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The University of Akron Faculty Senate Chronicle

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## Faculty Senate Chronicle October 1, 1976

Heather M. Loughney

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the university of akron  
**Chronicle**

Committees and  
a report to the faculty of Dept. Head  
the university of akron



1976-77, No. 1 (27 pages)

October 1, 1976

1976-77 ACADEMIC YEAR BEGINS

Greetings from the President

As the University begins its 107th year, it is my privilege to extend cordial greetings to all new and returning faculty members.

The 1976-77 calendar holds promise of another stimulating and gratifying year which will maintain the momentum of academic progress, and include the dedication of fine new physical facilities for the performing arts, the ground breaking for ultramodern structures for chemistry and health sciences, and the completion of buildings for the medical school.

The ongoing self-appraisal of our degree programs and the unique opportunity for faculty growth offered through our Kellogg Foundation and Lilly Endowment grants, will stand us in good stead as we welcome the ten-year institutional reevaluation by the North Central Association next spring (our accreditation dating from 1914).

The University of Akron takes pride in its past, and with the continuing warm and conscientious cooperation of the entire campus family can confidently hew to its positive goals and mission.

Best wishes for a satisfying year as we pursue our professional responsibilities.

UNIVERSITY DATES

- |            |   |
|------------|---|
| October 20 | <u>President's Open Faculty Forum</u> , Kolbe Theatre, 3:30 p.m.  |
| October 21 | <u>University Council</u> , regular meeting, Warren W. Leigh Hall, Room 307, 3 p.m.   |
| October 26 | <u>Annual dinner for Area High School Superintendents, Principals and Counselors</u> ,<br>Music, Speech and Theatre Arts Building, 6 p.m. |
| October 29 | <u>Dedication of Music, Speech and Theatre Arts Building</u> ; program in Recital Hall,<br>2 p.m. and 8:15 p.m.                           |

THE UNIVERSITY OF AKRON CHRONICLE—Policy and Contents

In following its policy of publishing official reports of the University Faculty, University Council and the Administration each month during the academic year, the Chronicle will also provide formal notices of general faculty meetings, legislative action and other data of particular import for the faculty and staff. Any comment concerning the contents of the Chronicle may be directed to the Office of the President or the Executive Director of University Relations and Development.

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NEW MEMBERS OF THE UNIVERSITY FACULTY

Those joining our full-time faculty since July 1976, teachers and administrative staff, are listed below:

Dr. Guy S. Alitto, Assistant Professor of History  
Dr. Faraj Ardalan, Lecturer in Modern Languages  
Mrs. Mary Ann Arenella, Instructor in Nursing  
Mr. Richard L. Aynes, Coordinator of Appellate Review Office and  
Lecturer in Law  
Miss Rose Marie Badia, Instructional Programmer-Liaison, and member  
of General Faculty  
Dr. Michael Bennett, Visiting Instructor in Community and Technical  
College  
Mrs. Barbara S. Chase, Assistant Law Librarian, and member of General  
Faculty  
Mrs. Bonny Chirayath, Instructor in Home Economics  
Dr. John Cole, Visiting Instructor in Secretarial Science  
Mr. Robert Croyle, Assistant Coordinator of Appellate Review Office and  
Staff Attorney, and member of General Faculty  
Mr. Kenneth Cunningham, Instructor in Physical Education and Head  
Basketball Coach  
Mr. Patrick A. Darrah, Assistant Director of Placement, and member of  
General Faculty  
Mr. Alexander Davis, Instructor in Speech  
Mrs. Janice Eley, Instructor in Food Service Management  
Dr. Daniel Ely, Assistant Professor of Biology  
Dr. Harold M. Foster, Assistant Professor of Education  
Dr. LaVerne Friberg, Assistant Professor of Geology  
Dr. Barbara Fuszard, Associate Professor of Nursing  
Mrs. Kristine M. Gill, Instructor in Nursing  
Mr. Cecil V. Gold, Assistant Professor of Music  
Mrs. Mary B. Goletz, Instructor in Nursing  
Mr. Walter M. Herip, Instructor in Commercial Art (in Community and  
Technical College) and Instructor in Art (in Fine and Applied Arts)  
Mr. Anthony Hromco, Adviser of Students, and member of General Faculty  
Mrs. Laura Johnson, Instructor in Associate Studies Division  
Dr. D. L. Kimmell, Associate Professor of Accounting  
Mrs. Karen Kohn, Adviser of Students, and member of General Faculty  
Mrs. Margery B. Koosed, Assistant Professor of Law  
Dr. Patricia Kricos, Assistant Professor of Speech  
Mrs. Margherita C. Labson, Instructor in Nursing  
Mrs. Miriam Litt, Instructor in Home Economics  
Miss Deborah D. Lumley, Instructor in Nursing  
Mrs. Susan McBride, Visiting Instructor in Education  
Mr. David Meeting, Instructor in Accounting  
Miss Joyce Mirman, Visiting Instructor in Data Processing  
Mrs. Elizabeth Misko, Instructor in Nursing  
Mrs. Virginia B. Newbern, Assistant Professor of Nursing  
Dr. Arthur Palacas, Assistant Professor of English  
Mr. Jeffrey A. Parness, Assistant Professor of Law  
Mr. James A. Porter, Instructor in Marketing  
Mr. Thomas Price, Assistant Professor of Mathematics  
Miss Kathleen Ricks, Instructor in Art  
Mr. Roger Ryan, University Architect, and member of General Faculty  
Mrs. Margaret Seeno, Assistant Professor of Nursing  
Mr. Gary Sellers, Assistant Professor of Economics



NEW MEMBERS OF THE UNIVERSITY FACULTY, continued

Mrs. Judith Skinner, Instructor in Nursing  
Mrs. Pamela Skorman, Instructor in Nursing  
Dr. Frederik Smith, Associate Professor of English, and Acting Head of Department  
Mr. Mark Soppeland, Instructor in Art  
Mr. David E. Stewart, Instructor in the Community and Technical College and Research Associate, Center for Urban Studies  
Dr. Donald P. Story, Assistant Professor of Mathematics and Statistics  
Mr. Robert C. Sullivan, Assistant Director of Placement, and member of General Faculty  
Mrs. Luci Swabb, University Editor, and member of General Faculty  
Dr. Timothy D. Taylor, Assistant Director, and member of General Faculty  
Mrs. Sandra Topa, Coordinator of Developmental English, and member of General Faculty  
Mr. James P. Tressel, Lecturer in Physical Education and Assistant Football Coach  
Mrs. Genevieve Turlik, Instructor in Secretarial Science  
Dr. Stephen Turner, Assistant Professor of Management  
Dr. Diane Vukovich, Coordinator of Developmental Mathematics, and member of General Faculty  
Mr. Thomas Warner, Instructional Programmer, and member of General Faculty  
Mrs. Winifred Watson-Florence, Instructor in Speech  
Mr. E. Lee Wilson, Instructor in Commerce (Wayne General and Technical College)  
Miss Helen A. Wright, Instructor in Nursing  
Mr. LaVerne Yousey, Instructor in Respiratory Therapy Technology

ROTC

Army:

Captain James Gano, Assistant Professor of Military Science

Air Force:

Captain Carroll Carter, Assistant Professor of Aerospace Studies

Captain John Tarter, Assistant Professor of Aerospace Studies

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UNIVERSITY BUDGET COMMITTEE, 1976-77

Mr. R. W. Duff, Vice President for Business and Finance (Chairman)  
Dr. Charles Poston, Director of Institutional Research and Academic Personnel  
Dr. Noel Leathers, Vice President and Provost  
Dr. R. A. Oetjen, Dean of Buchtel College of Arts and Sciences (1975-77)  
Dr. Louis Roemer, Associate Professor of Electrical Engineering (1976-78)  
Dr. Frederick Moyer, Professor of Finance (1976-78)  
Mr. C. Edward Gibney, Associate Professor of Nursing (1975-77)  
Mr. Tony Craig, Chairman, Associated Student Government Senate (1976-77)  
Dr. D. J. Guzzetta, President



UNIVERSITY COUNCIL

MEMBERSHIP 1976-77

The University Council of the University Faculty is the legislative body thereof, and the Board empowers it to formulate suitable rules, requirements and procedures for the admission, government, management and control of the students, courses of study, granting of degrees and certificates, and other internal affairs of the institution necessary to meet the objectives of the University in accordance with the established policies of the Board. The 1976-77 members are:

Elected from the Faculty:

Buchtel College of Arts and Sciences—Dr. William Beyer, Dr. Arthur Burford, Dr. Barbara Clements, Dr. Don Gerlach, Dr. William Hendon, Dr. Dale Jackson, Dr. E. Maio, Dr. Allen Noble, Dr. Phillip Stuyvesant, Dr. Gerard Sweeney.

