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The University of Akron Faculty Senate Chronicle

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## Faculty Senate Chronicle October 1, 1980

Heather M. Loughney

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# the university of akron Chronicle

a report to the faculty of  
the university of akron



1980-81, No. 1 (21 pages)

October 1, 1980

## 1980-81 ACADEMIC YEAR BEGINS

### Greetings from the President

As the University begins its 111th year, it is my privilege to extend cordial greetings to all new and returning faculty members.

We enter the 80s and the last two decades of the 20th century with pride in our sound educational base and our ability to utilize the incredible opportunities in academe for preparing to meet the challenges on all fronts in the world of today and tomorrow.

Let us all work together with confidence and faith toward another successful and rewarding year in 1980-81.

### University Board of Trustees

#### Officers

The Officers of the Board of Trustees for 1980-81 are Mr. Robert Kidney, Chairman; Mr. Ray C. Bliss and Mr. C. J. Pilliod, Jr., Vice Chairmen; Dr. I. R. MacGregor, Secretary; Mr. R. W. Duff, Assistant Secretary.

#### New Member

Mr. George E. Wilson has been appointed by Governor James Rhodes to a nine-year term on the University Board of Trustees, ending July 1, 1989, in succession to Mr. Bernard I. Rosen, whose term had expired. Chairman Kidney appointed Mr. Wilson to the Development and Finance Committees. Mr. Wilson graduated from The University of Akron with a B.S. in Biology in 1949. First Director of the Ohio Department of Development, he now heads two local firms, Iradco and the Ohio PRC Trading Company.

#### Faculty/Student Observers

The two faculty and two student observers at Board of Trustees meetings for 1980-81 are Mr. Earl Ertman, Associate Professor of Art, and Mr. Richard Grant, Professor of Law, representing faculty; Mr. George Bandy, president of Associated Student Government, and Miss Kathleen Zehenni, president of the Class of 1981, representing students. The student representative of the media is Mr. Thomas Reed, 1980-81 Buchtelite editor.

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NEW MEMBERS OF THE UNIVERSITY FACULTY

Those joining our full-time faculty since summer 1980, teachers and administrative staff, are listed below for the 1980-81 academic year:

Miss Darice A. Angwin, Instructor in Data Processing  
Dr. Celal Batur, Visiting Associate Professor of Mechanical Engineering  
Dr. Deborah J. Bickford, Assistant Professor of Urban Studies  
Mr. Thomas S. Black, Visiting Instructor in Speech  
Dr. Dale Borowiak, Assistant Professor of Mathematics  
Mrs. Felicitas Calderon, Learning Consultant in the Adult Resource Center, Member of the General Faculty  
Mr. Timothy H. Calfee, Visiting Instructor in Education  
Dr. Richard E. Caplan, Assistant Professor of Mass Media-Communication  
Mrs. Dana L. Chapman, Instructor in Home Economics  
Mrs. Alice Christie, Assistant Professor of Education  
Mr. Patricio V. Cobos, Associate Professor of Music  
Mr. James R. Collins, Coordinator of Urban Extension, Member of the General Faculty  
Mr. Satish K. Davgun, Visiting Instructor in Geography  
Mr. Daniel H. Derby, Assistant Professor of Law  
Mr. Charles J. Durbin, Instructor in Physical Education and Acting Assistant Football Coach  
Mrs. Jean Farona, Instructor in Surgical Assisting Technology and Coordinator  
Dr. Robin R. Fast, Assistant Professor of English  
Dr. Todd Feil, Assistant Professor of Mathematics  
Mrs. Nancy Fleischer-Hoffman, Visiting Instructor in Art  
Mr. Ronald W. Franklin, Visiting Instructor in Music  
Mr. Robert L. Fritz, Jr., Assistant Director of Gardner Student Center, Member of the General Faculty  
Miss Kristine K. Gates, Assistant Director of Admissions, Member of the General Faculty  
Mr. Geoffrey D. Greer, Instructor in Marketing  
Dr. Gary Hamed, Assistant Professor of Polymer Science  
Mr. John M. Hawes, Assistant Professor of Marketing (1/81)  
Dr. David N. Hawk, Associate Professor of Finance  
Dr. John Hebert, Associate Professor of Management  
Mr. Virgil Hicks, Special Instructor in Music and Instructional Programmer in Computer Based Education  
Mr. Warren Neal Holmes, Assistant Director of Afro-American Studies, Member of the General Faculty  
Mr. Robert Hoyle, Visiting Instructor in Music  
Mr. Robert J. Huff, Visiting Instructor in Art  
Mr. Franklin L. Jennings, Assistant Professor of Accounting  
Dr. Lynn G. Johnson, Assistant Provost and Adjunct Assistant Professor of Education  
Mr. Tucker R. Jolly, Assistant Professor of Music  
Mr. William D. Jones, Executive Director of Personnel, Member of the General Faculty  
Mr. Arnold J. Katz, Professor of Social Work, Head of the Department  
Dr. Tibor Kelen, Visiting Professor in the Institute of Polymer Science  
Mr. Dale E. Kempter, Visiting Associate Professor of Music  
Mr. Charles E. Kirkwood, Visiting Associate Professor of Law  
Mr. Stephen M. Komer, Instructor in Accounting  
Mr. Richard D. Kovach, Associate Professor of Law  
Mr. Lawrence C. Krueger, Assistant Director of the Gardner Student Center, Member of the General Faculty  
Mr. Joseph Lackney, Special Lecturer in Mechanical Engineering  
Dr. Paul C. Lam, Assistant Professor of Mechanical Engineering  
Mr. James T. Larsen, Assistant Professor of Theatre Arts



NEW MEMBERS OF THE UNIVERSITY FACULTY, continued

Dr. Sunggyu Lee, Assistant Professor of Chemical Engineering  
Dr. Dennis Lynch, Associate Professor of Mass Media-Communication  
Dr. James M. Lynn, Assistant Professor of Audiology  
Mr. David D. Melillo, Assistant Law Librarian, Acquisitions and Reference, Member of the General Faculty  
Mr. Adel A. Migid, Associate Professor of Theatre Arts  
Miss Theresa D. Miller, Instructor in Accounting  
Miss Colleen I. Murray, Visiting Instructor in Home Economics  
Dr. Elizabeth Mutran, Assistant Professor of Sociology  
Mrs. Elaine Nichols, Assistant Professor of Nursing  
Dr. Kenneth J. Pakenham, Assistant Professor of English, Director of the English Language Institute  
Dr. Robert N. Parker, Assistant Professor of Sociology  
Mrs. Marian J. Pope, Visiting Instructor in Art  
Dr. Gauri S. Rai, Associate Professor of Social Work  
Dr. Mary C. Rainey, Professor of Home Economics, Head of Department of Home Economics and Family Ecology  
Mr. Darius Rastomji, Visiting Instructor in Data Processing  
Miss Rebecca S. Reardon, Legal Assistant and Member of the General Faculty  
Dr. James F. Reed, Visiting Assistant Professor of Mathematics  
Dr. Diana Reep, Assistant Professor of English  
Mrs. Nancy J. Rico, Instructor in Nursing  
Mrs. Martha Roberts, Instructor in Nursing  
Mr. Ronald Rubinstein, Associate Professor of Law  
Mr. Robert Rueschman, Purchasing Agent, Member of the General Faculty  
Dr. Daniel B. Sheffer, Assistant Professor of Biology  
Mr. Jonathan E. Smith, Assistant Professor of Psychology  
Mr. Gerald Solk, Visiting Professor of Law  
Dr. Richard R. Teaff, Director of Special Programs, Member of the General Faculty  
Miss Dawn Trouard, Assistant Professor of English  
Dr. Ralph B. Turek, Associate Professor of Music  
Dr. Tyrone M. Turning, Dean of the Wayne General and Technical College, Associate Professor of Speech  
Mr. Shou-mei Wang, Visiting Assistant Professor of Civil Engineering  
Mr. Richard A. Wiggins, Academic Programmer/Analyst, Member of the General Faculty  
Mrs. Denis F. Wray, Visiting Instructor in Speech  
Miss Dorian Zachai, Visiting Professor of Art

