

SENATE MINUTES
YOUNGSTOWN STATE UNIVERSITY
April 5, 1974

PRESENT: T. Alderman, P. Baldino, Jr., W. Barsch, G. Beelen, D. Behen, P. Bellini, I. Boyer, M. Braden, E. Cobett, P. Dalbec, G. DeCapita, J. DeGarmo, Jr., J. DeIBene, T. Dillon, F. D'Isa, L. Domonkos, C. Dykema, Vice-President Edgar, F. Ellis, W. Eshleman, M. Foley, J. Foster, S. Gardner, M. Greenman, P. Hahn, C. Hankey, S. Hanzely, M. Hare, T. Herndon, M. Hoops, S. Hotchkiss, Sanford Hotchkiss, D. Hovey, R. Hurd, D. Ives, G. Jones, R. Jones, G. Letchworth, D. Longacre, M. McLaughlin, H. Mettee, T. Miner, W. Miner, A. Moore, J. Naberezny, N. Paraska, V. Phillips, V. Richley, L. Ringer, D. Sample, G. Schoenhard, T. Shipka, R. Shuster, M. Siman, J. Simko, P. Simon, M. Slavin, M. Solak, E. Sterenberg, F. Tarantine, P. Van Zandt, P. Von Ostwalden, J. Wales, E. Yager, W. Young, G. Yozwiak, M. Yozwiak, L. Zaccaro.

A count was made as to whether or not a quorum was present at the meeting. There was a quorum. The meeting was then called to order at 4:17 p.m. on Friday, April 5, 1974, by Presiding Officer **Behen**, in Schwebel Auditorium.

Dr. **Behen** called for corrections or additions to the minutes of the previous meeting (Friday, March 8, 1974). Mr. Ives pointed out that due to delay in the mail service he had not received a copy of the minutes of March 1 until March 11 (after those minutes had been approved in Senate) and asked therefore that he be allowed to offer an emendation to the minutes of March 1 as follows: At the conclusion of the fifth paragraph on page 2 the sentence "**The motion passed.**" be added. There were no other additions or corrections to the minutes; the minutes of the meeting of March 8, 1974, were approved as distributed.

Dr. **Behen** made the following announcements:

- (1) In the absence of Dr. **O'Neill**, Mrs. **Dykema** would act as Parliamentarian for the meeting.
- (2) A letter had been received from the Chairman of the Department of Business Education and Secretarial Studies, Mrs. Phillips, indicating that the work of the Senate had outgrown the physical facilities of the Department to accommodate it without interfering with instructional facilities. Hopefully, the Administration and/or the Executive Committee could seek some solution to the problem.

COMMITTEE REPORTS

Senate Executive Committee: Chairman, V. A. Richley, presented a two-part report. Part 1 concerned the Ad Hoc Committee on Relationships among Schools:

"At its January 11, 1973, meeting, Senate approved a motion directing the Executive Committee to establish an AD HOC Committee to clarify relations among the several schools. Senate further directed that the committee report to Senate at or before its second regular meeting of the 1974-75 academic year.

Reacting to this directive, the Executive Committee devoted several meetings to the task concentrating on committee size, composition, and charge. It soon became clear that this new AD HOC Committee would address topics of considerable significance to all schools and therefore should be comprised of experienced, capable and sensitive professionals who can work to the common good of the university. With this in mind, the Executive Committee agreed that the AD HOC Committee should consist of seven members (one representative per school elected by full service faculty and academic administrators of the school and one administrative representative appointed by the President).

Committee Charge

'To gather from each school in the University a statement of objectives and to study the role of each school as it supports the objectives of the University. To define: (a) the inter-relationships of the schools as defined by the objectives; (b) the degree of autonomy within the schools which may be possible, desirable, or necessary; and (c) possible mechanisms for increased cooperation among the schools. '

It is anticipated that the AD HOC Committee will be identified, charged and become active by late April, 1974. "

There was considerable discussion as to the wording and purpose of the charge to the committee. Chairman Richley did not call for any motion on this part of the report.

Part 2 of the report concerned the Ad Hoc Committee on Handicapped Students:

"In the Spring Quarter, 1974, the Academic Affairs Committee, reacting to the CAT Committee final report, recommended that the Executive Committee consider structuring an AD HOC Committee on Handicapped Students. Following efforts to identify and articulate the problems of the handicapped, the Executive Committee, with the aid of a sub-committee composed of persons sensitive to problems of the handicapped, formulated the following committee charge and membership.

Committee Charge

'To examine problems faced by physically or emotionally handicapped students at Youngstown State University and recommend to Senate, solutions to these problems. '

Committee Membershiw

Nick Leonelli (Director, Campus Planning)
Dean of Student Affairs
Assistant Vice-President for Academic Affairs
Dr. George Letchworth (Director, Counseling Center)
John E. Wales, III (Director, Financial Aids)
Dr. Earl E. Eminhizer (Philosophy)
Dr. M. Dean Hoops (Chairman, Special Education)
Michael W. Taylor (Advertising/Public Relations)
Mary Murphy (Health Service)
Two handicapped students"

Dr. Richley moved Senate approval of the committee, its charge, and of the membership of the committee; the motion was seconded. in the discussion which followed the motion, it quickly became apparent that Senate members had expected to be asked to vote on both Part 1 and Part 2 of the report. Presiding Officer Behen suggested that if the Senate could act on Part 2 of the report, as the chairman of the Executive Committee was still presenting a report, it would then be in order to return to Part 1 of the report for additional discussion. The Senate then passed a motion to approve the charge of the committee and a motion to approve the membership of the committee.

Discussion returned to Part 1 of the report and Dr. Shipka moved that the charge to the Ad Hoc Committee on Relationships among Schools be expanded to include the following: "to analyze possible academic implications connected with enrollment declines and the expansion of technical education. " The motion was seconded by Dr. Hanzely. After discussion, Dr. Shipka moved the previous question and a hand count showed 61 Aye; 1 Nay. The motion to amend the charge carried.

Curriculum Committee: Chairman Phillip Hahn moved the substitution of the "Modifications" on pages 33, 34, and 35 of the report of the Curriculum Committee for the material which appears on pages 46 and 47 of the 1973-74 Youngstown State University Catalog. The motion was seconded. The motion carried.

Chairman Hahn then moved that the Senate adopt a Bachelor of Fine Arts Degree. This degree could be awarded to students majoring in the studio arts in the new School of Fine Arts. The motion was seconded. The motion carried.

Chairman Hahn then moved that the course changes shown on pages 3 and 4 of the agenda for the April 5, 1974, meeting be approved. The motion was seconded. The motion carried.

OTHER COMMITTEE REPORTS

There were no other committee reports.

UNFINISHED BUSINESS

Mr. Ives inquired about the status of the report of the Academic Affairs Committee which had last been returned to committee at the meeting of March 1, 1974. Chairman, Marguerite Foley, replied that the report was still in committee but that the committee hoped to complete revisions at its next meeting.

As the hour was approaching adjournment, Dr. Baldino requested that Senate not consider adjournment before making a statement in sympathy with Central State University. Senate did not immediately move to extend the meeting.

Dr. Curran reminded Senate of the resolution passed at the November 2, 1973, meeting requesting administrative action to counteract declining enrollment. He then offered the following motion:

MOTION: The Senate requests that President Coffelt advise the Senate (at its 3 May, 1974 meeting) regarding action taken, or planned, in response to Items 1 through 6 in the Senate resolution of 2 November, 1973 (page 3 of the Senate Minutes dated 2 November, 1973).

The motion was seconded. There was a brief discussion. Before a vote was taken, Dean Paraska requested a count to ascertain whether or not a quorum was still present. The Secretary counted 55 members. The meeting was adjourned at 5:29 p.m. for lack of quorum.

Respectfully submitted,

Caryl P. Freeman, Secretary

Note: Attached to these minutes is a report from R. W. Jones, Youngstown State University representative to Faculty Advisory Committee to the Chancellor, Ohio Board of Regents.

5 April 1974

REPORT TO SENATE

From: R. W. Jones, Youngstown State University Representative to Faculty Advisory Committee to the Chancellor, Ohio Board of Regents

Abbreviations: BOR - Ohio Board of Regents
CN - Chancellor Dolph Norton
FAC - Faculty Advisory Committee
MIP - Management Improvement Program
HB/SB - House Bill/Senate Bill

There have been two FAC meetings (February 19 and March 12) since I last reported to the Senate. The first meeting came on the heels of the January 31 marathon meeting of the MIP personnel task force. At the MIP meeting the amendments formulated by FAC, supports by several organizations such as OEA and AAUP, and submitted by Toledo University were accepted **almost** without change. While the manual still puts faculty into an industrial category, those portions of the manual **dealing** with faculty are more acceptable to faculty. Several items of interest were discussed at the two FAC meetings.

Enrollment Ceilings. This problem arose when Bowling Green requested an additional \$227,000 based on its FTE. BOR and CN ruled that Bowling Green had exceeded its 15,000 enrollment ceiling, and was not entitled to the extra subsidy. Finally BOR did award Bowling Green \$188,000 at the expense of five other institutions. The subsidies for Miami, Toledo, Wright State, Central State and Ohio University were cut in order to increase the Bowling Green funds. CN indicated that in the future enrollment ceilings will be enforced.

