

SENATE MINUTES
YOUNGSTOWN STATE UNIVERSITY
Friday, November 30, 1973

PRESENT: Mr. Abram, Mr. Alderman, Mr. Almond, Mr. Baldino, Jr., Mr. Barsch, Mr. Beelen, Mr. Behen, Mr. Bertelsen, Mr. Blue, Mrs. Braden, Mr. Bright, Miss Budge, Mr. Cernica, Mr. Cobett, Mr. Cohen, Mr. Dalbec, Mr. R. Davis, Mr. S. Davis, Miss DeCapita, Mr. DeGarmo, Jr., Mr. Deiderick, Miss DelBene, Mr. Dillon, Mr. Domonkos, Miss Dykema, Vice President Edgar, Mr. Evans, Mr. Foster, Mr. Gardner, Mr. Greenman, Mrs. Gubser, Mr. Hahn, Miss Hare, Miss Hakojarvi, Mr. Hankey, Mr. Hanzely, Mr. Harris, Mr. Herndon, Mr. Hoops, Mr. Hotchkiss, Mrs. Hotchkiss, Mr. Ives, Miss Jenkins, Mr. Jonas, Mr. R. Jones, Vice President Krill, Mr. Largent, Mr. Letchworth, Mr. Livosky, Mr. Looby, Mr. Longacre, Mr. Mavrigian, Mr. May, Mr. McClay, Mr. Mettee, Mr. Miner, Mrs. Miner, Mr. O'Neill, Mr. Paraska, Mr. Petrych, Mrs. Phillips, Mr. Rand, Mr. Reid, Mr. Richley, Mr. Ringer, Vice President Rook, Miss Sterenberg, Mr. Sample, Mr. Scriven, Mr. Shipka, Mr. Shuster, Mr. Siman, Mr. Simko, Mr. Simon, Mr. Smith, Mr. Sturgeon, Mr. Sumpter, Mr. Swan, Mr. Tarantine, Mr. Wales, Miss Yager, Mr. Young, Mr. B. Yozwiak, Mr. M. Yozwiak, and Mr. Pascoe.

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 4:15 p.m. on Friday, November 30, 1973, by Presiding Officer Behen, in Room 103A, Beeghly Physical Education Center.

Dr. Behen called for corrections or additions to the minutes of the previous meeting (Friday, November 2, 1973). There were no corrections; the minutes were approved as distributed.

COMMITTEE REPORTS

Senate Executive Committee: Dr. V. A. Richley, Chairman, reported that the following Committee replacements have been recommended by the Executive Committee and approved by the Administrative Council:

Computer Committee (B-3)

Adolphus Hailstork (Music) replaces Edward Largent (Music)

Alumni Affairs Committee (B-6)

Marilyn Biles (Math) replaces Robert Leahy (Health & P. E.) and Margaret Braden (Education) replaces Joseph F. Swartz (Education)

SENATE MINUTES (November 30, 1973)

Health & Safety Committee (B-9)

Harry Dampf (Physical Plant) replaces
Stuart Aubrey (Personnel)

Committee for Radio Broadcasting
Station (B-14)

Richard Jones (Engineering) replaces
Frank Hankey (Engineering)

It was moved by Dr. Richley and seconded by Dr. Miner that the Committee appointments be approved. The motion was carried.

Curriculum Committee: Dr. Philip J. Hahn, Chairman, moved that the distributed report of the Curriculum Committee be approved by the Senate. The motion was seconded by Dr. Swan. The motion carried. (The Report is appended to these Minutes).

Student Development/Student Affairs: Chairman, Alfred Bright moved for approval and support of the distributed report. The motion was seconded by Vice President Edgar. The motion carried. (The Report is appended to these Minutes).

Academic Affairs Committee: Appearing for Dr. Foley, Dr. Vanaman read the proposal "that the Bachelor of Science in Applied Science degree be the appropriate degree for recognizing individuals completing the baccalaureate programs in the Technical and Community College effective with the fall quarter of 1973." Dr. Barsch moved the adoption of the proposal. The motion was seconded by Dr. Scriven. After discussion, the motion was passed.

Constitution and By-Laws Committee: Dr. Tarantine, Chairman, presented a progress report, a copy of which is appended to these minutes. He urged Senate members to contact members of the Constitution and By-Laws Committee with input before January 15, 1974. Members of the Committee are Roy Sumpter, Clyde Hankey, Frank Fortunato, Don Byo, and Stephen Hanzely. Work must be finished in February in order that the matter may be considered by Senate at the March meeting--the last meeting date which will allow for implementation in the next calendar year.

Faculty Advisory Committee to the Chancellor: Dr. Richard Jones presented the report which is attached to these minutes. There was no discussion of the report.

There were no other Committee reports.

UNFINISHED BUSINESS

There was no unfinished business

NEW BUSINESS

Mr. Ives moved that the following motion be adopted: That steps be taken at once by the appropriate Senate Committee toward changing the names of the degrees "Bachelor of Science in Business Administration, " "Bachelor of Science in Education, " and "Bachelor of Science in Applied Science" to "Bachelor of Business Administration, " "Bachelor of Education," and "Bachelor of Applied Science."

The motion was seconded by Dr. Hankey. There being no time for discussion, the question was moved and passed.

There being no further time, the meeting was adjourned at 5: 30 p.m.

Respectfully submitted,

Caryl P. Freeman
Secretary

REPORT OF THE CURRICULUM COMMITTEE
Philip J. Hahn, Chairman

School of Music:

Deletion of 015; Jazz Ensemble; 1 q.h.

Addition of 023; Jazz Ensemble I; 1 q.h.

Prereq: Audition

Description: An ensemble for the advanced student. Music studied and performed includes contemporary styles and involves performance technics of the "big bands."

Addition of 024; Jazz Ensemble II

Prereq: Audition

Description: Same as Jazz Ensemble I but for the beginning student. Participants are also exposed to the historical significance of the jazz orchestra and how it relates to today's jazz music.

Addition of 025; Jazz Ensemble III

Prereq: Audition

Description: An ensemble in which the participants develop improvisational technics of the contemporary jazz styles. Students perform in small groups and are exposed to the historical and theoretical background of contemporary improvisation.

TO: MEMBERS OF THE SENATE

FROM: Caryl Freeman, Secretary

January 2, 1974

RE: Meeting of the Senate on January 11, 1974 at 4 p.m. in Schwebel Auditorium

Reminder: The January Senate meeting will be held on Friday, January 11 at 4 p.m. in Schwebel Auditorium.

Any materials which are to be distributed prior to the meeting should be in the secretary's hands no later than noon on Monday, January 7.

School of Education (Elementary Education, Cont'd)

Addition of 723; Career Education - Elementary School; 3 q.h.

Prereq: Upper Division Status

Description: A study of the philosophy and objectives of elementary career education curriculum, with emphasis on a review of the state department of Vocational Education's World of Work model programs, kindergarten through grade 6. Students will be required to spend a portion of class time in observing the World of Work program in a school setting. An examination of how World of Work is integrated in social studies education will be conducted. The development of simulation games and individualized learning materials relevant to the World of Work curriculum will be required.

Guidance and Counseling

Addition of 823; Career Education and Career Guidance; 3 q.h.

Prereq: Upper Division Status

Description: Study of public school career education and career guidance programs: the career education continuum, legislation relating to vocational programs, structures of vocational school programs, historical development, and principles of vocational education and vocational guidance. Also a survey of concomitant services: distributive education, manpower programs, and placement.

School of Engineering

Electrical Engineering

Addition of EE 840; Electric Power Systems; 4 q.h.

Prereq: Senior Standing in the School of Engineering or Permission of Electrical Engineering Chairman

Description: Basic networks and transmission lines; balanced and unbalanced faults; fault studies and load flow studies employing computers; control of system generation components; stability; and protection of power systems. 3 hrs. of lecture and 3 hrs. of laboratory.

Technical and Community College

Special Studies

Deletion of 503; Study Skills; 3 q.h.

Business Education and Secretarial Studies

Addition of 534; Alphabetic Shorthand I; 4 q.h.

Prereq: BE & SS 520 or Equivalent

Description: Principles of shorthand based on the English alphabet and development of a speed of 60 words a minute on business letters.

Technical and Community College (Business Education & Sec. Studies, Cont'd)

Change of 810; Techniques of Teaching Typewriting; from 1 q.h. to 2 q.h.

Prereq: Same

Description: Same

Addition of 820; Techniques of Office Simulation Procedures; 4 q.h.

Prereq: Education 704

Description: Prepares students to teach in an office simulation environment. The student would participate in a simulation program, investigate other simulation programs, and design a simulation package. Prospective teachers gain insight into problems encountered by students during simulation exercises.

Addition of 830; Techniques of Teaching Shorthand; 2 q.h.