College of Engineering—Dr. Lawrence Focht, Dr. Rudolph Scavuzzo, Dr. Richard Williams.

College of Education—Dr. Charles Dye, Dr. Theodore Gloeckler, Dr. Frederick Schultz, Dr. Barbara Stoodt, Dr. Stephen Thompson.

College of Business Administration—Dr. Michael d'Amico, Dr. Richard Roberts, Mrs. Linda Sugarman.

College of Fine and Applied Arts—Mr. Irving Achorn, Dr. John Bee, Mr. David Jamison, Dr. Kenneth Siloac.

College of Nursing—Miss Dorothy Dobrindt, Miss Kathryn Homeier.

School of Law—Mr. John Finan, Dr. Marvin Moore.

Community and Technical College—Dr. Thomas Brittain, Mr. Stanley Bruns, Dr. George Makar, Mr. David Robinson, Mrs. Anne West.

Elected from the Library:

Mrs. Virginia Allanson, Mr. Jack Hibbs.

Elected from Student Organizations:

Associated Student Government—Mr. Robert Farrell, Miss Frankie McDougal, Mr. Bill Meyers, Mr. M. Pugliese.

Evening Student Council—Mrs. Virginia Black, Miss Laura Ayers.

Graduate Student Council—Mr. William Hauser.

Student Bar Association—Mr. Christopher Head

Holding Office by Virtue of Administrative Assignment:

President D. J. Guzzetta; Dr. Noel L. Leathers, Vice President and Provost; Mr. Richard Hansford, Vice President and Dean of Student Services; Dr. C. E. Griffin, Dean of Graduate Studies and Research; Dr. R. A. Oetjen, Dean of Buchtel College of Arts and Sciences; Dr. C. J. Major, Dean of College of Engineering; Dr. H. K. Barker, Dean of College of Education; Dr. J. W. Dunlap, Dean of College of Business Administration; Dr. Ray Sandefur, Dean of College of Fine and Applied Arts; Dr. Lillian DeYoung, Dean of College of Nursing; Dr. S. A. Samad, Dean of School of Law; Mr. R. C. Weyrick, Dean of Community and Technical College; Dr. Thomas Sumner, Dean of General College; Dr. C. A. Carrino, Dean of Evening College and Summer Sessions; Dr. W. A. Rogers, Executive Dean of Continuing Education and Public Services; Mr. H. P. Schrank, Jr., University Librarian.

Appointed by the President:

Dr. I. R. MacGregor, Vice President for Planning; Dr. C. F. Poston, Director of Institutional Research and Academic Personnel; Dr. John Watt, Assistant Provost.

Ex Officio:

Dr. Wm. Beyer, Chairman, Committee of Department and Division Heads (also elected to Council)  
Dr. John Bee, Chairman, Committee on Faculty Rights and Responsibilities  
(also elected to Council) Chairman, Committee on Faculty Well-Being

Officers of University Council for 1976-77

Dr. Noel Leathers, Vice President and Provost, Presiding Officer.

Mrs. Anne West, reelected Secretary.

Dr. John Bee, President Pro Tempore, who would preside vice Dr. Leathers and/or President Guzzetta



# UNIVERSITY COUNCIL STANDING COMMITTEES, 1976-77

The Standing Committees of University Council, with the chairman of each listed first, are announced for 1976-77 by President D. J. Guzzetta:

## Elected

### Procedural

Leathers, West (Council secretary), Schultz (1975-77), Richard Roberts (1976-78), Clements (1975-77); D. J. Guzzetta, ex officio.

### Faculty Rights and Responsibilities+

(Tenured)	(College and Library)
Dale Jackson (1976-79)	Arts and Sciences
R. J. Gross (1976-79)	Engineering
David Weis (1974-77)	Education
Howard Taylor (1976-79)	Business Administration
John Bee (1975-78) —Chairman	Fine and Applied Arts
Marian Bauer (1975-78)	Nursing
James France (1974-77)	Law
J. W. Taggart (1975-78)	Community & Technical
R. Clinefelter (1974-77)	Library

+Chairman to be elected by the Committee.

### Faculty Well-Being+

P. Stuyvesant (1974-77)  
R. Grumbach (1975-78)  
H. G. Christman (1974-77)  
David Durst (1976-79)  
James Fee (1976-79)  
Susan Stearns (1975-78)  
Albert Leyerle (1975-78)  
B. Thomas-Moore (1974-77)  
J. Miller (1976-79)

### Selected by Procedural Committee

### Academic Policies, Curriculum and Calendar \*\*

Leathers, Poston (Secretary), Barker, Carrino, DeYoung, J.W. Dunlap, C. E. Griffin, Hedrick, Major, Oetjen, Rogers, Samad, Sandefur, Sumner, Weyrick; Allan, Allanson, Beyer, Brittain, Bruns, Burford, Coyne, Dye, Gerlach, Homeier, Jamison, Klafehn, D. Rich, Siloac, S. Thompson, R. Williams.

### Athletics#\*\*

Barker, Alleman, N.F. Davis, G. Larson, Railey, Robinson, Slaughter, Taliaferro; alumni, ex officio—Mrs. Frances Herberich (president, Alumni Council), W. Stuver Parry.

### Campus Facilities Planning#\*\*

MacGregor, Achorn, Costa, Duff, Eley, Focht, Hibbs, Nolte, L. Sugarman.

### Library and Learning Resources#\*\*

Schrank, Baldo, Burke, Gent, H.R. Grant, Hutchins, Marchione, Montgomery, Pfeiffer, Sterne, M. Sugarman, Martha Vye.

### Reference #

d'Amico, Fleming, Hittle, Maio, E. Wright.

### Research (Faculty Projects)

C. E. Griffin, Cardarelli, Godfrey, Harwood, Hendon, Latona, H. Livingston, I. Newman, Scavuzzo, Stoodt, Sweeney, Corbett (ex officio).

### Student Affairs\*\*

Hansford, Anandam, Brown, Carrino, Darr, Hill, A. MacDonald, Makar, Prough, Ruminski, Watkins, Hahn (ex officio), Vegso (ex officio).

#Chairman to be elected at first committee meeting from its members on University Council.

\*\*Student members to be added to committee.



### FACULTY OBSERVERS AT TRUSTEES' MEETINGS

The two faculty and two student observers at Board of Trustees meetings for 1976-77 are: Dr. Walden Crabtree, Associate Professor of Education, and Mr. Ronald Taylor, Associate Professor of Art, representing faculty; Mr. Robert ("Butch") Farrell, president of Associated Student Government, and Miss Lisa Roth, president of Associated Women Students, representing students. The student representative of the media is Mr. Kris Vasilo, 1976-77 Buchtelite editor.

### ELECTED UNIVERSITY REPRESENTATIVES, 1976-77

#### Faculty Advisory Committee to the Chancellor, Ohio Board of Regents

Representative—Dr. Charles Dye

Alternate—Dr. William Hendon

#### Ohio Faculty Senate

Representative—Dr. John Gwinn

Alternate—Miss Dorothy Dobrindt

#### Faculty Advisory Committee to the President

Buchtel College of Arts and Sciences—Mrs. Julia Hull, Assistant Professor of English  
College of Engineering—Dr. Robert W. Roberts, Professor of Chemical Engineering  
College of Education—Dr. Walden Crabtree, Associate Professor of Education  
College of Business Administration—Dr. Orville R. Keister, Jr., Professor of Accounting  
College of Fine and Applied Arts—Mr. Ronald Taylor, Associate Professor of Art  
College of Nursing—Miss Dorothy Dobrindt, Associate Professor of Nursing  
School of Law—Mr. Ronald E. Alexander, Assistant Professor of Law  
Community and Technical College—Mr. Richard Hoskin, Assistant Professor  
Ex Officio—Dr. Noel L. Leathers, Vice President and Provost

#### Hearing Board Pool

Buchtel College of Arts and Sciences—Dr. Lascelles Anderson, Dr. June Burton, Dr. Don Gerlach, Dr. John Gwinn, Mrs. Julia Hull, Dr. Roger Keller, Dr. George Knepper, Mrs. Alice MacDonald, Dr. Allen Noble, Dr. Sally Slocum.

