

Bernard Gillis
Provost

ACADEMIC SENATE MINUTES

NOVEMBER 6, 1991

RECEIVED

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OFFICE OF THE PROVOST

CALL TO ORDER

Chair Jenkins announced a quorum and called the meeting to order at 4:01 p.m.

MINUTES OF OCTOBER 2, 1991

Chair Jenkins announced a change on Page 9 of the Minutes. Stephen Kale should be replaced by George Kulchitsky on the Continuing Education Committee. On Page 2, Nominees for Charter and Bylaws should show that G. Murphy nominated James Schramer and G. Sutton nominated Duane Rost. In the last paragraph under Presidential Search Committee Question, Page 5, change H. Hyre to S. Hyre.

Motion to Approve Minutes

T. Shipka moved the minutes be approved as corrected. Motion seconded by W. Barsch. Motion Carried.

APPROVAL OF RECOMMENDATIONS FOR PARLIAMENTARIAN AND SECRETARY

The Chair noted that this was the first meeting after the establishment of the Senate for the 1991-92 Academic year.

Motion to Accept Chair Recommendation for Parliamentarian

S. Hotchkiss moved that D. O'Neill be approved to serve as Senate Parliamentarian. Motion seconded by S. Smith. Motion Carried.

Motion to Accept Chair Recommendation for Secretary to Senate

F. Barger moved that V. Phillips be approved to serve as Secretary to the Senate. Motion seconded by G. Beelen. Motion Carried.

ELECTIONS AND BALLOTING COMMITTEE

K. Feld reported.

Dr. William Jenkins was elected Chair of the Senate. P. Baldino will serve as Vice Chair. Duane Rost, Barbara Englehardt, and Stanley Browne were elected to the Charter and Bylaws Committee. Donald Hovey was elected as the Williamson School of Business representative to the Senate Executive Committee. He replaces Donald Mathews who retired August, 1991.

Ballots will be kept on file in K. Feld's office until December 1, 1991, for inspection.

SENATE EXECUTIVE COMMITTEE REPORT

The Senate Executive Committee has recently passed a motion to be presented to the Academic Senate at this meeting. That motion arose out of a concern regarding the openings in the presidency, the office of provost and several deanships. It is our belief that the present policy of not offering rank and tenure to appointees to such posts restricts the pool of qualified applicants. The recent search for a Dean of Arts and Sciences has presented such a problem. Therefore, the Senate Executive Committee would like to make the following motion:

Motion to Recommend Change in Status of Academic Administrators

Chair Jenkins moved "That the Academic Senate recommend to President Neil Humphrey and the Board of Trustees the adoption of a policy of granting rank and tenure to qualified applicants for vacancies in major academic administrative posts." This wording represents a change from the motion sent out with the Senate Agenda. It is, we believe, more direct and less subject to misinterpretation. Motion seconded by P. Baldino.

G. Sutton--I am an untenured dean. I am concerned about the potential effect of tenure. If you tenure a person upon appointment, that individual could find shortly after appointment that the Peter Principle applies and ask to go back to faculty rank.

A three-year probationary period should be required until the administrator can execute the privilege to return to a department and only then if a vacancy exists. I cannot image that Dr. Russo or other members of the Bargaining Unit will hold still and allow a faculty member to be kicked out at the whim of a disgruntled administrator.

T. Shipka--My name is Tom Shipka. I am a senator representing Arts and Sciences and I am the member of the Executive Committee of the Senate who raised this issue in the Executive Committee this fall. I wish to speak to several aspects of this proposal.

The first is the historical background to the establishment of so-called courtesy rank and its shortcomings. For this I quote from a talk that I gave last May on campus to the Honors Convocation:

"Not long after the faculty unionized in 1972, the president and the trustees decided that a clear line should be drawn within the faculty between management and labor, superiors and subordinates. As a means to draw this line, they established the policy that academic deans should surrender faculty tenure and rank as a condition of serving as a dean, and serve as pure administrators on three-year renewable contract at the pleasure of the president. This policy, the offspring of paranoia, discourages many talented prospects on and off campus from seeking a deanship. Further, it militates against open and frank communication during a dean's service. Few individuals have the inner strength to be assertive when it is institutionally desirable in the absence of rank and tenure, for they fear, justifiably, that the truth in some instances will set them free -- free to look elsewhere for a job. Our deans should be teachers, scholars, and creative artists who tinker for a time at administration. Even if a dean's service extends over many years, he or she should remain an academic attached to an academic department, with the opportunity to teach occasionally, and with the right to return to the department full-time upon his or her

initiative, or upon the initiative of his or her administrative superiors. The policy which we follow is not required by the Ohio public sector collective bargaining law, and few if any other universities follow it, unionized or not."

My second point deals with the impact of this proposal on current academic administrators. This proposal, if adopted as university policy through action of the president and the trustees, applies to all new appointees and does not alter the terms and conditions of the appointment of currently serving academic administrators. Since current academic administrators with courtesy faculty rank were not appointed with the understanding that the appointment carried traditional faculty rank and tenure, then I do not believe that this proposal treats them unfairly. They would be no better or worse off than they have been. If a current academic administrator chooses to leave his or her post and wishes to be appointed to an academic department with faculty rank and tenure, then, I assume, the president or the trustees would evaluate each request individually on its merits. This, in fact, seems to have been the actual practice in the past.

Thirdly, our failure to alter current university policy will diminish our attractiveness to many qualified candidates in the future, particularly in the atmosphere of funding shortages that plagues us. Evidence of this surfaced recently in a discussion which I had with a finalist for the deanship in Arts and Sciences. I asked the candidate whether she knew that faculty rank and tenure did not accompany the deanship. She said that this information had not been divulged in the ad which she saw for the position, that she learned it only after she arrived on campus for interviews, and that she had made it clear subsequently that she would not accept the appointment without rank and tenure.

In conclusion, for the good of the university, I urge that you support this proposal, and I thank you for listening.

F. Barger--I realize the motion does not address this issue. However, I feel it is important that it be stated. Departments should be consulted prior to the granting of tenure.

