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The University of Akron Faculty Senate Chronicle

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## Faculty Senate Chronicle October 1, 1981

Heather M. Loughney

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the university of akron  
**Chronicle**

a report to the faculty of  
the university of akron



1981-82, No. 1 (23 pages)

October 1, 1981

1981-82 ACADEMIC YEAR BEGINS

Greetings from the President

As the University begins its 112th year, and I begin my eleventh as its President, it is my privilege and pleasure to welcome all new and returning faculty members to the opportunities and responsibilities on our campus in 1981-82.

As we find strength and flexibility toward quality education which have been built at this institution over the years, we also commit ourselves to the continuation of our solid base of quality in teaching, research and public service; to the encouragement of a creative campus environment for meeting the rapidly changing and increasing demands that are being placed upon higher education—while maintaining quality—which is the key to it all; to an appreciation for our past—our tradition—and an awareness of the future in all we do; and to adherence to a systematic planning process that will assure the integration of quality, creativity and futures awareness in meeting both predictable and unpredictable challenges and demands of the eighties and beyond.

I look forward to our full cooperation and mutual support so that these goals can be achieved for the enhancement of The University of Akron as it continues to fill its mission in higher education and the people it serves.

A handwritten signature in dark ink, likely of the President, placed below the letter text.

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## University Board of Trustees

### IN MEMORIAM

Mr. Ray C. Bliss, elected Chairman of the Board of Trustees on July 22, 1981, passed away suddenly on August 6, 1981. Mr. Bliss was recipient of the University's Honored Alumnus Award in 1965 and the honorary L.H.D. degree in 1968. He was appointed to the Board of Trustees on December 9, 1970 to fill an unexpired term ending in 1974 and was appointed to a full nine-year term in 1975.

### Officers

The Officers of the Board of Trustees for 1981-82 are: Mr. Charles J. Pilliod, Jr., Chairman; Mr. Mario Di Federico and Mr. John Steinhauer, Vice Chairmen; Dr. I. R. MacGregor, Secretary; Mr. R. W. Duff, Assistant Secretary.

### New Members

Mr. Karl R. Rohrer has been appointed by Governor James Rhodes to a nine-year term on the University Board of Trustees, ending in July 1990, succeeding Mr. Robert J. Kidney whose term expired July 1, 1981. Mr. Rohrer will serve on the Development and Finance Committees of the Board.

Mr. Roy E. Browne, alumnus of The University of Akron, was appointed by Governor James Rhodes on September 12, 1981, to the University's Board of Trustees in succession to the late Mr. Ray C. Bliss to fill the unexpired term which terminates July 1, 1984. Mr. Browne will serve on the Buildings and Grounds and the Development Committees of the Board.

### Faculty/Student Observers

The two faculty and two student observers at Board of Trustees meetings for 1981-82 are: Dr. Glenn Atwood, Professor of Chemical Engineering, and Dr. Arpad F. Banda, Professor of Finance, representing faculty; Mr. George Bandy, President of Associated Student Government, and Mr. John Hazlett, Jr., president of the Class of 1982, representing students. The student representative of the media is Mr. Steve Lueptow, 1981-82 Buchtelite editor.

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NEW MEMBERS OF THE UNIVERSITY FACULTY

Those joining our full-time faculty since summer 1981, teachers and administrative staff, are listed below for the 1981-82 academic year:

