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Faculty Senate Chronicle October 8, 1975

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the university of akron
Chronicle

File
a report to the faculty of
the university of akron

OCT 8 1975



1975-76, No. 1 (23 pages)

October 8, 1975

1975-76 ACADEMIC YEAR BEGINS

Greetings from the President

A warm welcome to all new and returning faculty members as The University of Akron begins its 106th year.

In pursuing our goals, purposes and mission, I solicit the participation and commitment of the entire University community. Through our joint efforts the advancement of this University as a truly comprehensive, quality urban university can be assured.

As a Bicentennial University we can take special pride in the contributions we have made and can make to the continuing development of our country's greatest resource and hope—our young people.

Best wishes to all of you as we work together toward our significant and attainable goals at The University of Akron.

UNIVERSITY DATES

- October 16 University Council, regular meeting, Warren W. Leigh Hall, Room 307, 3 p. m.
- Annual dinner for Area High School Superintendents, Principals and Counselors, Gardner Student Center, 6 p. m.
- October 22 President's Open Faculty Forum, Kolbe Theatre, 3:30 p. m.
- October 30 Dedication ceremonies for NETO television station, WEAO-TV, Channel 49, in Edwin J. Thomas Performing Arts Hall, 8 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 1975, teachers and administrative staff, are listed below:

- Mr. Jon Adams, Instructor in Commercial Art
- Miss Janet C. Baker, Instructor in Nursing
- Mrs. Jean Boggess, Instructor in Audiology
- Dr. Victor Burke, Assistant Professor of Electrical Engineering
- Mr. Jerry Burr, Instructor in Ballet
- Mr. Albert Buxton, Assistant Professor of Electronic Technology
- Dr. Dennis M. Byrne, Assistant Professor of Economics
- Mr. Christopher Collins, Producer/Director, Instructional Television, and Member of General Faculty
- Miss Mary P. Delagrangé, Instructor in Nursing
- Dr. Irwin Deutscher, Professor of Sociology
- Dr. Lillian DeYoung, Professor of Nursing and Dean of the College of Nursing
- Mr. Richard Dienesch, Instructor in Commerce (Wayne General and Technical)
- Mrs. Shirley Downing Doherty, Assistant Professor of Nursing
- Dr. Clarence B. Drennon, Associate Professor of Civil Engineering
- Dr. Robert K. Eley, Assistant Professor of Education
- Mrs. Helen Hathaway, Assistant Professor of Nursing
- Mrs. Laura Johnson, Instructor in Economics
- Mrs. Thora S. Kille, Assistant Professor of Secretarial Science
- Mr. Vincent Kopy, Assistant Professor of Accounting
- Miss Mary E. Maxwell, Instructional Assistant in the Department of Mathematics and Statistics, and Member of General Faculty
- Mr. Joseph Migden, Assistant Director of Student Financial Aids, and Member of General Faculty
- Dr. Martin Murphy, Assistant Professor of Psychology
- Mrs. Mary Paolucci, Associate Director of Developmental Writing Laboratory, and Member of General Faculty
- Mrs. Alice Phillips, Associate Director of Developmental Reading Laboratory, and Member of General Faculty
- Mr. Philip E. Phillips, Visiting Instructor in Community and Technical College
- Dr. Mario Picconi, Associate Professor of Finance
- Mrs. Rebecca Koper Pool, Instructor in Nursing
- Miss Joyce Powell, Visiting Instructor in Community and Technical College
- Mr. James C. Prodan, Assistant Professor of Music
- Miss Janeane Reagan, Instructor in Psychology (Wayne General and Technical)
- Miss Janet Ruth Reuter, Instructor in Education
- Mr. Jan Roshong, Instructor in Music and Director of Bands
- Mrs. Joan R. Ross, Assistant Professor of Nursing
- Dr. Henry J. Ruminski, Assistant Professor of Journalism
- Dr. Rita S. Saslow, Assistant Professor of Education
- Mr. Forrest Smith, Instructor in Biology (Wayne General and Technical)
- Mr. Edward C. Stewart, Senior Software Programmer, and Member of General Faculty
- Mrs. Marion B. Stroud, Instructor in Education
- Dr. John P. Szabo, Assistant Professor of Geology
- Dr. Annamalai Thanikachalam, Assistant Professor of Electrical Engineering

NEW MEMBERS FACULTY, continued

Mr. J. Instructor in Economics
Mr. C. Assistant Professor of Music
Miss Assistant Professor of Secretarial Science
Mrs. Visiting Instructor in Education
Mrs. Instructor in Education and Director of the Special
E. Center
Dr. I. Director of Modern Languages and Head of the Department

ROTC

Ar
V. Hallock, Professor of Military Science
et Murray, Assistant Professor of Military Science

UNIVERSITY BOARD OBSERVERS

The two faculty observers at Board of Trustees meetings have been named for 1975-76: Mrs. M. Associate Professor of Nursing, and Mr. John Finan, Professor of Law, representing Miss Sandra Pianalto, president of the 1976 Senior Class, and Mr. Patrick Dougherty, past Student Government, representing the students.

UNIVERSITY COMMITMENTS, 1975-76

University Council

Dr. Arno Lepke, Executive Secretary; Mr. Ronnie Adams, Dr. John Bee, Mrs. Patricia Godfrey, D. Keister, Jr., Dr. Rudolph Scavuzzo, Jr., Dr. Frederick Schultz.

Steering Committee North Central Reaccreditation Visit

Dr. Charles Postman; Mrs. Marian Bauer, Dr. David Dolan, Mr. Joseph Edminister, Dr. C. E. Griffith, George Knepper, Mr. Albert Rakas, Dr. Dick Rich, Dr. Frank Simonetti, Dr. Joyce Sullivan, Noel Leathers (ex officio).

University Bicentennial Advisory Commission

Mr. H. Paul Schrf., chairman; Dr. Abdul A. Al-Rubaiy, Mr. Charles V. Blair, Dr. L. G. Bradley, Mr. Fradshaw, Mrs. Ruth Clinefelter, Miss Pearl Drews, Mrs. Charlotte Hanten, Mrs. Walter P. K. Dr. George W. Knepper, Dr. Carl Lieberman, Col. Edward Mazak, Mr. John Miller, Maurice Smith, Dr. Wallace Sterling, Mr. William Wallace, Jr., Mr. John Wilson.