Motion to Amend

F. Barger moved to amend the motion by adding the following as the last sentence: "Prior to the granting of the position, the appropriate department review and recommend the individual candidate for tenure and rank. Motion seconded by G. Sutton.

F. Barger--Is Dean Sutton correct in assuming that a junior member could lose a position if an administrator elects to return to faculty status?

Chair--The motion does not speak to this issue. He is not correct in assuming it will automatically happen. He is correct in stating that it could happen.

G. Murphy--How would you implement the amendment? Would a selection committee go through the process and have the department members review the candidate?

Answer--The candidate would be reviewed by the appropriate department to determine if he/she qualifies for rank and tenure.

G. Murphy--So it would be a final review?

F. Barger--Yes.

I. Khawaja--Would you amplify on what is meant by administrative position?

Chair--Major academic posts would include Assistant Deans, Deans, Associate Provost, Provost, and President.

R. Tabak--Is the review by the department advisory or is it a veto vote?

F. Barger--The tenure review would be the same as the current process.

Chair--I would interpret that it means veto power.

F. Barger--Can a department veto anything? I would have said so if I meant veto.

P. Baldino--I think this means they have the veto power.

Chair--Do you have wording?

F. Barger--If a department did not grant tenure, why not revert to the current situation? If a department did not grant tenure to a deserving individual, it could be upheld for public ridicule. If the administration appointed a schnook, they would be subject to public scrutiny. It is only if someone screws up that this becomes pertinent.

Amendment Passes.

D. Robinson--I do not believe I could face this university unless the Senate faces the issue directly.

Motion to Substitute Text for Main Motion

D. Robinson moved that "This Senate recommend that with the consent of the appropriate academic department, appropriate academic rank and eligibility for tenure be conferred upon major academic administrators upon or retroactive to the date of their employment at Youngstown State University." Motion seconded by D. Hovey.

It will not do any honor to this University to declare that incoming deans are of superior status to those present deans. With the exception of four or five individuals, our present deans are people of high caliber and capability, and I do not believe that the politics of paranoia that Dr. Shipka so eloquently described have ever done any credit to this university. I do not believe that the university has ever been improved by holding our deans in a state of job insecurity.

S. Hotchkiss--As one who had earned and then relinquished academic rank and tenure without giving it a second thought upon defecting into administration, I need to make a few comments. Somehow this discussion reminds me of a statement that President Pugsley made many years ago. President Pugsley said "I have never known anybody who worried about tenure who deserves to have it," and I think there is a great deal of truth in what he said.

I am opposed to the main motion for reasons that were quite graphically described by Dean Sutton and others, but if we are to approve it, I would strongly urge adoption of D. Robinson's amendment. To do otherwise would be to create two, if not three, classes of deans. There is not only inequity in that, but I believe that it demonstrates that paranoia goes both ways. Let's go all the way or not at all.

J. Reid--Would years served at administrative rank transfer to faculty rank?

Chair--That is not addressed by the motion.

G. Sutton--Do you mean for promotion?

J. Reid--For retrenchment.

Chair--This issue is not addressed.

G. Sutton--D. Robinson's amendment addresses the major question I had. I am frightened about instant tenure. I do not feel that deans fear a tenure review. It is a little more frightening when there is a vacancy at the top when you have a three-year renewable contract.

Robinson Amendment Passes.

D. Hovey--How does the motion now read?

The secretary reread the motion as amended.

Main Motion Passes.

The Chair then continued the Executive Committee report.

The Presidential Search Committee has met once. At the initial meeting it was decided to place an advertisement in trade journals listing a deadline of November 15. After that date Lamalie Associates, the executive search firm hired by the Trustees, will undertake an initial screening of the applicants, who will also come from the thousands of candidates available in Lamalie's database. The criteria for screening adopted at the first meeting include the following:

- Earned Ph.D. highly desirable; however, other advanced professional degrees in combination with demonstrated administrative skill will be given due consideration.
- A minimum of ten years' senior level administrative experience (preferably but not necessarily in an academic setting).
- Demonstrated understanding of and commitment to academic excellence in teaching, research and service.
- Experience in a state-assisted system of higher education.
- Demonstrated ability in organizational development.

- o Well developed skills in financial management and strategic planning.
- o Experience in organized labor relations.
- o Demonstrated effective management of collegiate athletics.
- o A clear record of achievement in institutional fund raising.
- o A strong track record of success in pursuing equal opportunity goals and achieving affirmative action results.
- o The ability to relate to a broad variety of campus and community constituencies.
- o A clear understanding of the opportunities for leadership in an urban university, and a practical sense of community involvement.

The Search Committee will conduct further screenings in December and January. Later in January or early February, approximately five candidates will come to campus for interviews with the Search Committee and other appropriate bodies. Based on these interviews and the feedback received, it is the responsibility of the Search Committee to present three unranked candidates to the Board of Trustees from whom they will select a new president sometime in February.

V. WonTatah--I am not a Senator, but when I read the statement for requirements, I had some questions. Why is ten years of relative experience a requirement? If someone does not have ten years' experience in higher education, will this disqualify the individual?

Chair--The number ten came from Dr. Taylor in the initial presentation. The search committee felt that in terms of different qualifications, overall strengths would be looked at and possibly some flexibility allowed.

V. WonTatah--Are you suggesting that ten years' experience is equivalent to some other performance qualifications? How can you make a judgment regarding an individual on this basis? Some people would make a good candidate even if they lacked ten years' experience.

Chair--It is presumed a person could hit the ground running if they possessed the qualifications listed.

P. Baldino--The language reads "should have" not "must have." I do want to take this opportunity to express my deep displeasure of the ad in the Chronicle that included the ten years' service requirement. One other item--an earned doctorate should be a requirement. I don't object to censorship of the meeting, but want to make these two points.

Chair--The Board will hold open meetings on issues that deal with proceedings. Specific candidates will be discussed in closed sessions.