Mr. Lloyd C. Anderson, Visiting Associate Professor of Law  
Dr. Joseph P. Arnold, Professor of Education  
Mr. Stephen Aron, Assistant Professor of Music  
Dr. Hazel M. Aslakson, Professor of Nursing and Director of Graduate Program  
Mrs. Hope D. Barkoukis, Instructor in Home Economics  
Mr. David Bell, Visiting Assistant Professor of Music  
Mrs. Jean Blosser, Visiting Assistant Professor of Communicative Disorders  
Dr. Sally Brandel, Counseling Psychologist, Member of the General Faculty  
Miss Ann H. Britton, Visiting Assistant Professor of Law  
Mr. Fred W. Buddy, Assistant Director of Student Financial Aids, Member of the General Faculty  
Dr. Gina M. Burchard, Assistant Professor of English  
Dr. Roy E. Burkey, Associate Professor of Management  
Mrs. Lynn A. Clough, Research Associate in the Institute for Futures Studies and Research, Member of the General Faculty  
Mr. Lee Daniel, Assistant Professor of Accounting  
Mrs. Helen C. Dannemiller, Instructor in Nursing  
Dr. Percival K. Darko, Assistant Professor of Mathematics  
Mrs. Linda B. Day, Assistant Professor of Accounting  
Mr. Luca Di Cecco, Visiting Associate Professor of Music  
Mr. Frank C. Diliberto, Associate Professor of Music  
Mr. Richard J. Di Rienzo, Assistant Professor of Surveying and Construction Technology  
Mr. George L. Di Sabato, Assistant Professor of Commercial Art  
Mr. Jerry E. Drummond, Assistant Professor of Mechanical Engineering  
Mr. Lyle Dye, Jr., Assistant Professor of Theatre Arts  
Miss Virginia L. Fitch, Instructor in Social Work  
Miss Patricia Fry, Associate Professor of Law  
Dr. Carole G. Garrison, Visiting Assistant Professor of Urban Studies  
Mrs. Carol C. Gigliotti, Instructor in Secretarial Science  
Mrs. Sheila V. Goldstein, Instructor in Nursing  
Mr. Ronald Gorevic, Associate Professor of Music  
Mr. Jack L. Haney, Instructor in Finance  
Dr. Susan I. Hardin, Assistant Professor of Psychology  
Dr. James K. Hardy, Assistant Professor of Chemistry  
Mr. Virgil Hicks, Assistant Professor of Music  
Dr. Louis A. Hill, Dean of the College of Engineering, Professor of Civil Engineering  
Dr. Alma J. Hoffer, Assistant Professor of Nursing  
Mr. William C. Hoyt, Assistant Professor of Music  
Mr. Robert J. Huff, Assistant Professor of Art  
Mr. Louis M. Janelle, Instructor in Mathematical Science at Wayne General and Technical College  
Mr. Paul R. John, Instructor in Drafting Technology  
Mr. Patrick M. Kelly, Director of University Galleries, Member of the General Faculty  
Mrs. Sharon L. Kimmell, Assistant Professor of Accounting  
Miss Camilla J. Kirk, Instructor in Nursing  
Mr. Kenneth Klika, Instructor in Construction Technology  
Miss Christine A. Kolaczewski, Instructional Assistant in Mathematics, Member of the General Faculty  
Dr. Lala B. Krishna, Visiting Assistant Professor of Mathematics



