

APPENDIX A

PP-363-45
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COUNSELING AND PERSONNEL SERVICES EDUCATION DEPARTMENT

RECOMMENDATION AND RATIONALE
FOR DISMISSAL
OF
DR. ROBERT FRUMKIN

MARCH 12, 1975

INTRODUCTION

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The CPSE Department recommends that Dr. Robert Frumkin be dismissed for cause (unethical and unprofessional behaviors), upon completion of the dismissal procedures outlined in the Academic Policy Book. The reasons for this action are outlined in Sections 1 through 6 of the following report, and documented in Appendixes A-Z.

Although there have been numerous Departmental concerns regarding Dr. Frumkin's employment in the years preceding the 1973-74 academic year, continuous efforts have been made by Department Chairpersons and Faculty Members to fully involve Dr. Frumkin in the activities of this Department. The reasons for Dr. Frumkin's dismissal, proposed by the CPSE Department, include only events/data/reports/correspondence/meetings/decisions that have occurred since September 1, 1973. (All earlier data are available for review.)

Specific reasons for Dr. Frumkin's dismissal are listed in this report, but it should be noted that, although each reason listed for dismissal is serious, and in and of itself may constitute a reason for dismissal, the combination of the various actions and inactions on the part of Dr. Frumkin have nearly paralyzed the operation of the CPSE Department by the undue expenditure of time, physical and psychological energy, and departmental expense required to discuss and answer Frumkin charges, and/or to discuss and answer charges made by others outside of this faculty against Dr. Frumkin. Excessive time is also required merely to get Dr. Frumkin to respond to Department Policy that he himself supported. (e.g. Numerous meetings were required to get Dr. Frumkin to submit Teaching Evaluations required by Department Policy.)

The confusion, embarrassment, and harassment caused by Dr. Frumkin to faculty members in this Department is so severe that the professional efforts of this Department have been impeded. (In October and November of 1974 alone, the Department Chairman was required to devote nearly sixty hours--documentation available--to the resolution of various concerns regarding Dr. Frumkin. A summary of time spent by CPSE Faculty Members would vastly exceed the sixty-hour figure.) We estimate that the combined efforts of Faculty Members in this Department to research Frumkin accusations and correct his administrative failures have approached the time of a full-time equivalent faculty member.

This CPSE action to dismiss Dr. Frumkin is not intended to supplement or retract an earlier Departmental recommendation, dated August 30, 1974, that if funds are not available for the Rehabilitation Counseling Program, Drs. Palmerton and Sakata be retained and Dr. Frumkin released. The CPSE Department sees this as a parallel, but separate issue regarding Dr. Frumkin.

The CPSE Faculty, in keeping with their professional responsibilities outlined in Section A.3 of the APGA Ethical Standards (Appendix Z), recommends that Dr. Robert Frumkin be dismissed for the following reasons:

1. UNSATISFACTORY PERFORMANCE AS REHABILITATION COUNSELING (SRS)
GRANT DIRECTOR

- A. An audit conducted by the Office of Research Administration, and dated March 5, 1975, (Report on the Investigation of Charges of Misappropriation of Federal Funds from the Social Rehabilitation Services Training Grant) and summarized by Dr. Gordon Keller in a memorandum dated March 7, 1975, (Appendix A), concluded that:
- a. R. Frumkin had authorized expenditures "...without a shred of documentation to back them up."
 - b. There was "...no correspondence in the files between him and the students and nothing on the subject of dependency allowances in the form of back-up for expenditures or documentation that these (cases mentioned) are eligible dependents."
 - c. The charges against Professors Palmerton and Sakata are "false and without merit."
 - d. There was "no effective business-like management of the SRS Grant activities at the Departmental level under R. Frumkin's Directorship."
 - e. There is some evidence to suggest mismanagement of grant money by the Project Director in regard to dependency allowances.

Dr. Keller directed Dean Coogan to immediately "...undertake removal of Professor Frumkin from supervision of this grant ..." and directed Mr. Allen Adler to initiate a police investigation of the irregularities in this case.

- B. Minutes of the Rehabilitation Counseling Area Meeting, conducted on September 25, 1974, (Appendix B) outlined Dr. Frumkin's agreement to "...meet monthly with Allen Emrich to discuss Rehabilitation Account." and to "...keep area members and Department Chairman informed of account status." Dr. Frumkin's failure to carry out these early agreements have contributed to the current state of the SRS grant administration.

The CPSE Faculty, in consideration of the preceding data (and accompanying appendixes) conclude that Dr. Robert Frumkin has acted unsatisfactorily in the performance of his duties as SRS Grant Director and has violated Article III - Sections 1 and 2 and Article IV - Section 1 of the Faculty Code of Professional Ethics (Appendix Y), and Sections A.2, A.9, and F.3 of the APGA Ethical Standards (Appendix Z).

2.. RECURRING UNDOCUMENTED AND UNPROVEN CHARGES AGAINST FACULTY
MEMBERS in the CPSE Department by Dr. Frumkin have been an extremely disruptive factor for the individuals concerned and the entire Department. Although no charge made by Dr. Frumkin

has ever been substantiated, the faculty of this Department has been required to devote many hours in the preparation of answers to these charges. In every case since September, 1973, when a charge was made by Dr. Frumkin, he was asked to document the charge. His "documentation" usually consisted of new charges regarding faculty members. The following unproven charges have been made by Dr. Frumkin: (Each charge is documented in the Appendix.)

A. Charges of Bigotry

Frumkin letter to Keller, dated May 20, 1974, charging Getson and Litwack with bigotry. The October 9, 1974, CPSE Executive Committee Minutes detail a discussion of these charges (Appendix C). A November 4, 1974, memo from Saltzman to Frumkin (Appendix D) requested that he document the Getson/Litwack charges. On November 15, 1974, Frumkin responded (Appendix E) by concluding that "...I will change my charges against Drs. Getson and Litwack and simply state that here are two of my colleagues who are not very objective when it comes to anything concerning my work at KSU." Frumkin concluded that "I frankly do not believe that Getson, Litwack, Sakata, and Palmerton can get a clean bill of health from such a team." (an independent licensed psychotherapeutic team mentioned earlier in the memo.) Dr. Frumkin then indicated that he expected written letters of apology from these Professors by December 7, 1974, or that "If the above demands are not met, I will take appropriate action against these men without any further altruistic hesitation." Dr. Frumkin stated to Dr. Sakata, in Dr. Saltzman's presence, that he selected the December 7, 1974, deadline because he planned to drop a bomb on Sakata just as Bob's forefathers had dropped bombs on Pearl Harbor on December 7th.

B. Charges of Misappropriation/Misuse of Federal Funds

Frumkin charged in the CPSE Executive Committee Meeting on October 9, 1974, (Appendix C) that one or more members of CPSE Department was guilty of misuse/misappropriation of federal funds. Saltzman's memo to Frumkin, dated October 18, 1974, (Appendix F) requested documentation of these charges. Saltzman's memo to Frumkin, dated November 4, 1974, (Appendix D) requested that these charges be documented by November 15, 1974. On December 9, 1974, Frumkin (in a memo to Provost Snyder and the CPSE Executive Committee) (Appendix G) reiterates his intentions "to take action against them" (Drs. Litwack, Getson, Palmerton, and Sakata) at the commencement of Winter Quarter, rather than immediately because "...a personal emergency has come up which will necessitate my leaving town shortly after the quarter ends..." Dr. Frumkin later told Dr. Saltzman that the personal emergency was a planned trip to Israel over the vacation period. When Dr. Saltzman mentioned the hardships that these undocumented charges were placing on Department Faculty Members, Dr. Frumkin noted that he "wanted them to suffer like I've suffered the last few years." Frumkin's subsequent "documentation" of these charges resulted in

the audit findings summary appearing in Appendix A. No specific charges against Drs. Getson and Litwack were made by Dr. Frumkin. An external investigation (Office of Research Administration) of the charges against Palmerton and Sakata showed that these charges were groundless.

C. Charges of Lying

Frumkin's letter to Odessa Fellows (Chairperson of H.E.W. Investigating Team), dated October 16, 1974, (Appendix H) charged Drs. Palmerton and Sakata with lying. A Saltzman memorandum to Frumkin, dated November 4, 1974, (Appendix D) requested that Frumkin document these charges by November 15, 1974. The Frumkin response, dated November 14, 1974, (Appendix I) concluded that "...Dr. Sakata and Dr. Palmerton are not liars, but damn liars!" A review of the letter by the Executive Committee led to the conclusion that Dr. Frumkin did not document his charges, but rather had, through his own interpretation of the facts, raised new issues. (e.g. Dr. Frumkin references an original rough draft memo in his letter that he obtained from Dr. Sakata's personal file and forwarded to H.E.W. without Dr. Sakata's permission.)

D. Charges of Inappropriate Solicitation of Nominations

* Frumkin's letter to Provost Snyder, dated November 13, 1974, (Appendix J) charged Dr. Wonderly (with the assistance of Drs. Litwack and Murray) of soliciting nominations for Wonderly for the Alumni Award for Teaching. A Saltzman memo of November 27, 1974, requested documentation of these charges. Dr. Frumkin's response to the CPSE Executive Committee, dated December 11, 1974, (Appendix K) seemed to absolve Drs. Murray and Wonderly for soliciting nominations, but noted that Dr. Litwack was strongly suspected "...of aiding the solicitation process since he is the only person in the Department who has the names and addresses of most of our graduates..." A Frumkin letter of apology (Appendix L) to Drs. Wonderly, Litwack, and Murray, dated February 28, 1975, concluded, "I apologize to each of you for having done this (writing the letter of November 13, 1974) and hope that I have not caused you any great consternation, undue embarrassment, and other kinds of pain and/or inconvenience. I hope you will forgive me."

The CPSE Faculty, in consideration of the preceding data (and accompanying appendixes) conclude that Dr. Robert Frumkin has violated Article IV - Sections 5 and 8 of the Faculty Code of Professional Ethics (Appendix Y) and Sections A.4 and A.7 of the APGA Ethical Standards.

3. UNPROFESSIONAL CONDUCT

The following acts of unprofessional nature on the part of Dr. Robert Frumkin are documented as follows:

A. Student Harassment

On October 12, 1974, a student, Ms. Gabalac, in a letter to Dr. Saltzman explained her "distress" about having Dr. Frumkin as an instructor for several Rehabilitation Counseling classes, and outlined her reasons for concern (Appendix M). After receiving permission from Ms. Gabalac, Dr. Saltzman shared Ms. Gabalac's letter with Dr. Frumkin on October 16, 1974. On October 30, 1974, a meeting was held on this subject (detailed in a Saltzman memorandum to Frumkin, dated November 4, 1974) (Appendix N). The agreements reached at this meeting are detailed in the November 4, 1974, memorandum. Point 6 on Page 1 of this memo outlines the Frumkin agreement that his telephone call to Ms. Gabalac's employer (Appendix O) constituted harassment of Ms. Gabalac.

B. Faculty Harassment

The Faculty of the CPSE Department believes that the massive number of charges against them as individuals, or in groups, constitutes a form of harassment. On one occasion (Executive Committee Meeting, October 9, 1974, Topic 5.a and 5.b, Page 4, Appendix C), Dr. Frumkin stated that he distributed his charges widely "...to insure a response." and that he did not indicate to whom copies of his letter were being sent, in an effort to harass the Department Chairman and to insure that the Department Chairman would have to come to his (Dr. Frumkin's) office to get the names of the copyholders of a particular letter to enable the Chairman to forward appropriate replies. Dr. Frumkin, not the Executive Committee, described his actions as being a conscious effort to harass the Department Chairman.

C. Solicitation of Nominations

* Dr. Frumkin used Department funds to solicit nominations for himself for the Alumni Outstanding Teacher Award. The CPSE Executive Committee Minutes of October 9, 1974, (Appendix C, plus attachments A and B) detail the circumstances surrounding this solicitation. Although at the Department Meeting, Dr. Frumkin insisted that this mailing was "partly Departmental Business," he agreed that he did not have an authorization for this mailing and later (October 31, 1974) reimbursed the Department \$21.25 for this personal mailing.

D. Dr. Frumkin Secured a Personal Document from Dr. Sakata's Personal File and Widely Distributed This Document

An October 28, 1974, Sakata memo to Saltzman (Appendix P) describes how Dr. Frumkin secured a Sakata, unmailed, personal document from Dr. Sakata's personal file without permission. Ms. Hewitt (Department Secretary) explained that Dr. Frumkin requested the document and stated that he had Dr. Sakata's permission to have this particular document. In discussions with Dr. Saltzman, Dr. Frumkin agreed that he had taken the unmailed correspondence without Dr. Sakata's permission and had submitted it to the H.E.W. Investigating Team (investigating Dr. Frumkin's

charges of religious persecution against the CPSE Department). Dr. Frumkin also submitted to H.E.W. his answer to the earlier unmailed memo that he had purportedly written and distributed one day after the November 20, 1973, Sakata draft. Investigation by Dr. Saltzman revealed that no member of the CPSE Executive Committee had received the Sakata draft or the Frumkin response, and, although Dr. Frumkin insisted that his response had been forwarded to the Executive Committee and all copyholders, contact with the Ombudsman's Office, the Provost's Office, and Dr. Milton Wilson's Office indicated that they had never received either document. The Ombudsman's Office indicated that Dr. Frumkin had hand-delivered both documents on November 7, 1974, and asked that they be inserted in his folder.

- F. Refusal to Report Zero Class Enrollment or to Submit Plan to Readjust Teaching Load Because of Zero Enrollment
Although the Department Chairman checked class progress/problems with each faculty member several times at the commencement of Winter Quarter, 1974, and was assured by each CPSE faculty member that all classes were progressing satisfactorily, receipt of the Q.I.S.R. Summary in mid-February indicated that one of Dr. Frumkin's classes (67584/77584, Seminar: Writing for Professional Publications) had zero enrollment. A Saltzman memorandum to Frumkin, dated February 15, 1974, (Appendix Q, Attachment A) requested information on this matter, and directed Dr. Frumkin to submit a suitable plan to revise his load in view of the zero enrollment. Dr. Frumkin responded in a memo to Saltzman, Sakata, and Palmerton, dated February 21, 1974, (Appendix Q, Attachment B) making many charges against the CPSE Department, but indicated that he did not owe an explanation to the Department Chairman and University. Dr. Saltzman met several times privately with Dr. Frumkin following the correspondence included in Appendix Q, and requested that Dr. Frumkin submit a revised load. In all instances, Dr. Frumkin refused to discuss this matter or to submit a revised load plan.

The CPSE Faculty, in consideration of the preceding data (and accompanying appendixes), conclude that Dr. Robert Frumkin has, by his actions in above:

- (3.A) *harassed a student and violated Article I - Section 14 of the Faculty Code of Professional Ethics and Section A.7 of the APGA Ethical Standards.*
- (3.B) *violated Article IV - Section 5 of the Faculty Code of Professional Ethics.*
- (3.C) *violated Article I - Section 5 of the Faculty Code of Professional Ethics, and Sections A.4 and A.7 of the APGA Ethical Standards.*

(3.D) *obtained a private document under false pretenses, invaded the privacy of Dr. Robert Sakata, and has violated Article I - Section 6, and Article III - Section 6 of the Faculty Code of Professional Ethics, and Sections A.3, A.7, F.3, F.4, and F.8 of the APGA Ethical Standards.*

(3.E) *not acted responsibly as a Professor and violated Article III - Section 1 of the Faculty Code of Professional Ethics, and Section F.2 of the APGA Ethical Standards.*

4. FALSE CHARGES AGAINST THE DEPARTMENT

Dr. Frumkin has made many false charges against the Department and although refuted, has persisted in repeating these charges on many occasions to many persons, both within the University and outside of the University. A Frumkin memo to Saltzman, Sakata, and Palmerton, dated February 21, 1974, (Appendix Q, Attachment B) lists many inaccurate statements regarding his (Dr. Frumkin's) performance/opportunities/treatment in the CPSE Department. The inaccuracies in this memo were corrected in a Saltzman memo to Frumkin, dated March 11, 1974, (Appendix Q). Dr. Frumkin was offered the opportunity to correct any errors in the March 11, 1974, memorandum and stated to Dr. Saltzman that he could find no errors in fact. Dr. Frumkin continued to make similar charges regarding (among many other things) his Summer Teaching Load, requiring further, more detailed refutation (Appendix R). The Department has been called upon to refute these charges by Dr. Frumkin on a number of occasions.

Note: The CPSE Department has been accused by Dr. Frumkin (to H.E.W.) of punishing him for his religious (Humanism) beliefs. This four-page charge by Dr. Frumkin has been investigated by H.E.W. and the results are pending. The Department and College response (100 pages) to these charges are not included in this report, but are available to proper reviewing agencies or authorities.

Additionally, Dr. Frumkin has charged the Department (Appendix S, Attachment 1) of unfair treatment regarding his 1974-75 teaching. The inaccuracies in this widely-distributed memorandum were detailed in a Saltzman memorandum to Frumkin, dated September 6, 1974, (Appendix S).

The CPSE Faculty, in consideration of the preceding data (and accompanying appendixes), conclude that Dr. Robert Frumkin has violated Article IV - Section 5 of the Faculty Code of Professional Ethics, and Sections A.4 and A.7 of the APGA Code of Ethics.

5. VIOLATION OF UNIVERSITY AND/OR DEPARTMENTAL POLICY

A. Dr. Frumkin Refused to Submit Teaching Evaluations to the Department Chairman in accordance with Department Policy,

until Fall Quarter, 1974, although repeatedly asked to do so by the Department Chairman. Only after several meetings were held (Department Chairman, Elected Student Liaison Person to Department Executive Committee, and Dr. Frumkin) did Dr. Frumkin agree to permit his classes to be observed by the Department Chairman or to be evaluated by students utilizing the Standard Class Evaluation Form. Even though a specific agreement was arrived at for the impartial collection of Fall Quarter Student Evaluations, Dr. Frumkin did not carry out his part of the agreement, and considerable confusion resulted regarding the class evaluations collected by the Elected Student Liaison Person on the Department Executive Committee. Dr. Frumkin has refused to carry out his Departmental obligations, with regard to the submission of completed student class evaluation forms.

B. Dr. Frumkin Has Caused the CPSE Department a Considerable Number of Problems by His Improper Submission of Grant Proposals.

- a. Dr. Frumkin's submission of an SRS grant proposal for the 1974-75 academic year resulted in numerous Departmental problems, due to the lateness of proposal submission, the incorrect information included in the proposal, and his reluctance to revise errors that had been submitted to the funding agency (Appendix T).
- b. On February 4, 1974, the CPSE Executive Committee was notified that Dr. Frumkin had submitted proposals for, and received, two grants during Fall Quarter, 1974. This violated Department Policy (Appendix U), requiring Department approval of any grant proposal.
- c. Appendix V details CPSE Executive Committee discussion and action on Frumkin's Summer, 1975, grant proposal (entire Frumkin Proposal is included).

C. Dr. Frumkin has Rescheduled Classes Without Departmental Approval.

(Appendix W, Points 1 and 2) resulting in inconvenience to students (schedule changes or inability to schedule classes because of conflicting schedules resulting from unauthorized change).

D. There is Evidence that Dr. Frumkin Has Not Carried Out His Teaching Responsibilities as Scheduled (Appendix X).

Although Dr. Frumkin had certain class assignments, he did not carry out these assignments as listed in the Schedule of Classes (Appendix X-1 and X-2). Matters of this nature were discussed in detail with Dr. Frumkin by the CPSE Executive Committee (Appendix W). It should be noted that there have been numerous reports from students regarding other similar instances which students were unwilling to document.

The CPSE Faculty, in consideration of the preceding data (and accompanying appendixes), conclude that Dr. Robert Frumkin has violated University and/or Departmental Policy, and has violated Article III - Sections 1 and 2, and Article IV - Section 8 of the Faculty Code of Professional Ethics.

6. DEPARTMENTAL CONCERNS

The following Departmental Concerns regarding Dr. Frumkin have been a constant source of embarrassment to faculty members and are typical of the day-to-day problems initiated by Dr. Frumkin, which must be dealt with by individual faculty members in this Department.

- A. Dr. Frumkin's acknowledged distribution of dating bureau materials, to students in his classes. This fact was acknowledged by Dr. Frumkin to Drs. Palmerton and Saltzman, and has been reported to faculty members by students. (Dr. Frumkin is President of Camaraderie.)
- B. Dr. Frumkin's acknowledged use of Department Xerox funds to duplicate a newspaper account of his recent divorce. This report was posted on bulletin boards in the Education Building by Dr. Frumkin and personally handed by him to selected individuals.
- C. Dr. Frumkin was assigned to complete a Rehabilitation Counseling Student Follow-Up Questionnaire for the Department NCATE report and distributed the questionnaire without consulting his area of Departmental colleagues. The questionnaire included questions regarding the respondent's favorite color, smoking and drinking habits, and physical fitness. These questions were clearly not in keeping with the intent of this follow-up study.
- D. The Link Case (Appendix X-2) requires further investigation. An October 8, 1974, telephone follow-up on this case by Dr. Saltzman (at the direction of the CPSE Executive Committee) revealed that Dr. Frumkin had no more contact with her following the withdrawal of her charges, although he had agreed to work out a suitable educational plan with her to complete this course.
- E. Dr. Frumkin distributed and posted misleading information about Faculty salaries.
- F. Faculty Members in this Department are gravely concerned because of the large number of students who complain (and have complained) about Dr. Frumkin's performance as a teacher and as an advisor, but are unwilling to document their concerns because they state that they are afraid of what might happen to them.
- G. Faculty and staff are in fear of retaliation by Dr. Frumkin and would be willing to so state in interviews before a Hearing Committee.

The CPSE Faculty, in consideration of the information included in 6.a through 6.f conclude that:

--6.A is a violation of Article I - Section 5 of the Faculty Code of Professional Ethics and Section E.8 of the APGA Ethical Standards.

--6.B is a misuse of Departmental funds.

--6.C is a violation of Article I - Section 5 of the Faculty Code of Professional Ethics.

--6.E is a violation of Section A.7 of APGA Ethical Standards.

--6.F and 6.G present almost irresolvable Department problems, as long as Dr. Frumkin is a member.

--and that 6.D requires direct testimony of the individual involved, if this issue is to be resolved. (Note: This person prefers not to be involved in this issue.)

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- A. Memo from Gordon Keller to Glenn Saltzman, dated March 7, 1975, summarizing SRS Grant Audit Findings. 376
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- C. CPSE Executive Committee Meeting Minutes, dated October 9, 1974. 381
- D. Memo from Glenn Saltzman to Robert Frumkin, dated November 4, 1974, requesting documentation of charges against Drs. Russell Getson and Lawrence Litwack. 394
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- H. Letter from Robert Frumkin to Ms. Odessa Fellows, dated October 16, 1974, charging Drs. Keith Palmerton and Robert Sakata of lying. 399
- I. Letter from Robert Frumkin to Glenn Saltzman, dated November 14, 1974, documenting lying charges on Drs. Keith Palmerton and Robert Sakata. 403
- J. Letter from Robert Frumkin to Dr. John Snyder, dated November 13, 1974, charging CPSE Executive Committee with harassment. 405
- K. Letter from Robert Frumkin to CPSE Executive Committee, dated December 11, 1974, "documenting" charges against Dr. Donald Wonderly concerning his nomination for the 1974 Alumni Teaching Award. 407
- L. Letter from Robert Frumkin to Drs. Wonderly, Litwack, and Murray, dated February 28, 1975, apologizing for nomination solicitation charges. 408
- M. Letter from Nancy W. Gabalac to Glenn Saltzman, dated October 12, 1974, describing concerns about classes taught by Robert Frumkin. 409
- N. Memo from Glenn Saltzman to Robert Frumkin, dated November 4, 1974, summarizing Saltzman meeting with Robert Frumkin, Nancy W. Gabalac, and Dixie Benshoff. 412
- O. Memo from Kay Schotzinger to Glenn Saltzman, dated October 23, 1974, outlining Robert Frumkin's telephone call of October 18, 1974. 414

- P. Memo from Robert Sakata to Glenn Saltzman, dated October 28, 1974, describing Robert Frumkin's securing a personal document from his (Sakata's) personal file. 415
- Q. Memo from Glenn Saltzman to Robert Frumkin, dated March 11, 1974, concerning zero enrollment in a graduate course. 417
- R. Detailed statement to H.E.W. regarding Robert Frumkin's summer teaching assignments. 423
- S. Memo from Glenn Saltzman to Robert Frumkin, dated September 6, 1974, concerning Robert Frumkin's 1974-75 teaching assignment. 425
- T. Memo from Glenn Saltzman to CPSE Executive Committee, dated May 10, 1974, concerning Robert Frumkin's grant submission. 434
- U. CPSE Department Policy, "Use of Department Name." 438
- V. CPSE Executive Committee Meetings Minutes, dated February 10 & 11, 1975, detailing discussion of Robert Frumkin's grant proposal for Summer 1975. 439
- W. Memo from Glenn Saltzman to Robert Frumkin, dated May 31, 1974, regarding student request to withdraw from class taught by Robert Frumkin. 444
- X. Memo from Keith Palmerton to Glenn Saltzman, dated October 11, 1973, concerning Robert Frumkin's teaching assignment. 446
- Letter from Diane Link to Glenn Saltzman, dated May 10, 1974, concerning low enrollment and request for refund.
- Y. Professional Code of Ethics 448
- Z. APGA Ethical Standards 453

KENT STATE UNIVERSITY

KENT, OHIO

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To Dean Robert Alfonso and Professor Glenn A. Saltzman

FROM Gordon W. Keller, Assistant Provost

DATE March 7, 1975

SUBJECT

Gentlemen:

This is a summary of findings by Dean Coogan relating to charges advanced by Professor Frumkin. You will recall that Professor Frumkin has alleged misappropriation of federal funds from the Social Rehabilitation Services Training Grant.