Prereq: Junior Standing, BE & SS 621 and 730

Description: Examines research in methods and techniques of teaching shorthand and its related areas. Includes techniques necessary for dictation and criteria for transcription evaluation.

JOINT REPORT FROM STUDENT DEVELOPMENT/STUDENT AFFAIRS
Alfred L. Bright

Since early 1968 a University Committee on Student Development has been actively studying problems associated with meeting the educational needs of the disadvantaged student and has developed recommendations for special programs for these students. On the basis of Board of Regents' allocations for developmental education, various programs have been established. They include:

- A. The Tutorial Program (The Mentor Program) - University Counseling Center
- B. The Study Skills Program - T & CC and Peer Group Counseling
- C. Special Recruitment Programs - Black Studies
- D. Special Admissions - Admissions Office
- E. Post High School Programs

The Committee's Charge is

B - 12. Committee On Student Development:

To be responsible for reviewing and recommending policies and programs designed to enhance the higher educational opportunity of disadvantaged students. It should be the function of these programs to:

1. Recommend means of establishing a search for capable but disadvantaged pre-college students who are likely to benefit from a continuing program designed to enable their normal participation in college.
2. Recommend means of establishing special aid for students of deprived background.
3. Recommend special admissions policies for these students.
4. Recommend special programs for these students.

The Committee will also share in the responsibility of writing and submitting proposals for such programs.

Allocations to the University from the Board of Regents have steadily increased over the past five years. This year's allocations amounted to \$95,703.00. The allocation, as usual is being used to support the various programs mentioned above. Funds are gained through writing of a yearly proposal describing needs in the Institution.

For several years the Committee has recommended that the University seek and hire a director who could coordinate Student Development activities on campus. This year, permission was granted to seek a director. A director for Student Development has been nominated and is in the process of being administratively confirmed. This person will formally shape the program and will bring the various existing facilities under a common umbrella. The program will be administered under the office of the Dean of Student Affairs.

We all recognize that students constitute the most valuable asset of any institution of higher learning. For the first time in recent American experience we need students more than they need us. If we seek to get students here and retain them, we must become more responsive to their needs and wants. The open access policy in Ohio has opened the doors of Youngstown State University to the poor and the disadvantaged. We need to provide compensatory resources for these students so that we are not simply ushering them into the institution to frustrate, embitter and dismiss them. A program of liberal admissions without appropriate guidance is doomed to failure. The Student Development Program is seeking to develop new resources and to further define already existing services geared specifically toward meeting the needs of students with various educational disadvantages, whether they are black or white and regardless of their socioeconomic status.

We recognize that our institution draws its largest proportion of students from within a twenty-five mile radius of the University and that a great number of these students come here with academic liabilities that are a consequence of environmental deficiencies. These deficiencies often interfere with or prevent a student's successful completion of his or her goals in higher education. We must provide an umbrella of services to help bridge the learning gaps of these students. We must provide more individualized placement and programs. Students need to be given intensive counseling about their options within this institution and they need to have wide latitude to find a program that fits their needs and interests. Educational, financial and psychological support needs to be consolidated for the educationally disadvantaged student. The Student Development Program will provide this consolidation of effort through giving information about financial aids, through tutoring, through assistance in clarifying vocational and educational goals and through emotional support. As the Carnegie Commission Report, A Chance to Learn, indicates, "from a national point of view, we cannot afford the domestic brain drain of able young persons who through no fault of their own are handicapped in making valuable contributions to the life of society. "

As faculty members, administrators and students, we must all be responsible enough to keep ourselves informed with respect to how our roles tie into other supportive services in our institution. In addition, we must be sensitive to feelings, responsive to idioms, flexible and willing to change, and most of all, patient.

The Student Development Program is just one entity within the University, but we hope you will lend it your support and help to make it a viable functioning unit.

Progress Report of the Constitution and By-Laws Committee

By FRANK J TARANTINE CHAIRMAN

1. Constitution and By-Laws will be changed from that of the faculty to the Constitution and By-Laws of the University Senate.
2. Preamble: To specify the general purpose and responsibilities of the Senate. To state the authority and rights of the Senate as delegated by the Board of Trustees. (Being re-written)

3. Functions and Responsibilities of the Senate

(A) Primary Responsibilities

Those University functions and responsibilities that are primarily academic are basic functions and responsibilities of the Senate (acting within the limitations of the authority delegated to **it** by the Board of Trustees). The Senate shall have the authority and exclusive policy-making power for the following:

1. the approval of courses and curriculum changes.
2. the determination of requirements for admission, for degrees, and for graduation.
3. the determination and establishment of policies affecting academic standards.
4. the determination and establishment of policies affecting academic orientation and advisement.
5. the determination of university honors and awards, including the selection of honorary degree recipients.
6. the determination and establishment of policies affecting academic discipline and student academic grievances.
7. Educational Events requiring University funding.
8. the determination and establishment of policies affecting the academic advancement of the University.

(B) Advisory Responsibilities

The Senate shall be empowered to serve in a consultative capacity to (1) offer advice, (2) initiate studies, and (3) prepare recommendations and advisory opinions based on reports presented to **it** by standing or ad-hoc committees. The matters listed below are typical of but not inclusive of the type for which the Senate will serve in this capacity.

1. major changes in the educational program.
2. evaluation of the educational program.
3. budgeting of resources of competing educational demands, including University funded research grants.
4. campus development and requirements for academic buildings,
5. intercollegiate athletics.
6. the University Library.

(B) Advisory Responsibilities (cont'd)

7. the University Computer Center.
8. educational media.
9. matters affecting student welfare such as financial aids, placement and health service, etc.
10. Continuing Education.
11. the procedure for the selection of a new University President.
12. the procedure for the selection of new academic deans.

4. Senate Membership-

(A) Student representation shall number fifteen (15). Two elected from each undergraduate school, the Chairman of Student Council, the President of Student Government and one graduate student.

(B) Administrative representation shall number fifteen (15). The Academic Vice President, each undergraduate Dean; the remainder shall be appointed by the President.

(C) Faculty representation shall number seventy (70).

1. The Faculty shall have seventy (70) seats, more or less as indicated in point 5.
 2. Calculate the percent of full service faculty, including each chairman, for each school at a time **specified** in the By-Laws.
 3. Treat each school as an academic unit by assigning each school four (4) seats.
 4. The remaining seats would be proportioned according to the percent of faculty as indicated in point 2.
 5. Each department will elect one representative from **its** own members. If there are more departments than allocated seats the faculty portion of the Senate **will** be increased by that number for that year for that particular school.
 6. Any remaining seats, those over and above the number of departments, will be filled by the faculty of that school running at large. *See attached sheet for present computation.*
5. Faculty shall be elected to the Senate for a two year term. A faculty member may not be re-elected to the Senate for at least one (1) year following the completion of his term in Senate.
6. Definition of Faculty. Faculty will include all those employed as full service faculty who hold academic rank and are paid, at least in part, by an academic department for teaching responsibilities. Their home department will be that academic department which pays the greater portion of their teaching salary. In cases where a major portion can not be defined it will be resolved in favor of the academic department where the person holds academic rank.

Definition of Academic Department. An Academic Department is defined as one which provides instruction for academic credit and which is administered by a chairman budgeted under and responsible to a Dean of an undergraduate school or college. For the purpose of this definition, if a school or college is not separated into academic departments then that school or college shall be considered an academic department.

7. Senate Committees

(A) Elected Standing Committees

1. The Executive Committee
2. The Committee on Constitution and By-Laws

(B) Appointed Standing Committees with Primary Responsibilities

1. The Academic Affairs Committee
2. The University Curriculum Committee
3. The Special Events Committee

(C) Appointed Standing Committees with Advisory Responsibilities

1. The University Library Committee
2. The Educational Media Committee
3. The Student Affairs Committee
4. The Continuing Education Committee
5. The Committee on University Research

(D) Ad Hoc Committees - Appointed to make a specific study.

Dissolved upon Senate's acceptance of their final report.

Subjects currently under consideration

1. Election procedures, responsibilities and duties of the Elected Standing Committees.
2. The charges of the other standing committees.
3. Recall of Senate Action

If you have any suggestions or recommendations please contact any member of the Constitution and By-Laws Committee by January 15, 1974. The revised Constitution and By-Laws write-up must be completed by mid-February in order to be submitted to the Senate at the March I, 1974 meeting.