Advisory Committee Center for International Programs

Dean H. K. Barker, chairman; Dr. L. G. Bradley, Mr. Hamilton DeSaussure, Dr. James F. Dunlap, Dean James W. Dunlap, Mr. Robert S. Grumbach, Dr. Jean Johnston, Dr. Robert Jones, Miss Joanne Marchese, Mrs. Cathryn Taliaferro, Dr. Noel L. Leathers (ex officio).

UNIVERSITY COUNCIL OFFICERS FOR 1975-76

Dr. Noel L. Leathers, Vice President and Provost, Presiding Officer.
Mrs. Anne West, elected Secretary
Dr. Don Gerlach, President Pro Tempore, who would preside vice Dr. Leathers or Dr. Guzzetta.

UNIVERSITY COUNCIL

MEMBERSHIP 1975-76

The University Council of the University Faculty is the legislative body which empowers it to formulate suitable rules, requirements and procedures for the management, management and control of the students, courses of study, granting of degrees and other internal affairs of the institution necessary to meet the objectives in accordance with the established policies of the Board. The 1975-76 membership is as follows:

Elected from the Faculty:

- Buchtel College of Arts and Sciences—Dr. Charles Barresi, Dr. William Clements, Dr. Don Gerlach, Dr. John Gwinn, Dr. Alan Hart, Dr. Jackson, Dr. Paul Merrix, Dr. Phillip Stuyvesant.
College of Engineering—Mr. Joseph Edminister, Dr. John Lenczyk, Dr. Joseph Vuzzo.
College of Education—Dr. Charles Dye, Dr. Bill Frye, Dr. Robert M. Frederick, Dr. Charles Wood.
College of Business Administration—Mr. Michael d'Amico, Mr. Robert Sugarman, Mrs. Linda
College of Fine and Applied Arts—Mr. Irving Achorn, Dr. John Beecham, Dr. Wallace Sterling, Mrs. Linda
College of Nursing—Mrs. Perry Bomar, Miss Dorothy Dobrindt.
School of Law—Mr. John Finan, Dr. Marvin Moore, Charles
Community and Technical College—Dr. George Makar, Mr. David Reardon, Mrs. Anne West. (Replacement for Dr. David Dolan to be elected.)

Elected from the Library:

Mrs. Virginia Allanson, Mrs. Helen Livingston.

Elected from Student Organizations:

- Associated Student Government—Mr. Christopher Bosso, Mr. Patrick Pugliese, Mr. Matthew (Replacement for Mr. Steven Cordova to be elected.)
Evening Student Council—Miss Deb Amstutz, Mr. Keith Gwyn.
Graduate Student Council—Mr. David Dilley.
Student Bar Association—Mr. Dennis Grady.

Holding Office by Virtue of Administrative Assignment:

President D. J. Guzzetta; Dr. Noel L. Leathers, Vice President and 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. 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 S. Watt, Assistant Provost.

Ex Officio

Dr. Joyce Sullivan, Chairman, Committee of Department and Division Heads; Chairman, Faculty Rights and Responsibilities Committee; Chairman, Faculty Well-Being Committee.

*If not a duly elected member of University Council.

UNIVERSITY COUNCIL STANDING COMMITTEES, 1975-76

The Standing Committees of University Council, with the chairman of each listed first, are announced for 1975-76 by President D. J. Guzzetta:

Elected

Procedural

Leathers, West (Council secretary), Schultz (1975-77), Edminister (1975-76), _____* (1975-76); D. J. Guzzetta, ex officio.

*Replacement for Dr. Dolan to be elected.

Faculty Rights and Responsibilities+
(Tenured)

	<u>College</u>
J. Richardson (1974-76)	Arts and Sciences
D. G. Fertis (1974-76)	Engineering
D. Weis (1974-77)	Education
O. Keister, Jr. (1974-76)	Business Administration
John Bee (1975-78)	Fine and Applied Arts
Marian Bauer (1975-78)	Nursing
J. France (1974-77)	Law
✓ (1975-78)	Community & Technical
R. Clinefelter (1974-77)	Library

+Chairman to be elected by the Committee.

Selected by Procedural Committee

Faculty Well-Being+

P. Stuyvesant (1974-77)
R. Grumbach (1975-78)
✓ (1974-77)
D. Durst (1974-76)
D. Bernstein (1974-76)
Susan Stearns (1975-78)
A. Leyerle (1975-78)
B. Thomas-Moore (1974-77)
John Miller (1974-76)

✓ Replacement to be elected by the College.

Academic Policies, Curriculum and Calendar **

Leathers, Poston (secretary), Barker, Carrino, DeYoung, J.W. Dunlap, C.E. Griffin, Major, Oetjen, Rogers, Samad, Sandefur, Sumner, Weyrick; Allan, Allanson, Beyer, Capotosto, Dee, Dobrindt, Dubravcic, Dye, Frye, Gerhart, Klafehn, Knight, Merrix, L. Sugarman, VanderArk.

Athletics# **

Barker, Burrowbridge, N.F. Davis, G. Larson, Mravetz, J. Mullin, Steis, Taliaferro; alumni, ex officio—Mrs. Irma Kempel (president, Alumni Council), W. Stuver Parry.

Campus Facilities Planning# **

MacGregor, Achorn, Berquist, Bomar, Buchthal, Duff, Lombardini, Robinson, Scavuzzo.

Library and Learning Resources# **

Schrank, Anandam, Baldo, Gent, H.R. Grant, Jamison, Lasher, Powell, Ruth Roberts, Roemer, Sullivan, Wolfe.

Reference#

d'Amico, Al-Rubaiy, Finan, Fleming, Gwinn.

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

** Student members to be added to committee.

UNIVERSITY COUNCIL STANDING COMMITTEES, 1975-76, continued

Research (Faculty Projects)

C. E. Griffin, Banda, Barresi, Chang, Harwood, Hendon, H. Livingston, Marchione, Newman, Wood, Corbett (ex officio).

Student Affairs**

Hansford, Brittain, Carrino, Darr, Lipps, K. Livingston, Makar, Prough, Salem, Sterling, J. Wilson, Hahn (ex officio), Vegso (ex officio).

