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MINUTES  
ACADEMIC SENATE  
March 5, 1980

ATTENDANCE (See attached roster)

CALL TO ORDER

After establishing that there was a quorum present, Dr. Jean Kelty, Chairperson of the Senate, called the meeting to order at 4:05.

APPROVAL OF MINUTES

The minutes of the meeting of February 6, 1980 were approved with the following correction: page 3, the second from the last paragraph, under Honors Committee, should read Honors courses rather than Honors student.

REPORT FROM CHARTER AND BYLAWS: none

REPORT FROM THE EXECUTIVE COMMITTEE

Dr. Feitler reported. Dr. Feitler, on behalf of the Senate Executive Committee, moved adoption of a memorial resolution expressing the appreciation and respect of the members of the Senate for Dr. Earl Edgar. The resolution is to be forwarded to Mrs. Edgar and to the sons of Dr. and Mrs. Edgar. The resolution was unanimously passed. (See attached copy of resolution.)

Dr. Barbara Brothers moved that the eulogies of Dean Yozwiack and President Coffelt, delivered at the memorial service for Dr. Earl Edgar, be appended to the Senate minutes. The motion passed. (See attached copies of those eulogies.)

REPORT FROM ELECTIONS AND BALLOTING: none

REPORTS OF OTHER SENATE COMMITTEES

Academic Affairs: Dr. Hill reported. Academic Affairs had two items for Senate consideration: a proposed change in the name of the Material Science program and proposed acceptance of a Military Science course to fulfill credit for a Physical Education activity course. He referred the Senate to the materials attached to the agenda which were pertinent to the proposed name change for the Material Science program, and moved that the name of the Material Science program be changed to Metallurgical Engineering program in the Department of Chemical Engineering and Material Science. The motion was seconded. Dr. Kelty asked if there were questions or discussion.

Dean Sutton enquired about the procedure for changing the department name to Department of Chemical Engineering and Metallurgical Science. Dr. Hill responded that he did not believe that was part of the charge of Academic Affairs and referred the question to Dr. Slawewski, who anticipated that a change in the department name may indeed be required. Dean Sutton asked whether that change should be included in the motion. Dr. Hill, however, observing that such a change was not part of the charge of Academic Affairs, requested that the motion be considered as it was presented. Name changes could be taken care of under another motion, after the present motion was passed. Dr. Slawewski agreed to whatever procedure was convenient.

Dean Yozwiack explained that in the past, when names of departments have been changed, he has followed the procedure of submitting the request to the Vice President for Academic Affairs who then submits it to the Board of Trustees.

Since this appeared to in no way influence the motion, the question was called and the motion passed.

It was established that a simple request could take care of the matter of changing a department name and no further motion was required.

Dr. Hill then indicated that the Military Science Department wished to add Military Science 615 to the group of all the existing Military Science courses which fulfill requirements for a Health and Physical Education activity course. He so moved and the motion was seconded. Dr. Kelty called for discussion.

Dr. Phillips expressed concern over cross-listing. She requested a clarification of which of the Military Science courses cross-listed (see pages 9 and 11 of agenda) would go into the catalogue, since there appeared to be a discrepancy in their descriptions. Dr. Jenkins explained that the course would be entered in the catalogue as it appears on page 11 of the agenda, and that it would be cross-listed.

Dr. Cummings raised some questions regarding the cross-listing policy, particularly the use of "same as" and "identical with". If the new cross-listing policy is put into effect, it would seem that "cross-listed with" should replace these other terms. Dr. Jenkins explained that this change could not take place as a result of the cross-listing policy; however, the problem of identification has been taken care of.

No further questions following, the motion was carried.

Curriculum Committee: Dr. Jenkins reported. Dr. Jenkins, noting that on page 1 of the agenda there was listed a possible motion, indicated that there was no intention to offer a motion at this meeting. The courses 80-161, 80-162, and 80-163 have been appended without objection, so there is no need to offer a

motion. The other courses, 80-155, 80-156, 80-157, 80-164, and 80-166 are to be removed or deleted from the appendings to the agenda. There are still some objections outstanding which the committee was unable to resolve in time for this meeting, so the Senate members and the Secretary are requested to remove those specific courses from the agenda. He further asked that the Senate make note that on page 20 of the agenda under Course 80-125, Home Economics 870, the prerequisite is incorrectly identified. Rather than 30 hours of credit in home economics, it should read Junior standing. Senate members were asked to make that correction in their copies of the agenda; the Secretary is to make that correction in the official copy of the agenda.

