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Faculty Senate Chronicle October 1, 1977

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1977-78, No. 2 (17 pages)

October 1, 1977

UNITED WAY-RED CROSS CAMPAIGN 1977

The annual United Way-Red Cross campaign began on September 23 and will continue through November 15, 1977. The University's 1977 goal is \$43,200, which is 3.7 percent above last year's quota when 101 percent was pledged.

The campus drive will be directed by Dr. R. J. Gigliotti, Associate Professor of Sociology, chairman, and by Dr. J. V. Fee, Professor of Mass Media-Communication, co-chairman. They will be assisted by Mr. Ronald Alexander, Law; Mr. Foster S. Buchtel, Administration; Dr. B. A. Deitzer, Business Administration; Dr. D. T. Dolan, Community and Technical; Mr. Joseph Edminister, Engineering; Mr. Russel Giersch, Physical Plant; Mrs. Patricia Godfrey, Nursing; Mrs. Norma Spencer, Education. Pledges and contributions may be sent through campus mail to Dr. Gigliotti, Sociology.

Dr. Gigliotti reminds us that "The Akron-Summit County community strongly supports the University. The annual campaign is an opportunity for us to support the community. Our good record of past giving reflects both our concern and our awareness of the important role that the United Way agencies play in making this a good community to live in. Please help us to continue this fine record."

COMMISSION ON INSTITUTIONAL PLANNING AND DEVELOPMENT

Current members of the 1977-78 Commission, comprised of faculty, administrators and students: President D. J. Guzzetta, chairman; Miss Paula Antognoli, full-time day student in Nursing; Mr. G. W. Ball, Executive Director, University Relations and Development; Mr. Foster S. Buchtel, Assistant to the President-Campus; Mr. R. W. Duff, Vice President for Business and Finance; Dr. C. E. Griffin, Dean of Buchtel College of Arts and Sciences; Dean R. L. Hansford, Vice President and Dean of Student Services; Dr. Kenneth C. Hoedt, Professor of Education; Mr. Harry E. Jackson, part-time evening student in Law; Dr. N. L. Leathers, Vice President and Provost, vice chairman; Dr. Ruth B. Lewis, Professor of Mass Media-Communication; Dr. I. R. MacGregor, Vice President for Planning, secretary; Mr. John Owen, Director of Admissions; Dr. R. J. Scavuzzo, Jr., Professor of Mechanical Engineering; Dr. Frank Simonetti, Professor of Management; Dean R. C. Weyrick, C and T College.

UNIVERSITY DATES

- October 15 Annual dinner meeting of Friends of University Library, 6:15 p. m.
- October 20 Regular meeting of University Council, Leigh Hall 307, 3 p. m.
- October 21 Ohio Ballet season opens, Thomas Hall, 8:15 p. m.
Flamenco Spanish Dancers, Guzzetta Hall, 8 p. m.
- October 24 Wojno Music Series: "Contemporary Chamber Ensemble", Guzzetta Hall, 8:15 p. m.
- October 25 Akron Symphony, with Eunice Podis, Thomas Hall, 8:15 p. m.
- October 26 Annual School Superintendents' Dinner, Gardner Student Center, 6 p. m.
University Blue Series, "The Hoofers", Thomas Hall, 8:15 p. m.
- October 27 Thomas Hall Theatre Series presents "My Fair Lady", 8:15 p. m.
University Theatre season opens with "A Funny Thing Happened on the Way to the Forum", Experimental Theatre, Guzzetta Hall, 8:15 p. m.
- October 30 World-at-Our-Door Travel Series, "Fabulous Rio--and Brazil", Thomas Hall, 2:30 p. m.

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MINUTES OF SPECIAL MEETING OF UNIVERSITY COUNCIL, September 27, 1977

The first meeting of University Council (a special one) of the 1977-78 academic year was called to order by the Chairman, Vice President Noel Leathers, at 3 p. m. on Tuesday, September 27, 1977, in Leigh Hall 307.

Fifty-eight of the 66 members of Council (including two ex officio, for 1977-78) were present. Those absent with notice were Dr. D. J. Guzzetta and Mr. H. Paul Schrank, Jr. Others absent were Dr. D. Durst (ex officio), Dr. C. E. Griffin, Mr. M. Maley, Mr. M. Mitwol, Dr. R. Sandefur, and Miss P. Seubert.

The Chairman introduced those new members of Council who had not previously been presented: Dr. David Riede, Chairman of the Committee of Department Heads, ex officio; Dr. David Durst, Chairman of the Faculty Well-Being Committee, ex officio (absent); Miss Melissa Graham, Associated Student Government; Mr. Michael Mitwol, Student Bar, and Miss Pamela Seubert, Graduate Student Council (both absent); Dr. Wyatt Webb, elected last June as a representative from the College of Education in succession to Dr. Barbara Stoodt who resigned; Dr. Joseph Walton, Associate Dean of Graduate Studies and Research, and Dr. Paul Wingard, Acting Dean of General College.

Since this was a special meeting with only two items on the agenda, Provost Leathers referred to the first item, "Consideration of the proposed revision of the 1978-79 Semester University Calendar", which had been circulated to the faculty with the agenda.

Dr. Poston, on behalf of the Academic Policies, Curriculum and Calendar Committee, noted that the calendar as distributed had listed 73 instructional days in the fall semester 1978, but it should have read 72 instructional days. With this correction, he moved that Council approve the proposed revision of the 1978-79 semester calendar (originally adopted by Council in April 1977 as a tentative calendar.) The revision calls for classes to begin September 5, 1978 instead of August 28, 1978, and the spring semester to begin January 22, 1979 but ending a week earlier. The motion was seconded.