Preliminary investigation of the grant activity raised several questions, in addition to those advanced by Professor Frumkin. These, too, are summarized here.

On the basis of Dean Coogan's investigation, I can advise you that none of Professor Frumkin's charges appear to be true.

I take up the charges in order:

1. Professor Palmerton took a trip to Delaware to check on a student doing an internship there. Professor Frumkin charges the internship was within a questionable agency, that the trip was unauthorized and that Professor Palmerton spent the week in Delaware sailing with his girlfriend. Dean Coogan finds no basis for these charges.
2. Professor Frumkin appears to charge attempted embezzlement and fraud on the part of Professor Palmerton. Dean Coogan finds no proof of this charge.
3. Though its relationship to Professor Frumkin's allegations of misuse of federal money is vague in my mind, Professor Frumkin charges Professor Palmerton with making dishonest and slanderous statements to colleagues and students about Professor Frumkin. This assertion stands by itself.
4. Though again its relationship to misuse of federal money is vague, Professor Frumkin charges that Professor Sakata attended a professional meeting to find another job, and in the process spent more for his hotel room than he should have.

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Since the meeting was in April, 1974, and Professor Sakata is still with us, it is difficult to know whether his prime purpose was to find another job or not. I do note that Professor Frumkin endorsed the use of travel funds from the grant for conference attendance by signature. I note also that the copy of the conference program held by Professor Sakata has notes on it. This suggests that he did attend sessions appropriate to his discipline.

5. Again, though the relationship to the misuse of the federal money charge is not clear in my mind, Professor Frumkin alleges slanderous comments about him by Professor Sakata. This assertion stands alone.

I turn next to certain irregularities - the use of grant money for dependency allowances. I quote from the body of the Coogan report:

"R. Frumkin was contacted by me on the phone. He stated to me that he did not have any paperwork on dependency allowance eligibility and did not need any in as much as he 'knew all the students personally'. I questioned this and began to obtain an affidavit of dependency eligibility (backed by promised Federal 1974 Income Tax Returns) from each of the students receiving the allowance.

All the students contacted signed the affidavit. However, one student said she had received the allowance but did not in fact have a dependent. She had expected that her sister was going to live with her, but she did not. She offered to return the \$200.00 received on a definite payment schedule. A second student was greatly upset by the request for an affidavit. He said he had been solicited by R. Frumkin to take the allowance and that he did have a dependent but that he had wondered at the time of Frumkin's phone call that it was strange that no paper work was to be done. A third statement claimed a sister and her child as dependents. It is rumored, but not verified, that the sister is really his girlfriend and that they are no longer living together. If the latter is true, he has lied under oath. All affidavits were notarized.

Regardless of the outcome of further investigation of

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the dependency allowances, one thing is clear. R. Frumkin, as Project Director, has authorized these expenditures without a shred of documentation to back them up. He has based his determinations on hearsay, expectations, and perhaps lies. After repeated requests and demands, he claims now to have provided me with all documents related to the grant. There is no correspondence in the files between him and the students and nothing on the subject of dependency allowances in the form of back-up for expenditures or documentation that these are eligible dependents."

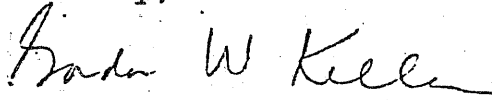
Dean Coogan has concluded that the charges against Professor Palmerton and Professors Sakata are "false and without merit." He finds also "no effective business-like management of the SRS Grant activities at the departmental level under R. Frumkin's directorship." The report also states that there is some evidence to suggest mismanagement of grant money by the project director in regard to dependency allowances. Finally, Dean Coogan suggests very tight control of this grant activity and fund investigation of the dependency allowance problem by police authorities.

By copy of this letter to Mr. Allen Adler, I direct that such police investigation be made.

By copy of this letter to Dean Coogan, and in response to his specific recommendation, I direct Dean Coogan immediately to undertake removal of Professor Frumkin from supervision of this grant, understanding, of course, this requires discussion with the Chicago Rehabilitation Officers.

Dean Alfonso should counter-sign every expenditure under this grant and should consult with Dean Coogan regarding supervision of the grant.

Sincerely,


Gordon W. Keller

GWK:c

cc: Dr. Snyder
Dean Coogan
Mr. Adler



KENT STATE UNIVERSITY

KENT, OHIO

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TO Professor Robert Frumkin, Counseling &
Personnel Services Ed.
FROM Gordon W. Keller, Assistant Provost

DATE March 10, 1975

SUBJECT

Dear Bob:

Attached is a letter to Professors Alfonso and Saltzman. You should have been a copyholder of the letter but your name was left off.

I am sorry.

Sincerely,



GWK:bg

MINUTES OF
REHAB AREA MEETING
September 25, 1973

Present: Robert Sakata
Keith Palmerton
Robert Frumkin
Glenn Saltzman
Allen Emrich (Comptroller's Office)

1. Discussed last year's Rehab budget
 - a. Turning back \$25,000+ in stipends
 - b. Overspent material budget by \$289.00
2. Discussed next year's Rehab budget (1973-74)
 - a. Agreements:
 1. Bob Frumkin will see Quinten Buechner to open account.
 2. Bob Frumkin will notify Department of Health of faculty assignment as per letter request.
 3. Bob Frumkin will determine with Quinten Buechner the amount of Department support (cost sharing, etc.).
 4. Bob Frumkin will meet monthly with Allen Emrich to discuss Rehab account.
 5. Bob Frumkin will keep area members and Department Chairman informed of account status.

GS/hh

D. Saltzman

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CPSE EXECUTIVE COMMITTEE MEETING
MINUTES
October 9, 1974
(12:15 P.M. - 4:15 P.M.)

Present: G. Saltzman, Chairman
D. Benshoff, R. Getson,
M. Kaplan, K. Palmerton,
A. Woldt

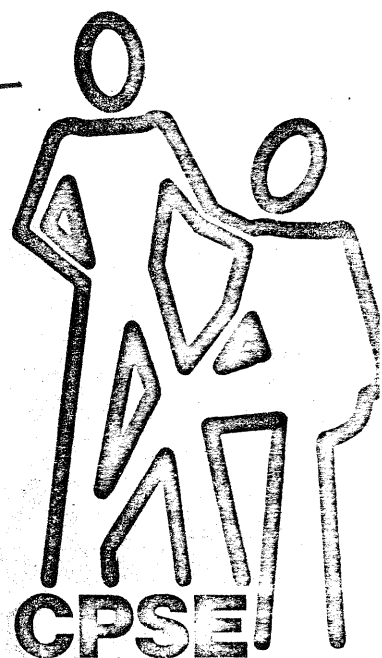
Dr. Frumkin arrived at the meeting, as requested by the Committee, to discuss the issues explained to him in Dr. Saltzman's memorandum of October 3, 1974 (See Attachment A).

Dr. Frumkin was informed that:

1. The meeting was in no way connected to Dean Alfonso's letter to him releasing him from employment at Kent State University effective June 15, 1975, because of lack of funding; and that
2. Dixie Benshoff, the elected liaison person of the student body, normally sits in on all Executive Committee meetings. Dr. Frumkin stated that it was most appropriate for Dixie Benshoff to attend this meeting, and that he welcomed her presence.

The following topics were discussed, and are summarized below:

1. The solicitation of students/alumni support for Dr. Frumkin's nomination for the "Outstanding Teaching Award"
 - a. Dr. Frumkin agreed that he had sent out 30-40 letters, regarding his nomination for the "Outstanding Teaching Award." (See Attachment B) (A letter from William Jury, Mailroom Supervisor, indicated that the cost of each Frumkin letter was between 55¢ and 65¢.) Dr. Frumkin added that he viewed the letters as partly Departmental business and partly personal business (e.g. letters sent out in this particular mailing were duplicated on paper purchased by Dr. Frumkin). Dr. Frumkin further agreed that it was generally inappropriate for a faculty member to request others to nominate them for the "Outstanding Teaching Award," however, he felt that if a faculty member were in a unique situation or crisis, it might be appropriate to take this kind of action. He further noted that there are no rules stating that a faculty member may not solicit others to nominate him for the "Outstanding Teaching Award."
 - b. Dr. Frumkin stated that other faculty members have stated to him that they used everything they could to influence their nomination for the "Outstanding Teaching Award," (including requests to students that the faculty member himself/herself be nominated). Dr. Frumkin also stated that he knew of instances where faculty members unduly influence members of the "Outstanding Teaching Award" Selection Committee. Dr. Frumkin was unwilling to share the specifics of these charges with the Executive Committee.



Note: Although while in the Executive Committee meeting, Dr. Frumkin refused to agree to reimburse the Department for the expenses incurred in the aforementioned mailing, he did meet personally with Dr. Saltzman following the conclusion of the Executive Committee meeting, and agreed to reimburse the Department for this expense. In that Dr. Frumkin agreed that he mailed between 30 and 40 letters, and Mr. Jury explained that the cost of each letter was between 55¢ and 65¢, the cost of this mailing could range between \$16.50 and \$26.00. A mean figure of \$21.25 would appear to be a reasonable reimbursement figure.

2. Dr. Frumkin letter to Dr. Gordon Keller, Chairman, Faculty Senate Appeals Board, dated May 20, 1974

- a. Dr. Frumkin agreed that Dr. Getson's letter, a statement relative to the appeal of Dr. Robert Frumkin, dated May 8, 1974, (See Attachment C) was sent to the Faculty Senate rather than to the President of the University, as had been indicated in the Frumkin letter. (See Attachment D)
- b. Dr. Saltzman noted that Dr. Getson's letter of May 8, 1974, to the Chairman of the Faculty Senate Appeals Board was a response to a request from the Chairman of that Committee.
- c. Dr. Getson strongly objected to Dr. Frumkin's letter to Dr. Keller, which personally attacked him. Dr. Getson submitted the following motion to be acted on following the Executive Committee's meeting with Dr. Frumkin:

"I request that the Department members investigate the charges against me raised by Dr. Frumkin, in his memo to Professor Gordon Keller, dated May 20, 1974. I further request that the Department investigate his charges directed at 'an unfriendly colleague' (identified by Dr. Frumkin to the Department Executive Committee as Getson) in a letter to graduated students, mailed Summer of 1974; date not known.

"I ask that the Department members further indicate if they find his charges to be supported. If they do, I request that I be appropriately disciplined with notification of my professional colleagues and the administration of the University.

"If the accusations are not substantiated, I request that the members of the Department express an opinion relative to the professional and ethical appropriateness of his statements. If his comments are considered unfounded and excessive, I request that he be appropriately disciplined, with notification to his professional colleagues and the administration of the University."

(Signed) Russell F. Getson

- d. Dr. Frumkin agreed that Dr. Getson had on two occasions (last Spring) requested, without success, to speak with him regarding the charges made by Dr. Frumkin regarding Dr. Getson in Dr. Frumkin's letter of May 20, 1974, to the Chairman of the Faculty Senate Appeals Board.

- e. Dr. Getson distributed at this meeting a response to Dr. Frumkin's charges of May 20, 1974. This response was dated June 6, 1974, and had not previously been distributed because he desired to speak to Dr. Frumkin prior to distribution. (See Attachment E).
- f. It was noted that there was some confusion regarding Dr. Frumkin's student enrollment in the course called "Social Aspects of Disability." Dr. Frumkin noted that he objected to the use of numbers as a criterion of teaching ability, noting that the Practicum often includes only six students and that this small enrollment is no reflection on the teaching competency of the instructor.
- g. Dr. Frumkin said that he would not withdraw his letter of May 20, 1974, regarding Dr. Getson, and that his remarks might be even worse. (He did indicate that he might revise his fourth paragraph, which deals with the class enrollment.)

3. Discussion regarding Dr. Frumkin's effectiveness as a teacher

- a. Dr. Frumkin recommended that the Department survey all of his prior students, if there is a desire for knowledge about his teaching ability.
- b. Dr. Frumkin said that he would welcome having a person come into his classes to survey a student opinion of his teaching (if prior arrangements are made with him).
- c. Dr. Saltzman said that many students have expressed concern about Dr. Frumkin's classes and that he has encouraged many students to discuss the matter with the instructor. Students indicated fear of doing so.
- d. Dr. Saltzman stated that Dr. Frumkin has repeatedly failed to submit class evaluations, although requested to do so.
- e. Dr. Frumkin stated that evaluations of his classes were provided to the Faculty Senate and agreed that no member of the Department was a copyholder of that material. He agreed to make those evaluations available to Dr. Saltzman for the Faculty Evaluation Files of the Department.

4. Misuse of Federal Funds charge

- a. Dr. Frumkin said that if the Department did not leave him alone, he would bring to the attention of the Federal Government and/or persons outside of the Department, the misuse of Federal Funds by the Department. He said he would do this in response to what he considers Departmental harassment.
- b. Dr. Saltzman said that if there was information regarding misuse of Federal Funds, it was a faculty member's duty to bring such information to the attention of the authorities.

5. Dr. Frumkin's wide distribution of letters authored by him

- a. Dr. Frumkin stated that he did this to insure a response.
- b. Dr. Saltzman asked Dr. Frumkin why he did not indicate to whom he was sending copies of his letter so that appropriate replies could be sent; Dr. Frumkin said that this was to harass the Department Chairman and to insure that he would have to come over to his office to get the names of the copyholders of a letter.

Executive Committee actions, following discussion of the foregoing topics with Dr. Frumkin:

1. The Dr. Getson motion (2.b. above) was not supported by the Department Executive Committee. The Executive Committee felt that charges against a person should be documented before any individual should be required to defend himself/herself.
2. The Executive Committee requested that Dr. Saltzman contact the Faculty Senate and the Dean of the College of Education to review the information covered in this Executive Committee meeting.
3. The Department Executive Committee requested that Dr. Saltzman write a letter to Dr. Frumkin, indicating that if there has been misuse of Federal Funds, it should be immediately reported to the proper authorities.
4. The Department Executive Committee requested that Dr. Saltzman write a letter to Dr. Sakata, soliciting information about the quality of Dr. Frumkin's first class of Fall Quarter 1974, which was observed by Dr. Sakata. This letter was to be written in direct response to a request by Dr. Frumkin for this action.
5. The Department Executive Committee requested that Dr. Saltzman write a memorandum to Dr. Frumkin, confirming his verbal agreement to have his classes evaluated by students, using the standard Evaluation Form and administered by the elected Department liaison person from the student body.

Respectfully submitted,

Marvin S. Kaplan
Recording Secretary for meeting
of October 9, 1974

MSK/hh

INTER-DEPARTMENTAL CORRESPONDENCEKENT STATE UNIVERSITY
KENT, OHIO385

TO: Robert Frumkin

FROM: Glenn Saltzman

DATE: October 3, 1974

SUBJECT: DEPARTMENT EXECUTIVE COMMITTEE MEETING OCTOBER 9, 1974

Your letter of September 30, 1974, indicated that you would be unable to attend the regularly scheduled Department Executive Committee meeting on October 2, 1974, due to previous commitments. Following the receipt of your September 30, 1974, letter, I spoke to you privately and determined that you would be able to meet with the Department Executive Committee at Noon on October 9, 1974, and at 3:00 P.M. on October 9, 1974.

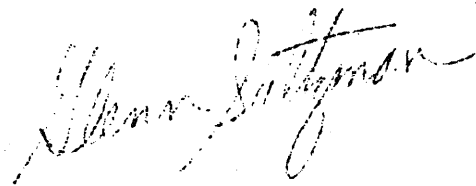
I have discussed these proposed times with the Department Executive Committee, and they have agreed to meet with you from 12:00 Noon to 1:00 P.M. on October 9, 1974...and if further time is needed for the completion of this meeting, we will utilize the 3:00 P.M. time period that you have reserved (following Faculty Meeting).

The Department Executive Committee would like to discuss the following two matters with you:

1. Your solicitation of student/faculty nominations for the 1974 Alumni Teaching Award (see Attachment A) and the expenses incurred for this mailing.
2. Your letter to Dr. Gordon Keller, of May 20, 1974 (see Attachment B).

GS/hh

cc: William Lyle
Ray Heisey
Dean Robert Alfonso
Department Executive Committee



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Hope things are going well for you because they're not especially going well for me. Let me explain. Since coming to KSU in 1967 I've been on "soft money" that is, I've had my salary paid by sources outside of KSU, namely, HEW-SRS Federal grants. Last year we were told that HEW-SRS would no longer fund graduate rehabilitation counseling programs and the no more monies would be available to us after the 1973-74 academic year. On the basis of this announcement, Dr. Robert Alfonso, Dean of the College of Education, informed us that I would not have a job at KSU after June 15, 1974 because KSU is in the midst of a financial crisis and could not possibly find the monies to pay my salary after federal support ends.

Since I received tenure in 1969, I objected to KSU's handling of the situation and went through the stipulated grievance channels to protest the university's decision. Having done this, having had the Counselor Education Department Chairman, Dean, Provost, and President all reject my appeal, I appeared before a 5-person Committee of the Faculty Senate and stated my case. The Faculty Senate Committee heard my case and unanimously recommended to President Olds that because I had tenure and because there was no genuine financial emergency relative to the rehabilitation counsel program that KSU fully reinstate me, recognize the validity of my tenure, and assume the responsibility of paying my salary. They stated emphatically that there was no question about my competency, that competency was not at issue.

While my struggle for reinstatement was going on, during the Spring Quarter, 1974, I learned that there was unexpectedly some HEW-SRS funds which might still be available to graduate rehabilitation programs for 1974-75. In an all-out effort to meet an almost impossible deadline I wrote up a grant proposal, submitted it, and fortunately had it reach HEW-SRS minutes before the deadline. By some miracle HEW-SRS said that they would fund our rehabilitation counseling program a grant only on the condition that KSU would pay half of my salary. After a tough-and-tough struggle, KSU agreed to pay the other half. Therefore, in 1974-75, I can have a job at KSU.

But, although KSU has agreed to have me on its staff for 1974-75, I've been again told that due to "the financial crisis" and HEW-SRS's statement that 1974-75 is the very last year for graduate rehabilitation counseling grants, that essentially I have no job at KSU after June 15, 1975. President Olds has completely ignored the Faculty Senate's recommendation. The thing he did do was to send the Faculty Senate a carbon copy of the letter he sent to me stating that KSU would pay half my salary in 1974-75 and that it would re-evaluate the status of the rehabilitation counseling program in the university. At the Faculty Senate hearings I'd like to emphasize the fact that Dean Alfonso stated that the Rehabilitation Counseling Program is the lowest priority program in the College of Education and consequently the most expendable, at least in his view.

In the meantime, an "unfriendly" colleague of mine from our department has written a letter to President Olds and the Faculty Senate stating that I am the L.V.M. (least valuable member) of the department and that I'm of questionable competence. Between the lines of this letter is the unmistakable suggestion that if KSU wants to get rid of Franklin it doesn't have to use the "financial crisis" as an excuse, it can dismiss him for cause - alleged teaching incompetence. Thus, even though Franklin has tenure we can get rid of him in spite of it.

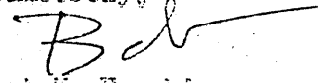
Frankly the struggles of the past year have made me tired and depressed and at times I've felt like giving up. I've been wondering how I'll touch at all, no less teach effectively. Yet, in spite of the pressures and the persistent hassling, I did manage attend to my teaching end, I feel, I did fairly well anyhow.

I feel, at this moment, that the only way to successfully combat the move for dismissal for cause (alleged teaching incompetence) is to just get nominated (not necessarily awarded) for the 1974 Alumni Teaching Award (see enclosed materials). I think such a nomination would stop my "unfriendly" colleague and his followers dead in their bloody tracks!

Will you help? If so, I'd deeply appreciate it. If not, that's O.K. too. In any case, I'll let you know what happens.

Do keep in touch.

Sincerely,



Robert H. Franklin
952 S. Lincoln St.
Kent, Ohio 44240
Tel. No.: (216) 673-3258
KSU Office: 672-2662

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Dr. Gordon Keller, Chairman, Faculty Senate Appeals Committee

Russell Getson, Professor, CPSE

May 8, 1974

STATEMENT RELATIVE TO THE APPEAL OF DR. ROBERT FRUMKIN

In thinking about the appeal hearing of April 22, 1974, I am concerned that the question of merit is so fuzzily developed. I suppose this is a function of my own lack of clarity relative to the scope of this appeal body, as well as the wide variety of factors surrounding Dr. Frumkin's situation. In order that you may have, for your consideration all of the information I can provide, I wish to state a point which I may have previously stated, but I hope I shall make more clearly.

Dr. Frumkin's termination is a consequence of his being paid from funds provided by an agency external to the University. The question of why he was paid from such "soft" funds is concerned with both the relationship of his professional preparation and the evaluation of his effectiveness.

Dr. Frumkin was employed originally to assist with the direction of master's degree theses, teach courses related to research, and provide instruction related to the social implications of disability. The requirement that all master's candidates write theses was removed as a collegial requirement several years ago. The course requirement in the area of rehabilitation counseling is so heavy that very few students elect to write a thesis.

The research courses and courses related to the social aspects of disability have had very low enrollments since their inception. The only course Dr. Frumkin has taught that has had regular usage by students in the area has been a required course on community resources. A number of years ago, Dr. Frumkin was urged to prepare himself through taking courses in counseling procedures and a practicum, so that he could assist with instruction in the core program of the Department. He did take such courses; however, his preparation in these areas was similar to that of students completing a master's program. He had neither experience or depth in the teaching of such courses.

Dr. Frumkin was evaluated as the least-valued member of the Department by the Executive Committee in the 1972-73 ranking of faculty for salary. He provided no evidence of teaching effectiveness, as required by Department Policy, and the judgement of his colleagues was that he was the least effective member of the Department. While I do not have data relative to his year-by-year evaluations, he was urged by the Department to find employment elsewhere in 1971-72. He actually sought other employment, and the Department Chairman (then Dr. Litwack) assisted him in making overtures within the University.

RG/hh

cc: Glenn Saltzman

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KENT STATE
UNIVERSITY

KENT, OHIO 44242

MAY 22 8 32 AM '74

DEPARTMENT OF GRADUATE
EDUCATION
COUNSELING AND PERSONNEL
SERVICES EDUCATION
(216) 672-2662

May 20, 1974

To: Dr. Gordon Keller, Chairman, Faculty Senate
Appeals Board
From: Robert M. Frumkin, Associate Professor (Rehabilitation Counseling)
Subject: Professor Russell Getson's Statement to the Appeals Board

A bigot is a person so blinded by his own prejudices that no facts can change his intolerant mind. If he uses any facts at all they are specially selected ones, usually out of context, which are employed to bolster his specious authority. He is a true believer - the kind of person described by Eric Hoffer. He is a man who knows it all and has no doubts about what he knows.

Such a man is, unfortunately, Professor Russell Getson. And the best example of his distortions of reality is his May 8, 1974 statement addressed to your Board.

Professor Getson has very superficial knowledge of the rehabilitation counseling program. His interpretation of its history thus reflects his biases more than they reflect the facts. Few students elect to write a thesis in rehabilitation counseling not because of heavy course requirements but because the students interested in rehabilitation counseling are more interested in helping people than doing research about people. They are people oriented rather than intellectually oriented. It was recognition of this fact which led to the dropping of the research course as a requirement for the M.Ed. degree.

The course on the social aspects of disability has had high not low enrollments since its inception because it is a required course. It has had a much regular "usage" by rehabilitation counseling students as community resources, another required course. Other required courses with regular usage which have been taught by me include the Counseling Practicum, Advanced Practicum in Rehabilitation Counseling, and the Internship in Rehabilitation Counseling.

Professor Getson is terribly wrong about how I came to teach the Counseling Practicum. The chairman of the department back in 1970 wanted me to teach the Counseling Practicum and I refused because I felt I was not as adequately prepared to teach it as I should be even though he thought so. Because I wanted to teach that course I decided on my own to take the core counseling courses offered by the department so that I would be better prepared to teach the practicum. In addition to taking those core courses over a period of one year I also voluntarily attended workshops in Gestalt and Rational Therapy in order to improve my skills. It was only when I felt professionally prepared to teach that practicum did I accept the challenge to do so.

(continued on page 2)

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Since Professor Getson never took the trouble to find out, or simply ignored the facts, he never mentioned the fact that I worked as a psychiatric social worker in a state mental hospital, that I had a six months internship in a mental health clinic, that I did marriage and family counseling for almost ten years, and that I am a full member of the American Psychological Association (my major studies being in developmental, abnormal, clinical and social psychology). For many years I have taught courses in marriage and the family, worked in various kinds of rehabilitation agencies, and with the depth and breadth of experience in working with different kinds of people which few people in our department have.

Professor Getson is deadly inaccurate about the 1972-73 evaluations. The evaluations were made by Dr. L. Litwack independently. (See Document # page 46 of R.M. Frumkin's Relevant Documents.) During that academic year Dr. Litwack was given standard evaluation forms (COURSE AND INSTRUCTOR EVALUATION IBM forms) from my classes but chose to ignore them even though he mentioned the fact that they were good and that I should be proud of them. On the item of Classroom Teaching, Dr. Litwack gave me a rating of 4 which is designated as "less than average performance (barely acceptable)." Dr. Litwack also gave me a 4 rating on Research and Publication even though I had four papers published in professional journals. He gave me a 4 rating for Service to Students even though I kept more office hours than required, served on several doctoral and masters committees, and helped several students solve serious problems through extended counseling sessions. He gave me a 4 rating on Service to the University and College even though I served on the Artist-Lecture Series Committee and the Editorial Board of the KSU Bulletin. Dr. Litwack gave me a 4 rating on Service to the Department even though I completed an excellent report on the Rehabilitation Counseling Program, presented at NCATE and wrote a grant proposal which got KSU \$46,000 plus for the Rehabilitation Counseling Program. He gave me a 0 rating on Scholarly and Creative Activity Not Necessarily Leading to Publication even though I was heavily involved in a longitudinal study of the social and sexual adjustment of spinal cord injured persons at the Highland View Hospital, Cleveland. He gave me a 4 rating for Service to Community even though I was a member of the KSU Speakers Bureau, gave talks on area radio station, etc. He gave me a 4 rating for Participation in Professional Organizations even though I gave a paper at a state counseling association conference, am chairman of the NE Ohio Chapter of the SSSS, etc. In fact, Dr. Litwack's evaluation is so grossly in error (and deliberately so) that, if I were litigious enough, I could justly sue him for libel.