**Student members to be added to committee.

ELECTED UNIVERSITY REPRESENTATIVES, 1975-76

Faculty Advisory Committee to the Chancellor, Ohio Board of Regents

Representative—Dr. Ali Fatemi

Alternate—Dr. Dale Jackson

Ohio Faculty Senate

Representative—Dr. Harry Pinnick

Alternate—Dr. Joyce Sullivan

Faculty Advisory Committee to the President

Buchtel College of Arts and Sciences—Mrs. Julia Hull
College of Engineering—Mr. Milton Kult
College of Education—Dr. Robert Myers
College of Business Administration—Dr. David Durst
College of Fine and Applied Arts—Dr. David Bernstein
College of Nursing—Mrs. Marian Bauer
School of Law—Mr. John Finan
Community and Technical College—Mr. Arthur Pollock, Jr.
Ex Officio—Dr. Noel L. Leathers, Vice President and Provost

Hearing Board Pool

Buchtel College of Arts and Sciences—Dr. Lascelles Anderson, Dr. Don Gerlach, Mrs. Julia Hull, Dr. George Knepper, Dr. Gerald Levin, Dr. Carl Lieberman, Dr. William McGucken, Mrs. Alice MacDonald, Dr. Sally Slocum, Dr. Phillip Stuyvesant.
College of Engineering—Dr. Richard Gross, Dr. Joseph Lestingi, Dr. Lindon Thomas.
College of Education—Dr. Walter Arms, Dr. Ralph Blackwood, Dr. Madeline Cooke, Dr. Bernard Esporite, Dr. Sarah Orlinoff.
College of Business Administration—Mr. Allen Cabral, Dr. Kenneth Dunning, Dr. Keith Klafehn.
College of Fine and Applied Arts—Mrs. Doris Aldrich, Miss Mary Capotosto, Mr. Dennis Meyer, Dr. L. J. Swabb.
College of Nursing—Miss Lenore Kline, Miss Pamela Moore.
School of Law—Mr. Merlin Briner, Mr. Richard Grant.
Community and Technical College—Mr. Richard Fawcett, Mr. Richard Henry, Mrs. Linda Rodda, Mr. James Switzer, Mr. Milton Wales.
Library—Miss Pauline Franks, Mrs. Beverly Scherba.

DEPARTMENT HEADS FOR 1975-76

Buchtel College of Arts and Sciences

Division of Humanities

Department of Classics, Dr. Theodore T. Duke
Department of English, Dr. Frank T. Phipps
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. John H. Bachmann
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. Ali Fatemi
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. Robert M. Terry
Department of Urban Studies, Dr. Edward W. Hanten

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. Esposito (Acting)
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, Dr. Benoyd S. Bayless, Jr.
*Department of Home Economics and Family Ecology, Dr. Joyce Sullivan ✓
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

*Note change in department name.

DEPARTMENT HEADS FOR 1975-76, 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 Bezbatchenko

Noncredit Departments

Department of Developmental Programs, Dr. Martin McKoski

Department of Special Programs, Mr. Cecil Dobbins

UNITED FUND-RED CROSS CAMPAIGN

The annual United Way (formerly United Fund)-Red Cross Campaign will be conducted county-wide during October. Dr. Bill Frye is chairman of the University's drive for 1975, and will be assisted by three co-chairmen—Dr. Joseph Latona, Mr. Ralph Larson and Mrs. Lois Rakich. The campus quota has been set at \$39,100. Last year \$35,150 was pledged. Pledges and contributions may be returned before October 31 to Dr. Frye, College of Education, through campus mail.

The University has been recognized for its national record in per capita giving. All faculty and staff are urged to support this once-a-year giving effort, and demonstrate again that the campus is concerned with "People Helping People". We hope that our final report will merit the United Way slogan: "Thanks to you it works... for all of us."

SCHEDULE OF UNIVERSITY FACULTY MEETINGS
1975-76

Month	Univ. Fac. 3:30	Univ. Coun. 3rd Thurs. 3:00	Grad. Fac. 3:00	Arts & Sci. Fac. each qrtr.	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. 3rd Mon. 4:00	Law Fac. 2nd Thurs. 3:00	Com. Tech Fac. 2nd Wed. 4:00
Sept.										18*	
Oct.	3	16		7	16	14	14	14	20	9	8
Nov.		20	25		20	11	10		17	13	12
Dec.	O N	11*		O N	4*	-	-	O N	-	4*	on call
Jan.	C	15		C	15	13	13	C	19	8	14
Feb.	A	19		A	19	10	9	A	16	12	11
Mar.	L	18		L	18	9	9	L	15	11	10
April	L	15		L	15	13	12	L	19	8	14
May		20	25		20	11	11		17	13	12

*Note change from regular day of month

CURRICULUM CHANGES

The following curriculum changes, in accordance with the Curricula Change Process adopted by University Council on December 12, 1974, have had final approval by the Vice President and Provost, or through specific vote by University Council, all effective September 1975 (unless otherwise noted):

BUCHTEL COLLEGE OF ARTS AND SCIENCES

Department of Biology

Add	310:195-196- 197	<u>Health Care Delivery Systems.</u> 1 credit each quarter, sequential. Corequisite 310:121 and permission. Lecture and seminar on health care principles and practices including demonstrations and field trips with an analysis of the various components of the Health Care Delivery System. Restricted to students entering the Northeast Ohio Medical School 6-year program. This course is graded on a credit-noncredit basis and does not count toward meeting the requirements for a major in the biological sciences.
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310:459/559	<u>Mamalogy.</u> 4* credits. Prerequisite, 310:271; 310:458/558 suggested. Systematics, zoogeography, ecology, behavior, and functional anatomy of the mammals. Laboratory.
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[*designates field trips in General Bulletin]

310:201	<u>Anatomy and Physiology of Cardio-Pulmonary Systems.</u> 3 credits. Laboratory. Prerequisites, 310:147-148-149 or equivalent and permission. A detailed treatment of the structure and function of the cardio-pulmonary systems. Open to students in the Respiratory Therapy curriculum, others by permission.
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Change in credits [Effective Summer Session I, 1975]	310:403 310:603	<u>Special Topics in Biology.</u> Change from 1-3 to 1-4 credits. <u>Special Topics in Biology.</u> Change from 1-3 to 1-4 credits.
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Department of Economics

Add	325:600	<u>Foundations of Economic Analysis.</u> 4 credits. Prerequisite, graduate standing. Determination of national income, employment and price level; aggregate consumption, investment, and asset holding; also, decision problems faced by the household and the firm. Partial equilibrium analysis of competition and monopoly and general equilibrium analysis. May not be substituted for 325:602-603, 611 or toward the 45 hours of graduate credit required for M. A. in Economics.
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Drop	325:243	<u>Survey of Economic Analysis.</u> 4 credits.
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CURRICULUM CHANGES, continuedBUCHTEL COLLEGE OF ARTS AND SCIENCES, continuedDepartment of Geology

Add	337:446/545	<u>Exploration Geophysics</u> . 4 credits. Prerequisites, 345:235 and 365:293. A study of basic principles and techniques used in geophysical exploration with emphasis on gravimetric, magnetic, seismic and electrical exploration methods, and the application of geophysical methods to geological problems.
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Department of History

Change Course Numbers	340:204 to 304	<u>The Ancient Near East</u> . 3 credits.
	340:205 to 305	<u>Greece</u> . 3 credits.
	340:206 to 306	<u>Rome</u> . 3 credits.