Dr. Bee moved to amend the proposed revision by substituting the fall semester section of the calendar approved last April providing for classes to begin August 28, 1978. The proposed revision for the second semester would remain unchanged in this amendment. The motion was seconded.

Dean DeYoung spoke in favor of the amendment, citing difficulties in scheduling classes in the College of Nursing when laboratories are assigned Tuesday-Thursday, so that when classes begin in the middle of the week, classrooms for teaching are not available.

In response to Dr. Maio's query as to the reasons for the proposed revision, Dr. Poston explained that many neighboring institutions start after Labor Day, and it is important for us to remain competitive. Since this would be the first year on the semester calendar, we would not want to run the risk of losing subvention through lower enrollments.

Dr. Farona was concerned that students with summer jobs would be penalized by having to leave them before Labor Day.

Dr. Gerlach felt that as a member of the Academic Policies Committee he should have had an opportunity to consider the proposed revision before it was circulated; and he also was concerned that more instructional days were not provided. He further decried the scheduling of final exams so close to the holidays, anticipating that more exams would be given too early. Many faculty members attend national meetings the end of December, and the requirements to submit grades at that time could be a problem.

MINUTES OF SPECIAL MEETING OF UNIVERSITY COUNCIL, 9/27/77, continued

Mr. Jamison feared that the conversion from quarter to semester would thus not remain at 15 weeks, but would be closer to 14.

Dr. d'Amico supported Dr. Poston's motion, not wanting the semester to conflict with summer sessions, etc.

Dean Rogers favored the concern for students who work, reminding the Council that our student body is composed of many employed through Labor Day, and also he recalled that in the former semester experience on campus, there were usually only 72 instructional days.

Dr. Bee was of the opinion that most institutions already on the early semester calendar begin before Labor Day. Ending the spring semester the middle of May gives an opportunity for employment earlier in the spring. Dr. Slaughter observed that Case Western Reserve started before Labor Day, and with exams not so close to Christmas.

It was noted that the Akron Public Schools open before Labor Day.

Dr. Poston reiterated that this first year of transition should be approached with great caution, to be beneficial and attractive to students and with the understanding that if changes appeared to be appropriate, they could be instituted later.

Dr. Carrino questioned the merit of the proposed amendment as it would bring the opening of the fall semester too close to the summer sessions, and might in fact drastically reduce the enrollment of Summer Session II.

Dean Samad felt that proper facilities scheduling could assist the College of Nursing. He noted that it was the responsibility of the Calendar Subcommittee of the Academic Policies Committee to prepare the calendar, and he also knew that Case Western Reserve will open on September 20. He advocated passage of Dr. Poston's motion.

The question of nine-month contracts was raised by Dr. Rogers, if teaching begins in August. Dr. MacGregor thought that the contracts might have to be rewritten, although the total time of the academic year involved would not change. The details could not be confirmed now.

On behalf of the College of Engineering Dean Major advocated the post Labor Day opening, as did Dr. Farona, adding that projects of graduate students would be adversely affected otherwise.

The Community and Technical College, Dean Weyrick stated, accounts for 20 percent of the University's enrollment, and is one of the 52 two-year colleges in Ohio. Many of these are within commuting distance of Akron. If an August opening date is chosen, we might lose considerable enrollment.

Answering Mr. Allan's question as to why there was apprehension about an early starting date, Dean Hansford said that many factors are involved, such as recruiting, the gain in late enrollment and its relation to subvention, and need to educate the public to change. Dean Barker also expressed firm endorsement of Dr. Poston's motion.

The motion to amend the proposed revised calendar was put to a vote and failed.

Dr. Drennon moved to amend the proposed revision by changing the opening date of the spring semester to January 8, and having Commencement on May 13. The motion was seconded.

MINUTES OF SPECIAL MEETING OF UNIVERSITY COUNCIL, 9/27/77, continued

Dr. Williams explained that this would give a longer period for summer employment and easier co-op arrangements.

Dr. Farona could not understand the proposal having the support of the Engineers when it would not take into consideration the energy crisis by having classes out early in May, but continue in January (the tentative and proposed revisions both provided for classes starting late in January). Dr. Williams gave a technical explanation of minimum heating requirements in buildings.

On behalf of Evening students, Mrs. Black favored the January 22 opening of the second semester, because of weather problems.

University Historian Knepper recalled that the College of Engineering for 50 years had operated its co-op program successfully on the semester system.

The motion to amend the proposed revision by substituting a January 8 opening, etc., for the second semester was put to a vote and failed.

Dr. Gerlach moved to amend the proposed revision by changing the December 28, 1978 date for grades due to January 4, 1979. The motion was seconded.

Dr. Leathers conferred with the Registrar who confirmed that the seven-day extension for grades could be accommodated. Mr. Baldwin, in response to a query, stated that some 60 percent of the faculty turn in their grades within two hours of the deadline. In answer to Miss Ayers' question, he replied that students would receive their grades by mail about January 9 or 10 if the deadline is January 4. Dr. Poston emphasized that if this seven-day extension is approved, it should be understood that January 4, 1979 would be the absolute deadline.

The motion to amend by changing the date from December 28, 1978 to January 4, 1979 for grades due was put to a vote and carried.

The motion to adopt the proposed revision of the 1978-79 semester calendar, as amended, was put to a vote and carried. (The final calendar appears on page 17 of this issue.)

The Provost called upon Dr. Watt, chairman of the Quarter/Semester Conversion Steering Committee, to present the other item on the Council agenda, which was the proposed adoption of the program conversions. Dr. Watt referred to the summary of all course conversions which had been distributed a week ago to all members of University Council, and also to the list of corrections distributed at this meeting, as a supplement, including two programs which had been inadvertently omitted. He moved that Council accept the report as corrected.