ROTC

Army:

Major James W. Hansen, Assistant Professor of Military Science  
Captain Thomas G. Raseta, Assistant Professor of Military Science



UNIVERSITY DATES

October 2	First regular fall <u>meeting of University Council</u> , Leigh 307, 3 p.m. <u>Annual dinner for area school superintendents and counselors</u> , Gardner Student Center, 6 p.m.
October 3	Thomas Hall presents " <u>Sophisticated Ladies</u> ", 8:15 p.m.
October 5	First <u>World-at-Our-Door Travelog</u> , "Scotland", with Fran Feidelberger, Thomas Hall, 2:30 p.m.
October 10	Thomas Hall presents " <u>Danish Gymnastic Team</u> ", 8:15 p.m.
October 11	<u>Homecoming</u> , Hilltopper luncheons, noon; football, Akron vs. Eastern Michigan, Rubber Bowl, 1:30 p.m. Gold Series presents National Touring Company of New York City Opera in " <u>La Traviata</u> ", Thomas Hall, 8:15 p.m.
October 17	Annual dinner meeting, <u>Friends of University Library</u> , Gold Room, University Club, 6 p.m.
October 17-18	Ohio Ballet, Thomas Hall, 8:15 p.m., plus Saturday matinee, 2:15 p.m.
October 19	<u>University Concert Choir</u> , Guzzetta Recital Hall, 8:15 p.m.
October 21	<u>Faculty and Staff Awards Ceremony</u> , University Club, 4 p.m. <u>Akron Symphony</u> , with Piotr Paleczny, guest pianist, Thomas Hall, 8:15 p.m.
October 21-26	University Theatre presents " <u>Who's Afraid of Virginia Woolf</u> ", Kolbe Theatre, 8:15 p.m. (Sunday, 2 p.m.)
October 22	Annual joint dinner of <u>College Advisory Committees</u> , Gardner Student Center, 6 p.m.
October 23	<u>University Glee Clubs</u> , Guzzetta Recital Hall, 8:15 p.m.
October 25	<u>University Orchestra</u> , Guzzetta Recital Hall, 8:15 p.m.
October 27-28, 30	<u>University Opera Theatre</u> presents " <u>Susannah</u> ", Guzzetta Recital Hall, 8:15 p.m.
October 28	Theatre Series presents " <u>A Chorus Line</u> ", Thomas Hall, 8:15 p.m.
October 29	<u>Tuesday Musical Club</u> presents " <u>The Academy of Saint Martin in the Fields</u> ", Thomas Hall, 8:15 p.m.

SCHEDULE OF UNIVERSITY FACULTY MEETINGS  
1980-81

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

\*Note change from regular day of month.



UNIVERSITY COUNCIL, continued

Membership 1980-81

The elections for faculty representatives to University Council, according to the Bylaws, are to be completed by May 7 and all elected Council members are seated at the regular May meeting. The roster of the 1980-81 membership of University Council, as determined in May 1980, is at 67 voting members. There are four ex officio nonvoting members of the Council this year: the chairman of the Committee of Department and Division Heads, the chairmen of the two elected Faculty Committees of Council—Faculty Rights and Responsibilities and Faculty Well-Being (since this year they are not elected members of Council), and the retired faculty member appointed by the President. The total membership of Council for 1980-81 is therefore 71.

Elected from the Faculty

Buchtel College of Arts and Sciences—Dr. David Buchthal, Dr. Michael Farona, Dr. Roger Grant, Dr. John Gwinn, Dr. Bruce Holland, Dr. Dale Jackson, Dr. Walter Lehrman, Dr. William McGucken, Dr. Judith Palagallo, Dr. Phillip Stuyvesant, Dr. Robert Terry.

College of Engineering—Dr. Chiou-Shiu Chen, Dr. Lawrence Focht, Dr. David Timmerman.

College of Education—Mr. David Barr, Dr. Charles Dye, Dr. Martha Leyden, Dr. Ruth Roberts, Dr. Rita Saslaw.

College of Business Administration—Dr. Michael d'Amico, Dr. Alan G. Krigline, Dr. George Prough, Dr. Howard Taylor.

College of Fine and Applied Arts—Dr. John Bee, Mr. David Jamison, Mr. Thomas Morin, Dr. Kenneth Siloac, Dr. Sherman VanderArk.

College of Nursing—Mrs. Janet Chamberlain, Miss Dorothy Dobrindt, Dr. Dolores VanDervort.

School of Law—Mrs. Dana Castle, Mr. Donald Jenkins.

Community and Technical College—Mr. Leonard Calabrese, Mr. Kenneth McCormick, Dr. Fred Sturm, Mr. James Taggart, Mr. Mel Vye.

Elected from the Library

Mrs. Julie Gammon, Mr. John Miller.

Elected from Student Organizations

Associated Student Government—Mr. George Bandy, Miss Melinda Hiss, Mr. Tom Parks, Mr. Charles Dressler.

Evening Student Council—Mrs. Mary Lou Gipson, Mr. Dennis VanDoros.

Graduate Student Council—Mr. Ghobad Rahrooh.

Student Bar Association—Mr. Kevin L. Pelanda.

Holding Office by Virtue of Administrative Assignment

President D. J. Guzzetta; Dr. N. L. Leathers, Senior Vice President and Provost; Dean R. Hansford, Vice President and Dean of Student Services; Dr. Alan N. Gent, Dean of Graduate Studies and Research; Dr. C. E. Griffin, Dean of Buchtel College of Arts and Sciences; Mr. Joseph Edminister, Acting 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. Gerard Knieter, Dean of College of Fine and Applied Arts; Dr. Lillian DeYoung, Dean of College of Nursing; Mr. Albert S. Rakas, Interim Dean of School of Law; Mr. R. Weyrick, Dean of Community and Technical College; Dr. Marion A. Ruebel, Dean of University College; Dr. C. A. Carrino, Dean of Evening College and Summer Sessions; Dr. W. A. Rogers, Executive Dean of Continuing Education and Public Services; Miss Pauline Franks, Interim University Librarian.