I feel that any professor who is a bigot has no place in a University. Professor Getson has shown himself to be a bigot. He is not simply a person of good will making a human error. He is an intelligent man so blinded by his prejudices that he distorts, ignores, and misuses facts to defame his own colleagues. It was in 1971 that Dr. Getson and Dr. Litwack (bigots to work together) threatened me with dismissal if I didn't resign. In their self-righteous view of the world bigots cannot tolerate anyone who does not fit their Procrustean standards. Someday, I hope, they shall learn that people can be as competent as they are even if they are not one of the tunnel-visioned bunch. If Dr. Getson were an open-minded, humanistic person I think he would apologize to me for his May 8th statement. How I doubt very much if this is possible. If he weren't a true believer, his May 8th statement would not have been written.

Dr. L. Litwack

INTER-DEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
KENT, OHIO

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TO: Robert Frumkin, Assoc. Professor, CPSE

FROM: Russell Getson, Professor, CPSE DATE: June 6, 1974

SUBJECT: YOUR MEMO TO DR. GORDON KELLER, CHAIRMAN OF FACULTY SENATE
APPEALS COMMITTEE, DATED MAY 20, 1974

A copy of your reaction to my May 8, 1974, statement to the Faculty Senate Appeals Committee was given to me. This memo is addressed to your concern that my understanding and interpretation of your status was in error. I shall not attempt to respond to your personal attack upon me.

Your third paragraph indicates little, if any, disagreement with my statement. You were brought here primarily to assist with theses in the master's degree program for rehabilitation counselors. The demand for thesis advising has nearly disappeared. Before I wrote my May 8, 1974, statement, I checked their accuracy with Drs. Palmerton, Sakata, and Litwack. You agree with us that thesis directing is currently in little demand in the program. Apparently, the disagreement is on the rationale for why students are not writing theses. I don't see any value in debating that point.

In your fourth paragraph, you protest "The course on the social aspects of disability has had high, not low, enrollments...." I wrote in my letter "...and courses related to the social aspects of disability." I was referring primarily to the course you prepared titled "Seminar: Sex and the Handicapped." I reviewed your teaching load and discovered you had taught a course titled "Medical-Behavioral Information for Rehabilitation Counselors." I was not aware that course was also sometimes called The Social Aspects of Disability. I was further misled because Dr. Sakata is the instructor of record. But, sure enough, you do teach it. Curriculum Committee records indicate you taught the course Spring 1969, Spring 1971, Spring 1972, and Winter 1974, with enrollments of 9, 5, 25, and 22 students. The course has, in the same interval, been taught by Coven, (Winter 1970 enrollment 37), and Sakata (Winter 1971 and Spring 1973 enrollments of 34 and 41). Your reference to the enrollments being high still raises the question of, "Relative to what?" You had an average enrollment of 15, and the other instructors had an average enrollment of 37. If you present that course as evidence of significant teaching activity central to the mission of the Department, it misses the mark.

The comments about the history of your preparation to teach practicum raises some questions. Some of your background was unknown to me. I derived my data from the vita you prepared for NCATE and from a document you prepared in support of your promotion, dated January 1971. I would expect these documents describe what you now cite as evidence of extensive counseling training and experience. They did not.

But, even more unclear to me is why, if you actually had a great deal of preparation and experience as a counselor, did you refuse to teach practicum because you were "...not as adequately prepared to teach it as I should be.."? Your use of background data strikes me as rather cavalier.

June 6, 1974

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A second point with which you take issue is relative to whether you took the work to prepare yourself voluntarily or were urged to take the work. According to my recollection (which is confirmed by Dr. Palmerton, the Rehabilitation Counselor Program Coordinator, and Dr. Litwack, the Department Chairman), in 1969 and earlier you were teaching courses you did not wish to teach and students were complaining about the quality of your teaching. There was a need for you to teach courses in the Program core. You were asked to teach the practicum, as a way of involving you in something in which you could be successful and make a teaching contribution to the Department. You refused and then engaged in taking the Departmental counseling courses. Whether this was voluntary or not, you and I interpret differently. Certainly you were told that you would have to assume some of the teaching load of courses central to the Department's mission. How you chose to prepare yourself was not prescribed. In my judgment, to claim my statement was "...terribly wrong...", when the only thing at issue seems to be your motivation for taking the course you chose, seems to me an effort to dodge the issue. In fact, your whole point is unrelated to my memo. I stated that your preparation "...was similar to that of students completing a master's program." You cite a couple of week-end workshops in Gestalt and Reality Therapy, as well as other undocumented training and experience, as evidence that you are well-trained to teach rehabilitation counseling.

I assume the thrust of your argument is that you had a rich and varied background that was relevant to work as a counselor educator. Your taking the master's level courses in Counseling Procedures and Practicum, as well as some workshops, enabled you to bring your background to bear on such teaching responsibilities. I would entertain such an argument as worthy of study. The tragedy is that you have waited four years to make it.

You have a long paragraph on Page 2, which starts, "Professor Cetson is deadly inaccurate about the 1972-73 evaluations." You proceed with a lengthy attack on Dr. Litwack's evaluation of you. You are correct that I did not participate in your professional evaluation in 1972-73. You misunderstood my written statement, however. I referred to the "...ranking of faculty for salary." This was a composite ranking, prepared by the members of the Executive Committee, which I chaired as Acting Department Chairman. You were ranked lowest in the Department by that group.

I guess the tragedy of this whole affair is that I respect your high level of writing and productivity. I have wanted your involvement in the affairs of the Department and I have believed you could make a rather special contribution to the counseling profession because of your abilities and interests. My hope that you would make a contribution to the growth of the Department has been repeatedly disappointed. While you obviously don't believe it, I have wanted you to be a significant part of this Department. Your uniqueness injected into the Department could be a tremendous stimulant, even though it would also be an irritant. We need prodding! You have, instead, withdrawn from the Department. You have been a wasted resource. You tend to blame others but I was part of two days of meetings with this Department when its members pleaded with you to join us in our efforts. That was in 1970. Since then, there have been other pleas by individuals, including me. You still rarely attend meetings, and when you do attend, you contribute little or nothing. I do not question your potential to contribute to the Department. It is your performance that fails to fulfill the promise. (X)

RG/hh

Robert Frumkin

-3-

June 6, 1974

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cc: President Glenn Olds
Dean Robert Alfonso
Dr. Glenn Saltzman
Dr. Gordon Keller

KENT STATE UNIVERSITY

KENT, OHIO

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TO Robert Frumkin

FROM Glenn Saltzman

DATE November 4, 1974

SUBJECT CLASS VISITATIONS AND REQUEST FOR DOCUMENTATION OF CHARGES

Following the meeting with Mrs. Gabalac on October 30, 1974, it was agreed that Ms. Benshoff and I would attend the first portion of your November 5, 1974, class and announce to students the procedures they would need to take to register concerns about this particular class (in that a number of students have privately discussed concerns about this particular class with their respective advisers), or other Departmental courses in which they are enrolled. Ms. Benshoff and I will also visit this class (Philosophy and Principles of Rehabilitation) on November 12, 1974, in its entirety. You also agreed to document the charges made by you against colleagues in this Department, and asked that I put in writing the exact charges that you have made for which documentation was requested. You agreed to document these charges by November 15, 1974. (Following my meeting with you and Ms. Benshoff, I explained the above-mentioned agreement to the Department Executive Committee, and they endorsed the necessity of you documenting your charges by November 15, 1974, because of the extremely serious nature of each of your charges.)

On behalf of the Executive Committee, I am requesting you to document the following charges, made by you, by November 15, 1974:

1. Document your charges of misuse/misappropriation of Federal Funds on the part of one or more members of this Department, as requested in my memorandum of October 18, 1974.
2. Document your charges of bigotry against Drs. Getson and Litwack, as charged by you in your letter to Gordon Keller, dated May 20, 1974.
3. Document your charges of lying against Drs. Palmerton and Sakata, included in your letter to Odessa Fellows, dated October 16, 1974.
4. Although documentation is not required by the Department Executive Committee regarding your charges of unethical behavior on the part of other Kent State University faculty members involved in the "Outstanding Teacher" Awards, the Department Executive Committee urges you to submit the evidence you have regarding those charges, to the Department Chairman for appropriate forwarding, or to Mr. Donald Shook, Director of Alumni Relations.

CS/hh

cc: Department Executive Committee
bcc: Dean Robert Alfonso
Ray Heisey
- Tom Moore

To: Dr. Glenn Saltzman

November 15, 1974

From: R.M. Frumkin

Subject: CHARGES AGAINST DRs. GETSON & LITWACK MADE IN MY MAY 20,
1974 LETTER TO DR. GORDON KELLER

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Since people have a tendency to overreact to powerful words such as bigot I will change my charges against Drs. Getson and Litwack and simply state that here are two of my colleagues who are not very objective when it comes to anything concerning my work at KSU. I cannot satisfactorily communicate with these men because there is a wall of their own construction which always seems to stand between us. They look at me but do not see me. They listen to me but they do not hear me. No matter how many facts are presented to them they still act as if the only ones which exist are the negative ones. They do not look at me as whole human being. Instead they select (consciously or unconsciously) only those facts which support their preconcept of me. They have been completely taken by the lies of Drs. Sakata and Palmerton which I speak about in my Nov. 14, 1974 letter to you. In my May 20, 1974 letter to Dr. Keller, in paragraph II, page 2, I spell out the reasons why I feel Dr. Litwack is not very objective. I think that that letter to Dr. Keller also states rather clearly why I feel that Dr. Getson is also not very objective. The rest of the evidence is presented in my Nov. 14, 1974 letter to you. You might also look at my 1969-1974 report to the Graduate Faculty which should be in Dr. Hart's office. If all this is insufficient evidence supporting my charges that Drs. Getson and Litwack are not very objective, please tell me what else I can provide for you and I shall do my best to get it for you.

I see Dr. Getson's May 8, 1974 letter very much like I see Ms. Gabala recent letter. It takes isolated facts, half-truths, and whole truth and weaves them into a fabric which, distorted by biases, feeds on the weaknesses of its readers in insidious ways. As I have suggested in the case of Ms. Gabalac, so I suggest in the case of Drs. Getson and Litwack that their need to defame me is an unsound need which warrants psychotherapeutic scrutiny. I also think that Drs. Palmerton and Sak are in need of such scrutiny.

My conclusion, consequently, after much soul searching and examination of the evidence, has come to be that Drs. Palmerton, Sakata, Getson, Litwack are not so much persons who are non-objective persons and/or liars as they are people who are in need of psychotherapeutic attention. For this reason, since the misusers/misappropriators are among these men, I refuse to make any charges at this time because I realize that it is unfair to bring charges against men who are not fully responsible for their actions. I now consider my responsibilities to the Executive Committee, as spelled out in your Nov. 4, 1974 memo to me, completed. Please withdraw my charges of bigotry and lying relative to Drs. Getson, Litwack, Palmerton, and Sakata, and instead, for their sake and for the sake of the department's welfare, see that these men are helped by some competent psychotherapists as soon as possible.

I do not make the above suggestion in jest. It is a serious recommendation, based on humanistic concern and on my considerable knowledge about mental health and mental illness.

As for my place in the department, I feel that you, Glenn, are together enough to start getting rid of the poison that has been fed to you about me and see the real me, the whole me and not my weaknesses alone.

I would be willing to subject myself to examination before an independent licensed psychotherapeutic team of experts concerning my mental health status at the present time. However, at this time, I frankly do not believe that Drs. Getson, Litwack, Sakata, and Palmerton can get a clean bill of health from such a team. They could not explain their behavior toward me in any rational way. ##

cc: Dr. John Snyder
Ms. Odessa Fellows
et p.r.n.

Important Addendum: Since I have had years of harassment by Drs. Getson, Litwack, Palmerton, and Sakata, I, therefore, feel justified setting some timetables and consequences if these timetables are not met within those limits without reasonable excuses:

1. By Dec.7,1974, I expect a written and signed letter of apology to me stating that they realize they have been unfair to me these past years and they are genuinely sorry for their misdeeds and will try to act more like the competent professional counselors they potentially are;
2. By Dec.7,1974, I expect that a written and signed letter be sent all members of our department faculty, department secretaries, and graduate assistants, the Dean of the College of Education, the Provost, and the President of the University stating that they realize they have been unfair to me and that they will try to change their ways in the future.

If the above demands are not met, I will take appropriate action against these men without any further altruistic hesitation. Therefore please make these demands known to Drs. Getson, Litwack, Palmerton, and Sakata and urge them to meet them before Dec.7,1974.

And if those of these men who I know (and they know who they are) are guilty of misusing/ misappropriating and attempting to extort federal funds in our trust have met my Dec.7,1974 deadline, I will, along with you, Glenn, discuss with them ways in which they can correct their misdeeds without our having to resort to any distasteful criminal procedures. Just in the same way I was permitted to correct my alleged misuse of the KSU mail service with respect to the 1974 Alumni Awards for Distinguished Teaching and was not criminally prosecuted, so I feel that my colleagues, even though their misdeeds are of a more serious nature, deserve an opportunity to correct their mistakes without the necessity of taking punitive action. If, however, by Dec.7,1974, they have not completed the reasonable task I requested of them, I will become as detached as you are, Glenn, and provide you with the evidence that might, unfortunately, lead to their criminal prosecution and summary dismissal from the University. I sincerely hope this can be avoided.

R.M. Franklin

KENT STATE UNIVERSITY

KENT, OHIO

G. Saltzman

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TO Robert Frumkin

FROM Glenn Saltzman

DATE October 18, 1974

SUBJECT YOUR OCTOBER 9, 1974, CHARGES OF
MISUSE/MISAPPROPRIATION OF FEDERAL FUNDS BY ONE OR
MORE MEMBERS OF THE COUNSELING & PERSONNEL SERVICES EDUCATION DEPARTMENT

In your appearance before the CPSE Department Executive Committee on October 9, 1974, you indicated that you had in your possession evidence regarding the misuse/misappropriation of federal funds, by one or more members of the CPSE Department.

Following the statement you made in this regard, I urged you to submit this evidence to me or any other appropriate University Official, for review. You stated that you would only submit this information if members of the CPSE Department continue to "harass" you, by asking you to account for your actions in this Department.

At the conclusion of the CPSE Executive Committee meeting, it was decided that I should write you a brief memorandum, urging you to document your charges of misuse/misappropriation of federal funds by members of this Department, and submit this documentation to me or any other appropriate University Official.

Please notify me, as soon as possible, your plans for sharing the evidence that you now possess, regarding misuse/misappropriation of federal funds by any member of the CPSE Department.

GS/hh

cc: Dean Alfonso
CPSE Executive Committee

Dec. 9, 1974

To: Dr. John Snyder, Dr. G. Saltzman, & Members of the CPSE Dept. Executive Committee
Re: Actions Planned in Relation to Drs. Litwack, Getson, Palmerton, & Sakata
From: R.M. Franklin

Since Drs. Litwack, Getson, Palmerton, & Sakata have not communicated with me in any reasonable way concerning my recent requests I do plan to take action against them. However, since a personal emergency has come up which will necessitate my leaving town shortly after the quarter ends, the planned actions will have to wait until the beginning of the Winter Quarter, 1975. I am still willing to sit down and talk with the parties concerned but, as yet, they have not indicated a desire to do so. In the absence of such indications, I have no other choice than to do what is distasteful to me and will be exceedingly damaging to the men concerned and the reputation of the university. If anyone has any alternatives to suggest, those alternatives should be communicated to me as soon as possible.

R.M. Franklin

KENT STATE UNIVERSITY

KENT, OHIO 44242

DEPARTMENT OF GRADUATE
EDUCATION
COUNSELING AND PERSONNEL
SERVICES EDUCATION
(216) 672-2662

October 16, 1974

Ms. Odessa Fellows
Office for Civil Rights
U.S. Dept. of Health, Education, & Welfare
55 Erieview Plaza
Cleveland, Ohio 44114

Dear Ms. Fellows:

In the past couple of years the Kent State University has had financial problems serious enough to justify the removal of a number of untenured faculty. Ever since I've been on the faculty at KSU (March, 1967), I've been on soft money, my salary being paid by a training grant from HEW-SRA (actually for 1974-75, KSU is paying half of my salary and the grant is paying half). Although I've been a member of the Graduate Faculty, more specifically a full member qualified to direct doctoral dissertations, and have been such a full member from the very beginning, and although I received tenure in 1969, this past year because it seemed as if 1973-74 would be the last year that HEW-SRA would provide us with the funding which paid my salary, the University gave me notice that my position at KSU would end on June 15, 1974. Because I have tenure and because I feel I'm doing my job well at KSU, and because I felt the University was using its financial problems and the anticipation of no grant funding my position in 1974-75 as an excuse to get rid of me, I appealed my case before the KSU Faculty Senate.

After reviewing my case, the Faculty Senate Appeals Board unanimous (a five-person group) recommended to Pres. Olds that my non-reappointment be rescinded and further pointed out that the University was in clear violation of its own ACADEMIC POLICY BOOK with regard to my non-reappointment. (See enclosed statement from the Board, 5/8/74)

The University reluctantly accepted the recommendation of the Board. Soon after I was awarded a grant for the 1974-75 academic year, I received a statement from the Dean of the College of Education, namely, Dr. Robert Alfonso, stating that all the members of our department should now take the responsibility of deciding which two of the three members of the Rehabilitation Counseling Program staff should remain on the staff in the future (a nice way of stating which one should go). This request (see July 3, 1974 memo from Dr. Alfonso) was followed by a department meeting on August 27, 1974 in which by a vote of 9½ against 1 it was decided that Dr. Sakata and Dr. Palmerton remain on the staff and that I find employment elsewhere. (See memo from Dr. Saltzman, department chairman, to Dr. Alfonso, dated Aug. 30, 1974)

The vote of 9½ to 1 against me at the Aug. 27th, 1974 meeting was based on the presentation of a very biased and erroneous statement by Dr. Sakata and Dr. Palmerton (see their July 31, 1974 memo to Dr. Saltzman which was passed around to all department members). That statement, entitled REHABILITATION FACULTY RETENTION, is based on a gross distortion of the facts and presentation of lies and the deliberate omission of anything which might make me appear like a competent faculty member. For example, Dr. Sakata & Dr. Palmerton state that I lack the background and the interest to teach the core courses. Since this suggests lack of background relative to their own background, I'd like to point out that qualitatively and quantitatively, my work history in the field of rehabilitation is richer than both of theirs. Sakata had only 2½ yrs. full-time work experience before coming to KSU, all in one kind of setting, namely, agencies for the blind. Palmerton had 6 months work in a school for the blind and less than 2 yrs. as a chaplain in a boy's industrial school, before coming to KSU. By contrast, before I came to KSU, I worked full-time for 2 yrs. for the Ohio Dept. of Mental Hygiene & Correction, 1½ yrs. with an anti-poverty program in Hough (Cleveland), 1 yr. with an agency for the aged, and 6 months with an agency for the blind. I also spent one summer working as a psychiatric social worker in a state mental hospital. Sakata and I also spent 18 months each as medical corpsmen in the US Air Force and Navy respectively. Since coming to KSU I have taught all of the core courses in the rehabilitation counseling program except two. I have also taught a course that nobody else has taught, namely, a course on Sex and the Handicapped. I, therefore, do not understand how Dr. Sakata and Dr. Palmerton have the gall to suggest that I lack the background to teach the core courses. I have never had any lack of interest in teaching the core courses. In fact, since coming to KSU I have done everything I could to better prepare myself to do the best possible job I could in teaching those core courses in the rehabilitation counseling program as well as the core courses in the whole department.

My colleagues state that I ^{have} done virtually nothing at all to add to departmental "unity, strength, or potential growth." Both Dr. Sakata and Dr. Palmerton neglected to mention the fact that I was the "uncooperative" colleague who wrote the research papers which they gladly became "co-authors" of and when they were published they read used these publications of theirs(?) in order to become full members of the Graduate Faculty with the right to direct doctoral dissertations. They also used these publications of theirs(?) to obtain promotions pay raises. Their statement concerning my contribution to the department seems to be lacking something, doesn't it?

In the Annual Report of our department, dated July 18, 1974, from Dr. Litwack to Dr. Hart, Dr. Palmerton, in reviewing the productivity of the Rehabilitation Counseling does not mention anything about my contributions during the year. It seems as if I don't even exist, though only he and Dr. Sakata teach courses in the program. (See Page 4 of the Annual Report)

The attached departmental minutes of Jan. 29 and Feb. 3, 1971 show that there was a threat to dismiss me at that time if I didn't resign. This threat followed my being made an honorary member of the Black Student Caucus and my organizing a symposium on "The Kent State Massacre" for the 1971 (April) national meetings of the American Personnel and Guidance Association. As punishment for not resigning I was the only faculty member in the department that received no raise that year.

Relatively speaking, in terms of pay raises and promotions, nobody in the whole College of Education, and certainly in my department, has been treated as unfairly as I have and still remained on the faculty. (See Doc.#32, a record of my salary since coming to KSU).

Dr. Palmerton keeps telling everyone I have no students. He was a bit red-faced when he saw the Fall, 1974 enrollment for our department. (See Sept. 27, 1974 enrollment statement) Well, for the Fall, 1974 quarter Palmerton has 37 students and Sakata has 31. My enrollment is 74, more than both Palmerton and Sakata combined.

Enough of this. Here is my complaint short and simple. I am a Humanist and have been one since 1951. Humanism is my religious orientation, my credo. I believe in justice, brotherhood, and peace and I am against injustice, senseless violence and killing, and all the things which make people enemies to each other. Both inside and outside of the University I have actively worked for these Humanistic ideals. I feel that both my department and the University has punished me for actively supporting these ideals and has either ignored or belittled my real and substantial contributions to my department, the University, the community, and to the many hundreds of students I have significantly helped over the years. And since the University is always crying about its lack of money why does it seem to quickly forget that I helped it get \$ 78,277 in federal monies to support our rehabilitation counseling program in the past two years.* And since the College of Education has been lamenting about its lack of scholars (Dr. Alfonso stated in his first talk to the entire faculty of the college, Sept., 1974, that we need and should support the scholars among us), why doesn't the college recognize that it has such a scholar in me? I have one of the best records of scholarship in the entire University.* When I fought for and with Black students in their struggle to get fair treatment in our department, when I was the only member of our department made an honorary member of the Black Student Caucus, and when I organized and chaired a symposium on "The Kent State Massacre" I made a lot of enemies.

I would like to stay at KSU. I would also like to be treated fairly in the matters of raises, summer school teaching assignments, extra service assignments, promotions, and graduate assistant assignments. I need the help of an agency like yours. Can you help me?

Sincerely,

Robert M. Frumkin
Robert M. Frumkin

My office tel.# is 672-2662;
home # is 678-3258

* See CONTEMPORARY AUTHORS(1970). Have more than 150 publications in professional journals, books, symposia, encyclopedias, etc.

P.S. See more comments on page 4.

See Dr. J.W. McGrath's letters about the 1974-75 grant award

Just realized I neglected to make a very basic point which I have never heard mentioned in connection with my case as it relates to the University's lack of funds. In all the discussions about lack of funds there is always something mentioned about cutting down those programs which have the fewest students and the least student interest. It has always been assumed that of the five areas in the department that Rehabilitation Counseling has the fewest students and has generated the least interest. However, the March, 1974 Report of the Admissions Committee of the Counselor Education Dept. (see attachment) that the Rehabilitation Counseling Program, since March, 1971 has had more applicants screened for admission than any other program in the department, and School Psychology has had one-fourth the number of applicants. Since 1966, Rehabilitation Counseling has had 291 masters graduates but School Psychology only 72. In 1973 Rehab. Counseling had 24 masters graduates and School Psychology only 9. Therefore, if the University is serious about the money pinch it seems that the School Psychology staff (they have three staff members) should be the one to be cut and not the Rehabilitation Counseling staff. This matter should be thoroughly investigated.

Another point. In the Spring, 1972, I organized and chaired the department's Second Annual Conference on Racism in cooperation with members of the Black Student Caucus. Again in 1972 I was the only one who didn't get a pay raise and was threatened again with dismissal if I didn't resign.

To: Dr. Glenn Saltzman

From: R.M. Frumkin

Subject: THE DISHONESTY OF DRs. K. PALMERTON & R. SAKATA

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Received Nov 19, 1974

November 14, 1974

In their memo entitled "Rehabilitation Faculty Retention" (7/31/74) Drs. Palmerton and Sakata continue to demonstrate their blatant dishonesty when it comes to discussing anything concerning my work at KSU. They state that the basis of retention should be demonstrated commitment to teaching the rehabilitation core curriculum and the departmental core curriculum. Neither Dr. Sakata nor Dr. Palmerton have demonstrated a commitment to rehabilitation counseling in the past two years. If anything, both men have demonstrated rather openly their desire to get rid of the rehabilitation program and to concentrate their efforts in other areas. Dr. Sakata for the past two years has been interested in college counseling and running the Guidance Bureau. Dr. Palmerton has given up both the coordinatorship of the Rehabilitation Counseling Program and the HEW-SRA Training Grant and has centered his interests on the department core curriculum. Like Dr. Palmerton, prior to the Spring of 1974, Dr. Sakata has had less and less interest in the Rehabilitation Counseling Program. It was in the Fall of 1973 that both Drs. Sakata and Palmerton made a case for the discontinuance of the Rehabilitation Counseling Program. They put their case in writing in a memo entitled "Discontinuan of the Rehabilitation Program" dated November 20, 1973, addressed to the Executive Committee of our department. Allegedly that memo was from the "Rehabilitation Program Faculty." But that was an unmitigated lie and I strongly objected to that memo because I had nothing to do with writing it. I expressed my displeasure with that memo in a memo to the Executive Committee dated November 21, 1973. It is interesting that now Drs. Sakata and Palmerton want to do everything in their power to hide that self-incriminating memo. I, therefore, contend that the renewed interest of Drs. Sakata and Palmerton in the welfare of the Rehabilitation Counseling Program has been motivated by self-preservation and not love for the program and its survival. It was only when Dean Alfonso gave us the choice of wiping out the Rehabilitation Counseling Program (which he has characterized as the lowest priority program in the College because of its alleged disconnection from schools and education) or keeping the program but retaining on-ly two of its staff that Drs. Sakata and Palmerton suddenly renewed their interest in the Rehabilitation Program. So the commitment of Dr. Sakata and Dr. Palmerton to the Rehabilitation Counseling Program and the core courses in that program is conditional if not plainly opportunist. In short, their commitment depends entirely on which way the wind is blowing. And as every good sailor knows one must cooperate with the wind to survive.