	<u>1973 Senate</u>		<u>New Plan</u>				<u>Chairman Included in School Total</u>			
	No.	Percent	No.	Percent	Change of Percentage	Numerical Gain or loss	No.	Percent	Percent	Change Percent
Administration	14	10.3	9	9	-1	-5				
Deans	7	5.1	6	6	+1	-1				
Arts & Science	37	27.2	30	30	+3	-7	54	39.7	30	-9.7
Business	9	6.6	9	9	+2	0	13	9.5	9	-.5
Education	3	2.2	9	9	+7	+6	9	6.6	9	+2.4
Engineering	4	2.9	7	7	+4	+3	9	6.6	7	+.4
Music	3	2.2	7	7	+5	+4	3	2.2	7	+4.8
T&CC	6	4.4	9	9	+5	+3	14	10.2	9	-1.2
Students	12	8.8	15	15	+6	+3				
Chairman	41	30.1	--	--						

November 30, 1973

REPORT TO SENATE

FROM R. W. JONES, YOUNGSTOWN STATE REPRESENTATIVE TO THE FACULTY ADVISORY COMMITTEE (FAC), TO THE CHANCELLOR, OHIO BOARD OF REGENTS

FAC met with Chancellor Norton on November 29. The main item of business was the MIP manual, "Personnel Management".

In the morning session FAC members agreed to present to Dr. Norton the following position concerning the "Personnel Management" manual:

- (1) In its present form the manual is not acceptable.
- (2) Members of FAC were rewriting an entire section of the manual.

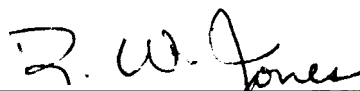
(3) Item (2) was not to be interpreted as FAC endorsement of the concept of having a Personnel Management manual. In the opinion of this representative items (1) and (3) got lost in the cordialities of the meeting with Chancellor Norton.

There is no doubt that the manual is going to be installed as policy at all state institutions of higher education. According to Chancellor Norton "..... B.O.R. are going to pursue with vigor implementation of the manual." Chancellor Norton confirmed FAC that he had requested the College/University presidents to appoint members to B.O.R. Implementation Committee, and stated that one function of this committee was to review and modify the manual as needed. FAC asked Dr. Norton if he would request that faculty members rather than administrators be appointed to the implementation committee. Dr. Norton indicated that he would support that policy.

Dr. Norton was asked about the possibility of B.O.R. supporting a policy which would allow institutions to change from the quarter system to the semester system. Dr. Norton stated that he would not support a policy which would allow each institution to adopt its own system and calendar, but was willing to listen to any other reasonable policy. He asked that this item be discussed at the next meeting. Miami University faculty are actively urging B.O.R. to allow that institution to change to an "early-semester" system.

Dr. Norton was also asked about the possibility of B.O.R. supporting a change in the present state policy of not granting state subsidy for out-of-state students. Dr. Norton was apparently unaware of the problems this policy had caused institutions such as YSU. He indicated that he would look into the problem and see what could be done by B.O.R.

Respectfully submitted,



R.W. Jones

SENATE MEETING
YOUNGSTOWN STATE UNIVERSITY

IN ATTENDANCE: 11/30/73

✓ Wm Lissby	John Siwender	-
✓ Nick Parash	Jim O'Brien	-
✓ Margaret Brady	Rich Wise	-
✓ William Bamf	Dave Grason	-
✓ Roger O'Neil	Peggy Drake	-
✓ Lowell J. Lake	Frank & Sally	-
✓ Elizabeth Stenberger	M. Simon	✓
✓ Rega Jenkins	David Nawarra	-
✓ W. D. Trifun	R. W. Jones	✓
✓ E. Terry Diederich	SUMPTER	✓
✓ Ed Sturgeon	Jack D. Doherty	✓
✓ Bob Simon	Tom Herndon	✓
✓ Marilyn Solak	Y. Arnicca	✓
✓ G. M. Colett	Preppstein	✓
✓ Donald Richards	W. G. Hanlin	-
✓ Ward J. Myra	Bob Stako	-
✓ Helma S. Miner	James E. DeBene	✓
✓ Joe Simko	J. Cohen	✓
✓ Joseph May	Marie Gubser	✓
✓ Robert Starks	Terrence J. Shidel	-
✓ James W. O'Hara	Dennis Pirini	-
✓ Edward J. Largent	M. De Hoop	✓
✓ Skip Davis	Coerette Abraham	✓
✓ Duane Lamb	Carl Davis	✓
✓ Howard D. Mettice	Sally Hotchkiss	✓
✓ Kententers	W. V. Swan	✓
✓ Doug Sparks	Carl D. Doherty	✓
✓ GUS MAVRIGIAN	John E. Jones	○
✓ Virginia Phillips	Frank Dillon	✓

SENATE MEETING
YOUNGSTOWN STATE UNIVERSITY

IN ATTENDANCE:

✓ L. Lohdy	J. E. Kabis	✓
✓ L. B. Kasper	✓ T. Shupka	✓
✓ K. E. Gell	C. Hanky	✓
✓ Ken Rand	David S. Lee	✓
W. B. Smith	J. J. Koss	-
✓ W. H. Greene	Stephen Stangely	-
✓ James Pascoe	Paul E. Dalbert	✓
- Jim Mittica	C. R. Lykes	✓
- Louis Longore	Mary Virginia Hare	✓
- Jerry Brest	Mark Yozwick	✓
- L. McKnight	Larry Smith	✓
✓ Elaine Yorga	David W. Morgan	✓
✓ Pat Simon	Jan Sanders	-
✓ Sandra Davis	David A. Dunchart	-
- Thomas Alterie	Scott L. McClary	✓
✓ M. A. Bullge	David Pasquelli	-
✓ C. J. Reid	Ailis J. Hakoyaris	✓
✓ Frank Jargentine	Russell Pillefant	-
✓ George L. Almond	F. Koknat (visitor)	-
✓ Don Smith	Arthur Williams	-
- F. J. James McTigue	Steven P. Gardner	✓
- P. J. M. Mandopoulos	Denise M. Kohit	-
- John A. Brennan	Paul D. Koachek	-
- Adoracion F. Gonzalez	J. Alderman	✓
✓ W. H. Hovey	PT Snyder (visitor)	-
✓ B. Yozwick	C. J. Butler	✓
✓ Jim Scriven	J. Mark Evans	✓
✓ Ronald Jonas	Paula Kempe	-

SENATE MEETING
YOUNGSTOWN STATE UNIVERSITY

IN ATTENDANCE:

11/30/73

- ~~Howard Tamm~~
- ✓ P. A. Baldino
- ✓ Fred Baker
- ✓ Ed Rank
- ✓ H. S. Domonkos
- ✓ George D. Bealen
- ✓ Warren Young
- ✓ Howard G. Shiplea
- ✓ George S. Peterson
- ✓ Sanford N. Hutzlowski
- ✓ Dr. Behrman
- ✓ V. A. R. Chiley
- Gilda De Capita

TRANSCRIPT OF PROCEEDINGS
Senate Meeting Nov. 30, 1973
102A & B Beeghley 4:10 p.m.

DR. BEHEN: I would like to ask that the members of the Senate sit in front of the aisle break there and our guests, visitors, behind that, which facilitates council votes and other matters, and I will say that I regret that entry into the hallway is not as easy and expeditious as it might be. But when we are back in our new quarters and have thought about the arrangements, I feel sure we can do better. First order of business is approval of minutes of the previous meeting. Those minutes have been distributed, the 2nd of November, 1973, meeting. Are there any objections, corrections, or other changes to be made in the minutes as distributed? Hearing none, we will declare the minutes accepted as distributed by the Secretary. The next order of business, a report of the Senate Executive Committee, Doctor Richley.

DR. RICHLEY: Mr. Chairman, members of the Senate, the Executive Committee distributed a very short report, during the last week concerning Committee membership revisions. You should have these revisions; they are at the bottom of the first page of the packet that you should have all received. I move Senate approval of the Executive Committee recommendations which were approved by Administrative Council.

DR. MINER: I second.

DR. BEHEN: Motion has been made and seconded that the printed report found on page 1 of the distributed material be accepted. Is there discussion? Dr. Cohen?

DR. COHEN: Yes, I have two questions, no objections. One, Marilyn Biles replaces Robert Leahy. Is this replacement also to be as Chairman of the Committee? And second, Stuart Aubrey was a member ex officio; are you changing the ex officio rules in that replacement? Or are you just changing an individual member? I just wanted clarification of that.

DR. RICHLEY: The first question relates to Marilyn Eiles; she did replace Robert Leahy, and she is not the new chairman of the committee. We did identify another person on that committee to function as chairman, a person who had served on the committee previously. I think that was Al Skardon.

The second question relates to Harry Dampf replacing Stu Aubrey. Harry Dampf is now functioning as acting personnel director. This places him in the same position evidently, on a temporary basis, as Mr. Aubrey had; therefore, he will function in that capacity.

DR. BEHEN: Thank you. Are there other questions or further discussion? Are you ready for the question on approval of the report?

DR. MINER: Question!

DR. BEIEN: All in favor indicate by saying "Aye." Contrary by "Nay." The motion is carried. Thank you Dr. Richley. The next order of business; Report of the Curriculum Committee, Dr. Hahn.