NEW MEMBERS OF THE UNIVERSITY FACULTY, continued

Dr. Dale M. Lewison, Professor of Marketing and Head of the Department  
Mr. Thomas Lukes, Producer-Director in the Instructional Television Center,  
Member of the General Faculty  
Dr. Aaron R. Mann, Assistant Professor of Social Work  
Dr. R. Penny Marquette, Associate Professor of Accounting  
Miss Rebecca S. Marsh, Instructor in Data Processing  
Miss Debra D. Matthews, Instructor in the English Language Institute  
Miss Mary E. Maxwell, Instructor in Mathematics  
Dr. Charles B. Monroe, Assistant Professor of Geography  
Mrs. Dorothy Moses, Visiting Instructor in Biology  
Mrs. Loretta Nunez, Visiting Assistant Professor of Communicative Disorders  
Dr. William Parmenter, Assistant Professor of Mass Media-Communication  
Miss Lynne A. Pohl, Accountant, Member of the General Faculty  
Dr. Nirmala Prakash, Visiting Professor of Mathematics  
Mr. Roger D. Purdy, Assistant Professor of Law  
Mr. Daniel G. Reagan, Development Officer, Member of the General Faculty  
Mr. William D. Rich, Assistant Professor of Law  
Miss Catherine L. Ring, Assistant Director of Student Financial Aids,  
Member of the General Faculty  
Dr. Edwin C. Rowland, Assistant Professor of Biology  
Mr. Richard H. Seivert, Manager of Administrative Systems and Programming  
in the Computer Center, Member of the General Faculty  
Mr. Gary Sipps, Assistant Professor of Psychology  
Mrs. Holly C. Slack, Assistant to the Dean of the Community and Technical  
College, Instructor in the Community and Technical College  
Mrs. Lynn Smolen, Instructor in Education  
Dr. David B. Stark, Assistant Professor of Mathematics  
Dr. Linda Subich, Assistant Professor of Psychology  
Mr. Andrew Takas, Instructor in Marketing  
Mr. Douglas W. Trautman, Lecturer in Physical Education and Assistant  
Basketball Coach  
Mrs. Jackie M. Vernon, Instructor in Education  
Mrs. Donna Webb, Visiting Assistant Professor of Art  
Mr. Edward Ned Welc, General Manager of the University Club and Assistant  
to the Director of Auxiliary Services and Programs, Member of the  
General Faculty  
Dr. Sue W. Williams, Assistant Professor of Home Economics  
Dr. Kathryn C. Woodward, Assistant Professor of Art  
Mr. Kerry Woodward, Associate Professor of Music and Director of  
Choral Activities  
Dr. John W. Works, Associate Professor of Finance  
Miss Darlene S. Young, Instructor in Physical Education, Head Women's  
Track and Basketball Coach  
Mr. Bernard F. Zaucha, Assistant Professor of Accounting

ROTC

Air Force:

Lt. Col. John E. Halligan, Professor of Aerospace Studies  
Captain John A. Simpson, Assistant Professor of Aerospace Studies

Army:

Captain Richard Derbis, Assistant Professor of Military Science



UNIVERSITY DATES

- October 1      First regular fall meeting of University Council, Leigh 307, 3 p.m.
- October 2-3    University Symphony Band and Concert Choir, Guzzetta Recital Hall,  
8:15 p.m.
- October 3      Football, Akron vs. Youngstown (Shrine Game), Rubber Bowl, 7:30 p.m.
- October 3-4    Soccer, Children's Hospital Soccer Classic: Miami University,  
Virginia University, Marquette University, The University of Akron
- October 4      First World-at-Our-Door Travelog, "Grand Tour of Northern Europe",  
with Franklyn Carney, Thomas Hall, 2:30 p.m.
- October 5      Broadway Theatre series presents "Morning's at Seven", Thomas Hall,  
8:15 p.m.
- October 6      Thomas Hall presents Jose Greco and Nana Lorca with Folklorico  
Mexicano, Thomas Hall, 8:15 p.m.
- October 9      Gold Series presents "Don Giovanni", Thomas Hall, 8:15 p.m.
- October 10     Football, Akron vs. Tennessee Tech at Cookeville, 7:30 p.m.
- University Orchestra with Frank Diliberto, Conductor, Guzzetta Recital  
Hall, 8:15 p.m.
- October 13     Gold Series presents "Zagreb Philharmonic Orchestra", Thomas Hall,  
8:15 p.m.
- October 15-17   University Opera Theatre with J. D. Goddard, Conductor/Director,  
Guzzetta Recital Hall, 8:15 p.m.
- October 16-17   Ohio Ballet, Thomas Hall, 8:15 p.m.
- October 17     Football, Akron vs. Morehead State (Homecoming), Rubber Bowl, 7:30 p.m.
- October 20     Annual joint dinner of College Advisory Committees, Gardner Student  
Center, 6 p.m.
- October 21     Faculty and Staff Awards Ceremony, University Club, 4:30-6:30 p.m.
- October 22     Soccer, Akron vs. University of Notre Dame, Jackson Field, 3 p.m.
- University Brass Choir with Tucker Jolly, Conductor, Guzzetta Recital  
Hall, 8:15 p.m.
- October 24     Football, Akron vs. Murray State (Varsity "A" Night), Rubber Bowl,  
7:30 p.m.
- Octubafest with the University Marching Band, Guzzetta Recital Hall,  
all day.
- October 26     Annual meeting of University of Akron Development Foundation,  
University Club, Noon.
- October 27     Akron Symphony Orchestra presents Benita Valente, Soprano, Thomas Hall,  
8:15 p.m.



