

ACADEMIC SENATE MINUTES

DECEMBER 4, 1991

RECEIVED

DEC 11 1991

CALL TO ORDER

Chair Jenkins announced a quorum and called the meeting to order at 4:05 p.m.

OFFICE OF THE PROVOST

MINUTES OF NOVEMBER 6, 1991

There were several corrections to the Minutes of November 6, 1991.

The Jambar should be underlined everywhere it appears in the Minutes.

Replace P. Baldino's comments on Page 6 with the following: The language reads "should have" not "must have." I do want to take this opportunity to express my deep displeasure that the ad in the Chronicle did not make any reference to the extensive criteria the Committee had adopted at its first meeting. Also, I proposed that a doctorate be required, but I was in the minority on that issue. Lastly, I do not object to executive sessions of the Search Committee, **provided** they are held for specific and justifiable reasons.

In the third paragraph under R. Crum's comments on Page 15, change "eliminate" to "massage" and "agreement" to "disagreement."

On Page 8, the heading should be "Arguments For the Semester System."

On Page 7, delete "by T. Maraffa" from the last sentence.

Motion to Approve Minutes

S. Smith moved to accept the Minutes of November 6, 1991, as corrected. Motion seconded by T. Shipka. Minutes approved as corrected.

ELECTIONS AND BALLOTING COMMITTEE

No report.

CHARTER AND BYLAWS COMMITTEE

No report.

SENATE EXECUTIVE COMMITTEE REPORT

At the last meeting, because of time constraints, Dr. Rost did not make the report from the Faculty Advisory Committee to the Chancellor. His report was appended to the Minutes. I take particular pride in the reference to YSU's Transition Module and commend Elmer Foldvary who worked hard on the

Transition Module. In particular, the Committee cited him and Youngstown State University for their Transfer Module commenting that it was one of the best received.

The Senate normally meets the first Wednesday of the month; however, in January that day falls two days after the start of the new quarter. I ask that we move the meeting to the second Wednesday.

Motion to Change January, 1992 Senate Meeting Date

P. Baldino moved to change the January meeting date to the second Wednesday after the start of the quarter. Motion seconded by J. Neville. Motion Carried.

I have an item of clarification on the discussion at the last Senate meeting. We discussed the issue of tenure and granting of tenure to administrators. The motion made was amended by F. Barger and then by D. Robinson. I have been asked to clarify "with consent of the appropriate academic department." I talked with Dr. Barger who offered the first amendment. His amendment was clarified as only involving a recommendation--he made the point that departments do not have a veto. I also talked with D. Robinson. He was in general agreement with that interpretation of the motion. I do not want to be sending forward motions on which we do not have full understanding. Is there any dissent or are there any questions? There were none.

W. Wood--This point may not be in order at this time since it refers to the previous motion which referred to the second Wednesday of January. January 1 is the first Wednesday of January. The Senate meeting will be the third Wednesday, January 15. It was confirmed that the January Senate meeting would be the third Wednesday of the month, January 15.

DISCUSSION ON AD HOC COMMITTEE REPORT ON SEMESTER/QUARTER ISSUE

The Chair noted that he had withheld items from the December Senate Agenda so that discussion could be concluded on the Ad Hoc Committee report. The five-minute time limit will still apply to each speaker. Once an individual has spoken, the Chair will rotate away from the individual and will not give another opportunity to speak until all have had an opportunity to speak. At the end, T. Maraffa and R. Hogue will be asked if they have additional comments; and we will then move to a vote.

P. Baldino--It was my understanding that the vote was to be put to a mail ballot.

Chair--Not at this point. A mail ballot will require a motion. The ballot would go to all Senators.

Motion to Request a Mail Ballot

P. Baldino moved to request a mail ballot once discussion has been concluded. Motion seconded by S. Hotchkiss.

P. Baldino--There is a compelling argument for a mail ballot so that all Senators can vote on this important issue.

R. Crum--We have a motion on the floor. Can we entertain another motion?

Parliamentarian--This is a privileged (incidental) motion. If we pass this motion, the vote on the previous motion will be a mail ballot.

W. Barsch--When ballots are sent out, could the copies of the Minutes that contain the discussion on this issue be mailed with the ballots?

Point of order--Can privileged motions be amended?

Chair--Would Dr. Baldino be interested in including this request in his motion.

P. Baldino--I have no objection, but all Senators receive the Minutes of the meeting.

W. Barsch--If the timing of the ballots is such that the Minutes will be received before the ballot it sent, I withdraw the request.

K. Feld--I am Chair of the Elections and Balloting Committee. The ballots cannot possibly go out until we get back in January.

D. Robinson--I speak against the motion because there is no compelling argument to deviate from normal Senate procedure. The Bylaws provide for a quorum to do business. I have heard nothing to indicate that this quorum is not capable of making a decision.

F. Barger--What would be the status of other motions made at this meeting if the present motion passes?

Chair--Any changes would be listed on the ballot if the motion is amended **and the amendment** is passed.

Chair--We must act on the motion on the floor.