DR. HAHN: Mr. Chairman, representatives from these departments, would you please raise your hand inasmuch as you are supposed to be here with the courses from your department. Music? Elementary Education? Guidance and Counseling? Electrical Engineering? Is there a representative from Electrical Engineering? Special Studies? Business Education and Secretarial Studies? Mr. Chairman, I move the adoption of these courses that were passed by the Curriculum Committee.

DR. SWAN: Second!

DR. BEIEN: Motion has been made and seconded that the courses as presented here in the printed material be adopted on the recommendation of the committee. Dr. Miner?

DR. MINER: I have one question here - perhaps it is typographical? On the first page under Music there is the changing of--start changes with 590 and so on. It gives us a prerequisite using 662, which is a higher number than the courses themselves. Is that a typo or?

DR. HAHN: Just a moment; I'll tell you. It might be down at the bottom. It is 662. Dr. Largent, would you explain that?

DR. LARGENT: It is 662.

DR. HAHN: I've never been able to understand the numbering system in Music, and I don't think I ever will. I confess, I couldn't find 662 in the current catalogue, but I won't swear.

Adlib: It's the Lawrance Welk school of Music.

DR. MINER: As a matter of fact, I couldn't find 662.

DR. HAHN: He said he can't find the number. It's hard to find the numbers, too.

DR. MINER: Does this course exist?

DR. HAHN: I suppose it does, or is this a ghost? What we have here is prerequisites.

DR. BEIEN: Professor Ives.

MR. IVES: (Comment not recorded)

DR. BEIEN: Dr. Hahn, if you'll excuse me, this, I think, on Dr. Miner's part just a question, both a simple and reasonable one. Is there someone here

from the School of Music who can enlighten us on this, please?

DR. LARGENT: Phil, that number, I'm pretty sure, is incorrect, because, 662, of course, is a course for non-keyboard people. And the changes in 590, 91, and 92 are for keyboard majors.

DR. MINER: Could this be taken care of editorially?

DR. HAHN: Sure could.

DR. BEHEN: Dr. Cohen has a comment.

DR. COHEN: This 662 is on page 225 in the catalogue, in the lower left hand corner. It says piano class.

DR. BEHEN: Piano class, let me try this out to see, first if I have the approval of Dr. Hahn, speaking for his committee, and then of the Senate. Would it be agreeable if there is no substantive objection to the change of courses here, to leave it in this fashion and we will accept it. If those directly concerned in the School of Music find that there should be some change in number, it will be made editorially. Would that be all right? Would that be agreeable? Then the motion will stand in that fashion. Yes sir?

SPEAKER UNKNOWN: I can clarify this. The course is in the catalogue. It is the last quarter of piano class,--group piano instruction. The student must meet the requirements of all of the class piano instruction or its equivalent before being permitted to take this new course.

DR. BEHEN: So this is correct.

SPEAKER UNKNOWN: This is correct.

DR. HAHN: We don't have to make a change, then.

DR. MINER: Well, is it a policy to accept that a prerequisite course can be a higher number?

DR. HAHN: I can tell you that in Music the numbers go all over the place.

DR. MIXER: I know.

DR. HAHN: The Music School has their own policy.

DR. BEHEN: Further questions of Dr. Hahn? I call for the question. All in favor of the acceptance of this report as published indicate by "Aye." And the contrary by "Nay." The motion is carried. Thank you.

Dr. Hahn, I don't know whether--where is Dr. Hahn? Oh, there you are. I don't know--you had nothing further than what we have here. All right, thank you.

Number 5, Joint report from Student Development/Student Affairs Committee.

Professor Bright, I saw ~~him~~ there. Yes, Al, please.

MR. BRIGHT: Mr. Chairman, Senate Committee members, students and friends: Several weeks ago the Students Affairs Committee and the Student Development Committee met in a joint session to begin discussing areas in which our two committees coincided with respect to concerns about matters in the institution and particularly as they centered on problems of disadvantaged and students coming in from various local schools. And out of that meeting we arrived at a motion and the motion was to prepare a joint report which you have before you in your packet of materials. I won't bother you and take up your time by reiterating what is here. I will expand if there are questions. But I do move, Mr. Chairman, Senate approval of this report and solicit your support of the goals and ideals of that statement.

DR. BEHEN: You have heard the motion. Is there a second to this?

VICE PRESIDENT EDGAR: Second.

DR. BEHEN: Seconded by Vice-President Edgar. If you have questions or points, may I suggest you address them to Professor Bright.

No discussion. Are you ready for the question on the motion? All in favor of the acceptance of the report as presented, indicate by "Aye" and to the contrary by "Nay." The motion is carried. Thank you.

The next item of business is the report of the Academic Affairs Committee and Dr. Vanaman, I believe, is presenting this report for Mrs. Foley.

DR. VANAMAN: Mr. Chairman, members of the Senate. Marguerite Foley is unable to be here and asked that I appear. The report on the Academic Affairs Committee begins on page 6 and is continued on page 7 of the agenda materials which you have received. I should take perhaps a moment just to point out items 1 and 2 on what would be page 7 if it were numbered. It's the last page. I assume that you have read the chronology of this recommendation. I will read the recommendation in full after I read the two things that the Senate Executive Committee felt made this important enough to bring to the attention of the Senate.

1. It is very unclear what body decides on degrees, programs and degree requirements. Precedence can be found for unilateral action by the administration or by the individual schools or by the faculty. Therefore, we are asking for faculty voice though we are not sure that this is required.
2. The degree in question is an approved degree. The request is for existing programs to come under this degree. To our knowledge, no University group has ever addressed itself to this problem which further points the need to bring it to the Senate. I am not a member of the Senate and therefore I cannot move the adoption of this recommendation. I would like to read it to you in the way that the Academic Affairs Committee is recommending it: that the Bachelor of Science in Applied Science degree should be the appropriate degree for recognizing individuals completing baccalaureate programs in the Technical and Community College.

It is my understanding , Mr. Chairman, there are those in the audience who will wish to move the adoption of this.

. B E T : Yes.

DR. BARSCH: I move Senate approval of following motion: The Bachelor of Science in Applied Science be the appropriate degree for recognizing individuals completing baccalaureate programs in the Technical and Community College.

?R. BEHEN: Do we have a second to the motion?

DEAN SCRIVEN: Second.

DR. BEHEN: Motion has been made and seconded. If I may, I will read it again. "That the Bachelor of Science degree in Applied Science be the appropriate degree recognizing individuals completing baccalaureate programs in the Technical and Community College." That is the motion, duly seconded. It is now open for discussion on the floor. Yr. Ives.

MR. IVES: (not recorded)

DR. BEHEN: Mr. Ives, I believe is calling attention to this paragraph on page 6 on the printed report beginning with the word "precedent." Please go ahead, Mr. Ives. Would you like to come down to the front? I believe we could record you better and the members could hear you better, sir.

MR. IVES: The three degrees--uh, programs-- mentioned here are offered in the Technical and Community College?

DR. VANAMAN: Yes.

. IVES: And the degree of Bachelor of Science in Applied Science has been approved for them? Now this motion recommends that degree for individuals completing the baccalaureate programs in the Technical and Community College effective the Fall Quarter of 1973. There is a discrepancy there that bothers me. Perhaps it is not of importance; nevertheless, there are already programs being approved or recognized with that degree.

DR. VANAMAN: Right.

MR. IVES: So what you are doing, in effect, is adding some programs to the existing number for the degree.

DR. VANAMAN: Is Dean Paraska here?

DEAN PARASKA: Yes, that is correct.

MR. IVES: I didn't notice any word "addition" in here.

UNKNOWN: What are the programs that will be added?

DEAN PARASKA: It's existing programs--the graduates of which will be recognized by this degree. There's no new programs being added--just existing programs that lead especially to a Bachelor of Science degree.

UNKNOWN: What are those existing programs then, that are covered by one degree now and you want to cover then with a BS in AS?

DEAN PARASKA: Oh, I'm sorry, I didn't hear you. You say what are the existing programs?

UNKNOWN: Which are the existing programs that you want in the future to be covered by the BS in AS?

DEAN PARASKA: Criminal Justice, Home Economics, and Nursing.

DR. BEHEN: Yes, Dr. Miner.

DR. MINER: I have a question. I notice when I look in the catalogue every other degree the University offers, there is a statement saying what the University requirements here are. There are also additional degree requirements. What are the degree requirements for this degree, that is, in addition to the University requirements?

DEAN PARASKA: Completion of a program, and so on for the degree of Bachelor of Science in Applied Science. They are in the tabular form in the catalogue at the present time.

DR. MINER: I look at Bachelor of Arts; there are certain requirements for that degree, look at Bachelor of Engineering, Physics, Chemistry. . . certainly mathematics is specified. I look at Bachelor of Music, there a certain core group is specified.