College of Engineering—Dr. J. Lenczyk, Dr. J. Lestingi, Dr. Richard Williams.

College of Education—Dr. Walter Arms, Dr. Madeline Cooke, Dr. Bernard Esposito, Dr. Thomas Maxwell, Dr. Sarah Orlinoff.

College of Business Administration—Mr. Alan Krigline, Dr. Richard Lutz, Mr. George Prough.

College of Fine and Applied Arts—Mrs. Patsy Blackwell, Dr. James Fee, Mrs. Kathryn Koch, Mr. Richard Shirey.

College of Nursing—Miss Jean Haspeslagh, Mrs. Rebecca Pool.

School of Law—Mr. Hamilton DeSaussure, Mr. Merlin G. Briner.

Community and Technical College—Mr. Richard Henry, Mr. Wendell Johnson, Mr. James Switzer, Mr. James Taggart.

Library—Mrs. Ruth Clinefelter, Miss Judith Mowery.



DEPARTMENT HEADS FOR 1976-77

**Buchtel College of Arts and Sciences**

**Division of Humanities**

Department of Classics, Dr. Theodore T. Duke  
Department of English, Dr. Frederik N. Smith (Acting)  
Department of Modern Languages, Dr. Isaac Yetiv  
Department of Philosophy, Dr. Paul Uhlinger

**Division of Natural Sciences**

Department of Biology, Dr. Dale L. Jackson  
Department of Chemistry, Dr. Michael F. Farona (Acting)  
Department of Geology, Dr. Arthur Burford  
Department of Mathematics and Statistics, Dr. William H. Beyer  
Department of Physics, Dr. Charles W. Wilson, III  
Department of Polymer Science, Dr. Maurice Morton

**Division of Social Sciences**

Department of Economics, Dr. Robert R. Black (Acting)  
Department of Geography, Dr. Allen G. Noble  
Department of History, Dr. Robert H. Jones  
Department of Political Science, Dr. Carl Lieberman (Acting)  
Department of Psychology, Dr. Gerald V. Barrett  
Department of Sociology, Dr. Carl A. Bersani (Acting)  
Department of Urban Studies, Dr. William S. Hendon (Acting)

**College of Engineering**

Department of Chemical Engineering, Dr. Robert W. Roberts  
Department of Civil Engineering, Dr. Andrew L. Simon  
Department of Electrical Engineering, Dr. Donald C. Thorn  
Department of Mechanical Engineering, Dr. Rudolph J. Scavuzzo, Jr.

**College of Education**

Department of Counseling and Special Education, Dr. Kenneth C. Hoedt  
Department of Educational Administration, Dr. Paul C. Hayes  
Department of Educational Foundations, Dr. Gerald J. Blumenfeld  
Department of Elementary Education, Dr. Bernard L. Esporite  
Department of Physical Education, Mr. Andrew Maluke  
Department of Secondary Education, Dr. Larry G. Bradley

**College of Business Administration**

Department of Accounting, Mr. Dennis Gordon  
Department of Finance, Mr. Michael P. Litka  
Department of Management, Dr. Frank L. Simonetti  
Department of Marketing, Dr. Stephen S. Castle

**College of Fine and Applied Arts**

Department of Art, Mr. William A. Neumann (Acting)  
Department of Home Economics and Family Ecology, Dr. Barbara N. Armstrong (Acting)  
Department of Music, Dr. John A. MacDonald  
Department of Speech Pathology and Audiology, Dr. George D. Davis  
Department of Speech and Theatre Arts, Dr. J. F. Dunlap



DEPARTMENT HEADS FOR 1976-77, continued
**General College**

Department of General Studies, Dr. David C. Riede

**Community and Technical College**

Division of Allied Health Programs, Dr. Roger F. Keller

Division of Associate Studies, Mr. Blin Scatterday

Division of Business and Office Technology, Dr. George J. Makar

Division of Engineering and Science Technology, Mr. Michael Bezbatchesko

**Noncredit Departments**

Department of Developmental Programs, Dr. Martin McKoski

Department of Special Programs, Mr. Cecil Dobbins

UNITED WAY-RED CROSS CAMPAIGN

The annual United Way (formerly United Fund)-Red Cross Campaign will be conducted countywide from October 4 to November 7, 1976. Dr. Joseph C. Latona, Associate Professor of Management, is chairman of the University's drive for 1976, and will be assisted by co-chairmen—Dr. Richard Gigliotti, Mrs. Ora Anderson, Mr. George Cella, Mrs. Lois Rakich and Mrs. Melva Shaffer.

The campus quota has been set at \$41,300 for 1976. Last year the University family pledged \$40,123, which was 103 percent of the 1975 quota. Pledges and contributions may be returned by campus mail to Dr. Latona, College of Business Administration.

The University of Akron has maintained a fine record over the years for cooperating in this community project, and has been cited as a national example. All faculty and staff are urged to support this once-a-year giving effort, and demonstrate again that the campus is concerned for the welfare of its neighbors. We hope that our final report will merit the United Way slogan: "Thanks to you, it's working."

Schedule of University Faculty Meetings 1976-77

Month	Univ. Fac. 3:30	Univ. Coun. 3rd Thurs. 3:00	Grad. Fac. 4th Tues. 3:00	Arts & Sci. Fac. Tues. 3:00	Engr. Fac. 3rd Thurs. 11:00	Educ. Fac. 2nd Tues. 11:00	Bus. Adm. Fac. 3:00	Fine Arts Fac. 2nd Tues. 4:00	Nurs. Fac. 1st Mon. 1:00	Law Fac. 2nd Thurs. 3:00	Com. Tech. Fac. 2nd Thurs. 4:00
Sept.	24	23*			16	21	27				
Oct.		21		5	21	12	26	12	4	14	14
Nov.		18	23		18	9	22		1	10*	11
Dec.	O N	9*			2*	-	-	O N	6	2*	-
Jan.	C	20			20	11	11	C	3	13	13
Feb.	A	17		8	17	15*	7	A	7	10	10
Mar.	L	17			17	8	8	L	7	10	10
April	L	21			21	12	4	L	4	14	14
May		19	24	17	19	10	10		2	12	12

\*Note change from regular day of month  
9/1/76



THE UNIVERSITY OF AKRON  
UNIVERSITY CALENDAR 1976-77

Fall Quarter 1976 (49 Instructional Days)

September 6, Monday	Labor Day
September 16, Thursday	Day and Evening Classes Begin
November 11, Thursday	Veterans Day—University Closed
November 24, Wednesday	Final Instructional Day
November 25-27, Thursday-Saturday	Thanksgiving Recess
November 29-December 4, Monday-Saturday	Final Examination Period
December 12, Sunday	Commencement
December 23-24, Thursday-Friday	University Closed
December 25	Christmas
December 30-31, Thursday-Friday	University Closed

Winter Quarter 1977 (50 Instructional Days)

January 1, Saturday	New Year's Day
January 3, Monday	Day and Evening Classes Begin
January 12, Wednesday	Founders Day Ceremonies
March 12, Saturday	Final Instructional Day
March 14-19, Monday-Saturday	Final Examination Period

Spring Quarter 1977 (49 Instructional Days)

March 28, Monday	Day and Evening Classes Begin
April 10, Sunday	Easter
May 20, Friday	May Day
May 30, Monday	Memorial Day
June 4—Saturday	Final Instructional Day
June 6-11, Monday-Saturday	Final Examination Period
June 12, Sunday	Commencement

Summer Session I, 1977 (24 Instructional Days)

June 20, Monday	Day and Evening Classes Begin
July 4, Monday	Independence Day
July 22, Friday	End of Summer Session I

Summer Session II, 1977 (25 Instructional Days)

July 25, Monday	Day and Evening Classes Begin
August 26, Friday	End of Summer Session II

Fall Quarter	- 49 Instructional Days + Examination Week
Winter Quarter	- 50 Instructional Days + Examination Week
Spring Quarter	- 49 Instructional Days + Examination Week

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Approved by University Council, January 15, 1976



MINUTES OF MEETING OF UNIVERSITY COUNCIL, September 23, 1976

The adjourned regular meeting of University Council (from May 20, 1976) was called to order by the Chairman, Vice President Noel Leathers, at 3:05 p. m. on Thursday, September 23, 1976 in Leigh Hall 307.

