

Minutes

ACADEMIC STANDARDS & EVENTS COMMITTEE
January 15, 1985

Present: B. Brothers, Chair; J. Conser, C. Duff, P. Munro, D. Rost, J. Scriven,
M. Shutes, R. Tabak, G. Tribble, B. West

Guest: Hugh Earnhart, Acting Asst. Dean, Arts & Sciences

- I. The Minutes of December 4, 1984, will be addressed at the next meeting.
- II. Regarding the memo from Provost Gillis to Larry Esterly on policies which apply to students who are having academic difficulties:
 1. Earnhart emphasized the need for a mechanism for recognizing students who have been given "warning" on their academic record and offering them advisement before they are given probation or are suspended (see page 49 of the Catalog for statement on probation, etc).
 2. Scriven recommends that the Academic Standards Committee meet with the Deans' Council to determine a maximum number of times that a student can be reinstated (after suspension) before he or she cannot return.
 3. There is a necessity for procedures to retain control of students who have been "warned" or who are "on probation" so that they cannot register or add/drop unless it is recommended and approved (by signature) by an advisor. This will prevent students from ignoring or changing advisors' recommendations.
 4. Standards are necessary for reducing the course loads of students who have been "warned" or are "on probation." Do students who have grants, are veterans, are in the Work Study Program or the Bureau of Vocational Rehabilitation need special consideration as they are required to have full-time status?
- III. Barbara Brothers stated that responses to questionnaires to departments and advisors still coming in. She has had several written responses to the Senate presentation on how to approach the problem of general requirements to be considered at the January 29th meeting.
- IV. AGENDA for January 22nd meeting:
 1. Recognition of individual students at graduation (see attachments). Walt Avdey from Student Government to speak to the Committee.
 2. Consideration of recommendations to address the problem identified by Earnhart.

Submitted By:

Joellen Hall
Joellen Hall, Secretary
Barbara Brothers, Chair

cc: *Maag Files*

Attachments: Minutes - Public Ceremonial Comm.
Student Gov't Resolution
Commencement memo from P. Snyder to Dr. Gillis
Proposal for Unconditional Admission
Tabak memo to Dr. Brothers
Minutes - Review of Black Studies Program

Public Ceremonial Committee Meeting
January 4, 1985
Tod Administration Building
University Relations Conference Room
2:00 p.m.

RECEIVED

JAN 9 1985

OFFICE OF THE PROVOST

Present:

P. A. Snyder, Chairman
Bernice Brownlee
Donald Byo
Rocco Mediate
Jim Miller

Walt Advey, President, Student Government (guest)

Meeting was called to order by Chairman Phil Snyder at 2:10 p.m. He asked for comments on the Student Council resolution (a copy was mailed to committee members for review) which was passed by the student body and pertains to individual recognition of graduates at Commencement. A discussion followed.

Mr. Snyder explained that he had asked Walt Advey, President of the Student Government, to attend the meeting and speak to the committee regarding the resolution.

^{vd}Mr. Advey explained that in the three years that he has been involved with Student Government a number of individuals, who were either graduating or had graduated, would discuss with student leaders that they felt cheated or didn't attend graduation ceremonies because of the lack of recognition to the individual graduate. They felt that everyone but the graduates got recognized. Also, he commented that at Summer Commencement graduates do not receive their diplomas.

He stated that Student Government in their research found that most of the State Universities did give recognition to the graduates at Commencement. Mr. Advey related that most State Universities read the names of graduates.

Mr. Snyder asked about the possibility of improving on the receptions where the individual diplomas are distributed. These could be made more personal for the individual graduate. Mr. Advey said that actual recognition at Commencement is what he believes the graduates want, however, the suggestion to improve the receptions is a step in the right direction. While the receptions have been held on a regular basis for some five years they all vary in format.

Miss Brownlee explained that diplomas can't be distributed to graduates at Summer Commencement as final examinations are not given early for seniors and grades are not available until the Friday before Commencement.

Following a discussion, Jim Miller made the motion that the Commencement ceremony be in two parts: 1) a general commencement for all graduates and 2) a reception in each college or school where individual recognition is given to the graduate (similar to the College of Fine and Performing Arts ceremony).

Page 2

It was further recommended that all receptions be uniform to the extent possible. The University should also provide cookies as well as punch at the individual receptions. Motion seconded by Don Byo. Motion carried.

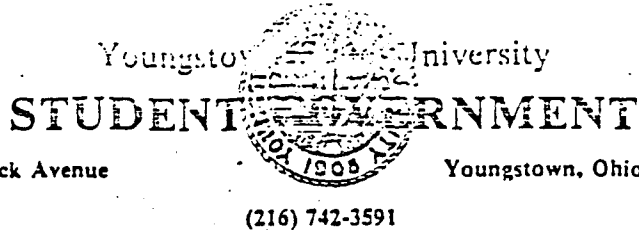
Mr. Byo then moved that for Summer Commencement, steps be taken to make diplomas available to distribute to the graduates following commencement exercises that day. Motion seconded by Mr. Miller. Motion carried.