The question was called. The voice vote resulted in a request by the Chair for a count. The **secretary and parliamentarian counted the hand vote. The result was 47 votes for mail ballot and 25 votes against mail ballot. Motion Passes.** The Chair announced that a mail ballot will be conducted in January by the Elections and Balloting Committee.

P. Baldino--It is a sad commentary that we have reached the point in this body where we would **deny** someone to have a **voice in a matter of this importance.**

T. Shipka--I have heard Dr. Baldino lecture this group on a number of occasions about the importance of attending meetings and staying until the 5:30 adjournment time. I find it **ironic** he should extend the privilege to vote to individuals not in attendance at this meeting.

F. Barger--I apologize for distributing the sheet without signature. I will be referring to this sheet. (The sheet in question is appended to the Minutes as Appendix A.)

We have two basic decisions to make: 1) the length of the term and 2) the **standard** number of class meetings per term.

I want to point out that the use of "The" as a definite article before Semester System is incorrect. A semester system where the classes meet three times a week is different from one where classes meet four times per week. In this deliberation or in subsequent deliberations if we choose to move to a semester system, we need to decide between the three semester hour and the four semester hour system. I would prefer we have a four-hour rather than a three-hour semester system should we make the change.

There are several reasons for preferring the four semester hour to the three semester hour system.

1. Students and faculty currently adjusted to the quarter system would see little or no change in their daily (weekly) routine.
2. Both students and faculty will have fewer courses at one time and can more easily manage their time.
3. A student takes fewer different subjects but studies each subject in greater depth. It's now an issue of substance and a reasonable alternative to the current system.
4. It has been pointed out that if we transfer to a three-hour semester system, every four-hour course will become a three-hour semester course. Students who take 45 courses will take 40 courses. There will be a reduction in the number of courses taken and you will then get a reduction in the number of offerings. Marginal courses would not get sufficient audience. If you are teaching several sections of the same course, **the number of sections will be reduced and you will have more preparations. That system is not desirable.**
5. In those courses where the students are expected to adapt to new ways of thinking, the beginning and ending of the course does not achieve **this goal. The advantage of going to a four-hour semester system is achieved in the middle of the semester--this is where "the rubber meets the road."**

I do not believe that there is sufficient commitment to change, but if we do make the change, let's go to the best system.

T. Shipka--Could we have a point of clarification? On Page 7 of the November Minutes, the motion was to convert to the early semester system. What was the intent of the motion? Was it a three-hour or a four-hour system?

T. Riley--That question was left open. It purposely was not stated.

T. Shipka--If F. Barger's statements are to be taken seriously, the motion would have to be amended.

A. Pierce--In talking with people during the last month, there seems to be some disagreement as to how faculty interpret the outcomes and how they would vote. How many hours a week would you be meeting a class? Would you have 3 three-hour courses for a nine-hour work load or 3 four-hour classes for a 12-hour work load? Is that something that will have to be defined in the new Agreement?

Chair--I assume that would be a negotiated item. A direct transfer would be 12 hours per semester.

A. Pierce--Would that be covered under the current agreement?

Chair--I am not an expert; however, I assume it would be a 12-hour work load.

T. Maraffa--Presently, there is no standard length of courses under the quarter system. We purposely did not specify a set number of hours. Each department would make a case for three- or four-hour courses. This option would be open to them.

J. Cicarelli--I speak in favor of the change to a semester system for two reasons--one is a parochial reason; the other a more general one.

My parochial reason is that most job recruitment and interviews for accounting majors are held in the fall. Because we start so late, our students are disadvantaged in the job search process. Over 40 percent of our students are accounting majors.

The more general reason is that the optimal length of a class depends on a number of factors--the calibre of students, the nature of the course, and the preference of the instructor. I think there is a significant body of research that shows 50 minutes is the optimal length of a class.

Many of our classes are two hours in length. Our students are fairly average. A sizable body of our students are nontraditional. They would find it easier to adapt to 50-minute classes.

My daughter attends Youngstown State University. Only three of the eleven classes she has taken have stayed the full length of the class. Some two-hour classes have dismissed at the end of 50 minutes. I felt short changed in spite of the fact that we have fee remission.

Upon reflection, however, it could be that the faculty cut the class short because they recognized that 1/3 to 1/2 of the class did not come back after the break. Students may not come back after the break because they recognize that nothing more is going to happen to their brains.

The Tuesday/Thursday sequence could allow for 75-minute classes under the semester system for those who prefer a longer class session.

H. Earnhart--Most Arts and Sciences classes meet 50 minutes four times a week. I think you are speaking about classes in the Williamson School of Business where faculty only have to come two days a week.

J. Cicarelli--Most students are taking courses in other departments. My daughter took classes in Arts and Sciences that were two-hour sessions.

G. Mapley--The majority are four sessions with 50 minutes in each session. Some courses meet two days with two hours in each session.

S. deBlois--P. Baldino and I were concerned with the faculty preference vote and decided to solicit the faculty in the School of Education to find out what they preferred. Attached to the Minutes of the November meeting was a graph showing results of a previous survey.