Expansion of Two-Year Branch Campuses. HB 86 provided funds for branch campuses to offer general baccalaureate level instruction. This action would appear to be a foot-in-the-door for those campuses to expand into four year institutions. The matter seems to be political and out of BOR jurisdiction, but CN said that he opposes having any more four year institutions in Ohio.

Academic Calendar. BOR are being pressed very hard by Miami University and to a lesser extent by Ohio University to allow the institutions to adopt an early-semester calendar. After the February meeting I was prepared to report that all state institutions would have a choice between the early-semester and a quarter calendar. After the March meeting, however, I was prepared to report that the quarter calendar was fixed and no school would be given the option of adopting the early-semester system. CN is vacillating on this issue, and I **don't** know what his position will be at the April meeting.

State Legislation. CN has apparently adopted a policy of keeping FAC informed on what is happening in the state legislature. The following bills before either the House or the Senate rated-CN notice.

SB-221. This bill, if passed, will regulate sick leave at all state institutions. The bill is now resting in the Rules Committee.

HB-1040. This bill would allow faculty with military service to purchase some of that service toward retirement.

HB-1160. This bill would allow faculty with out-of-state teaching experience to purchase some of that time toward retirement.

HB-1198. This bill would change the formula for calculating retirement. The proposed formula would be based on the three maximum years salary instead of the five maximum years as the calculation is now done.

SB-484 & HB-1176. These bills would eliminate all state subsidy for all out-of-state medical students, and would provide bonuses for all state resident medical students who went to high school in Ohio and who completed the baccalaureate degree in Ohio. (These bills have grave implications. If passed, the next logical step would be to eliminate state subsidy for all non-resident graduate students.)

SB-419. This bill would add four legislators to BOR?

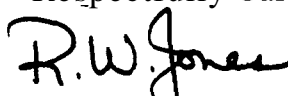
HB-1072. This bill would strip BOR of authority in capital improvement programs.

As YSUFAC representative, I have received quite a few documents which I think would be of interest to the faculty. Since it is not possible to report in detail on these documents, I have decided to place them on closed reserve in the library. I have placed on reserve the following items:

- (1) Minutes of BOR meetings.
- (2) Ohio Higher Education - Basic Data Series.
This document prepared by BOR contains data concerning state assistance, FTE, etc., at all state institutions.
- (3) Miami University's report submitted to BOR concerning the early semester system,

These items are available on closed reserve at the Circulation Desk.

Respectfully submitted,



R.W. Jones

Chemical Engineering and Materials Science

April 15, 1374

Two hundred eighty-eight sealed ballots were received from
the mailroom. Of these, 264 were FOR
17 were AGAINST
1 was an abstention
6 were invalidated

Anna Scheetz
Barbara Engelhardt
Janice M. Schen
Caryl Freeman

SENATE MEETING
YOUNGSTOWN STATE UNIVERSITY

IN ATTENDANCE:

<i>Philip A. Helm</i>	<i>Mr. H. Green</i>
<i>V. A. Kichley</i>	<i>John M. Kucy</i>
<i>R. W. Jones</i>	<i>William B. Bask</i>
<i>S. R. Gardner</i>	<i>Behen</i>
<i>J. H. Gordon</i>	
<i>M. Ellis</i>	
<i>W. Allen Young</i>	
<i>Eugene E. Edgar</i>	
<i>D. Covert</i>	
<i>David S. Ives</i>	
<i>Ray Hard</i>	
<i>Sally Hotchkiss</i>	
<i>Sanford N. Hotchkiss</i>	
<i>James E. DeBene</i>	
<i>Howard D. Mettee</i>	
<i>Bob J. Yozwiak</i>	
<i>Frank J. Tarantini</i>	
<i>George Jones</i>	
<i>Jack B. Foster</i>	
<i>J. M. D. Harmon</i>	
<i>John L. Stiles</i>	
<i>John B. Bask</i>	
<i>L. D. King</i>	
<i>B. B. Beyer</i>	
<i>W. W. Conner</i>	
<i>Matthew Simon</i>	
<i>Frank A. Bask</i>	

SENATE MEETING
YOUNGSTOWN STATE UNIVERSITY

IN ATTENDANCE:

David Bohan	Elaine Yager
In Dean Hoops	Mark Goryniak
Christine R. Mykema	Charles L. Reed
Helma Merier	Tom Shipka
Ward J. Miner	Stephen Flanzely
Paul E. Dalbec	John Menses (Tembres)
M. Virginia Hare	Joe Simko
Luke Paccaro	Beth Mrazek
Glyde Hanky	Peter W. von Ostwalden
Jay Allen	Arnold Moore
Marilyn Solak	P. A. Balducci
19 E. Hovey	Margaret Braden
D. Luster	Stephen Sniderman (Guest)
Thomas Sample	Greg E. Ketchum
George Schaubard	Dee L. Kuesper (Guest)
Winston Eshleman	
Morris Seewin	
E. Elisabeth Sterenberg	
Henk S. Domontog	
George J. Seelen	
Virginia Phillips	
M. McCarroll	
Paraska	
Marquante Foley	
Thad Dillon	
Edgar M. Cobett	
Paul X. Bellini	
Patrick Simon	

REPORT OF THE CURRICULUM COMMITTEE
Philip J. Hahn

Chemistry

Change of 813; (to) Thermodynamics and Kinetics; 4 to 3 q.h.

Prereq: Chemistry 741

Descr: Fundamentals of chemical thermodynamics and kinetics with applications in both ideal and real chemical systems. Three lecture hours.

Mechanical Engineering

Change of 580; (to) Basic Engineering Concepts; 3 q.h.

Prereq: Same

Descr: An introduction to the engineering career and its role as a profession. Discussion of the preparation of an engineering career, including some of the tools of analysis such as side rule, error analysis, sketching, and computers. Introduction to the various aspects of the engineering design process and problem solving.

Physics

Addition of 507; The Physics of Energy; 2 q.h.

Prereq: None

Description: A basic non-mathematical explanation of the origin, forms, uses and distribution of energy. Topics include electrical energy, mechanical energy, nuclear fission, nuclear fusion, solar energy. This course is designed for the non-science student who is not particularly interested in a broad survey of physics. Not applicable to the major in physics.

Political Science

Change of 761; United State Foreign Policy; 3 to 4 q.h.

Change of 762; Soviet Foreign Policy; 3 to 4 q.h.

Change of 741; (to) The Soviet Political System; 3 to 4 q.h.

Prereq: Same

Descr. A study of governmental and party institutions, ideology and political behavior in the Soviet Union.

Health & Physical Education

Change of 530R; Aquatics † 1 q.h.

Prereq: Same

Descr: Introduction to swimming and survival skills. Floating, drown-proofing, basic swim strokes (side, elementary back and front crawl), beginning diving and simple aquatic games. This course is designed for the student who cannot swim; it is not open to swimmers.

Health & Physical Education (Contd.)

Change of 531R; Aquatics II; 1 q.h.

Prereq: Basic diving. 15-minute survival swimming test and proficiency in swimming such as the front crawl, elementary backstroke, and sidestroke.

Descr: Intermediate swimming. Introduction to back crawl, breaststroke and butterfly. Techniques in underwater swimming, use of mask, snorkel and fins. Elementary lifesaving skills and refinement of basic springboard diving. This course is not designed for the advanced swimmer.

Deletion of 532R; Aquatics III; 1 q.h.

Addition of 634; Aquatic Programs; 2 q.h.

Prereq: 630R (or equivalent)

Descr: Organization and administration of aquatic programs with emphasis on management; design and construction of aquatic facilities.

Art

Change of 781; (to) Photography II (Color); 4 q.h.

Prereq: Same

Descr: Lecture and lab course with emphasis on color printing, color films, and exposure. (Student must provide camera and supplies).

Addition of 782; Photography III; 4 q.h.

Prereq: Art 781

Descr: Lecture and lab course for the intermediate photographer. Course offers continued development of photographic craft and vision in black and white and/or color photography. Includes: Introduction to large format films; sheet film development and printing; and multi-media visual communication. (Student must provide camera and supplies).

TRANSCRIPT OF PROCEEDINGS

SENATE MEETING, APRIL 5, 1974

4:15 p.m.

DR. BEHEN: Ladies and Gentlemen, I will not guarantee the count myself. I do not know whether the secretary will or not, but it is our belief that we have finally assembled a quorum. The Senate is now in session, and the first order of business is approval of the minutes as distributed of the previous meeting, March 8, 1974. Are there any corrections, additions, or any other emendations? Yes, please.

MR. IVES: On Page 2 It says that corrections or additions were called for at the meeting held on March 1 (inaudible) or speaking out of the (_____) explanation at the time of distribution of those minutes. I know that I did not receive mine until after March 11. Therefore, I have not had an opportunity to make any corrections.

DR. BEHEN: And do you have a correction that you would like to make?