Appointed by the President

Dr. I. R. MacGregor, Vice President for Planning; Dr. John Watt, Associate Provost; Mr. Howard Baldwin, Registrar.

Ex Officio (Nonvoting)

Chairman, Committee of Department and Division Heads—Dr. George D. Davis.

Chairman, Committee on Faculty Rights and Responsibilities—Dr. W. H. Nolin.

Chairman, Committee on Faculty Well-Being—Dr. Howard Greene.

Retired Faculty Member (appointed by the President)—Dr. Charles Poston.



UNIVERSITY COUNCIL, continued

Officers of University Council for 1980-81

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

Dr. Bruce Holland, Secretary

Dr. Charles Dye, President Pro Tempore, who would preside vice Dr. Leathers and/or President Guzzetta.

UNIVERSITY COUNCIL STANDING COMMITTEES, 1980-81

The Standing Committees of University Council, with the chairman of each listed first, are announced for 1980-81 by President D. J. Guzzetta:

Elected

Procedural

Leathers, Bruce Holland (Council secretary), Jamison (1979-81), Lehrman (1980-82), H. Taylor (1980-82); D. J. Guzzetta, ex officio.

Faculty Rights and Responsibilities

(Tenured)

Dr. Dale Jackson (1979-82)  
Dr. L. E. Roemer (1979-82)  
Dr. L. Pfeiffer (1980-83)  
Dr. F. Banda (1979-82)  
Dr. W. H. Nolin (1978-81)(Ch.)  
Mr. C. E. Gibney (1978-81)  
Mr. H. DeSaussure (1980-83)  
Mr. A. Pollock (1978-81)  
Mrs. V. Allanson (1980-83)

(College and Library)

Arts and Sciences  
Engineering  
Education  
Business Administration  
Fine and Applied Arts  
Nursing  
Law  
Community and Technical  
Library

Faculty Well-Being

Dr. William McGucken (1980-83)  
Dr. Howard Greene (1978-81) (Ch.)  
Dr. Ramon Steinen (1980-83)  
Dr. K. A. Klafehn (1979-82)  
Mrs. Doris Aldrich (1979-82)  
Mrs. M. Esther Seeno (1978-81)  
Mr. R. Alexander (1978-81)  
Mr. James Nolte (1980-83)  
Mrs. Ruth Clinefelter (1979-82)

Selected by Procedural Committee

Academic Policies, Curriculum and Calendar

Leathers, Watt (secretary), DeYoung, Dunlap, Edminister, C. E. Griffin, Knieter, Rakas, Ruebel, Turning, Weyrick; Bee, d'Amico, Dye, Garn, Gerhart, Grist, Gross, McCormick, Merrix, John Miller, Morin, Ruth Roberts, Saslaw, Stuyvesant, Taggart, Terry, Vinson, L. Bunn, T. Parks, Pelanda, A. Werner, Zehenni.

Athletics

Barker, Barr, Buchthal, Burrowbridge, Capotosto, Clements, Finan, Kilbane, Kimmel, K. Livingston, Rogers, Siloac, Sturm; Case, Dressler, Hayden, Sherer; ex officio—Ron Kline (president, Alumni Council), W. Stuver Parry.

Campus Facilities Planning

Prough, Barbara Armstrong, Costa, Glazier, Lang, Lasher, Leyden, I. MacGregor, Robert Sullivan, Timmerman, Voorhees; Boswell, Gipson.

Library and Learning Resources Committee

Focht, Blough, Chamberlain, Clifford, Cone, Glaser, H. R. Grant, Gwinn, Alan Krigline, Alvin Lieberman, John MacDonald, Manos, Weinstein; Campbell, Catlin; ex officio—Pauline Franks.

Reference

Dobrindt, Blackwell, Cress, Flaumenhaft, Hutchins, Lindbeck.

Research

Gent, Calabrese, Castle, C. S. Chen, Coyne, Gammon, Kaya, Koser, Palagallo, Richardson, Vander Ark, VanDervort, Maurice Williams, Corbett (ex officio).

Student Affairs

Hansford, Carrino, Duff, M. Farona, Gill, Jenkins, Kopy, L. Moore, Mel Vye, P. Taylor, Waisbrot, Willis; ex officio—Hahn, Hazard; Abood, Bandy, Gaich, Hiss, Rahrooh, Umsalama, Vadoros.



## UNIVERSITY REPRESENTATIVES, 1980-81

### FACULTY ADVISORY COMMITTEE TO THE PRESIDENT, 1980-81

Buchtel College of Arts and Sciences—Dr. Roger Bain, Associate Professor of Geology  
College of Engineering—Dr. Victor Burke, Associate Professor of Electrical Engineering  
College of Education—Dr. Kenneth Hoedt, Professor of Education  
College of Business Administration—Dr. Arjan Sadhwani, Professor of Accounting  
College of Fine and Applied Arts—Mr. Earl Ertman, Associate Professor of Art  
College of Nursing—Mrs. Perri Bomar, Associate Professor of Nursing  
School of Law—Mr. Richard Grant, Professor of Law  
Community and Technical College—Dr. Thomas Brittain, Professor of Mechanical Technology  
Ex Officio—Dr. Noel L. Leathers, Senior Vice President and Provost

### FACULTY ADVISORY COMMITTEE TO THE CHANCELLOR, 1980-81

The Akron representative on the Faculty Advisory Committee to the Chancellor of the Ohio Board of Regents is again Dr. Sherman Vander Ark, Associate Professor of Music; Dr. Alan Krigline, Associate Professor of Management, will be the alternate.

### UNIVERSITY BUDGET COMMITTEE, 1980-81

Mr. R. W. Duff, Vice President for Business and Finance (chairman)  
Dr. Noel Leathers, Senior Vice President and Provost  
Mr. Richard Grant, Professor of Law (1979-81)  
Dr. Alvin Richards, Professor of Civil Engineering (1980-82)  
Dr. Lillian DeYoung, Dean of the College of Nursing (1979-81)  
Dr. John A. Blough, Professor of Education (1980-82)  
Miss Susan Shank, Senior in Accounting (1980-81)  
Dr. D. J. Guzzetta, President, ex officio  
Mr. Henry Nettling, Controller, ex officio  
Mr. E. S. Wysocki, Director of Budget, ex officio

### UNIVERSITY RESEARCH COUNCIL, 1980-81

Dr. Alan N. Gent, Dean of Graduate Studies and Research (chairman)  
Dr. H. K. Barker, Dean of the College of Education  
Dr. Frank Costa, Director of the Center for Urban Studies  
Mr. Joseph Edminister, Acting Dean of the College of Engineering  
Dr. C. E. Griffin, Dean of Buchtel College of Arts and Sciences  
Dr. Robert E. Herron, Director of the Institute for Biomedical Engineering Research  
Dr. Frank Kelley, Director of the Institute of Polymer Science  
Dr. Robert Corbett, Coordinator of Research (secretary)

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### HEARING BOARD POOL, 1980-81