UNIVERSITY DATES, continued

- October 28 Regular meeting of University Board of Trustees, Gardner Student Center, 11:30 a.m.
- Faculty Brass Quintet, Guzzetta Recital Hall, 8:15 p.m.
- October 28-29 Broadway Theatre series presents "They're Playing Our Song", Thomas Hall, 8:15 p.m.
- October 29 31st Annual dinner for area school superintendents, principals and counselors, West Hilltop, Gardner Student Center, 6 p.m.
- October 31 Football, Akron vs. Austin Peay at Clarksville, 7:30 p.m.

SCHEDULE OF UNIVERSITY FACULTY MEETINGS  
1981-82

| Month | Univ.<br>Fac.<br>Fri.<br>3:30 | Univ.<br>Coun.<br>1st<br>Thurs.<br>3:00 | Grad.<br>Fac.<br>Tues.<br>3:00 | Arts<br>& Sci.<br>Fac.<br>Tues.<br>3:00 | Engr.<br>Fac.<br>3rd<br>Thurs.<br>11:00 | Educ.<br>Fac.<br>2nd<br>Mon.<br>3:00 | Bus.<br>Adm.<br>Fac.<br>Mon.<br>3:00 | Fine<br>Arts<br>Fac.<br>4:00 | Nurs.<br>Fac.<br>4th<br>Mon.<br>2:00 | Law<br>Fac.<br>2nd<br>Thurs.<br>3:30 | Comm.<br>Tech.<br>Fac.<br>2nd<br>Wed.<br>4:00 |
|-------|-------------------------------|---|--------------------------------|---|---|--------------------------------------|--------------------------------------|------------------------------|--------------------------------------|--------------------------------------|---|
| Sept. | 4                             |   |                                |   | 17                                      | 14                                   | 21                                   | 28                           | 28                                   | 5*                                   |   |
| Oct.  | O                             | 1                                       | O                              | 20                                      | 15                                      | 12                                   | 26                                   | O                            | 26                                   | 8                                    | 14  |
| Nov.  | N                             | 5                                       | N                              | O                                       | 19                                      | 9                                    | 30                                   | N                            | 23                                   | 12                                   | 11  |
| Dec.  |                               | 3                                       |                                | N                                       | 10*                                     | 7                                    |                                      |                              |                                      | 10                                   | 9   |
| Jan.  | C                             |   | C                              |   | 21*                                     |                                      |                                      | C                            | 25                                   |                                      |   |
| Feb.  | A                             | 4                                       | A                              | C                                       | 18                                      | 8                                    | 8                                    | A                            | 22                                   | 11                                   | 10  |
| Mar.  | L                             | 4                                       | L                              | A                                       | 18                                      | 8                                    | 15                                   | L                            |                                      | 11                                   | 10  |
| April | L                             | 1                                       | L                              | 20                                      | 15                                      | 12                                   | 12                                   | L                            | 26                                   | 8                                    | 14  |
| May   |                               | 6                                       | 4                              |   | 6*                                      | 3*                                   |                                      |                              |                                      | 13                                   |   |

\*Note change from regular day of the month.