Thirty-two out of 40 faculty responded to our survey. Sixty-one percent were in favor of semesters; 36 percent were in favor of quarters. This reverses the findings of the original survey. The original survey had 16 responses; our informal survey included 32 responses.

T. Doctor--I am director of the Computer Center. My concern is the cost of implementation and the time the conversion process will take. There are over 315,000 lines of program code to change. The projected time to change the code is 20,000 hours. If we assigned one-half our staff to the task, it would take four years to complete the conversion. We already have a backlog of jobs that goes into next summer.

If we assigned three-fourths of our staff, it would take three years. We would begin in June, 1992, and complete the task in Fall, 1995, or Fall, 1996.

From our point of view, unless the University is willing to hire more staff, it would be difficult to implement under the proposed time frame.

J. Zupanic--I am coordinator of the Design and Drafting Program.

The quarter system works better for scheduling students in my program. It has allowed us to maintain a multi-layered prerequisite system with the flexibility of having some courses offered two quarters per year. The consequences of a conflict with a student's job activities, other classes or closed classes are less severe. Students beginning with deficiencies are able to make them up and get back on track without waiting a whole year. During the first quarter we offer classes which are common to all of the programs in our department. Under a semester system we could not wait until the second semester to begin courses unique to each program. A student would feel less free to change his/her program choice. Students are sometimes able to juggle a bad schedule for a quarter, but they might not make it through a whole semester, even though not making it through a semester course will carry a bigger penalty.

For my students the semester system is not "student" friendly as has been claimed. It will be a setback of the student retention efforts. It will make registration more stressful--not less.

I attended one school with a quarter system and one school with a semester system. The extent to which I got to know instructors was not dependent on the type of scheduling system. The instructors I got to know well were those in my major. I took several courses from them, was advised by them and joined the same organizations they belonged to. I think this is typical of most people's experience both in semester and quarter schools.

Just as a matter of personal preference, I like to have three final grading periods instead of two. Having final tests and final papers due three times per year instead of two seems to promote more periods of intense activity in libraries, work groups, and computer labs.

We were asked to consider that the conversion to a semester system represents the best opportunity to redefine work rules. Given the present situation, I don't know if that is really something we want to do. Under the semester system, I could easily end up preparing to teach four different courses each week.

We have continued to revise our courses and programs in very significant ways over the last ten years. As part of the University's new marketing initiative, we intend to take another look at our programs

focusing on that aspect. We do not need a change to semesters to force us to evaluate and review our programs.

Five weeks is too short. I happen to think quarters are better than semesters. I can find one or two points where I agree with the semester advocates, but at this point I don't even want to admit to those. There will be an enormous amount of work making the changeover. There are too many things going on in my field for me to waste two or three years on this while other people are working on real problems.

D. Rost--I am speaking for Dean Sutton who could not be here today. There is a flow chart (Appendix B) at the back of the room that shows course sequence for Electrical Engineering. The Flow Chart for the Electrical Engineering program has been distributed to show how complicated the engineering curricula actually are and how dependent upon every course being available at the appropriate time. Each of the six programs have been carefully organized to assure continued eligibility for accreditation and outcomes such that graduates are employable. If, in the transition to semesters, it would be possible to obtain the cooperation of all service departments so that the sequence could be maintained while reducing the number of blocks from 12 to 8 and without losing equivalent credits in the process, it might be acceptable but still not sufficiently desirable to cause us to support such a transition. We do not need a lot of work that will result in a system of less probable quality than we have now.

D. Rost--Could YSU change over? Yes. Should YSU change over? No.

The semester system is not an agreed on good goal. There are a number of people, faculty and students that do not embrace that religion.

If there were only a small minority opposed or strongly opposed to a change, then it would seem reasonable to continue to investigate it. But 49.1% is NOT a small minority, and in fact is significantly greater than the 38.8% favoring change.

I have been asking for the compelling reason to switch to semesters. I have not heard a compelling answer to my question.

At the Bethany Conference in January, the theme was "YSU in the 90s." Some 60 students, administrators, and faculty discussed at length ways to make YSU a better University. Three pages of issues were the condensed result of that conference. Not once in all the numerous suggestions offered was a suggestion that a change to semesters would make YSU a better University.

In the Strategic Plan presented and reviewed and rewritten and presented by the Academic Planning Committee no mention is made of changing to semesters. Evidently they did not consider this to be a major actor in YSU's future.

If we could blink and wake up on the semester system with the transition over, I would not vote for it. I much prefer the quarter system. I feel it provides a better learning experience for my people.

A touted advantage of the semesters is a more relaxed atmosphere in the course. More relaxed in the course pace means less gets covered. You cannot move at a slower rate for the same length of time and cover the same ground. The students should be very upset at a slower pace; they are paying good money to have a chance to learn. Do not steal from them by moving at a slower, more relaxed pace.

You want out earlier in the spring? Just start earlier in the Fall. The timing is not determined by semesters or quarters.

Consideration of what would be involved in a conversion:

The only thing agreed on is the extensive cost in money to change over. In times of constrained resources, this is contraindicated. In these times, why should YSU commit to those costs when the goals are not agreed to?