The President's Planning Committee composed of President Humphrey, Vice-President Charles McBriarty, Dean David Ruggles, Professor Alice Betz and myself has also met once. It is the task of this committee to develop a Strategic Plan for the next five years based on the document, Recommendations

Toward a Strategic Plan, adopted last May by the Academic Senate. Each member will be working on an initial draft covering seven sections: YSU and Its Place in the State System, Scholarship and Academic Programs, Student Services, Public Services, Resource Development, Athletics, and Facilities and Equipment. These sections represent a combination of various parts of the Recommendations document. Eventually, the committee will circulate the polished draft for feedback from a variety of constituencies, including the Academic Senate. I will keep you informed of the progress of this process and of the times for providing feedback. I do not think I can overemphasize the importance of this process in setting directions for Youngstown State University. We are at a critical time in the evolution of this university. To assure that the outcome represents progress for Youngstown State University, we, as members of the Academic Senate, must stand ready to study reports, to offer constructive criticism and to create standards of excellence.

Finally, I am attaching a list of dates to the Minutes. This list of dates shows the deadlines by which reports are to be submitted to me for inclusion in the Senate Agenda. The deadline for items for the December meeting is November 21, 1991.

<u>Meetings</u>	<u>Dates</u>
December	November 21, 1991
January	January 6, 1992
February	January 23, 1992
March	February 20, 1992
April	March 19, 1992
May	April 23, 1992
June	May 21, 1992

Dr. Rost's Faculty Advisory Committee to the Chancellor is appended as Appendix A. Please note that Dr. Elmer Foldvary was commended for his work on the Transfer Module project.

MOTION TO TAKE UNFINISHED BUSINESS OUT OF ORDER

P. Baldino moved to take unfinished business out of order and place it as the next item on the Agenda. Motion received a second. Motion Passes.

DISCUSSION ON AD HOC COMMITTEE REPORT SEMESTER/QUARTER ISSUE

Chair--The Ad Hoc Committee did not choose to make a motion relative to conversion to a semester system. It did make a motion to ask for discussion in the Fall. The discussion began at the last Senate meeting and is continuing at this meeting.

Motion to Convert to Early Semester System

T. Riley moved "That the University convert to the early semester system starting in academic year 1994-1995." Motion seconded by T. Maraffa.

Chair--Each side of the issue on the Ad Hoc Committee will have ten minutes to present its position. After their presentations, the floor will be open to discuss the issue. Each person should restrict comments to five minutes. Dr. O'Neill will be the time keeper. I would ask that as many of you stay as possible for this important debate.

Arguments For The Quarter System

T. Maraffa presented.

I would first like to thank two groups. I would like to thank the committee members for their efforts last year. There were significant disagreements but everyone refrained from being disagreeable. I would like to thank the Jambar for the forum that appeared last week and for their coverage of the issue.

The charge of the Ad Hoc Committee on Quarter/Semester Conversion was to determine the feasibility and desirability of converting to a semester calendar at YSU. To this end, the committee

- 1) conducted separate surveys of University faculty, administrators, and department chairs to determine preferences for one calendar versus another and information about the potential academic and operational impacts of calendar change on YSU,
- 2) conducted hearings with faculty,
- 3) obtained information on calendar conversion from other Universities and the literature.

As a result of this information-gathering process, the committee expressed a preference for the semester calendar by a 6-4 vote. All members of the committee had the opportunity to listen to a variety of opinions both for and against converting to the semester calendar. Based on that information, I believe that the semester calendar will result in a more efficient, cost effective university and, further, that it is a calendar that will enhance both the educational mission of the University and student life at YSU. I will organize my arguments around issues of costs, educational mission, and student life.

We are all aware that YSU is experiencing financial stress. Efforts are underway to control costs and limit the amount of tuition increases. The semester system represents an obvious method to streamline University operations in order to contain costs. Once the conversion process is complete, any University operation tied to the academic calendar would occur two times instead of three times. How can this reduction not result in cost savings and a more efficient university? At the very least, registration, advisement, and scheduling will be more relaxed, less stressful, and therefore, more effective. Any cost increases related to the calendar and operations will have less impact on the University under the semester system.

Many universities and community colleges across the country have changed from quarters to semesters during the past ten years in order to contain costs. Not one university has changed from semesters to quarters. YSU is more similar to other universities than it is different.

Some have suggested that this trend is another academic fad (the latest pet rock of higher education). This belief ignores that fact that in each of these cases an extensive study was conducted, often a vote of the faculty was involved, and the conclusion was reached that semesters would be advantageous for the University. The decision, in these cases, was not made lightly.

Some contend that the savings generated have not been documented or that they are insignificant compared to the cost of conversion. If the savings are such an illusion, why has the trend toward semesters persisted? It is true that much of the savings are in the form of opportunity savings--the ability to manage work and provide better service, and these would not be quantifiable. It is also true that the costs of conversion are also opportunity costs and further that these are limited only to the conversion term.

Faculty have expressed opposition to calendar change on the grounds that the chaos during conversion would be so great as to negate any potential benefits.

The experiences of other universities does not support this contention. Again, if this were true, why would so many universities subject themselves to this "chaos"? YSU would be able to benefit from the experience of other Universities "conversion process" to minimize the disruption.

The academic issues regarding calendar conversion are largely questions of values. Is it better to take few courses that meet longer or more courses that meet for fewer weeks? One's opinion is influenced by teaching style and academic area.

However, a consensus is developing in higher education that greater emphasis should be placed on writing, research, and problem solving. As the pace of technological change increases, what a person can do is becoming as important as what a person knows. Longer time periods and more frequent feedback from instructors are necessary to effectively develop these skills.

This development is more likely to happen under the semester system in which a student spends fifteen weeks with an instructor developing projects and skills as opposed to ten weeks under the current quarter system.

The opportunity to interact over a longer time with a given class, to get to know students better, and to have greater influence on their work are, to me, the strongest arguments for semesters, from an instructor's perspective.

From a student's perspective, the semester system is a student-friendly calendar, particularly for a commuter school with a large non-traditional student population and many students who must work in order to pay for college.