Future meetings of the Public Ceremonial Committee will be called by the chairman as needed.

As there was no further business to discuss, Rocco Mediate made a motion for adjournment. Seconded by Mr. Byo. Meeting adjourned at 2:55 p.m.

Copies to: Dr. Neil D. Humphrey
Dr. Lawrence E. Looby
✓ Dr. Bernard T. Gillis
Maag Library
Committee Members
Walt Advey

mag



410 Wick Avenue

Youngstown, Ohio 44555

(216) 742-3591

A RESOLUTION

WHEREAS, Individual student recognition for all graduates is not an element of Youngstown State University Commencement Ceremonies and

WHEREAS the decision to exclude individual graduate recognition was made under extreme circumstances over a decade ago and

WHEREAS a change in commencement procedure would only result in a longer ceremony

THEREFORE BE IT RESOLVED that the Students of Youngstown State University hereby authorize the Youngstown State University Student Government to pursue a change in commencement procedures that would in effect grant every graduate the right to individual recognition at commencement and

BE IT FURTHER RESOLVED that this individual recognition include the reading of every name of every graduate as they receive their diploma from their respective dean in front of the congregation as a whole and

BE IT FURTHER RESOLVED that the results of this resolution be forwarded to the appropriate Academic Senate and University-Wide Committees.

Dave Tarsanowski
Motion made by

Jeanne Ann Lasky
Jeanne Ann Lasky, Chair of Council

David J. Gimmel
Motion seconded by

Walt R. Avcey
Walt R. Avcey, Student Government
President

STOWN STATE UNIVERSITY

INTER-OFFICE CORRESPONDENCE

Dr. Bernard T. Gillis, Provost

DATE 1-4-85

ASnyder
FROM Philip A. Snyder, Chairman, Public Ceremonial Committee

RECEIVED

JAN 8 1985

OFFICE OF THE PROVOST

SUBJECT : Commencement

Minutes of today's Public Ceremonial Committee meeting have not been typed, however, you requested a copy of any motions passed at this meeting that could be discussed at the Deans' Council meeting next Tuesday. For your information and discussion, the following two motions were passed by the Committee at today's meeting.

1st Motion:

Jim Miller made the motion that the Commencement ceremony be in two parts: 1) a general commencement for all graduates and 2) a reception in each college or school where individual recognition is given to each graduate (similar to the College of Fine and Performing Arts ceremony). It was further recommended that all receptions be uniform to the extent possible. The University should also provide cookies as well as punch at the individual college and school receptions. Motion seconded by Don Byo. Passed.

2nd Motion:

Mr. Byo moved that for Summer Commencements, steps be taken to make diplomas available to distribute to graduates following commencement exercises that day. Motion seconded by Jim Miller. Passed.

Please give me a call if you have any questions regarding these two motions. Discussion on both of these motions will be covered in the minutes of the meeting.

cc: Dr. Neil D. Humphrey
Dr. Lawrence E. Looby

mag

Check + refer to memo.

*Check back
Senate status.
Is this result of
complaint?*

PROPOSAL FOR UNCONDITIONAL ADMISSION

Youngstown State University
(as adopted by the Academic Senate, 13 July 1983)

Those students graduating from high school after September, 1985, desiring to pursue a baccalaureate program at Youngstown State University will be granted admission on an unconditional basis upon satisfactory completion of a course of study at the secondary level that includes the following courses:

4 units of English; with emphasis on composition¹

3 units of Mathematics; specifically Algebra I and II, and Plane Geometry

3 units of Science; including at least one unit of Biology, Chemistry, Earth Science, or Physics. One unit should be a laboratory course; and

2 units of Social Science; specifically including one unit of U.S. History and one-half unit of U.S. Government

OR

2 units of Science; including at least one unit of Biology, Chemistry, Earth Science, or Physics. One unit should be a laboratory course; and

3 units of Social Science; specifically including one unit of U.S. History and one-half unit of U.S. Government

2 units of one foreign language

1 unit of Fine and Performing Arts; specifically from the areas of music, art, or drama

Admission to certain programs may require specific levels of performance in the above areas.

Ohio residents who have graduated from high school without completing all of the above program will be admitted on the condition that their course of study includes prescribed courses aimed at correcting any deficiencies. Non-Ohio residents admitted, but without completing all of the above program, will likewise be expected to correct any deficiencies. A student admitted with deficiencies should realize that such courses will not count as credit toward fulfilling the baccalaureate requirements.

Rationale for the Recommendation

The above requirements are made in order that a student desiring to pursue a course of study leading to the baccalaureate degree at this university may be alerted to the preparation deemed desirable and necessary to increase his/her likelihood of success in such pursuit.