Buchtel College of Arts and Sciences—Dr. June Burton, Dr. Don Gerlach, Dr. L. Goggins, Dr. John Gwinn, Mrs. Julia Hull, Dr. Warren Kuehl, Dr. Gerald Levin, Mrs. Kriemhilde Livingston, Dr. Allen Noble, Dr. David Riede, Dr. Sally Slocum.  
College of Engineering—Dr. Richard J. Gross, Dr. Donald Thorn, Dr. David Timmerman.  
College of Education—Dr. W. H. Cone, Dr. Ralph Darr, Dr. Joy Lindbeck, Dr. Laverne Meconi, Dr. Isadore Newman.  
College of Business Administration—Dr. Donald Jackson, Dr. Richard Lutz, Dr. Bonita Melcher, Mrs. Linda Sugarman.  
College of Fine and Applied Arts—Mrs. Virginia Gunn, Mr. Dennis Meyer, Mr. Marc Ozanich, Dr. Nancy Somerick, Mr. Edward Zadrozny.  
College of Nursing—Miss Barbara Anandam, Mrs. P. Bomar, Miss Susan Stearns.  
School of Law—Mr. Ronald Alexander, Mr. Merlin Briner.  
Community and Technical—Miss Mary Dee, Mrs. Rose Kleidon, Mr. Kenneth McCormick, Mr. Mel Vye, Mr. Joseph Takacs.  
Library—Mr. Jack Hibbs, Mrs. Helen Livingston.



DEPARTMENT HEADS, 1980-81

**Buchtel College of Arts and Sciences**

**Division of Humanities**

Department of Classics, Mrs. Jacqueline Hegbar  
Department of English, Dr. Frederik N. Smith  
Department of Modern Languages,  
Department of Philosophy, Dr. Alan Hart

**Division of Natural Sciences**

Department of Biology, Dr. Dale L. Jackson  
Department of Chemistry, Dr. Michael F. Farona  
Department of Geology, Dr. Arthur Burford  
Department of Mathematical Sciences, Dr. William H. Beyer  
Department of Physics, Dr. Charles W. Wilson, III  
Department of Polymer Science, Dr. Howard Stephens

**Division of Social Sciences**

Department of Economics, Dr. Dennis M. Byrne (Acting)  
Department of Geography, Dr. Allen G. Noble  
Department of History, Dr. Robert H. Jones  
Department of Political Science,  
Department of Psychology, Dr. Gerald V. Barrett  
Department of Sociology, Dr. Richard Gigliotti  
Department of Urban Studies, Dr. Yong H. Cho

**College of Engineering**

Department of Chemical Engineering, Dr. Howard L. Greene  
Department of Civil Engineering, Dr. Andrew Simon  
Department of Electrical Engineering, Mr. Milton Kult (Acting)  
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. John Blough  
Department of Educational Foundations, Dr. Gerald J. Blumenfeld  
Department of Elementary Education, Dr. Bernard L. Esposito  
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 Litka  
Department of Management, Dr. Frank L. Simonetti  
Department of Marketing, Dr. David P. Loyd (Acting)



DEPARTMENT HEADS, 1980-81, continued

College of Fine and Applied Arts

Department of Art, Mr. Thomas Morin  
Department of Home Economics and Family Ecology, Dr. Mary Rainey  
Department of Mass Media-Communication, Mr. David Jamison  
Department of Music, Mr. Frank V. Bradshaw  
Department of Social Work, Mr. Arnold Katz  
Department of Speech Pathology and Audiology, Dr. George D. Davis  
Department of Theatre Arts and Dance, Mr. Joel Friedman

University College

Department of General Studies, Dr. David C. Riede

Community and Technical College

Division of Allied Health Technology, 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. Thomas Herbert  
Division of Public Service Technology, Mr. Joseph Lentini

Noncredit Departments

Department of Developmental Programs, Dr. Martin McKoski  
Department of Special Programs, Dr. Richard Teaff

Reserve Officers' Training Corps

Army

Colonel Lawrence Ondecker

Air Force

Lt. Colonel James N. Farrell

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UNITED WAY-RED CROSS CAMPAIGN

The annual Summit County United Way-Red Cross campaign officially begins October 1, 1980. The University's goal is \$45,000. Pledge cards go out with the payroll checks the end of September, and the campaign closes October 29. Dr. William Francis, Buchtel College of Arts and Sciences, and Dr. C. A. Carrino, Evening College and Summer Sessions, are co-chairmen. The other members of the faculty/staff committee are: Mrs. Joan E. Baumgardner, College of Nursing; Mr. Robert Bossar, Staff Employee Relations; Mr. Don Bowles, Planning Office; Mr. David Brink, University Library; Dr. Benjamin Chung, College of Engineering; Mr. Earl Ertman, College of Fine and Applied Arts; Dr. Robert Ferguson, College of Education; Mr. Thomas Gallagher, Physical Plant; Miss Alberta Hensley, University Relations; Mr. Jay Hershey, Housing; Mrs. Karen Moseley, Placement; Mr. James Nolte, Community and Technical College; Mr. Paul Richert, School of Law; Mrs. Linda Rohrbough, Computer Services; Mr. Eugene Stephens, Purchasing; Dr. Howard Taylor, College of Business Administration; Mrs. Carol Whitmire, Staff Personnel.

The community looks to the University for leadership. Let us all participate and make the 1980 motto for the United Way campaign truly applicable—"Thanks to you...it works...for ALL OF US."



MINUTES OF ALL-UNIVERSITY FACULTY MEETING OF SEPTEMBER 5, 1980

The annual fall All-University faculty meeting was called to order by President D. J. Guzzetta at 3:30 p.m. on Friday, September 5, 1980, in John S. Knight Auditorium.

After welcoming the group, he announced that the Faculty Club had issued an invitation to all the faculty to go to the University Club for a reception from 4:30 to 6 p.m.

As the traditional first order of business, the President called on the Deans and administrative officers to present those new faculty who have joined the University family recently, requesting that only their name and rank be given in the interest of conserving time.

For Buchtel College of Arts and Sciences, Dean C. E. Griffin presented: Dr. Deborah J. Bickford, Assistant Professor of Urban Studies; Dr. Dale Borowiak, Assistant Professor of Mathematics (not present because of class teaching schedule); Mr. James R. Collins, Coordinator of Urban Extension, Member of General Faculty; Dr. Robin R. Fast, Assistant Professor of English; Dr. Todd Feil, Assistant Professor of Mathematics; Dr. Gary Hamed, Assistant Professor of Polymer Science; Dr. Elizabeth Mutran, Assistant Professor of English (not present because of class teaching schedule); Dr. Kenneth J. Pakenham, Assistant Professor of English, Director of the English Language Institute; Dr. Robert N. Parker, Assistant Professor of Sociology; Dr. James Reed, Visiting Assistant Professor of Mathematics; Dr. Diana Reep, Assistant Professor of English; Dr. Daniel B. Sheffer, Assistant Professor of Biology; Mr. Jonathan E. Smith, Assistant Professor of Psychology; Miss Dawn Trouard, Assistant Professor of English.

