equipped facilities. And the landscaping plan brings unification of the total environment. At long last, we're out of the mud!

Second is our continued enrollment growth. It appears at this time, assuming the availability of faculty, that our Fall term enrollment will (for the second consecutive year) show a substantial increase. It could reach 16,500. Young people are rediscovering the importance of higher education, and they are discovering that they do not have to leave this community to find it. Of particular significance is the fact that 1976 Fall pre-registration increased some 800 students above the preceding year. This is positive evidence that we are beginning to turn around a problem of long concern, the unnecessarily high attrition of upper classmen. Present state funding models are weighted so as to distribute much larger sums of General Revenue Fund appropriations into the support of upper

division and graduate programs. As I will mention later, our enrollment growth will be more significant in the coming biennium than it will this year, due to the State's current fiscal situation. While this enrollment growth is a mixed blessing this year, I do interpret it as a positive sign with respect to student attitudes toward, and interest in, Y.S.U.

A third signpost is the evidence of growing awareness of, and pride in, the University on the part of the greater community we serve. Recently, the University was invited to share a major role in the City's effort to obtain a more favorable bond rating. Undergirding that invitation was recognition of the University's growing importance as an economic asset, and the stabilizing influence it exerts by virtue of its \$29 million annual operating budget, and \$10-12 million annual capital expenditure program. The Bicentennial open house, dedication of the Maag Library, rapidly expanding non-credit programs (which brought 9,000 adults to our campus last year) and community activities by many of us--all contribute to this changing community attitude.

A fourth signpost undergirding my optimism is the wave of enthusiasm and support received when, last Spring we challenged this community to match institutional efforts to develop the land and facilities in the Urban Renewal III area north of the Beeghley Health and Physical Education Building. The business, industrial and labor communities are responding in a highly positive manner and I am optimistic that they will meet the challenge extended by the Board last February. Their challenge is that if the Community will raise \$3 million to construct an All-Sports Complex, the Board will match that amount in land and funds to develop it.

A 35-member committee, composed entirely of non-university business and industrial leaders, has been formed and has organized itself into a non-profit corporation; this committee first undertook a professional feasibility study, the results of which were very positive; a staff has been employed by the Committee and is presently at work planning a fund-raising campaign, which will be launched upon completion of the annual United Appeals fund campaign currently underway. During late fall and early spring the All-Sports Complex campaign will be undertaken and, if the Committee is successful, the complex can be constructed as soon thereafter as building plans can be finalized, for the commercial banks have indicated their willingness to loan funds on the basis of four or five-year pledges being sought.

I presume there are some who wonder about, and disagree with, my sense of priorities in launching this particular program at this particular time. First, of course, I believe we need such a facility. With the rapid growth of women's athletics, Beeghley is no longer adequate to accommodate, properly, our physical education and student recreational needs, and I am not optimistic about our successes in obtaining public funds to expand that structure. The All-Sports complex will not be just a football stadium; it will also provide additional recreational spaces, faculty offices and classrooms. The 17 acre development will accommodate all outdoor intramural

and intercollegiate sports, for both sexes, except golf. These include football, field hockey, soccer, baseball, soft ball, tennis and one not yet embraced - track.

But most importantly, I believe the best way to generate community interest in, and support of, this institution is to get people involved in its development. In my opinion, the best vehicle for such commitment is to raise private funds to build a facility which this community has wanted for many years, and which will not be funded by the legislature. If this campaign is successful, and I believe it will be, we can develop a support base to which we can then turn for additional support to enrich and improve university programs.

Recently, Chancellor Norton observed:

"You can run a university well with fees and state support. But what makes a university great is that freedom that allows a school to set itself apart from others. And the kind of support that sets a school apart isn't going to come from the state."

In the not-too-distant future, I would hope we could, with support of the Y.E.F., turn to public giving for a number of enrichment programs-- such as visiting lectureships, the endowment of chairs; faculty improvement; research; and other recreational and cultural facilities to serve community interests and needs. I see the All-Sports Complex as the avenue by which community interest and financial support can be obtained.