MR. IVES: Yes sir, on page 2 paragraph 5, should be added the words, "The motion passed."

DR. BEHEN: Page 2, paragraph 5 of those. Are there other corrections, additions to the minutes?

MR. IVES: March 1.

DR. BEHEN: This was on the March 1 because there was not the sufficient interval in between--page 2, paragraph 5, Mr. Ives requests that it be stated, 'the motion passed.' Are there further corrections to either of these sets of minutes? Hearing none, they stand approved as read.

Before moving to the regular order of business, I would like to make these two announcements: Our regular parliamentarian, Dr. O'Neill, could not be present here today as he is with his debate team at a tournament in Akron, and Mrs. Dykema has kindly consented to assist us.

The second is this: The work of the secretary of the Senate has outgrown by no manner of means the capabilities of our Secretary, but both her available time and the mechanical or physical equipment for the handling of these materials, due, I suppose, to the fact that we have had rather more numerous Senate meetings than we had anticipated due to the fact that there have been an increasing number of requests for distribution of full transcripts. This has become a burdensome task. I received from Mrs. Phillips, of the Secretarial School, a letter which I have not yet made proper response to. I want to have the records show that I, and I am sure I speak for the Senate, we are most appreciative of the more than generous cooperation Mrs. Phillips has given in extending to our secretary the use of some of her staff the machines of the schools. But she says this has now reached a point where it is actually interfering with the instructional work of her school, and, certainly, that is

not proper.

I am aware that it is not up to me to try to influence our actions
re . I would simply express the hope that our administration, Dean Edgar, would
make some additional physical and other facilities available for the remainder of
the year if that can be done. And I would suggest to our Executive Committee or
other proper body that possibly the Senate should simply be budgeted into the bud-
get. After all, many of the things that--many of the activities t'at this school
carries or,, focus here in the Senate and merely as a suggestion I would say that
it seems to me not improper that some sort of budget should be set up to take care
of these needs. At any rate, I am mindful of the fact that our Secretary has been
and is overburdened, and I am also mindful of the fact that that we have imposed
perhaps through her own kindness on Mrs. Phillips and her school. We will simply
try to do the best we can.

The Executive Committee report, Dr. Richley.

DR. RICHLEY: Mr. Chairman, members of Senate. During the past week you
received an agenda for today's meeting attached to which a report of the Executive
Committee concerning two matters. The first matter relates to the establishment
of an Ad Hoc Committee on Relationships among Schools, and I am simply going to
report on our activities regarding that committee. There will be no formal action
required by Senate. The second matter relates to an Ad Hoc Committee on Handicapped
Students, and following my report on that, formal Senate approval will be requested.

Regarding the Ad Hoc on Relationships among Schools, on January 11 Senate
mandated that the Executive Committee establish an Ad Hoc Committee to clarify
relations among schools, and it also mandated that this Ad Hoc Committee report to
the Senate at or before the second regular meeting of academic 74-75. The Executive
Committee devoted more than four meetings to the development of the charge of the
Committee toward the development of the nature of the composition of the Committee
in terms of representation by schools and also toward the development of a mechanism
by which the individual representatives of the schools would be identified. After
we began our discussions, it soon became clear that many of the matters that would
be confronted by this committee would be of considerable significance to all segments
of the University. It also became quite clear that many of these matters would be
of a cross-departmental or cross-school nature and therefore be matters of consider-
able sensitivity to all of us. Finally, we agreed that this was a very much needed
committee and that its work would probably take quite some time and certainly extend
through Academic 74-75. For these reasons, the Executive Committee felt that the
committee members, first of all, should be experienced people, people who have been
here a sufficient length of time to know where the schools have been and to have
some concept of what the future plans of the individual schools are. And, of course,
we also hoped that we could identify capable and sensitive people to function on this
committee. After considering several committee structures, we agreed that the Ad Hoc
Committee should consist of one representative per school and that representative
should be elected by full service faculty and academic administrators. And, in addi-
tion, the committee ought to have one member representing the administration, and
that member should be appointed by the president.

The information that I just related to you, in essence, went out to the Deans in
a memorandum dated March 20. It requested that the Deans pull together their schools
and proceed to the determination of their school representatives, and it was our
hope that we could learn the names of these representatives by April 15; and shortly
after their identification, the committee could be charged and would probably be in
action by late April of this year. As I mentioned, there is no formal action required
on this particular matter, but I would be happy to answer any questions and I am sure
other members of the Executive Committee who are here would be happy to relate to any
questions that you might have.

DR. BROWN: Thank you. Are there questions you would like to address to Dr. Richley?

DR. SLIPKA: I have a concern about the use of the phrase, "experienced, capable, and sensitive." I suspect that we should work on the assumption that virtually all of the people on the faculty are fully capable of serving on such a committee. I'm not sure that longevity at the University is a principal requirement to serve on such a committee. A more substantive comment is this: From your remarks, I see this project mushrooming into an extremely prolonged and complex undertaking, and I have fears that some of the principal reasons for the original offering of the motion may somehow be subsumed or repressed by the work of the committee. For a period of months the OEA has been receiving inquiries from the faculty members, particularly in the School of Arts and Sciences, about the expansion of the Technical and Community College. We have wanted to be very careful not to try to single out the Technical and Community College end to approach any inquiry in terms of its expansion and growth very carefully- but I think Dr. Cohen, who offered this motion, will bear me out that one of the principal concerns that we had in our discussions leading up to this motion was that we find out whether the expansion of the technical education offerings at the University is in any way jeopardizing the humanities. This is a primary concern of the faculty these days. Now it may be that the motion was too general to point out that primary concern, and we can't rewrite the motion at this point. What I'd just like to do, Vic, is to express a concern that this thing not get so bogged down in generalizations and a prolonged investigation that we lose sight of one of the principal reasons for which the notion was offered, and that is to do a very sensitive and cautious assessment of the growth in the technical area vis-a-vis its impact on the rest of the University and particularly the Liberal Arts curriculum. Now I have no objection to a wider investigation than that, and I think it's welcome; but my concern is that we're going to get so bogged down that that which is the principal concern of a substantial portion of the faculty is somehow going to be set aside.

DR. BROWN: Are there further comments or questions that anyone would like to offer? Yes, Dean Yozwiak.

DEAN YOZWIAK: I would like to ask why the Executive Committee saw fit to have the necessity of having an election of this particular committee rather than having it being appointed by the committee and starting in business.

DR. RICHLEY: It was quite clear from the mandate put forth by Senate that the Executive Committee should see to the establishment of the Ad Hoc group. And there were some questions relative to the credits of such a committee, if, indeed, the Executive Committee took it upon itself to determine the membership. It was very simply the opinion of the majority of the Executive Committee that persons who form this Ad Hoc committee be identified by their own schools. If there were a person who might be best nominated for one of the positions and his nomination might be put forth by the members of the Executive Committee, he certainly could do so at a meeting of his own school. In other words (perhaps that didn't come out too clearly) the Executive Committee itself was concerned about getting, again, some experienced, capable people to function on this committee. And we felt that certainly all of us had the opportunity to nominate such people at our own school meetings. And we clearly wanted faculty participation in the identification of the members of the committee.

DR. COHEN: I would like simply to inquire why we have to have a point of departure for committees, for this particular committee, different from all the other committees. Is it due to the sensitivity of the area?

DR. COHEN: The motion was that the Executive Committee should establish a committee, and I think I had in mind simply that they would appoint one, but we have an Executive Committee that is supposed to make up its own mind about how to do these things. If they wanted to do that, I have no objections to it; but I want to point out that I, at least, had something somewhat different in mind from Dr. Shipka in making this motion. That is simply that the motion was, as far as I was concerned, carefully worded not to single out T & C, but to include relationships among all the schools--the relations between T & C and some of the other schools is one of the areas which many of the faculty see as a problem. There are some disagreements as whether or not it is a problem, but certainly many of the faculty do agree and believe that there is a serious problem. But very specifically, I did not intend that that should be the only area of concern of subject matter. There are other possible problem areas involving relations among other schools, and this committee as the Executive Committee has set it up can address itself to all these questions.

DR. BEHREN: Are there further questions or comments?

DR. RICHLEY: Mr. Chairman, I might also touch on that same point. Our very first consideration was to take the generality of the charge and try to give it some direction, and this was no easy task. We discussed at great length. In addition to that, I made calls to the mover of the motion to get his own specific feelings and at no time during our discussions, or in my discussion with Dr. Cohen, did we get the impression that this particular committee must address specifically to any school.

DR. BEHREN: Yes, Dr. Zovey, please.

DR. ZOVEY: I am curious at this point in history as to why there aren't any students on this committee.

DR. RICHLEY: We did discuss the possibility of including students; and, for several reasons, we decided against it. First of all, we were pretty much of a common mind that we would want some persons who had had experience with the University. And this would necessarily rule out any of the students. Secondly, if we were going to select (interrupted by ad libs). If you sit in my position and function as Chairman of the Executive Committee and get memorandums which indicate the turnover of student membership on committees, you would be amazed. There is a great deal of turnover and a great deal of disinterest in many committees. And again, experience was one of the prime factors.