COLLEGE OF ENGINEERINGDepartment of Chemical Engineering

Increase credits	420:353	<u>Mass Transfer Processes</u> . From 3 credits (2-1) to 4 (3-1).
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COLLEGE OF FINE AND APPLIED ARTSDepartment of Home Economics and Family Ecology

Add	740:312	<u>Introduction to Food Systems Management</u> . 6 credits. Prerequisite, junior standing in the Coordinated Undergraduate Program or permission of the Program Director. An introductory course in Food Systems Management with planned clinical experiences coordinated to identify initial concepts.
	740:380	<u>Introduction to Community Nutrition</u> . 5 credits. Prerequisites, 740:316, junior standing in the Coordinated Undergraduate Program in Dietetics, or permission of the Program Director. Initial orientation of the dietetic student to nutrition programs in community health-care facilities with clinical observations scheduled. Basic nutritive requirements during pregnancy, lactation, infancy, childhood, adolescence, and for the elderly; an investigation into popular diet plans and diet foods.

COMMUNITY AND TECHNICAL COLLEGEDivision of Business and Office Technology

Change in Title	254:172	From <u>Intermediate Shorthand and Transcription</u> To <u>Intermediate Shorthand</u>
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CURRICULUM CHANGES, continuedCOMMUNITY AND TECHNICAL COLLEGE, continuedDivision of Business and Office Technology, continued

Change in Number and Prerequisites	254:181 to 254:284	<u>Office Nursing Techniques I.</u> 3 credits.
	254:182 to 254:285	<u>Office Nursing Techniques I.</u> 3 credits. Prerequisite or co-requisite, 254:283.
	254:282	<u>Office Nursing Techniques II.</u> 3 credits. Prerequisite, 254:181.
	254:285	<u>Office Nursing Techniques II.</u> 3 credits. Prerequisite, 254:284.
Change in Pre-requisites	254:282	<u>Medical Machine Transcription.</u> 3 credits. Prerequisites, from 254:283 to 254:257 and 284.
	254:291	<u>Data Communications.</u> 3 credits. Add prerequisite 254:150 or equivalent.

INTERDISCIPLINARY PROGRAMSPeace Studies

Add	1060:350	<u>Independent Study.</u> 1-5 credits. Detailed study on selected topics related to peace. May be repeated for a total of 5 credits.
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GENERAL COLLEGEGeneral Studies

Add	110:188	<u>Varsity Volleyball.</u> 1 credit. [Women's Physical Education]
	110:189	<u>Varsity Basketball.</u> 1 credit. [Women's Physical Education]

THE UNIVERSITY OF AKRON

UNIVERSITY CALENDAR 1975-76

Fall Quarter 1975 (48 Instructional Days)

September 1, Monday	Labor Day Observance—Holiday
September 22, Monday	Day and Evening Classes Begin
November 26, Wednesday, 5 p. m.	Final Instructional Day
November 27-28, Thursday-Saturday	Thanksgiving Recess (November 27— Thanksgiving Day Observance)
December 1-6, Monday-Saturday	Final Examination Period
December 14, Sunday	Commencement
December 25, Thursday	Christmas Day Observance

Winter Quarter 1976 (50 Instructional Days)

January 1, Thursday	New Year's Day Observance
January 5, Monday	Day and Evening Classes Begin
January 14, Wednesday	Founders Day Ceremonies
March 13, Saturday, 5 p. m.	Final Instructional Day
March 15-20, Monday-Saturday	Final Examination Period

Spring Quarter 1976 (49 Instructional Days)

March 29, Monday	Day and Evening Classes Begin
May 21, Friday	May Day
May 31, Monday	Memorial Day Observance—No School
June 5, Saturday, 5 p. m.	Final Instructional Day
June 7-12, Monday-Saturday	Final Examination Period
June 13, Sunday	Commencement

Summer Session I, 1976 (24 Instructional Days)

June 21, Monday	Day and Evening Classes Begin
July 5, Monday	Independence Day Observance—No School
July 23, Friday	End of Summer Session I

Summer Session II, 1976 (25 Instructional Days)

July 26, Monday	Summer II Classes Begin
August 27, Friday	End of Summer Session II

Fall Quarter - 48 Instructional Days + Examination Week
Winter Quarter - 50 Instructional Days + Examination Week
Spring Quarter - 49 Instructional Days + Examination Week

[Approved by University Council on February 20, 1975.]

MINUTES OF ALL-UNIVERSITY FACULTY MEETING OF OCTOBER 3, 1975

The annual fall all-University faculty meeting was called to order by President D. J. Guzzetta at 3:30 p.m. on Friday, October 3, 1975, in John S. Knight Auditorium.

He welcomed the group as the University began its new academic year, saying that he wished to share his thoughts with them relative to 1975-76, but first would introduce the new faculty, asking the Deans and administrative officers to present their respective staff members.

For Buechel College of Arts and Sciences, by Dean Robert Oetjen: Dr. Irwin Deutscher, Professor of Sociology; Mrs. Laura Johnson, Instructor in Economics; Miss Mary Maxwell, Instructional Assistant in the Department of Mathematics and Statistics; Dr. Martin D. Murphy, Assistant Professor of Psychology; Dr. John P. Szabo, Assistant Professor of Geology; Mr. Raymond Torgerson, Instructor in Economics; Dr. Isaac Yetiv, Professor of Modern Languages and Head of the Department. Dr. Dennis M. Byrne, Assistant Professor of Economics, was unable to be present.