For the College of Engineering, in Acting Dean Edminister's absence, Professor Burrowbridge presented: Dr. Celal Batur, Visiting Associate Professor of Mechanical Engineering; Dr. Paul C. Lam, Assistant Professor of Mechanical Engineering; Dr. Sunggyu Lee, Assistant Professor of Chemical Engineering; Mr. Shou-mei Wang, Visiting Assistant Professor of Civil Engineering (unable to attend).

For the College of Education, Dean H. K. Barker presented: Mr. Timothy H. Calfee, Visiting Instructor in Education; Mrs. Alice Christie, Assistant Professor of Education; Mr. Charles J. Durbin, Instructor in Physical Education, Acting Assistant Football Coach (unable to attend).

For the College of Business Administration, Dean James W. Dunlap presented: Mr. Geoffrey D. Greer, Instructor in Marketing; Dr. David N. Hawk, Associate Professor of Finance; Dr. John Hebert, Associate Professor of Management; Mr. Franklin L. Jennings, Assistant Professor of Accounting; Mr. Stephen M. Komer, Instructor in Accounting; Miss Theresa D. Miller, Instructor in Accounting.

For the College of Fine and Applied Arts, Dean Gerard Knieter presented: Mr. Thomas S. Black, Visiting Instructor in Speech; Dr. Richard E. Caplan, Assistant Professor of Mass Media-Communication; Mrs. Dana L. Chapman, Instructor in Home Economics; Mr. Patricio V. Cobos, Associate Professor of Music; Mrs. Nancy Fleischer-Hoffman, Visiting Instructor in Art; Mr. Ronald W. Franklin, Visiting Instructor in Music; Mr. Robert Hoyle, Visiting Instructor in Music; Mr. Robert J. Huff, Visiting Instructor in Art; Mr. Tucker H. Jolly, Assistant Professor of Music; Mr. Arnold J. Katz, Professor of Social Work, Head of Department; Dr. Dale E. Kempter, Visiting Associate Professor of Music; Mr. James T. Larsen, Assistant Professor of Theatre Arts; Dr. Dennis Lynch, Associate Professor of Mass Media-Communication; Dr. James M. Lynn, Assistant Professor of Audiology; Mr. Adel A. Migid, Associate Professor of Theatre Arts; Miss Colleen I. Murray, Visiting Instructor in Home Economics; Mrs. Marian J. Pope, Visiting Instructor in Art;



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/5/80, continued

Dr. Gauri S. Rai, Associate Professor of Social Work; Dr. Mary C. Rainey, Professor of Home Economics, Head of Department of Home Economics and Family Ecology; Dr. Ralph B. Turek, Associate Professor of Music; Mrs. Denise Wray, Visiting Instructor in Speech; Miss Dorian Zachai, Visiting Professor of Art.

For the College of Nursing, Dean Lillian DeYoung presented: Mrs. Elaine Nichols, Assistant Professor of Nursing; Mrs. Nancy J. Rico, Instructor in Nursing; Mrs. Martha Roberts, Instructor in Nursing.

For the School of Law, Interim Dean Albert Rakas presented: Mr. Daniel H. Derby, Assistant Professor of Law; Mr. Charles E. Kirkwood, Visiting Associate Professor of Law; Mr. Richard J. Kovach, Associate Professor of Law; Mr. David D. Melillo, Assistant Law Librarian, Acquisitions and Reference, Member of General Faculty; Mr. Ronald Rubinstein, Associate Professor of Law; Mr. Gerald Solk, Visiting Professor of Law.

For the Community and Technical College, Dean R. C. Weyrick presented: Miss Darice A. Angwin, Instructor in Data Processing; Mr. Darius Rastomji, Visiting Instructor in Data Processing; Mrs. Jean Farona, Instructor in Surgical Assisting Technology and Coordinator.

For the University College, Dean M. A. Ruebel presented: Mr. Warren Neal Holmes, Assistant Director of Afro-American Studies, Member of General Faculty.

Dr. Noel Leathers, Senior Vice President and Provost, presented: Dr. Lynn G. Johnson, Assistant Provost, Adjunct Assistant Professor of Education; Dr. Robert Herron, Director of the Institute for Biomedical Engineering Research, Professor of Biology.

Mr. R. L. Hansford, Vice President and Dean of Student Services and ROTC Civilian Coordinator, presented: Mr. Robert L. Fritz, Jr., Assistant Director of Gardner Student Center, Member of General Faculty; Miss Kristine K. Gates, Assistant Director of Admissions, Member of General Faculty; Mr. Lawrence C. Krueger, Assistant Director of Gardner Student Center, Member of General Faculty; Mrs. Elaine Portalupi, Assistant Director, Student Financial Aids, Member of General Faculty; Miss Andrea Roane, Assistant Director, Student Financial Aids, Member of General Faculty; Army ROTC—Major James W. Hansen, Assistant Professor of Military Science; Captain Thomas G. Raseta, Assistant Professor of Military Science.

Mr. R. W. Duff, Vice President for Business and Finance, presented: Miss Rebecca Reardon, Legal Assistant, Member of General Faculty; Mr. Lawrence Kelley, Associate Budget Director, Member of General Faculty.

Mrs. K. Vegso, Associate Dean of Continuing Education and Public Services, presented: Dr. Richard R. Teaff, Director of Special Programs, Member of General Faculty; Mrs. Felicitas Calderone, Learning Consultant in Adult Resource Center, Member of General Faculty.

President Guzzetta presented: Dr. Gary Gappert, Director of Institute for Futures Studies and Research, Professor of Urban Studies; Mr. William D. Jones, Executive Director of Personnel, Member of General Faculty; Dr. Tyrone M. Turning, Dean of the Wayne General and Technical College, Associate Professor of Speech.

Following the greetings for the newcomers on the faculty, the President commented that the University is also welcoming its largest enrollment in history. However, the current "student explosion" is also being experienced by many universities across the country, including the other state universities in Ohio.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/5/80, continued

Dr. Guzzetta said that the beginning of a new academic year is always a time for reflection on the status of facilities, faculty and programming, and he then turned to his prepared remarks for this annual occasion, which follow, beginning on page 13.

At the conclusion of his talk, and before inviting questions, Dr. Guzzetta called upon Dean Caesar Carrino, who with Dr. William Francis, is co-chairman of the campus 1980 United Way campaign. Dr. Carrino told the faculty that the University's assigned share of the \$7 million goal is \$45,000. Pledge cards will be included with the September 30 payroll checks and the first report to United Way is due October 14, with the deadline for the campaign October 29. Noting that many of us benefit from the various services of the agencies included in the United Way, and emphasizing the importance of our supporting this community involvement Dr. Carrino urged universal campus participation in this annual giving. The President seconded this appeal for United Way support.

Since there were no questions, Dr. Guzzetta concluded the meeting by voicing his pleasure in sharing the beginning of the new and exciting decade with his colleagues, and observing that the gloom and doom proclaimed on other campuses did not apply here. He knew that this fine institution would continue to prosper with everyone's support.

The meeting was adjourned at 4:20 p.m.

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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 Communications.