DEAN PARASKA: On page 42 in the catalogue, it appears.

DR. MINER: That's University requirements. Is there anything beyond--between here--as it is with all other university degrees?

DEAN PARASKA: Just the lawful requirements of a major and a minor.

DR. MINER: That's University. This program, then,--this degree--I want to make it clear--requires the University requirements and then whatever the different program has. There is nothing in between.

DEAN PARASKA: Well, the University requirements--if you mean the major and the minor in addition to the general University requirements is 186 quarter hours.

DR. VANAMAN: There is a spelled out program of a course structure for

each degree. Is that what you are asking, Ward?

DR. MINER: Well, I said, there is, after all, Bachelor of Engineering say, there are **requirements** for the Electrical Engineering **that** are not true for **Mechanical** and so on, but there are **some** requirements, they are for all **engineers?**

DEAN PARASKA: They appear right now in the catalogue under Bone Ec. and Criminal Justice, and under Nursing except that the degree has been the Bachelor of Science that recognized it; **now it's** going to be the Bachelor of Science in Applied Science.

DR. MINER: This then, these are approved programs, degrees and--ok.

DEAN PARASKA: They are approved programs. They are in the catalogue.

DE. BEHEN: Dr. Cohen.

DR. COHEN: The intent, I gather, is **simply** to change the name of the degree in certain cases, but in the catalogue on page 42 it does mention BS in AS has a requirement of 186-198 credit hours. **Now the AB and BS are 196** credit hours, are you planning to change this in some way?

DEAN PARASKA: In the **material** that I submitted to Dr. Edgar, this point was covered and the **minimum** number of hours will be 186 as now required in **Criminal Justice**. In **Hone Economics** and in **Nursing** it's 201.

DR. B E : Further questions.

DEAN YOZWIAK: I would like to **comment** on this degree. There are very **many** points to consider here. One of **them**, in effect, will allow the 4-year programs offered by T. & C. C.; **namely** majors of **Home Ec.**, majors of **Criminal Justice**--those two in particular--currently can only qualify for the Bachelor of Science degree. That requires a foreign language. By allowing these **programs** to qualify for the Bachelor of Science in Applied Science, in effect, **majors** in **Criminal Justice** and **Home Economics** can get a baccalaureate degree without satisfying a foreign language requirement. Obviously, that is going to have **some** effect on our foreign language, a decided effect. However, I can't oppose this because the situation that exists **now** is that those departments that qualify for the Bachelor of Science degree--a degree **which** prior to the establishment of the Technical and **Community College**--was a degree **reserved** only for the **Mathematics** and **Science** Departments. It was always very hypocritical of me to stand up **during** commencement and ask the graduates **who** were getting a Bachelor of Science degree to rise and announce that I qualify that they have fulfilled the **requirements**--**when**, in fact, I had never even looked at **requirements** or credentials for people getting a degree in **Home Economics** or in **Criminal Justice**. So, one of the advantages of this move would be to return, or, in effect, to return the Bachelor of Science degree to the College of Arts and **Sciences**. This, in turn, gives the Technical and **Community College** a 4-year degree of its own, which it had. It allows these extra programs to qualify

for it. I don't know whether that it is an appropriate degree for a major in Criminal Justice to get, a Bachelor of Science in Applied Science. The faculty of the Criminal Justice Department, who have all the wisdom in the world, will know whether that is the appropriate degree for them. The Home Economics Department, likewise. Prior to the movement of Home Economics over to the Technical and Community College, only those Home Economic majors who specialized in dietetics could get the Bachelor of Science degree. All the others got the Bachelor of Arts degree. Now, this allowed Home Economics majors to get the Bachelor of Science in Applied Science. It is going to affect the foreign language requirement. That is, the numbers that are involved. But, as I say, it does, then, give each school its own degree, so to speak, even though the degrees are offered by the University as a whole.

Now in my school, the College of Arts & Sciences, there has been a Great concern over the fact that the Technical and Community College is going to take over the University. Efforts have been made in many instances to determine what is the role of the Technical and Community College. It seems to me that it is perfectly clear. I think; that without analyzing the problem, I think the people in Arts & Sciences, at least, are suffering under a delusion. You see reports in the paper that the Technical and Community College is the fastest growing College in the University. The fact of the matter is, that outside of the programs offered in Criminal Justice and Technology programs, Home Economics, and Nursing, everything else that they have there is either offered by the College of Arts and Sciences or the School of Business. The Associate in Applied Business, in fact, all of the courses are taken from the School of Business; the Associate in Applied Science, outside of the Technology and Police Science, are offered through Arts & Science. The same way with the Associate in Arts. Up to this time, we have the category called restricted admissions. The deans have done away with that; there will be no longer restricted admissions to Youngstown State University. For the past three or four years, all students who were in the lower third of their class with a certain minimal ACT score, had no choice as to what school they could go to; they were earmarked to go to the Technical and Community College to go for one of the programs there. From now on, these students can go to the college of their choice and we will have special advisors to counsel them, personal interviews, and the like so I want to allay your fears; the Technical and Community College is not taking over the University. In fact, let me just give you some statistics here: the total student credit hour production from the Technical and Community College of 1971, the fall of '71 is 12,304 student credit hours. It was 14,500 in '72-'73, and 14,900 in '73-'74. That is a small gain. The gain, if you look at the actual breakdown--the departments at that two year period--Criminal Justice has increased by about 1200 student credit hours. Nursing has increased by about 1500 student credit hours. Most of the other programs are about the same, slightly above, slightly below. So, the point is, that if this is approved and I have no objection to it being approved--in fact, I urge it to be approved, it will allow the Technical & Community College to have a four-year degree which they have now, but it allows other programs. In fact, it allows all programs in that school to qualify for it. And, it will return the Bachelor of Science degree to allow it to become a purely scientific degree which it has always been. And, in conclusion, again I'd like to re-emphasize that fact that a basic change has developed which will negate one of the three things that is stated in the role

of the Community College and that is that it handle restricted admissions. That will now be handled by all the schools; special counselors will be set up, so I urge approval of the proposal.

DR. BEHEN: Thank you, Dean Yozwiak. Dean Edgar.

DEAN EDGAR: Let me just say one or two things too, here. I want to stress that I did not refer this to the Academic Affairs Committee with the idea that the degree proposed for the other curricula was inappropriate. As a matter of fact, it seemed to me it probably is appropriate although, like Dean Yozwiak, I would defer to the judgement of the people in the departments. They obviously think it is appropriate. Rather, I referred it to the Committee because of the point I think made in that last point in your presentation to the Committee; namely, that you have had the rather peculiar situation where you had approved degrees in the college and you had approved programs in the college and you were changing the degree to which these programs led so that they would now lead to another approved degree. I, too, am concerned, as the Academic Vice-President is concerned about all departments and programs in the University, about the impact of this on the Foreign Languages Department. I can hope it is not going to be too great, but I do think that you should judge this proposal in the light of the appropriateness of the degree and some of the other facts that Dean Yozwiak just talked about. So I would urge the approval of this notion.

DR. BEHEN: Thank you. Dr. Foster?

DR. FOSTER: We did a little homework for the 'benefit of the Senate because we know these things do trouble some people. We went through all of our advisement folders for this quarter and tabulated the number of students currently enrolled in a foreign language. The Criminal Justice Department, which has over 700 students enrolled this quarter, has 29 taking language courses. That would mean that the maximum loss to the department if this were any typical quarter would be 29 students. If the language department's made it this quarter, they'll make it from here on. Had we had 150 or 200 students, that would be a substantial credit-hour production. Twenty-nine of our major students are currently enrolled this quarter in a language course. Criminal Justice majors are very behavioral science oriented by the nature of their work. Eighty percent of our majors minor in a department of the College of Arts & Sciences. That's a pretty close companionship. Six percent minored in Business, and the remaining 14 percent go elsewhere. Sixty-five percent (we did an actual course count, an analysis) to 70 percent of the course work taken by our students is taken outside of T. & C. C. So we don't think that our changing to a degree that we think is more appropriate for the needs of our people will have any substantial effect on Arts & Sciences at all. As a matter of fact, we have been a very close supporter and we think we have been very good contributors to them.

DR. BEHEN: Thank you. Dr. Krill?

DR. KRILL: Every graduate dean knows that one can get into a lot of

trouble with the naming of degrees. In a long degree name, it's sometimes difficult to tell where the name of the degree stops and where the name of the option begins. I noticed that the written material in Dean Vanaman's oral remarks refer to it as a Bachelor of Science in Applied Science degree. Dr. Barsch's motion calls it the Bachelor of Science Degree in Applied Science. We ought to know which one it is.

DR. FOSTER: I think his point is well taken. I, too, thought it did. Did you want to include the word degree after Bachelor of Science, because the recommendation of the committee at that point does not have the word degree in it. I'd be happy to read that recommendation again.