As far as teaching core rehabilitation courses, I have taught as many or more than Dr. Sakata and Dr. Palmerton, especially in recent years. The only department core courses I have taught have been the counseling practicum and community resources. I came to teach community resources because nobody else in the department wanted to teach it. It should be emphasized that since I have been 100% salaried by the HEW-SRA grant each year up until September, 1974, that theoretically it has been my duty to devote 100% of my teaching commitments to the rehabilitation counseling courses. That is, according to the mandate of our grant I should be teaching only rehabilitation counseling courses. Actually, this 100% mandate has applied to Dr. Palmerton as well as me but he has not paid much attention to it. So let us get the facts straight on this point. While I have been on the faculty at KSU I have created

two new courses for the department and one for the Sociology Department. For the department I have created one rehabilitation counseling course, Sex and the Handicapped, and one general course, Writing for Professional Publications (which has become an all-University course). For the Sociology Department I have created a course called The Sociology of Art. My alleged lack of interest in teaching core rehabilitation courses is absurd. The only time I have refused to teach a course was back in 1969 when I was asked to teach a section of the counseling practicum and felt inadequately prepared at that time to teach it. Since that time, on my own, because I wanted to be adequately prepared to teach it competently, I took steps to help me be prepared to teach it. In the last few years I have taught that course. Drs. Sakata and Palmerton point to the QISR reports as having facts about who has taught what over the years. Objective examination of those reports demonstrate that Drs. Palmerton and Sakata are full of bologna. The QISR reports show very clearly that in recent years that Drs. Sakata and Palmerton have had interests which are less and less concentrated in the area of rehabilitation counseling.

Drs. Sakata and Palmerton claim I have no commitment to the Rehabilitation Counseling Program and the department. Therefore, I ask you who wrote the comprehensive report on the Rehabilitation Counseling Program for NCATE and who refused to have anything to do with it because of other more important commitments? The answer is that I wrote that report. Who wrote the HEW-SRA grant proposals for the 1973-74 and 1974-75 academic years and helped us get over \$80,000 for our Rehabilitation Counseling Program. Was it Dr. Sakata or Dr. Palmerton? No, I wrote those grant proposals. Who made it possible for Dr. Sakata and Dr. Palmerton to get Full Membership in the Graduate Faculty? I made it possible. Who helped more than a dozen of our students get papers published in professional journals? Was it Dr. Sakata or Dr. Palmerton? Hardly. I helped those students and I helped those colleagues of mine who have very short memories of what contributions I have made to the Rehabilitation Counseling Program, to the department, and to their professional advancement and status at KSU.

The July 31, 1974 memo written by Dr. Sakata and Dr. Palmerton is full of weasel words which feed on the fears, prejudices, petty jealousies, weaknesses, and status concerns of our faculty. The fact that almost every CPSE department member accepts the bovinusdung of that memo is a reflection not of their lack of intelligence as much as it is their utter blindness when it comes to the words of these two con men. Yes, I contend that Drs. Sakata and Palmerton are liars (that is being kind to them), they are liars so brilliant in their art that my otherwise very bright colleagues have accepted (eaten up is more accurate) their lies without so much as a curious question. Drs. Sakata and Palmerton remind me of those two lovable con artists in THE STING. The trouble is that THE STING's main actors, Newman and Redford, are only actors playing fictional roles which hurt nobody in particular, while here at KSU Drs. Sakata and Palmerton, lovable scoundrels that they are, are attempting to destroy a colleague in real life. Well, this is to notify you and the members of the department that I am fed up with their harassment. I am through pussyfooting with this whole business.

Conclusion: The evidence points unequivocally to the fact that Dr. Sakata and Dr. Palmerton are not liars but damn liars!

cc: Dr. J. Snyder, Ms. O. Fellows, et p.r.m.

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KENT STATE
UNIVERSITY

KENT, OHIO 44242

DEPARTMENT OF GRADUATE
EDUCATION
COUNSELING AND PERSONNEL
SERVICES EDUCATION
(216) 672-2662

November 13, 1974

Dr. John Snyder, Provost
107 Administration Bldg.
Kent State University
Kent, Ohio 44242

I am writing this letter to you because you are new at KSU and have the power to exert significant input into the resolution of my present situation. I hope you are new enough, still objective enough relative to my situation, so that you are not already biased (against me) because of the numerous half-truths, innuendos circulating about me.

This letter is written to you in order to express my dissatisfaction with the behavior of the Executive Committee of our department with regard to the 1974 Alumni Awards for Distinguished Teaching. Ever since our August, 1974 department meeting, the Committee has been harassing me about the fact that I had written a letter (see enclosure) requesting people to nominate me for that award. Through this effort I received over 30 nominations from students, faculty, and alumni. Although there is no rule about a faculty member working for the award himself or having others campaign for him, our department chairman, after receiving an anonymous phone call and a partial copy of my letter (the letter enclosed), forwarded this letter to the Alumni Office with the expressed intention of preventing me from being considered for the award.

I have no objection against the department chairman expressing his personal opinion about my teaching as long as he states what the empirical basis (the evidence) for his opinion is. At the time he sent the partial letter he had no first-hand knowledge about my teaching. His sending that letter to the Alumni Office I contend was a biased attempt to see that I did not get the award because, being a dutiful person, it has been his recent assignment (from the Dean of the College of Education) to get rid of me for sure by June, 1975.

What I object to most in this whole matter is that another member of our department, namely, Dr. D. Wonderly, with the help of Dr. L. Litv and Dr. J. Murray, solicited over 50 nominations for the award. As far as I know neither the department chairman nor the Executive Committee denounced Dr. Wonderly for his behavior. However, they denounced me at the August, 1974 department meeting but not Dr. Wonderly. Furthermore, after this public defamation, the faculty members present at this meeting voted unanimously that I not be retained on the faculty after June, 1975. Can anything be more unfair than this?

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I think this double standard of conduct is unfair. Why was it right for Dr. Wonderly to solicit nominations and not me? Why wasn't he denounced at that August meeting? Not a word was said about his 50plus nominations!

It is obvious that my department chairman and the Executive Committee are blindly carrying out the mandate of the Dean of the College of Education. In effect they are saying that all the students, faculty, and alumni who sent in nominations for me are liars and that those who sent in nominations for Dr. Wonderly are honest folk. If I'm wrong for soliciting nominations (in order to defend myself) and should be chastised for it, then why not Dr. Wonderly and the professors and students and alumni who worked to get him over 50 nominations? As a former specialist in research methodology and questionnaire response I know that it is very unlikely that Dr. Wonderly's 50 nominations were spontaneous, unsolicited expressions of uninformed people.

There is another aspect to this whole matter which is very disturbing to me. I know very well the people I solicited nominations from. The partial letter sent to the department chairman (hand-delivered to his 311 Education Bldg. mailbox) was I suspect stolen from a sealed envelope returned to me because of an incorrect address. If I'm not mistaken, isn't this a federal offense? I suspect one of my colleagues of dropping the partial letter in the chairman's mailbox and getting a student to make the anonymous phone call to the chairman because the chairman said he did not recognize the voice which informed him about the letter. The anonymous phone caller told the department chairman, the chairman said, that he was a student of mine who would not reveal his name because he was afraid some kind of reprisal on my part would occur if I found out what he had done. This I assert is sheer nonsense. In the 17 years I have been teaching college there hasn't been a single instance where I have done to any student what was suggested by the anonymous caller. On the contrary, I have been a fighter for fair treatment of all students. When the Black Student Caucus had a conflict with our department back in 1970 and 1971, I was the only member of our department they would communicate with because they trusted me, trusted me because they knew from past experience that I was 100 percent for fair treatment of all students.

It might seem very strange to you that a department allegedly dedicated to training competent counselors has people who behave as bizarrely as some of our staff but stranger things than this have happened in this department since I arrived in 1967.

I think that I deserve better treatment than I've been getting at KSU. The only reason I solicited nominations for the teaching award was because I wanted some evidence (from competent people who knew me) concerning my competency as a teacher to be on file in a place where unbiased, just persons might have a chance to look at it because I know my department chairman and departmental colleagues, at the moment, are too biased to look at my work at KSU objectively and would quickly destroy any positive evidence about me if they could get their hands on it. Please help me to stay at KSU.

Sincerely,

cc: Donald Shook
Odessa Fellows
et p.r.n.

Robert M. Frumkin
Robert M. Frumkin

December 11, 1974

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To: The CPSE Dept. Executive Committee
From: R.M. Frumkin

Re: Dr. Donald Wonderly's Nominations for the 1974 Alumni Teaching Award

Perhaps my statements in my November 13, 1974 letter to Dr. John Snyder need some clarification because, as usual, something I have stated is taken out of context and, because of the tremendous bias of those who are adamant about getting rid of me, distorted to such an extent that I sometimes wonder if those upset about what I have to say have really taken the trouble to really read and understand what I have written. I acknowledge the possibility, because I am scientifically oriented most of the time, that Dr. Wonderly and Dr. Saltzman had no knowledge whatsoever concerning the numerous nominations received by Dr. Wonderly for the award. However, although I do not have any direct, empirical proof, I strongly believe that either one or both of the two gentlemen in the offices contiguous to each other and together contiguous to Dr. Wonderly's office, namely, Drs. Murray and Litwack must have known about the push for Dr. Wonderly's nomination and that either one or both must have aided the solicitation process. As I stated on page 2 of that letter to Dr. Snyder, it is virtually impossible that over 50 nominations would come into the Alumni Office of KSU without some concerted effort on the part of faculty and/or students. Because Dr. Murray is relatively new in our department, I strongly suspect Dr. Litwack of aiding the solicitation process since he is the only person in the department who has the names and addresses of most of our graduates, especially those who have completed the doctorate. The best evidence for the fact that solicitation from somewhere was involved in the nominations comes from the characteristics of the nominators and the dates of their nominations. The Awards Committee, as I understand it, eliminated Dr. Wonderly from the competition not because his nominations were not good (I too believe that he is probably an excellent teacher) but because it was obvious from the number of nominations (more than 10 times the number of nominations received by anyone else except me and some other person) that his nominations could not have been the spontaneous and unsolicited expressions of uninformed people.

I do not think it is immoral or unethical, under the present rules concerning the awards, for a person to personally solicit nominations or for colleagues and/or students to solicit nominations for the award. Nominations should, I feel, be judged on their merit, no matter where they come from. It is my understanding that the motivation behind the unusually high number of nominations received by Dr. Wonderly were due to the fact that he was ill and that sympathetic students and faculty were strongly motivated by sympathy and concern to support his nomination for the award. I think that gesture relative to Dr. Wonderly is fine. What I object to is the double standard relative to the whole nomination process, namely, that my solicitation is somehow wrong and that in behalf of Dr. Wonderly is not wrong. If one uses absolute standards of ethics and states that solicitation is wrong, then it is wrong for both me and Dr. Wonderly. At present, however, there is a double standard. Personally I prefer the situational ethic as proposed by Joseph Fletcher. Following that ethic, I feel that I have done nothing wrong and that those working in behalf of Dr. Wonderly have done nothing wrong. I think the motivation in both cases were honorable ones. All I am asking now, and all I have been asking for years, is that I be treated fairly, nothing more.

cc: Dr. Haisey, Dr. Tom Moore, Ms. Odessa Fellows, et p.r.n.

R.M. Frumkin

February 28, 1975

To: Drs. D. Wonderly, L. Litwack, and J. Murray

From: Dr. R.M. Frumkin

Re: 1974 Alumni Awards for Distinguished Teaching and The
Question of Solicitation of Nominations

I have been wanting to write this letter for a long time but, as you probably know, I have been tied up with other more pressing matters.

In my letter to Dr. John Snyder, KSU Provost, dated November 15, 1974, I stated that the three of you worked together to solicit over 50 nominations for one of you, namely, for Wonderly. Since that time I have learned that those 50 plus nominations were the result of a concerted effort by KSU graduate students and not, as I suggested, by KSU faculty. I admit that this was a serious error on my part. I apologize to each of you for having done this and hope that I have not caused you any great consternation, undue embarrassment, and other kinds of pain and/or inconvenience. I hope you will forgive me.

Sincerely,



R.M. Frumkin

cc: Dr. John Snyder
Donald Shook
Odesia Fellows
Dr. Glenn Saltzman ✓
et DeFallo

October 12, 1974

Dr. Glenn A. Saltzman, Chairman
Counseling & Personnel Services Education
Education Building
Kent State University
Kent, Ohio 44242

Dear Dr. Saltzman:

I registered for GRED 67722, section 2327, Philosophy & Principles of Rehabilitation, and 67729, section 2329, Field Services in Rehabilitation Counseling, for Fall Quarter. According to the schedule these classes were to have been taught by Dr. Sakata and Dr. Palmerton respectively. On the first day of class I reported to the room assigned for GRED 67729 at 3 P.M. to find a note on the blackboard from Dr. Trumpkin stating that he was the instructor and had changed the meeting time to 5 P.M.

I have attended two meetings of 67729 and one meeting of 67722. As a result of these 5 1/2 hours of instruction I have withdrawn from both courses and wish to make a formal complaint.

I had high expectations of both courses simply because the department felt the subjects to be so essential as to require them in the preparation of rehabilitation counselors. The classes were further emphasized by offering only one section of each course once a year. I expected, therefore, to receive both highly useful information and excellent instruction for my having made the necessary adjustments in my schedule in order to register for these courses. In 5 1/2 hours I received:

The attached forms--much of the information required, including the "recent photo" I find irrelevant, if not an invasion of privacy. The agency list is out of date; most of the contact persons have new jobs. No permission had been secured for the class to visit the agencies. We were to make contact individually and use our "letter of introduction" to get in.

Several warning about the dangers of smoking, overeating, and aerosol sprays.

Two opportunities to introduce myself to more than twenty other people and to listen to them introduce themselves.

An assignment to make up 10 multiple choice questions and 2 essay questions based on the first chapter of the Text which might be used in an exam eventually.

Information about subscriptions to rehabilitation publications and organizations.

A characterization of himself by Dr. Frumpkin as a misunderstood rebel, a controversial figure who wishes his students to call him Bob.

I also viewed two movies:

DARK CORNER OF JUSTICE, a documentary of the Cuyahoa County Jail. Dr. Frumpkin was unaware of the law re bonding procedures under the new Pre-trial Release Program and the new rules of criminal procedure relating to speedy trial dates. (Both rules were in effect July 1st, 1973) This movie was produced in 1970.

A CONTINUING RESPONSIBILITY, Saul Alinsky's Woodlawn organization. Dr. Frumpkin insisted that Alinsky's followers in Chicago were the only people carrying on his work and teaching and did not have any information on the influence of Alinsky's work on action training and organizational development theories and strategies.

Although neither movie seemed particularly appropriate for 67729 or 67722, it would have been helpful to be able to discuss them and get some background data. Outside of anecdotes about Alinsky, no information was available.

I maintained a 3.3-3.5 grade point average for 3 years at Oberlin, a 3.5-4.0 for one year at OSU and a 4.0 for the summer sessions at KSU. I am a hardworking student with a varied academic background. I have never complained about a professor before; in fact I have never departed from the recommended courses and procedures in any of the schools I have attended. With a professor for a father, I had been brought up to require the same standard of myself regardless of the quality of instruction. I have, however, never sat in a classroom for 5 1/2 hours and heard no lecture, heard nothing from which to take notes.

After the second meeting of 67729 I realized that the no-lecture format was going to continue. (I checked that assumption out with several classmates who had had Dr. Frumpkin before and they assured me this is S.O.P. in his classes.) At this time I knew that it would be impossible for me to sit there for the remainder of the quarter. I entertained some thought of trying to cut most of the classes and get some special project to do instead, but decided that that approach, even if it were possible, would satisfy neither the requirements of the department, nor would it fulfill my own expectations of graduate study.

I am at this time quite distressed about the situation. I am a full-time student with a graduate assistantship and am anxious to complete the M.Ed. program in Rehabilitation Counseling as soon as I can and with as many courses of my own choosing as I can. I find, now that I have had to withdraw from these two classes, that my completion of the program may be delayed.

I feel I am being penalized unfairly for I registered in good faith and through no fault of my own was placed in an intolerable situation. I feel the department has not acted responsibly toward me and the other students in the rehabilitation program in this regard and sincerely hope that these conditions will be corrected as soon as possible.

I regret the necessity for this letter of protest and hope I may have the privilege of a more cordial relationship in the future.

Sincerely,

Nancy W. Gabalac

Nancy W. Gabalac

KENT STATE UNIVERSITY

KENT, OHIO

G. Saltzman
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TO Robert Frumkin

FROM Glenn Saltzman

DATE November 4, 1974

SUBJECT MEETING REGARDING STUDENT COMPLAINT REGARDING CLASSES
TAUGHT BY YOU

The meeting of Mrs. Nancy Gabalac, Ms. Dixie Benshoff (elected student liaison member to Department Executive Committee), you and I was held on October 30, 1974, as requested by you on October 23, 1974. (The persons in attendance were there at your request.)

We discussed the information contained in Mrs. Gabalac's letter of October 12, 1974.

1. There seemed to be a difference in opinion between you and Mrs. Gabalac regarding the appropriateness of requesting personal information of students, and of including information on smoking, overeating, and warnings concerning the use of aerosol sprays. Mrs. Gabalac felt that your request for detailed personal information was inappropriate, and that your discussion of your feelings regarding smoking, overeating, and aerosol warnings were not appropriate for this particular class; while you felt that the request for personal information was important for later recommendations that you might be requested to write, and that your discussion of the issues of smoking and overeating were direct references to one of the films that had been shown. You did agree that persons should not be required to submit personal information, and agreed to make that point more clear to students in the future.
2. You agreed that the agency list that you gave to students in the class was significantly out of date, but felt that since you had mentioned that fact in class, all students were aware there would be significant changes in the field services list.
3. You agreed that at least one of the movies that was shown in class was out of date and conveyed a message that was no longer accurate, and agreed to investigate this further before showing the film in the future.
4. You noted that you were aware that you had shown the same films (as mentioned in the Gabalac letter) in at least three of your classes, but felt that they were so important, students should see them on several occasions. *Handwritten: "Halt's why they are made"*
5. You agreed that you had not been taking attendance in the class, and agreed to do this in the future.
6. Lastly, you agreed that your telephone call to Mrs. Gabalac's employer (as documented by the Shotzinger letter of October 23, 1974) was harassment of this student, and stated that you would discontinue this practice in all future cases. (I plan to discuss this particular issue with the Department Executive Committee in more detail later.) *Handwritten: "Discontinue agreed 2"*

Handwritten: "I will try to get it done" and "I will try to get it done"

My personal impressions of the points discussed in the meeting, and detailed above, are that:

1. Personal information should not be required of students, unless it is directly needed by the instructor in a particular class.
2. Lists of agencies to be visited by students should not be distributed to students if they are known to be out of date.
3. Students should not be required to visit agencies that have not been previously contacted by our Department.
4. Movies containing social messages to students should be researched prior to their showing, to insure that the intended message continues to be accurate at the time of showing.
5. Movies, regardless of their value, should not be shown in each class taught by a particular professor, but should be scheduled in a manner that will allow students to see the movies sometime during their degree program. (If movies are valuable enough that they should be seen on numerous occasions, arrangements can be made with Audio-Visual Services for private, individual showings.)
6. Professors must be aware of attendance status of students in their classes.

Your charges to Mrs. Gabalac that her letter demonstrated unsuitability to remain in the Rehabilitation Counseling Program, and your statement that her handwriting and writing style demonstrated that she had personal problems, seemed unwarranted to me.

I have attempted to recount, to the best of my ability (utilizing notes that I made during this meeting), the various highlights of this meeting. I have tried to point out some of the areas where disagreement between you and Mrs. Gabalac was apparent, and to detail areas where you agreed that improvement in your teaching is needed. I trust that this meeting was valuable to you, and will, in some small way, help you improve your quality of instruction by learning of the perceptions that at least one student has of your classes.

GS/hh

cc: Department Executive Committee

The communication will extend to address to...
humanities, since previous...
meeting...
Even if the...
note how explicit...

a real problem...
of personal...
major single...
goals...
...

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INTER-DEPARTMENTAL CORRESPONDENCE

KENT STATE UNIVERSITY

KENT, OHIO

TO Dr. Glenn A. Saltzman, Chairman, Counseling and Personnel Services
Education
FROM Kay Schotzinger, Assistant Director, Advising & Orientation, Director, Project DOVE DATE October 23, 1974
SUBJECT Telephone Conversation with Dr. Robert Frumkin concerning
Nancy Gabalac

Nancy Gabalac serves as my graduate assistant working as a counselor for Project DOVE. Nancy has requested that I relate to you the contents of a telephone conversation with Dr. Frumkin concerning her.

On Friday, October 18, Dr. Frumkin called me requesting a meeting for the same day. Since my day was full, I asked what he wanted. He replied that he was aware that Nancy worked for me and that he was concerned that she had some kind of problem; he wondered if I was aware of any trouble at work. I answered that Nancy was indeed my graduate assistant and that her work for me was exceptional.

He continued with the following questions:

"Is she married?"

"Does she have children?"

"Is she having any problems at home?"

"Are you aware of any personal problems she is having?"

"How many hours does she work?"

"What classes and how many hours is she taking?"

My suggestion, which served as a reply to these questions, was that Dr. Frumkin discuss his concerns with Nancy; it was not my place or ethical responsibility to discuss her personal life with anyone. I suggested he call Nancy Monday, October 21, and discuss his concerns with her personally.

The telephone conversation ended with Dr. Frumkin's request for Nancy's home phone number (which I stated was unlisted) and a confirmation that he would discuss his concerns with her personally.

cc: Nancy Gabalac

Kay

KAS/naw

5. On August 21, 1974, I received a letter from you (Attachment 3), in which you briefly outlined several things that you wanted to teach for Fall Quarter. This was not the academic year teaching schedule that I had requested; and in checking with Drs. Palmerton and Sakata, they indicated that the courses you had listed in your letter, would not meet the needs of the Rehabilitation Counseling Area for Fall Quarter.
6. On August 26, 1974, I received another letter from you, dated August 24, 1974, (Attachment 4), which had as an attachment your July 24, 1974, letter to Keith Palmerton, indicating the courses you wanted to teach for the 1974-75 academic year. It should be noted that the courses you proposed to teach for Fall Quarter in the letter to Keith Palmerton were different from the courses that you proposed to teach in your August 21, 1974, letter to me.
7. At the Department Meeting, on August 27, 1974, I stated that I had not yet received your proposed 1974-75 teaching schedule. At that time, you agreed to meet with Drs. Palmerton and Sakata, following the Department Meeting, and work out a schedule with them. Following this meeting, Dr. Palmerton called me to report that you were unwilling to work out a schedule with them, based on what they believed to be Rehabilitation Counseling Area teaching needs, and that you would submit your personal proposed teaching schedule directly to me.
8. On September 3, 1974, I received your proposed 1974-75 academic year teaching schedule (Attachment 2). It should again be noted that the schedule submitted for Fall Quarter, 1974, on September 3, 1974, differed considerably from your earlier proposals to Dr. Palmerton and me.

Following my personal review of your proposed schedule and discussions with Drs. Palmerton and Sakata, regarding your proposed schedule, your assignment for Fall Quarter, 1974, is as follows:

GED 67729	Field Service in Rehab. Counsel.	2 hrs.	W 5:00-6:30 P.M.
GED 67722	Phil. & Prin. of Rehab. Counsel.	3 hrs.	Tu 7:00-9:30 P.M.
	Admin. of Rehab. Counsel. Grant	1 hr.	
	Total:	6 hrs.	

In addition to your five-hour teaching load and one-hour administrative assignment for the Rehabilitation Counseling Grant, you have agreed to devote time to scholarly writing, research, and proposal writing.

Special Notes Regarding Your Fall Quarter Schedule:

1. In my early schedule discussions with Drs. Palmerton and Sakata, it was decided to ask you to teach a sub-section of the testing course for Rehabilitation Counselors and the Occupational Information course during Fall Quarter. You indicated that you were unwilling to teach these two sections.
2. On September 5, 1974, you stated, in a telephone conversation with me, that you would like to teach GED 67722, and Dr. Sakata has agreed to this schedule change.

KENT STATE UNIVERSITY

KENT, OHIO

TO Glenn Saltzman, Chairman, Dept. of CPSE
FROM Robert Sakata *pr*
SUBJECT UNAUTHORIZED ACCESS TO PERSONAL CORRESPONDENCE

DATE October 28, 1974

I wish to submit notification that a document (memo dated 11-20-73), written by me to the Department of Counseling and Personnel Services Education Executive Committee was requested and access gained by Dr. Robert M. Frumkin, without my written or verbal consent. What is most alarming is that this memo was not sent to the Executive Committee, but simply retained in my files for personal reference.