¹All students, regardless of their status at admission, are required to take the English Placement Test before enrolling in composition courses. Although students with four years of English are not considered deficient in English, they, nevertheless, must meet entrance requirements for English 550 as measured by the EPT or take the appropriate courses designed to develop those skills necessary for entrance into English 550. If students with only 3 units successfully test into English 550 at the time of entrance, their deficiency in English will be removed.

Procedure for Overcoming Deficiencies

Deficiencies must be compensated for within the first 90 q.h. at Youngstown State University. Compensation is achieved by successfully completing appropriate courses taken from a designated list of courses. None of these designated courses will count toward the degree requirements for the baccalaureate degree.

Implementation

While a student is in the process of correcting his/her deficiencies in order to attain unconditional status, the following procedures and guidelines will be in effect:

1. Advisors' signatures will be required on all advisement and add/drop forms.
2. The student must register for at least one course aimed at removing a deficiency each quarter until reaching unconditional status.
3. The student is expected to achieve unconditional status within the first 90 q.h. No upper division courses, except those aimed at removing deficiencies, can be taken until unconditional status is achieved.

Addendum

The academic senate is requested to establish an ad-hoc committee to investigate the possible burdens or disparate effects that may be created because of the institution of this policy.

AD HOC SUBCOMMITTEE FOR
THE REVIEW OF THE BLACK STUDIES PROGRAM

Meeting Place: Buckeye Room III - Kilcawley

Meeting Time: November 15, 1984 - 4:00 P.M.

Members Present: Syretha Cooper, Lee R. Slivinske, Al Bright, Veral Adair,
Glorianna Leck, Fred Blue, Sarah Brown-Clark, Homer B. Warren.

I. Thursday:

I. Fred Blue, proposed that we review the committee's progress. To facilitate this, Blue raised two (2) questions that each member responded to:

1. Is the BSP meeting its present goal?
2. What new goals should be incorporated so as to alter (if needed) the design of BSP?

II. To the first question the following responses ensued:

1. A.) As a general educational elective, BSP is not well coordinated across departments. An example is with the Education Department. Racism is a subject matter that should be discussed when training teachers.
B.) The Black History month should be reassessed under a cost/benefit analysis. Possibly spread the events over each quarter.
2. Class selections are narrow and offerings are low.
3. On paper BSP is providing the intended services. Unfortunately, the numbers are not encouraging. The original assumptions of BSP were centered around the academic elements and not a practicum for the "War on Poverty." The majors are low, but one has to remember that the concentration was to be on giving general knowledge to general students, not a production of majors.
4. A.) Although BSP can help to broaden the scope and understanding of all students, who will undoubtedly eventually work directly with black clients, students, consumers, or fellow workers, there seems to be a discouragement factor somewhere that's causing students to avoid (or better, ignore) BSP classes.
B.) Before we can discuss goals (past, present, future) we need an empirical foundation. A survey of students may show a surprising amount of conservatism (unfortunately, a present day euphemism for bigotry).

5. Internally and externally, there are debilitating limitations (restrictions) placed on BSP that have served to prohibit BSP from fully meeting a number of its goals. But even in the face of enrollments, interdisciplinary class offerings, faculty considerations, and budgeting, on the whole BSP has worked.
6. During the 70's the mix of students in BSP was about 50/50. Now the mix is more like 90/10 blacks in the introductory courses and mostly whites in the upper division courses. Furthermore, the enrollment in the upper division classes are between 8 and 12 students. Another problem is that BSP is without a full-time African History professor.
7. The masculine titles of some of the BSP courses are causing some consternation.

III. Under the question of what goals should be incorporated, the following discussion took place:

1. Stimulate sensitivity among advisors in all schools.
2. Examine guidance sheets in all schools.
3. Where feasible incorporate BSP classes into the curriculum of all schools.
4. Examine release time status for the director's position.
5. Recruitment of students and faculty.
6. Retention of students and faculty.
7. Review course offerings.
8. Increase size of staff.
9. Develop a clear definition of BSP.


IV. Fred Blue proposed that the committee be divided into subcommittees (composed of 2 members) to begin refining the analysis of BSP. Each subcommittee will report on one of the following topics:

1. A.) Current enrollment patterns of BSP.
B.) Current mix of black/white students in lower level courses.
2. Curriculum evaluation.
3. Class requirements and offerings.
4. Faculty.
5. Status of BSP's directorship.
6. BSP's involvement with the community. (outreach)
7. Black student matriculation.
8. Examination of Black History Month.