DR. BARSCH: The word degree should follow Applied Science.

DR. VANAMAN: Right. And only once.

DEAN PARASKA: That's the way the degree was approved, so you couldn't change it.

DR. FOSTER: That's right. You cannot change.

DR. BEHEN: It would be acceptable simply to insert the word degree.

SECRETARY: Delete the word.

DR. BEHEN: It isn't here! He read it wrong! Then it is all right. Excuse me for contributing to the confusion. Dr. Shipka, please.

DR. SHIPKA: One of the concerns of the faculty union is the impact of this proposal for the faculty in the Department of Foreign Languages. It is our feeling that there are departments such as foreign languages, which must be maintained. If we are going to have a university, we simply must have a comprehensive language program. And the faculty union will take a very strong stance to protect the jobs of the people in the Department of Foreign Languages. At the same time, we feel that this proposal should be judged on its academic merits, and that would be our consistent position in terms of Senate proposals. We do not have an official position as an organization on this proposal; we recommend that the members of the Senate vote upon it in terms of their judgment of the merits of the program. But, I do want to point out that this is the sort of situation that we may encounter a number of times in the future, where there is a possibility of enrollment shifts or enrollment declines, which can threaten the job security of faculty. Now in a situation such as foreign languages, I expect that the administration would support the contention that we must have a comprehensive foreign languages program and that there are plenty of departments, such as the Philosophy Department, that have lots of students that can carry the Foreign Languages Department or any other department that may have a minimal number of students. I just wanted to offer these comments.

DR. BEHEN: Question! I have one or two more left, there was someone. Yes, please.

DR. HOTCHKISS: Without speaking really pro or con on the main motion, I would point out that I'm afraid I'm somewhat less than impressed with the figure of 29 out of 700. To me this says that there are in Criminal Justice now, 671 students who are gambling that this is going to pass, and I'm not too sure that this reflects the impact on the Language Department.

DR. FOSTER: Dr. Miner, then: I recognized Dr. Miner, but is this all-
i t ' The Dean, please.

DEAN PARASKA: I want to answer her question. Not all 700 of the students in Criminal Justice are in the four-year program. Approximately half of them are, so the percentage really isn't that bad.

DR. MINER: I have a question. Not a criticism, I would just like some information. What degree and what procedures and so on will incur (I'm sure it's only a few) to the students in Home Economics who want to teach high school?

DR. A : In terms of their degree, their final degree?

DR. MINER: They will be in the Technical and Community College, does our enacting this motion. . . .

DR. VANAMAN: They can still, as I understand it, and Dean Paraska correct me, get a Bachelor of Science in Education degree by meeting appropriate certification requirements.

DR. MINER: In other words then, in effect we are saying that this may be the appropriate degree, not rust be, neither of which is in the motion.

DEAN PARASKA: It's exactly the same way as it is in the catalogue where they can now earn the BS degree or the BS in Ed. degree.

. . . Right. It's already stated that way. I think that's the only group that is involved that way.

DR. MINER: Business Education. It's a very small minority.

DR. VANAMAN: It's also certifiable but again, they have the option.

DEAN YCZWIAK: I would just like to comment I agree with Dr. Hotchkiss. The figures that Dr. Foster has stated I wish he had not, because the fact that they're taking foreign languages is a direct reflection of the advising they have been receiving for the past two years.

MS. BYNEVA: This is not directly related to the motion, but I am moved to speak about advisement. This morning somebody in Spanish 501 informed her teacher that she was not taking Spanish 502. On inquiry, it turned out that her advisor had told her that foreign languages requirement for the Bachelor of Arts would be out in September, and therefore, she should not take 502. her

Spanish teacher advised her to take all of her requirements at least until they had ceased being requirements before counting on their being non-required. But I think that is the most irresponsible kind of advising and there is a great deal of it going on because I meet the consequences of it from behind my desk just about every day.

DR. IVES: I have no recollection of the Bachelor of Arts in Applied Science being approved by this body.

DR. VANAMAN: I think Spring Quarter of '73 if my memory is correct.

DR. ZACCARO: For the benefit of the people up front, I'm Luke Zaccaro, Chairman of the Mathematics Department, and in line with the questions that Mrs. Bykema is raising-- and that are raised in relation to another degree, some of us in the University are quite involved in servicing other departments, and I've been here fourteen months, and one of the consistent things during that fourteen months that I have had to contend with is never a direct statement, but a quiet innuendo that if I don't produce the math course that so and so wants, they'll get someone to do it themselves. Now what I would like to know is, is there a University policy (perhaps Dr. Edgar can clarify this) on who will teach the Mathematics for everyone in this University?

DR. EDGAR: Mathematics Department.

SPEAKER UNKNOWN: Point of order. That's not on the motion.

DR. ZACCARO: Mr. Chairman, may I respond to that?

SPEAKER UNKNOWN: I have the chair with a point of order. Is that on the motion?

DR. BENEN: I will hear the professor here so that I may make a judgment on that.

DR. ZACCARO: First of all, we are presented with a blanket endorsement of the degree. What I would like to know is: who will service the mathematical requirements of that degree? That's all.

DR. BENEN: Is this agreeable? Yes, Dr. Richley.

DR. RICHLEY: In answer to that question, the Math Department currently services the math requirements of the existing Bachelor of Science in Applied Sciences degree and I sure hope that they continue to do so in the future.

DR. ZACCARO: May I ask what you mean by, "you sure hope"?

DR. RICHLEY: You have, in effect, our support that you, the Math Department, ought to provide math courses.

DR. BENEN: Is there further discussion? Are you ready for the question?

All in favor let it be known by "Aye". All to the contrary by "Nay". The motion is carried.

DR. VANAMAN: That completes the report of the Academic Affairs Committee.

DR. BEHEN: At first, I was under the impression that the change in the presiding officer has brought out a larger audience. I later was informed that they were Dr. Foster's 29 students.

The next item of business. Are there any other committee reports? Yes?

DR. TARANTINE: I'd like to make a report from the Constitution and By-laws.

DR. BEHEN: How did it happen that you weren't scheduled up at the top where you belong?

DR. TARANTINE: It's a progress report. As you recall, in the (I guess it was the May meeting of the Senate), the Constitution and By-laws Committee was charged with the responsibility of making a more or less wholesale change in the present Constitution and By-laws. I am sad to report that we are unable to meet this deadline for the fall quarter; I'd like to make instead at this time a progress report, reporting on what we have accomplished to date.

Basically, what we've done is outlined a new structure, some new basic operating procedures from which we will rewrite the entire document and hopefully submit it to the Senate at the March 1 meeting.

At this time, I would like to just go over in outline form what we have done. The first point that will be changed is that we are going to call this the Constitution and By-laws of the Faculty Senate. It's currently the Constitution and By-laws of the Faculty. It will have a preamble, and the purpose of the preamble will be to specify the general purpose and responsibilities of the Senate. It will also state the authority and rights of the Senate as delegated by the Board of Trustees. Currently, this is being rewritten. We did write one up, but we've had some feedback from another study, (the Campus Action Team Study Committee on the same project) and also from the administration so that it needs to be rewritten.

We have defined, we feel this is very basic to the rewriting of the entire Constitution, that is, the function and responsibilities of the Senate. We're going to have two basic groups; one group will be the primary responsibilities and the second group will be advisory responsibilities. In the primary group, the responsibilities will be the University functions and responsibilities that are primarily academic, are basic functions and responsibilities of the Senate acting within the limitations of the authority delegated to the Senate by the Board of Trustees. The Senate shall have the authority and exclusive policy-making power for the following: (Although let me say before you jump to any conclusions, that although we're asking for the exclusive policy making power for the following group of items, we are also planning to have a recall procedure in the Constitution.) But the primary responsibilities would be: the approval of courses and curriculum changes, the determination of requirements for admission for degrees and for graduation, the determination and establishment of policies affecting academic standards, the determination and establishment of policies

affecting academic orientation and **advisement, the determination** of University honors and awards, (including the **selection** of honorary degree recipients), the **determination** and establishment of policies affecting academic discipline and student academic grievances, educational events requiring University funding, and the **determination** and establishment of **policies** affecting academic advancement of the University. That concludes the **list** of **primary** responsibilities of the Senate.

In the "B" category, the Senate shall be **empowered** to serve in a consultative capacity, 1) to offer advice, 2) to initiate **studies**, and 3) to prepare **recommendations** and advisory opinions based on reports presented to it by standing or Ad Hoc committees. **And** the matters that are **listed** in the following list that I'll read are typical but not inclusive of the type of which the Senate will serve in this capacity.