Difficulty in tightly structured programs was eloquently addressed by Frank Krygowski from Engineering Technology and Dean Sutton. They speak for a large number of us.

Any program that is accredited or approved by any outside agency, such as the engineering programs by ABET, and I would suggest many programs in CAST and the State approvals in Education, have been worked out. They have been fine-tuned and accepted. To change to semesters would cause all of those accreditation and approvals to be totally redone. This would include North Central for the entire University.

State approval and certification reviews certainly understand either quarters or semesters, but a mix during the change over would result in confusion, probably loss of hours credit.

Conversion will not be transparent to the students. There would be much time and much frustration by students, advisors, and chairs trying to work out equivalents.

Who will pay for the hours and hours and days and days of faculty time to work out the conversion? It will come out of your hide. Don't expect an administration, in times of constrained resources, to find extra financial support for this boondoggle.

We need to spend that effort and time in further strengthening and solidifying our academic programs.

The number of courses that would have to be addressed is mind boggling. But we can't just declare an open season free-for-all for any department to do as they please.

In times of sweeping change such as is proposed here, there are many opportunities to sneak something in. A department chair told me that during the last changeover in the late 60s, he was unable to get progress on the courses needed in his department, so he just put them in the catalog and on the inventory.

Recently there were major efforts and time spent discussing the current General Area Requirements. Years. Now, consider the turmoil where all courses are in the hopper. It would be University gridlock.

Items from the Report of the Committee:

"...fearful that the proportion of hours in required courses will significantly increase..." "... The tendency is to adopt the straight conversion..." The calendar switch would probably add 4 QH effort to my students' programs, and that's just for scheduling convenience.

Costs? "The semester system can result ... in savings to a university..." But at our school's meeting with the Committee they stated there have been no reported numbers on costs savings. If this area, which is identifiable and reportable and is used as non-academic justification for a change by a legislative body, does not show results, the conclusion is that it looked good, but did not produce the advertised results.

"At many institutions that have changed calendars, the impetus for conversion came from the administration or the state mandate..." Those are not academically sound reasons to change and their numbers must be thrown out in the discussion of "trends."

Conclusions: "The academic pedagogic arguments regarding the merits of semesters compared to quarters are not resolvable." There is no demonstrated or agreed on academic reason to change calendars.

"The semester system can result in ... savings to a university." But we were told no reported studies have documented this.

"... would most likely require a three-year commitment of University human and financial resources ..." Seems like a high price to pay for undocumented savings and undocumented and unagreed on academic advantages.

With a 6 to 4 split on the appointed Committee itself, with the lack of documented advantages to go along with the identified efforts involved, with the lack of significant majority support, I would recommend we thank the Committee, review their report to learn there is no ground-swell of enthusiasm, there is not compelling justification for changing to semesters, and defeat this motion.

G. Kombluth--There are two points I want to make.

1. It has been suggested that if we switch to semesters, we would be giving less material. In my area, there are items I would like to teach that I cannot because of time constraints. I have to give out topics early in the quarter. Students have no way to learn how to figure out a viable topic. They do not have time to select a topic, determine sources, and get material from other university libraries. I would disagree with the notion that switching to semesters will reduce the amount we can teach them.
2. There will be substantial time spent in transition. What has not been explained under the current system is the amount of time we spend advising students. We advise students three times a year now; under the semester system it would be two times a year. Advising is a very time consuming part of our commitment to this University. I speak in favor of switching to semesters.

S. Smith--I have been trying to develop a student opinion. Engineering had one opinion. Another department had another opinion.

What is important is the students. How are students going to be affected? Youngstown State University changed once. We are still here. We need to be more concerned with what is best for the students. A lot of people are losing this point.

W. Wood--The major argument that people are making for switching is that it provides more time for developing a topic. They could develop courses that are sequenced or course that meet more often. A prerequisite develops material to be used in follow up courses.

A previous speaker said "We want to get to know the students better." but then a statement is made that you have to meet with students three times a year for advisement under the quarter system. Meeting with students during advisement is a good time to get to know them. This opportunity to meet three times a year with students is a positive for the quarter system.

-----We have a conflict between the content disciplines and the process disciplines. In our department, when we move up to higher levels, we have process courses. It really doesn't matter where we get to in a course. What is important is that students get an opportunity to do research in history.

It does matter if they have ten or six advanced courses. It is important that they learn how to study literature or poetry. One other point--advising is important, but ultimately the contribution I make is the knowledge I bring to the class. The student will be better off if I provide good content.

W. Barsch--In addressing the student needs, what is important is student work loads. Under a semester system, there could be five course preparations or even six preparations. My transcript reflects this. What we are talking about is converting 4609 courses. We are talking about an unknown number of majors and minors. We are talking about inconveniencing 10,000 to 20,000 students. Unless the arguments for change are far superior, no change is warranted. I urge defeat of the motion.

M. Berger--I have a couple of observations and one prediction. Observation one--superiority of semesters. There would be an increased opportunity for students to learn and a decrease in registration time. We save in text books. The disadvantages have to do with the problems of transition. The advantages are long term; the disadvantages are short term. The University runs in the short term. I expect the motion will be voted down; and that when we change to semesters, it will be about two years after Ohio State does.