Secondly, we felt that this committee would function for quite a great length of time, and by virtue of that, it might have quite a bit of rotation. Thirdly, we felt that certainly as matters come up that require open hearings, that open hearings will be held; and that if specific student input is required, it could be obtained through open hearings or through direct request for a particular group of students to meet and visit with this committee.

There is one last item. If we were going to determine committee membership on the part of students, how many do we select and what schools do we select them from? If we select one student per school, then we would have as many student representatives as faculty representatives. If we select one or two students, then we are clearly outweighing one or two other schools versus the others. We did want to maintain individual representation from each school. So we did give it some attention.

DR. BENNET: Yes, sir. Did you have further, Dr. Hovey?

DR. SHUSTER: The matter of T & C being singled out rather disturbs me because, as I recall the events leading up to this, it seemed to be more under the direction of professional versus non-professional areas. And I felt that the relationship among all of the schools that are turning out so-called professional graduates is what seemed to be at issue and what was coming into view seemed to be a question of survival because of student enrollment and so on. So I would tend to think that the committee might very well address itself to the entire question of interrelationships among all of the schools.

DR. BENNET: Dr. Hovey, did you have further comment?

DR. HOVEY: Yes, one of the reasons that I raised the question about the student representation was that in looking at the composition of this committee, it occurred to me that our problem is in trying to get some kind of coordination and integration across the University. It seems to me that it is going to be very difficult doing that starting with seven people, each of whom represents a separate constituency to whom he feels responsible. It occurred to me that possibly the students might have some of this University-wide perspective more than faculty; but as you indicate, maybe they are tied to their schools. It seems to me that any--however you cut it--that that is a real deficiency in this committee as presently composed, and that there ought to be some effort to somehow increase the membership component representing a kind of a cross-school or cross-University perspective.

MR. IVES: To add to what Dr. Richley was saying about the numbers, 7 and 7 are 14. And if you try to increase the representation you get 21, and you get an unwieldiness (inaudible).

DR. FOSTER: Can I expand on that just a little bit. We just hassled that position around a good bit. It was just as Ives pointed out, you put team representatives on by constituency again since this is an issue between schools. If it were a kind of issue that wouldn't be so sensitive to that, but each school wants its voice adequately heard. So here again you would automatically go (inaudible) and besides, but one thing that Vic did not point out that I think we talked about and assumed, and that is that this committee itself could not do all the work. Certainly, I think that that would be an absurd assumption on their part. We envision they're going to set up a group of subcommittees to look at various aspects of the problem; and this will be both laterally and vertically. In other words, within their own school and also across schools, we envision that the students and others would get involved as you begin to look at the very complexity of this thing. I think on the face of it, it looks a simple task, and it's not. There are many ramifications involving the relationship between schools, so we envision that this is almost like an executive committee to begin to lay out the work that needs to be done and take a look at it. If it's less than that, it's going to be superficial, and it's going to be a witchhunt; and that would be a disaster and not a benefit.

DR. BENNET: Are there further questions or comments? Yes, Dr. Shipka, please.

DR. IVEY: The more I listen, the more I think we're going to find out that this committee reinvents the wheel. It's probably going to duplicate the

work of the Campus Action Team.. I think there are a series of specific areas that probably should be studied directly, rather than taking this broad approach. There's a problem in terms of expansion of the technical area where there is substantial equipment expense and in the budgetary implications for staffing in other parts of the University. There is a problem in terms of competition for students and all kinds of gimmicks used. There is a problem of trying to redefine courses to take them out of other departments and put them into one's own department and shift the students over there. I think we're all aware of the kinds of problems we are facing, and I am afraid that this committee has such a broad and general charge that it is not going to be very productive. And one last comment: I think that if the students are competent enough to serve on the Executive Committee (as they do in our new Charter and Bylaws), I think they would be sufficiently competent to serve on this ad hoc committee.

DR. BENNETT: Yes, Dean Paraska.

DEAN PARASKA: I am loath to speak on the subject because the finger was pointed at the Technical and Community College, but because Tom may have implied that the T & CC was guilty of trying to set up courses that would duplicate courses in other schools. I would like to ask him whether, in fact, you were referring to T & CC doing this or other schools.

DR. SHIPKA: No. It's a complaint we have had generally and not pointing a finger at the T & CC school specifically.

DEAN PARASKA: I didn't think you were, Tom, but I just wanted to check on it.

DR. BENNETT: Yes, please.

MISS McLAUGHLIN: I would like to comment as a student that I seem, to me, to be more unfamiliar with the problem. It seems to be more professional matter than one involving students, and I really don't see what students would have to contribute to the problem or the solution of the problem.

DR. BENNETT: Thank you. Is there further comment, or additional questions? I believe not, Victor, since this was a report. Now you have a second matter you wish to go to.

DR. RICHLEY: The second matter refers to the Ad Hoc Committee on Handicapped students. The action regarding this committee, the early action, took place in the Spring Quarter when the Academic Affairs Committee requested that the Executive Committee consider structuring an Ad Hoc Committee that would concern itself with the handicapped students. The Affairs Committee articulated some problems in identifying for us several persons who are experienced and sensitive to the problems of handicapped people. We proceeded to structure a committee composed of people who had been involved with the problems of the handicapped, and they assisted us in the determination of the charge that you see on page 2: "to examine problems faced by physically or emotionally handicapped student at Youngstown State University, and to recommend two sets of solutions to these problems." The subcommittee also assisted in the determination of Committee membership. Most of the people, in fact all of the people on the committee, are persons who are either in a position that brings them very close to students, particularly handicapped students, or persons who would be directly concerned with some of the actions that would relate to matters under consideration by this committee. Mr. Chairman, I move approval of the committee, its charge and the membership as reported on page 2 of my report.

DR. BEHREN: You have motion and second following the printed distribution, approval of the establishment of the committee, of the charge of the committee, and of the membership of the committee. Is there any discussion?

DR. SLAVIN: Point of information. Have we decided on the first item, the committee charge? Is this included?

DR. RICHLEY: Yes, it's included.

DR. SLAVIN: Can't we divide the two? I would, for example, like to suggest that we specify a little more carefully the duty of this committee, this inter-college committee. I have no objection to the second one at all. Isn't it possible to divide the two?

DR. RICHLEY: I have no objection.

DR. BEHREN: All right. Would you care then to make the motion, say first respecting the charge? It seems to me that first should be the establishment of the committee before the charge, so agreeable to you, let us state it this way: the motion, then, will be a request of Senate approval of the establishment of this committee.

DR. SLAVIN: That was already done.

DR. BEHREN: That was already done.

DR. SLAVIN: That was done in January. The Senate is simply reporting how it proceeded, Mr. Chairman, how it proceeded to appoint the membership of that committee.

DR. BEHREN: I see. Now, what about the charge?

DR. SLAVIN: The determination of the charge was left nebulous. We are simply reiterating what we thought was the intent of the motion.

DR. BEHREN: Then you envision--I follow you so far--do you envision then that this would be proper to bring before the floor, approval of the charge as if has been worked out.

DR. SLAVIN: Well, I suppose the body could demand that it have that option.

DR. BEHREN: Well, inasmuch as there appears possibly to be some desire at least--would you be--would it be agreeable to you, then, that we have a motion here for approval of the charge as stated. Then if Dr. Slavin or someone wished to offer an amendment, it could be so done. The motion then will be in the form of the approval of the charge as stated. Do I hear a second to that motion? Moved and seconded. Dr. Slavin, I do not know if you care to offer an amendment to this or what?

DR. SLAVIN: I don't have an amendment.

DR. BEHREN: Dr. Cohen, then, please.

COHEN: It seems that the motion is contrary to our constitution because our constitution gives to the Executive Committee of the Senate the power to appoint committees to name members to them and the Executive Committee, therefore, has the power to do this. This is one of its chief purposes--to name committees, to assign charges to them, and to appoint members to them.

DR. BRINN: I will point out, however . . .

DR. COHEN: Do we set the precedent in asking this body to approve this action in this respect?

DR. BRINN: At the initial meetings, usually, of each Senate. However, when a long list of Committees is brought in, it has been customary for the Executive Committee to ask the Senate's approval of that report which contains membership. Now I am not prepared on the point here, but I believe that this has been raised in the past and that the recommendations of the Executive Committees respecting all standing committees customarily have been brought before the Senate, and Senate approval has been requested on it. Am I correct on that? (end of tape, several sentences missing).

DR. SLAVIN: Has the Senate, this body, approved membership on the Ad Hoc committee?

DR. BRINN: Well now, as I understand it, let me point out this . . .

DR. SLAVIN: I don't know the answer.

DR. BRINN: I don't either. Let me point out this, instead, and see if I can prevent us from getting too deeply entangled. It was Dr. Richley who offered a motion for approval of the charge and the membership, and I was endeavoring simply to state the motion as he desired. Then it appeared that there might be desire for amendment, and Dr. Foster pointed out that one part of the proposed motion had already been taken care of, so I thought that might be dismissed--so this is at the request of the Executive Committee. I would assume that, regardless of whatever power the Executive Committee has to act without Senate approval, it is free to come before the Senate and ask approval if it so desires. Now that would be my interpretation. Yes? Dr. Richley.