There was a question about the conversion in certain courses in chemical technology and in applied music which related to practical applications. Dr. Watt explained that these had been worked out with the departments concerned and that the final academic year total equated under the guidelines. Dr. Leathers assured Dr. Richard Roberts, at his request, that the Music Faculty would not ask for more faculty because the clock hours in applied music seemed higher in proportion in the conversion. Mr. Jamison affirmed that one year in applied music would be the same for the student under either semester or quarter system.

Dr. Watt noted that several omissions, such as an explanatory note on chemical technology and on the totals for basic sciences, would be corrected in the final summary lists, as well as the correction of the semester hours in the non-thesis option in the Master's Program in the College of Engineering. These reports had gone back and forth between the committee, departments, etc., but some errors had still crept in.

MINUTES OF SPECIAL MEETING OF UNIVERSITY COUNCIL, 9/27/77, continued

Dr. Focht inquired about the conversion in the Inter-Disciplinary Programs. Dr. Watt replied that these could not be completed until the individual courses had been approved. The Inter-Disciplinary courses will now be considered and will be brought to Council at the October meeting.

The motion to approve the amended report of the Quarter/Semester Conversion Steering Committee was put to a vote and carried. (This complete report will be on file in University Archives.)

Dr. Leathers thanked Dr. Watt and the Steering Committee for the tremendous task they had performed so well, and expressed appreciation to everyone else who had participated in the efficient conversion adjustments. The presentation of the Inter-Disciplinary programs in October should complete the project.

On Dr. Poston's motion the meeting was adjourned at 4 p. m.

MINUTES OF ALL-UNIVERSITY FACULTY MEETING OF SEPTEMBER 23, 1977

The annual fall all-University faculty meeting was called to order by President D. J. Guzzetta at 3:30 p. m. on Friday, September 23, 1977 in Thomas Hall.

He welcomed the group as the University began its 108th year, noting that he would first introduce the new faculty, calling on the Deans and administrative officers to present those who have joined us since the beginning, or thereabouts, of this fiscal year, who are full-time and if teaching faculty who hold the rank of Instructor, Assistant, Associate or full Professor.

He first called upon Dean C. E. Griffin, who, although not new on campus, is new in his position as Dean of Buchtel College of Arts and Sciences: Dr. Douglas R. Butturff, Associate Professor of English; Dr. John C. Conlon, Assistant Professor of Mathematics; Dr. Ronald H. Fewkes, Assistant Professor of Geology; Dr. John Henderson, Visiting Assistant Professor of History; Dr. Joseph C. Hintz, Assistant Professor of Mathematics; Dr. William R. Mangun, Visiting Assistant Professor of Urban Studies; Mr. Lawrence T. Martin, Assistant Professor of English; Mrs. Dorothy Moses, Visiting Instructor in Biology; Mr. Robert F. Pope, Assistant Professor of English; Dr. Surinder K. Sahai, Assistant Professor of Geology; Dr. Robert B. Slaney, Assistant Professor of Psychology; and Dr. Daniel J. Smith, Assistant Professor of Chemistry.

For the College of Engineering, by Dean Coleman J. Major: Dr. Maurice L. Adams, Associate Professor of Mechanical Engineering; Dr. Alexander Brown, Visiting Professor of Mechanical Engineering; and Dr. James R. Hewit, Visiting Professor of Mechanical Engineering.

For the College of Education, by Dean H. K. Barker: Dr. Donald Birdsell, Professor of Education, and Head of Department of Educational Administration; Dr. Susan J. Daniels, Assistant Professor of Education; and Miss Judith Pearce, Visiting Instructor in Education.

MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/23/77, continued

For the College of Business Administration, by Dean James W. Dunlap: Mr. Thomas Allsopp, Goodyear Executive Professor of Business Administration; Consultant in Residence; Mr. Dennis P. Kopper, Instructor in Management; Dr. David P. Loyd, Associate Professor of Marketing; and Mr. Lawrence J. Marks, Instructor in Marketing.

For the College of Fine and Applied Arts, by Dean Ray Sandefur: Mrs. Gloria Jean Boggess, Instructor in Speech; Mrs. Helen K. Cleminshaw, Instructor in Home Economics; Mrs. Kathleen M. Davis, Special Instructor in Ballet; Dr. Donna Jean Gaboury, Assistant Professor in Home Economics; Mrs. Lisa P. Gwyther, Instructor in Social Work; Mrs. Judy L. Hodgson, Instructor in Home Economics; Mr. Edward J. Humeston III, Assistant Professor of Music (absent); Dr. Frank Jacobs, Assistant Professor of Music; Mr. Boyd A. Mackus, Instructor in Music; Mr. Larry D. Snider, Assistant Professor of Music; Mr. Warren A. Wolf, Professor of Art and Head of the Department of Art; and Mr. Edward A. Zadrozny, Jr., Instructor in Music.

For the College of Nursing, by Dean Lillian DeYoung: Mrs. Martha R. Conrad, Lecturer in Nursing; Mrs. Joyce D. Kierst, Instructor in Nursing; Miss Nancy C. Kilbane, Instructor in Nursing; Mrs. Cheryl H. Morgan, Instructor in Nursing; Miss Anne T. O'Connor, Instructor in Nursing; and Miss Eldonna Marie Shields, Assistant Professor of Nursing.

For the School of Law, by Dean Stanley Samad: Mr. C. Peter Goplerud III, Assistant Professor of Law; Mrs. Kyle Nicewarner, Assistant Law Librarian—Technical Services, and Member of General Faculty; and Mr. Paul Richert, Assistant Law Librarian, Acquisitions and Reference, and Member of General Faculty.