F. Barger--Dr. Barger was recognized, but the parliamentarian noted that he already had his five minutes.

P. Baldino--I have not spoken to the issue, but the next speaker can take my time.

R. Crum--I have several points.

1. I am on the President's Task Force "Managing for the Future." I have had the opportunity to get privileged information about the state of the State. The financial position of the State is far worse than you would imagine. The Board of Trustees has already been told "You will increase your productivity." You might better worry about where your next job will be when RIF takes place.
2. A three quarter hour course does not convert to three semester hours; it converts to 2 2/3 semester hours. With state requirements, university requirements, and accreditation requirements, the number of hours in professional programs is already larger than the state allows. You will not increase the number of hours taken in other schools; if so, you will lose the accreditation of the professional schools.



f.c.
ACADEMIC
SENATE

Youngstown State University / Youngstown, Ohio 44555-3448

Department of Philosophy and Religious Studies

(216) 742-3448

December 9, 1991

Mr. Mark Lyden
Chair, Presidential Search Committee
c/o Lamalie Associates
One Cleveland Center
1375 East Ninth Street
Cleveland, OH 44114

TO: Lamalie Associates and Members of the Search Committee
for the Presidency of Youngstown State University

FROM: Victor Wan-Tatah, Assistant Professor, Philosophy and
Religious Studies Department

RE: Redundant Requirement for Presidential Candidates.

At the November 6th meeting of the Academic Senate, criteria for the screening of candidates for the Presidency of YSU by the Search Committee were read. I made a strong objection to the second requirement which read: "A minimum of ten years' senior level administrative experience (preferably but not necessarily in an academic setting)."

After reading the Friday December 6th Vindicator, I was honestly surprised to learn that 31 candidates had been eliminated because they lacked 10 years of senior level administrative experience. What is going on in the Committee? Am I right to conclude that some members of the Committee have a secret agenda that could be advanced by using the 10-year requirement as the sole or critical criterion? The reemergence of this absurdity that cannot be justified under any circumstance forces me and many others to seriously doubt the credibility of the Committee. What is so special or magical about 10 years and senior-level administration that can qualify one for president? You surely make this search petty, childish, and obnoxious.

Senate minutes reveal the non-significance of the requirement:

V. Wan-Tatah -- I am not a Senator, but when I read the statement for requirements, I had some questions. Why is ten years of relative experience a requirement? If someone does not have ten years' experience in

higher education, will this disqualify the individual?

- Dr. Jenkins -- The number came from Dr. Taylor in the initial presentation. The search committee felt that in terms of different qualifications, overall strengths would be looked at and possibly some flexibility allowed.
- V. Wan-Tatah -- Are you suggesting that ten years experience is equivalent to some other performance qualifications? How can you make a judgment regarding an individual on this basis? Some people would make a good candidate even if they lacked ten years' experience.
- Dr. Jenkins -- It is presumed a person could hit the ground running if they possessed the qualifications listed.
- P. Baldino -- The language reads "should have" not "must have." I do want to take this opportunity to express my deep displeasure of the ad in the Chronicle that included the ten years' service requirement. One other item -- an earned doctorate should be a requirement. I don't object to censorship of the meeting, but want to make these two points. Senate Minutes, page 6.

If what I read in the Vindicator is accurate, it means that the Committee has flagrantly contradicted itself. I hope that you correct this, and other future mistakes. We don't need another miscarriage of a process that is supposed to be fair and just.

Sincerely,


Victor F. Wan-Tatah

cc: Members of the Senate

3. There are professional schools of all types around the country and they are accredited. I go out on accreditation teams. Those schools that have been on the semester system for 12 years are just now being accredited. It takes that long to meet the accreditation requirements. You most likely will lose accreditation for a period of time.
4. There has not been a total student vote taken lately. The last two votes showed a 3-1 and a 2-1 preference for the quarter system. There is no reason to suspect that a vote taken now would be significantly different.

I believe the motion on the floor is illegal. We have no power to make a decision; we can only recommend. If this is what we mean, then I recommend that the motion be changed.

B. Gartland--In our department, Sociology, Social Work, and Anthropology, the faculty discussed this issue. There would be adverse effects on Social Work. In Anthropology, courses would have to be deleted. There would not be as much of a hardship on Sociology. The vote was 11-1 to continue with the quarter system. I have been here a number of years and the concern about work load is real. I taught 16 hours in the past. Would any faculty member think that they would teach less than the number of hours when students will be taking more courses?

Chair--It is 5:15. I indicated we would move to Dr. Maraffa and R. Hogue before adjournment for final comments.

D. Rost--The implementation date could be a problem.

Motion to Amend the Implementation Date

D. Rost moved to amend as follows: "Before a semester vote is taken, amend the implementation date to be one that will be determined by the YSU administration after a six-month study following the passage of the resolution. Motion seconded by P. Baldino.

R. Gaydos--Is it necessary to change "convert to" to recommend?

Chair--I do not feel we need to. If passed, it does have to move on to the administration. I do not think the motion countermands this process. Amendment Passes.