I am most concerned with the intended use of this document by Dr. Frumkin. I stated this concern to Dr. Frumkin by telephone on October 21, 1974, at 3:00 P.M. He did not respond to the question to make it known how the contents of this document were to be used. I am also concerned whether or not the document has been duplicated, in that he requested the use of the Xerox key from Ms. Kae Hawkins, Department Secretary. He informed me during the phone conversation on October 21, 1974, that he did in no way make a duplicate copy of that document.

The major concern is unauthorized access to personal correspondence of a faculty member by another. A further, perhaps more serious event, would be evidence that he did, in fact, duplicate and use this document for his own personal gain. As the Chairman of this Department, if there is any evidence that this last event has taken place, I am requesting immediate notification of myself and higher administration for unethical and illegal actions by Dr. Robert M. Frumkin.

RS/hh

TO Robert Frumkin

FROM Glenn Saltzman, Department Chairman

SUBJECT RESPONSE TO YOUR MEMO OF FEBRUARY 21, 1974

DATE March 11, 1974

I have attached my memo of February 15, 1974 (Attachment A) and yours of February 21, 1974 (Attachment B) to this one so that the copy holders might have a more complete understanding of information that has been communicated and the questions that have been raised in these documents.

My memo of February 15, 1974, was not intended as a chastisement of you for having zero enrollment in a Graduate course (GRED 6/77584) for which you are responsible, but rather to communicate to you in writing the importance of notifying the Department of zero enrollment in sufficient time at the commencement of a quarter, so that teaching and load reassignments might be considered, and so that the course with zero enrollment might be cancelled. It is rather obvious by the tenor of your remarks in your response that you considered my message to you offensive, and this I regret; but you did raise, in the latter part of your memo, a number of points regarding our Department, to which I would be happy to respond.

1. You mention that:

"The University does its job well by not listing the course in the catalog of scheduled classes, giving it a number which makes only doctoral students eligible to take it, and not giving it any publicity even though it was 'inadvertently' left out of the catalog."

The facts conflict with your statement, in the following regard:

- a. GRED 6/77584 is listed on page 105 in the 1973-74 Graduate School Catalog, under your name, and is listed as a 6/7 course, enabling all graduate students to enroll in it if they so desire.
- b. GRED 6/77584 is listed in the Regent's Course Inventory properly, as a 6/7 course, open to all graduate students.
- c. GRED 6/77584 was submitted to the Dean's Office on our Winter Quarter Proposed Schedule. You received copies of this report, forwarded to the Dean's Office by the CPSE Department.
- d. GRED 77584 is listed in the Schedule of Classes for Winter Quarter on page 28. GRED 67584 was accidentally omitted from the Schedule of Classes for Winter Quarter, but this would not eliminate Masters students who wished to enroll in this class. Your statement that only doctoral students were eligible for your course is not correct. At no time did you notify the Department that this course (GRED 67584) was not listed in the Schedule of Classes until your memo of February 21, 1974. This error could have been corrected as late as during registration period. Faculty members are also free, and urged, to use the Grad. Ed. Quarterly to advertise courses and correct errors in the Schedule of Classes.

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2. You stated:

"When undergraduate journalism majors find out about the course and want to take it, the University then says this is only open to doctoral students

GRED 6/77584 is a graduate course and undergraduate students are not eligible for enrollment. Please give me the names of undergraduate students interested in this course, and I can convey to the Journalism Department these students' interest in a course such as GRED 6/77584. If this plan seems unsatisfactory to you, you might wish to convey this information to the Journalism Department directly, so that the students you mention might have a greater opportunity to have their educational needs met.

3. You stated:

"I want you to know that I dittoed about 40 copies of a notice about the course and distributed it to graduate departments all over the University."

Prior to the registration period, I shared our Department course list, which listed GRED 6/77584, with the one hundred and fifty (150) participants in our Guidance Issues Series and the forty (40) students in our Career Guidance Mini-Courses, and distributed approximately thirty (30) of the announcement you alluded to in your statement above to the thirty-six (36) students enrolled in our 1973-74 School Counselor Program. I would like to report to you, in writing, what I earlier conveyed to you verbally, that I tried to help you advertise this course.

4. You stated:

"Since I've been at Kent, I've carried an overload more often than an underload."

Reviewing the faculty loads, in terms of Student Credit Hours (SCH) carried by each faculty member of this Department per quarter over the last five-year (5) period reveals the following information:

<u>Time Period</u>	<u>CPSE Faculty Quarterly SCH Average</u>		<u>Dr. Frumkin's Avg</u>
1969-70 Academic Year	173.6	*n=11	179
1970-71 " "	168.2	*n=11	89
1971-72 " "	153.5	*n=12	143
1972-73 " "	170.5	*n=11	133
1973 Fall Quarter	184.8	*n=11	144
1974 Winter Quarter	138.3	*n=11	79

*n includes Dr. Frumkin's SCH load, which lowers faculty average in every listing, except for the 1969-70 Academic Year.

Your statement then, that you have carried an overload, is quite misleading if one compares your SCH load to those of other Department full-time faculty members.

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5. You stated:

"I've been screwed out of summer school teaching, extension teaching, workshops, etc."

Summer School Teaching - The records show during the past five-year period you have accepted summer employment in our Department as follows:

<u>Year</u>	<u>Term</u>	
	<u>1st</u>	<u>2nd</u>
1969	Full	Full
1970	-	-
1971	-	-
1972	-	Full
1973	-	Full

As you know, you had not completed the series of counseling courses, qualifying you as a counselor until Winter Quarter 1971. In that you had completed only the courses required of students in our masters degree sequence, you could not be assigned to teach advanced counseling courses. Combine this with the facts that a very limited number of Rehabilitation Counseling courses are offered during Summer Quarter, and that most courses enroll persons in public education settings, you can see the difficulty of course assignments to you. During the past two summers, you have received a regular teaching assignment. For the five-year period (1969-1973) you have been assigned summer teaching assignments forty percent of ten Summer School terms.

Extension Teaching - The only course offered by this Department at branch campus' is GRED 67511, Introduction to Pupil Personnel Services, which is the introductory course for school counselors. This course is required only of school counselors, and other graduate students in this Department rarely enroll in this course unless they are contemplating certification as a School Counselor. This course, as you know, is not one for which you are approved to teach.

Workshops - No faculty member in this Department is assigned workshop responsibilities, but rather develops proposals to submit to the Department for consideration and approval. Every workshop sponsored by this Department has resulted from the independent efforts of faculty members. All faculty members are free to develop proposals for workshops for submission for Department approval. To my knowledge, you have never submitted a workshop proposal for Departmental approval.

I have tried to respond to the points raised by you in your recent memo with facts which can be documented by Department, College, and University records, and I hope that this information helps to clarify for you and for the copy holders of this document many of the points you have raised. I place this information in written form because of the difficulty I have encountered communicating with you regarding your Departmental responsibilities, as evidenced by:

- A. Your failure to complete the VP 17's and accounting procedures for faculty involved in the Rehabilitation Grant that you agreed to coordinate. You agreed to complete a number of financial details involved in the Rehabilitation Grant on September 25, 1973 (and I gave you a written statement of this agreement). As late as January 15, 1974, the VP 17's were not completed by you, even though I had discussed this matter several times with you. On

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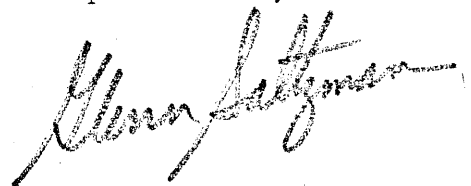
January 16, 1974, I submitted the corrected VP 17's (with the assistance of Drs. Sakata and Palmerton), so that the Department would not continue to be charged for the salaries of persons who should have been receiving their salaries from the Grant and from the cost-sharing accounts.

- B. You have stated on numerous occasions that you wished that the Department would utilize your writing and editorial skills. In the presence of Drs. Sakata and Palmerton at the September 25, 1973, meeting, you agreed to draft public relations articles regarding our Department for submission to the Department Executive Committee for possible publication in area newspapers. To date, no articles have been submitted to the Department Executive Committee by you, as agreed.
- C. You have not submitted quarterly evaluations of your teaching, as required by Department Policy, although this has been brought to your attention several times in writing and several times in private conversations.

In conclusion, I would like to ask you to respond to several questions:

1. Are any of the facts included in this letter in error? If so, please correct them.
2. Will you submit course evaluations, as required by Department Policy, commencing with Winter Quarter 1974? (To date, you have never submitted a course evaluation to me or to the Department Chairmen who have proceeded me.)
3. Do you think that you should notify the Department Chairman early in the quarter when a course for which you are responsible has zero enrollment? If you believe that this is an unreasonable request, please explain to me the procedure that you plan to follow.
4. If you notice an error in the Graduate Catalog or Schedule of Classes, shouldn't you bring it to the attention of the Chairman as soon as this fact becomes known? Will you do this in the future?
5. Will you attend regularly scheduled Curriculum Committee Meetings (you are a member of this Department Committee) where Department curricular matters are discussed? (You have attended only one of six scheduled meetings of this Committee since September, 1974.)

I hope that this memo will clarify for you many of the points that you raised in your correspondence of February 21, 1974.



GS/hh

cc: Robert Alfonso
Department Executive Committee (M. Kaplan, K. Palmerton, A. Woldt)
Bernard Hall
Harold Kitner
Joseph Newlin, Staff Consultant, Ohio Council on Teacher Education

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Robert Frumkin

Glenn Saltzman

February 15, 1974

ZERO ENROLLMENT IN A GRADUATE SEMINAR
UNDER YOUR DIRECTION

Until I received your Quarterly Instructional Service Report, I was unaware that you had no enrollment in one of your courses. I would like for you to explain this to other members of your area, and work up some suitable plan, regarding how your contribution to the Department might be supplemented in view of this fact. I find it highly irregular that a faculty member would have zero enrollment in a course, and not inform the Department Chairman of this matter.

Please respond to my request in this memo, in writing.

GS/hh

cc: R. Sakata
K. Palmerton

To: Glenn Saltzman, R. Sakata, K. Palmerton

February 21, 1974

From: R.M. Frumkin

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Subject: ZERO ENROLLMENT IN A GRADUATE SEMINAR UNDER MY DIRECTION

Course No. & Name: Seminar: Writing for Professional Publications
(57584/77584)

How does it happen that a good course has no students enrolled in it?

It's really very simple. If a University wants to get rid of a professor who is not eager to resign it uses the soft touch of persuasion. It finds out what course he enjoys teaching and quietly arranges it so that no students enroll. If the professor is at all human and has some feelings about this, then this kind of subtle harassment will be effective in reducing his morale so that he will eventually resign "on his own." The University does its job well by not listing the course in the catalog of scheduled classes, giving it a number which makes only doctoral students eligible to take it, and not giving any publicity even though it was "inadvertently" left out of the catalog. When undergraduate journalism majors find out about the course and want to take it, the University then says this is only open to doctoral students. Surprise! Zero enrollment. Gee, how did it happen? I want you to know that I ditteed about 40 copies of a notice about the course and distributed to graduate departments all over the University. I wanted students because I enjoy teaching that course. However, I was such too late.

The righteous indignation expressed by the Department Chairman leaves me cold. It is like the whining sounds of a fox after he has killed and eaten a chicken and complains about the scratches the chicken has given him in defending itself.

Since I've been at Kent I've carried an overload more often than an underload. I've been screwed out of summer school teaching, extension teaching, workshops, etc.

I think the Department Chairman and the University owe me an explanation for the zero enrollment and not v.v. I would like a response, in writing, from them but I doubt whether or not they would risk that.

RMF/ alfs

cc: Kitner, Nowlin, Hall, et al.

Summary of Summer School
Employment for CPSE
Department 1969-1974¹

Name	Number of Full-Term ² Equivalents for which Faculty Member Received Department Payment	Number of Terms Possible During Particular Faculty Member's Tenure
Coven	3	4
Frumkin	4	12
Getson	5-6/8 ³	12
Guidubaldi	4-3/8 ⁴	8
Harvey	5	12
Kaplan	8-2/8	12
Litwack	5-5/8	12
Palmerton	2	4 (3 years on 12-month contract)
Prusok	2	3
Sakata	4-5/8	12
Saltzman	2-2/8 ³	12
Wallenfeldt	3-3/8	4
Woldt	5-5/8 ^{3 4}	12
Wonderly	7-1/8 ⁴	12

¹ Documentation for this report will be included in Report for HEW requested by Mr. Asbury

² A full-term equivalent, based on 1/8 increments, is achieved when a faculty member receives a full-term salary or 8/8

³ Faculty members taught more during Summer Terms than is noted, but all additional teaching was paid for by self-initiated State Teaching Grants

⁴ Portions of this load were on Contracted Grants

CPSE SUMMARY OF SUMMER SCHOOL ASSIGNMENTS*

	1969		1970		1971		1972		1973		1974	
	I	II	I	II	I	II	I	II	I	II	I	II
A. Coven	--	--	9/8	8/8	9/8	0	Terminated	--	--	--	--	--
R. Frumkin	8/8*	8/8*	0	0	0	0	8/8*	0	8/8*	0	0	0
R. Getson	2/8 OCGS 6/8	2/8 OCGS 6/8	5/8 Adm. 4/8+	0	5/8 Adm. 2/8	8/8 OCGS	0	5/8 Adm. 3/8	0	6/8 Adm. 2/8	8/8	2/8
J. Guidubaldi	0	3/8	6/8	2/8 Adm.	8/8	8/8	0	8/8	To Early Childhood Ed. Dept.			
V. Harvey	3/8	5/8	9/8	0	0	0	0	8/8	8/8	0	0	9/8
M. Kaplan	8/8	8/8	8/8	0	0	8/8	9/8	3/8	9/8	6/8	1/8 Adm.	10/8
L. Litwack	3/8 Adm. + 6/8	3/8 Adm. + 6/8	0	0	3/8 Adm. + 3/8	5/8	0	0	11/8	0	8/8 Adm. 2/8	0
J. Murray	--	--	--	--	--	--	--	--	--	--	10/8	0
K. Palmerton	--	--	12 month appointment	--	--	--	--	--	8/8*	0	11/8*	0
R. Prusok	8/8	8/8	0	Deceased	--	--	--	--	--	--	--	--
R. Sakata	0	0	0	0	5/8*	3/8 Adm. 2/8	0	8/8	8/8	0	0	8/8
G. Saltzman	2/8 OCGS 6/8	2/8 OCGS 6/8	2/8 Adm. +	0	Adm. 2/8 + OCGS 6/8	OCGS 8/8	Adm. 1/8 OCGS 7/8	OCGS 8/8	OCGS 8/8	5/8 Adm. 2/8 OCGS 3/8	Adm. 2/8 OCGS 3/8	Adm. 2/8 OCGS 6/8
A. Woldt	8/8	Grant	0	0	3/8	OCGS 8/8	8/8	0	8/8	8/8	10/8	2/8
D. Wonderly	4/8 Adm. 4/8	Grant	0	4/8 Adm. 4/8	5/8 Grant 3/8	3/8	9/8	6/8	8/8	0	11/8	0
E. Wallenfeldt	--	--	--	--	9/8	3/8	10/8	6/8 Adm. 2/8+	To Educ'l Administration Dept			

* 8 credit hours per term is considered a full load. Ohio Career Guidance Seminars (OCGS) were funded by State grants to individuals based on individually submitted, Department-sponsored proposals. Unless otherwise noted, hours are for teaching. No additional pay is given for an overload.

+ Includes load allowance for directing doctoral dissertations.

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INTER-DEPARTMENTAL CORRESPONDENCE

KENT STATE UNIVERSITY
KENT, OHIO

TO: Robert Frumkin

FROM: Glenn Saltzman

DATE: September 6, 1974

SUBJECT: ROBERT FRUMKIN TEACHING SCHEDULE FOR THE 1974-75 ACADEMIC YEAR

This memorandum sets forth your teaching schedule for the 1974-75 academic year, and reviews some of the problems encountered in arriving at your 1974-75 teaching assignment.

I was surprised to receive your memorandum of September 3, 1974 (Attachment 1), requesting immediate notification of your 1974-75 academic year teaching schedule, in that I had received your proposed 1974-75 academic year teaching schedule (Attachment 2) on September 3, 1974. I will outline your teaching schedule for the 1974-75 academic year in this memorandum, but first I would like to outline several of the problems I have encountered in obtaining information about your proposed teaching schedule:

1. Following the receipt of President Olds' June 20, 1974 letter, indicating that he planned to extend your contract for an additional year, I immediately went to your office and personally requested that you submit to me your desires regarding your teaching assignment for the forthcoming academic year. I notified you that the deadline had already passed for the submission of Fall Quarter schedules for inclusion in the Fall Catalog, and that the deadline of submission of Winter schedules was August 28, 1974. I also reminded you that I had all of the academic year schedule for each faculty member in our Department completed, and that the submission of those schedules merely awaited the completion of your teaching assignment, as approved by the Department Executive Committee. You indicated that you would submit your proposed academic year teaching schedule to the Rehabilitation Counseling Area, with a copy for my review.
2. During the last week of June, 1974, or the first week of July, 1974, I again reminded you I needed your proposed academic year teaching schedule. You said that you had nearly completed drafting your desired schedule, and that you would give me a copy of the schedule that you were submitting to the Rehabilitation Counseling Area.
3. On Saturday, July 13, 1974, I placed a hand-written note in your mailbox, notifying you that I had not yet received your proposed teaching schedule, and that this was delaying the submission of the Department schedule to the Dean's Office.
4. Following my return from Naval Reserve duty on August 3, 1974, I again spoke to you personally, and notified you that I had not received your proposed schedule. You stated, at that time, that you had submitted a proposed schedule to Dr. Palmerton, and that you would forward a copy of this schedule to me.

3. GRED 6/77796 (Individual Investigation in Rehabilitation Counseling), proposed as a part of your Fall Quarter teaching assignment, is assigned to Dr. Palmerton (although not included on his load), in accordance with the October 1, 1973, CPSE Department Agreement to have Individual Investigations listed under Area Coordinators.
4. The nine hours equivalent teaching load, requested by you for scholarly writing, research, and grant proposal writing, will not be listed as a nine-hour equivalent load, but is consistent with your responsibilities as a professor in a Graduate Department. You should have sufficient time for scholarly writing and research in that you will be teaching only one class, conducting discussions with a class of students involved in field services, and do not have any doctoral students currently assigned to you.
5. I hope that you will be able to become an active member of the Department Curriculum Committee this year. During the 1973-74 academic year, you attended only one or two of the nine regularly scheduled meetings of this important departmental committee, of which you were a member.
6. I would also like to ask that you submit, to me, a report following Fall Quarter, reviewing the status of your scholarly writing, research, and grant proposal writing, so that I might be better informed on what you have accomplished in this area.

Your assignment for Winter Quarter, 1975, is as follows:

GRED 67724	Social Psychological Aspects of Disability	2 hrs.	W	7:00-9:00 P.M.
GRED 67736	Counseling Practicum for Rehab. Counselors	5 hrs.	Th	6:30-9:30 P.M.
			Sat	9:00-12:00A.M.
GRED 67721	Community Resources in Rehab. Counsel.	3 hrs.	M	7:00-9:30 P.M.
	Admin. of Rehab. Counsel. Grant	1 hr.		
	Total:	11 hrs.		


Your assignment for Spring Quarter, 1975, is as follows:

GRED 67775	Seminar: Sex and the Handicapped	3 hrs.	Tu	7:00-9:30 P.M.
GRED 67792	Internship in Rehab. Counseling	5 hrs.	TBA	
GRED 67771	Advanced Practicum in Rehab. Counsel.	5 hrs.	F	1:00-3:00 P.M.
	Admin. of Rehab. Counsel. Grant	1 hr.		
	Total:	14 hrs.		

Special Note Regarding Your Spring Quarter Schedule: Drs. Palmerton and Sakata believe the enrollment in the three courses listed for Spring Quarter, 1975, may be so limited because of Rehabilitation Counseling Area needs, that consideration may have to be given to canceling these courses and reassigning you to other Departmental responsibilities. You have already agreed to teach Occupational Information in the event one class needs to be canceled, and the Rehabilitation Counseling Area should give some consideration to how you will be assigned in the event that more than one of these courses do not have sufficient enrollment to warrant continuation.

I hope that I have adequately explained to you what your teaching assignment and administrative responsibilities will be for the 1974-75 academic year. (All class times were agreed upon by you in the September 6, 1974, meeting with Dr. Sakata and I.) I also hope that you can appreciate some of the problems I have had in determining exactly what it is that you are able to teach, were willing to teach, and desired to teach. In summary, I would like to point out that no faculty member in this Department receives released time for scholarly writing, research, or grant proposal writing; and that you are the only faculty member in the Department to receive any released time for the administration of grant monies.

I hope that you will find the above teaching assignment for the 1974-75 academic year to your liking, and that you will have a very successful year. I would like to request that you do not reschedule any courses without Departmental approval (as you did during Spring Quarter, 1974), that you report any courses that have zero or significantly low enrollment to the Department Chairman (as you failed to do during Winter Quarter, 1974), and that you submit student evaluations of your courses, as is required by Departmental Policy (you have not submitted any teaching evaluations to me for any course taught by you since I have been Department Chairman, although I have made this request to you in person every quarter, and on several occasions in writing),


Glenn A. Saltzman, Ph.D.
Department Chairman

GAS/hh

cc: Dean Robert Alfonso
Harold Kitner
William Lyle
Ray Heisey

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To: Dr. Glenn Saltzman, Chairman, Counseling & Personnel Services Education Dept.

From: Dr. Robert Franklin

Re: Teaching Schedule for the 1974-75 Academic Year

September 3, 1974

Since July, 1974, after learning that I have a KSU contract for the 1974-75 academic year, I have submitted a schedule of courses I would prefer to teach during the 1974-75 twice. The first schedule was submitted to Dr. Keith Palmerton in July. This was promptly ignored. The second was submitted in August, after the August 27th department meeting and discussed with Dr. Robert Skata and Dr. Keith Palmerton before being submitted to you. At this late date, I would at least like to know what I shall be teaching during the Fall Quarter, 1974, so that I might order books for students, place books on library reserve for students, and prepare for classes and assignments. Please let me hear from you soon. I think it unfair to me, to my potential students, to the university, and the academic community to keep me dangling in this early autumn limbo.

RF:rf

cc: Dean Robert Alfonso
Harold Kitzer
William Lyle
et pro re nata.

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Proposed Schedule for R.M. Frumkin, 1974-75 Academic Year

Fall Quarter, 1974

Gred. 67729 Field Service in Rehab. Counseling	2 hrs. (Wed., 3-4:30PM)
Gred. 6/77796 Ind. Invest. in " "	2-5 hrs. (Arranged)
Grant Proposal Writing & grants for research on the Rehabilitation of Public Offenders, Social and Sexual Adjustment of Spinal Cord Injured, Rehabilitation of Alcoholics, Rehabilitation of Drug Abusers	6 hrs. equivalent
Scholarly Writing & Research	3 hrs. equivalent
Administration of Rehab. Counseling Grant	1 hr. "
<hr/>	
14-17 hrs.	

Winter Quarter, 1974-75

Gred. 67724 Social Psychological Aspects of Disability	2 hrs.
Gred. 67736 Counseling Practicum for Rehab. Counselors	5 "
Gred. 67721 Community Resources in Rehab. Counseling	3 "
Scholarly Writing & Research	3 " (equivalent)
Administration of Rehab. Counseling Grant	1 " "
<hr/>	
14 hrs.	

Spring Quarter, 1974-75

Gred. 67775 Seminar: Sex & the Handicapped	3 hrs.
Gred. 67792 Internship in Rehab. Counseling	5 hrs.
Gred. 67771 Adv. Pract. in " "	5 hrs.
Scholarly Writing & Research	3 hrs. (equivalent)
Administration of Rehab. Counseling Grant	1 hr. "
Gred. 6/77796 Ind. Invest. in Rehab. Counseling	2-5 hrs.
<hr/>	
17-20 hrs.	

Received 3 Sept 74

Rec'd 21 Aug 74

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KENT STATE
UNIVERSITY

KENT, OHIO 44242

DEPARTMENT OF GRADUATE
EDUCATION

COUNSELING AND PERSONNEL
SERVICES EDUCATION
(216) 672-2662

Irvington, N.J.
(201) 371-3146
c/o S. FRUMKIN

Dear Glenn —

Vacationing in Jersey
& also looking for jobs
for 1975 & beyond!

Would like to teach
the following courses this
fall: Research Seminar in Rehab
Counseling (Masters Level,
3 qt. ws.)

② Community Resources, 3 qt. ws.

Might also help with Rehab Intern-
ship & Advanced Practicum
if they'll be needed
or might concentrate efforts
on writing and research
in Rehab. Counseling ??

If you have any
questions feel free ⁴³¹
to call me at
my Dad's place:
(201) 371-3146.

Will be back at
the end of the week.
What time is the Aug.

Sept. 27th meeting??

Applied for the Home
Econ. job at KSM
but they say I'm not
qualified. Not true! See
the ^{special} resume I gave to Bob
Sakata. See you soon
Bob

KENT STATE
UNIVERSITY
KENT, OHIO 44242

Rec 26 Aug 74

DEPARTMENT OF GRADUATE
EDUCATION
COUNSELING AND PERSONNEL
SERVICES EDUCATION
(216) 672-2662

432

Aug. 24, 1974

Dear Glenn:

In terms of background,
interests, experience, professional
activities, philosophy, rapport
with students, commitment to
the field of rehabilitation
counseling ^{etc.} I'd rank the
rehab staff as follows:

- RANK
1. R.M. FRUMKIN, MOST VALUABLE
 2. R. SAKATA, MODERATELY VALUABLE
 3. K. PALMERTON, LEAST VALUABLE

Sincerely,
Bob

R.M. FRUMKIN

P.S. Attached is a copy of the
note I sent Keith relative course
preferences for 1974-75.