For the College of Engineering, by Dean Coleman Major: Dr. Clarence B. Drennon, Associate Professor of Civil Engineering. The other two new members were unable to be present: Dr. Victor Burke and Dr. Annamalai Thanikachalam, Assistant Professors of Electrical Engineering.

For the College of Education, by Dean H. K. Barker: Dr. Robert K. Eley, Assistant Professor of Education (Secondary); Miss Janet Ruth Reuter, Instructor in Education (Elementary); Dr. Rita S. Saslow, Assistant Professor of Education (Educational Foundations); Mrs. Marion Stroud, Instructor in Education (Counseling and Special Education); Mrs. Kathleen Webster, Visiting Instructor in Education (Elementary); Mrs. Elizabeth Wright, Instructor in Education (Counseling and Special Education) and Director of the Special Education Materials Center.

For the College of Business Administration, by Dean James W. Dunlap: Mr. Vincent Kopy, Assistant Professor of Accounting, and Dr. Mario J. Picconi, Associate Professor of Finance.

For the College of Fine and Applied Arts, by Dean Ray Sandefur: Mrs. Jean Boggess, Instructor in Audiology (Speech Pathology); Mr. James C. Prodan, Assistant Professor of Music; Mr. Jan Roshong, Instructor in Music and Director of Bands; Dr. Henry J. Ruminski, Assistant Professor of Journalism; Mr. Charles Waddell, Assistant Professor of Music. Mr. Jerry Burr, Instructor in Ballet, could not be present.

For the College of Nursing, President Guzzetta announced that the new Dean of the College, Dr. Lillian DeYoung, had to be out of town, and that Miss Kathryn Homeier, Professor of Nursing, would present the new faculty: Miss Janet Baker, Instructor in Nursing; Miss Mary Patricia Delagrange, Instructor in Nursing; Mrs. Shirley Doherty, Assistant Professor of Nursing; Mrs. Helen Hathaway, Assistant Professor of Nursing; Mrs. Rebecca K. Pool, Instructor in Nursing; Mrs. Joan Ross, Assistant Professor of Nursing.

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For the Community and Technical College, by Dean R. C. Weyrick: Mr. Jon Adams, Instructor in Commercial Art (also secondary appointment in College of Fine and Applied Arts); Mr. Albert C. Buxton, Assistant Professor of Electronic Technology; Mrs. Thora S. Kille, Assistant Professor of Secretarial Science; Mr. Philip Phillips, Visiting Instructor in Community and Technical College; Miss Joyce Powell, Visiting Instructor in Community and Technical College; Miss Joan Warner, Assistant Professor of Secretarial Science.

For Wayne General and Technical College, by Dean John Hedrick: Mr. Richard Dienesch, Instructor in Commerce. Miss Janeane Reagan, Instructor in Psychology, and Mr. Forrest Smith, Instructor in Biology, could not be present.

Dr. Noel Leathers, Vice President and Provost, presented Mr. Christopher Collins, Producer/Director, Instructional Television.

Mr. R. W. Duff, Vice President for Business and Finance, presented Mr. Edward Stewart, Senior Software Programmer.

In the absence of Mr. R. L. Hansford, Vice President and Dean of Student Services, the President introduced Mr. Joseph Migden, Assistant Director of Student Financial Aids, and Mr. John E. Jones, Assistant Director of Admissions.

For Evening College and Summer Sessions, by Dean Caesar Carrino: Mrs. Mary Paolucci, Associate Director, Developmental Writing Laboratory; Mrs. Alice Phillips, Associate Director, Developmental Reading Laboratory; Dr. Martin McKoski, Director of Developmental Programs.

For ROTC, by Mr. Foster Buchtel, Civilian Coordinator: Lt. Col. Donald V. Hallock, Professor of Military Science, and Captain Margaret Murray, Assistant Professor of Military Science.

Dr. Guzzetta then called upon Dr. Bill Frye, chairman of the 1975 campus United Way (Fund)-Red Cross Campaign. Dr. Frye noted that the Fund had helped nearly 250 of the University family last year. He said that 90 to 95 percent of the faculty and 70 to 77 percent of the total University employees had supported the Fund. Last year \$35,150 had been pledged, which averaged \$42 per capita. This year the campus goal has been set at \$39,100. The University of Akron is recognized as No. 1 in the nation in support of United Funds by universities, and he hoped that our record could be maintained in 1975.

The President added that there was always a danger in being first, because of the responsibility to continue, but he said the University would try to stay No. 1 in this and all other respects.

Dr. Guzzetta announced that although a slight increase had been anticipated in enrollment or even a leveling off, it appears that Akron is much ahead with 21,428 total head count as of October 2, contrasted to 20,504 on the same date last year. Ohio State will be first, with Cincinnati second, and Akron third. Kent has a substantial increase, but will probably be some 2,500 below our total enrollment on the main campus. The President added that it appears this will be a peak year with enrollment leveling off for the next several years because of the low birth rates in the late fifties and early sixties, as well as the projected smaller high school graduating classes.

The President then turned to his prepared remarks for the faculty. His talk, in its entirety, follows:

MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 10/3/75, continued

"OUR COMMITMENT TO URBAN EDUCATION:
A TIMELY CHALLENGE FOR COLLECTIVE RESPONSE"

Welcome to the 1975-76 Academic Year! I always look forward to this time each year when we come together and, in a manner of speaking, synchronize our compasses. It provides all of us with an opportunity to coordinate our directions with one another and to combine our total efforts toward a common forward thrust in support of our joint educational mission.

As I was collecting my thoughts for today, I realized that, on July 31, 1975, I had completed four years of presidential duty at our University. (And where did those four years go?) In spite of the speed of their passing, I remember well each year from my freshman year in 1971 through "graduation" in 1975. Paralleling the analogy with our degree programming time schedule, I am now moving into my graduate studies, but only at the fifth year level, which means that I still have some time to go before I achieve an on-the-job "Ph. D. —meaning "President's Highest Development," not as some might think "President's Hopeful Departure!"

Now, just as we ask our students to evaluate their experiences at each degree plateau, I have asked myself to assess the past four years. And just as we all have stopped momentarily before entering the next level of degree preparation, I have considered the upcoming years and what we still need to accomplish. (I suppose that an equally, if not more effective, procedure would be to ask each of you to do the evaluating. However, since I have the platform, I will start with the understanding and hope that I will continue to hear from you, certainly at least when something is not going too well.)