I hope, also, that out of this financial campaign will come a reorganized and revitalized Alumni Association. We have over 30,000 alumni most of whom live in a 75 mile radius and many of whom have achieved prominence and success. A viable Alumni Association can be a positive force in building and expanding the University and strengthening political ties.

All of us who live and work in this community and who realize the importance of this project to other long-range goals will work to support this effort.

A fifth optimistic signpost is that as we end a decade of physical growth, I perceive this institution's spirit to be rising. It is perhaps difficult to read from one day to the next, but a change is stirring this campus. As we focus more clearly on institutional mission, the spirit of uncertainty and self-doubt are ending; the gloom, pessimism and antagonism of yesteryear's students is giving way to renewed interests in study, social activities and job-hunting. Perhaps more than any one thing, our collective, and I might add, enormously successful efforts in conducting the bicentennial open house last May, provided the opportunity for all of us to unite on the achievement of a common goal. We owe a debt of gratitude to Dean Robert Smith and his bicentennial committee for their efforts on this project; and to Mr. Phil Snyder and his staff for their dedication and hard work in handling the hundreds of problems and details that such a project imposes. That open house, and the excellent

publicity received upon the dedication of Maag Library, stimulated and focused great attention upon the campus.

And now, may I turn to several other concerns of importance about which you may want to be informed.

General Revenue Fund Appropriations

As you will recall, a year ago major changes were made in the program budget models used by the Ohio Board of Regents to recommend higher education funding for the current biennium. While those models, if fully funded, would have produced a reasonable operating budget base, the legislature did not appropriate nearly enough funds to permit their full implementation. This factor, plus an unexpected enrollment growth of twelve percent in the Fall of 1975, led to an underfunding of \$1,779,043 in the fiscal year just completed.

Our unanticipated enrollment growth did increase student fee income by \$721,700. But against that we faced unfunded, mandated Civil Service reclassification costs of some \$697,000, one-half of which had to be absorbed by projected fee income, and some \$2.5 millions in new educational services generated by the 12 per cent enrollment growth.

Looking ahead to 1976-77, our Instructional and General Operating Budget of \$25,917,736 is built upon an assumed enrollment increase this Fall of three per cent. This budget increases the total number of full-time-equivalent faculty positions by twenty-four (six full time and 18 limited service). Also, \$200,000 was set aside by the Board of Trustees for additional 19 full-time equivalent positions if the projected three per cent enrollment increase did occur. It is now clear that we will achieve that growth, and the Vice President for Academic Affairs is developing his recommendations to allocate these additional 19 positions into those Departments having the greatest need.

With some difficulty, we have managed to maintain status quo with respect to full-service faculty work load; however, university-wide, the budgeted proportion of teaching by limited service during this biennium has risen from 19 per cent to about 23 per cent during the biennium. In addition, for the second consecutive year, we have added no administrative staff; nine vacant civil service positions were eliminated; and departmental operating budgets were held constant for fiscal 1976-77. Those few departments granted modest operating increases received them at the expense of other departments.

A high priority goal for the 1977-79 biennium will be to reduce the proportion of student-credit-hours being taught by the limited service faculty. I presume all are aware that to establish one full-service faculty position, it is necessary to divert funds sufficient to provide nearly three limited service positions.

Earlier, I stated that this Fall's enrollment could exceed the projected three per cent increase by an additional 3-4 per cent, or more. This is indeed a mixed blessing; it will produce no more state-appropriated funds this year, yet will compel additional staffing. Last July, when signs of this enrollment growth first appeared, I consulted with the Deans and with the Board of Trustees about the desirability of limiting university enrollment. However, it was the consensus that we meet the problem in other ways, for several reasons.

First, O.B.O.R. studies of long range enrollment trends project 1980 to be the last year for higher education enrollment growth. Their Master Plan assumes a decline in total higher education enrollment of some 17 per cent between 1981-1990. The projected decline for University enrollments is even greater.