KENT STATE UNIVERSITY

KENT, OHIO 44242

DEPARTMENT OF GRADUATE
EDUCATION
COUNSELING AND PERSONNEL
SERVICES EDUCATION
(216) 672-2662

Re: Your 7/17/74 Note

Dear Keith -

7/24/74

During the 1974-75 academic year I'd like to devote the major portion of my time to writing and research and teach the following courses:

Fall Quarter: { Internship in R.C.
Advanced Practicum in R.C.
Community Resources (WED., 7³⁰)

Winter Quarter: { Community Resources
Social Psychol. Aspects of Disabi
Sex & the Handicapped

Spring Quarter: { Community Resources
Writing for Professional Public
Research Seminar in R.C.

Summer Quarter: { Internship in R.C.
Adv. Practicum in R.C.
Community Resources

As far as stipends go, according to SRS, we are supposed to try & recruit severely handicapped students for stipend awards. Already have one good candidate in the air camp. When Sakata returns we can discuss this issue.
DOR Franklin

INTER-DEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
KENT, OHIO

434

TO: CPSE EXECUTIVE COMMITTEE

FROM: Glenn Saltzman

DATE: May 30, 1974

SUBJECT: TEACHING AND TRAINEESHIP GRANT IN REHABILITATION COUNSELING

On May 17, 1974, the CPSE Executive Committee met with Dr. Frumkin to discuss the concerns we had regarding his Grant Proposal (these concerns were conveyed to Dr. Frumkin in a written memo dated May 10, 1974). Dr. Frumkin agreed with the facts presented in the May 10, 1974 memo, and agreed to correct the errors and respond to the concerns in writing, by May 28, 1974. Dr. Frumkin's response of May 28, 1974, was sent to the Executive Committee and all copyholders of this memorandum.

Since some of the responses, requested of Dr. Frumkin, are pending his receipt of correspondence from other agencies, the Executive Committee will withhold the resolution of this matter until its June 5, 1974, regularly scheduled meeting.

I would like to request that Dr. Frumkin be available at the June 5, 1974, meeting, to discuss his May 28, 1974, memo with the Executive Committee.

I would also like to suggest that Dr. Frumkin speak with Mrs. Hawkins, regarding her assignment of describing Rehabilitation Counseling student characteristics for the Grant Proposal. In discussions with me, Mrs. Hawkins indicated that she was unclear regarding the assignment Dr. Frumkin had given her and that, although she has been very busy recently, she did not realize that a time limit had been imposed on the completion of this project.

GS/hh

cc: Dr. Robert Frumkin
Dr. Robert Alfonso
Dr. Alan Coogan

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To: CPSE Executive Committee

From: R.M. Frumkin

Subject: Some Issues Concerning the Teaching and Training Grant
in Rehabilitation Counseling

May 28, 1974

1. Terry Etling of the State BVR has promised to send me a clear statement regarding the need of BVR for our graduates and the willingness of BVR to support our program by cooperating in the training of our students. We should be receiving that statement very shortly.
2. I am willing to assume all responsibilities and duties necessary to properly administer the grant if it is awarded provided that I have my teaching load reduced as much as previous administrators of grants in past years. I will meet with Allen Ehrich, Glenn Saltzman, and other knowledgeable persons when necessary in order to do the job competently.
3. I have written to H EW about their willingness to fund our program in future years if they award us a grant for the 1974-1975 period. As yet, I have heard nothing from them.
4. The factual errors in the proposal will be corrected as soon as some definite positive word is heard from HLW about the 1974-75 grant proposal and as soon as Rae Hawkins has completed the long-overdue task of describing the characteristics of the rehabilitation counseling majors currently enrolled full-time and part-time in our department. That such a description of our rehabilitation counseling student population does not currently exist points up the fact that previous coordination of the program was not what it should be. This example of poor management suggests the need for more competent leadership in the future.
5. Since there seems to be strong opposition to the approval of Barbara Bores as the Research Associate under the grant, I will seek other qualified persons who might be interested in the half-time position and have the Executive Committee review their credentials.
6. If it turns out that we do not get the 1974-75 grant and I do not get reinstated, that is, that my job at KSU literally ends on June 15, 1974, then someone else must be assigned the task of administering the 1973-74 grant until the end of the granting period, August 31, 1974.

cc: Robert Alfonso, Dean of the College of Education
Alan Coogan, Research Office
Keith Palmerton, Rehabilitation Counseling Program Coordinator

INTER-DEPARTMENTAL CORRESPONDENCE

KENT STATE UNIVERSITY
KENT, OHIO

436

TO: Robert Frumkin

FROM: CPSE Executive Committee

DATE: May 10, 1974

SUBJECT: TEACHING & TRAINEESHIP GRANT IN REHABILITATION COUNSELING

On April 30, 1974, the CPSE Executive Committee reviewed your "Teaching & Traineeship Grant in Rehabilitation Counseling" Proposal. This Proposal was submitted to the Department of Health Education and Welfare on April 26, 1974, without CPSE Executive Committee or Department approval, but with your written understanding that the normal review procedures would be undertaken subsequent to the proposal submission in order that the Department might reach a decision whether to approve, revise, or withdraw this proposal.

At the April 30, 1974, meeting (all members of the Executive Committee plus Dr. Frumkin were present) the following points were reviewed with regard to this proposal:

1. On the afternoon of April 25, 1974, Dr. Frumkin informed Dr. Saltzman that he was working on a Rehabilitation Counseling Proposal. Dr. Saltzman did not know that the proposal had an April 26, 1974, submission deadline.
2. At 10:30 P.M. on April 25, 1974, Dr. Frumkin called Dr. Saltzman at his home to secure permission to list his name (Dr. Saltzman's) on the grant proposal for cost-sharing purposes. Dr. Frumkin assured Dr. Saltzman that this grant proposal was consistent with the current Rehabilitation Counseling Program objectives and needs.
3. On April 25, 1974, the College Dean's Office was contacted by Dr. Frumkin, regarding the signing and forwarding of this proposal. Following telephone calls by Drs. Frumkin and Hart to Dean Alfonso (in Columbus) and Dr. Saltzman (in Parma), an agreement was reached to submit the proposal to the Research Office. (The agreement to forward the proposal included a written agreement by Dr. Frumkin that he understood that all regular Departmental review procedures were to follow.)
4. On Saturday, April 27, 1974, Dean Coogan called Dr. Saltzman to inform him that the Rehabilitation Counseling Proposal contained approximately a 17% salary increase for Dr. Frumkin. Dr. Saltzman called Dr. Frumkin on this matter, and they agreed that if the proposal were to be forwarded on that date, it could not contain a raise of more than 3%.
5. No faculty member in the CPSE Department had seen this proposal prior to its submission.

During the review of the proposal at the Executive Committee Meeting on April 30, 1974, it was decided that the Rehabilitation Counseling Area Faculty (Frumkin, Palmerton, Sakata) should review the proposal and share any concern they might have regarding the quality of this proposal with the Executive Committee as soon as possible.

The Rehabilitation Counseling Area Committee met on the morning of May 1, 1974, and discussed the proposal. On the afternoon of May 1, 1974, the Executive Committee met and discussed the Rehabilitation Counseling Area Faculty concerns regarding this proposal. It was decided that, before the CPSE Executive Committee could officially approve the submission of this grant proposal, several important issues would have to be clarified:

First, we need a clear statement from the State Bureau of Vocational Rehabilitation, regarding their need for our graduates and their willingness to support our Program by cooperating in the training of students.

Second, you must submit in writing to the CPSE Executive Committee a description of the duties and responsibilities you are willing to assume in the administration of the grant.

Third, we want to see a statement from Health Education and Welfare Department that deals with such issues as their actual willingness to consider funding the grant and their willingness to continue the commitment of funding for several years, in the event that the proposal is approved.

The grant proposal itself has several factual instructional errors that must be corrected:

1. Page 15 contains a misleading statement about the number of special students will attempt to enroll in the Program. The present wording suggests that 60% of our students will be from special populations.
2. On Page 16, in the background section, the statement that we are cooperating with the Sociology Department to develop an undergraduate program is in error.
3. The description of the current training program on Page 17 is outdated.
4. Mr. Sam Yacco is no longer a Regional Supervisor in the Bureau of Vocational Rehabilitation, as stated on Page 18.
5. The "Support Data" section on Page 18 is filled with errors.
6. We are unwilling to approve Barbara Beres as Research Associate, before reviewing her credentials (Page 3).

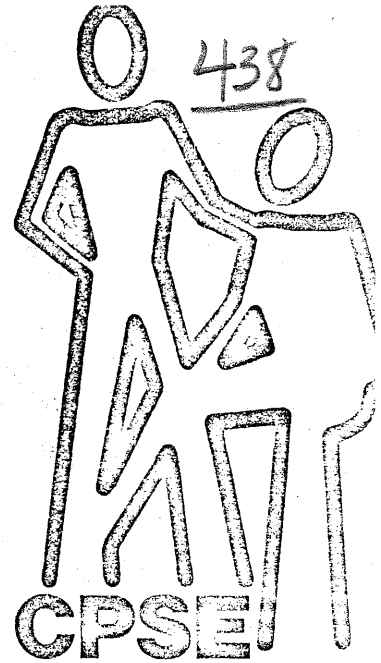
GS/hh

cc: Robert Alfonso, Dean of College of Education
Alan Coogan, Associate Dean, Graduate School & Research
Keith Palmerton, Coordinator of Rehabilitation Counseling Area Committee

ROUGH DRAFT

CPSE POLICY
USE OF DEPARTMENT NAME

Counseling & Personnel Services Education (CPSE) Department
(Approved by Department vote on October 1, 1969)



ANY PROPOSAL USING THE DEPARTMENT NAME, BEING SUBMITTED
OUTSIDE THE UNIVERSITY, MUST OBTAIN DEPARTMENT APPROVAL
PRIOR TO SUBMISSION.

This policy supersedes no other Department policy.

No Known University Policy on Use of Department Name.

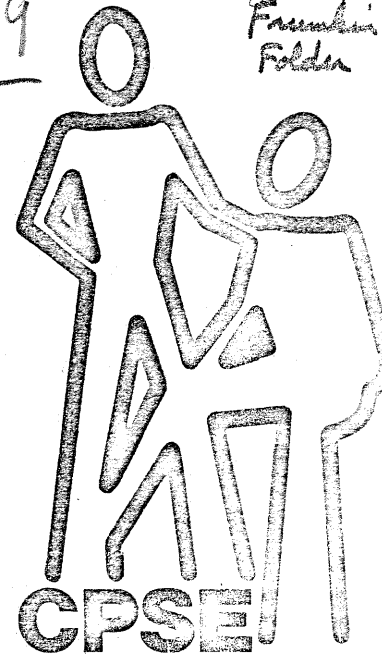
Faculty members present for approval of this policy were:
J. Guidubaldi, V. Harvey, M. Kaplan, L. Litwack, K. Palmerton,
R. Sakata, G. Saltzman, and A. Woldt.
Also present were Bigelow and Coven.

GAS/hh

EXECUTIVE COMMITTEE MEETINGS
MINUTES
February 10 & 11, 1975

439

G. Saltzman
Frumkin
Folder



Present: G. Saltzman, Chairman
D. Benshoff, R. Getson, M. Kaplan,
K. Palmerton, A. Woldt

Guest: R. Frumkin

1. G. Saltzman reported to the Executive Committee that R. Frumkin had notified him that he had documented his charges of misappropriation of federal funds, and had forwarded his charges to Dr. Ray Heisey, with copies to Ms. Odessa Fellows (HEW) and the FBI.
2. R. Frumkin submitted a "Teaching Grant and Traineeships in Rehabilitation Counseling" proposal. (Executive Committee members hold copies of proposal.) The Executive Committee and R. Frumkin discussed various aspects of the proposal. Following this discussion period, R. Frumkin was excused and the Executive Committee continued to discuss this proposal. Discussions were held by the Executive Committee on the afternoon of February 10, 1975, and during the morning of February 11, 1975.

The following decision was unanimously made by the Executive Committee:

The Executive Committee endorses the need for summer stipends for students. The Executive Committee does not, however, endorse the submission of this proposal with R. Frumkin as Project Director for the following reasons:

- A. R. Frumkin's employment with the University is being terminated on June 15, 1975, and to continue to include him in Departmental class programming will not contribute to the continuity of education being received by students in this Department.
- B. R. Frumkin's past performance as a Rehabilitation Counseling Grant Project Director has not been consistent with Department policies and procedures; i.e.
 - (a) During Fall Quarter 1974, R. Frumkin received two supplementary grants of \$3,000 and \$12,797 without submitting these program modifications through the CPSE Executive Committee, as is required by Departmental policy. The Department Executive Committee was notified of the receipt of these proposals in a February 4, 1975, memo from R. Frumkin, which had been requested by the

Department Chairman.

- (b) R. Frumkin has selected students to be assigned stipends, without consulting his Rehabilitation Counseling area colleagues.
- (c) R. Frumkin has consistently developed project proposals, without the knowledge of his Rehabilitation Counseling colleagues (e.g., this particular proposal had not been seen by K. Palmerton until given to him by the Department Chairman for Executive Committee action).
- C. The current summer Rehabilitation Counseling class schedule already provides for the basic class needs of Rehabilitation Counseling students. If, because additional stipend monies are available, additional students need to schedule Rehabilitation Counseling classes, additional sections can be added to the summer schedule. (The Rehabilitation Counseling summer proposal provides stipend monies for 20 students--no more than 10 of whom can be new students--and it is conceivable that all 20 of the recipients of the summer stipends may be current students.)
- D. When questioned by the CPSE Executive Committee, R. Frumkin had no idea of the courses that would need to be added to the summer schedule, nor any idea of how the Rehabilitation Counseling faculty loads would need to be modified as a result of the receipt of this funding. R. Frumkin could not make a statement to the Executive Committee as to how the educational program for Rehabilitation Counseling students would be improved upon the receipt of this grant, other than to say that some students not being able to afford to attend school full time, might now be able to attend school full time, and that "If we have more money for summer, we can now teach more courses."
- E. The CPSE Executive Committee feels that it is not in the best interest of the Department to continue R. Frumkin's employment beyond his terminal date of June 15, 1975, in view of his acknowledged harrassment of a Rehabilitation Counseling student, his acknowledged harrassment of the Department Chairman, and his constant distribution of unproven charges of unethical behavior on the part of numerous Department Faculty Members. To endorse R. Frumkin as the Project Director would appear to the Executive Committee to endorse some of these earlier acknowledged behaviors, which have not contributed to Department harmony and/or productivity.

Lastly, the CPSE Executive Committee directs R. Sakata (Rehabilitation Counseling Coordinator) to contact Drs. Coogan and Buechner immediately to modify this Rehabilitation Counseling proposal (by excluding the request for faculty salary and by reassessing stipend needs) and to submit it to the proper funding agency, via the Dean of the College of Education and Provost.

Respectfully submitted,

Glenn A. Saltzman
Recording Secretary

GAS/hh

This proposal was activated as:

Grant # _____
Effective Date: _____
Closing Date: _____
Amount \$ _____

FOR RESEARCH OFFICE
USE ONLY:

Proposal No. 442
Date _____

KENT STATE UNIVERSITY
PROJECT TRANSMITTAL FORM

1. Proposal Title: Teaching Grant & Traineeships in Rehabilitation Counseling
(216) Counseling & Personnel
2. Project Director: Dr. Robert M. Frumkin Phone: 672-2662 Department: Services Education
- Co-Director: _____ Phone: _____ Department: _____
3. Prospective Sponsor Rehabilitation Services Administration- HEW
and Mailing Address: Regional Commissioner, Social & Rehabilitation Service,

U.S. Dept. of Health, Education, & Welfare, 300 S. Wacker Drive, Chicago, Ill. 60601

***** (Grant to cover expenses for the Summer Quarter, 1975)

4. Term of Program: June 1, 1975 to August 31, 1975
(month) (day) (year) (month) (day) (year)
5. New Program ☐ Amendment ☒ Continuation/Renewal ☐ Revision ☐ Present Project No. 44-P-25119/E
6. On what date do you expect to be notified of acceptance: Before April 1, 1975

7. BUDGET

	1st Year		2nd Year		3rd Year	
	Requested	K.S.U. Cont.	Requested	K.S.U. Cont.	Requested	K.S.U. Cont.
Faculty Salary	5,633					
Student Stipends	12,660					
Other Salary & Wages	2,200					
Total Salary & Wages	20,493					
Retirement & Ins.	733					
Supplies						
Travel Intern. Subv.)	300					
Consultants						
Printing & Comm.						
Equipment						
Computer						
Other Tuition, fees)	6,900					
Indirect Costs	1,722					
TOTAL	30,148					

dependency allowance

9. Source of K.S.U. Contribution: _____

10. Is additional equipment required for this project, which is not supported by the grant/contract award? ☐ YES ☒ NO
If yes, list on an attached sheet.

PLEASE SUBMIT ONE COPY OF TRANSMITTAL FORM AND TWO COPIES OF PROPOSAL
to Office of Research Administration five (5) days prior to deadline

(Over)

(Over)

Rough Draft

443

February 5, 1976

Ralph Church, Regional Commissioner
Rehabilitation Services, Region V
U.S. Dept. of Health, Education, & Welfare
300 South Wacker Drive
Chicago, Illinois 60606

Dear Mr. Church:

In response to your memo of January 30, 1976, we hereby request the following for the Summer quarter, 1976: (Our Summer quarter runs from June 20-August 30, a full quarter like Fall, Winter, & Spring quarters.)

Stipends: 10 Level III @ \$222/month.	= 6660
Stipends: 10 Level I @ \$200/month.	= 6000
Dependency Allowances: 11 dependents @ \$200 per quarter	= 2200
Tuition: 20 students @ \$345/quarter	= 6900
Salary: 1 faculty member (1/3 acad. yr. salary)	= 9633
Fringe Benefits: 1 faculty member (same person as above)	= 733

Total = \$ 23,126

Travel (Internship Supervision)

= 300

Grand Total;.....

= \$ 23,426

It should be noted that while a few of our students do complete our program in three quarters most take at least four or more quarters.

Thank you for your continued interest in and support of our program.

Sincerely,

Robert M. Franklin, Ph.D.
Coordinator of the 1974-75 Rehabilitation
Counseling Grant

+ Indirect Costs \$1722
28426
\$30,148

444

INTER-DEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
KENT, OHIO

TO: Dr. Robert Frumkin

FROM: Glenn Saltzman

DATE: May 31, 1974

SUBJECT: STUDENT REQUEST TO WITHDRAW FROM THE RESEARCH SEMINAR
IN REHABILITATION COUNSELING TAUGHT BY DR. FRUMKIN

On May 10, 1974, Diane Link wrote to me and requested that she be released from your Graduate Seminar and that she receive a full refund of fees because the course had been rescheduled and did not meet on a regular basis. On May 13 and May 15, 1974, I discussed this matter with you privately; and on May 17, 1974, you described the circumstances surrounding this student complaint to the CPSE Executive Committee. On May 23, 1974, I received a letter, dated May 21, 1974, from Diane Link, requesting that her letter of May 10, 1974, be disregarded.

Although Ms. Link's complaint is no longer a matter for consideration by the Executive Committee, several facts regarding this case were discussed, which have a bearing on the type of problem presented by Ms. Link:

1. You agreed that you had rescheduled one of your classes from Tuesday, during the day, to Tuesday, during the evening hours, which necessitated that your Research Seminar be rescheduled from Tuesday evening to Monday evening. All of these changes were made without the knowledge or permission of the Department Executive Committee or the Department Chairman. You agreed that you would no longer change any classes without Departmental approval.
2. You agreed that scheduled classes should meet at the previously published scheduled times and that any class schedule changes would be reported to the Department Chairman.
3. You agreed that in the past you had not reported a course for which you were responsible, that had zero enrollment. You agreed that, in the future, any courses under your direct supervision with low enrollment, would be reported to the Department Chairman at the commencement of the quarter.
4. It had been reported to the Department Chairman that one of the reasons you may have rescheduled your daytime classes to the evening time period was that you were employed at an outside consultative business, several days each week. You stated that you were not working outside the University, in a consultative business, one day or more per week, which would be a violation of Department Policy.

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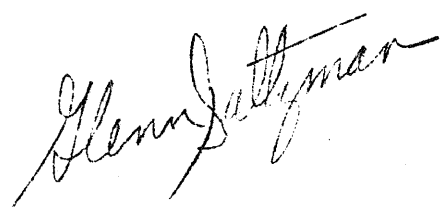
Dr. Robert Frumkin
Student Request to Withdraw from the Research Seminar
in Rehabilitation Counseling Taught by Dr. Frumkin

May 31, 1974
Page 2

Although you agreed to all the above points, you stated that you objected to the way these matters were handled by the Department Chairman. You stated that students with complaints should be referred to the Professor involved, for immediate attention. I stated to you that I had asked if the student had attempted to contact you and work this matter out and that she said that you had been unavailable. Although you did not agree that her conclusion was correct, you did seem to agree that it was reasonable to ask the student to put their complaint in writing and then attempt to resolve the matter with you privately.

The CPSE Executive Committee is concerned that if courses are not taught as scheduled, students will be unable to pursue programs in a planned and orderly fashion. Your cooperation in teaching classes as scheduled will ensure that the curriculum agreed on by the faculty of this Department is realized.

I have written this memorandum to you, using the Minutes of the Executive Committee, to ensure that the information I have conveyed to you is correct. If any factual errors exist in this memorandum, please bring them to my attention as soon as possible, so that they might be corrected.



GS/hh

cc: Dean Alfonso
CPSE Executive Committee (Drs. Kaplan, Palmerton, Woldt, Getson
and N. Peterson)

KENT STATE UNIVERSITY

KENT, OHIO

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TO Glenn Saltzman

FROM Keith Palmerton

DATE 10/11/73

SUBJECT Robert Frumkin

As you requested I am writing you to remind you of two incidents regarding Robert Frumkin that have concerned me.

1. Frumkin called a meeting of Rehabilitation Students without clearing the meeting with me or Bob Sakata. He asked Kae to call me at 9:00 on the day of the meeting to inform me that it would be held. Eight students (of some 25) were present due to the lateness of the announcement (a notice was posted the evening before) and several students, drove for some distance to attend (Youngstown-Cleveland). The topic to be discussed was "What should students do when the Rehabilitation program ends next year".
2. Frumkin agreed verbally to work with Napoleon Peoples on the Advanced Practicum for Rehabilitation students. He and I agreed that he would have office hours during the time the class meets so he could be available to help Napoleon. Neither he nor Napoleon were available on Friday September 28 when six students arrived for the class.

I have not yet expressed my concern over these matters to Frumkin.

It is my understanding from our conversation that you will speak to him.

Is there more that I should do?

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884 Stadelman Avenue
Akron, Ohio 44311
May 10, 1974

Doctor Saltzman
Counseling & Education
311 Education Building
Kent State University
Kent, Ohio

Dear Dr. Saltzman:

I am enrolled in a Graduate Education course in Rehabilitation Counseling entitled Seminar and Research in Rehabilitation taught by Dr. Robert Frumkin. Two students are enrolled in the course.

Since the class was scheduled for Tuesday nights at 7:00 and classes did not meet until Wednesday evening the first week of school, class did not meet on April 2. Tuesday, April 9, Dr. Frumkin informed us he had another class scheduled at the same time and we agreed to change our meeting time to Monday night at 5:00. He stayed for approximately an hour and then dismissed us to meet with the other class. April 15, a class was held as was arranged. On April 22 and April 29 no classes were held. Neither student was informed ahead of time. Class did not meet May 6 although Dr. Frumkin did call me and informed me of this and said he would hold class Monday, May 13 at 5:00.

I would like to know the procedure for getting a refund on a course. Under the circumstances I feel entitled to a full fee refund as the course has not met as it should have. A research course is a highly independent endeavour although the guidance of a professor is a must.

I would appreciate your immediate response as it is late in the quarter and I would like to know the options open to me. Thank you.

Sincerely,

Diane Link

Diane Link

DL:jlk

FACULTY CODE OF PROFESSIONAL ETHICS

Academic Freedom is necessary to the mission of teachers in a university, since "it is eminently in the interest of society that the men concerned speak their minds without fear of retribution . . . The professor's work consists of his thought and speech." Professional responsibility is a logical correlative of this freedom. As individuals, teachers have the responsibility to conduct themselves in ways that will promote the achievement of the purposes for which academic freedom exists. Self-government is the means to this end.

To accomplish these purposes and responsibilities the members of the Kent State Faculty adopt this Code of Professional Ethics. It cannot possibly include every facet of university life, but attempts to treat those that are most important and common. The spirit of the document as a whole should be easily applied to any specific situation not considered.

ARTICLE I.

Responsibility to Students

SECTION 1. The teacher's central responsibility to his students is to attempt to impart to them a knowledge and understanding of his field of study and to develop in them appropriate and relevant skills, particularly the ability to use and reason with this knowledge, and to do so in accordance with the best standards of scholarship and pedagogy in his discipline.

SECTION 2. The teacher has a responsibility to his students to entertain all relevant questions, and to discuss controversial questions objectively and freely.

SECTION 3. While the teacher is free to interrelate the subject matter of his course to contemporary issues he finds usefully relevant, he is primarily responsible for providing instruction in the announced subject matter and techniques of the course.

SECTION 4. The teacher should guard the classroom against external pressures, including the student's fear that what he does or says in the honest pursuit of his intellectual inquiries will affect his rating within a course, his future chances of employment, or his later standing in the community.

SECTION 5. Neither in nor out of the classroom or office may the teacher take advantage of his relationship with the students to exploit them for his own private purposes.

SECTION 6. It is a responsibility of the teacher to bear in mind (and act accordingly) that his own personal deportment and intellectual style may be taken as a model by the student.