For the Community and Technical College, by Dean R. C. Weyrick: Mr. Leonard M. Calabrese, Instructor in the Community and Technical College (Associate Studies Division); Mr. C. W. Flagg, Instructor in Business Management Technology; Mr. Robert W. Higham, Assistant Professor of Criminal Justice; Mr. James F. Jundzilo, Instructor in Transportation; and Mr. Dennis K. Sullivan, Assistant Professor of Industrial Technology.

For Wayne General and Technical College, by Dean John Hedrick: Miss Kathleen A. Noble, Instructor in Secretarial Science.

For Evening College and Summer Sessions, by Dean Caesar Carrino: Miss Kathleen McIntyre, Coordinator of Tutorial Programs and Member of General Faculty.

Dr. Noel Leathers, Vice President and Provost, presented Mr. George A. Graham, Assistant Head of Electronic Systems Engineering and Member of General Faculty; and Miss Marcia T. Ladd, Acting Research Librarian and Instructor in Bibliography (absent).

Mr. R. Wayne Duff, Vice President for Business and Finance, presented Mr. Thomas J. Gallagher, Associate Director of the Physical Plant—Non-Technical Services, and Member of General Faculty; and Mr. Gary N. Sponseller, Academic Programmer/Analyst in Computer Center, and Member of General Faculty.

MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/23/77, continued

Mr. R. L. Hansford, Vice President and Dean of Student Services, presented Miss Janice E. Graham, Counselor and Member of General Faculty; Mr. Jess W. Hays, Adviser of Students and Member of General Faculty; Dr. Harold M. Schwarz, Director of Health Services and Member of General Faculty; Mr. Michael Sermersheim, Legal Assistant and Member of General Faculty; and Mr. Victor Velez, Assistant Director of Student Financial Aids and Member of General Faculty.

Mr. George Ball, Executive Director of University Relations and Development, presented Mr. Tim Miller, Assistant Director of Alumni Relations, and Member of General Faculty.

For ROTC, by Mr. Foster Buchtel, Civilian Coordinator: Army—Major James M. Kelly, Assistant Professor of Military Science, and Captain Charles L. Kohl, Jr., Assistant Professor of Military Science.

Dr. W. A. Rogers, Executive Dean of Continuing Education and Public Services, introduced members of the staff for the Edgewood Community Services Center Project: Mrs. Genevieve Gipson, Project Coordinator; Mrs. Ruth Layfield, Assistant to the Director; Mrs. Alice J. Wedd, Day Care Coordinator; Mrs. Josephine Rice, Older Adult Coordinator; Mrs. Wendy Johnston, Inservice Trainer; and Miss Janine Fausnaugh, Inservice Trainer.

Dr. Guzzetta then called upon Dr. Richard J. Gigliotti, Associate Professor of Sociology, who is the 1977 chairman of the campus United Way—Red Cross campaign. Dr. Gigliotti announced that the countywide drive officially opens September 23 and will end on November 15. The University's goal is \$43,200, which represents a 3.7 percent increase over last year's. The pledge cards have just been circulated through campus mail. In 1976 the campus had pledged 101 percent of quota, and he urged that the entire University faculty and staff respond as generously to the current appeal.

President Guzzetta endorsed Dr. Gigliotti's request, emphasizing the importance of the University's participation and leadership in this type of community service.

The President told the faculty that today he had not chosen to talk about day-to-day matters as these could be discussed in departmental meetings. He was pleased to report that enrollment again had risen over the preceding year, and because of this increase in class size and concomitant obligations, he was "grateful to each and everyone for absorbing the student load valiantly into your classes". It was apparent that the faculty realized the obligations of an urban university and had handled the responsibilities most effectively. He had informed the Trustees of the splendid beginning of the fall 1977 quarter... evidence of our great University.

Dr. Guzzetta also mentioned that the capital improvements budget is still under consideration in Columbus, with the House having assigned us \$14.3 million for the next biennium (\$8 million for physical education building, \$5 million for purchase of buildings and adjacent areas, \$1.2 million for renovations, \$100,000 for Wayne College). He hoped that it would be possible to provide an independent structure for the Department of Art. Although the Senate has to act on the bill, and might curtail some expenditures, it is gratifying to observe the esteem this University has earned in Columbus.

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

MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/23/77, continued

"Ten Years Toward Tomorrow"

by D. J. Guzzetta, President

Good afternoon, ladies and gentlemen! Each fall since 1971, I have had the pleasure of welcoming you to a new academic year. And each fall I realize that most of you have never really been away, except perhaps for brief vacations. Workshops, seminars, summer sessions, research and creative activities, curriculum and course revisions, and self-renewal activities have all long ago closed the "leisure" space between the middle of June and the middle of September. The nine-month academic year is fast becoming one more myth about higher education. In spite of what we use for reporting convenience, our academic year is 12 months and our learning process is a continuous one. The beginning of the fall term has now become the traditional annual milestone which marks the start of another academic year. In truth, it is a time when we catch our breath, think about where we have been, anticipate where we are going and preview the alternative means for getting there. What we call the start of a new academic year is really the time we renew our dreams, our plans and our spirits. And, now that I have put the academic year in its proper perspective:

Welcome to the 1977-78 Academic Year!!