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MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/5/80, continued

Addressing the Challenges of the 80's

by D. J. Guzzetta, President

September 5, 1980

Welcome to another academic year. I suspect that many of you have been welcomed many times before, here and/or elsewhere in your professional lifetime. And, I know that all of us share at least a subdued sense of healthy anticipation and, perhaps, apprehension, as we come to this time of the year. From where I sit, this year—1980-81, has special significance. I find myself in the tenth year of the presidency of the University. However, what is more important, the University has completed the decade of the 70's and is now entering a new decade which promises to be a far cry from anything we have experienced to date. I am not saying better or worse, but different—and we need to prepare for it. It should come as no surprise to anyone that the 1980's and 1990's are going to require some rethinking of our post secondary educational institutions including our roles, our services, our societal impact and, most of all, our futures.

Regardless of how golden previous years seem to have been—remember, those "good old days" will never be here again. Like it or not, we are on our way to a new decade requiring 1980 solutions to 1980 issues and 1990 anticipation to 1980 planning. A "doing business as usual" approach will no longer fly in the light of our constantly changing ways. In its place must come a willingness and expectation to direct our energies and limited resources toward a future aimed at coping with a new world of constant changes, confusing conflicts and continuing contradictions. Yet, this brave new world, to plagiarize a familiar literary title, is full of unlimited opportunities for those of us prepared to work on furthering the cause of education in a growing climate of skepticism and sometimes near hostility toward our profession.

Now, let us take a quick look at the field of education—more specifically higher education—from the point of view of The University of Akron. And, in true pedagogical fashion, I would like to respond within the context of a yesterday, today and tomorrow approach, stressing as a primary concentration what appears to be ahead of us. I will review briefly some highlights of our achievements since 1971 as a preview to our looking ahead into the next decade.

From time to time in the last nine plus years I have thought of the "greeting" I received upon my arrival in 1971: Buchtel Hall had just been destroyed by fire less than three months prior to my arrival. I was never certain if that was intended as a warm welcome or a heated warning! In any event, it got my second tour of duty on this campus off to a running start—and we have been running ever since. During this brief period of time, we have seen considerable changes in our environment, our people, other resources and, most important, our academic programming. To cite all of the progressive changes and growth at The University of Akron in this period would consume more time than I believe you would justify. Therefore, I will allude to only a few 1971-80 highlights just to set the stage for the 1980's. During this period:

1. Our fall applications for admission have increased 26.5 percent, while our freshman count has risen 51.4 percent, although the number of graduates from Ohio high schools was up only 2.2 percent.
2. Student Financial Aid has gone from \$2.5 million to \$13 million, with more flexible opportunities provided to students who possess the mental, but not necessarily the financial resources.
3. Our academic and institutional planning and programming has kept pace with both the times and the needs of our expanded, more diversified student population. The establishment of such programs as:
  - a. The Wayne General and Technical College



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/5/80, continued

- b. The Northeastern Ohio Universities College of Medicine (in cooperation with Kent State and Youngstown State Universities)
- c. Northeastern Television of Ohio (with Kent State and Youngstown State Universities)
- d. The Institute for Biomedical Engineering Research
- e. The Institute for Futures Studies and Research
- f. The Institute for Life-Span Development and Gerontology
- g. The Institute for Energy Conversion and Technological Assistance
- h. The Office of Team Leadership Development
- i. The Educational Research and Development Center
- j. The Adult Resource Center
- k. The Computer Based Education Center
- l. The Center for Economic Education
- m. A joint Ph.D. Program in Sociology (with Kent State University)
- n. An Honors Program

Of course, all of the above—plus much of what we were already doing—required additions to the campus supportive mechanisms, both in physical facilities and in procedural systems involving our campus talent. During the past decade our main campus has seen the addition of eleven buildings: (Continuing Education Center; Exchange Parking Deck; E. J. Thomas Hall; C. Blake McDowell Law Center, Guzzetta Hall, Mary Gladwin Hall, Knight Chemical Laboratory, Whitby Hall, Bierce Library, Olin Hall, and the University Club), four major building renovations (Spicer Hall, Zook Hall, Crouse Hall, Buchtel Hall) and work has either started or is in process for a Student Center Expansion, a new building for the Computer Center and construction of a new Physical Education Complex.

Changes since 1971 in policies, procedures and involvement have taken many forms, all of them intended to invite and encourage more participation from a wider range of the members of our campus family. Illustrations of such developments include:

- 1. A rewriting of the Faculty Manual.
- 2. The development of a part-time Faculty Handbook.
- 3. The creation of the Commission on Institutional Planning and Development.
- 4. The creation of a Futures Planning Committee.
- 5. The development of our Urban Mission and Goals Statements.
- 6. The development of a General Faculty Grievance Procedure.
- 7. The development of a Part-time Faculty Grievance Procedure.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/5/80, continued

8. The development of a Financial Exigencies Statement.
9. The development of improved, more flexible retirement and "phase-down" policies and procedures.

Enough of the busy past decade. On to the next one.

Institutionally, we are at a pivotal point in our development. We have survived admirably through several years of ups and downs. The final two decades of this century will determine the enduring effects of our continuing academic, research and public service efforts. At the same time, they will require our serious collective energies to make sure that our direction is forward and productive in every sense of these two words. Our very future is at stake.

Ladies and gentlemen, I am personally delighted to be out of the 70's and into the 80's. Our growing pains and related obstacles, as well as our developed mission orientation, are behind us. A solid educational foundation is in place. We can sense it all around us. What is before us is the most exciting and far reaching challenge ever. And that challenge is to survive and prosper in a society which is in the midst of almost total change, advanced technology, diminished resources and a cultural/moral revolution. We have enjoyed a steady increase in our attention to academic program quality, while also planning and monitoring a rapid student and physical plant growth. The latter is now leveling off, providing considerable opportunity to turn even more attention to the former—the quality of the "learning life" for our students and for ourselves.

Within this context I would now like to focus our thinking on three areas of concern, out of the many challenges we will be working with almost routinely over the next ten years.

The first area of concern is enrollment. This might seem strange after announcing our largest fall enrollment. The dismaying projections of declining enrollment trends for higher education have been appearing with increasing frequency in both the professional and the popular press. These reports would have us believe that virtually every institution in the United States is either on the threshold, or well into the chambers, of doom. We at this University are not. Demographic projections are cited as cause for converting ivory towers into survival shelters. We are told with great assurance that 200 colleges will close their doors within the next 12 months. Although all of the warnings have some basis in fact, they are oversimplistic perceptions and reflections of a complex and multifaceted reality. Unfortunately, the repetition and frequency of the statements often give them a false credibility. What is significant is that while the typical college age group, 18 to 22 years, is declining steadily, the post 22 year age group will increase between now and 1990.

Naturally different institutions will be affected by these population shifts in different ways and by varying degrees. For example, institutions of higher education most likely to be negatively affected will be the less selective liberal arts colleges and the private two-year colleges. Those institutions with the greatest potential for avoiding the possible negative consequences of the demographic projections include research universities, doctorate-granting universities and comprehensive colleges and universities.

Factors not considered in the demographic projections, but important to us as we look at The University of Akron include:

1. The increasing requirements and desire for post-baccalaureate work—in formal degree programs, for professional maintenance and improvement, and for possible career shifts.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/5/80, continued

2. The higher proportion of adults and part-time students attending college.
3. Possible shifts and variations in available financial aid for students.
4. Increased enrollment of women and minority group members.
5. The effects of more active attention to improving the retention rates for enrolled students.