Fifty members of the 63 members of Council were present. Those absent with notice were Dr. C. Carrino, Dr. M. d'Amico, Dr. D. Gerlach, Dr. D. J. Guzzetta, and Mr. H. P. Schrank, Jr. Others absent were Mrs. V. Black, Mr. J. Finan, Dr. W. Hendon, Dr. D. Jackson, Dr. C. Major, Dr. S. Samad, Dr. R. Scavuzzo, and Dr. T. Sumner. Miss Shirley Cool, Evening Secretary of the Student Bar Association, will represent the Law students during the fall quarter in place of Mr. Christopher Head who has a schedule conflict.

Dr. Leathers noted that this meeting had been scheduled to complete the unfinished agenda from the May 20, 1976 meeting. The Council had earlier considered the Report of the Faculty Rights and Responsibilities Committee on Policy and Procedural Guidelines Regarding Faculty Load, completing its study and amendments through Article II. B. Therefore, the document would now be considered beginning with Article II. C.

Dean Griffin spoke in opposition to the Report's section II. C. 1 "Load Credit for Classwork" in favor of greater flexibility. He moved its deletion from the document. The motion was seconded and carried.

There was no change proposed for II. C. 2 which would later become II. C. 1.

Because of some uncertainty as to interpretation of "reasonable proportion" in II. C. 3, Dr. Dye moved that the words, "doctoral courses" be substituted. The motion was seconded, but on vote it failed.

Dr. Moore moved that "majority of" enrollees be used in place of "reasonable proportion". This was seconded, and on discussion, put to a vote and failed. Dr. Schultz noted that some who teach doctoral courses are not major advisors. Dean Oetjen thought that there could be problems of interpretation and assignment of credit if II. C. 2 was for doctoral and II. C. 3 for other students taking advanced courses.

Dean Griffin moved that in II. C. 2 the word "dissertation" be deleted, and also the last sentence in II. C. 3. d. "No additional load credit will be given for directing doctoral dissertations". The motion was seconded and carried.

The Chairman of Council observed that this document was intended to reflect the thinking of Council as to what the load policy should be.

The wording in the preamble of II. C. 3 was questioned as to the meaning of doctoral student or other student. Dr. Brittain said the intent of the committee was for advising students on dissertations. Dr. Williams moved to amend lines five and six to change "student" to "advisee". The motion was seconded and carried.

Mrs. Sugarman moved to substitute the sentence at the top of page 4, Article III. B. from the Codification of Policies and Procedures Regarding Faculty Load (which was distributed from the Office of the Vice President and Provost in September 1975) for the Article II. C. 1 which had earlier in the meeting been deleted. The motion was seconded and carried.

It was moved to eliminate the words, "for two or more" (doctoral students) in the first two lines of III. B. and substitute the word "for". The motion was seconded and the vote carried, so that it would read, "Faculty who are not major advisors or dissertation directors for doctoral students ...."



MINUTES OF MEETING OF UNIVERSITY COUNCIL, 9/23/76, continued

The next change discussed was Article II.D.4. Dean Griffin moved that the number of fourteen load credits be replaced by twelve. The motion was seconded. Because of some need for individual exceptions, when the motion was put to a vote, it failed.

Following Dean Weyrick's suggestion that reference be made to Article IV of the Codification concerning Loads for Summer Sessions, Dr. Bee moved to substitute this Article IV.A. for the Report's Article II.D.4. The motion was seconded and carried. Dr. Oetjen moved that all of Article IV.A. of the Codification be substituted for the Report's II.D.4.

Mrs. Sugarman moved to amend the Codification's first sentence to add the words, "in consultation with the departmental faculty" at the end of the sentence. The motion was seconded.

Deans Oetjen and Barker felt that "departmental faculty" was ambiguous and offered too many ramifications. Following discussion, the motion was put to a vote and carried.

Dr. Williams moved that the words, "and assignments" be added after "Faculty loads" at the opening of Article IV.A. The motion was seconded, but on vote, failed.

Dr. Beyer moved to amend the beginning of Article IV.A. to read: "Faculty loads during the summer are determined by the department head in consultation with the departmental faculty member and approved by the dean of the college ...." The motion was seconded and put to a vote, carrying 19 to 17.

In response to Mr. Jamison's question as to the reason for using six hours in Article E.1, Dr. Brittain said it was determined after many open hearings.

In other discussion it was pointed out a department head is expected to be on campus in summer and thus is assigned credit (present policy).

Dr. Leathers asked for a vote on the entire amended document, which on motion was adopted.

Under "New Business", Mr. Farrell moved that the Grade Change Policy (adding plus and minus evaluations) approved last year, be referred to the Academic Policies Committee for further study and review, before the change-over programming is completed, and report to Council. The motion was seconded and carried.

The meeting was adjourned on motion at 4:25 p. m.

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APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, September 23, 1976

Report of the Faculty Rights and Responsibilities Committee

Policy and Procedural Guidelines  
Regarding Faculty Load  
February 19, 1976

The University Council reviewed the statement through II. C on September 23, 1976, and revised it to read as follows:

II. Guidelines for Assigning Load Credit, continued

C. Graduate Programs

Teaching in graduate programs generally requires more preparation, greater effort, and more time than usual undergraduate instruction. The following guidelines are intended to account for these circumstances.

1. Load Credit for Classwork.

Faculty who are not major advisors or dissertation directors for doctoral students but who teach courses at "700" level or above in which a reasonable number of the enrollees have been admitted to doctoral programs may be granted up to three load credits only during the quarter in which the course is taught.\*

\*For purposes of this particular policy, special problems, thesis, research, independent study, and "readings" will not qualify as "courses." Credit for these activities will be determined in a different way.

2. Direction of Research and Theses

Faculty members shall be assigned load credit for directing special problems, independent study, and other research problems and theses on the basis of one load credit for every five (5) student-credit hours.

3. Doctoral Programs

A faculty member who is a major advisor of doctoral students and who regularly teaches courses in which a reasonable proportion of the enrollees have been admitted to doctoral programs shall be granted one (1) load credit per doctoral advisee up to a maximum of three (3) load credits per quarter during each quarter in which the advisees are enrolled. Load credit covers such activities as the following:

- a. Advising and assisting the doctoral student in establishing a research design and in other ways helping the student in the preparation of the dissertation proposal.
- b. Providing advice, assistance, and guidance as the doctoral student conducts his research and writes the dissertation.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 9/23/76 continued

Report on Policy and Procedural Guidelines Regarding Faculty Load, continued

c. Completing the final reading, etc., of dissertation before it is presented to the student's committee for review.

d. Continuously engaging in research activities related to his discipline.

No additional load credit will be given for directing doctoral dissertations.

D. Teaching in Special Situations

1. Individual Research or Study

- a. Faculty members shall be assigned load credit for directing theses or research problems. The amount of load will be calculated on the basis of one (1) load credit for every nine (9) undergraduate student credit hours, and one (1) load credit for every five (5) graduate student credit hours.
- b. Students who register for independent or individual study or readings courses will be assigned to faculty members by the department head who will take care to make sure that such assignments are distributed evenly among all members of the department, insofar as the faculty members' specialties will allow. Load credit shall be assigned using the formula described in a. above.

2. Closed Circuit Television Courses

- a. Tape Preparation—a faculty member who is preparing a course for presentation on closed circuit television shall be assigned a total of up to six (6) load credits for preparation preceding the first presentation.
- b. Load credit assigned for television instruction must take into consideration the following variables:
  - 1) The number of times the course is scheduled.
  - 2) The number of students enrolled.
  - 3) The amount of taping required within the particular quarter.

Assuming that the instructor has received load credit at some prior time to develop the course and complete at least some of the tapes, the following formula will be used to compute load credit:

$$\text{Load Credit} = a(xy + z + b)$$

when:

"a" is a constant, normally one load credit, but which can be less than one if more than one faculty member is involved. "x" is the number of credits earned by the student for the course.