Dr. Jenkins referred the Senate to page 28 of the agenda, the Policy on Cross-Listing. The intention of the committee is that this policy begin to have effect in September of 1980, although the committee has already begun to enforce it. He offered some background to the issue of cross-listing: in years past, there were a variety of cross-listings (some were "the same as"; "identical with"; et cetera), and in many instances the agreements about what these meant were verbal. Some time later, this has created problems of interpretation. The committee's purpose in formulating this policy is to attempt to identify two forms of cross-listing and to require, in particular where there is a cross-listing with joint responsibility, a statement to be included in the University minutes as well as in the Senate minutes in the hope that in the future this will avoid potential conflict between departments over the meaning of a specific cross-listing. The committee does not intend to impose this retroactively, except in so far as courses come before the committee and problems arise. Eventually, cross-listed courses that presently exist will come under this policy, but for the moment they will simply continue to exist under whatever agreements the two co-operating departments may have. The policy, then, applies only to courses that have come before the committee this year, but in particular is intended to go into effect as of September, 1980. Dr. Jenkins moved the adoption of the policy as described on page 28 of the agenda. The motion was seconded and there was no discussion. The motion was carried.

Dr. Jenkins reported that the Curriculum Committee had developed a new Curriculum Proposal Form. Each of the schools has been sent the new proposal forms, and they in turn have forwarded them to each of the departments. The committee has requested that, as of March 1, 1980, departments no longer use the old proposal forms.

Ad Hoc Committee on the Early Quarter System: Dr. Kelty noted that a report from the committee was attached to the agenda. Dr. Dobbert had intended to be present at the meeting by 4:30, and it was just at that moment 4:30. She asked if there were questions to be addressed to other members of the committee who were present. There were no questions. A motion that the Senate has received the report was made and seconded. Motion carried.

Dr. Cohen recalled that when the survey was done to establish response to the early semester system there was a great deal of support for the concept. Its defeat in the Senate was by a slender margin. Since that time, he has concluded that the semester plan is indeed far more flexible and useful for the non-traditional student than is the quarter system, allowing 15 weeks for the student to become accustomed to the university. Since the present survey is clearly against the early quarter plan, and the vote on the early semester system was close, he moved that the early semester plan be referred to the Executive Committee for re-examination. The motion was seconded.

Dr. Brothers suggested that the report from the previous study might well be examined to find if the members of the Senate find any reason to change their minds about the early semester program, but she expressed doubt about the necessity of going back and studying the entire issue over again.

Dr. Kelty indicated that the motion was to refer the matter to the Executive Committee for study. No further discussion following, a vote was taken on the motion. The motion passed (34-28).

UNFINISHED BUSINESS: none

NEW BUSINESS: none

#### ADJOURNMENT

It was moved and seconded that the meeting be adjourned. Adjourned at 4:38.

March 5, 1980

ATTENDANCE  
UNIVERSITY SENATE

ARTS AND SCIENCES

Everette Abram E. Abram  
 Christopher Bache C. Bache  
 Richard Bee R. Bee  
 George Beelen G. Beelen  
 Barbara Brothers B. Brothers  
 Dean Brown D. Brown  
 Irwin Cohen I. Cohen  
 Janet DelBene Janet DelBene  
 Thomas Dobbelstein T. Dobbelstein  
 Leslie Domonkos  
 Larry Esterly L. Esterly  
 Sally Hotchkiss  
 Jean Kelty  
 Ikram Khawaja I. Khawaja  
 Freidrich Koknat F. Koknat  
 Leon Laitman  
 Margaret Moore  
 Gratia Murphy Gratia Murphy  
 Joan Phillip J. Phillip  
 Sidney Roberts S. Roberts  
 Lowell Satre L. Satre  
 Gary Salvner G. Salvner  
 Agnes Smith Agnes M. Smith  
 Elizabeth Staudt E. Staudt  
 Christopher Sweeney  
 Ronald Tabak R. Tabak  
 Allän Viehmeyer Allen Viehmeyer

BUSINESS ADMINISTRATION

Howard Cox Howard Cox  
 James Daley J. Daley  
 Larry Davis  
 Terry Deiderick  
 Inez Gross Inez Gross  
 Donald Hovey  
 Mervin Kohn  
 R.J. Shuster R. Shuster  
 Jane Simmons J. Simmons

SCHOOL OF EDUCATION

Robert Ameduri R. Ameduri  
 Peter Baldino P. Baldino  
 Edgar Cobett E. Cobett  
 Jack Dunsing J. Dunsing  
 Fred Feitler F. Feitler  
 Louis Hill  
 Glorianne Leck  
 George Levitsky G. Levitsky