The evening program would have greater flexibility and opportunities for courses under a semester calendar because a student can take three classes during the 5:30 to 10 p.m. time period instead of two under a quarter system. A part-time evening student can complete a degree in a shorter time period at lower total cost than under the quarter system.

Since a student's course schedule changes two times instead of three times and is stable for fifteen weeks instead of ten, there are fewer needs to readjust work and child-care schedules. If a student must miss a block of classes because of illness, family commitment, etc., the time missed is a small percentage of the entire term, and the student has more time to make up the missed material. The semester system will not increase the tuition for a degree program.

Approximately 60% of the colleges and universities in the United States are on semesters. Textbooks are, therefore, written for semester-length courses. Students will typically buy textbooks for fewer courses per year under the semester calendar compared to the quarter calendar.

The semester system will not, itself, cause tuition per year to increase, nor will it increase the time it takes to graduate. If YSU decides this year to convert to semesters, the actual use of a semester calendar will not begin for three years. This necessary delay means that many current students will have completed their programs by the time the change-over occurs. Students enrolled during the change-over will not lost credit hours as the result of the change.

It has been suggested that students will have fewer opportunities to take a given course because there are only two instead of three turns. I question how many courses this will actually affect? Courses that are offered every quarter will likely be offered both semesters because demand will justify it. Courses that are currently offered once a year or once every two years will likely be offered one semester a year or one semester every two years.

I realize that, as one committee member stated, buying into semester conversion is like asking the faculty to buy a "pig in a poke." There were many questions that were beyond the charge of the committee to resolve: What would faculty workload be? --4 three-hour courses per semester? or fewer? How would research professorships and other release time be handled?

Regarding these issues, I ask the faculty to consider that conversion to a semester calendar represents the best opportunity to redefine the work rules at the University.

One of the things that impressed me during the discussions for calendar change that were held last spring was that those in favor of calendar change expressed their views in terms of benefits to the educational process, the entire university, or students in general. Opposition to semesters was commonly stated in terms of the consequence for an individual program often defined by external influences such as accreditation boards. I believe that arguments that the semester calendar will have dire consequences for this program or that college are grossly overstated and ignore both that similar two-year and four-year programs at other universities operate quite effectively under semesters and that for all but the most recent 20 years, YSU itself had a semester calendar.

Another issue has to do with the timing. Can YSU afford the up-front costs of conversion at this time when the budget is tight and the administration is in a state of transition? Neither tight budgets nor administrative turnover has prevented YSU from undertaking initiatives toward a terminal degree in education, the creation of a new college of health services, or an expanded athletic budget. All of these involve investments up front in anticipation of future benefits that may or may not occur.

I believe calendar change is consistent with the Strategic Planning process in that it provides an opportunity to look at the University both as a whole and to examine how its parts fit together. The attitude frequently expressed "if it ain't broke, don't fix it" is totally inappropriate for this time in the University's development. Rather, we should look for ways to make it better. The IBM selectric was a perfectly good typewriter, but would you trade in your word processor for one now?

Arguments Against The Quarter System

R. Hogue presented.

Both Dr. Maraffa and I could fill one-half hour; however, I appreciate this ten-minute window.

When I volunteered to be on the Ad Hoc Committee when it was first formed, I was actually leaning slightly in favor of semesters. It didn't take long for me to see many problems associated with a conversion, problems which I didn't see before. Those who have been reading the articles in the Jambar recently are familiar with these problems, but let me briefly state a few of them again:

Costs

Each course would have to be examined and somehow dealt with (modified, deleted, combined, etc.) According to the records office, there are now 4609 courses on the books at YSU! Each one would need to be examined, and not by a computer program or by some quick arithmetic, but by a real person or a group of people, if it's to be done fairly. That's an enormous project.

Data recently supplied by the computer center includes an estimated cost of over \$600,000 (over a three-year period) to convert the computer programs and systems to a semester plan. (*This includes Bursar, registration, grading, degree audit, etc.) This includes examining over 315,000 lines of computer programs. At 55 lines per page, that's about 5,700 pages of programs. That's over 11 reams of paper, chock full of computer code.

Other costs are more difficult to estimate, but no less important, including: converting curricula for EVERY major, advising for students caught in the transition, revising course outlines and yearly course schedules.

Sometimes, of course, even major costs can be justified. What are some of the proposed advantages of semesters?

A. "It puts our courses in phase with other universities." What about Cleveland State? What about Cincinnati? What about, yes, Ohio State? All of these, plus five others in the Ohio State system, are on a quarter calendar, not semesters (at least as of last Spring). Plus, is it more important for us to match someone else's calendar, or to provide a system which works best for us and for our students?

B. "Grades will only need to be done twice a year, not three times." I hereby predict that if a semester system is adopted, at some point a requirement will be added for producing mid-term grades. So now, congratulations! We're doing grades four times a year, not three.

C. "It will provide more time for each course, for a more relaxed educational environment." I would feel a little better about this comment if I could open a YSU course schedule for summer term and find that we no longer offer those super-compressed five-week terms in the summer. As long as these five-week courses are offered, this alleged preference for "more relaxed" terms under semesters rings rather hollow, at least when it comes from departments that offer many five-week courses. Further, from a student standpoint, those 15 weeks would be filled with, normally, at least five courses for a full-time student instead of the current four. More time in the term?--Yes. More opportunity to concentrate?--Doubtful.

- D. "Conversion provides an opportunity to review and overhaul curricula." If that's the real goal here, let's say so and be up front about it. Revamping curricula by converting to semesters is about like changing the oil in a car by buying a new car. I think there ARE better ways.

A few other topics that haven't been given much publicity:

Now, about the "vote" of the committee, 6-4 in favor of a semester system. At the time that vote was taken, each committee member was asked to provide his/her feelings, in general, and then to express a preference for semesters or for quarters. I should tell you that at least two of those who cast "yes" votes (in favor of semesters) -- people whom I respect very much -- preceded their "yes" with so many qualifiers and misgivings that I honestly thought they were about to vote "no". So, please don't assume that the 6-4 tally was a strong endorsement. There was at least some apprehension behind some of those votes.