The list could go on. However, the point is that we must look beyond the raw figures, both as to their basis, and as to how they fit into the larger scheme.

I personally believe in the position taken by the Carnegie Council on Policy Studies in Higher Education in its most recent report, Three Thousand Futures. We should initiate "a course of action based on long-run confidence in" our future and "the future of higher education, moderated by short-term concerns." We must take a course that will allow us to adhere to our "continuing basic purposes while adjusting flexibly to temporary changes in circumstances. It is not a time for either panic or euphoria." Our actions today can affect our enrollment patterns and our academic quality tomorrow. I know that we can meet these challenges.

The second area of concern is our teaching-learning processes, as they exist today and as they might exist in the future. This is a complex and often volatile area, and at times it discourages constructive discussion. It is not enough that there are so many variables affecting the success of a given approach; we also have at least an equal variety of strong personal and philosophical stands on the relative merits of any one of them. Further, in spite of the considerable research in the area, there is a lack of conclusive evidence that any one style is the "best technique" to teaching-learning. For a moment, then, let us step back and look at the larger picture of this process, within the context of our social responsibilities as professional educators. And let us consider the assumption that, given the rapid changes we have been and will be undergoing in conditions and clientele, we will be accepting the challenge of diversifying our approaches—and, perhaps at times, our goals—to serve a changing learning population. Irrespective of the makeup of our clientele (and, perhaps, irrespective of the times), there are some basic questions which are legend but which we must ask and be able to answer if we are to maintain our capabilities as quality educators.

1. Are our programs designed to provide both the acquisition of new knowledge or skills and the enhancement of the quality and meaning of life?
2. Can we develop our programs to expect a given level of intellectual challenge and quality, yet accommodate a wide variety of learner motivations, life transitions and development stages?
3. In our curriculum development and offering, are we acknowledging that liberal learning and career preparation and advancement are mutually dependent? That is, will our programs meet the learners' immediate needs as well as aid in the acquisition of knowledge and skills needed for the future?
4. Do our offerings provide for the maximum individualization of learning? Have we explored every possibility for providing individualized learning?
5. Are our learning programs consistent with our learning philosophy that education is an ongoing process? That is, do our learning methodologies help our students learn generic skills which will be of value throughout life (e.g., planning, coordinating, decision-making, communicating, critical thinking, value selection)?



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/5/80, continued

These questions are directed not only to us as teachers in the classroom, but also as learners engaged in the leading edges of knowledge and educational progress through our research.

Let us look to just one example—the electronic revolution in educational technology. In 1972, The Carnegie Commission on Higher Education, calling instructional technology "The Fourth Revolution" in education, reported enthusiastically on its promise. It could, for example:

1. Provide educational opportunities to the sick, the handicapped, the aged, prisoners, members of the armed forces, persons in remote areas and many others who could not attend classes on campus.
2. Increase the opportunities for independent study.
3. Provide students with a richer variety of courses and methods of instruction.
4. Lessen routine instructional responsibilities for faculty members.
5. Eventually reduce instructional costs.

In general, I believe that The University of Akron is making slow but deliberate progress along these lines. Certainly there is not yet a unanimity of agreement on even the definitions of educational technology, or its potential benefits! However, we have developed, implemented, and integrated some instructional technology into our curricular delivery system as add-ons, as replacements, and as options for more traditional approaches. Our computer based education programs, audio-tutorial carrels, closed-circuit television, and video playback carrels are examples of successful uses of this technology. Also, the Educational Research and Development Center and a recent reorganization of the Office of the Senior Vice President and Provost hold promise for continued training, development and experimentation in these approaches. I am convinced that there is much more we can do and must do in advancing our understanding and use of instructional technology. With the tightening of our resources and the expanding of our clientele, it is imperative that we accelerate our efforts in this direction.

As part of this whole teaching/learning process some attention should be given to the time frame of the educational process. Historically, concern with this issue has been limited to considerations of reduction of the time it takes to obtain the baccalaureate degree.

And generally the changes sought to reward the bright, assertive learner; increase efficiency and lower costs; eliminate—or at least reduce—curricular overlap; and provide more program and clientele flexibility. Each asked the basic question: What is so magical about four years? A second question that can be asked is: What is so magical about 50 minutes, alternate-day scheduling, or filling the semester time frame—often by stretching or compressing?

As our clientele becomes more dominated by older, working adults, younger adults with multiple interests, and persons wishing to hasten their return to the job market, we will need to examine the possibility of more effective use of our "steady state" resources through flexible academic time scheduling. Examples might include:

1. Mini courses of short duration and limited scope often offered as "add-ons."
2. The so-called "split-level schedules" allowing students to complete all of their work for a degree by attending classes only in the morning, or the afternoon, or on selected days of the week, or in the summer, or in special, concentrated study sessions such as at what are popularly now called "week-end colleges."



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/5/80, continued

3. Combination of self-paced independent study, use of electronic media and traditional classes.

As we enter the decade of the eighties, we will have to explore and experiment with these and other alternate time frames. We must test them against the variety of needs and forces that constitute a university. And we must evolve a system of options that will provide optimum learning opportunities. Further into the future, as we refine our approaches to both time-shortened degree programs and various scheduling patterns, I can see us moving into one linear educational system from kindergarten through the Ph.D. For these are among the basic components that will help us answer a third question that has to be asked: "What is so magical about the boundary lines laid down that create discrete stages for the education process and for learning development?"

My third area of concern is graduate studies and research. Our recognition as a "mature" doctoral-level institution by the North Central Association in 1977 was a pleasing compliment to our efforts in building a strong high-quality graduate program. However, just as we expect the professional to continue to develop and learn, so must we as an institution consciously continue our progress and development. This responsibility is intensified by:

1. The increasing numbers of younger and older adults who are looking to us to provide them with continued learning opportunities beyond the baccalaureate.
2. The increasing expectations of corporations, educational systems and professional groups that their members will advance their understanding of the field, and hopefully turn to us for that.
3. The rapid expansion of information and technology that must be translated into action through the advanced learning and training opportunities of graduate education and research.

Therefore, our immediate priorities in graduate studies and research should include at least the following:

1. The encouragement of interdisciplinary research and teaching.

My thoughts and concerns in this area are summarized very well in an observation made by Alvin Toffler:

"Today I believe we stand on the edge of a new age of synthesis. In all intellectual fields... we are likely to see a return to large-scale thinking, to general theory, to the putting of the pieces back together again. For it is beginning to dawn on us that our obsessive emphasis on quantified detail without context, on progressively finer and finer measurements of smaller and smaller problems, leaves us knowing more and more about less and less."