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Report on Policy and Procedural Guidelines Regarding Faculty Load, continued

"y" is a function of the number of times the course is televised per quarter, exclusive of individual carrel playback. A reasonable computation of "y" is one for the first play, and two for the second and all subsequent plays. "z" is an administrative load based on enrollment. A reasonable computation of "z" is one credit hour earned for each 500 students or fraction thereof. "b" is credit earned for remaking tapes during the quarter. A reasonable computation of "b" is one credit for each three tapes made.

Thus, an instructor of a three-credit course of 800 students with two or more tape plays and the need to remake six tapes would earn ten load credits. No instructor can earn overload pay solely on television instruction.

3. Other Special Situations (Field Experience, Student Teaching Supervision, Workshops, Short Courses, Studio Courses in Art, Play Directing, Coaching, Supervising Interns, etc.)

Such activities do not lend themselves to standard university-wide policies. Load credit for such activities will be developed in conversations between department heads and the dean of the college after consultation with the faculty members involved subject to review and approval by the Vice President and Provost.

4. Loads for Summer Sessions

Faculty loads during the summer are determined by the department head in consultation with the departmental faculty member and approved by the dean of the college. In making assignments, such variables as the number of different courses (e.g., workshops and institutes) and the experience of the faculty member are taken into consideration. In addition, some limitations must be placed on the number of courses and any other responsibilities a faculty member is expected to carry. The maximum load for one term is nine load credits (ten if only two courses are assigned) and twelve load credits for two terms.\* Fourteen load credits may be approved in emergency situations after consultation with the Vice President and Provost. Workshops or institutes offered between Spring Quarter and Summer Session I; or between the end of Summer Session II and Fall Quarter need not be counted as part of the nine load hours for one term, but will be counted toward the total of twelve load hours for the entire summer.

\*School of Law, maximum of six hours for one term and nine hours for two terms.

5. Dividing Load Among Multiple Faculty in Same Course

When a course is taught by more than one faculty member, load credit will be divided equitably. The faculty member who is the instructor of record and who is responsible for coordinating the other instructors' activities will first



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 9/23/76, continued

Report on Policy and Procedural Guidelines Regarding Faculty Load, continued

be assigned an amount of credit as determined in consultation with his department head and/or dean. The remainder of the credit will be divided among the other faculty participating as agreed upon by all involved. This policy does not apply to laboratory courses or those with many discussion sections; it is designed for so-called "team teaching" situations or when more than one faculty member participates in lectures.

6. Off-Campus Courses

If it is proposed that a course be offered off-campus, arrangements will be made with the Dean of the Evening College by the department head through the dean of the college. Such courses will be part of the faculty member's regular load for that particular quarter and will be included in the Academic Activity Report. When extensive travel is involved, each faculty member teaching a course off campus will be entitled to some load credit for the time spent going to and from the site; and will receive the regular mileage allowance for travel expenses. If the faculty member has an overload as a result of such assignments, remuneration will be made at the regular overload rate.

E. Administration

1. Department heads will normally be granted six load hours per term for administrative duties. The amount of credit assigned in each case, however, shall be roughly correlated with the following factors:

- a. Number of faculty (full-time and part-time), staff, graduate assistants and student assistants.
- b. Number of students served and courses offered.
- c. Variety of program levels (general studies, undergraduate, graduate, evening, off-campus, etc.).
- d. The extent and quality of departmental research and scholarly and professional activities.
- e. The amount and sophistication of departmental equipment and supplies; the extent of laboratory involvement.

With the approval of the Vice President and Provost, deans may grant a department head more than six credits per term in situations where conditions seem to warrant. (However, in no case shall less than three credits per term be granted.)

2. Other part-time administrative assignments may be made with the approval of the Vice President and Provost. However, such appointments must be accompanied by an explicit description of job responsibilities.



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Report on Policy and Procedural Guidelines Regarding Faculty Load, continued

3. The head of a department which has a doctoral program may be granted an additional three load credits per quarter if he meets requirements put forth in C.3.
4. Summer Load for Administration

A given department shall be allocated not less than three hours for administrative work for the entire summer (Summer I and II). The amount of each allocation will be determined by the volume of activity in each department during each Summer Session. These hours need not be assigned to department heads per se, but shall be allocated in a manner approved by the Collegiate Dean. A faculty member is expected to be available in the office a reasonable amount of time each day during the period he (she) is awarded the load credit.

F. Research

Load credit may be granted for scholarly research including departmental research and projects funded by outside sources. A written research proposal must be approved by the Dean of the College in consultation with the Dean of the Graduate School and by the Vice President and Provost before load credit is assigned. The department head and deans will audit the project at the end of the academic year to determine whether the accomplishments warrant continuing the load credit.

G. Instructional Support

With the approval of the Dean of the College and the Vice President and Provost, load credit may be assigned for special functions not otherwise covered in these guidelines (e.g., counseling students as a special collegiate or departmental assignment, editing journals, developing and preparing new courses or programs, developing courses for television, etc.). Load must bear a reasonable relationship to the time necessary to carry out the assignment as well as to the importance of the activity to the department, college or University.

H. Activities Not Eligible for Load Credit

Some activities that are not considered a normal part of professional responsibilities to the University or are subsumed in other larger categories (e.g., teaching a course) do not qualify for assignment of load credits. For example, the following activities would not normally qualify for load credit:

1. Holding office in local professional groups.
2. Occasional general academic or professional counseling of students.
3. Counseling of students in a specific subject area, particularly if the faculty member is assigned load-credit for teaching a class in the same discipline.
4. Freely participating in University, collegiate, or departmentally sponsored "extracurricular" activities.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 9/23/76, continued

Report on Policy and Procedural Guidelines Regarding Faculty Load, continued

5. Performing ordinary public service.

III. Procedural Guidelines

- A. All activities outlined above will be counted as part of the load for any quarter and will be included on the faculty Academic Activity Report.
  - B. Overload calculations based on the prescribed conditions are made in the Spring Quarter and involve only load credits for the three quarters of the academic year with no carry-over into the summer.
  - C. Academic Activity Report forms should be prepared under the supervision of the department head to assure consistency in application of guidelines.
  - D. Load for a course cannot be assigned both to a graduate assistant and to a faculty member. If the graduate assistant actually teaches the class, then the faculty member should not receive load credit. (This policy is not applicable to laboratories.)
  - E. When a faculty member is on joint appointment or teaches courses outside his "home" department, the head of the "home" department or department of primary appointment will be responsible for completing the load report and will include the work performed outside the department.
  - F. Any questions relating to assignment of load credit should be discussed first with the department head and—if necessary or desirable—with the appropriate dean and the Vice President and Provost.
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MINUTES OF ALL-UNIVERSITY FACULTY MEETING OF SEPTEMBER 24, 1976

The annual fall all-University faculty meeting was called to order by President D. J. Guzzetta at 3:30 p.m. on Friday, September 24, 1976 in John S. Knight Auditorium.

He welcomed the group as the University began its 107th year saying that before he speaks to them about his hopes for the 1976-77 academic year, he would introduce the new faculty, calling on the Deans and administrative officers to present their new staff members.

For Buchtel College of Arts and Sciences, by Dean Robert Oetjen: Dr. Guy S. Alitto, Assistant Professor of History; Mr. Faraj Ardalan, Lecturer in Modern Languages; Dr. Daniel Ely, Assistant Professor of Biology; Dr. LaVerne Friberg, Assistant Professor of Geology; Dr. Arthur Palacas, Assistant Professor of English; Mr. Thomas Price, Assistant Professor of Mathematics; Mr. Gary Sellers, Assistant Professor of Economics; Dr. Frederik Smith, Associate Professor of English, and Acting Head of Department; and Dr. Donald P. Story, Assistant Professor of Mathematics and Statistics.

For the College of Education, by Dean H. K. Barker: Mr. Kenneth Cunningham, Instructor in Physical Education and Head Basketball Coach; Dr. Harold M. Foster, Assistant Professor of Education; Mrs. Susan McBride, Visiting Instructor in Education; and Mr. James P. Tressel, Lecturer in Physical Education and Assistant Football Coach.