R. Hogue--I want to make two brief points: 1) Thank you for the extraordinary opportunity to address this body; 2) I have run out of points to make. Both sides have had every reasonable opportunity to make important points.

T. Maraffa--I think enough has been said.

ADJOURNMENT

J. Neville moved to adjourn the meeting. Motion seconded. Meeting adjourned at 5:28 p.m.

ATTENDANCE SHEET

Academic Senate, 1991-1992

DATE: December 4, 1991

APPLIED SCIENCE AND TECHNOLOGY

At-Large

Thomas Bodnovich
 Anthony Messuri
 Virginia Phillips
 Pamela Schuster
 William Vendemia

TAE
 APM
 [Handwritten initials]

Departmental

**Madeleine Haggerty, A. H.
 *Robert Campbell, B.E.T.
 *C. Allen Pierce, Crim. Justice
 **William Wood, Eng. Technology
 **Jim Dishaw, Home Economics
 *Marsha Kuite, Nursing

[Handwritten initials: MA, CC, AP, etc.]

ARTS AND SCIENCES

At-Large

Samuel Floyd Barger
 George Beelen
 Paul Dalbec
 Hugh Earnhart
 William Jenkins
 Friedrich Koknat
 Gratia Murphy
 Thomas Shipka
 Ronald Tabak
 Fred Viehe

SFB
 GB
 PD
 HE
 WJ
 FK
 GM
 TS
 RT
 FV

Departmental

**Anthony Sobota, Biology
 *James Mike, Chemistry
 **Teresa Riley, Economics
 *Bege Bowers, English
 **John Sarkissian, Foreign Languages
 **William Buckler, Geography
 *Ikram Khawaja, Geology
 **John Neville, Health & Physical Educ.
 *Martin Berger, History
 **Richard Goldthwait, Math and Comp. Sci.
 *Stanley Browne, Philosophy & Religion
 **Edward Mooney, Physics and Astronomy
 *David Porter, Political Science
 **James Morrison, Psychology
 *Beverly Gartland, Sociology, Anthropolgy

[Handwritten initials: AS, TR, BKB, JS, WRB, etc.]

BUSINESS ADMINISTRATION

At-Large

James Daly
 E. Terry Deiderick
 Inez Heal
 Donald Hovey
 Jane S. Reid
 Eugene A. Sekeres

[Handwritten initials: JD, ED, etc.]

Departmental

**Richard Magner, Accounting
 **Clement Psenicka, Management
 *David Burns, Marketing

[Handwritten initials: RM, CP, DB]

EDUCATION

At-Large

Peter Baldino
 Susan deBlois

[Handwritten initials: PB, SB]

Departmental

**Phillip Ginnetti, Elementary Education
 *Jane Van Galen, Foundations
 *Sherry Martinek, Guidance & Counseling
 *Louis Hill, Administration & Sec.
 *M. Dean Hoops, Special Education
 **James Douglass, Secondary Education

[Handwritten initials: PG, JVG, SM, LH, MDH, JD]

+Effective:

September 30, 1991

* First year of two-year term
 ** Second year of two-year term

ENGINEERING

At-Large
Robert McCoy
Duane Rost

RAM
DPR

Departmental
*Soon-Sik Lim, Chemical Engineering
*Shakir Husain, Civil Engineering
**Jalal Jalali, Electrical Engineering
**Martin Calla, Industrial Engineering
**Ganesh Kudav, Mechanical Engineering

SL
B...
J. Jalal
m. Calla
GK

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Darla Funk
Les Hicken
Daniel O'Neill
Tedrow Perkins
David Robinson
James Umble

J.E.
JWH
D.O.
D.R.
D.R.
J.U.

Departmental
**~~Mark Taylor~~, Art *Janina Korubel*
**Susan Sexton, Music
*Frank Castronovo, Speech and Theater

GK
SS

STUDENTS

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Pia Brady
Tisha Brady
Craig Brenner
Amber DeJulio
Heath Dorion
Ben Swisher

P.B.
T.B.
A.D.

School/College
Kevin Griggs, Education
Trisha Garibaldi, Performing Arts
Drew Banks, Business
Amy Bloomingdale, CAST
Mary Kate Barrette, Arts and Sciences
Donna Gardner, Engineering

K.G.

DKG

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Scott Smith, Pres., Stu. Gov.
Paul Conley, V. Pres., Stu. Govt.
Sharyn Campbell, Second V. President

SS
PC
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Sally M. Hotchkiss
Gordon E. Mapley
Charles A. McBriarty
Richard A. McEwing
Harold Yiannaki

W.B.
S.C.
D.C.G.
S.M.H.
G.E.M.
G.E.S.
R.A.M.
H.Y.

senrost.912/current2
revised October 31, 1991

*First year of two-year term
**Second year of two-year term

Semesters vs. Quarters

§1. Two Issues: There are two basic issues; (1) the length of a term and (2) the standard number of class meetings per week per course. A system in which most classes are 3 s.h., meet three times per week, is quite different than a system in which classes are 4 s.h., meet four times per week. Before making a choice between quarters and semesters, I feel it is important to decide between the 3 s.h. semester system and the 4 s.h. semester system. In so doing we choose the better alternative to the present system as one option and the present system as the second option.