If Y.S.U.'s enrollment trend follows state and national projections, the ratio of limited to full-service positions will drop back to previous levels, early in the 1980's. On the other hand, if Y.S.U. succeeds in maintaining current enrollment levels it will be necessary to add full-service positions as additional funds become available.

By not limiting the 1976 Fall enrollment, our case is now strengthened for a larger increase in state appropriated-income for the 1977-79 biennium. O.B.O.R. enrollment estimates are a critical factor in the determination of each university's student-based state subsidy. As we learned only too well this biennium. Had we limited enrollment, the 14th day report would not have supported our 1977-79 biennium enrollment projections.

After 14th day enrollment data are available for this Fall quarter, a study will be made to determine additional full-service faculty needs. Fall 1976 enrollments will be related to projected enrollment estimates through 1986, to determine where full-service faculty will be most needed in the future. Unbudgeted student fee income (that amount beyond the 3 per cent growth) will be used to the extent possible to fund the additional full-service faculty needed. If Fall enrollments exceed substantially the 3 per cent enrollment growth a proposal will be made to the Board of Trustees in November, to authorize an enlarged operating budget to provide additional full-service positions to the extent additional student fee income permits. This will provide additional new positions in the Winter and Spring terms to permit recruitment at that time, rather than awaiting budget approval later in the Spring.

Our study of long-range full-service faculty needs must assure us that if downward enrollment trends do materialize, necessary staff reductions can be accommodated thru normal attrition, retirement and reduction of limited service faculty.

One bit of bad news. Recently, we were asked to submit written testimony describing how this institution would absorb an additional two per cent reduction in state appropriations. As you know, we have already had a two per cent cut in state funds. For Y.S.U., a 4 per cent

cut would reduce previously established state appropriations by \$630,740. We plan to resist strenuously efforts from some quarters to ease the state's fiscal problems by forcing higher education to absorb the cost. However, if an additional two per cent cut is unilaterally imposed, I intend to recommend a student fee increase sufficient to offset the loss of state-appropriated funds.

College Liability for Veterans

And now may I turn to another concern, the threatened liability of colleges and universities for "overpayments" to veterans enrolled in college. This situation develops when veterans enroll and then drop out of college, yet continue to draw monthly benefits from the Federal Government. Last year, Y.S.U. enrolled 1,565 veterans. We have been advised by the Regional V. A. Office of substantial overpayments for those we certified were enrolled but who subsequently changed their enrollment status without notifying us or the V.A. The V.A. is seeking to hold the University liable for such overpayments because we failed to report "timely" any change or discontinuance of a veteran's course of study. "Timely" has been interpreted by the V.A. as meaning that the University must send notification of changes in enrollment status, within 30 days of the event itself.

We are taking steps to improve the flow of information of veterans' status between the various offices involved--Financial Aids, Office of Veterans' Advisement, Registrar, Bursar and Computer Center--which should ameliorate this problem in the future. However, these offices can only supply that information which they officially receive. In the past, the faculty has not been required to take class attendance, therefore, when a veteran discontinues his enrollment without formally withdrawing, there is no way for administrative offices to know of his change in status until the end of the term when grades are turned in and processed. In the meantime, the veteran continues to draw benefits.

A change is being made in the Fall Class Roster which will let each Faculty member identify those students receiving veterans benefits. You will be receiving instructions requesting periodic reporting of class attendance on these veterans, and I urge your cooperation and close adherence to them so that we may prevent future claims of liability against the University.

This is not, however, intended to change our present policy on class attendance, according to which the instructor has the prerogative of determining the relationship between class attendance, achievement, course grades, and the responsibility for communicating that relationship to his students at the beginning of each quarter. (Faculty Handbook Section V V-1).

Master Plan for Ohio Higher Education

In 1968, and again in 1971, the Ohio Board of Regents produced a Master Plan for Ohio higher education. While this document does not carry the weight of law, it does set forth goals and provide broad directions by which the Ohio Board of Regents are guided in their policy decisions.