For the College of Business Administration, by Dean James W. Dunlap: Dr. D. L. Kimmell, Associate Professor of Accounting; Mr. David Meeting, Instructor in Accounting; Mr. James A. Porter, Instructor in Marketing; and Dr. Stephen Turner, Assistant Professor of Management.

For the College of Fine and Applied Arts, by Dean Ray Sandefur: Mrs. Bonny Chirayath, Instructor in Home Economics; Mr. Alexander Davis, Instructor in Speech; Mr. Cecil V. Gold, Assistant Professor of Music; Dr. Patricia Kricos, Assistant Professor of Speech; Mrs. Miriam Litt, Instructor in Home Economics; Miss Kathleen Ricks, Instructor in Art; Mr. Mark Soppeland, Instructor in Art; and Mrs. Winifred Watson-Florence, Instructor in Speech.

For the College of Nursing, by Professor Gibney, in Dean DeYoung's absence: Mrs. Mary Ann Arenella, Instructor in Nursing; Dr. Barbara Fuszard, Associate Professor of Nursing; Mrs. Kristine M. Gill, Instructor in Nursing; Mrs. Mary B. Goletz, Instructor in Nursing; Mrs. Margherita C. Labson, Instructor in Nursing; Miss Deborah D. Lumley, Instructor in Nursing; Mrs. Elizabeth Misko, Instructor in Nursing; Mrs. Virginia B. Newbern, Assistant Professor of Nursing; Mrs. Margaret Seeno, Assistant Professor of Nursing; Mrs. Judith Skinner, Instructor in Nursing; Mrs. Pamela Skorman, Instructor in Nursing; and Miss Helen A. Wright, Instructor in Nursing.

For the School of Law, by Dean Stanley Samad: Mr. Richard L. Aynes, Coordinator of Appellate Review Office and Lecturer in Law; Mrs. Barbara S. Chase, Assistant Law Librarian; Mr. Robert Croyle, Assistant Coordinator of Appellate Review Office and Staff Attorney; Mrs. Margery B. Koosed, Assistant Professor of Law; and Mr. Jeffrey A. Parness, Assistant Professor of Law.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/24/76, continued

For the Community and Technical College, by Dean R. C. Weyrick: Dr. Michael Bennett, Visiting Instructor in the Community and Technical College; Dr. John Cole, Visiting Instructor in Secretarial Science; Mrs. Janice Eley, Instructor in Food Service Management; Mr. Walter M. Herip, Instructor in Commercial Art (Community and Technical College) and Instructor in Art (Fine and Applied Arts); Mrs. Laura Johnson, Instructor in Associate Studies Division; Miss Joyce Mirman, Visiting Instructor in Data Processing; Mr. David E. Stewart, Instructor in the Community and Technical College and Research Associate in the Center for Urban Studies; Mrs. Genevieve Turlik, Instructor in Secretarial Science; and Mr. LaVerne Yousey, Instructor in Respiratory Therapy Technology.

For Wayne General and Technical College, by Dean John Hedrick: Mr. E. Lee Wilson, Instructor in Commerce.

For Evening College and Summer Sessions, by Dean Caesar Carrino: Mrs. Sandra Topa, Coordinator of Developmental English, and Dr. Diane Vukovich, Coordinator of Developmental Mathematics.

Dr. Noel Leathers, Vice President and Provost, presented for the Center for Computer Assisted Instruction: Miss Rose Marie Badia, Instructional Programmer-Liaison; Dr. Timothy D. Taylor, Assistant Director; and Mr. Thomas Warner, Instructional Programmer.

Dr. Ian MacGregor, Vice President for Planning, presented Mr. Roger Ryan, University Architect.

Mr. R. L. Hansford, Vice President and Dean of Student Services, presented Mr. Patrick A. Darrah, Assistant Director of Placement; Mr. Anthony Hromco, Adviser of Students; Mrs. Karen Kohn, Adviser of Students; and Mr. Robert C. Sullivan, Assistant Director of Placement.

Mr. George Ball, Executive Director of University Relations and Development, presented Mrs. Luci Swabb, University Editor.

For ROTC, by Mr. Foster Buchtel, Civilian Coordinator: Army—Captain James Gano, Assistant Professor of Military Science; Air Force—Captain Carroll Carter, Assistant Professor of Aerospace Studies, and Captain John Tarter, Assistant Professor of Aerospace Studies.

Dr. Guzzetta then called upon Dr. Joseph Latona, chairman of the 1976 campus United Way (Fund)—Red Cross Campaign. Dr. Latona announced that the countywide campaign would start officially on October 4 and conclude November 7. The University's goal has been set at \$41,300. Last year the campus personnel pledged 103 percent of its \$40,123 quota. All of the University family will receive pledge cards in the mail, and he urged that the response again would exceed the quota.

President Guzzetta endorsed Dr. Latona's plea, emphasizing the importance of the University maintaining its leadership in this area of public concern and service.

Dr. Guzzetta told the faculty that the anticipated moderate increase in enrollment had materialized, and that Akron would probably maintain its standing as the third largest in the state, when the final figures are audited after the fourteenth day of classes.

The President then turned to his prepared remarks, which follow, in their entirety:



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/24/76, continued

"Past, Present and Potential"  
by D. J. Guzzetta, President

I do not know where the time has gone, but I have just recently completed the fifth year of my second tour of duty here at The University of Akron. Were it not for the fact that both faculty and students are getting—or at least appearing—younger each year, I would not be aware of the passing of time!! The past five years of working with you have been enjoyable. I am looking forward to continuing this relationship as we move into a new year. And I am pleased to welcome those of you who have just joined us.

Well, after a period of time such as five years, one is tempted to recount the pluses and minuses—and I am certainly one who falls into this category. However, a recap of the past by itself is useless. Many of you will recall the Queen's admonishment in Through the Looking Glass when she remarked that "It's a poor sort of memory that only works backward!" Yes, we must also use our memory to "work forward." Therefore, permit me to highlight a few of our positive achievements over the past five years and use these as points of departure with the principal objective of focusing our attention on the future and some ways in which we might approach it.

Where do we start? Over the past five years our fall enrollment—credit and non-credit—has increased from 22,500 to over 26,700, marking 18 unbroken years of increasing enrollment. Close to 16,000 men and women (15,944) have earned their degrees during this period or 37% of our total since 1870. Available classrooms have grown from 132 with 6,432 student stations to 158 with 8,082 student stations. And the 77 laboratories with 1,667 student stations of five years ago have grown to 103 laboratories with 2,157 student stations. Over a half dozen buildings have been renovated, a number of older structures demolished, and six new buildings completed (Music, Speech and Theatre Arts Building; Olin Hall; Bierce Library; McDowell Law Center; Wayne College Facility; E. J. Thomas Performing Arts Hall). Total investment in land, buildings and equipment has grown from \$60,126,000 to \$111,818,000.

In partial support of our expanded academic programs and enlarged student body, we have over the past five years:

- Increased our Library holdings from 699,697 to 812,161.
- Entered into consortium arrangements with Kent State and Youngstown State Universities for an educational television network (NETO) and a Medical College (NEOUCOM); with Kent State University for a Joint Doctoral Program in Sociology; and are exploring a Joint Graduate Program in Nursing with Kent State.
- Established a branch campus—Wayne General and Technical College—in Orrville, Ohio.
- Established on the University campus a Learning Resources Center, an Educational Research and Development Center, a Computer Assisted Instruction Program, a Center for Economic Education and an Institute for Lifespan Development and Gerontology. At the same time, we have been encouraging and expanding many of our existing centers such as the Institute of Polymer Science, Developmental Programs, Environmental Education and Urban Studies.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/24/76, continued

And, we have:

- Introduced an Honors Program.
- Expanded our International Education involvement.
- Increased our support of research and creative activities. (External support of faculty research exceeded \$1 million this past year for the first time—a clear sign of confidence in our faculty capabilities.)
- Increased our student aid from \$2,800,000 to \$5,300,000.

Along with these advancements we were able to provide some unifying definition of our direction through the cooperative development of the two statements: "Urban Mission of The University of Akron" and "Goals and Purposes of The University of Akron."