Most of you are aware that this year we are looking at the past and the future in an additional sense with emphasis on our past ten years as a state-assisted university and the foundation this has built for the next decade of promise. Certainly we have much to be pleased with when we review this period. For example—we have experienced a steady growth in enrollment (69% over the past ten years), our faculty has grown in proportion to our student growth and academic responsibilities (82% over the same period with average salaries increasing by 76%), our academic offerings have increased in number (73% since 1967), and our service to the community has taken on new dimensions of mutual involvement. We have also continued to grow in our involvement and recognition nationally and internationally, realized a considerable improvement in our physical facilities and managed to end each year in the black! We have been recognized by the North Central Association as a "mature institution" with continued accreditation at the doctoral degree-granting level.

We have been moving fast. And we still enjoy the support of the Northeastern Ohio community. In fact, the number and variety of our activities have become so complex and their momentum so high that I sometimes question whether we are guiding an institution or riding a projectile! Perhaps the time has come for us to pause and collect ourselves—to ask "Where are we now?" and "What does this imply?" What better time to pause and plan than on the positive note of our present? What better time than when we are facing more demands for more services and greater accountability? What better time than at the end of our first decade as a state-assisted institution—our "Ten Years Toward Tomorrow"?

So, this afternoon, ladies and gentlemen, I want to share with you some thoughts so that we can pause together and start a process of "collecting ourselves." I would like to review briefly some of the more recent highlights of the past ten years, relating them to issues that have stood the test of time and will continue to be contemporary issues for years to come. At the same time, and using the same issues, I would like to share with you my views of where we are now. And in closing, I will share some of my thoughts with you concerning the implications of all of this for the next ten years.

At the 1973 All-University Faculty Meeting, we consolidated and summarized the issues we had been discussing since 1971—the year I arrived for what I like to call—sometimes

MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/23/77, continued

affectionately—my second tour of duty at The University of Akron. These are issues that have been and will always be challenges to higher education in general and The University of Akron in particular. There were several but I should like to talk about four and add a fifth. They relate to:

1. The potential narrowness of our academic disciplines;
2. The identification, refinement, and measurement of educational outcomes closely related to institutional objectives;
3. The individualization of teaching and learning methods; and
4. The development and use of new learning technologies.

Yes, these issues were contemporary six years ago, but they are also contemporary today. One reason for their continued applicability is that our response to them must constantly be in tune with our societal and cultural needs. And, these needs are shifting. This constant pull between social change and educational stability often raises the question of whether higher education's role is one of leadership in society or one of reactor to society. The answer to this question is at the heart of my fifth issue. And that is, we must anticipate, grasp and maintain the leadership in providing learning opportunities, developing new insights and supporting community needs. We must be leaders, but—as with any leadership role—we must broaden our sensitivities to the needs of our clientele and narrow our focus to responses in those areas consistent with our mission and resources. The fifth issue, then, is one of achieving and maintaining a role of anticipatory leadership.

I must now risk confusing the picture by adding two processes that are critical to our dealing successfully with the issues. The first is planning and all that this implies: 1) reviewing and collecting—somewhat as we are doing this afternoon; 2) dealing with the future; 3) identifying and allocating resources; 4) implementing, monitoring and evaluating; and so forth. The second process is learning to deal with constant change, which is equally an institutional and an individual process.

What has happened at The University of Akron and where are we now in relation to these issues? In the interest of time, I will respond to each only briefly, hopefully enough to whet your appetites to pursue them in more detail later.

First, I would like to discuss the potential narrowness of our academic disciplines. I use the word "potential" in a special sense. The narrowness need not exist and does not always exist. However, it is present more often than not and is always a threat. What actually exists is a dilemma that we have imposed on ourselves. We have organized our knowledge into categories and our categories into sets and sub-sets, to help us better understand the order of things. We then find it necessary to progressively narrow our focus to a selected category, set or sub-set, to understand all that we can about that particular component. In the process, we often lose sight of the total schematic and, on occasion, the relationship of our particular area or areas of study to the other fields. Meanwhile, our societies and cultures, and their related problems are becoming more complex, defying the singularity of the traditional academic approach. Although a small change in any one part of the total system can have varying degrees of impact on many other parts, we seem to have confined our vision to the sub-set and not to the total problem. We have not developed sufficient knowledge links between the categories. The ultimate, potential result is an increasing fragmentation of knowledge and learning moving in a direction opposite to that of the increasing complexity and interrelatedness of life experience and social change in which we find ourselves.

MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/23/77, continued

No problem in today's urban society responds to the solutions offered by a single academic discipline. Therefore, it is clear to me that, if we are to meet our urban mission, we must find more effective ways of maintaining both an intensity and breadth of learning that comes from specialization and interdisciplinary studies. And let us not forget that we are an urban university. Therefore, when we talk about "interdisciplinary" and "studies," we are not limiting our charge to our very important teaching responsibility. We are also talking about our responsibilities in research and creative activities. Our research efforts should permeate and support our educational efforts. If we agree that no problem in today's urban society responds to solutions offered by a single academic discipline, then we must also agree that these solutions must be provided by a breadth of new knowledge discovered through research involving the collaborative efforts of many disciplines. Certainly our recent full NCA accreditation at the doctoral degree-granting level is going to make faculty research activities more critical. And the dissemination of the results is going to call for creative and cooperative teaching combining several disciplines. Ladies and gentlemen, approaching any social issue today through a single discipline is like adjusting one string on a piano and calling the whole piano "tuned"! We have made gains in interdisciplinary activities at The University of Akron but in many ways we are still behind many of our sister institutions and even further behind where we should be. Specifically, I do have some concern over our deviation from the interdisciplinary approach we once had in our General Studies program to the specialized elective system I see developing. I wonder if these changes that have been occurring gradually over the past few years truly serve our students as well as they should? Is it no longer essential to provide them with a broad generalized base upon which they can build a particular area of concentration? Until we undergird our educational program with a demonstrated understanding and practice of disciplinary cross-over, we will be in danger of graduating students with a narrow focus into a complex life. A few of our programs have this cross discipline orientation but the list is far too short. For example, our interdisciplinary programs in Environmental Studies, Peace Studies, Urban Studies, and International Studies, along with our Center for Economic Education and our Institute for Lifespan Development and Gerontology are important steps in the right direction. Activities such as the "Edgewood Community Project" are demonstrating the viability of a number of different disciplines from different colleges coordinating their understanding and skills to help meet a social need. The "core and module" medical humanities segment of our B. S./M. D. program with NEOUCOM demonstrates the use of course content and program structure to help develop a grasp of knowledge beyond a narrow and intense specialization. But, we still have much to do. And, what we do must be evaluated against our educational objectives—which brings me to the second issue.