In all, I have been in this education profession for some 27 years. During this time I have seen an acceleration of changes take place at all levels and in a variety of areas. I have seen the instructional complacency of the early forties jolted and reversed by the intellectual pragmatism of the large influx of returning veterans anxious to make up for the time they had lost to the War. I have seen this new alertness reinforced by the entry of many of these veterans into teaching and educational administration, and by the continued stream of veterans returning from the Korean Conflict. I have seen the disillusionment and the agonizing national self-appraisal—that took its seeds in the Korean Conflict and reached its bloom in the Viet Nam era—spread into higher education, resulting in the often misdirected aggression against the system of higher education. This was followed by the educational turmoil of the sixties. And now it seems that the dust is settling and we find ourselves in a decade of new awareness. As I look back over these past 27 years, I recognize a variety of responses and results. Often, we have acquiesced in the name of change. Often, we have changed labels and called it improvement. Less frequently, however, we have introduced actual and lasting needed changes that demonstrated educational leadership and responsiveness.

Certainly, among the most significant changes have been those relating to (1) our drives for personal security and self-satisfaction, (2) our growing concern for the welfare of the individual at the cost of the organization, if need be, (3) our loss of credibility with the public and, (4) a general letdown in many aspects of society. We have sought and found sanctuary within ourselves and have built a complex system of subtle self-defenses to justify our singularity and our rejection of accelerating institutional expectations. And the

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systems and institutions so important to our progress, already weakened by two decades of embattlement, were weakened even further by this abandonment. In the process, many of us seem to have forgotten that systems and institutions are no more than collections of individuals. And, if we as individuals retreat within ourselves, we have not destroyed a system but have created a new system or institution of collective indifference that is counter to the goal of institutional change and improvement which we espouse.

Yes, I have been using a broad brush and—I am afraid—some gloomy colors but I trust that you realize that this is only one side of the coin. Permit me to bring all this closer to home and reality.

As expected, we at The University of Akron have undergone some telling changes. And while some have been educationally productive, others have been debilitating. But we have held steady with the belief that nothing should deter us from continuing to at least seek a utopian solution to our concerns.

I know that there would be at least some agreement that we at The University of Akron are not immune to errors and deficiencies. But it would distress me if our collective concentrations centered only on the negative without taking note of the positive. For unless we want to construct more negativism, we must build on a positive base of the past and present. As a has-been historian of ancient vintage, I believe that there is much that we can learn from the past. In fact, I also believe that there would be advantages to returning to some of our old traditional concepts. Does this mean that I am opposed to change and a new look? Quite the contrary! But change just to avoid being labeled conservative or nonprogressive, leaves much to be desired. I trust that none of us has an inclination in that direction.

Now, allow me to share with you a brief sampling of our successes and our failures over just this past year, and to build from this sampling some areas of concern we will all share for the future.

When I talked with you last year, I noted—among others—that the following would be accomplished during the next 12 months:

1. More attention would be given to developing private sources for programmatic developments.
2. We would initiate and carry forward action that would result in a clearer definition and understanding of our character and goals and to develop and implement programs of change and reform within this definition and understanding.
3. We would develop and launch a concentrated program of change involving the University community and focused on the three areas of:
 - The Improvement of Learning Opportunities and Resources.
 - The Expansion of Academic Research and Creative Activities.
 - Increased Service to the Community.

Today, as we look back at this sampling of objectives for the 1974-75 academic year, we can see successes, failures and degrees of both. For example:

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1. With reference to programmatic development—More attention has been paid to developing private sources for programs of study. Several major foundations have recognized our educational programs and our potential by initiating dialogue in areas of possible cooperation and assistance. This next 12 months we will intensify our efforts on the broad scale while following through with a focus on specifics already under discussion. We have not been as successful as we had hoped, but have made some significant gains.
2. Goals, purposes and mission—Last spring, after several redrafts based upon participation opportunities by many, the Board of Trustees approved a Goals and Purposes statement for the University, as well as a statement of Urban Mission which sets forth our institutional role in the community at large. In my judgment, these two documents are well developed and most appropriate to our reason for being. They clearly delineate our future directions and realistically pinpoint our educational thrust. Generally speaking, they do not contribute a major departure from what we have been accustomed to; rather, they attempt to crystallize our areas of program and mission concentration. If you have not yet read them, I recommend both statements to you for your reading pleasure! We now have a clearer definition of our character and goals, and are ready to develop and implement programs of change and reform within this definition and understanding. It is now incumbent on us to collectively examine our programs and activities toward the end that everything we do at the University will relate in some way to the philosophy and guidelines expressed in these position papers.
3. A program of change—We have made notable advances this past 12 months in the three areas of (1) improvement of learning opportunities and resources, (2) expansion of academic research and creative activities, and (3) increased service to the community. Examples include the development of a University Honors Program; the establishment of our fourth endowed professorial chair—this one in Law in International Transactions and Relations; the upgrading of equipment in the Computer Center; the openings of Olin and Whitby Halls and the progress being made on the Music, Speech and Theatre Arts Building; the dramatic increase in sponsorship of research and educational innovation projects—an increase of more than 50% over last year; and the expanding activities of the Committee on Lifelong Learning.

Each of us could add to this list and each of us can determine from these experiences—and from the needs that we perceive for the University—additional changes necessary to move us forward. It is my sincere hope that each of you will agree with me when I say that our gains, although welcome, are not fast enough and are not involving the full support that is essential to our realizing our potential as a comprehensive public urban University.

As I review the national and the local scene and as I look at our accomplishments to date, our responsibilities and priorities for The University of Akron become apparent. I must confess that some of them have been mentioned before during my second tour of duty. But since little or no action has been taken on them, they will be repeated.

MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 10/3/75, continued

1. We must return to an institutional commitment.

I would urge us all to strive for greater collegiality by calling upon all of the people components making up this University to work toward a total institutional commitment with a collective University thrust. The whole must be promoted as a unit, otherwise adversary relationships will develop, establishing artificial barriers in everything that we do. I again solicit your support in minimizing the "we" and they" syndrome which detracts from our joint mission.