SECTION 7. The teacher should deal with students justly and impartially, regardless of their physical, mental, emotional, political, economic, social, racial, or religious characteristics or participation in extracurricular activities, at the same time recognizing that students are individuals with separate needs who must be encouraged to work for individual goals in their self-development.

SECTION 8. The teacher should not do, with or without pay, such work on a report, a thesis or dissertation as is properly to be done by the student.

SECTION 9. Prompt and regular meeting of his classes, faithful keeping of appointments, fresh preparation for classroom appearances are duties resting upon all teachers.

SECTION 10. Curricular and vocational advising are duties resting upon all teachers.

SECTION 11. The teacher should strive for a timely, just, and unprejudiced appraisal of all student work in terms of whatever grading system is officially accepted by the university. He owes students the right of review of their work and grades given, and in cases of serious grievance or dispute, the right of appeal to a faculty committee, or whatever agency is provided for the purpose.

SECTION 12. The teacher should secure permission and give credit for the use of original student contributions in his lectures or publications, in the same manner and degree as for materials from other sources. He should not, in any case, use students to their detriment in fostering his own research, publications, or other ventures.

SECTION 13. The teacher should encourage and protect honest performance by the student.

SECTION 14. The teacher should treat the ideas, needs, weaknesses, and failures of students in confidence, whether he has gathered his knowledge in the course of routine activities or from personal consultation, and he should not reveal such facts to others except in the line of duty.

SECTION 15. The teacher should encourage students to formulate and work for high individual goals in the development of their natural talent.

ARTICLE II.

Responsibility to Subject

SECTION 1. A central responsibility of the teacher is to seek and to state the truth in his subject as he sees it. To this end he will continue his studies and research beyond whatever advanced degree he receives.

SECTION 2. It is the teacher's duty to guard his freedom to inquire and to state the results of inquiry in lectures, publications, or other appropriate mode of expression, not only against overt assault, but against any personal commitments which are incompatible with that freedom.

ARTICLE III.

Responsibility to University

SECTION 1. In consideration of fair compensation for services rendered, the teacher will endeavor to give the highest type of service for which he is capable.

SECTION 2. Appropriate administrative work, curriculum studies, committee service, and the like, are parts of a professor's duties. It is a responsibility of all concerned, however, to see to it that these burdens do not fall so heavily on particular individuals that they find it difficult to meet their immediate obligations to their subjects or their students.

SECTION 3. The teacher will recognize that the public associates him with the university whether or not he is engaged in professional activities at the time.

SECTION 4. It is the teacher's responsibility to measure the amount and character of any work that he may do outside the university in terms of his responsibility to the institution of which he is a member.

SECTION 5. In activities in which the teacher engages outside the university, it is plainly his responsibility to make it clear, when circumstances require, that he is acting as an individual and not as a representative of the university.

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SECTION 6. The teacher should maintain in strict confidence all department or university matters not intended for dissemination. If any issue or matter is of such a nature that he must, for his own integrity, speak out, he should make this clear to all concerned.

SECTION 7. The teacher should give reasonable notice of resignation, in accordance with institutional policy.

SECTION 8. The teacher who seeks policy modification or alteration will make reasonable effort to carry his case through legitimate channels. At the same time it is his duty to insist that these channels are established.

SECTION 9. The teacher will endeavor to promote within the wider community an understanding of the function, purpose, and meaning of the university.

ARTICLE IV.

Responsibility to Profession

SECTION 1. The teacher should be concerned to do what he can to maintain his profession on a high level of achievement and competence.

SECTION 2. The teacher will actively participate in professional organizations and meetings.

SECTION 3. The teacher will encourage the student with a special talent in his profession to consider it as a career.

SECTION 4. The teacher will, when properly requested through duly constituted academic and faculty agencies, comment in candor and fairness on the work of colleagues.

SECTION 5. The teacher will avoid personal attacks on his colleagues and disparagement of other disciplines and programs. Although reasoned criticism of any aspect of the university is recognized as legitimate.

SECTION 6. The teacher will neither practice nor condone plagiarism in lectures, publications, or other public presentations, nor should he attach his name for credit to a paper or publication toward which he has made no professional contribution.

SECTION 7. The teacher will regard the individual grades given by a colleague with respect, making suggestions for change only under extreme conditions.

SECTION 8. The teacher should give his colleagues active cooperation and encouragement in their individual developments as scholars and teachers.

ARTICLE V.

Responsibility to Community

SECTION 1. The teacher, whatever else he is, is a citizen. He should not allow his commitment to subject, students, university, and profession to prevent his performance of the normal duties of citizenship.

SECTION 2. A teacher has a particular obligation to maintain and advance the conditions of free inquiry and expression, and to that end he will make use of the ballot and any other device of the democratic process.

SECTION 3. The teacher should, to the extent that his university and professional duties permit, offer talks and participation in discussion to groups within the community.

ETHICAL STANDARDS

Preamble

The American Personnel and Guidance Association is an educational, scientific, and professional organization whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual and thus to the service of society.

The Association recognizes that the role definitions and work settings of its members include a wide variety of academic disciplines, levels of academic preparation, and agency services. This diversity reflects the breadth of the Association's interest and influence. It also poses challenging complexities in efforts to set standards for the performance of members, desired requisite preparation or practice, and supporting social, legal, and ethical controls.

The specification of ethical standards enables the Association to clarify to present and future members and to those served by members the nature of ethical responsibilities held in common by its members.

The existence of such standards serves to stimulate greater concern by members for their own professional functioning and for the conduct of fellow professionals such as counselors, guidance and student personnel workers, and others in the helping professions. As the ethical code of the Association, this document establishes principles which define the ethical behavior of Association members.

Section A: General

1. The member influences the development of the profession by continuous efforts to improve professional practices, teaching, services, and research. Professional growth is continuous throughout the member's career and is exemplified by the development of a philosophy that explains why and how a member functions in the helping relationship. Members are expected to gather data on their effectiveness and to be guided by the findings.

2. The member has a responsibility both to the individual who is served and to the institution within which the service is performed. The acceptance of employment in an institution implies that the member is in substantial agreement with the general policies and principles of the institution. Therefore the professional activities of the member are

also in accord with the objectives of the institution. If, despite concerted effort, the member cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy conducive to the positive growth and development of counselees, then terminating the affiliation should be seriously considered.

3. Ethical behavior among professional associates, members and nonmembers, is expected at all times. When information is possessed which raises serious doubt as to the ethical behavior of professional colleagues, whether Association members or not, the member is obligated to take action to attempt to rectify such a condition. Such action shall utilize the institution's channels first and then utilize procedures established by the state, division, or Association.

The member can take action in a variety of ways: conferring with the individual in question, gathering further information as to the allegation, conferring with local or national ethics committees, and so forth.

4. The member must not seek self-enhancement through expressing evaluations or comparisons that are damaging to others.

5. The member neither claims nor implies professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of these qualifications by others.

6. In establishing fees for professional services, members should take into consideration the fees charged by other professions delivering comparable services, as well as the ability of the counselee to pay. Members are willing to provide some services for which they receive little or no financial remuneration, or remuneration in food, lodging, and materials. When fees include charges for items other than professional services, that portion of the total which is for the professional services should be clearly indicated.

7. When members provide information to the public or to subordinates, peers, or supervisors, they have a clear responsibility to ensure that the content is accurate, unbiased, and consists of objective, factual data.

8. The member shall make a careful distinction between the offering of counseling services as opposed to public information services. Counseling may be offered only in the context of a reciprocal or face-to-face relationship. Informa-

tion services may be offered through the media.

9. With regard to professional employment, members are expected to accept only positions that they are prepared to assume and then to comply with established practices of the particular type of employment setting in which they are employed in order to ensure the continuity of services.

Section B: Counselor-Counselee Relationship

This section refers to practices involving individual and/or group counseling relationships, and it is not intended to be applicable to practices involving administrative relationships.

To the extent that the counselee's choice of action is not imminently self- or other-destructive, the counselee must retain freedom of choice. When the counselee does not have full autonomy for reasons of age, mental incompetency, criminal incarceration, or similar legal restrictions, the member may have to work with others who exercise significant control and direction over the counselee. Under these circumstances the member must apprise counselees of restrictions that may limit their freedom of choice.

1. The member's primary obligation is to respect the integrity and promote the welfare of the counselee(s), whether the counselee(s) is (are) assisted individually or in a group relationship. In a group setting, the member-leader is also responsible for protecting individuals from physical and/or psychological trauma resulting from interaction within the group.

2. The counseling relationship and information resulting therefrom must be kept confidential, consistent with the obligations of the member as a professional person. In a group counseling setting the member is expected to set a norm of confidentiality regarding all group participants' disclosures.

3. If an individual is already in a counseling/therapy relationship with another professional person, the member does not begin a counseling relationship without first contacting and receiving the approval of that other professional. If the member discovers that the counselee is in another counseling/therapy relationship after the counseling relationship begins, the member is obligated to gain the consent of the other professional or terminate the relationship, unless the coun-

select elects to terminate the other relationship.

4. When the counselee's condition in-

icates that there is clear and imminent danger to the counselee or others, the member is expected to take direct personal action or to inform responsible authorities. Consultation with other professionals should be utilized where possible. Direct interventions, especially the assumption of responsibility for the counselee, should be taken only after careful deliberation. The counselee should be involved in the resumption of responsibility for his actions as quickly as possible.

5. Records of the counseling relationship including interview notes, test data, correspondence, tape recordings, and other documents are to be considered professional information for use in counseling, and they are not part of the public or official records of the institution or agency in which the counselor is employed. Revelation to others of counseling material should occur only upon the express consent of the counselee.

6. Use of data derived from a counseling relationship for purposes of counselor training or research shall be confined to content that can be sufficiently disguised to ensure full protection of the identity of the counselee involved.

7. Counselees shall be informed of the conditions under which they may receive counseling assistance at or before the time when the counseling relationship is entered. This is particularly so when conditions exist of which the counselee would be unaware. In individual and group situations, particularly those oriented to self-understanding or growth, the member-leader is obligated to make clear the purposes, goals, techniques, rules of procedure, and limitations that may affect the continuance of the relationship.

8. The member has the responsibility to screen prospective group participants, especially when the emphasis is on self-understanding and growth through self-disclosure. The member should maintain an awareness of the group participants' compatibility throughout the life of the group.

9. The member reserves the right to consult with any other professionally competent person about a counselee. In choosing a consultant, the member avoids placing the consultant in a conflict of interest situation that would preclude the consultant's being a proper party to the member's efforts to help the counselee.

10. If the member is unable to be of professional assistance to the counselee, the member avoids initiating the counseling relationship or the member terminates it. In either event, the member is

obligated to refer the counselee to an appropriate specialist. (It is incumbent upon the member to be knowledgeable about referral resources so that a satisfactory referral can be initiated.) In the event the counselee declines the suggested referral, the member is not obligated to continue the relationship.

11. When the member learns from counseling relationships of conditions that are likely to harm others, the member should report *the condition* to the responsible authority. This should be done in such a manner as to conceal the identity of the counselee.

12. When the member has other relationships, particularly of an administrative, supervisory, and/or evaluative nature, with an individual seeking counseling services, the member should not serve as the counselor but should refer the individual to another professional. Only in instances where such an alternative is unavailable and where the individual's condition definitely warrants counseling intervention should the member enter into and/or maintain a counseling relationship.

13. All experimental methods of treatment must be clearly indicated to pros-

pective recipients, and safety precautions are to be adhered to by the member.

14. When the member is engaged in short-term group treatment/training programs, e.g., marathons and other encounter-type or growth groups, the member ensures that there is professional assistance available during and following the group experience.

15. Should the member be engaged in a work setting that calls for any variation from the above statements, the member is obligated to consult with other professionals whenever possible to consider justifiable alternatives. The variations that may be necessary should be clearly communicated to other professionals and prospective counselees.

Section C: Measurement and Evaluation

The primary purpose of educational and psychological testing is to provide descriptive measures that are objective and interpretable in either comparative or absolute terms. The member must recognize the need to interpret the statements that follow as applying to the whole range of appraisal techniques including test and nontest data. Test results constitute only one of a variety of pertinent sources of information for personnel, guidance, and counseling decisions.

1. It is the member's responsibility to provide adequate orientation or information to the examinee(s) prior to and following the test administration so that the results of testing may be placed in proper perspective with other relevant factors. In so doing, the member must recognize the effects of socioeconomic, ethnic, and cultural factors on test scores. It is the member's professional responsibility to use additional unvalidated information cautiously in modifying interpretation of the test results.

2. In selecting tests for use in a given situation or with a particular counselee, the member must consider carefully the specific validity, reliability, and appropriateness of the test(s). "General" validity, reliability, and the like may be questioned legally as well as ethically when tests are used for vocational and educational selection, placement, or counseling.

3. When making any statements to the public about tests and testing, the member is expected to give accurate information and to avoid false claims or misconceptions. Special efforts are often required to avoid unwarranted connotations of such terms as IQ and grade equivalent scores.

4. Different tests demand different levels of competence for administration, scoring, and interpretation. Members have a responsibility to recognize the limits of their competence and to perform only those functions for which they are prepared.

5. Tests should be administered under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions should be noted and the results designated as invalid or of questionable validity. Unsupervised or inadequately supervised test-taking, such as the use of tests through the mails, is considered unethical. On the other hand, the use of instruments that are so designed or standardized to be self-administered and self-scored, such as interest inventories, is to be encouraged.

6. The meaningfulness of test results used in personnel, guidance, and counseling functions generally depends on the examinee's unfamiliarity with the specific items on the test. Any prior coaching or dissemination of the test materials can invalidate test results. Therefore, test security is one of the professional obligations of the member. Conditions that produce most favorable test results should be made known to the examinee.

7. The purpose of testing and the explicit use of the results should be made

known to the examinee prior to testing. The counselor has a responsibility to ensure that instrument limitations are not exceeded and that periodic review and/or retesting are made to prevent counselor stereotyping.

8. The examinee's welfare and explicit prior understanding should be the criteria for determining the recipients of the test results. The member is obligated to see that adequate interpretation accompanies any release of individual or group test data. The interpretation of test data should be related to the examinee's particular concerns.

9. The member is expected to be cautious when interpreting the results of research instruments possessing insufficient technical data. The specific purposes for the use of such instruments must be stated explicitly to examinees.

10. The member must proceed with extreme caution when attempting to evaluate and interpret the performance of minority group members or other persons who are not represented in the norm group on which the instrument was standardized.

11. The member is obligated to guard against the appropriation, reproduction, or modifications of published tests or parts thereof without the express permission and adequate recognition of the original author or publisher.

12. Regarding the preparation, publication, and distribution of tests, reference should be made to:

a. *Standards for Educational and Psychological Tests and Manuals*, revised edition, 1973, published by the American Psychological Association on behalf of itself, the American Educational Research Association, and the National Council on Measurement in Education.

b. "The Responsible Use of Tests: A Position Paper of AMEG, APGA, and NCME," published in *Measurement and Evaluation in Guidance* Vol. 5, No. 2, July 1972, pp. 385-388.

Section D: Research and Publication

1. Current American Psychological Association guidelines on research with human subjects shall be adhered to (*Ethical Principles in the Conduct of Research with Human Participants*, Washington, D.C.: American Psychological Association, Inc., 1973).

2. In planning any research activity dealing with human subjects, the member is expected to be aware of and responsive to all pertinent ethical principles and to ensure that the research problem, design, and execution are in full compliance with them.

3. Responsibility for ethical research practice lies with the principal researcher, while others involved in the research activities share ethical obligation and full responsibility for their own actions.

4. In research with human subjects, researchers are responsible for their subjects' welfare throughout the experiment, and they must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subjects.

5. It is expected that all research subjects be informed of the purpose of the study except when withholding information or providing misinformation to them is essential to the investigation. In such research, the member is responsible for corrective action as soon as possible following the research.

6. Participation in research is expected to be voluntary. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects.

7. When reporting research results, explicit mention must be made of all variables and conditions known to the investigator that might affect the outcome of the investigation or the interpretation of the data.

8. The member is responsible for conducting and reporting investigations in a manner that minimizes the possibility that results will be misleading.

9. The member has an obligation to make available sufficient original research data to qualified others who may wish to replicate the study.

10. When supplying data, aiding in the research of another person, reporting research results, or in making original data available, due care must be taken to disguise the identity of the subjects in the absence of specific authorization from such subjects to do otherwise.

11. When conducting and reporting research, the member is expected to be familiar with and to give recognition to previous work on the topic, as well as to observe all copyright laws and follow the principle of giving full credit to all to whom credit is due.

12. The member has the obligation to give due credit through joint authorship, acknowledgement, footnote statements, or other appropriate means to those who have contributed significantly to the research, in accordance with such contributions.

13. The member is expected to communicate to other members the results of any research judged to be of professional or scientific value. Results reflecting unfavorably on institutions, programs, services, or vested interests should not be withheld for such reasons.

14. If members agree to cooperate with another individual in research and/or publication, they incur an obligation to cooperate as promised in terms of punctuality of performance and with full regard to the completeness and accuracy of the information provided.

Section E: Consulting and Private Practice

Consulting refers to a voluntary relationship between a professional helper and help-needing social unit (industry, business, school, college, etc.) in which the consultant is attempting to give help to the client in the solution of some current or potential problem. When "client" is used in this section it refers to an individual, group, or organization served by the consultant. (This definition of "consulting" is adapted from "Dimensions of the Consultant's Job" by Ronald Lippitt, *Journal of Social Issues*, Vol. 15, No. 2, 1959.)

1. Members who act as consultants must have a high degree of self-awareness of their own values and needs in entering helping relationships that involve change in social units.

2. There should be understanding and agreement between consultant and client as to the task, the directions or goals, and the function of the consultant.

3. Members are expected to accept only those consulting roles for which they possess or have access to the necessary skills and resources for giving the kind of help that is needed.

4. The consulting relationship is defined as being one in which the client's adaptability and growth toward self-direction are encouraged and cultivated.

For this reason, the consultant is obligated to maintain consistently the role of a consultant and to avoid becoming a decision maker for the client.

5. In announcing one's availability for professional services as a consultant, the member follows professional rather than commercial standards in describing services with accuracy, dignity, and caution.

6. For private practice in testing, counseling, or consulting, all ethical principles defined in this document are pertinent. In addition, any individual, agency, or institution offering educational, personal, or vocational counseling should meet the standards of the International Association of Counseling Services, Inc.

7. The member is expected to refuse a private fee or other remuneration for consultation with persons who are entitled to these services through the member's employing institution or agency.

The policies of a particular agency may make explicit provisions for private practice with agency counselees by members of its staff. In such instances, the counselees must be apprised of other options open to them should they seek private counseling services.

8. It is unethical to use one's institutional affiliation to recruit counselees for one's private practice.

Section F: Personnel Administration

It is recognized that most members are employed in public or quasi-public institutions. The functioning of a member within an institution must contribute to the goals of the institution and vice versa if either is to accomplish their respective goals or objectives. It is therefore essential that the member and the institution function in ways to: (a) make the institution's goals explicit and public; (b) make the member's contribution to institutional goals specific; and (c) foster mutual accountability for goal achievement.

To accomplish these objectives it is recognized that the member and the employer must share responsibilities in the formulation and implementation of personnel policies.

1. Members should define and describe the parameters and levels of their professional competency.

2. Members should establish interpersonal relations and working agreements with supervisors and subordinates regarding counseling or clinical relationships, confidentiality, distinction between public and private material, maintenance and dissemination of recorded information, work load, and accountability. Working agreements in each instance should be specified and made known to those concerned.

3. Members are responsible for alerting their employers to conditions that may be potentially disruptive or damaging.

4. Members are responsible for informing employers of conditions that may limit their effectiveness.

5. Members are expected to submit regularly to review and evaluation.

6. Members are responsible for in-service development of self and/or staff.

7. Members are responsible for informing their staff of goals and programs.

8. Members are responsible for providing personnel practices that guarantee and enhance the rights and welfare of each recipient of their service.

9. Members are expected to select competent persons and assign responsibilities compatible with their skills and experiences.

Section G: Preparation Standards

Members who are responsible for training others should be guided by the preparation standards of the Association and relevant division(s). The member who functions in the capacity of trainer assumes unique ethical responsibilities that frequently go beyond that of the member who does not function in a training capacity. These ethical responsibilities are outlined as follows:

1. Members are expected to orient trainees to program expectations, basic skills development, and employment prospects prior to admission to the program.

2. Members in charge of training are expected to establish programs that integrate academic study and supervised practice.

3. Members are expected to establish a program directed toward developing the trainees' skills, knowledge, and self-understanding, stated whenever possible in competency or performance terms.

4. Members are expected to identify the level of competency of their trainees. These levels of competency should accommodate the paraprofessional as well as the professional.

5. Members, through continual trainee evaluation and appraisal, are expected to be aware of the personal limitations of the trainee that might impede future performance. The trainer has the responsibility of not only assisting the trainee in securing remedial assistance, but also screening from the program those trainees who are unable to provide competent services.

6. Members are expected to provide a program that includes training in research commensurate with levels of role functioning. Paraprofessional and technician-level personnel should be trained as consumers of research. In addition, these personnel should learn how to evaluate their own and their program effectiveness. Advanced graduate training, especially at the doctoral level, should include preparation for original research by the member.

7. Members are expected to make trainees aware of the ethical responsibilities and standards of the profession.

8. Training programs are expected to encourage trainees to value the ideals of service to individuals and to society. In this regard, direct financial remuneration or lack thereof should not influence the quality of service rendered. Monetary considerations should not be allowed to overshadow professional and humani-

tarian needs.

9. Members responsible for training are expected to be skilled as teachers and practitioners.

10. Members are expected to present thoroughly varied theoretical positions so that trainees may make comparisons and have the opportunity to select a position.

11. Members are obligated to develop clear policies within their training institution regarding field placement and the roles of the trainee and the trainer in such placements.

12. Members are expected to ensure that forms of training focusing on self-understanding or growth are voluntary, or if required as part of the training program, are made known to prospective trainees prior to entering the program. When the training program offers a growth experience with an emphasis on self-disclosure or other relatively intimate or personal involvement, the member should have no administrative, supervisory, or evaluative authority regarding the participant.

13. Members are obligated to conduct a training program in keeping with the most current guidelines of the American Personnel and Guidance Association and its various divisions.

Appendix B. Some comments on the KSU Hearing Committee Report (June 16, 1975) and President Olds' Recommendation to the Board of Trustees (June 30, 1975)

After 216 official person (man) hours of work the KSU Hearing Committee wrote a report to President Olds briefly stating what the charges against me were, how they viewed the charges in the light of the hearings, their conclusions and their recommendations. Unofficially, the chairperson of the Hearing Committee stated that he and other members put in many more hours than those official 36 hours the members of the Committee spent together. That is, each individual member did much work in addition to their 36 hours together, especially the chairperson. Translated into the average number of hours a professor teaches in the classroom in a quarter (that is, between 10-14. /week), a reasonable estimate would be that the workload of the committee was equivalent to two full-time professors teaching a whole quarter. Since the average salary of full professors at KSU was about \$8000 per quarter. The services of the members of the Committee might well be valued at about \$16,000. That is a lot of valuable time, energy, and money invested in the hearings.

The Committee's five-page report addressed to Presidents Olds, and dated June 16, 1975, is presented unabridged (with misspellings, etc.):

The Hearing Committee for Dr. Robert M. Frumkin received its charges from the Chairperson of the Faculty Senate and a book of charges and particulars from the Department of Counseling and Personal Services Education. The committee met on nine occasions for a total of 36 hours during which 17 (sic) witnesses were heard. The committee concentrated first and foremost on the gathering of information pertinent to the charges.

It was mystifying (sic) that this disturbing situation could develop in a department of Counseling and Personnel Services Education, and it appears to be an indictment, not only of Dr.Frumkin, but of the entire faculty of the department as well. The committee found no evidence of how or when the conflict began, but for every act perpetrated (sic), there appeared to be a counter action that precipitated not only a subsequent act, but which developed a mental perception that compelled each side to retaliate.

The "Recommendations and Rationale for Dismissal of Dr.Frumkin" cites valid and serious charges against Professor Frumkin:

1. The handling of the H.E.W. Grant

For a number of reasons, Dr.Frumkin appears incapable of administering a grant, but we find none of these reasons sufficient for dismissal even those which might lead to civil action against him.

2. Faculty harassment

Faculty harassment by Dr.Frumkin appears to have been motivated by acts, whether real or imagined, against him. Dr.Frumkin feels he is no longer a "full member" of the department. That the department made attempts to reconcile this matter is recognized by the committee; however, when one has been asked in at least two prior occasions, the first in 1971, to resign it is not difficult for Dr.Frumkin to feel that motives are suspect relative to any subsequent "help offered from the department.

3. Student Harassment

There is only one student who claims harassment, and the history leading up to this alleged harassment included possible colleagues remarks to graduate students, a last minute change in

teacher assignment, a poor selection of teaching materials and a student who was more up to date than the instructor in a specific subject area. None of these appears to be grounds for dismissal, in spite of the fact that violations of the faculty code of ethics have been noted by the committee. Dr. Frumkin was in serious error when he pursued and continued this affair by investigating the student and making unprofessional remarks based on unfounded information. In context, he appears to have reacted in this manner because he perceived this student as an active participant in his removal from the department.

Other charges are so insignificant as to be high suspect in their listing in a document for dismissal.