I have shared with many of you on other occasions my concern with our trying to educate people only along specialized lines, whereas there is a growing need for more generalists in our complex society. There is no question of the critical importance of focusing on a given subject so as to gain the deepest understanding possible of that area. However, the most profound understanding of a single aspect is useless except for possible self-serving and self-perpetuating reasons, if it is not connected knowledgeably with the total reality. Somehow, we must continue to advance our ability to relate the depth of knowledge that comes from disciplinary divisions and specialization with the breadth of knowledge that comes with systems understanding and interdisciplinary activities.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/5/80, continued

2. The strengthening of research ties with local industry, commerce, government and social agencies. As an urban university, we have always seen ourselves as being only one of many resources within the metropolitan area. We have maintained the philosophy that we are a part of the community rather than apart from it. This attitude has been manifested successfully in our teaching and public service activities and is continuing to expand in these areas.

However, we must now turn our attention to ways in which this approach can be strengthened and accelerated through our research activities. By judiciously combining the research resources of the university with those resources of other organizations, we will be able to advance more rapidly in our research involvement without the usual proportionate increase in costs. At the same time, we can encourage interaction with community resources and possibly shorten the "lag" time that usually occurs between the generation of new knowledge and its application.

3. The improvement and expansion of our research and research support. Although the generation of outside support for our research activities must remain as the principal source of financial and other motivation, internal faculty support and encouragement of all kinds must be increased. And as we continue to move in the direction of more stimulation and recognition of individual research efforts, we will need to be sensitive to equity and balance between faculty instructional responsibilities and research responsibilities. Obviously, appropriate rewards must also be provided as added incentives to the acceleration of our creative scholarly and scientific endeavors. And this is a must if we are to upgrade and maintain our rightful place in the academic world. However, let me say that activities at the graduate and research levels must not expand at the expense of our undergraduate teaching base. I do not see this as a case of either/or, but rather a dual expectation.

In light of all this the question must be asked as to what is the role of higher education institutions in today's society. I suppose that if we were just an institution in the strictest sense of the term, we would not have to worry as much about our role. We could, instead, let society adjust to us. But we are more than an institution. We are also an agency of society within the expectations of carrying out certain social mandates, as well as an enterprise expected to conduct itself in a fiscally responsible manner.

Beyond these generalizations, however, what are our roles? How can we identify and balance the expectations of our external responsibilities with our own internal value system and standards? Are we producers, collectors and repositories of knowledge? Are we the leavening agent and social/intellectual conscience of the community, bringing reason to emotional issues? Once given the answers to these questions, we have still another, more pragmatic question: How do we best fulfill our role?

These questions of introspection are not new to us. And they should not be. These are questions we need to keep in front of us at all times. Approximately five years ago, we published two statements that had been developed in cooperation with the faculty and the administration describing our urban mission and goals. The Commission on Institutional Planning and Development reviewed these two statements a year ago and proposed their updating. The proposed revised statement will be circulated this fall semester for final reaction of the faculty, administration, students and community. I wonder now if it is not appropriate to develop a "spin-off" mission statement—one that will describe a series of alternative futures for The University of Akron, and serve as a statement of mission we want to achieve.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/5/80, continued

I believe it is evident to most of us that there is no one role for a university. The university is a living, dynamic, complex organization capable of responding in a variety of ways to a variety of needs. The problem is that we tend to be organizationally egocentric as we look to the future of higher education, our own university and our own professional lives. One of our challenges for success should be to step back and look at the larger world of which we are also a part. The same demographic shifts that will no doubt have their impact—one way or another—on higher education are part of the total society. For example, the growing scarcity of the traditional college age young people will not just affect our traditionally primary source of enrollment. It will also very probably initiate a turn-around of some of the social, political, and economic conditions (e.g., rising unemployment, increased divorce and crime rates) that have also been results of demographic pattern changes. We are not only a system as a university, but we are also a part of a larger system which is our environment. We must look to both systems as we consider our role, our plans and our possible actions.

Further, as we consider the total environment as a system, this suggests to me the need for interdisciplinary, systems oriented education, helping students develop different, broader perspectives without sacrificing depth of content. Recently, at a national invitational conference on "Planned Change," which was held on our campus and sponsored by the W. K. Kellogg Foundation, the keynote speaker—Harlan Cleveland—summed up my own concerns very well when he stated:

"Most of us are very badly prepared to live and to work in an environment where there will evidently be a high premium on long-range vision, strategic thinking and a wider view... the widest and most neglected frontier of U.S. educational reform is... a global perspective on all studies."

It is my belief that, to meet our missions as a comprehensive urban university, our premises must be urban, but our outlook and our academic undertakings must be global.

As I bring these comments to a close, I would like to draw upon a recent personal experience as an analogy to focus in on my 1980 challenge to you. I am not sure that I would have thought of this if I had not experienced surgery less than a month ago. Recuperating from what I believed was going to be a localized physical repair, I found that all of me felt the effect of the surgery which was centered on a part of me. No matter how hard I tried to mentally concentrate the pain and weakness away from my whole being, the spin-off affected the totality of the body. I learned first-hand that although each part of the body is vital and important and performs a special function, how I felt as a total person—physically, mentally, emotionally—was the key to my complete convalescence.

I believe that a University can be compared to a human body, and its success or failure relates in the same way from the individual parts to the whole. Although each sub-unit should have some autonomy and attention, our collective and primary objectives should culminate in a process of bringing about total institutional health and I am convinced that this can be accomplished without sacrificing individual growth. Each of the concerns I have shared with you this afternoon represents a "systems problem in itself." Taken in the aggregate, they all have an interacting relationship. And, when placed within the context of the total university, they become a part of an even larger system. We have already begun working on some of the concerns for a systems point-of-view as we move into the next ten years. These will be among many exciting problems we will have to work with and resolve. But as we do so, we are obliged to keep in mind that we are not just dealing with Three Thousand Futures, we are dealing with more than 24,000 futures—each of our students! For that is what it is all about.

Thank you.

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THE UNIVERSITY OF AKRON

CALENDAR 1980-81

Fall Semester 1980 (72 Instructional Days)

*September 1, Monday	Labor Day
September 2, Tuesday	Day and Evening Classes Begin
November 11, Tuesday	Veterans Day (classes held; staff holiday)
*November 27-29, Thursday-Saturday	**Thanksgiving Recess
December 1, Monday	Classes Resume
December 13, Saturday	Final Instructional Day
December 15-20, Monday-Saturday	Final Examination Period

Spring Semester 1981 (75 Instructional Days)

January 19, Monday	Day and Evening Classes Begin
March 23-28, Monday-Saturday	Spring Recess
March 30, Monday	Classes Resume
May 9, Saturday	Final Instructional Day
May 11-16, Monday-Saturday	Final Examination Period
May 24, Sunday	Commencement

Founders Day will be observed the second Tuesday in February

Summer Session 1981 (49 Instructional Days)

Summer I

June 15, Monday	First 5-Week and 8-Week Sessions Begin
*July 3, Friday	Independence Day Observed
*July 4, Saturday	Independence Day
July 17, Friday	First 5-Week Session Ends

Summer II

July 20, Monday	Second 5-Week Session Begins
August 7, Friday	Eight-Week Session Ends
August 21, Friday	Second 5-Week Session Ends

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\*University Closed

\*\*Begins November 26, at 5 p.m.



MR. JOHN S. WATT  
ASSISTANT PROVOST