DR. RICHLEY: Mr. Chairman, the point that Dr. Cohen brings up disturbed me early in my tenure as Chairman of the Executive Committee, and at that time, I searched the Constitution and I found indeed statements that might be interpreted to be conflicting. However, on page 3 under Executive Committee of the Senate section D, "the Executive Committee shall report and submit for approval its recommendations, committee appointments, and other actions to the Senate at regular meetings of the Senate." Because of this statement, and because of the ambiguity in another statement, it was my personal decision to request Senate approval.

DR. BRINN: The Chairman would interpret that he has pretty good strong backing here. Would that be satisfactory, Dr. Cohen? In view of this, before we press on to other matters, unless there is serious objection (and if there is, I certainly welcome hearing it), we will proceed then with a divided motion. Dr. Richley's present motion being to ask Senate approval of the Committee charge as here stated, and that motion has been seconded. Is there discussion of that motion to approve the charge as stated? Yes, Dr. Shinka.

DR. SHIPKA: Is this the charge of the Ad Hoc Committee?

DR. BEMEN: The charge here, as I understand it, in the center of page 2

. . .

MEMBER: The Ad Hoc Committee for the Handicapped?

DR. BEMEN: Yes, that's right. That's right. This committee charge here.

MEMBER: How is the committee charged for the Ad Hoc Committee on relationships between the schools?

DR. BEMEN: That is over the dam so far as this meeting is concerned. That was simply a report. We are now on the second part.

MEMBER: Could I ask a question of information then?

DR. BEMEN: I'll do my best.

MEMBER: The Committee charge as defined on the top of page 2, for the Ad Hoc Committee, is that a verbatim statement of Dr. Cohen's original motion?

DR. BEMEN: I do not know.

DR. RICHLEY: It is **not**. Dr. Cohen's original--Mr. Chairman, is the discussion on the floor relative to the present item?

DR. BEMEN: I understood the discussion on the floor to be relative to the Ad Hoc Committee. I did not mean to bypass anyone; but when I last asked, "is there further discussion or questions on the Ad Hoc Committee respecting relationships of the schools," I had no response, and then turned to Dr. Richley and said, "I believe you have a second matter to present," and he is now presenting that on the handicapped students, and that is the business on the floor. Did I bypass you in some way?

MEMBER: No, we were referring to two different committees, and I think some of the Senators were confused as to which one you had in mind.

DR. BEMEN: I see. Let me clarify, then, Dr. Richley's motion, which has been seconded, requesting Senate approval of the committee charge, refers to the committee charge on the Ad Hoc Committee on Handicapped Students. It is found approximately 2/3's of the way down on page 2. That is the one. Yes, please.

DR. SLAVIN: May I ask why, if the committee charge for the second Committee, of Handicapped Students, is brought to the Senate for approval, why isn't the charge for the first committee brought to the Senate for approval in the same way? Why is it treated differently?

DR. BEMEN: Very good question. I'll turn it over to Dr. Richley.

DR. RICHLEY: Are you sure you don't want to answer that?

DR. BEMEN: No, I don't know why they did. I'm sure he does.

DR. RICHLEY: It was the interpretation of the Executive Committee that the Senate motion of January 11 mandated the Executive Committee to establish that committee. We proceeded to do so. The committee under consideration right now, the Ad Hoc committee on Handicapped Students, the early activity on this committee came to us from the Academic Affairs Committee. The Senate had no knowledge of that early activity. The Senate had no knowledge of the discussion of the charge of the committee or the membership of anything else relevant to the committee. It was my feeling, therefore, that we ought to seek Senate approval for it. The first committee we discussed was very clearly mandated by virtue of the January 11 motion.

MEMBER: Then you say that mandating the existence of a committee is commensurate with mandating the charge of that committee. Is that correct?

DR. RICHLEY: We interpreted it that way, so . . .

DR. BEHEN: Yes, Dr. Baldino.

DR. BALDINO: Am I to understand then that the charge is a discrepant matter with respect to the Executive Committee, and that all you would have to do is present it? Even if it's contrary, then I'll take the () along with it?

DR. RICHLEY: I don't--to which committee are you referring now?

DR. BALDINO: I'm referring to the (inaudible). The () is that Dr. Cohen's notion is now what the charge implied. I should say that it is not the same as the charge.

DR. RICHLEY: It is not a verbatim representation of the notion of Senate.

I You wish to argue, then, that the charge is not subject to vote?

DR. BEHEN: Let the Chairman intervene at the moment. I will be glad to be guided by your sentiments. I have the feeling that discussion of the first portion is now out of order, that we have passed to the second part, the Ad Hoc Committee on Handicapped Students, and that only discussion of that portion of Dr. Richley's report is now before the house. Is that the sentiment of the . . .

DR. SLAVIN: I would like to make a challenge to the ruling of the chair.

DR. BEHEN: All right.

DR. SLAVIN: Because, doctor, this is precisely what's under discussion and that is the charge.

DR. BEHEN: The charge of the previous committee.

DR. SLAVIN: That's right. As well as the composition of that committee.

DR. BEHEN: Yes.

MEMBER: It is my understanding that the intent of Dr. Slavin's remark on the motion which was made and seconded, was to divide the question, and that question is now before the Senate and the division of the question concerns the report on the first Ad Hoc Committee and not the second Ad Hoc Committee.

DR. BEHREN: Yes, our parliamentarian.

MRS. DYKEMA: The Executive Chairman announced at the beginning that there was a report on the Ad Hoc Committee to consider the association between schools, and there is to be a motion on another act. The report was made. The Chairman asked if there was any further discussion of it; and then when there wasn't any, he turned and asked for the second item on the agenda, and the Chairman of the Executive Committee made a motion that the Ad Hoc Committee on Handicapped Students and its charge and its committee membership be voted on by the Senate. One was simply a report and announcement; and the other is a motion.

MEMBER: Mr. Chairman, can't we avoid these technicalities? It seems to me that there are a number of people here who are questioning the committee charge. If, if technically, we're out of order, I suggest that the chair permit a discussion of this until this can be modified or amended or voted down and then we are willing to entertain the other motion, which is the handicapped . . .

MRS. DYKEMA: There is only one motion before the house now, and that is to accept the committee charge for the Ad Hoc Committee on Handicapped Students, and everything else is out of order.

DR. BEHREN: Dr. Shiska.

DR. SHISKA: I would like to call the question on the motion to approve the Ad Hoc Committee on Handicapped Students.

DR. BEHREN: All right. There is a call for the question here. Is there objection to this?

MEMBER: Are we voting on just the charge of the establishment of the . . .

DR. BEHREN: The motion before the Senate at the present time, is: Do you approve the committee charge for the Ad Hoc Committee on Handicapped Students, as stated approximately in the middle of page 2? Motion made and seconded. Are you ready for the vote on that? All in favor, let it be known by saying Aye. To the contrary, Nay. The motion is carried.

Now then, since I share very much the desire that technicalities or other matters not in any way preclude meaningful discussion of what the Senate wants to talk about, since the Chairman of the Executive Committee is still in the process of presenting his report, and since the Senate is certainly eligible to discuss it at as great length as it may desire (the report as a whole) may I suggest that we have a motion respecting the committee membership of the Ad Hoc Committee on Handicapped Students; and when that is disposed of, we will still consider the whole report as before us as before the house, and you can take up any matter that you would like. Would that be agreeable? Would that get around it? Yes.

DR. CURPAN: I move that the Senate accept, approve, the Committee as outlined in this part of the Executive Committee report.

DR. BEHREN: And you are referring now to the--all right. It has been moved that membership in the Ad Hoc committee on Handicapped Students be accepted as printed here at the bottom of page 2. Do I hear a second?

DR. SHUSTER: Second.

DR. BEHREN: And that motion is seconded. Is there discussion on this? Yes, Mr. Ives.

DR. IVES: The section of the Constitution which Professor Richley read regarding responsibilities of the Executive Committee in announcing to the Senate its committee appointments and so forth, did not, as I recall, make any distinction, such as that that was asked about, between regular committees and ad hoc committees.

DR. BEHREN: I think that is correct.

DR. IVES: However, the regular, standard committees are (by either understanding or special provision) approved each year. What are the implications for appointment of and faculty approval of the membership of an ad hoc committee? How are substitute members appointed? What is the procedure? Are we setting a precedent by doing this?

DR. BEHREN: If you are asking me for expression of opinion, I would simply reiterate what I said a while ago that whether or not there is obligation on the part of the Executive Committee to bring this before the Senate, it is certainly the privilege of the Executive Committee to bring any action which it proposes taking before the Senate and ask the Senate's approval if it feels it would like to have guidance in the matter and that is apparently what the Executive Committee did at this time. That would be the way I would interpret it. Are you ready for a vote on this question?

Now the motion is simply approval of Committee membership of the Ad Hoc Committee on Handicapped Students, as printed on page 2. All in favor, let it be made known by saying Aye. To the contrary, nay? The motion is carried.