More than at any time in our history, the year of 1975 needs unity, cohesiveness and integrity in pursuit of a concentrated commitment to the whole. Our concerns need to be singly and institutionally conceived and expressed, but the end result must give the total unit the action limelight. Unless we combine our efforts to promote an institutional thrust, the individual parts may become lost in the shuffle and the fragmentation experienced will contribute minimally to the achievements of our University goals, purposes and mission.

I ask your help in reopening and strengthening lines of honest communication with one another for, paradoxically, cohesiveness is best obtained by openness. Are we as individuals keeping pace with the issues and changes of our respective areas of professional responsibility as well as in higher education generally? And, are we translating these to anticipated needs for the furtherance of our University progress? The University of Akron is, in fact, all of us, collectively sharing the common goal of providing better learning opportunities. Let this be our rallying thought for our redirection toward commitment to our University.

2. We must promote change consistent with our mission and goals, as needed, without creating "fears and insecurity."

Now that we have arrived at a set of realistic institutional goals and purposes and a determined mission, collegiate, departmental, programmatic and course objectives need to be reassessed to insure a continuous action flow at all levels. This must be done in a sound academic manner with specificity and practicality. The differences between an urban university and a residential institution of higher learning must be recognized. We must all be willing to accept and promote the distinctive characteristics of this institution as it becomes even more a part of the larger community. In this connection, the teaching/learning process at both the undergraduate and graduate levels must command at least equal attention to the University commitment to the discovery of new knowledge through research and the application of its varied educational services to the public and private sectors of our society. As Howard Bowen observed: "...what the country wants to do or can do will be affected...by the way people have been educated, by the values they cherish, by the tasks they think worth accomplishing... Education is an active generator of values; not merely a passive adjustor to them."

3. We must raise our institutional and individual effectiveness and efficiency.

As we work toward the implementation of our goals, purposes and mission, we must turn our attention to ways and means of raising our institutional and

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individual effectiveness and efficiency in all areas of our operation. This will be necessary both administratively and academically. We must constantly be searching for the best and most educationally productive method, keeping in mind that quality must never be sacrificed for quantity. We must retain open minds to that which is new. We must be willing to accept that which would be proper for us and reject that which does not fit our particular circumstance.

We cannot isolate ourselves from the innovative technology being developed for the educational process any more than other major professions can ignore new techniques in carrying out their functions. I hope to see increasing interest in creatively searching for the many possibilities open to us in the improved utilization of the resources already available to us. Such activity could include a reanalysis of the role of the faculty in the educational process which must place greater emphasis on outcome, which is learning, rather than concentrating solely on teaching. We must find better ways of using our faculty talent during these times of leveling enrollments, stabilization of resources and rising costs.

As we look to the academic programs, we must also look to our administrative and support services for improved efficiency and productivity. To achieve our mission, we need equal involvement and cooperation of all members of the University community. I realize that, as I call for greater productivity with less, many of you will think of the storybook admonishment: "...it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!" But, Ladies and Gentlemen, I do not need to remind you that the collision course of increasing costs, changing programmatic needs and leveling support imposes a demand on all of us for even greater selfless efforts if we are to move ahead.

4. We must accelerate our efforts to maintain a quality and current academic program based upon a combination of needs, resources, costs and results.

A constant, ongoing evaluation of our curricula is mandatory. I am not proposing that only those classes and curricula that enjoy the greatest demand be offered. We have a responsibility to make available and encourage the study of many areas that do not fall within the mode of the bell curve of popularity and to provide the most consolidated and concise paths to learning possible. By concentrating our resources on these paths and weeding out obsolete courses, curricula and requirements, we will be more responsive to the academic needs of our clientele.

5. We must reemphasize the teaching/learning process.

This, perhaps, will be the most difficult of our priorities to move into action and to maintain at a high level of attention. We are all professional educators and as professional educators, it would seem that we are always concerned with the teaching/learning process. But, are we? A terminal degree alone does not qualify us as experts in teaching and learning. What does qualify us is a strong commitment to helping others learn and through an awareness of the different methods by which people learn, particularly when those who come

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to us represent a variety of backgrounds and ages. However, additionally we must be always working toward upgrading our knowledge of our discipline as well as advancing our skills in learning techniques. Let me suggest just one example. We talked earlier of our distinctive character as an urban institution and we all recognize that, among others, this means a large number of our learners are older, heads of households and part-time students. We also have a large number of the traditional college-age students, attending full-time. Are there different means of teaching and learning that will be more effective for one group than for another? Must we allow the traditional constraints of classroom, scheduling, lecture/quiz to limit our attempts at improving their learning? Are the motivational means the same? What advantage can be made of the experience the older student brings to the classroom? When are we merely reteaching the experienced student much of what he or she has already learned either in high school, on-the-job or through sophisticated reading prior to coming back to school?

Several years ago, the Educational Research and Development Center was established on our campus to help all of us deal with these kinds of questions. Its approach to the problems and its growth of involvement have been deliberate, but constant. Its goals are to keep all of us mindful at all times of the need for improvement of the learning process, to serve as a broker of information on successful new approaches on campus, to function as an originator and catalyst of these drives and to assist in the evaluation of their effectiveness. The efforts of the Center are already bearing some fruit. However, we will need the full involvement of all to help the Center realize its full capabilities and the University realize its full potential. I hope that more of you will take it upon yourselves to learn what the Center has to offer you and to let the Center know what you have to offer it. It is clear to me that, to place the proper emphasis on the teaching/learning process at The University of Akron, we must all be willing to continually learn and improve together.

6. We must return to playing "initiating" roles rather than continuing to be "reactors."

As I look at the national picture of higher education and what is happening at other institutions, I would like to see The University of Akron respond somewhat differently. In our profession, we always talk glibly about the diversity among institutions, but I fear that, particularly of late, there is a movement toward sameness rather than diversity, a trend toward emulation rather than originality and a tendency toward a preoccupation with peripheral matters of concern to faculty and students. Certainly we must be constantly alert to what is taking place all around us. But my counsel to all is to direct our energies toward making this institution work within the boundaries we have established for ourselves and using, as our focal point of activity, the need to improve the educational process. Other matters must not be overlooked and we must avoid the pitfall of misreading our priorities. We should make it clear, both on and off campus, that at this institution how we conduct our educational programming commands at least as much attention as our understandable concerns over noneducational matters.