The committee has the following comments relative to the specific charges:

- Charge 1A, Sub-section a, b, c, d and e, plus 1B shows evidence of mismanagement of grant funds. Such mismanagement is not sufficient for separation, but should result in removal of Dr. Frumkin from management of this grant, and he should not be involved with managing or administering grants. He should be reprimanded for mismanagement in the sense of not recognizing sensitive areas where careful decision making is needed and failing to cooperate with other administrators.
- Charges numbered 2A, B, C and D indicated that Dr. Frumkin did violate Article III, Section 6 and Article IV, section 5 of the Faculty Code of Ethics. It should be noted that these violations seemed to have been made in an emotionally charged atmosphere.
- Charge 3A, B, C and E are valid and show evidence of violation of Article I, Section 2, 4, 5 and 14; Article III, Section 1 and 2 and Article IV, Section 5 of the Faculty Code of Ethics. Each of these taken individually would not seem to be cause for dismissal, but they reveal a pattern which is concern to the committee.
- Charge 4: The committee did not find sufficient evidence to discount or substantiate those alleged charges. It seems that administrative and interpersonal interactions with Dr. Frumkin occurred at a traumatic time.

In regard to all charges listed under 5, the committee noted that Dr. Frumkin seems consistently to disregard policies and procedures of the department. However, these charges do not seem major in nature.

In regard to charge number 6, Dr. Frumkin's written and verbal actions, such as disparaging remarks which seem to inspire fear, his distribution of notices and posting materials is evidence of disappointing behavior. This behavior reveals poor judgment and a low level of professional and academic conduct.

By a majority vote, the committee finds adequate, valid and serious evidence stipulated in the charges to recommend that Dr. Frumkin be dismissed. However, there is consensus within the committee to request that the president not dismiss Dr. Frumkin. The reason for this is that the committee feels that strong leadership at all levels and appropriate supportive measures would provide for mutual understanding and adjustment of all concerned. This process should be undertaken to assist Dr. Frumkin to become again a contributing member of the department. Further, this process should be undertaken to assist the department to incorporate Dr. Frumkin into its effective functioning.

Questions asked and Results Voting:

1. Is there evidence to support dismissal? Yes – 4, No – 1.
2. Should Dr. Frumkin be dismissed? Yes – 2, No – 3.

Appendix: Minority Report, Committee Meetings, List of Witnessed, Committee Members, Observers

Minority Report

The minority concurs with the finding of the majority in that it requests retention of Professor Frumkin. The minority finds the charges contained in the “Recommendation and Rationale for Dismissal” insufficient to warrant such extreme action. While it unequivocally deplores Professor Frumkin’s violations of the Faculty Code, it holds that his actions must be viewed in a larger context of departmental hostility. Furthermore, the minority finds evidence that Professor Frumkin makes a positive contribution to the university as a publishing scholar and classroom teacher.

Committee Meetings

Friday, May 16	Senate Office	11:00 – 12:30
Thursday, May 22	333 McGilvrey	2:30 – 5:10
Friday, May 30	483 BSA	3:00 – 5:00
Saturday, May 31	483 BSA	9:00 – 6:10
Saturday, June 7	483 BSA	8:00 – 12:30
Tuesday, June 10	483 BSA	10:00 – 4:00
Thursday, June 12	483 BSA	8:00 – 3:10
Thursday, June 12	111 Lowry Hall	8:30 – 11:00 p.m.
Monday, June 16	483 BSA	8:30 – 10:30

In addition, considerable outside time was used by the committee for studying and evaluation of documents, and the chairman expended considerable extra time with the mechanics and organization of the hearing procedure.

Witnessed (in order of appearance)

Saturday, May 31	Alan Coogan, Allen Emrich, Gordon Keller, Robert Alfonso, Glenn Saltzman, Robert Sakata
Saturday, June 7	Keith Palmerton, Larry Litwack
Tuesday, June 10	Herb Chereck, Nancy Gabalac, Joyce Babits, Vincent Laquidari, Michael White, Vincent DeVivo
Thursday, June 12	Jere Sitko, Keith Palmerton, Russell Getson

Committee Members

Barrett L. Beer, Assoc. Prof., History
 John T. Doult, Prof., Administrative Sciences
 Betty G. Hartman, Prof., Physical Education (Women's)
 Joseph P. Schwitter, Prof., Administrative Sciences
 Glenn W. Frank., Geology, Committee Chairman

Paul L. Sites, Prof., Sociology, alternate

Observers

Allen Adler, Attorney General's Office
 Ray D. Heisey, Faculty Ombudsman
 Harold Kitner, KSUFA
 Byron Lander, KSUFA
 Frank Smith, AAUP

The most amazing thing about the Hearing Committee Report is its lack of impartiality, its glaring omissions, its obvious antithetical and contradictory statements, and its being utterly destitute of the professional and especially professorial touch which one might expect in a university.

If that statement seems harsh let me explain. The Hearing Committee was composed of tenured professors of full or associate rank.. Actually five of the six persons on the committee had professorial rank and one associate rank. These persons were supposed to be distinguished faculty who would look at my case with more intelligence, objectivity, and sensitivity than one might expect of an original randomly selected jury assembled to examine a case in an American court of law.

The Purpose of the Hearing Committee was stated to be threefold (see the May 6, 1975 letter to me from Dr. Olds):

- "1. Receive and consider all facts in evidence on the matter
2. Issue a finding.
3. Forward its finding and recommendation to the President of the University."

On page 1 of the report it states: "The 'Recommendation and Rationale for Dismissal of Dr. Frumkin' cites valid and serious charges against Professor Frumkin." That is an erroneous, misleading, biased statement because THE RECOMMENDATION AND RATIONALE FOR DIMISSAL OF DR. ROBERT FRUMKIN does not cite charges against me. It merely presents charges against me. In order to "cite" charges CPSE department would have had to bring forward strong evidence to support its charges. This was not done. Furthermore, those charges are not "valid" because they were not validated in that green book nor could any of them be considered "serious" because there is nowhere in the ACADEMIC POLICY BOOK of KSU or in the FACULTY CODE OF ETHICS of KSU statements which define what kind of behavior is "serious" and "not serious." All the Hearing Committee could objectively report is that the RECOMMENDATION AND RATIONALE FOR DISMISSAL presented charged against me. The committee became irresponsible when it stated that the RECOMMENDATION AND RATIONALE FOR DISMISSAL "cites valid and serious charges against Professor Frumkin."

On page 1 of the Report Hearing Committee introduces what it considered the three major charges against me. These introductions are also biased statements. Thus the Report states with reference to

the handling of the HEW grant that “For a number of reasons, Dr. Frumkin appears incapable of administrating a grant, but we find none of these reasons sufficient for dismissal, even those which might lead to civil action against him.” The bias comes out in such language as “Dr. Frumkin appears incapable of administering a grant.” That biased indictment ignores both the letter of Dr. James W. McGrath, Dean of the Graduate School, and the testimony of the grant accountant Allen Emrich. The former wrote a letter, introduced in evidence at the hearing, which congratulated me on obtaining and administering the HEW grant. Dr. McGrath stated in that September 11, 1974 letter: “We have been informed by the Department of Health, Education and Welfare that you have been awarded a grant for the training proposal which you submitted. I congratulate you on the award recognizing that, in addition to the financial advantages, this award represents a recognition at the national level of your capabilities and hence brings credit both to you and to the University.” The latter, who worked closely with me for almost two years, testified at the hearings that my working relationship with him was good, that my paperwork connected with the grant satisfactory, and that there had been no problems during this period of our relationship.

The Hearing Committee Report suggests that some civil action could be taken against me for the way in which I administered the grant. If so, these civil laws I allegedly broke were never specified. What is the Hearing Committee referring to? In a Kafkaesque way they have presented a judgment against me without ever indication what the crime was.

Most importantly, the Committee neglected to mention the very important fact that I volunteered for the position of grant director because nobody else wanted the job which was regarded a headache by the former grant director, Dr. Keith Palmerton. I accepted the grant directorship because I felt that the Rehabilitation Counseling Program might die if we stopped getting federal funds which supported faculty, student trainees, and special aspects of the Rehabilitation Counseling Program. The fact that the Committee chose to ignore important points which would have put me in a favorable light with reference to my handling the grant makes me suspect that the majority of the Committee members were extremely biased against me and/or were a part of the conspiracy on removing me from the university.

The second major charge introduced is subtitled “Faculty Harassment.” It does not state in that heading who harassed whom. Even though the evidence presented at the hearings demonstrated that I have been the person who has been most harassed over the years, the Hearing Committee suggests that I have been the one allegedly doing most of the harassing. I strongly object to this kind of bias. In the strict sense of the term harass means to continually, actively annoy another person. To harass often carries with it the possibility of physical harm or worse, e.g., “terrorists nightly harassed the border communities near the Northern border of the country.” At no time in my relations with my colleagues did there exist the possibility of physical harm or worse even though some person expressed such a fear. The strongest term that might be used with some accuracy is, perhaps, the term bother. Bother suggested repeated, deliberate annoyances intended to disturb. Actually, neither my colleagues nor I were guilty of harassment or of bothering each other. It was clear that the actions of my colleagues were simply actions aimed at getting me out of the department, and that my so-called harassing actions were attempts to defend myself against these on part of my colleagues.

If there was any harassment taking place/during the time I was employed at KSU and in which I was in any way associated with, it was that behavior addressed toward me between March and July, 1975. During that period of time more than \$1200 worth of my books, journals, research materials, etc. were stolen from CPSE department of facilities and the department chairperson and the Dean of the College didn’t lift a finger to try and stop it or make inquiries as to who was doing this. An independent investigation of this matter by myself and the Campus Police strongly suggested that the only person with keys, the opportunity, and the possible motivation to steal these materials from me would be one or more of my colleagues at the CPSE department. It is most significant that in the main room where

this stealing was being done that three other colleagues also had boxes of personal materials mixed in with mine and that none of their labeled boxes were disturbed! ¹I would call this covered-up behavior as a kind of plaguing action that had an almost demoniacal insistence about it. In the main storage place for my boxes of belongings I had had 44 boxes of materials at the beginning of March, 1975. What seemed like every other day there would be another box missing so that by July, 1975, there were only 16 boxes left. It was not until July that the suspects were narrowed down to one person and even then the person responsible was so clever that he was never caught in the act or left any usable evidence which would prove his months of tormenting me. That whole business comes close to what we might mean by harassment. I resent the idea that I have been the least bit guilty of harassing any of my colleagues when in fact the opposite is closest to the truth.

The third major charge introduced was that of "Student Harassment." First of all, in the strict sense of the term harassment, I did not harass that student although she was disturbed by my behavior as I was disturbed by hers. The personal feelings of harassment which the student felt were generated by her own perception of what was going on between us and with other people with whom she had contact in the CPSE department. She was never continually annoyed by me based on my continually annoying her. The conflict between the student and myself culminated in a meeting between her, myself, and Dr. Saltzman, CPSE chairperson, on October 30, 1974. Between October 30, 1974 and May 1, 1975 I had absolutely nothing whatever to do with her --- six whole months. It is, therefore, irresponsible for the Hearing Committee to state that I harassed that student. It is also irresponsible of them to state that I violated the Faculty Code of Ethics because there was never any evidence presented which could support such conclusion. And it is most irresponsible in neglecting to point out that it was the unprofessional and unethical behavior of the KSU Registrar who exacerbated the student's feeling of being harassed by showing her a confidential letter which was not intended for her and which he refused to return to me after he finished with it, as I requested.

The point of all this discussion thus far is that the Hearing Committee introduction to the three major charges were presented in such a biased, irresponsible manner the rest of the Report is difficult to look at without being negatively influenced. The innuendos are laced so well into the statements that the total fabric presents a picture of a person incapable of managing a grant even though he was capably managing that grant for 18 full months prior to the charges made against him, against whom civil action might be taken even though no grounds existed for such action, a person guilty of harassing colleagues even though no harassment took place, a person guilty of harassing a student even though no harassment took place with regard to her, a person guilty of violating the Faculty Code of Ethics even though the specific behavior which constitutes such violations have never been spelled out.

The statement ending those introductions to the major charges is a very interesting statement because it could very well apply to the three major charges examined above. That statement is: "Other charges are so insignificant as to be highly suspect in their listing in a document for dismissal."

The next item the Report takes up is the specific charges. In this section it makes comments on specific charges whereas in the introduction to the three major charges, stated in a general way, the remarks were only about the nature of these charges.

Charge 1 was "Unsatisfactory Performance as a Rehabilitating Counseling (SRS) Grant Director." Charge 1 has 6 subsections. The Hearing Committee concluded that all the subsections "show" mismanagement of the grant funds, and indicate "removal" of me as grant manager. These conclusions found in the Green Monster were, it seems, adopted by the Hearing Committee in spite of the evidence to the contrary presented at the hearings. For example, one charge against me was charge 1A-c, which was that I made charges against Professors Palmerton and Sakata which were allegedly "false and without merit." At the hearings I showed that there was evidence to support my charges against them,

¹ All boxes were labeled with identification of the owners.

yet the Hearing Committee insists that all the charges show mismanagement of grant funds. In spite of this blanket conclusion the Hearing Committee recommended that I be “reprimanded for mismanagement” and, therefore not dismissed.

The only thing that the Hearing Committee could say about Charge 2 and its subsections, “Recurring Undocumented and Unproven Charges against Faculty Members,” is that my alleged “violations seemed to have been made in an emotionally charged atmosphere. They, therefore, do not indicate whether the charges warrant dismissal, reprimand, or any other punitive measure.

Charge 3 and its subsections are entitled “Unprofessional Conduct.” The Hearing Committee concludes that all except one of the 5 subsections of this charge are valid and show evidence of violation of the Faculty Code of Ethics. In spite of this, the Hearing Committee states that “Each of these taken individually would not seem to be cause for dismissal, but they revealed a pattern which is of concern to the committee.” The one subsection the Committee found invalid was the one which Dr. Olds in our meeting on April 9, 1975 found very serious, namely, the charge 3-D, the charge that I allegedly “secured a personal document from Dr. Sakata and widely distributed it.”

Charge 4 was entitled “False Charges against the Department.” On this charge the Hearing Committee “did not find sufficient evidence to discount or substantiate these alleged charges.” That is an interesting statement because the hearing Committee never dealt with this charge at the hearings!

Charge 5 and its subsections are entitled “Violations of University and/or Department Policy.” The Committee concludes that “these charges do not seem to be major in nature.”

Charge 6 and its subsections are entitled “departmental Concerns.” The Hearing Committee concludes that the behaviors alluded to are “evidence of disappointing behavior.”

In all these remarks the Hearing Committee does not state that any of the charges warrant dismissal. In fact, they state that charges 1 and 3 definitely do not warrant dismissal. They fail to comment about dismissal relative to the other charges. However, you might remember that other than three so-called major charges, the Hearing Committee stated that the “Other charges are so insignificant as to be highly suspect in their listing in a document on dismissal.”

Putting these conclusions by the Hearing Committee together, taking into account that they regarded the major charges of “Faculty harassment” and “Student harassment found in Charge 3, Sections A and B as no cause for dismissal and the major charge on the “Handling of HEW Grant as warranting, at best, only a reprimand, the Hearing Committee, in actuality, concluded that there was no charge among six charges against me, warranting dismissal. That is, the Hearing Committee, in reality, reached this conclusion prior to another conclusion they reached after discussing the specific charges.

Immediately after the Hearing Committee completed those conclusions which I reviewed above, for reasons beyond my comprehension, they then came up with the following non sequitur: “By majority vote, the committee finds adequate, valid and serious evidence stipulated in the charges to recommend that Dr. Frumkin be dismissed.” This non sequitur was reached in spite of the fact that on pages 1-3 of the original report there are conclusions everywhere that there is no just cause for dismissal. The most severe punishment suggested anywhere is a “reprimand” in connection with the management of the grant. What is going on here? How does the Hearing Committee laboriously come to the conclusion that none of the six charges against me warrant dismissal but that one warrants, at most, a reprimand, and then vote 4-1 that “adequate, valid and serious evidence stipulated in the charges...recommend that Dr. Frumkin be dismissed.” As a licensed psychologist, having much experience working with the mentally ill, I can state that the kind of thinking manifested in the Report is rather schizoid in character and demands further scrutiny.

In contrast to the obvious confusion in the Hearing Committee’s dealing with the charges against me, there are relatively clearer, more accurate statements made about the state of the department and the reason they think I should not be dismissed. Thus, on page 1 of the Report it states that: “It was mystifying (sic) that this disturbing situation could develop in a department of Counseling and Personnel

Services Education, and it appears to be an indictment, not only of Dr. Frumkin, but of the entire faculty of the department as well. The committee found no evidence of how or when the conflict began but for every act perpetrated (sic) there appeared to be a counter action (sic) that precipitated not only a subsequent act, but, which developed a mental perception that compelled each side to retaliate."

On page 3, in spite of the Hearing Committee finding by a majority vote that there are "adequate, valid and serious evidence stipulated in the charges recommend that Dr. Frumkin be dismissed," it goes on to say: 'however, there is consensus within the committee to request that the president not dismiss Dr. Frumkin. The reason for this is that the committee feels that strong leadership at all levels and appropriate supportive measures would provide mutual understanding and adjustments of all concerned."

In essence, therefore, the Hearing Committee has indicted the CPSE department and charged it with retaliatory behavior unbecoming to a department dedicated to training helping professionals, and of aggravating an emotionally charged atmosphere. However, taking an attitude of forgiveness and mercy, it had not recommended abolishment of the department or me. Rather it "feels that strong leadership at all levels and appropriate supportive measures would provide for mutual understanding and adjustment of all concerned." The committee thus recommends reconciliation rather than liquidation of the department or of me.

The Hearing Committee asked itself two questions which it felt were generated by its official functions. The first question was 1. "Is there evidence to support dismissal?" The vote was: 4-Yes and 1-No. The problem with this question is that it is a poor misleading question because evidence and dismissal are like apples and pigs. They are two different things. Evidence in this case must be related to the charges. Questions concerning evidence are scientific questions. Dismissal in this case related to a value judgment, a decision about the meaning of the evidence. Thus, the second question, "Should Dr. Frumkin be dismissed?" is actually the same kind of question as question 1. It is a value judgment kind of question. Thus, the first question should have read: "Is there evidence to support the charges?" Thus question was not really asked in any clear fashion, and, hence, might have led to the schizoid nature of the Report. For it is possible that evidence could support all of the charges and still none of the charges were considered serious enough to warrant dismissal. In reality, the answer to question 2, "Should Dr. Frumkin be dismissed?" supports this idea because the Hearing Committee voted 3-2 against dismissal even though they felt there was evidence to support some of the charges. However, the Committee also felt none of these were serious enough to warrant more than a reprimand.

On page 4 is a minority Report. It was written by one member of the Hearing Committee. The Minority Report states that: "The minority concurs with the finding of the majority in that it requests the retention of Professor Frumkin. The minority finds the charges contained in the "Recommendation and Rationale for Dismissal" insufficient to warrant such extreme action. While it unequivocally deplores Professor Frumkin makes a positive contribution to the university as a publishing scholar and classroom teacher." The Minority Report is the only balanced, relatively objective statement in the whole report because it begins to put the whole case in some perspective.

The errors of omission in the Hearing Committee Report are extremely significant.

First, no statement is made about the fact that:

1. Two persons on the Hearing Committee were cited by me for serious bias on the second day of the hearing and yet were not replaced as requested.
2. That of the 50 witnesses requested that only 16 were called before the Committee, that is only 32%, less than one third.
3. Of the 16 witnessed called only 6 were friendly toward me and my cause.
4. Not all of the charges were discussed at the hearings.
5. New charges were added to the original ones.

6. Some of the new charges negatively influenced the attitudes of the Hearing Committee toward me and exacerbated biases some members of the Committee already had against me.
7. I was put in the position of being my own attorney and did not have the benefit of a professional attorney acting in my defense. My attorney was prevented from carrying his full potential functions as my advocate.
8. None of the positive exhibits introduced as evidence at the hearings were mentioned in the Report or sent to Dr. Olds with the Report.
9. The very significant letters written about the hearings by special faculty observers at the hearings, namely, by Dr. Smith from the AAUP, Dr. Byron Lander from the KSUFA, and Dr. Ray Heisey, faculty ombudsman, were ignored in the Report and did not accompany the Report to President Olds.
10. The general attitude of the majority of the Hearing Committee was one of "Let's get it all over as quickly as possible because we go on vacation on June 14, 1975." Expediency rather than a quest for justice seemed the modus operandi.

On June 30, 1975 Dr. Glenn Olds, President of KSU, addressed a letter to the KSU Board of Trustees with his recommendation that at their next meeting (July 17, 1975) that they dismiss me. The letter, in its entirety, reads as follows:

The case of Dr. Robert Frumkin's dismissal for cause has now been heard by a Special Hearing Committee appointed jointly by myself and the Executive Committee of the Faculty Senate.

The original charges of (1) inadequate performance as a faculty member and as a Federal grant administrator, (2) unprofessional and unethical behavior, and (3) violation of Departmental, Collegial, and University policy, along with the specifications were made by unanimous action of the departmental Executive Committee. It was also unanimously endorsed by the College of Education Executive Committee and passed on to Dean Alfonso who added his endorsement. Then it received the endorsement of the Provost came to me.

I examined the charges, and in light of the charges brought and subsequent occurrence a written attack on Mrs. Nancy Gabalac, a student, and a verbal threat before his class to kill Dr. Alan Coogan, I determined that there were, in the words of the Academic Policy Book, "prima facie" reasons for Dr. Frumkin's dismissal.

Dr. Frumkin then requested a hearing. The hearing was conducted in accordance with University policy, lasted some 36 hours spread over several weeks, and the Committee made their finding., which is attached.

I append, in historic order the materials summarized above for background to your decision. It is still my feeling, and I believe my conclusion is supported by the findings, that Dr. Frumkin should be dismissed. I respectfully recommend that the Board take action on this matter.

Somewhat like the Hearing Committee Report, the President's letter is manifested by a lack of impartiality, of glaring omissions, and any semblance of a quest for justice.

In his recommendation he added new charges: (1) "a written attack on Mrs. Nancy Gabalac;" (2) "a verbal threat before his class to kill Dr. Alan Coogan." He neglected to state that these new charges were devoid of validity. He neglected to mention that in the case of Mrs. Gabalac that one of his administrative staff members acted in an unprofessional and unethical way when he gave Mrs. Gabalac a personal letter unintended for her. He also neglected to point out that the alleged threat "to

kill Dr. Coogan," by no stretch of the imagination, could be interpreted as a real, bona fide threat otherwise it would be actionable in the courts and constitute moral turpitude for when dismissal would have been a simple matter. By adding these charges, Dr. Olds contaminated the minds of most of the Board of Trustees members to insure that they would adopt his recommendation and totally ignore the findings and recommendation of the Hearing Committee.

There are many major errors as well as a few minor errors, the Hearing Committee was appointed not by the President and the Executive Committee of the Faculty Senate but by the President and the Chairperson of the Faculty Senate. Secondly, the hearings lasted 20 hours and not 36 hours, and they spread over less than two weeks rather than several weeks.

The most/major serious errors were errors of omission. The major errors of commission, the Gabalac and Coogan charges, were already discussed. The most serious charge against Dr. Olds is that he presented the Board with only those documents which were calculated to aid in getting me dismissed and totally ignored any materials which could have led to any favorable attitudes no less actions in my behalf. He violated the spirit of due process by not making the 20 hours of hearing tapes or/ transcripts of those tapes available to the Board members before their July 17, 1975 meeting. That is more than a violation of the spirit of due process, it is a violation of my Constitutional right. But Dr. Olds not only showed his contempt for me and the constitution the way he treated me, he showed his absolute contempt for the KSU faculty by ignoring the hard work and sacrifices of the Hearing committee, as representatives if the entire KSU faculty, by rejecting their more than 126 person (man) hours of effort to seek a just and equitable recommendations in my case, and by rejecting the letters of the faculty observers who made their observations known to the Hearing Committee. Although the committee for some, as yet unknown, reason did not send the observer letters along with their Report to Dr. Olds, I know of at least one of those observers, namely, Dr. Frank Smith of the AAUP, who finding out that the Hearing Committee did not forward his letter to the President, did send that letter himself to the President. Dr. Smith's letter made some of the following crucial points:

1. In relation to the charges against me, Dr. Smith asked: "Can a mountain be made out of a collection of hills and mole hills?" He pointed what the Catholic Church's position on sin is: "a lot of venial sins do not make a mortal sin."
2. In relation to the CPSE department's allegation that I was unprofessional in making charges against my colleagues, Dr. Frank stated that if the charges I made had some validity, and the evidence presented seemed to support that idea, "If this be so, do not the charges made by Dr. Frumkin have some validity and if they have some validity how can they be unprofessional?"

Obviously, a man as prejudiced and closed-minded as Dr. Olds was not about to pay attention to the Hearing Committee or any of the faculty observers who commented on the hearings. If Dr. Olds was not so intent on getting me dismissed, he would have realized that the 4-1 vote by Hearing Committee supporting the idea that there is "evidence" for dismissal is a vote that is nonsense. It is nonsense because, as stated before, evidence concerns the matter of fact whereas dismissal is a matter of value judgment, of philosophy on, in this case what is justice. Thus, for example, the facts might substantiate that Professor X committed plagiarism but whether Professor X should be dismissed for that behavior is another question, a matter which can be dealt with many different ways.

The other question, "Should Dr. Frumkin be dismissed?" is a legitimate value question. The Hearing Committee voted 3-2 that I not be dismissed.

Dr. Olds, being consistent his bias and intent, never mentioned the fact that the Hearing Committee voted that I not be dismissed and that the Hearing Committee stated in their Report that "there is consensus within the committee that the president not dismiss Dr. Frumkin." Few people I have ever known can match the guile of Dr. Olds. He makes Machiavelli seem like short order cook at a suburban pizza place.

I never received a copy of Dr. Olds' June 30, 1975 letter until July 11, 1975 and then after I had requested a copy of the enclosures which the President's Office and did see what he did and did not include among those enclosure.

The impenetrable smugness of this Olds is unbelievable except those who have had the misfortune of being under his heavy boot. When Jefferson became attached to the Old Testament axiom that 'Rebellion against tyranny is obedience to God' he must have had people like President Olds in mind.