My personal position is that YSU would be better served by a 4 s.h. semester system than by a 3 s.h. semester system and I present my case in the next section. Indeed, the weaknesses of the 3 s.h. semester system are enough to convince me to prefer quarters over the 3 s.h. semester system.

§2. Why a 4 s.h. Semester System? The following are some reasons for preferring the 4 s.h. semester system to the 3 s.h. semester system.

- (1) Students and faculty currently adjusted to the quarter system would see little or no change in their daily (weekly) routine.
- (2) Both students and faculty have fewer courses at one time and can more easily manage their time.
- (3) A student takes fewer different subjects but studies each subject in greater depth. (N.B. many consider this to be a weakness, I don't!)
- (4) Under the 3 s.h. semester system, in most cases a particular course (currently 4 q.h.) would be converted to essentially the same content but 3 s.h., adding five lectures.

180 q.h. corresponds to 45 courses @ 4 q.h. each.

120 s.h. corresponds to 40 courses @ 3 s.h. each.

The student takes fewer courses, with little or no gain in the depth of coverage. **Under the 4 s.h. semester program, 120 s.h. corresponds to 30 courses @ 4 s.h. each, but each course has $(1\frac{1}{2})$ times the content of a one quarter course, so there is a legitimate trade of breadth for depth.**

- (5) The 4 s.h. semester system is more efficient in that the "middle of the course" is a larger portion of the course. Each course has a beginning, a middle, and an end. If the course requires students to accommodate new ways of thinking, then the beginning and the end of the course contribute less proportionately than the middle. The time needed to start and the time needed to end remain unchanged so the extra 20 lectures are all in the middle. This increase in the quality of the course is a function of the structure and imposes no added burden on students.

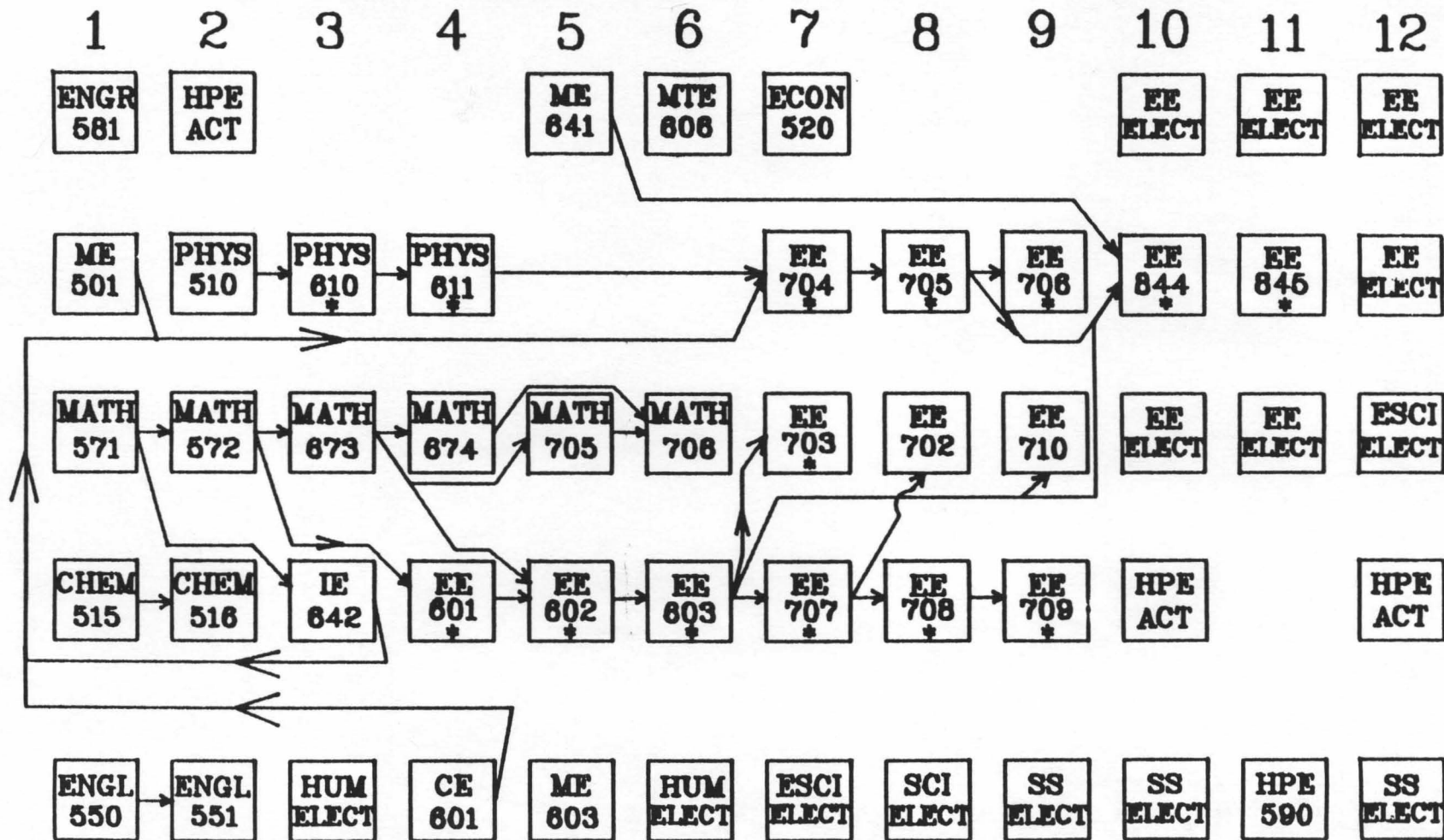
§3. The 4 s.h. Semester System versus the Current Quarter System