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Again, permit me to cite an example. One of the central debates in higher education today can be stated in its simplest form as the choice between vocational or career training and learning how to learn. We have seen at least the publicity releases of many of our sister institutions offering programs that lead to one or to the other, yet falling into one restrictive side of the debate. These are not mutually exclusive roles of learning, and it is the responsibility of those of us on the firing line of education to let this be known both by words and by programs. Let's examine a few of the facts:

- All surveys and our own experience demonstrate that today's student is more goal and career oriented.
- The preponderance of college goals indicated by this year's high school seniors is in the health-delivery, business and engineering fields. The tacit and fair assumption is that this is where the future jobs will be.
- Careers in these fields and knowledge necessary for successful futures are changing at a rapid pace.
- New fields or careers unknown to us today—and often beyond our current imagination—are coming on the scene, keeping pace with our technological and social advances.

These facts certainly remind us of our proper concern for providing sound, up-to-date career training programs for our students as well as full opportunities for them to enrich their lives with a variety of liberal learning experiences. At the same time, we must turn our attention to the growing need for lifelong learning experiences with an accent on later life educational opportunities. Also, and I know I am repeating myself, I would like to see us explore the possibility of curricular programming in the field of Listening as a Communications Art as well as programming in the Study of the Future. We teach reading and writing but we take listening for granted. In many ways, listening is an even more effective means of communication. With reference to curricular developments on the Future, I believe that as an institution of higher learning operating in the 1970's, we have a greater responsibility to the future than we do the past. So, why not consider it as a field for intensive study? Positive action in all areas of learning opportunities is essential over the long run if we are to maintain a position of leadership in building for the academic needs of tomorrow.

7. We must develop and implement a program for building and improving leadership within our own University.

We cannot hope to develop leadership as an institution unless each of us who makes up the University develops some type of leadership as an individual. I am sure that there will be some who will rebel at the suggestion that we all have an individual need—and, I might add, responsibility—to further develop our leadership potential. Some may feel that, because they have been in a

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leadership position, they have no need to "learn" skills that they have always been practicing. And, perhaps others may feel that further leadership development is useless because there is limited upward mobility at the University to allow the use of any newly developed skills. I suggest this type of thinking is self-defeating.

An important characteristic of a successful leader is willingness to learn new things, to refine skills and to broaden the operative base of knowledge. Over the next two to three years we will develop and provide opportunities and programs for all of us to improve our skills and understanding in this area. The program will be one of involvement and participation, and will allow us to identify and work with many on our campus who have not had the opportunity to realize their leadership potential. It will also enable us to identify a resource pool of individuals to call upon as ad hoc problem solving teams to help us with the many issues of progress we are and will be facing.

8. We must help to restore the public's confidence in higher education.

As we continue to work toward providing the best educational programming possible within the confines of our public, urban and multipurpose orientation, we need to be constantly aware of the increasing accountability expectations of our many publics. Whether we like it or not, society is becoming more than ever results and goals oriented and it expects us to work within measurable parameters. General, vague, cynical, patronizing or "you wouldn't understand" responses to questions being raised these days about the educational process and about educators are not acceptable. It is essential to our short- and long-term well-being to be more responsive to society's needs and concerns. However, we must do so as a team rather than as individual components of the whole, with the whole being the institution.

9. We must "compete" in an academically respectable way.

I know that the word "compete" or "competition" is anathema among institutions of higher education, except perhaps in athletic contests and spelling bees. In reality, however, we are competitive. And it is a healthy competition. Each of the contestants wants to have the most highly respected faculty, the best students, the most progressive administrators, the most aesthetic and functional physical facilities, etc., etc. If we can meet the priorities just discussed, and if we can commit ourselves to a continuing program of collectively identifying new and relevant priorities and meeting them, we will compete successfully in an academically respectable way and our students and our community will be the ultimate winners.

At the beginning of my remarks today, I compared my four years as President at The University of Akron to the completion of my baccalaureate degree. Let me close by sharing with you another thought that came to me.

Today we are not just at the beginning of the 1975-76 academic year. We are also at the beginning of the last quarter of the twentieth century. What will this last quarter bring? How will we prepare for it? The U.S. Department of Labor estimates that,

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by the year 2000, two-thirds of this year's kindergarten students will be filling jobs that do not exist today! It is said that the world generates 450,000 books and 60 million pieces of literature in a year's time! Multiply that by 25 years! Closer to home, the Ohio Department of Economic and Community Development predicts that, by the year 2000, nine out of 10 Ohioans will live in metropolitan areas with most of the growth occurring in suburban areas. The challenge any one of these offers to us is both awesome and exciting!

Twenty-five years! The average age of our faculty—all of us—is 40 years. (I wish I were average.) Many of us will have retired or be ready to retire by the end of this century. And then I was reminded of a true story that was told to me about a young man who left a good job at Procter and Gamble—a job with obvious promotion potential—to take a lesser paying job in higher education. When a friend asked him why he made such a move, the young man answered: "I got to thinking—when I retire do I want to look back on my life and say that my major contribution was making better soap?" I asked myself a similar question: "When I retire, what can I look back to as my contribution?" As we enter this last quarter of the twentieth century, each of us should ask ourselves this question. And each of us should remember that there is still time left to contribute or to add to our contributions. It has been said that: "Life can only be understood backwards; but it must be lived forwards." (Kierkegaard)

I ask your help as professionals to contribute to the advancement of the University in all of its parts and in the interest of all of its people. With your support, I am confident that we can meet the challenges and uncertainties of the future with conviction, resolution, determination and optimism.

Thank you and have a good year.

At the conclusion of the President's address, he asked if anyone had any questions, calling first on Dr. A.E. Misko.

Dr. Misko complimented Dr. W.A. Rogers on the arrangements for the visit to the campus by representatives from the U.S. Office of Education, and for the programs in lifelong learning, etc. He thought it would be beneficial if the University could have a staff member in Washington to handle requests for grants and assistance there. Dr. Guzzetta explained that several of our administrative staff continually make contact with various agencies in government, and that he personally had been meeting recently with a number of foundations, etc., in Pittsburgh, Chicago, Detroit, and soon in New York, in the University's interest. At the moment, there are no additional staff persons anticipated because of budgetary limitations but the University will continue to seek outside support with present staff.

The meeting was concluded with the President's assertion that he was excited about the prospects for a successful academic year, and he hoped that all the faculty shared this optimism and enthusiasm.

The meeting was adjourned at 4:30 p.m.

MR. NOEL LEATHERS
VICE PRESIDENT & PROVOST