Now before the House is still the report of the Executive Committee. Dr. Shinka.

DR. SHIPKA: Mr. Chairman, if it's in order, I would like to offer an expansion of the committee charge for the ad hoc committee studying the relationships of the schools if that would be in order.

DR. BEHREN: So far as I know, it is. That is, it would seem to me that it would require motion of instruction to the Committee since the Committee did not ask for approval of it, but I see no reason that a motion could not be made to instruct a committee to this effect.

DR. SHIPKA: Then, let me offer a motion that the Senate instruct the Executive Committee of the Senate to expand the charge of the committee to read to include this item: to analyze possible academic implications connected with the enrollment declines and the expansion of technical education.

DR. BEHREN: And, may we have a copy? Thank you.

DR. SHIPKA: May I . . .

DR. BEHREN: Wait a minute. Let's see if we have a second to your motion, Dr. Hansen.

DR. SHIPKA: If I may, I would like to say that I am perfectly in accord with the expansion of the Technical and Community College. I feel that it fills a very special need, but there is a lot of concern within the faculty relative to the expansion of programs there. We have had a lot of unanswered questions, for instance, in terms of equipment cost; but I would like to state publicly that I am very much supportive of the T & CC and its programs; but I think it needs to be studied in order to allay the fears of a lot of faculty members.

DR. BENNETT: We now have before the house a motion to expand and we will have the precise language here, the charge. Is there further discussion? Dr. Cohen.

DR. COHEN: I wonder if this is more properly taken up under new business, especially since we have some pressing items to come up on the agenda today.

DR. BENNETT: I would think, Dr. Cohen, that inasmuch as the report is here before as at this time, it is certainly not improper to, for the Senate to offer an instruction, but again, that is just an interpretation. That is, . . . Is there? May I have the secretary's . . .

You can't read it. It's in shorthand.

DR. BENNETT: I'll ask the secretary to read a verbatim statement of Dr. Shipka's motion. Then it will be open for further discussion.

SECRETARY: He asked that it be expanded simply following on the word "schools", not as in part D, "to analyze possible academic implications connected with enrollment declines, and the expansion of technical education."

DR. BENNETT: That is the motion, then, to expand the charge in that fashion. Is there discussion? Mrs. Miner.

DR. COHEN: I am simply raising a question. If I understand this whole problem of the constitution as it has been recommended now, it would seem to me that since the Executive Committee has brought this first part as a report, that we are setting a precedent. If we do add to the charge for this committee that the Executive Committee has brought to us. I haven't the slightest objection to the particular wording that Dr. Shipka has offered, but wouldn't we be safer simply to have instructed the Executive Committee by the conversation we had in this meeting, rather than setting a precedent? That seems to me, if I understand it, perhaps dangerous.

DR. BENNETT: Is there further comment or discussion? Yes, Mrs. Dykema.

MRS. DYKEMA: In the minutes for January 11, it says that Dr. Cohen moved that the Senate Executive Committee establish an Ad Hoc committee whose purpose shall be to clarify relations among the several schools, and when the committee should report. Certainly the charge as listed in the report does say that.

DR. COHEN: That was under new business, wasn't it?

DR. BENNETT: Is there further--Dr. Baldino.

DR. BALDINO: I would still like to have an interpretation of the chair whether reports from the Executive Committee are subject to a vote of the Senate.

DR. BEHREN: Well, that I think I can answer because we have had many reports to take out. Any committee reports that have come before the Senate are what might be called informational and require no action except, I suppose, that the Senate could if it wished in some way to refuse, but frequently the chairmen of committees report and no action is called for in any form. Sometimes, a committee, frequently, a committee reports some proposal or action in the form of a motion, and then it is open to the action. Now in this particular case, Dr. Shipka, following the suggestion which seemed to me to be a possible way out of it, has taken the opportunity to propose an instruction to the committee. And this, I think, there is good precedent for, though it may not be good precedent respecting a charge. But I have been chairman of a committee myself, after the committee had been working for some time on a proposition, it was then instructed respecting some matter when the Senate had had opportunity to see the way in which the committee was going, or the way in which the committee was not going. So I think that this motion is perfectly in order to give an instruction to the committee and that was what I suggested might be an approach for Dr. Shipka. See, I have a number of questions here, yes, please.

DR. DALDINO: Is it Dr. Dicheley's intent after the committee has the committee appointments for this, the Executive Committee has the committee appointments for this special Ad Hoc committee, to bring this matter back before the Senate for approval at that time? Is this simply a progress report, sir?

DR. DICHELEY: The first part of my report today was simply informative. I did not request Senate approval of my report. I'm simply providing information to Senate.

DR. BEHREN: That's right.

DR. ICHLEY: And hoped it would be recorded and so included in the minutes. If we are directed by virtue of the motion approved by this body to change the set, to change the charge to read specifically in specific accordance with the amendment, then we must do so. And I would so report it.

DR. . . . I would think we have probably discussed this issue too much. I would make one final point, and that is that all Senate committees are creatures of the Senate, including the Executive Committee, and I think the original motion was to instruct the Senate Executive Committee to form a committee. Now that the Senate Executive Committee has taken the steps to do that, I think the feeling, at least in my mind, is that I would like an expansion of the charge. So we are simply instructing the Executive Committee of the Senate to expand the charge. I don't think this undercuts the Senate Executive Committee at all.

MRS. DYKEMA: I should like to ask then whether the deadline of April 15 for the membership of the Committee should be approved by the Senate, whether the constitution of this Committee should be approved by the Senate, whether all of the details that we announced in the report in the Ad Hoc Committee should be taken up and approved by Senate, in order to have this committee function.

DR. BEHREN: Are you asking me for . . .

MRS. DYKEMA: I'm asking the Senate.

DR. BENNET: All right, asking the Senate. You have a question. Yes, please.

MEMBER: It seems to me that Dr. Baldino's question here and the Parliamentarians's question seem to be asking whether the Executive Committee is a committee or a commission. It is a committee.

DR. BENNET: Once again, at the risk of burdening you, my own interpretation would be this, that the committee is proceeding, and I am in fact largely repeating what Dr. Shipla said, and in turn is somewhat following my lead or suggestion. The committee is proceeding in accordance with its original instruction by the Senate, and it has reached a certain point and now there is at least a proposal to give them further instruction. And this I know has happened in the past because, as I say I have been a member of a committee: in fact, I have been chairman of the committee, when at a point after some deliberations and some progress reports, we have received further instruction from the Senate respecting what we should do. That seems to me to be in order, but I would not speak with any finality. Dr. Shipla.

MEMBER: I would like to move the previous question.

DR. BENNET: All right, move the previous question. That, I believe, is a motion to close debate. Is that correct? And that requires a hand count vote. Dr. Hahn, you seem to be handy over there (meaning he can get out of the aisle easily to count), and Mrs. Dykema, if you would count over--this is a motion to close debate on Dr. Shipla's motion. All in favor, let it be known by raising your hand. All opposed, by the same sign. The motion is carried substantially, and now without further debate, would you like to raise the question? No, all right. Without further debate, then, all, I will ask the secretary to read the extension. This is a motion to extend the committee charge by the addition following the present terminal word "schools" as follows: . . .

SECRETARY: To analyze possible academic implications connected with enrollment declines and the expansion of technical education.

DR. BENNET: All in favor of the motion, let it be known by saying Aye. All to the contrary?

DR. RICHLEY: Did we have discussion following this motion?

DR. BENNET: The discussion is now closed on the motion. Restating, please, all in favor of the motion, let it be known by saying Aye. All to the contrary, by Nay. The chair rules the Ayes have it. Are you satisfied?

MEMBER: Let's have a division of the house.

DR. BENNET: All right.

MEMBER: That's all right; I am being facetious.

DR. BENNET: Just a second, I haven't had opportunity to thank you. Furthermore, are there any additional questions or points respecting the report. Thank you, Dr. Richley. The next matter on the agenda is a report from the Curriculum Committee by Professor Hahn.

DR. HARRIS: Mr. Chairman, at four o'clock Colonel Longacre asked that the ROTC matter be brought first because he had to go home and then be somewhere by six o'clock. Now, I'm afraid he might be late tonight. But we do have twenty minutes.

DR. BISHOP: Please go ahead, sir.

DR. HARRIS: To take care of everything in twenty minutes is unlikely. You received the ROTC report. In the fall of 1973, last year, at a meeting of the Curriculum Committee, it was decided by a 7 to 1 vote to turn down the curriculum committees' suggestion or recommendation to disallow substitution of ROTC courses or general requirements. The pivotal and main reason why this was done was an academic reason that came about because Colonel Longacre suggested and took the initiative to go to the various departments to see what the relation and interdisciplinary substance was of ROTC courses in relation to general requirements. There were other reasons that were associated with this, such as the tenuous status of ROTC on campus. It's a fact that Colonel Longacre is a new man on campus, and other factors are included, too. But I say the pivotal reason is an academic one, and that is that Colonel Longacre went out and talked to these people to see, for instance, in Social Science whether there was Social Science material in the ROTC course, whether there was science in the ROTC course, and he found this to be the case. And the people that he talked to agreed with him on this. We got the--the motion that was made in the fall said that we didn't agree that it should be left just the way it is, but we did vote it down 7 to 1 because he was going out to do this; and when he came back, we decided to bring it to the Senate and resolve it. Mr. Chairman, I move the substitution of modifications for ROTC students as listed on pages 33, 34, and 35 of the report to be substituted for the present modifications listed on pages 46 and 47 of the 1973-74 catalogue.