UNIVERSITY COUNCIL, continued

Membership 1981-82

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 1981-82 membership of University Council, as determined in May 1981, is at 70 voting members. The chairman of the Committee of Department and Division Heads is an ex officio member of Council as are the chairmen of the two elected Faculty Committees of Council—Faculty Rights and Responsibilities and Faculty Well-Being—elected by their respective committees. If the new chairmen are not already elected members of Council, they will be ex officio members, but nonvoting. The fourth ex officio nonvoting member is a retired faculty member appointed by the President. The list follows:

Elected from the Faculty

Buchtel College of Arts and Sciences—Dr. David Buchthal, Dr. Dennis Byrne, Dr. Michael Farona, Dr. Don Gerlach, Dr. John Gwinn, Dr. Dale Jackson, Dr. Walter Lehrman, Dr. William McGucken, Dr. Judith Palagallo, Dr. Phillip Stuyvesant, Dr. Robert Terry.

College of Engineering—Dr. Maurice L. Adams, Jr., Dr. Lawrence G. Focht, Dr. David Timmerman.

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

College of Business Administration—Mr. Donald Becker, Mr. Allen Cabral, Dr. Alan G. Krigline, Dr. George Prough.

College of Fine and Applied Arts—Dr. John Bee, Mr. Frank Bradshaw, Dr. Linda Moore, Dr. Mary Rainey, Dr. Kenneth Siloac.

College of Nursing—Mrs. Janet Chamberlain, Mrs. Cheryl Morgan, Dr. Elsie Simms.

School of Law—Mr. Charles Kirkwood, Mr. Albert Leyerle.\*

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

Wayne General and Technical College—Mr. Warner Mendenhall, Mrs. Ellen Politella.

Elected from the Library

Miss Margaret Guss, Mr. John Miller.

Elected from Student Organizations

Associated Student Government—Mr. George Bandy, Mr. John Moss, Mr. Tom Parks, Mr. Bernard Rochford.

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

Graduate Student Council—Mr. Theodore Gordon.

Student Bar Association—Miss Taryn Lynn Stambaugh.

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; Dr. Louis Hill, 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. Donald M. Jenkins, 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; Dr. Tyrone Turning, Dean of Wayne General and Technical College; Miss Pauline Franks, University Librarian.

\*Succeeds Professor Jenkins as elected Law faculty representative July 1, 1981.

\*\*Succeeds Acting Dean J. Edminister, July 1, 1981.

\*\*\*Succeeds Interim Dean A. S. Rakas, July 1, 1981.



UNIVERSITY COUNCIL, continued

Appointed by the President

Dr. I. R. MacGregor, Vice President for Planning; Dr. John Watt, Associate Provost;  
Mr. Howard Baldwin, Registrar; Dr. C. F. Poston, retired faculty member (nonvoting).

Ex Officio

Chairman, Committee of Department and Division Heads—Dr. Rudolph Scavuzzo  
Chairman, Committee on Faculty Rights and Responsibilities—(to be elected)  
Chairman, Committee on Faculty Well-Being—Mrs. Ruth Clinefelter  
Retired Faculty Member—Dr. C. F. Poston (appointed by the President)

Officers of University Council for 1981-82

Dr. Noel L. Leathers, Senior Vice President and Provost, Presiding Officer  
Mr. John Miller, Secretary  
Dr. Rita Saslaw, President Pro Tempore, who would preside vice Dr. Leathers and/or  
President Guzzetta

UNIVERSITY COUNCIL STANDING COMMITTEES, 1981-82

The Standing Committees of University Council, with the chairman of each listed first, are announced for 1981-82 by President D. J. Guzzetta:

Elected

Procedural

Noel Leathers, John Miller (Council secretary), Frank Bradshaw (1981-83), Walter Lehrman (1980-82),  
Fred Sturm (1981-82), D. J. Guzzetta, ex officio.