It is difficult and elusive—but critical—to identify our objectives at all levels, and then to identify, refine and measure educational outcomes as they relate to these objectives. This is a tough order. And it is only one part. The other part is to relate our interpretation of the objectives, outcomes and measures to the needs of change and vice versa.

Have we made much progress in this area, or do we still have much to do? I would answer "yes" to both questions. We have developed a good footing for establishing objectives related to our overall mission and for the measurement of educational outcomes related to these objectives. The first step, of course, was to describe our Urban Mission and our Goals and Purposes in a manner that was sufficiently definitive to provide guidelines and direction to the colleges and departments, but not so definitive as to restrict their autonomy or their ability to bring professional expertise, innovation and resourcefulness to the setting of their own goals and objectives. The second step was to have the colleges and the administrative divisions prepare their own, more definitive, statements using the University statements as guidelines. This is followed by the third step, which is having each department prepare even more precise

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statements with measurable objectives, based on their collegiate or administrative division statement. As a fourth step, the individual faculty member and each respective department head can use the departmental statement of objectives as guidelines to determine faculty activities, course objectives, delivery systems, resource allocation, means of evaluation and the like. There must be consistency and compatibility between the departmental, collegiate and university objectives and the urban mission. For example, if our mission recognizes equal emphasis on teaching, research and public service, then we must have a reward system that also recognizes contributions in each of these fields. Unless our mission, our objectives, our evaluation and our rewards are consistent and compatible, we will have a flawed system that will seriously hamper the meeting of our educational and social responsibilities.

Realistically, identifying, refining and measuring our educational outcomes, and assuring internal compatibility and consistency of mission and objectives sounds like a time consuming and tiresome approach and—at times—it is. But, it is an important process that will help us determine our own direction, maintain academic integrity, and know how to get where we want to go and when we will be there. If we really know what we are about, the process will be easy, and it will enable us to identify and consider a wider variety of alternatives. If we do not know what we are about, then the process will be frustrating and painful. Yet, once accomplished, we will enjoy better use of our resources in a more unified approach to meeting our collective mission. There is an old adage that says:

"If you think that you understand it, but can't explain it, then you don't understand it."

I would paraphrase this adage to say:

"If you think that you know where you're going, but can't describe how you'll get there—or how you will know when you have arrived there—then you don't know where you are going!"

Clearly, we will need to concentrate our attention in this area and determine ways of accelerating the process without decelerating our flow of activities.

One objective that has been met by a number of areas, and I hope will continue as an objective of even more areas, is the individualization of teaching and learning methods, which is my third issue. At first blush, it appears contradictory to urge the individualization of teaching and learning methods on the one hand and on the other hand take on the responsibility of an egalitarian approach of education to all. Yet, as an urban institution committed to bringing full and individualized educational opportunities to all who wish to avail themselves of this opportunity, we are struggling with this apparently inherent contradiction. And a principal reason is the need for increased resources to do the job. Yet, in spite of the discouragement that many of us might feel when confronted with this paradox, others of us have seen it as a challenge. As a result, we receive many reports from students and parents of students expressing pleasure and surprise that we have maintained a feeling of interest in the individual in spite of our size. We have proved it is possible to serve a large number of students and maintain individualization of the teaching/learning process within the resources available to us. Some examples of how we are accomplishing this include:

Our Developmental Programs which provide individualized learning opportunities to all students who feel a need for extra academic assistance, programs which incidentally are recognized throughout the State;

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Our nationally known Computer Assisted Instruction Program, which serves our students and extends into several area high schools;

Our closed circuit television lecture playback system which is available in carrels strategically and conveniently placed throughout the campus, and used by a steadily increasing number of students;

The Keller Plan, or Personalized System of Instruction Plan, introduced on a pilot basis in Civil Engineering, the modularized instruction program in Mathematics and Statistics; and the use of the Audio-Tutorial System in a number of science areas which are demonstrating the feasibility and acceptability of a variety of individualized approaches to learning.

And in some courses we recognize that our students differ in learning rate, learning style and motivation and so we offer learning options with respect to pacing and method of instruction.

These are more than impressive and they are more than a beginning. Perhaps as we continue and encourage the solid base of individualized teaching/learning methods, we can also pause and look for a different approach to the resolution of our "trilemma" of 1) individualized instruction versus 2) limited resources versus 3) increasingly large numbers of students with different backgrounds, experiences and abilities.