DR. BISHOP: There is a motion and a second. The motion is to replace present statements respecting substitution of ROTC courses for certain other courses as stated in the catalogue by a new statement found on pages indicated in the distributed report of the Committee. This has been moved and seconded and is now open for discussion.

DR. HARRIS: (inaudible) for an investigation of the modifications for people taking ROTC courses, and since I find for at least three years I kept pressing the idea and kept asking the various chairmen of the Curriculum Committee what progress has been made. I think when Phil Hahn himself reported on an initial matter on this, I had then said that I was very much opposed to the modifications, and I didn't feel that they should be granted. Since that time, Colonel Longacre has come over and discussed the matter. I want to say that I was wrong, that I feel that the modifications should be granted, and that I am in favor of the motion as proposed.

DR. BISHOP: Thank you. Is there further comment or questions to our chairman here? Do I hear a call for the question on the motion, then? Did you wish to speak, Dr. Cohen, or were you . . .

DR. COHEN: Dr. Harris asked me to ask, I think this is relevant at this point, for an explanation of the substitution of map reading and land navigation for science. I think he feels--and I talked with him, and I must say that I agree

with him to some extent, that this might be more appropriately allowed as the substitution of the mathematics part of the science requirement since the two are very involved with applied mathematics and I don't want to look down on map reading and land navigation as being exceedingly complicated, but I think it might be more appropriate as applicable to the mathematics part of the math/science requirement, rather than simply for the science requirement. I ask this as a point of information from Colonel Longacre.

DR. BISHOP: And Colonel, if you will please.

COLONEL LONGACRE: Sir, we took the course to Mr. Harris, Geology Department, and we stated our course outline to him. It is somewhat similar to a course offered in his department. It is not a math course as such, and it is to analyze the terrain and apply math in locating yourself (I guess you have to understand the contours) and so on, but (inaudible). There is a course much more detailed in the geology department, there is a course much more detailed in engineering, but they do not parallel. Does that answer your question?

DR. BISHOP: Dr. Harris felt that this is rather analogous to the type of course in the geology department.

COLONEL LONGACRE: Yes sir, in fact we even considered team teaching because the union relationship and so on. In other universities, this does happen.

DR. BISHOP: Thank you, Colonel. Is there further discussion on this point? Are you ready for the question? All right, the question is on the motion to . . . Dr. Hahn?

DR. HAHN: The modifications as listed here, to substitute for those in the catalogue.

DR. BISHOP: That is correct. All in favor, let it be known by saying 'ye. To the contrary by 'nay'. The motion is carried. Will you proceed then, Dr. Hahn, with your report?

DR. HAHN: I think we will take the Bachelor of Fine Arts next. You received the material on that and you know that there has been a school established. This is a proposal, a routine proposal to establish the degree. As far as the requirement to the degree at the present time, the general requirements are those that are existing now; however, it is anticipated that the faculty of the school will establish requirements above those of the general requirements, and that is the prerogative of the members of the school, and that is probably to be done at a later time. Mr. Chairman, with no further ado, I move the acceptance of a Bachelor of Fine Arts degree.

DR. BISHOP: As stated where? If you will.

DR. HAHN: How do you mean?

DR. BISHOP: Where do you have it in your report so I can identify it?

DR. HAHN: Yes, oh yes, on page 3.

DR. BENNETT: The motion is to adopt a Bachelor of Fine Arts degree as stated on page 3 of the Curriculum Committee report. Do I hear a second to that motion? Seconded by Dr. Cohen. Is there discussion on this? Mr. Ives.

MR. IVES: I would like to mention to the professor if he would like to consider a change to Bachelor of Science of Fine Arts?

DR. BENNETT: Thank you for the contribution. Is there further discussion or question on the motion? Yes, Dr. Miner.

DR. MINER: Does the motion, by implication, say that which particular department will be under the--will offer the Bachelor of Fine Arts?

DR. HAIN: It will be music, speech, drama, and art.

DR. NABAREZNY: Now there are--I would like to correct that. Now there are specific areas, specific studio areas for fine arts and the performing arts.

DR. BENNETT: John, would you stand and expand a little for us, please?

DR. NABAREZNY: Only those areas that are involved with the studio arts will be permitted to work for the degree. In drama, it has to do with the performing arts. Music hasn't made any changes yet. Whether they will or not, we don't know, but they feel it isn't necessary.

DR. HAIN: Won't the music school be in that?

DR. NABAREZNY: The music school will be part of the School of Fine and Performing Arts, but it really isn't necessary that they adopt a BFA degree. They can elect to do so.

DR. BENNETT: Vice President Edgar, if you will, please.

DR. EDGAR: My impression is that the music department does not intend to use this degree.

DR. BENNETT: I see; did you wish to continue, I just wanted to get Dr. Nabarezny. Are there any questions?

DR. NABAREZNY: No.

DR. BENNETT: Does that take care of--all right, thank you. Is there further discussion or question? All right. Call for the question. The motion before the house is to approve the recommendation, vote to adopt a Bachelor of Fine Arts degree. Duly made and seconded. All in favor, let it be known by saying Aye. To the contrary, Nay. The motion is carried.

DR. HAIN: Here we have the last matter or, courses, presumably the representatives from the departments are here. I will name them, and please indicate your presence: Chemistry, Mechanical Engineering, Physics, Political Science, Health and Physical Education, and Art. Mr. Chairman, I move adoption of the courses listed on page 3 and 4 of the Report dated April 2, 1974.

DR. BENNETT: Second to the motion. Seconded. Is there question or discussion or further discussion of this motion? Ready for the question. All in favor of the motion to approve the curriculum changes as noted on pages 3 and 4 of the report here, indicate by saying Aye. To the contrary, Nay. The motion is carried.

DR. HAIN: That is all.

MR. BERRY: Thank you, Dr. Hain. Are there other committees? This is the magic hour when I call attention to the fact that we have 10 minutes left. Is there anyone wishing to move extension of the time? Yes, Dr. Curran.

MR. CURRAN: I would ask the forbearance of the Senators in either extending time or allowing me to present a motion which I think is of some importance. As the secretary knows, I have waited for four Senate meetings, and I was beginning to think Howard was not up to--you know, he is perfectly right, we never get around to either old or new business.

DR. BROWN: I am quite sympathetic. Perhaps I can help in this way. Are there other committees to report at this time? If not, then perhaps . . . We are open for unfinished business. Is that the place for your presentation? All right. Is there any unfinished business? Yes.

MR. IVES: I have a question. What is the status of the motion that I believe has been tabled to the Academic Affairs Committee twice, involving admission or transferring for credit courses with B grades from other institutions? Is it still in committee?

MRS. FOLEY: It is still in committee.

MR. IVES: Will it be resolved to be affected by the forthcoming catalogue?

DR. BROWN: Will somebody please reply?

MRS. FOLEY: Yes, as chairman of that committee, we hope to resolve it next week.

DR. BROWN: Is there other old business, unfinished business, to come before the Senate? Mr. Baldino? Excuse me, we're still on old business.

DR. BALDINO: I think it **IS** appropriate in order that we of the body make some sort of a statement relative to the Central State University campus disaster.

DR. BROWN: That would seem to be under new business, if I may.

DR. BALDINO: I would not like this body to adjourn without some sort of address.

DR. BROWN: Is there further unfinished business? Hearing none, new business. If you will, please.

MR. CURRAN: Frankly, I consider this old business because on the second of November, this body unanimously commended the President of the University for some statements that he made regarding action that might be taken in order to turn the tide on the dropping of student enrollments. My motion today is a simple one: the Senate requests that President Coffelt advise the Senate at its 3, May, 1974 meeting regarding action taken or planned in response to items 1 through 6 in the Senate Resolution of 2, November, 1973, page 3 of the Senate minutes dated 2, November, 1973. I reiterate my . . .

DR. BEHEM: May I see if we have a second to the motion, and if we may have your motion? Second to the motion? Seconded by Dr. Dovey. Yes, second. Yes, please go ahead.

DR. CURRAN: I reiterate my feeling that there is no business that is much more important for this University at this moment than doing something about the subject matter of that previous resolution; because, very shortly, we are going to be negotiating with each other on opposite sides of the table--and we have already had a retrenchment program unauthorized by or unilateral retrenchment program of 24 full-time slots. Now, I think it about time we heard what the administration from its lead is proposing to do.

DR. BIRN: This is a motion to request information from the president of the university to advise the Senate at its 3, May, 1974, meeting regarding action taken or planned in response to a request respecting--the pages are given here, but more specifically, that was what is being done in order to encourage enrollment in the school, isn't that right?

DR. CURRAN: This is the original resolution, yes.