SCHOOL OF ENGINEERING

Jack Bakos Jack Bakos  
 Prakash Damshala  
 Wade Driscoll  
 Richard Mirth R. Mirth  
 Floyd Morris  
 Philip Munro P. Munro  
 Samuel Skarot S. Skarot  
 Tedeusz Slawecki

FINE AND PERFORMING ARTS

Donald Byo D. Byo  
 Darla Funk Darla Funk  
 Elaine Juhasz  
 Joseph Lapinski J. Lapinski  
 Daniel O'Neill D. O'Neill  
 David Robinson D. Robinson  
 Virginia Shale  
 Michael Walusis

APPLIED SCIENCE AND TECHNOLOGY

William Barsch W. Barsch  
 Mary Beaubien Mary Beaubien  
 Ronald Ciminero R. Ciminero  
 Alfreda Harris  
 Gail Hedrick  
 Bari Lateef B. Lateef  
 Victor Richley V. Richley  
 Mary Sebestyen Mary Sebestyen  
 Hilary Soller  
 James Zupanic J. Zupanic

ADMINISTRATIVE

Taylor Alderman T. Alderman  
 William Binning W. Binning  
 David Cliness  
 Lawrence Cummings L. Cummings  
 Earl Edgar  
 Charles McBriarty  
 William McGraw W. McGraw  
 Arnold Moore A. Moore  
 Nicholas Parasha  
 Leon Rand L. Rand  
 Edmund Salata E. Salata  
 James Scriven J. Scriven  
 George Sutton  
 Bernard Yozwiak B. Yozwiak  
 Dean of S.B.A. BY

STUDENT MEMBERS

Michael Anderson M. Anderson  
 Diane Bogan  
 Joe Castrodale J. Castrodale  
 W. Perry Cooper  
 Tony Koury T. Koury  
 Lori Kovach  
 James Melfi  
 Ed Menaldi E. Menaldi  
 Ralph Minto  
 Kerry Paulin  
 Steven Shelton  
 Karen Snyder  
 George Stokes G. Stokes  
 Robert Wade  
 Bob Wasko B. Wasko

6.

REPORT OF THE EXECUTIVE COMMITTEE

March 5, 1980

Resolved, by the Academic Senate of Youngstown State University, That the members of the Senate acknowledge their deep sense of loss at the death of Dr. Earl Edgar, Vice-President for Academic Affairs. Dr. Edgar was one who had a genuine regard and concern for the affairs, problems, and direction of the Academic Senate. He unfailingly gave full support and attention to Senate matters. He rarely missed meetings or involvement with active Senate committees. He took time from his busy schedule to meet with faculty individually or in groups. No matter was too small for his attention. The extent of his support for the activities of the Senate was not publicized nor well known. But he gave generously, not only of his time, but also of his budget and his own staff in helping to move Senate business forward. This statement does not recount Earl Edgar's many outstanding personal qualities; but he was at all times deeply concerned, fair, open minded, and willing to listen and consider faculty matters. In the weeks and months to come we will deeply miss Senator Earl Edgar, and we will not forget his contribution to this Senate.

Resolved, That the Secretary of the Academic Senate respectfully forward this resolution to Mrs. Edgar, and to the sons of Dr. and Mrs. Edgar, with the heartfelt sympathy of the members of this body.

Fred C. Feitler  
Senate Executive Committee  
Chairperson

*Fred Feitler*



# YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN, OHIO 44555

## EUOLOGY TO A FRIEND

May I share with you my perceptions of Vice President Earl Edgar's contributions to the evolution of this institution as a state university coincidental with his appointment in 1967.

Before commenting upon some of the important developments which occurred during his tenure here -- first as Dean of the Graduate School and Professor of Philosophy and later as Academic Vice President -- it's appropriate to reflect at greater length upon his leadership style. For an understanding of that style is essential to a full appreciation of his contributions here at Y.S.U.

Earl was not an administrator by training. He was a teacher and philosopher. And when a teacher -- be he economist, historian or philosopher -- moves from the classroom into academic administration, he enters into a new professional group. And like a scholar in a discipline, he tends to learn most from peers practicing the same art at the same level -- not from scholars, not from superiors, not from executives in other enterprises but from his colleagues who share the same responsibilities and problems at the same point in time.

But notwithstanding this fact, the academic experience shapes, in large measure, the leadership style which subsequently emerges. And that is why we recognize the teaching experience as essential as preparation for academic administration.

Earl's academic leadership style obviously was shaped by his many years as a scholar and teacher. It was reflected in his strong commitment to work with groups of people to achieve desired goals. He consistently acted on the belief that a high level of trust between persons, and between groups, was essential to maximize each individuals' contribution.