One of my pet objectives has been the freeing up of communication channels on our campus. In this connection many of you may remember my keen interest in listening as a communication medium, or hearing me refer to open door policies! But the openness is critical for full and free involvement. And such involvement is critical if we are to make the most of our collective talents and resources as we strive for continued leadership in urban higher education.

With your advice and encouragement, monthly faculty forums have been held to receive suggestions and challenges. We have met monthly with student leaders and have invited student groups to quarterly brunches where refreshing exchanges of information and views have taken place. And, quarterly progress reports have been prepared for all members of the faculty and staff.

(I am afraid that my comments thus far sound as if I am blowing our University horn. Undeniably, I am! But I am only relating the facts as they are.)

Our efforts and progress are, ideally, self-rewarding. However, they have not gone unrecognized by others. When the W.K. Kellogg Foundation provided The University of Akron with a grant in support of our innovative program for the development of team leadership at an urban university, they identified us as a "flagship" for this type of program. The Foundation made it clear that their decision was influenced strongly by the attitudes and skills already evident among our faculty and staff and the further potential that flows throughout our campus. The Kellogg Program will provide a larger number of our faculty and staff with a better understanding of leadership and team skills, of University operations and of higher education issues. The first class has gone through its "instructional" period and will now be involved in task force activities directed toward specific areas of concern. The second class will start the first of October and invitations have been sent out to the faculty and staff to apply for the remaining spaces in Classes III and IV. The results thus far are good and we anticipate that this program will do much to accelerate faculty and staff involvement in the planning and decision-making process.

Another major national foundation, The Lilly Endowment, recognized our pioneering efforts in faculty self-development, and improvement of the teaching/learning process. The Lilly Grant to our Educational Research and Development Center will help expand the pool of faculty who are seeking assistance in their approaches to improvement and innovation in the total learning process.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/24/76, continued

Our accomplishments and strengths have been recognized internationally. We have been selected to assist the Iranian government establish a multi-campus institution of higher learning called Razi University. Our University was also one of 21 selected to be represented on an educational tour of higher education in mainland China, and will be similarly represented in Taiwan as of October 1. And we have been invited by India to review on site their own efforts in higher education.

Our recognitions include accreditations at both the University and the College levels, many of which are taken for granted and others which denote specific academic or professional status in a given area. Our most significant "overall" accreditation visit will be this spring when a North Central Team will evaluate us for "mature status." This is a major goal of recognition for the University, its programs, its faculty and its students. Because of its significance, we want to assure the opportunity for every member of the University family to be informed and involved. An Institutional Self-Study is presently being completed and copies will be distributed throughout the campus in January. Following the distribution of the copies of the study, and after you have had an opportunity to review them, I will meet with the collegiate faculties to discuss the upcoming visit, answer questions and receive suggestions. You are all urged to review the study when it becomes available and to raise any appropriate questions.

Everything I have described (and much more that I will not take your time to enumerate) has happened because of all of you. The activities of the five years that we have just completed together have already molded part of our future. In fact, it was the recognition that our future is molded today and yesterday—that memory does not only work backward—that has encouraged me to appoint earlier this year a standing Commission on Institutional Planning and Development. The Commission will assure the involvement of faculty, administration and students as we make time to assess where we have been, where we want to go and how we will get there. Recognizing that reform in any one area has at least implications for changes in others, the Commission will be concerned with the teaching, research and community service functions, as well as the administrative support functions of the University. In all of its activities, the Commission will use as its point of departure the two statements, "The Urban Mission of The University of Akron" and "Goals and Purposes of The University of Akron." The Commission will be using the past and the present to plan for the future where it can be planned, and prepare for the future when our past activities have already determined its plan. I believe it is appropriate here today to talk about futures and higher education just as the Commission will be doing over the years ahead.

To the University administrator "future" can mean needs, resource allocations, social, political and cultural shifts in the years ahead. To the faculty member it can mean the constantly changing state-of-the-art in his or her discipline, the undeterminable in the years ahead that must somehow be included in today's classroom teaching, or the future of the institution itself as it might affect his or her professional goals. To me, "future" means all of these and more. It means combining imaginative and idealistic projections with analysis of often mundane and practical present-day events. It means recognizing what can and cannot be done within the time frames of our existence. The classic petition of Reinhold Niebuhr needs to be displayed prominently as a constant reminder to all of us in higher education who should be concerned with the future:

" . . . give us the serenity to accept what cannot be changed, courage to change what should be changed, and wisdom to distinguish the one from the other. "



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/24/76, continued

The first question that is reasonable to ask is why should those of us in higher education be so concerned with the future? The Futurist, a magazine for students of the future, states that:

"This movement to futurize education arises from a growing recognition that the extremely rapid pace of social and technological change means that the world of tomorrow—in which today's students will be adults—is going to be vastly different from the world of yesterday that schools have traditionally stressed."

This statement is certainly true. Our own past five years attest to this. However, I prefer the more concise explanation given by Earl C. Joseph, a leading futurist educator at the University of Minnesota:

"When I ask, 'Why are students in school?' The only answer that seems relevant is, 'Students are in school to prepare themselves for the future.'"

We have to help our students learn how to deal with today, prepare for social conditions and careers of tomorrow that do not exist today, and appreciate it all within the interconnecting complex of yesterday, today and tomorrow.

We can teach them (and ourselves) that the future of tomorrow and the next five years is already largely determined—short of some catastrophic event—by what we have already done. Rather than try to bring major change in this time period, we should learn to anticipate what will be needed and to introduce improvements and advances. We should also recognize that this period will lock in the future of five to ten years from now except for the introduction of unexpected variables. Therefore, now is the time to introduce policy and planning decisions to allow us some choice of alternative futures for the years ahead. But we have to be aware of what these alternatives are. And this calls for a formal study of the future which draws upon many disciplines and allows for a great deal of interaction among them.

Paradoxically, to make the best use of future studies in higher education, we should not limit ourselves to formal studies of the future. Individual courses can be futurized in a variety of ways. An English course might include a study of utopias or science fiction, thus opening the students' minds to the awesome possibilities of the future. A course in any one of the scientific disciplines might require students to consider how specific scientific developments may affect human life in the coming decades. A social studies course can free students' imaginations by having them design new governmental, economic or social structures that might work in the future. Courses dealing with decision-making or counseling usually present a model that includes a statement of the problem, resulting secondary problems, alternative solutions and their consequences, evaluations of facts and opinions and appropriate recommendations. The same model, it can be pointed out, can be used in future-oriented questions and approaches. The possibilities are limited only by our imagination.

This fall quarter I will appoint an Ad Hoc committee of faculty, administrators and students to consider the feasibility of establishing a Center for the Study of the Future to provide a focal point, catalyst and assistor in establishing curricula, studies and cross-disciplinary activities dealing with the future. This agency would also work closely with members of the University in such planning. The results of the deliberations of the Ad Hoc



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/24/76, continued

committee will be reviewed by the Standing Commission on Institutional Planning and Development so that the recommendations will have involved consideration of the University and its mission as a total system.

Even a cursory observation of what is happening in higher education, as well as within the context of dramatic societal changes, brings general agreement that times are different and will continue to change. I do not believe that our social scientists have ever resolved the issue of whether education leads or follows society. In either case, the signs have never been clearer that education at all levels must continue to make some major adjustments. An educational status quo policy in the light of society's "new look" can persist no longer. And, having the benefit of nearly 19 years of involvement in The University of Akron's total programming, I can say that we have the personnel and expertise to be in the vanguard of higher education's reexamination and, if necessary, redirection.

The educational sociologist, Willard Walter, has described educational institutions as "museums of virtue," places to exhibit all the virtues that nobody wants to practice anymore, but that everyone feels are somehow important. I wonder if the same can be said about the many other aspects of the educational process such as the curricula, the teaching/learning process and the structure. Are we merely exhibiting "virtues of pedagogy" that are more tradition than reality? Has the time arrived for us, as educators, to go back to the drawing board recognizing that, as a nation, we are moving into our third century of existence in a world that is unrecognizable by any past standards? I would answer in the affirmative and I would propose that we consider pursuing approaches that I wish to discuss briefly with you now.

For a start, allow me to return to my earlier remarks on "futures." I have already discussed this as one of the approaches we should consider as responsible and responsive educators. But I am bringing "futures" into our discussion again to help illustrate some other areas we may wish to consider changing.