DR. BEHEM: And it is a rather extensive one, and possibly I will not read the whole thing, but regarding response to the problem of decline in enrollments and then some suggestions as to possible methods. Who is the chairman of the committee on which you are serving, Dr. Beeler? Who? Steve Grcevich. And is Steve here today, I don't believe he is; I thought perhaps, perhaps Dr. Beeler might say a word here.

DR. BEHEM: An Ad Hoc committee was appointed and has been working for about 2 1/2 months. We hope to have a report on the resolution in about a month and a half.

DR. BEHEM: Dean Edgar.

DEAN EDGAR: I don't want to prolong this meeting any longer. I'll talk privately with you, Ranger, about that 24 full-time position retrenchment you talked about.

DR. BEHEM: Actually we have lots of . . .

DEAN EDGAR: It was announced by the dean of your school . . .

DR. BEHEM: Actually we have lots of time. There are 4 minutes left, so . . .

DEAN PARASKA: We do not have a quorum, Mr. Chairman.

DR. BEHEM: The question of a quorum has been raised. Shall we ask the secretary to make a count to see if we have a quorum? All right. There is no request for a count for quorum. Would you like to make a request for a count for quorum? Or would you like me to put the question here?

DEAN PARASKA: I don't believe we have a quorum. I think people are agreeing with me.

MEMBER: Nobody asked for a quorum.

DR. BENNET: Would you be content not to ask for a quorum until we could put the question--or would you like . . .

FRANK PAPANASHA: If you're going to vote, I would like for you to take a quorum.

DR. BENNET: You would like? All right, I will ask the Secretary. This is perfectly in order. I will ask the Secretary to check to see if we have a quorum present.

All I can tell you is that I have been watching them go out. I started a countdown at 60 and we are at 42. We need 60 for a quorum. That's when I started to countdown the exits. I'll count. Everybody in the first 6 rows. 55.

DR. BENNET: There being no quorum, this meeting is adjourned.

(Meeting adjourned at 5:20 p.m.)

ASSOCIATE DEGREE PROGRAM IN DRAFTING AND DESIGN TECHNOLOGY

This information is a condensation of a proposal prepared for the Ohio Board of Regents by the Engineering Technology Department of Youngstown State University.

1. THE PROPOSAL

It is proposed that an associate program leading to the degree Associate in Applied Science be established in

DRAFTING AND DESIGN TECHNOLOGY

Similar such programs are offered by Akron, Cincinnati, Bowling Green, Toledo and 11 other state supported **schools**.

2. THE PROPOSED CURRICULUM

The proposed program meets university requirements and the Ohio Board of Regents standards for associate programs. Guidelines provided by the Engineers Council for Professional Development were also considered. **The** program has the objective of preparing design draftsmen who can participate in the design process and who can prepare and interpret finished design drawings with proficiency. Only 6 new courses (21 **q.h.**) are required to be approved.

3. PROGRAM ADMINISTRATION

The proposed program will be administered by the Engineering Technology Department of the **T&CC** which is responsible for technical education programs in engineering related areas. This same administrative structure is employed in other **schools** offering this program.

4. PROGRAM JUSTIFICATION

Justification is based on the need to respond to 1) the **high** level of student interest as expressed by counselors in a **high** school survey 2) the **high** level of interest expressed by industry through an Advisory Committee and 3) the **high** level of interest as expressed by area employment agencies. The only similar such college programs in a radius of 60 miles are in Akron and Cleveland.

5. PROSPECTIVE ENROLLMENT

A survey of 30 local high schools, **14** responding, reported a potential of 45 students for the Fall Quarter. It is anticipated that the program will draw 25 students per Fall **Quarter** once it has been made known.

6. REQUIRED RESOURCES

Ample physical plant is either currently available or planned. No new faculty or resources will be required to initiate the program. Only 6 new courses need be approved.

ASSOCIATE DEGREE PROGRAMDRAFTING AND DESIGN TECHNOLOGY

Art 602 Drawing Techniques	3
Speech 652 Business and Professional Speech	3
English 550 Basic Comp. I	4
Science Elective	4
Social Studies Electives	9
Math 502 Algebra II	5
Math 503 Trigonometry	5
Health & Physical Education 590 Health Education	3
Mechanical Engineering 501 Drawing Fundamentals	3
Mechanical Engineering 502 Descriptive Geometry	3
Mechanical Engr. Technology 550 Advanced Drawing	4
Mechanical Engr. Technology 515 Mechanics I	4
Mechanical Engr. Technology 630 Manuf. Procedures	4
Mechanical Engr. Technology 620 Tool Design	3
Civil Engr. Technology 604 Prop/Stgth of Matls.	4
Civil Engr. Technology 607 Solid Mechanics	4
Civil Engr. Technology 617 Const. Methods & Matls.	4
Civil Engr. Technology 612 Structural Design & Drafting	4
Engineering Technology 505 Elements of Engr. Technology	4
*Drafting & Design 602 Civil & Architectural Drafting	3
*Drafting & Design 603 Systems Drafting	3
* Drafting & Design 608 Machine Elements	4
*Drafting & Design 611 Spec. & Estimating	4
"Drafting & Design 613 Building Systems Drafting	3
*Engineering Technology 615 Design Project	4

 TOTAL 98 Q. H.

*Newly structured courses (See page 9 for description)

DD 602 Civil and Architectural Drafting

Practice in drafting associated with overall environmental designs such as land surveys, highways and plot plans. Architectural symbols, foundations and floor, wall and roof systems. Six hours of combined lecture and laboratory per week.

Prereq: ME 501 **3 q.h.**

DD 603 Systems Drafting

A study of the basic principles and **drafting** techniques used to represent electrical, hydraulic and pneumatic systems. Symbolic representation of circuit components is stressed. Six hours of combined lecture and laboratory per week.

Prereq: ME 501 **3 q.h.**

DD 608 Machine Elements

Design and drafting of machine elements common to mechanical equipment. Drafting and the use of handbooks and catalogs will be stressed. Three hours lecture and three **hours** laboratory per week.

Prereq: CET 607 4q.h.

DD 611 Specifications and Estimating

A course involving the fundamentals of specifications writing, cost estimating and material requirements estimating.

Prereq: CET 617, MET 630, **or** Consent of Instructor. **4 q.h.**

DD 613 Building Systems Drafting

Practice in layout and drafting of structural, electrical and mechanical systems of buildings. Attention is also given to the control and interrelationship of these systems. **1½** hours lecture, 43 hours laboratory.

Prereq: DD 603 **3 q.h.**

ET 615 Design Project

Student will undertake a project designed to utilize principle methods studied in previous courses. The subject of the project **will** be jointly determined by the student and instructor and **formally** developed by the student. The course is normally taken during the final stages of the student's program.

Prereq: Consent of instructor. 4q.h.

RESOLVED:

1. That this body believes itself to be the University Senate, possessing the Senate's normal authority and responsibilities.

2. Being assured by the President that he so regards this body, we respectfully request him to ascertain from the Board of Trustees, at first opportunity, **if** the Board concurs in this view.

3. Unless, and until, negative response to this question is received from the Board, this body and its committees will continue to function as though no constitutional question had arisen, acting on the assumption that our actions enjoy the full legitimacy of Senate actions. But we recognize, and accept, that: should the Board of Trustees determine that this body is not a true University Senate, the deliberations of this body **from** the time of this **RESOLUTION** are without official recognition, and that any actions taken by the body during this period are without standing.

4. This body and its committees will retain office until the new Charter is approved and can be implemented, or until the Senate elections are held in April, 1975 under the present Constitution.

5. **It** is understood: that **if** this **RESOLUTION** is defeated, the body is free to dissolve itself or to proceed in such other manner as **it** deems proper.



F. J. ...

YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN, OHIO 44503

April 5, 1974

7

Memorandum to: Faculty and Administrative Officers

Dear Colleagues:

The new Academic Senate Charter, if approved, will necessitate some changes in the structure of administration committees. In anticipation of the approval of the new Charter, I have appointed an ad hoc Advisory Committee to prepare recommendations on how work formerly done by type B and C Committees of the University Senate should be carried out in the future. The primary task of the Advisory Committee is to assess the need to continue (or consolidate) existing committees and possibly to create new ones. However, it will also recommend how such committees should be structured, what procedures should be developed for referring matters to appropriate committees, and how committee recommendations should be channeled and utilized.

Members of the Advisory Committee are:

- | | |
|-------------------|---------------------------|
| David Behen | Joe Simko (student) |
| Christine Dykema | Edward Sturgeon (student) |
| Karl Krill | Frank Tarantine |
| George Letchworth | John Wales |
| Arnold Moore | Luke Zaccaro |
| Nick Paraska | Jack Foster, Chairman |
| James Scriven | |

In its deliberations, the Advisory Committee will provide opportunities for other members of the University community to present their ideas and suggestions.

I have asked the Advisory Committee to prepare its recommendations for my consideration by June 15, 1974, in order that the new administration committee structure can become effective concurrently with the new Academic Senate.

Cordially,

John J. Coffelt
John J. Coffelt
President

JJC:jrf