1. Major changes in the educational **program**.
2. Evaluation of the educational program.
3. Budgeting of resources of competing educational demands, including the university funded research grants.
4. **Campus** development and requirements **for** academic buildings.
5. **Intercollegiate** athletics.
6. **The University** library.
7. The University computer center.
8. Educational media.
9. **Matters** affecting student welfare such as financial aids, placement and health service.
10. Continuing Education.
11. **The** procedure for the selection of a **new** University president.
12. The procedure for the selection of new academic deans.

Remember, the "B" category is strictly advisory and "A" would be the primary responsibilities.

Senate membership, another category. **We** have decided that the student representation on this Senate shall number fifteen, two elected from each undergraduate school, the **chairman** of student council, **the** president of student government, and one graduate student. Administrative representation shall number fifteen: the academic vice-president, each undergraduate dean, and the remaining number shall be appointed by the **president**, and faculty representation shall number 70. **This** makes a total of 100 senators **and** the 70 faculty would be distributed in **this** manner: **We** would calculate the percentage of the full-service faculty in each department of the University **and** the faculty (which I'll define later) **would** include the chairmen. Then we would treat each school as an academic unit by **assigning** each school four seats. **The** remaining seats, (that is, the remaining from **there** being six schools,) those remaining seats then would be proportioned according to the percentage of faculty in each school. **And** that each **department** would elect one representative from **its** own members and if **it** should happen that there are more departments than allocated seats for the particular **school**, **then** the faculty Senate would actually increase by that number. In the present **make-up** of the faculty, **sizes** and departments and so forth, this does not occur. Any **remaining** seats over and above the number of departments, (for example if **school** x has four departments and the computation by the percent of faculty if they had four based on their percentage, if they were such and such a percentage, which when multiplied by the remaining seats, gave them 4, then that would be **it**,

they wouldn't have any at-large from that school.) But any at-large any remaining seats over and so by the number of departments, will be filled by the faculty of that school, running at-large. Now, all my remarks will be attached, There is a formula, I'm not finished, yet, but I just wanted to make mention of the fact that there will be, there is a table giving the computation based on the present faculty distribution using this particular formula.

We propose the faculty be elected for the Senate to a two-year term, and a faculty member may not be re-elected to the Senate for at least one year following the completion of his term in Senate. Our definition of faculty, "the faculty will include all those employed as full-service faculty who hold academic rank and are paid at least in part by an academic department for teaching responsibilities." Their home department will be "that academic department which pays the greater proportion or the greater portion of their teaching salary." In cases where "a major portion" cannot be defined, it will be resolved in favor of the academic department where that person holds academic rank. Our definition of academic department is, "an academic department is defined as one which provides instruction for academic credit and which is administrated by a chairman, budgeted under and responsible to a dean of an undergraduate school or college." For the purpose of this definition, if the school or college is not separated into academic departments, then that school or college shall be considered an academic department. This is the case of the School of Music.

We have also defined a committee structure for the Senate and we have those divided into four groups. The first group is the elected standing committees of the Senate and there's two in that group: the Executive Committee, and the Committee on Constitution and By-laws. The second group, the appointed standing committees with primary responsibilities of the Senate. In that group we see three: the Academic Affairs Committee, the University Curriculum Committee, and the Special Events Committee. The third group would be the appointed standing committees with advisory responsibilities. In that group we have the University Library Committee, the Educational Media Committee, the Student Affairs Committee, the Continuing Education Committee and the Committee on University Research. And then the last group would be Ad Hoc committees which are appointed to make specific studies, and they are dissolved upon Senate acceptance of their final report. Now we are currently dealing with the election procedures, the responsibilities and duties of the elected standing committees, and also we expect to have all the charges of all the standing committees specified in the By-laws, and we're working on the procedure of recall of Senate action. I would ask that if you have any suggestions or recommendations (as I said before, this report will be attached to the minutes of this meeting), that you can contact any member of the Constitution and By-laws Committee. Perhaps I should name those members: there's Dr. Roy Sumpter, Dr. Clyde Hankey, Mr. Frank Fortunato, School of Business, and Don Byo, School of Music, and Stephen Hanzely, Physics Department. We would like to have any suggestions or recommendations by January 15, at the latest, since we feel that we must complete the Constitution and By-laws write-up by mid-February and submit it to the March 1 meeting. The reason for the March 1 meeting is that we know this is an absolute deadline. I guess we have to ask for an extension, really, to allow us to go until March 1. It would still be possible to implement this constitution by the next academic year.

DR. BEHEN: Thank you Frank. Yes? Dr. Shipka.

DR. I You didn't mention that the presiding officer would be elected. I presume that would be part of your proposal.

DR. TARANTINE: 'Chat's being worked in with the procedures and responsibilities of the Senate Executive Committee. What we plan to do there is have the Chairman of the Senate be, let the Senate Executive Committee be the nominees for the election for the Chairman of Senate, They would be the nominees. The Senate membership would then elect one of the Senate Executive Committee members to serve as the Chairman of the Senate as well as the Chairman of the Executive Committee.

DR. SHIPKA: I would just like to raise one point, in terms of chronology. Frank, it seems to me that if we wait until March 1, we could run into problems in terms of implementation. Would this not have to be approved by the Board of Trustees? (Yes) Could it be approved by the Board of Trustees in time for the implementation of the proposal for 1974-75.

DR. TARANTINE: Well, it was my understanding that there would be a Board meeting in April and if we have approved by the first week in March by the Senate, we could use the month of March to have the revised Constitution approved by the faculty. It must first be approved by the Senate, hopefully at the March 1 meeting, and then by the faculty during the month of March, and then by the Board of Trustees at the April meeting.

DR. SHIPKA: Then would follow the elections, of the . . .

DR. TARANTINE: The elections would be in May, and this would all be spelled out in the By-laws. The election procedures and so forth.

DR. BEHEN: Dr. Sumpter, did you wish to

DR. SUMPTER: Just to clarify one step further what Tom asked. . .the Executive Committee would be elected by those Senators, there will be one member from each School on the Executive Committee which would be six members. These members would be elected by the Senate committee of the school. So the Executive Committee is really made up of those who receive the highest number of votes from each school or college, and they would be the nominees. It is those that would come before the Senate. You could vote for one of the six to be Chairman.

SPEAKER UNKNOWN: Frank, I wonder if in your discussions, (perhaps this is out of your prerogative) is there any consideration for the situation of the Senate legislating? Then it turns out that a minority group as it is affected cannot live with it. Is there an appeal system?

DR. TARANTINE: As I mentioned, we are in the process, we definitely feel that we would like to have a recall loophole where, (we haven't really worked it out yet) but basically this would allow a minority group to carry the ball and get the petition signed or whatever it's going to take. However, we're going to work this into the Constitution and get it back on the floor at the next meeting, or whatever.

MR. SIMKO: In regard to your **committees**, will students still be restricted to **subcommittees**?

DR. TARANTINE: Be restricted? This is the area that we are working on right now.

MR. SIMKO: Right now, students do not have input into your committees as far as **revision** of the Constitution goes.

DR. TARANTINE: As I recall, to be eligible to **serve** on the Constitution and By-laws **Committee**, I think it is open to any person of the academic community.

MR. SIMKO: But not students.

DR. TARANTINE: They are a very large part of the academic community.

MR. SIMKO: The Constitution now restricts students to membership on a **subcommittee**.

DR. TARANTINE: You're talking about some of the **committees**, not necessarily that **committee**.

MR. SIMKO: I **may** be wrong in the case of your committee. I know there are **committees** that are restricted.

DR. TARANTINE: I guess, like the Faculty Affairs Committee, there may be some. **The** executive thinks, are there some restrictions?

MR. SIMKO: There are some committees on which students are not included, **yes**.

DR. TARANTINE: This is one of the things that we have to work on yet, the charge of the committee and the membership. **We** haven't gone into that particular area yet.

MR. SIMKO: At present, is there student representation on the committee?

DR. TARANTINE: In the Constitution and By-laws? No.

MR. SIMKO: Are they allowed?

DR. TARANTINE: If they were elected. **It's** an elected post. You have to be elected to **the** Constitution and By-laws Committee. **It's** not an appointed committee.

MR. SIMKO: **We** could ask perhaps, the president of student government, the president of student council to attend as observers to discuss the proposed provision. Would that be possible?

DR. TARANTINE: We could consider that at our next meeting. Yes.

MR. SIMKO: As far as the number, how can you justify 15, 15 and 17? How did you arrive at that?

DR. TARANTINE: Well, I think just as a token.

SPEAKER UNKNOWN: What's that, 15%? It's token?

DR. TARENTINE: Well, it's the same percentage with the faculty, I mean the **administration**, 15%. Basically, I guess, it centers around the fact that **the committee** felt this way when we established the percentages. And that was **that** we felt that since the primary responsibility would be in the academic area, that the faculty were the experts--the expertise lies with the faculty-- and they should **make** up the largest percentage. And the other groups, the 15% groups, students and the administration, we're to have them there so that we do not overlook their interests and so forth. The whole concern in the university is **with** the students, as we understand it. When it comes to making new courses, setting up new programs, etc., the students, you know, they've only been in school a couple of years. Do you think they have the expertise to act on new courses in **comparison** to faculty? Do you think it should be 50-50?