Now, concerning students: We still need to hear from students on this, and I hope that some will make their thoughts known today. If a conversion is approved, students will be caught in the transition, whether it is this group or students who follow them. Also, it seems to me that the quarter system is better suited for the commuting and part-time students. I have heard that informally from a few students, but I have yet to hear that from many students. If my assumption is correct, please confirm it. If it isn't, please correct me.

What about the Strategic Plan? Last year provided a golden opportunity for those who wanted to help chart YSU's future course to submit their ideas. Yet nowhere in the Exposure Draft or in the final product is there any recommendation for a conversion to semesters. If it's really as important and vital as some say, wouldn't it have made its way into the Strategic Plan at some point? It didn't, and that should say something about how important people feel this project is (or isn't).

Some of you may be reluctant to vote "against" semesters because you don't want to appear to vote "against" change (or progress). Please understand: This is NOT a vote for or against a willingness to change. I'm not here to say that the best reason for doing something is "we've always done it that way." As a university, we MUST be looking at how we do our jobs, and how we can improve our product. But a change of this magnitude must present clear evidence of a significant improvement at the other end. I see no strong evidence of that. I see, instead, a process which would be expensive, disruptive, and I'm afraid could be divisive as well.

Currently at YSU, we are searching for a President and a Provost, and a couple of Deans. We have a Strategic Planning group which will be continuing its work, and we have a new task force on marketing YSU, and a new task force on finding ways to save money, plus the many other activities that keep most of us very busy. We don't need the chaos of a semester conversion, especially when the STRONG, UNIVERSITY-WIDE support, essential for such a task to be successful, is NOT AT ALL evident. I sincerely hope that the members of the Senate will decide that all of us have more pressing and more important tasks at hand right now than to start down that road. Please, vote against any recommendations to begin this very costly and unnecessary process. And then, please, at least for the foreseeable future, let's put the matter to rest.

Thank you.

Floor Opened For Discussion

Chair--The floor is open for discussion and questions. We will rotate until everyone has had an opportunity to speak.

G. Sutton--Dr. Maraffa said that we grossly overstated the impact on our programs. Engineers tend to look at truth and logic. We have a pure logistic problem. A four-hour quarter course translates to a 2 2/3-hour semester course. A five-hour quarter course translates to a 3 1/3 semester course. For every four-hour credit, we lost 1/3 hour. For each five-hour credit, we lost 2/3. Given the percentage of courses that we take from other colleges, the change would require us to add 11 hours to the program or remove 11 hours from the major. That gap of 1/3 credit teaching load increases faculty workload by 11%. We cannot afford 11% more faculty.

S. Smith--I am President of Student Government. Our response from students during the last month has been light. The majority of the 15 students who stopped by the office had no comment when they found the change would not take place until after they graduated. If there is a switch, how will it affect freshmen and sophomores caught in the transition? Students should be protected and not forced to take additional course work.

T. Maraffa--The process should be such that students would not be adversely affected. If a student changes his/her major, then this could change. I cannot personally guarantee it, but there is no evidence that students will be adversely affected.

B. Hogue--I agree that students should not be penalized. If there are people and facilities to advise students, there should be no adverse effects.

D. Hovey--The results from students I polled last night (approximately 50) showed 37.25% Agree or Strongly Agree that we should change, 13.5% undecided, and 49% Strongly Disagree or Disagree that we should change to the semester system. The question was asked given the assumption that the change would not take place for three years. A survey of management faculty (12 surveyed) indicated 50% in favor of the change, 16% undecided, and 33% opposed. Many people were surprised that the issue would be voted up or down today. Can the vote on the question be submitted to the entire Senate for a mail ballot?

G. James (a student) -- I am opposed to the proposed change. I can see no advantage to current students. I think there are problems. The quarter system is an accepted format. I have seven required courses left to take which I could do in 30 weeks under the quarter system. Under the semester system, it would take three semesters or 45 weeks. I don't know whether courses could be combined. My graduation date could be extended. A radical change like this works to the disadvantage of many students. I chose Youngstown State University because I felt it understood the needs of part-time students. The proposed change puts those needs last.

D. Robinson--I speak neither in favor of nor in opposition to the motion. I speak as a debate coach. We should avoid speculation, statistics not backed by research, etc. In the past decade, two universities within 50 miles have made the conversion. In this room, at this moment, are people who made it in the other direction at this institution 25 years ago. Could we reduce spectral fears and argue to the facts, to what does happen, and do away with the "boggy-man". Students probably objected to the change 25 years ago.

R. Tabak--I will try to talk to the facts for Dr. Robinson. I strongly recommend that this body vote against the change. The proposed change is unnecessary and divisive and would be expensive and potentially damaging to this university.

There is no evidence that the semester system is academically more sound than the quarter system. Promoters of change have not brought forth even one critical study to support their claim that students do better under their system. In the absence of any evidence, therefore, this change is unnecessary.

In a poll taken by the Ad Hoc Committee on Quarter/Semester Conversion, 47% of the faculty opposed a change to semesters while only 40% favored it. Any change would certainly cause a great deal of discord among the at least 50% of the faculty who oppose it. [For example, a change to semesters will result in a reduction in the number of courses being offered during the summer, thus reducing the number of summer teaching opportunities for faculty. Although this should balance out over the lifetime of a faculty member, there will be a short-term effect.] We do not need another cause for divisiveness in our university community.

It has been claimed by the promoters of change that "semesters are a more efficient system that will save more money." However, according to G. L. Mears, YSU's budget director, such a conversion wouldn't make a great financial impact upon the University." In addition, the total three-year cost of conversion is presently financially unacceptable. We simply cannot afford to change at the present time.

Even more importantly, a change to the semester system will produce a short-term decline in the total enrollment to YSU that could be disastrous. Students will find difficulty in adapting to semesters since there will be only two opportunities to register for classes during the regular academic year rather than three. Also, a student registering for a fall semester would have to have about 50% more money up front than he/she would need for the same number of quarter hours. Although the cost per year for tuition, etc., would be the same, some students would not have money to start the school year, let alone finish it. Quarters offer the most flexibility for the most students.