V. Meeting adjourned at 5:00 P.M.

VI. The committee will meet on Thursday, December 6, 1984 at 4:00 p.m. in Buckeye III, Kilcawley.

Respectfully submitted,


Homer B. Warren

TO: Dr. Barbara Brothers, Chair - Academic Standards
From : Ron Tabak, Physics *R.T.*
Jan. 16, 1985

Barbara:

You were absolutely correct at our last meeting - it is time that members put their suggestions into writing! If not, we could discuss these issues forever and accomplish nothing. My suggestions involve two parallel approaches to better academic standards. (1) Send to the Senate specific recommendations concerning (a) the "inconsistencies" we have been discussing in the catalog and (b) problems that Earnhart and others brought out about scheduling and probation. (2) Form subcommittees to examine the specific areas of the general area requirements and make recommendations. Permit me to discuss each of these separately.

[1a] "INCONSISTENCIES"

(i) Military Science 631 - Land Navigation and Outdoor Survival [previously MS 630 - Map Reading and Land Navigation] may not be used to satisfy the science/math area requirement.

(ii) MS 511 and MS 701 may not be used to satisfy the area requirement in Social Studies.

(iii) No course that is crosslisted between two or more disciplines ["Disciplines" = sciences, social studies, humanities, other] and "team taught" can be used to satisfy any university area requirement. {Example: Biology 789/Sociology 789/Chemical Engineering 789 - Man and the Technological Society}

(iv) [This committee still hasn't clarified the status of Music 520 and several speech courses for satisfying the humanities requirement.]

(v) [Other problems that we have discussed.]

[1b] SCHEDULING and PROBATION

(i) The computer software used for student registration and scheduling must be upgraded! For example, the computer should be able to check on whether a student has satisfied the prerequisites for a course and take the necessary action without direct faculty action.

(ii) Each student will be assigned an advisor, whose name will be automatically printed on his scheduling form. The advisor's signature will be required for all students for both registration and "add/drop". A final copy of the student's schedule will be sent to his advisor, who will have 48 hours in which to take further action.

(iii) No dean will reinstate a student after three suspensions. To be reinstated thereafter, the student must have the approval of the provost.

(iv) [Change the order of registration so that freshmen will register first. This will encourage students to satisfy their university area requirements as soon as possible.]

[2] Four subcommittees should be formed to reexamine the general university area requirements. These would include (a) science/math, (b) social studies, (c) humanities, and (d) "controversial" items. By controversial items, I mean such things as whether Health 590 should be a requirement (or any "activity" course, for that matter!), whether or not we should require one or more speech courses, etc. This subcommittee would

also consider whether upper division courses should be used to satisfy area requirements.

I firmly believe that the "problem" of improving the general university requirements is necessarily a problem primarily of the College of Arts & Sciences. If you will recall what happened when this was discussed in the Senate last spring, the most strenuous objections came from Arts & Sciences departments [Health & PE, Geography, Foreign Languages come to mind]. Unless we do something unreasonable like doubling the present number of required courses in the three areas or require that each student be fluent in a foreign language, I don't believe that the other schools will give our final proposal much trouble if the A & S departments are in basic agreement with it.

In order to accomplish this consensus, each subcommittee should interview as many faculty as possible (and all others by questionnaire) in those departments directly involved. For example, the science and math subcommittee should interview faculty from Anthropology, Biology, Chemistry, Geology, Geography, Mathematics, and Physics & Astronomy. They should then write a preliminary proposal that should be forwarded to the science/math faculty for further comments. The next draft should be discussed in this committee [Academic Standards], changes made, and a new draft sent to all deans and chairmen for consideration. After this committee receives their comments, we can modify our proposals, combine them all, and submit it to the Senate for consideration.

My last suggestion is that these subcommittees have some permanence. It is unlikely that all of this work postulated

above could be accomplished by June 85. Therefore, the subcommittees should not be composed of more than one member of the present Academic Standards Committee.

To Academic Standards

From Barbara Brothers

Subject: Students having academic difficulties

Problems to be addressed:

Who are we talking about?

1. Identification of students likely to have academic problems. Should we include in addition to those conditionally admitted students not conditionally admitted but who are weak in reading and writing skills as identified by EPT (includes both writing tests and Nelson Denny reading test) & ACT scores (note social studies score is the one which reflects reading ability).
2. Identification of students having academic difficulties Are present GPAs requirements for good standing adequate?

What should we do about them?

1. Assign to specific advisors?
2. Require advisors' signatures for add & drop as well as for scheduling?
3. Be more restrictive about the hours or specific courses a student must or may take in accordance with how great his or her problem seems to be?
4. Not allow students identified as academically weak to continue for three quarters until we suspend them if they have not been able to prove themselves academically in 1 qtr.? 2 qtrs.?
5. Require a rationale for readmission of students being readmitted after suspension? approval of the provost required for anyone being readmitted with less than two quarters of separation from the university?
6. Advise students to not pursue a college education (those who were identified as academically weak and who have not proven their ability to succeed here)?