Faculty Rights and Responsibilities

(Tenured)

(College and Library)

|                               |                         |
|-------------------------------|-------------------------|
| Dr. Dale Jackson (1979-82)    | Arts and Sciences       |
| Dr. L. E. Roemer (1979-82)    | Engineering             |
| Dr. Isobel Pfeiffer (1980-83) | Education               |
| Dr. A. F. Banda (1979-82)     | Business Administration |
| Dr. James Fee (1981-84)       | Fine and Applied Arts   |
| Mr. C. E. Gibney (1981-84)    | Nursing                 |
| Mr. H. DeSaussure (1980-83)   | Law                     |
| Dr. George Makar (1981-84)    | Community and Technical |
| Mrs. V. Allanson (1980-83)    | Library                 |

Faculty Well-Being

Dr. William McGucken (1980-83)  
Dr. Richard Gross (1981-84)  
Dr. Ramon Steinen (1980-83)  
Dr. K. A. Klafehn (1979-82)  
Mrs. Doris Aldrich (1979-82)  
Mrs. S. McLaughlin (1981-84)  
Mr. Richard Kovach (1981-84)  
Mr. James Nolte (1980-83)  
Mrs. Ruth Clinefelter (1979-82) (Ch.)

Selected by Procedural Committee

Academic Policies, Curriculum and Calendar

Leathers, Watt (secretary), DeYoung, Dunlap, Griffin, Hill, Knieter, Ruebel, Turning, Weyrick,  
Baldwin, Becker, Bee, Dubravcic, Dye, Garn, Gerlach, Goletz, Guss, Leyden, Rainey, Robert  
Roberts, Stuyvesant, Taggart, Terry, Vinson, West; Gipson, Johnson, Lantz, Moss, Parks.

\*Athletics

Barker, Barr, Brink, Buchthal, Burrowbridge, Kelley, Larson, Litka, McCormick, Morgan,  
Rogers, Siloac, Tripodi, Weinstein, Wray; King, Shaw, Yashnik, Zehenni; ex officio—Ron  
Kline (president, Alumni Council), W. Stuver Parry.

Campus Facilities Planning

Timmerman, B. Armstrong, Cabral, Christie, Grist, Kirkwood, Lepke, MacGregor, Mendenhall,  
Mulhauser, Prough, Takacs, Vander Ark, Voorhees; Bunn, Rochford, VanDoros.

Library and Learning Resources

Byrne, Blough, Chamberlain, Clifford, Dee, Focht, Gwinn, Hutchins, A. Lieberman, McMahon,  
Scatterday; Bohn, Shores; ex officio—Pauline Franks.

\*Chairman to be elected.



**UNIVERSITY COUNCIL, continued**

Reference

Krigline, Bendremer, Cress, Gandee, Jamison, Ramey.

Research (Faculty Projects)

Gent, Adams, Calabrese, Ely, Grant, Hawes, Heinzerling, Leyerle, Livingston, Mudry, Newman, Palagallo, Savinell, Saslaw, Simms; ex officio—Corbett

Student Affairs

Hansford, Carrino, Faron, Gill, Hibbs, Jenkins, Meek, Moore, Politella, Patricia Taylor, Martha Vye, Willis; Bandy, Bobulsky, Claytor, Gordon, Hazlett, Stambaugh; ex officio—Hahn, Hazard.

UNIVERSITY REPRESENTATIVES, 1981-82

FACULTY ADVISORY COMMITTEE TO THE PRESIDENT, 1981-82

Buchtel College of Arts and Sciences—Dr. George Knepper, Professor of History  
College of Engineering—Dr. Glenn A. Atwood, Professor of Chemical Engineering  
College of Education—Dr. H. Gene Christman, Professor of Education  
College of Business Administration—Dr. A. F. Banda, Professor of Finance  
College of Fine and Applied Arts—Mrs. Barbara Heinzerling, Associate Professor of Home Economics  
College of Nursing—Miss Susan Stearns, Associate Professor of Nursing  
School of Law—Dr. Marvin Moore, Professor of Law  
Community and Technical College—Mr. Melvin Vye, Assistant Professor of Electronic Technology  
Ex Officio—Dr. Noel L. Leathers, Senior Vice President and Provost

FACULTY ADVISORY COMMITTEE TO THE CHANCELLOR, 1981-82

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; Mr. Earl Ertman, Associate Professor of Art, will be the alternate.