I checked with two other state universities in this part of Ohio that are located in metropolitan areas. Cleveland State is under the quarter system and has no incentive to change. The University of Akron switched from quarters to semesters in 1978. According to UA's registrar, the enrollment that year dropped 513 students compared with that of the previous year for a decrease of 2.2%. YSU could expect the same percentage decrease for the first year that this change goes into effect. This would mean a drop of over 300 students that first year. [In the years from 1978 to 1990, UA managed to "hide" this initial loss with an overall 27% increase in enrollment. Over the same period of time, YSU's enrollment decreased 1.3%]

Can we really afford to change at a time when the state is not supporting higher education? Remember that this year, a "drop of approximately 300 students from budget projections" resulted in a \$659,150 loss of revenue from the 1991-92 budget [The "Blue" Sheet: Vol. 3, No. 3]. Keep this in mind along with your 2% salary increase when you vote for this proposal.

H. Earnhart--I was here when we made the conversion from semesters to quarters. President Pugsley announced that we would change and announced a date to do it. We had just joined the state system and the governor wanted everyone to coordinate their calendars. Miami told the governor that they were not interested in doing it. We did it because we had just come on board and President Pugsley wanted to put our best foot forward.

The first problem I recall was dealing with the curriculum committee. It became an unwieldy situation because people in English knew more about teaching geology than those in geology. We would state that in the best wisdom of the department, this is what we would like to do and some individual on the committee who had been sleeping would come awake and be opposed to it. To put a curriculum in place that we could live with took creativity and a list of activities that even the CIA never thought of doing.

Students here now are opposed. Those who have graduated don't give a damn and those in the future don't want to talk about it.

We need to talk about the cost and the manner in which we switch from a quarter system to a semester system. My jokes are scheduled for certain weeks in the quarter. Faculty will need to restructure. When you get into outside work with the University Curriculum Committee, you will have a real field day.

I would suggest that we wait until we get a president in place and he can do it by edict. Hopefully, we will get a benevolent dictator at best.

R. Crum--I think those comments that Hugh made were beautiful. I agree with all of them. Now for some facts.

Nine out of thirteen state universities are on the quarter system including Ohio and Cincinnati. Originally, I was chair of the study committee. The results of our study are not accurately reflected.

Faculty could vote on a continuum representing change to no change. The first thing we had to do was eliminate ballots. Several wrote 6, 7, 8, or infinity when the highest number was 5 which represented a strong agreement with change to the semester system. Where is the center of gravity?

School of Education	64% - 36% in favor of quarters
CAST	77% - 23% in favor of quarters
Business	65% - 35% in favor of quarters
Engineering	60% - 40% in favor of quarters
FPA	60% - 40% in favor of quarters
A & S	55% - 45% in favor of quarters

The net result is 60% - 40% in favor of quarters.

F. Krygowski--I am from Mechanical Engineering Technology. I am going to raise the level of debate by using visuals. Based on the presentations today, the differences and relative merits must not be that fantastic. I think not everyone understands the costs. (Dean Sutton then held up a flow chart showing the curriculum for Mechanical Engineering Technology. It was a long horizontal chart that showed the sequence of courses a student needed to schedule MET 860 which was: ET505 → MET 515→ CET 604 → CET 607 → MET 606 → MET 607 → MET 720 → MET 820 → MET 860.) The sequence is nine courses deep. We would need to restructure. Many people in favor of the change cannot have an appreciation for the magnitude of the job.

(Dean Sutton then helped show a flow chart of the history curriculum. It was a long vertical chart. It did have to be displayed vertically.) There is no place in the curriculum where more than one course is listed that is prerequisite for another course. People in departments like History cannot appreciate the magnitude of change for people who have a curriculum like Mechanical Engineering Technology. At best it is a difficult task. At worst, it is impossible. A report from the Engineering Technology Department is attached to the Minutes as Appendix B.

ADJOURNMENT

R. Tabak made a motion to adjourn. It was seconded. The parliamentarian ruled that the motion was not debatable, that is was a privileged motion. Motion Passes.

DISCUSSION TO CONTINUE

With adjournment, the discussion will continue at the December meeting.

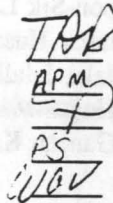
ATTENDANCE SHEET

Academic Senate, 1991-1992

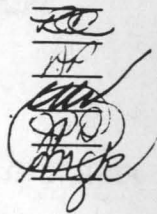
DATE: November 6, 1991

APPLIED SCIENCE AND TECHNOLOGY

At-Large
 Thomas Bodnovich
 Anthony Messuri
 Virginia Phillips
 Pamela Schuster
 William Vendemia

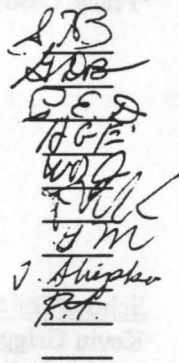

 TAP
 APM
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 PS
 WOV

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

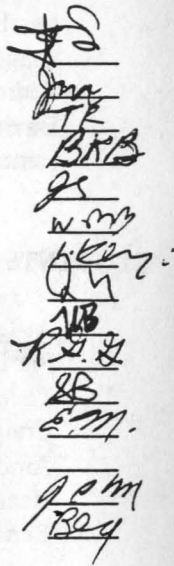

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ARTS AND SCIENCES

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


 SFB
 GB
 PD
 HGE
 WJ
 FK
 GM
 T. Shipka
 RT

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

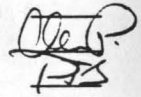

 AS
 JMB
 TR
 BKB
 PS
 W.M.B.
 I.K.
 J.N.
 M.B.
 R.G.
 S.B.
 E.M.
 D.P.
 J.M.
 B.G.