He believed that most problems are best solved by a collegial approach. He had a deep respect for others' expertise; and he believed that the collective wisdom of a well-selected group was usually greater than that of the individual. He often perceived his role to be that of planting and nurturing ideas, working on the periphery of a group to achieve consensus and harmony.

In all honesty, there were occasions when those below -- and above -- chafed under the slowness of the process. And yet he taught us that effective leadership recognizes that a certain amount of disagreement is necessary if the best decisions are to evolve; and also that participatory decision making leads to trust and consent by those most directly affected by those decisions.

It was not Earl's style of leadership to worry about personal credit. He could care less who got the credit. And yet by drawing upon the strength and knowledge of others he enhanced his own leadership vitality, his own effectiveness.

Let me recount just a few of the many accomplishments realized under his leadership, first as Dean of the Graduate School and later as Academic Vice President. He would be the first to deny personal credit for their achievement. Yet who is to say that they would have been achieved without his guidance and leadership style. Certainly they would not have been accomplished with the same degree of harmony and support.

Foremost among the accomplishments in Dr. Edgar's nearly thirteen years at this Institution, was the development, accreditation and growth of our graduate program. He served as this University's first Dean of the Graduate School; and in three short years -- years of turmoil and confusion; of changes in our academic and governance structure -- there emerged an accredited graduate program with degrees in some 20 fields of study. Only if one has been through the difficult process of developing new curricula, writing new policies, developing new procedures can one fully appreciate the magnitude of this achievement in so short a time, and during this particular phase of the institution's development.

In 1970, Earl assumed the post of Academic Vice President; and from that time continued to build and strengthen both the scope and quality of undergraduate academic programs. During his early tenure as Academic Vice President, the programs and philosophy of the Technical and Community College -- later to become the College of Applied Science and Technology -- were shaped. He guided us through those formative years as we struggled to harmonize liberal and technical education.

There has emerged a program unique in Ohio higher education wherein a strong technical college has become an integral academic unit, both giving to and drawing upon the strengths of the professional and liberal arts colleges.

During his tenure the full-time faculty has more than doubled, but more importantly the proportion of faculty holding the terminal degree has risen from about 25% to over 60%. Today the University's greatest strength lies not in its physical plant, not its curriculum, nor even its athletic program, but in the quality of its faculty. Earl was dedicated to the need to attract and retain a quality faculty and some of his greatest concerns in recent years had to do with harmonizing that goal with available resources.

Other accomplishments during his tenure include the establishment of a new College of Fine and Performing Arts; North Central Association reaccreditation in 1978; and the achievement of professional accreditation of a number of new and existing programs; a comprehensive review and restatement of the role and mission of Youngstown State University as a urban university.

More recently he has given major leadership to two important planning activities - the extension of programs for non-traditional students, and the development of a long-range Academic Master Plan.



Earl brought to the position of Academic Vice President not only an understanding of academe, but high scholarship, intellect, integrity. He enjoyed the confidence of both faculty and administration. He was such a good man -- morally, intellectually; he was forgiving, understanding, tolerant almost to a fault. We shall all miss his guidance, his leadership, his companionship in the years ahead.

Let me close by suggesting that we pause to reflect upon the nature and purpose of life. Earl's discipline was philosophy, and not infrequently he liked to draw upon his discipline as a well-spring of practical wisdom.

I know nothing of Earl's religious beliefs; but there is a pagan prayer at the close of Plato's Dialogue which I think he might consider appropriate as an epitaph.

Socrates you may remember, turns to his friend Phaedrus and says, "We ought to say a prayer before we leave here."

"Beloved Pan," says Socrates, "and all you other gods who haunt this place, give me beauty in the inward soul, and may the outward and inward man be as one. May I recognize the wise to be the wealthy, and may I have such a quantity of gold as a temperate man, and he only, can bear and carry. Anything more? The Prayer I think is enough for me."

And then Phaedrus says, "Since friends should have everything in common, say that prayer for me, too."

And Socrates does, and then says, "Let us go."

February 29, 1980

REMARKS: EARL E. EDGAR MEMORIAL SERVICE (2-29-80)

*B. J. Gyzwisk*

We have come to pay our respects to Earl E. Edgar, a man that was a friend to all who knew him. Your presence here today is testimony of the high regard that we all have for him. Also, we wish to extend our sympathies and condolences to Joan, Eddie, Erik and Annette, who are here with us today as well as to Ellen in Portland, Oregon. We, in the University Community, share in your loss.