I am impressed and persuaded by the reasoning of Dr. K. Patricia Cross, one of our leading national educators, on this subject. Dr. Cross argues that if we try to justify the typical approach to mass education—large classes, standardized curriculum and standardized delivery systems—on the basis of cost effectiveness, we are on weak ground. In the long run, they are not cost effective! The traditional approaches are designed to reach the middle one-third of our bell curve, moving too fast for the lower third of the class and too slow for the upper third. Are we being realistic when we devote virtually 100 percent of our learning resources to essentially one-third of the student body? Is this the best use of our resources? Would it not be more cost effective to expand our investment in the teaching/learning process by a small amount, and reallocate some of our existing academic resources to provide for a broader application of individualized teaching/learning methods? That is, a small increase plus more judicious allocation could yield a much larger return by reaching many more students than the middle third. Yes, I know. This is easy to say, but difficult to implement. It requires realistic identification of learning objectives, careful planning, constant evaluation and the full cooperation of the University community. However, I am confident that, if it can be achieved any place, it can be achieved at The University of Akron. We already have the basic ingredients necessary for such a venture and these ingredients are established and proven programs of individualized instruction, a demonstrated commitment to our responsibilities as educators and to our urban mission as a University, the willingness to try something new and a growing openness and trust. Therefore, I am hopeful that more of us will take on this challenge.

You have no doubt noticed that, when I was discussing the individualization of teaching and learning methods, I was also discussing the development and use of new learning technologies—our fourth issue. Rather than belaboring the point, I will only observe that more technology exists with potential for improving the learning process than we recognize. Therefore, we must develop a means for identifying the many technological possibilities available and merging them into our own program of learning improvement. As many of you know, this is an area of high interest to me. The potential is so great that I find it difficult to understand why so

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many of us deliberately avoid even peripheral exposures to technology. Ladies and gentlemen, these new media are not going to disappear by our ignoring them. Technology has moved into every aspect of our lives but it seems to have had the least impact in education. Do you suppose that the time has come for us to reconsider?

And now to the fifth issue: Achieving and maintaining a role of anticipatory leadership. Actually, this is what we have been talking about throughout our discussion of the previous issues. If we meet the responsibilities inherent in these issues, sharpen our sensitivities to social change, heighten our awareness to the possible future paths suggested by these changes and combine our resources for change with the other institutions within our society, then we can collectively shape and plan the future. It is important to emphasize that we can shape our future only if we do not accept the projection of today's trends as inexorable directions for the future. We must also be aware of our ability to identify a desired future and develop a plan to achieve that future. As long as we work toward the goal of recognizing trends, being sensitive to social needs and planning for projected and desired futures, we will be meeting our responsibilities of anticipatory leadership. I believe The University of Akron has potential for greatness in this regard. We enjoy the respect and support of our community, as well as a number of national and international agencies. And we have already laid the groundwork for planning from the future. I expect that we will continue to grow in this area, particularly as we improve our ability to anticipate and then respond to the issues.

But what about the two processes that underlie the meeting of the issues: planning and learning to deal with constant change? I believe that, in the past three years, we have made rapid gains in these two areas as well. But, here again, it is only a start.

We have dealt with the two processes concurrently by identifying and building a "network for change." The intent of the network is to provide a means for a broad involvement in the planning and change process, and to recognize and work directly with the critical elements of change. The major elements of the network include: The Commission for Institutional Planning and Development; the Ad Hoc Committee for the Establishment of a Center for the Study of the Future; the Educational Research and Development Center; and the Kellogg Team Leadership Program, including the resources that will be provided by the Kellogg Interns and Task Forces.

The Commission for Institutional Planning and Development, representative of faculty, administration and students as well as the various areas of the University organization, has been reviewing the four goals included in the Statement of Goals and Purposes of The University of Akron. The four goals task forces of the Commission will be reporting out this fall and their reports reviewed by the Commission. Also, the Commission will review a proposed University long-range planning process that will assure full opportunity for faculty and administrative involvement.

The Ad Hoc Committee for the Establishment of a Center for the Study of the Future was originally formed to investigate the feasibility of such a Center. The Committee has since recommended that such a Center be established. Consequently, their charge has been changed to consider and recommend the organization and activities, and means of initiating a Center. Once established, the Center itself will be a resource to the Commission, among other functions.

With the additional support provided by a grant from the Lilly Endowment, the Educational Research and Development Center has been able to accelerate its work with the faculty in

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improving the teaching/learning process. We anticipate an even more intense involvement in this critical area of planning and change, as the Commission moves into the next phase of its activities, which will include coordination with ER & D as an essential resource.

The first phase of the Kellogg Team Leadership Program is drawing to a close. Although the report of the outside evaluator is still in preparation, all preliminary indicators are positive. On the whole, the more than 100 faculty and administrators who participated in the program felt that they were able to further develop and refine their understanding of working with others, with issues in higher education and with change. We are now exploring the several possible ways that we may continue the program so as to expand this important resource.

Now, what about the next ten years? Rather than ask for equal time to discuss the next decade, I will take a different tack, limit my comments, and try to "coordinate our imaginations."

I am sure that most of you have read about the new budgeting approach discussed widely and known as "zero base budgeting." Simply put, it is a process whereby each year at budget time, all units in an organization are expected to start from scratch in building a budget. Each one is required to justify the need for every expenditure and every program. In essence, this means that programmatic evaluations are carried on in a continuous manner to assure a proper and timely distribution of resources. Sometimes this will require the dropping of certain outmoded programs or the addition of new ones but always on a justification basis. I believe that there is much merit in this procedure. In fact, I would like to see us consider such an application to our academic programming.

A basic approach to zero base academic programming might start by our asking the question, "If The University of Akron did not exist, would there be a need for such an institution." It might do us some good to have to exercise our know-how into an objective zero base assessment of why we exist and why we should continue to exist. Parenthetically, I would hope that the conclusion reached would always be positive. But, as educators responsible to society at large, we have an obligation to review, evaluate and update all that we do in the name of education on a continuous basis. Now following an institutional analysis a similar process should be applied at the collegiate, departmental and individual course levels. Yes, I know that our conversion from quarters to semesters has forced us into a type of re-evaluation but I would want to see such processes looked upon and practiced as standard continuing operating procedures.