BUSINESS ADMINISTRATION

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


 JD
 ETD
 IH
 DH
 JSR
 EAS

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

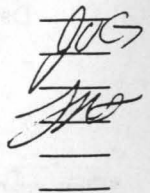

 RM
 CP
 DB

EDUCATION

At-Large
 Peter Baldino
 Susan deBlois


 PB
 SD

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


 PG
 JVG
 SM
 LH
 MDH
 JD

+Effective:

September 30, 1991

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

ENGINEERING

At-Large

Robert McCoy
Duane Rost

MARTIN
CROST

Departmental

*Soon-Sik Lim, Chemical Engineering
*Shakir Husain, Civil Engineering
**Jalal Jalali, Electrical Engineering
**Hajji Mehri, Industrial Engineering
**Ganesh Kudav, Mechanical Engineering

FINE AND PERFORMING ARTS

At-Large

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

J. E.

Departmental

**Geneva Kumbath, Art MARK TAYLOR
(ALTERNATE)
**Susan Sexton, Music
*Frank Castronovo, Speech and Theater

STUDENTS

At-Large

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

School/College

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

Ex-Officio

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

ADMINISTRATION

Bernard T. Gillis
Bernard Yozwiak
John Yemma
James Cicarelli
David P. Ruggles
George E. Sutton
David Sweetkind

William Barsch
Shirley Carpenter
David C. Genaway
Sally M. Hotchkiss
Gordon E. Mapley
Charles A. McBriarty
Richard A. McEwing
Harold Yiannaki

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

FACULTY ADVISORY COMMITTEE TO THE CHANCELLOR,
OHIO BOARD OF REGENTS

Report of the meeting, October 10, 1991

Duane F. Rost

Chancellor Hairston did her best to smile and be pleasant as she reviewed the outlook for the next year and years to follow. The prospects are bleak. The general situation for the State of Ohio is known by all, so I'll focus briefly on the Higher Education side of the discussion.

Higher Education as been perceived as being "able to take care of itself." In the past, even fairly recently, higher education was considered to be a luxury and thus not needing much state support. Now the reality is setting in and the preception is that it should be available at a low cost: so don't raise tuition and fees. Somehow Higher Education must be a partner in the solution and work on all fronts to improve the situation.

We will be in a defensive position of insuring maximum effect and needing to prove accountability for the resources. Major efforts must be aimed at protecting quality while the dollars are being cut. She spoke of the Managing for the Future Task Force: state-wide and in each institution. Three of the Selective Excellence programs are in abeyance at this time.

There will be competition for the limited resources, with some areas not under control. Medicaid expenditures are higher than Higher Education and are growing at over 20 % per year, and the population is aging which will put even more pressure here. Costs associated with combating drugs and the rising prision populations are additional drains on the budget. The Federal Government is pushing programs off onto the states without support funding.

The two lawsuits in the courts discussing the state funding formulas for K-12 are probably not going to be easy to solve without additional dollars for K-12.

There is a cracking of the educational experience due to the disintegration of the family. Many of the simplest answers are getting second thoughts. The family is not serving what the child needs. How can the educational community tie in to support the child?

On a brighter note, the YSU Transfer Module has been approved and our curricular representative Dr. Elmer Foldvary, Chemistry, was commended for his work. Most of these mandated transfer modules have been approved. The review of these modules indicates the institutions have more uniformity than might be expected. Where the module submitted had requirements not uniformly included in the graduation requirements, the impression was, "Thinks you should," but can't make you change the graduation requirements.

ARGUMENTS FOR THE QUARTER SYSTEM

1. Cost of conversion too much
 - dollar cost
 - time spent by faculty, advisors, and administrators
 - time spent by support personnel (computer center, bursars, etc)
2. Quarter system provides additional prereq opportunities
 - 6 quarters in AAS vs 4 semesters
3. Quarter system provides more windows of entry if courses are flunked, dropped, or missed because of work or schedule conflicts. Courses are offered more times per year.
4. Quarter system results in fewer courses at a time for both students and faculty
5. Conversion of 3 course sequences to 2 semester courses is clean
 - conversion of single courses not combinable with others will lead to either a) low hour semester courses, or
 - b) combination courses requiring multiple texts
6. Lab courses have been fine-tuned to 10 week quarter. Stand-alone course with labs (Thermo, Fluids, Phy. Meas, etc) would have to be combined with non-similar courses.
7. Accredited programs have been fine-tuned to meet requirements of accrediting bodies (ABET). Conversion process would put programs back to square one.
8. Limited service faculty would have to commit for longer time period, making their acceptance more difficult.
9. Money Magazine (Fall 90) said approx 11% of YSU students graduate in 4 years. Thus students caught in conversion would be around for an extended period of time.
10. Quarter system better suited to YSU's working students since it allows more entry points and provides flexibility if work schedule changes.
11. During the intensive review process of YSU's operation last year during the strategic plan, not one mention was made of the need to convert to a semester system.

ARGUMENTS FOR SEMESTER
(with responses)

1. Semester would result in cost savings to YSU.
 - Conversion cost could far exceed benefits (pay-back period?)
 - Don't spend a dollar to save a dime.

2. Registration, advisement and scheduling will be more relaxed and less stressful.
 - not if you are shut out of a class and have to wait 15 weeks to re-schedule instead of 10.
 - Technology exists to further automate registration (phone) and improve it within the quarter system.

3. 60% of universities in country use semester system.
 - YSU should choose system best for its students, not those in the rest of the country.
 - Probably 60% are residential campuses
 - What do the following Ohio universities have in common? Central State, Cleveland State, Ohio State, Ohio University, Shawnee State, Cincinnati, Toledo, Wright State, and YSU.
Answer: The quarter system

4. If a student misses time due to illness, it is a smaller % of course.
 - If student has to drop, then he/she sits out a larger % of year.

5. Semester system provides more leisurely paced system since each class is stretched over 15 weeks instead of 10.
 - students on average will take 5 or 6 courses instead of 3 or 4
 - 202 qh = 135 sh , assuming 3 sh courses, this means

3 semesters of 5 courses	= 15x3=45	
5 semesters of 6 courses	= 18x5=90	

		135
 - academic year has 30 weeks (3x10 or 2x15). The only way pace is more relaxed and workload is less is if less material is covered during those 30 weeks, ie, if this is used as an excuse to water down the students education.
 - those arguing for more leisurely pace to develop concepts and projects schedule course for 5 week summer sessions when a 10 week term is available.