To recall the man and to better appreciate his accomplishments as a scholar, teacher, and administrator, I would like to take a few minutes to share his resume with you.

Earl was born in Dwight, Illinois on February 12, 1914. He was interested in philosophy and majored in this at DePauw University where he received the B.A. degree in 1935. He continued his study in philosophy at the graduate level at Nebraska, Wisconsin and Cincinnati receiving the M.A. from Nebraska in 1937 and the Ph.D. from Cincinnati in 1940.

After completing the Ph.D. Earl was appointed Associate Professor of Philosophy and Sociology at Culver-Stockton College in Missouri and remained there for 2 years. With the war on, he accepted a position as Economic Analyst and Section Chief in the Wage Stabilization Division of the War Labor Board in Chicago. This was a wise move on his part because it was here that he met Joan. He remained in this government position until 1945.

Returning to academia, Earl taught social science for a year at the University of Chicago and then, in 1946, accepted a position as Associate Professor of Philosophy in the Institute of Citizenship at Kansas State. He

remained at Kansas State for 15 years in varying capacities such as:

Associate Director of the Institute of Citizenship for 3 years  
Acting Director of the Institute of Citizenship for 2 years, and  
Head of the Department of General Studies for 8 years.

He had been appointed full professor within a short time and while at KSU (Kansas State, not Kent State--one of the hardest things he had to adjust to was that when we say KSU we mean Kent!) he served as visiting professor during the summer of '58 at Utah State and from August to October of that year, was a member of the American team on the India Education Project for the U.S. state Department as a consultant on general education at a university in Tirupati.

In 1961, Dr. Edgar went to Penn State University as Professor of Education and Chairman of Cultural Foundations of Education in the Department of Educational Services. He remained at Penn State until 1967 when former President Pugsley, who had known of Earl's work when they were both at Kansas, enticed him to apply for the position of dean of our graduate school--soon-to-be. I will stop reviewing his career at this point and President Coffelt will comment on his work at this University.

I might add, however, that in terms of scholarship, Earl has had published at least a half dozen papers as well as a book in 1965, entitled, Social Foundations in Education.

The resume that I've just recited shows his progression and advancement to positions of greater and greater responsibility, and it attests to his scholarly achievement, successful teaching, and administrative abilities. One of his former students, Clyde Painter, who many of you will remember, took a course from Earl at Penn State and stated that Earl was the best teacher that

he ever had.

While the resume highlights Earl's accomplishments before coming to YSU, it does not adequately describe--in a personal way--the Earl Edgar we knew. We all know him in many different ways--some worked with him on a day-to-day basis; others only on occasions. However, I feel that there would be general concurrence with the fact that it was a pleasure working with him.

He was a man of integrity and totally honest. Were Diogenes with his lamp looking for the honest man to have come to our campus, he would have found the man he was looking for. Earl was a kind and compassionate person; even-tempered--I don't recall him ever getting angry; he was a patient listener and a wise counselor.

In his role as an administrator he could well be classed as an "enabler" and not an obstructionist. If you came to him with an idea, a project, or a proposal that had merit, he would do all that he could to seek ways to enable it to come to fruition. He was more motivated by the academic value of a proposal than by favorable or unfavorable statistics. It tortured him to say "no" when economic pressures forced him to refuse a request.

Earl enjoyed good music and for a time served on the Board of Directors of the Youngstown Symphony Society. He was well-read and was truthfully a "man of books". He was an interesting conversationalist. But he was a lousy sports fan and fairly innocent of knowledge in that area. Although he improved in recent years, Those of us who had the pleasure of his company for lunch at the Wicker Basket would usually spend the time on Mondays explaining the NFL games to Earl. Out of self-preservation, he took to watching the Sunday games, when he didn't drop off to sleep in the process.

We all have our memories of Earl and they are all happy ones. He was a good man, a gentle man. The other day, I ran across a little piece

written by L. K. Hall as a paraphrasing of the 13th Chapter of I Corinthians. It is entitled, "A Great Man" and I think it describes Earl to a tee. It goes as follows:

A GREAT MAN

A great man is patient and kind  
He knows neither envy nor jealousy  
He is not forward and self-assertive  
Nor boastful and conceited  
He does not behave unbecomingly  
Nor seek to aggrandize himself  
Nor blaze out in passionate anger  
Nor brood over wrongs  
He finds no pleasure in injustice done to others  
but joyfully sides with the truth  
He knows how to be silent  
He is full of trust, full of hope, full of  
patient endurance  
A great man never fails.

Neither did Earl Edgar--far from it!

We will miss him!