SPEAKER UNKNOWN: I don't want to get involved with this.

DR. BEHEN: Mr. Koss.

MR. KOSS: I listened very carefully when you read off the various **committees**. **One** of the reasons that they are going through this, I hope, is because we negotiated so long in order to eliminate one of the committees you mentioned in response to a question. That is, Faculty Affairs,

DR. TARANTINE: That is not in the list. I just mentioned it as one that students had **not** served on. That is not one of the committees.

DR. HANZELY: I simply wanted to point out that there are, of course, other reasons **for** this distribution of membership, but it **does** represent an increase in student membership in Senate participation. Percentagewise, you have roughly 10% student membership in the present Senate. This will increase the membership to 15%.

DR. FOSTER: I think that the work of the committee is commendable. I sat on the **committee** when we tried this before, as you know, Dave as a **co-chairman** and as a member, I **am** sure we don't want to discuss it point by point here today. Are you planning to hold any hearings prior to the vote?

DR. TARANTINE: Actually our deadline is approaching so quickly that I don't **think** we are going to have time. There is another committee working bi-laterally. **The Campus Action Team**, and they're giving us some feedback, and so forth, and. . . .

DR. POSTER: Based on previous experience, I merely want to make an observation, I don't think it requires a motion of any type, but I think that we had better make sure that there is nothing else on the agenda of that meeting.

DR. BEHEN: That is a very moderate statement. Yes?

SPEAKER UNKNOWN: I'd like to ask: You listed four different categories of committees. Did you list all of the committees under those four categories?

DR. TARANTINE: I only listed two categories of committees. Really there are four types of the committees. The four types are: elected standing committees, appointed standing committees, that have the primary responsibilities.

SPEAKER UNKNOWN: My question was, did you read all of the committees underneath the categories?

DR. TARANTINE: All of the standing committees, yes. We will only have two in the elected standing group, three appointed, that have primary centered responsibilities, the academic area, and five with the advisory type committees.

SPEAKER UNKNOWN: The only thing I didn't hear, these committees that exist today, I was wondering if you were cutting down?

DR. TARANTINE: We're cutting down because we don't feel that they have enough on-going work that, if a special study needs to be made, then they would be satisfied by an ad hoc.

SPEAKER UNKNOWN: You're communicating with various committees to determine what their workloads are in making these assessments?

DR. TARANTINE: We have that experience, I think, on our committee.

DR. COHEN: One of the areas which you gave to the Senate was admission policy and this is, I think, appropriate. Having noticed with some pangs today that the deans have recently changed our admission policy by dropping the restricted admission category. We have no committee on admissions at the present, in the University. Recommendation of the Campus Action president to the Executive Committee was to institute such a committee. The deans would have liked to have had such a committee to consult with before doing what they did. I'm not criticizing or defending their actions. We have no mechanism for discussing such a thing at present. It is, I think, a very important aspect of academic affairs and issues. I think that a committee of this sort would be a very welcome addition

DR. TARANTINE: One of the things we plan to have in here would be standing other group committees, which I didn't mention would be standing committees. Those would be committees that would be recommended by the Academic Affairs Committee. They would tell the Executive Committee or tell the Senate that we need a subcommittee on admissions policies and that would be set up by the, we'll have a procedure for doing that.

DR. BEHEN: Are there further questions of Dr. Tarantinel Thank you. Are there any other committees to report? Yes sir.

DR. JONES: The Faculty Advisory Committee to the Chancellor of Ohio met yesterday, and I **thought** there would be two items, three items, that you might be interested in. First of all, the main item of business was this Management Improvement Program Personnel. Manual. The Committee decided to present the following position to **the** Chancellor:

1. that the Manual as it stands is unacceptable
2. that the **Committee** itself was attempting to rewrite entire sections of the Manual
3. that the item number 2, was not to be **interpreted** as an endorsement of the Committee of having Personnel Management Manuals.

Now when we went to the Chancellor and **presented** this position to him, I, myself, felt that Items 1 and 3 simply got lost in the friendly atmosphere of the meeting. The only thing that came out was that we're attempting to rewrite the Manual for him. There is no doubt that the Manual is going to be installed as policy at the University. The Chancellor stated that the Board of Regents is now pursuing with vigor implementation of the Manual. He did tell us that he has requested all of the university and college presidents to appoint members to an implementation committee to see that these are installed at the universities. We **asked** the **Chancellor** that if he would request **that** members of this implementation **committee** be faculty members rather than administration people and he agreed that he **would** make this request but that he couldn't force it.

Two other **items** was that Dr. Norton was asked if he would support a policy which would allow institutions to have their own calendar and their own system, the semester **system**. Miami University is right now actively engaged in attempting to install what they call the early semester system on **the** campus. Dr. Norton said that he couldn't support a policy which would allow every institution to have its own calendar, but he would consider, he was open minded; and he would consider some other **policy, say**, rather than just the quarter, there might be 2 options, quarter or semester, **where** anyone who went on the semester had the same calendar but you would consider that.

Third, Dr. **Norton** was asked if he would consider the Board of Regents' supporting a change in the current policy of not giving state subsidy for out-of-state students, and he asked what was the effect. I told him that YSU lost 20% of its students because of this policy. I just pulled the number off the top of my head. I don't know if it is accurate or not, but he was impressed enough to say he thought that it should be looked into and sounded very sympathetic with allowing state subsidy for Pennsylvania students.

DR. BEHEN: Just a minute before you depart. Does anyone wish to ask any questions of Dr. Jones?

DR. JONES: I'll tell you, the 50-mile-an-hour trip to Columbus is

DR. BEHEN: Are there other committees to report? Is there unfinished business to come before the House? Is there new business? Yes, Mr. Ives.

MR. IVES: Thank you, I'd like to present a motion, the reasons for which have already come into evidence during this meeting beyond the remarks of Vice President Krill and Dean Paraska in regard to the position of the word "degree" in this cumbersome title. I would point out that Professor Behen, not 25 minutes ago--reading, with the proper wording in front of him--read it to you the other way.

DR. BEHEN: That's already been pointed out.

MR. IVES: In the registration system we used to have, I several times got in a line in which students would present their papers and forms--not freshmen--juniors and seniors. Noting that the person was a candidate for the BS degree, I would start checking the requirements and advising along that line. It would turn out, anywhere from one to five minutes later, that he was a candidate for the BS in Education degree. Now one might suppose that we do not award degrees to students who don't know what degrees they are getting, but we do. Furthermore, I think these are technicalities beyond the ready comprehension of perhaps the majority of this Community. We have the Bachelor of Science, I personally have the Bachelor of Science in physics (small p) and chemistry (small c). We also have the Bachelor of Science in Education and you don't speak of in capitals, and so on. They are also beyond the comprehension of Vindicator reporters. Hardly a week or even a day goes by but what I read an item about the marriage or similar activity of some former student. Frequently, people are listed with BS degrees and I know they didn't. I check it and I'm right. In the interest of simplicity, clarity, convenience, and justice, I would like to move that steps be taken by the appropriate Senate committee at once toward changing names of the degrees: Bachelor of Science in Business Administration, Bachelor of Science in Education, and Bachelor of Science in Applied Science to Bachelor of Business Administration, Bachelor of Education, and Bachelor of Applied Science.

DR. HANKEY: Second.

GR. BEHEN: You have heard the motion, it has been seconded by Dr. Hankey. May we have a copy of your motion Mr. Ives, please, By my watch we have 2 minutes. We have a motion and second. Dr. Cohen?

DR. COHEN: In view of the lateness of the hour, and since we have all discussed this thing before, I move the question.

SPEAKER UNKNOWN: What's the question?

SECRETARY: That steps be taken by the appropriate Senate committee at once toward changing the names of the degrees: Bachelor of Science in Business Administration, Bachelor of Science in Education, and Bachelor of Science in Applied to Bachelor of Business Administration, Bachelor of Education, and Bachelor of Applied Science.

SPEAKER UNKNOWN: Mr. Chairman, what is the meaning of "immediate steps being taken". Is it to consider the matter?

DR. BEHEN: Ask Mr. Ives, if you will please.

SPEAKER UNKNOWN: What is the meaning of "steps being taken"? Is it to be considered by a committee and reported back?

MR. IVES: Yes.

DR. BEHEN: Call for the question! All in favor indicate by "Aye" those to **the** contrary, by "Nay". I rule that the "Ayes" have **it**.

SPEAKER UNKNOWN: I call **for** division.

DR. BEHEN: **Call** for a division. The time has elapsed and this meeting **is now adjourned,**