During this past year, the Ohio Board of Regents undertook the task of revising their 1971 Master Plan. That Plan is on their September 17 Agenda, for adoption. While the Master Plan has relatively little impact upon the day-to-day operations, or governance decisions, of individual universities, it does shape public opinion and therefore influence trends with respect to public policy on higher education. The Master Plan addresses such important matters as long-range resources requirements; who should go to college; the role of private high education vis a vis public; institution autonomy; the role of individual institutions; access to higher education; graduate education; and public issues which compel higher education to move in new directions.

The new Master Plan recommends that institutions continue to maintain student fees as low as possible in order to encourage broadened access; to recognize the importance of life-long learning in developing programs for non-traditional students; to develop off-campus degree credit instruction, but in doing so avoid undue competition and make certain we are not simply diverting traditional students away from the main campuses. It also encourages institutions to develop strong faculty improvement programs. I am particularly pleased that the Plan continues to press for interstate reciprocity in tuition payments and student aid. With respect to graduate education, the Regents express their intent to be exceedingly cautious in approving additional graduate programs, particularly at the doctoral level; however, they do encourage inter-institutional consortia arrangements.

Perhaps of greatest significance to this institution is their expressed intent to undertake a review and evaluation of graduate programs. During this coming year each institution will be asked to submit to the Regents for their formal review, its own program review procedures. Graduate programs with very small enrollments are to be identified and defended on an individual basis. In anticipation of the more active role being planned by the Regents to eliminate costly and low quality graduate programs, I have asked the Academic Vice President, with the assistance and cooperation of the Graduate Dean, to move forward with the development of a meaningful self-evaluation program.

Each Dean has a copy of the unprinted Master Plan and an additional copy has been placed in Maag Library; copies of the printed Plan will be obtained and made accessible when they are available.

Administrative Changes

A significant change in the administrative organization involves the Faculty Personnel Office. Dr. William O. Swan, who was appointed Faculty Personnel Officer in 1973, has resigned his administrative position in order to return to teaching, as a Professor in the Department of Foundations of Education. Dr. Taylor Alderman, who was promoted to Associate Vice President for Academic Affairs effective July 1, has been assigned the basic responsibilities of the Faculty Personnel Office.

His office will also be responsible for the preparation of contracts for employment for full-service faculty and those unclassified administrative employees in the area of the Vice President for Academic Affairs. Dr. Alderman will continue to serve as the officer to whom the academic support offices report. Dr. Alderman joined the faculty of the University in 1969, as an assistant professor--and later became Chairman of the English Department. He brings to this new responsibility, as did Dr. Swan, a rich teaching experience and understanding of faculty concerns.

Goals

There are a number of goals I would like to see us achieve this year, or at least witness significant progress toward their achievement. Time does not permit each of these to be discussed at length, but I would like to enumerate those which will be given particular emphasis. These are:

- Continued planning and efforts to achieve accreditation of The School of Business by the American Association of Collegiate Schools of Business.
- Reduction in proportion of teaching by limited service faculty.
- Increased representation of minorities, women and handicapped.
- A formalized system for evaluation of departmental chairman, and continued improvement of the administrative evaluation system launched last spring.
- Continued strengthening of ties and relationships with the community and the utilization of University expertise in the solution of community problems.
- Development of an Alumni Association.
- Funding of the All-Sports Complex.
- Development of a system which will encourage more efficient utilization of computer programming time and resources.

- Completion of the Arts and Science Building, Fine Arts Building, and dedication of the building housing The College of Applied Science and Technology.
- Continued expansion of programs to accommodate and encourage the enrollment of non-traditional students.
- Implementation of a sabbatical leave program.
- Continued reduction of physical barriers to permit effective use of facilities by physically handicapped persons.
- Development and expansion of training programs for Classified Civil Service employees.
- Utilization of Educational Television for non-credit programs, as well as public service programming.

Summary

Three years ago, we set out to build a stronger, positive relationship with the communities that surround us. Today, our relationship is one of cooperation and mutual respect. Youngstown is a great city; it needs us and we need it. Working together, we both reap enormous benefits. Above all, I hope we can continue to build this unique relationship and that we can maintain an environment conducive to the fulfillment of our mission as an urban university.