I would prefer the 4 s.h. semester system provided certain safeguards are provided.

- (1) A preliminary curriculum modification be made in each department.
- (2) The changes in general requirement be discussed and agreed to in principle.
- (3) Allowance be made for some sections of some courses (4 s.h.) to run five days per week for the last twelve weeks of the semester; this gives the student three weeks to drop a course and add a new course.
- (4) Summer school be scheduled to provide a full semester (slightly accelerated (13 weeks)) and a short term starting in June (8 weeks) to accommodate high school teachers and others.
- (5) Others?

ELECTRICAL ENGINEERING

15.



* These courses must be taken with the appropriate labs.

Spring 91

CRITERIA

Candidates for YSU's presidency should have:

- **DEMONSTRATED** ability in organizational development.
- **EXPERIENCE** in a state-assisted system of higher education.
- **EXPERIENCE** in organized labor relations.
- **A MINIMUM** of 10 years of senior-level administrative experience.
- **WELL-DEVELOPED** skills in financial management and strategic planning.
- **UNDERSTANDING** of and commitment to academic excellence in teaching, research and service.
- **EFFECTIVE** management of collegiate athletics.
- **A STRONG** record of success in pursuing equal opportunity goals and achieving affirmative action results.
- **A CLEAR** record of achievement in fund raising.
- **AN UNDERSTANDING** of opportunities for leadership in an urban university, and a practical sense of community involvement.

Each candidate should be:

- **SOMEONE WHO** can relate to campus and community constituencies.
- **A STRONG** administrator.
- **AN ENTHUSIASTIC**, committed and effective fund-raiser.
- **A PERSON** of high personal standards with a firm sense of ethics, honesty and integrity.
- **A STRATEGIC** thinker.
- **A COMMUNITY-MINDED** individual with a strong sense of public service and a firm commitment to public education.
- **AN EFFECTIVE** communicator.
- **A STRONG** team builder.
- **APPRECIATIVE** of tradition, but not bound by it.
- **A REASONABLY** high-impact person with a degree of charisma and a sense of humor.

Source: YSU and Lamale Associates

YSU PRESIDENCY

Panel: 32 applicants qualified for position

■ There is work to be done to find qualified women and minority candidates for YSU's next president.

By MARK NIQUETTE
VINDICATOR STAFF WRITER

YSU

Thirty-two applicants have been deemed qualified thus far by a Youngstown State University committee and the Cleveland consulting firm conducting the search for the new YSU president.

Eighty-six people from 33 states have applied. Using criteria established by the YSU presidential search committee, Lamale Associates, the company hired to help with the search and do initial screening, has begun to identify qualified candidates, Lamale's Charles Taylor told the committee Thursday.

Taylor will eventually whittle down the final list to about 25 and the committee will meet Jan. 4 to

decide which 10 candidates get interviews, said search committee chairman Mark E. Lyden.

The committee hopes to submit its top three choices to the YSU board of trustees by Feb. 28.

Minorities: Only six women to date have completed applications and one of those is the only black applicant, Taylor said.

The 15-member search committee met for nearly two hours Thursday to decide if the women were qualified. Because women and mi-

Please see YSU page B2

AUSTINTOWN

Seniors get into holiday



BOARDMAN

■ YSU/Panel deems 32 applicants qualified

CONTINUED FROM PAGE B1

norities are underrepresented among top-level college administrators nationwide, it was decided the committee — and not Taylor alone — would screen all minority and female applicants.

"That way, any bias will get washed out," Taylor said.

The committee decided two women were qualified, while three were not and information for another was incomplete. Lyden said.

Taylor said he will continue to seek and to consider talented people who are interested in the job. There are 25 people among the 86 applicants he has not yet considered because their applications are incomplete and there are few women and minorities among them, he said.

SELECTION SCHEDULE

Here is the tentative timetable set by the YSU presidential search committee in the process to find YSU's next president:

- **JAN. 4:** Choose 10 semi-finalists.
- **JAN. 18-19:** Conduct interviews.
- **JAN. 31:** Select finalists.
- **FEB. 1-15:** Conduct interviews of finalists on campus.
- **FEB. 28:** Submit top three candidates, unranked, to board of trustees.

Most of the 31 applicants who have been ruled out so far lacked a minimum of 10 years of administrative experience at or above the level of dean, which is the committee's most important criterion, Taylor said.