Summer 91 % of courses offered for 10 week term:

- A&S - 7.85 %
- Business - 14 %
- Education - 11 %
- Engineering - 12.5 %
- F&PA - 19 %
- CAST - 48 %
- University - 14 %

6. An evening student could take 3 courses in an evening instead of 2 on a quarter system and thus complete a degree in a shorter period of time and at a lower cost.

FULL-TIME STUDENT:

- Quarters: 4 - 4 qh courses, 2 each evening, 4 nights/wk gives 16 hours/qtr or 48 hours/year
- Semester: 5 - 3 sh course, 2 on 2 nights and 3 on other 2 nights- still 4 nights/wk gives 15 hours/sem or 30 hours/year (=45 qh)
- lab courses could not be scheduled during middle time slot of night offerings since it would run into early or late slot, thus complicating scheduling of 3 courses in one night.

PART-TIME STUDENT:

- Quarters: 2 - 4 qh courses, 2 each evening, 2 nights/wk gives 8 hours/qtr or 24 hours/year
- Semester: 3 - 3 sh course, 3 on 2 nights, 2 nights/wk gives 9 hours/sem or 18 hours/year (=27 qh)
- lab courses would mess up taking 3 courses on one night

7. Early Jambar article said that 180 quarter hours are required to graduate, but only 120 semester hours. Also stated that 48 quarter hours needed for major but only 30 (should be 32) semester hours needed.

- This argument reminds one of store that used to charge 4 quarters for an item but now only charges 2 half-dollars!

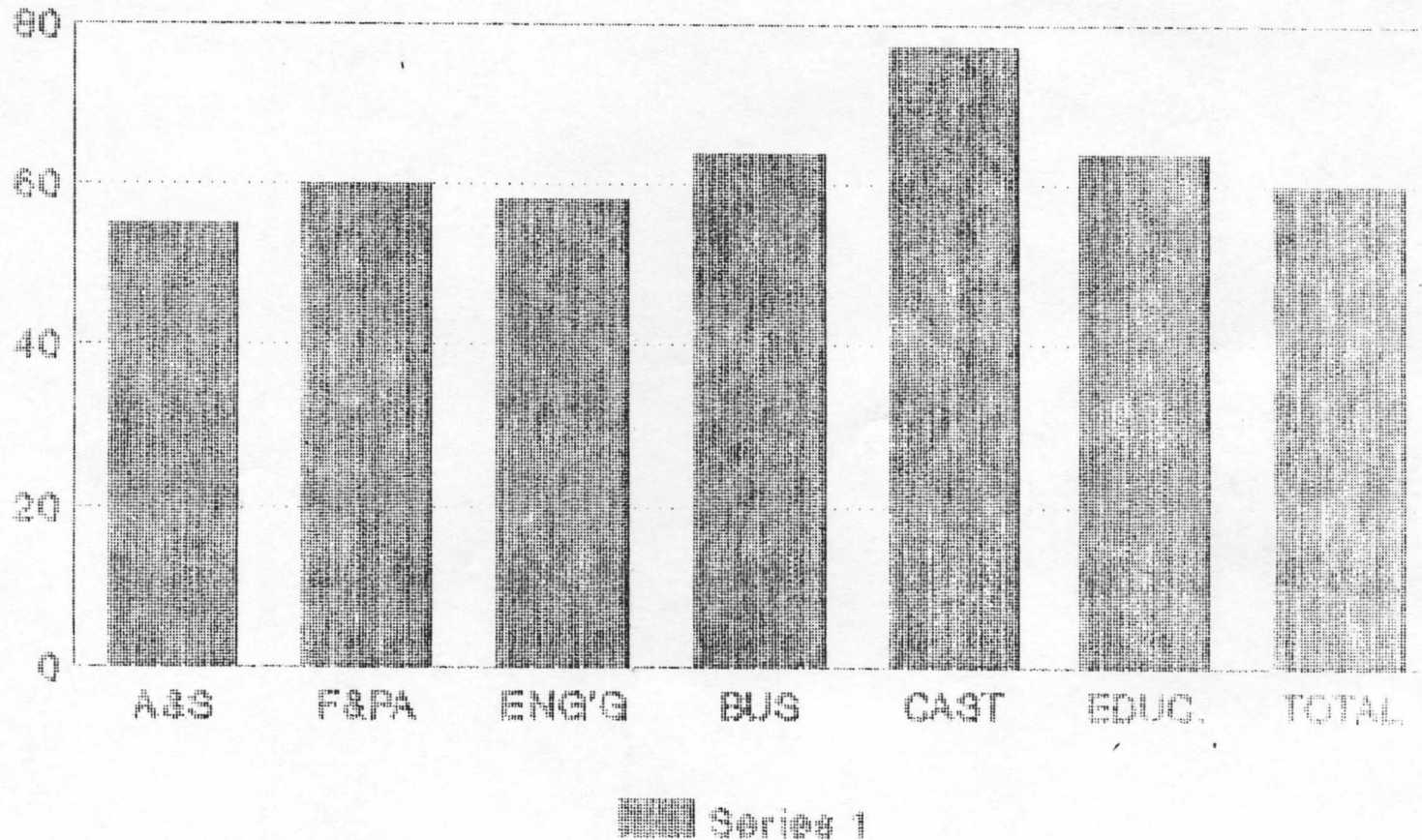
8. Conversion to semester provides a needed opportunity to overhaul programs.

- That's worse than throwing the baby out with the bath-water. Its like saying "The floor needs mopping" and therefore unleashing the Johnstown flood!
- Don't punish those faculty that have carefully and laboriously kept their programs up to date. Do as they have done - improve your programs within the quarter system.

Prepared by: Engineering Technology Department

FACULTY SURVEY

C.G. FOR QUARTERS



10=SEM. 100=QUAR.

Semesters vs. Quarters

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

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

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

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

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

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

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

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

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

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

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