In considering this approach, however, attention needs to be given to conditions such as the following:

Higher education is being questioned more and more as a "good investment." Coming from the viewpoint of dollars and cents and based on recent surveys, a young man or woman graduating this year from The University of Akron can expect to earn \$2,200 more per year than the high school counterpart. However, if we assume lost earnings while attending college, and the expense of tuition and books, it will take such a person 20 years to make up the difference between what would be earned as a college graduate and would have been made from going directly into the work force following high school. What are the implications of this for our educational rationale and programming? How do we persuade the general public of our rationale? How do we persuade the legislators?

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Futurists tell us that skilled workers will have to attend school four times in their lives to be totally retrained. To support this prediction they note that members of the Graphic Arts International Union must now be retrained three or four times during their working lives, and the International Brotherhood of Electrical Workers bases its planning on the assumption that 10 percent of the technical knowledge in the industry becomes obsolete each year. They also point to the United Auto Workers' plans to include in their next bargaining program sabbatical leaves for the workers. (As an aside, I want to remind you that we now have our own professional leave policy.) What are the implications for classroom locations or even the need for classrooms? What about the teaching methodology, learning evaluations, faculty credentials and scheduling? How would all this affect enrollment projections?

Recent reports show an increase of four years for the life expectancy of women, and three years for men. There are five bills before the U.S. Senate and one before the House of Representatives that would "protect workers over 65 years of age from forced retirement." One state (Maine) has already passed legislation eliminating mandatory retirement for public employees and authorizing a study to see if the legislation should be extended to private employees. And, between now and 1987, the population in the "over-65" bracket will have increased by 4.5 million, or 19 percent. What are the implications for faculty and administrative evaluation? for tenure? for placement of graduates? for graduate school enrollment? for research?

These are just a few of the circumstances that we need to consider as we "design" The University of Akron, the colleges, the departments and each course.

Now, let us take a moment to discuss briefly the first year of this new decade—the year we are now entering.

At the beginning of my remarks this afternoon I observed that the number and variety of our activities and their momentum made me question whether we are guiding an institution or riding a projectile. Let me further suggest that, unless we pause and regroup the many elements of our change network, we will not even be riding a projectile—we will be trying to ride shotgun pellets! This next year, then, will be a year of regrouping. A year of bringing a tighter focus and coordination to our many activities. A year of targeting our efforts. For example:

The Commission on Institutional Planning and Development will become a more dominant force in coordinating these various activities.

Special visibility and commitment will be given to the importance of future and policy analysis to the achievement of our mission.

We will initiate a study of the reward system at The University of Akron and explore means of evaluation that will support this reward system and our goal accomplishment.

Efforts to involve a larger base of faculty and administrative personnel in the University's planning effort will be accelerated.

and

Renewed energies will be devoted to providing support for research, development of innovative teaching/learning approaches, and community services—particularly on an interdisciplinary basis.

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Yes. This coming year will be a year of pause. And it will be a pivotal year. One that will allow us to exploit the momentum of our first ten years as a state university by concentrating its energy for the recognition and achievement of our goals for the next ten years.

Ladies and gentlemen, I hope you will join me in considering these and other issues not identified today, anticipating their implications and collectively planning the type of institution we should create, maintain and reaffirm to provide anticipatory leadership. It will pay us to remember that we are not only two years into the last quarter of the 20th century. We are also into the period of influences and decisions that will affect the first quarter of the 21st century. In this sense, we are living in both centuries today! What an exciting and challenging opportunity we have to move this University into the forefront of education at the local, state, regional, national—and yes, to a degree, the international level. I know that you will all join me in fueling up for this task which I am confident can be accomplished cooperatively, collectively and with collegiality.

Thank you and have a good year.

Any comments concerning the contents of The University of Akron Chronicle may be directed to the Office of the President or to the Executive Director of University Relations and Development.

THE UNIVERSITY OF AKRON
SEMESTER CALENDAR 1978-79*

Summer Session II, 1978

August 25, Friday

End of Summer Session II

Fall Semester 1978 (72 Instructional Days)

**September 4, Monday	Labor Day
September 5, Tuesday	Day and Evening Classes Begin
November 10, Friday	Veterans Day (classes held; staff holiday)
**November 23-25, Thursday-Saturday	Thanksgiving Recess
November 27, Monday	Classes Resume
December 16, Saturday	Final Instructional Day
December 18-22, Monday-Friday	Final Examination Period
January 4, 1979, Thursday	Grades Due, 12 noon

Spring Semester 1979 (75 Instructional Days)

January 22, Monday	Day and Evening Classes Begin
March 26-31, Monday-Saturday	Spring Recess
April 2, Monday	Classes Resume
May 12, Saturday	Final Instructional Day
May 14-18, Monday-Friday	Final Examination Period
May 25, Friday	Grades Due
May 27, Sunday	Commencement
**May 28, Monday	Memorial Day

Summer Session 1979 (49 Instructional Days)

Summer I

June 11, Monday	First 5-Week and 8-Week Sessions Begin
**July 4, Wednesday	Independence Day
July 13, Friday	First 5-Week Session Ends

Summer II

July 16, Monday	Second 5-Week Session Begins
August 3, Friday	Eight-Week Session Ends
August 17, Friday	Second 5-Week Session Ends

Fall Semester 1979

**September 3, Monday	Labor Day
September 4, Tuesday	Day and Evening Classes Begin

*Approved by University Council, September 27, 1977.
**University Closed.

MRS. LINDA McPHERSON
VICE PRESIDENT & PROVOST