Students of the future recognize a number of powerful forces for change that are operating independent of our decision control with a momentum that will not run out for decades: population changes, economic demands, environmental pressures, urbanization, technology and the interrelationships of these forces. Let us take a brief glimpse at some of these forces and a few of their implications for us as educators.

We have been hearing quite a bit about zero population. Certainly, those of us who follow enrollment patterns can appreciate the long-range potential effects of a change in the birth rate. Note that I said "potential effects." I did this for at least two reasons:

1. Although the change has to be accepted as inevitable, its predicted effect does not have to be accepted as inevitable. That is, we can offset its effect with other, planned actions.
2. We are sometimes too hasty in assessing what the effect will be.

Let me deal with the second point first.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/24/76, continued

If the 1973 U.S. birthrate of 1.9 children per family were sustained long enough, population growth would eventually stop. But growth would not stop until well into the 21st century. In fact, over the next 40 years we would gain about another 50 million in population (roughly equal to the population of France) and the growth would go on, but slowing steadily, for another 10 years or so. This assumes, of course, that there would be no sustained deviation from the 1.9 birthrate. And we are overlooking the fact that the population explosion we have witnessed in recent history is not the result of soaring birthrates but rather declining death rates! So, let us look again at the Population-Change Force and its implications for education.

Although there may be a decline in enrollments, it will not necessarily be the result of a lowered birthrate, certainly not within the working tenure of any of us in this room today! The traditional college-age student will be available in ample numbers for some time to come. Whether he or she elects to go to college is another question. Our young people today and the young people in the foreseeable future are more aware of their options, and they have more options.

At the same time the availability of our traditional college-age student is at least holding steady, we are experiencing an increase in the number of older persons who are interested in continuing their education. People are living longer, retiring earlier, and achieving more leisure time through the use of the many labor-saving devices available on the mass market. Changes in job requirements are keeping pace with changes in our society and in our technology. The image of college being only for the young has long been an image of the past.

Thus, any thought given to our population change, particularly as it is influenced by economic demands and technological changes, suggests that mass education will be with us for a while and mass education, in this sense, means that a larger number of people who are both desirous and deserving of further education beyond the post-secondary level will be looking to us to provide it to them on an individualized basis. This, in turn, suggests that we reexamine our learning environment and our teaching/learning techniques in light of an increasingly varied clientele and an increasingly expanding age spectrum. Those institutions of higher education—such as The University of Akron—located in urban areas will bear the brunt of these shifts. Let us look for a moment at the change force—urbanization—to clarify my point.

Increase in numbers is only part of the population pressure. Another major part is concentration, or urbanization. In fact, we are concentrating faster than we are increasing. During the decade of the 60's, when the total U.S. population grew 13 percent, metropolitan area population grew 23 percent. The Rockefeller Commission, noting that in 1970 about 80 percent of the U.S. population lived in "metropolitan areas," estimated that 85 percent will live in metropolitan areas by the year 2000—less than 25 years hence.

Clearly, the population shift that is moving with unswerving momentum toward urbanization will create a larger demand for mass education at urban universities. It will create other demands on the urban university as well. Large, concentrated populations spend more per capita on transportation facilities, paving, utilities, waste-handling facilities, pollution control, housing, water supply and distribution facilities than do scattered populations. This, in turn, has definite implications not only for formal educational programs at urban universities such as The University of Akron, but also for informal education opportunities, public service and research.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/24/76, continued

It is clear to me, as I review the accomplishments of our faculty and staff over the past five years, that most of you have been aware of the particular role and responsibility we have as an urban university. The many innovative educational, research and public service programs we have launched recognize the thrusts of the present that will become the demands of the future. I want to cite a recent example of a program that collected the experiences of our tradition, recognized the thrusts of the present and anticipated the demands of the future.

The Institute for Lifespan Development and Gerontology officially came into being this past year. Yet it is not new in the usual sense of the word. The Institute manifests the central philosophy of our urban mission as a University: to concern ourselves with the learning, career-preparation and "whole-person" developmental needs of citizens of all ages, from all walks of life possessing the variety of learning needs created by our urban environment. The Institute will facilitate the bringing together of academic disciplines and activities—teaching, research and public service—for the development of learning as a continuous process, not one segmented by age groups or career levels. This is not an add-on program to provide another source of workshops and noncredit programs. It is an integral part of our credit and noncredit educational programming. It is the core of our mission. It is an active source of emphasis and a constructive reminder that post-secondary education is not the private preserve of the 17-to-22-year-old. It recognizes what the futurists are saying today and what we have been doing almost since our founding.

Thus far we have reviewed our past five years, described means by which we hope to integrate the study of the future into our academic programming, and have cited an example of the merging of past and present activities with future needs to establish a focus for learning as a lifelong process. There is a third, and final, thrust that should be considered as we meet today.

The teaching/learning process is an interpersonal experience. And the variations and complexities of interpersonal skills necessary for the teaching/learning process will grow as we continue to broaden our concept of lifespan education and development. One of our central concerns as educators, then, must be the continual development and refinement of interpersonal skills in line with an understanding of how people learn and change. Further, we must help our students develop these skills so that they can continue to learn and to work together. There are few of you in this room who will be surprised to hear me say that good listening is basic to good interpersonal skills. Certainly listening is the skill that we should use the most. Of equal certainty, listening is the skill that is rarely effectively exercised or consciously improved.

The primary delivery system in the process of teaching and learning depends on good listening. Yet one recent study revealed that only 25 percent of college freshmen were able to accurately determine the main points of an informational lecture they heard. And we are becoming more aware that teachers and administrators are exhibiting about the same level of listening ability. If any skill cuts across age differences, learning experiences, career flexibility, social mobility and preparedness for the future, it is listening. If we are to fulfill our promise of preparing ourselves and preparing our students we must turn our attention to courses, in-service workshops and research on listening.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/24/76, continued

We will need to integrate the development of good listening behavior in much of our curriculum, just as we try to integrate other aspects of good communication. Improvement in listening instruction calls for innovative strategies and rigorous research and applicability. For these reasons, this year The Educational Research and Development Center will have as one of its primary objectives working with the faculty and administration in developing courses, curricula, research and programs on listening and I urge that serious consideration be given to integrating this area of study into our regular programming.

Now, let me take time and briefly summarize what I have tried to report to you today:

- We have had a busy and fruitful five years that have demonstrated increasing breadth and depth in our response as an urban university.
- Our efforts are starting to attract national and international attention, which places upon us a heavier responsibility for quality performance.
- We are at the point where we must formalize our planning for the future, particularly as the future will bring disproportionately heavy demands on urban universities such as The University of Akron. (I must add here that, although there are no limits to demands, there are definite limits to growth.) Therefore, we will have to continue to find ways of doing more and more for the same or less! And, whether we like it or not, the changing financial scene at all legislative levels, industrial corporations and foundations will force us all into "the search for a new look"—not for the sake of change, but because of necessity.
- Basic to our planning, to our programs and to our responsibilities are three major thrusts: (1) educating the student for the future; (2) recognizing lifespan development as the core of our educational planning; and (3) integrating good listening skills into our curriculum and courses.
- For the upcoming year, special attention is urged and encouraged for establishing these three thrusts as solid foundations for our future programs.

In closing, I call your attention to a statement by Dr. Patricia Cross, a practicing educator whose command and knowledge of the field of higher education is unparalleled in my judgment.

Dr. Cross reminds us that "We can no more say that something has been taught when nothing has been learned, than we can say that something has been sold when nothing has been bought." What this suggests is that we must continue to place equal emphasis on both TEACHING and LEARNING. The two processes constitute a team approach since one without the other cannot be. Further, teaching and learning are two parts of a larger team which also includes research and creative activity. Research provides the continual update of knowledge, the development of the critical mind and the testing of our processes of teaching and learning. Creative activity enlarges upon the scholarly role of research, extending the imagination and expanding our levels of communication and fulfillment. And, because learning is such a personal thing, the education of the future and its supportive research and creative activities must become more responsive to the individual differences in background, preparation and in goals among our students.

It is my hope that we at The University of Akron will accept this challenge and program appropriately in keeping with today's and tomorrow's societal requirements.

Thank you and have a fulfilling year!

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MRS. LINDA McPHERSON  
VICE PRESIDENT & PROVOST