UNIVERSITY RESEARCH COUNCIL, 1981-82

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  
Dr. C. E. Griffin, Dean of Buchtel College of Arts and Sciences  
Dr. Louis A. Hill, Jr., Dean of the College of Engineering  
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)

HEARING BOARD POOL, 1981-82

Buchtel College of Arts and Sciences—Dr. Robert Carson, Dr. William Francis, Dr. Don Gerlach, Dr. John Gwinn, Mrs. Julia Hull, Dr. Gerald Levin, Dr. Allen Noble, Dr. Howard Reinmuth, Dr. David Riede, Dr. Sally Slocum, Dr. Charles Wilson.  
College of Engineering—Dr. Chun-Fu Chen, Dr. Richard J. Gross, Dr. David Timmerman.  
College of Education—Dr. M. K. Alderman, Dr. Susan Daniels, Dr. Edward Lasher, Dr. Mary J. MacCracken, Dr. Laverne Meconi.  
College of Business Administration—Dr. Michael d'Amico, Dr. David Hawk, Dr. Donald Jackson, Dr. George Prough.  
College of Fine and Applied Arts—Mr. Irving Achorn, Mr. Earl Ertman, Mrs. Virginia Gunn, Mr. Adel Migid, Mrs. W. Watson-Florence.  
College of Nursing—Miss Barbara Anandam, Mrs. P. Bomar, Miss Susan Stearns.  
School of Law—Mr. Merlin Briner, Mrs. Margery Koosed.  
Community and Technical—Dr. John Cole, Mr. Joseph Lentini, Mr. Jon Peske, Mr. David Robinson, Mrs. Martha Vye.  
Library—Mrs. Julie Gammon, Miss Miriam Joliat.



DEPARTMENT HEADS, 1981-82

**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, Dean Claibourne Griffin  
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. Gasper Garofalo (Acting)  
Department of Geography, Dr. Allen G. Noble  
Department of History, Dr. Robert H. Jones  
Department of Political Science, Dr. Jesse Marquette (Acting)  
Department of Psychology, Dr. Gerald V. Barrett  
Department of Sociology, Dr. Richard Gigliotti  
Department of Urban Studies, Dr. James Richardson

**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. Esporite  
Department of Physical Education, Mr. Andrew Maluke  
Department of Secondary Education, Dr. Larry G. Bradley

**College of Business Administration**

Department of Accounting, Dr. Richard Roberts  
Department of Finance, Mr. Michael Litka  
Department of Management, Dr. Howard Taylor  
Department of Marketing, Dr. Dale Lewison



DEPARTMENT HEADS, 1981-82, continued

College of Fine and Applied Arts

Department of Art, Mr. Earl Ertman  
Department of Communicative Disorders, Dr. George Davis  
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, Dr. Gauri Rai (Acting)  
Department of Theatre Arts and Dance, Mr. Joel J. 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, Mr. James Taggart  
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 John E. Halligan

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UNITED WAY-RED CROSS CAMPAIGN

The annual Summit County United Way-Red Cross campaign officially began September 28, 1981. The University's goal is \$57,500. Pledge cards go out with the payroll checks the end of September and the campaign closes November 4, 1981. Dr. William Francis, Buchtel College of Arts and Sciences, and Dr. C. A. Carrino, Dean of Evening College and Summer Sessions, are co-chairmen again this year. The other members of the faculty/staff committee are: Mrs. Joan 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 Barbara Hazard, Student Services; Miss Alberta Hensley, University Relations; Mr. Jay Hershey, Housing; Ms. Linda Jandacka, Computer Services; Mr. Arthur Pollock, Community and Technical College; Mr. Paul Richert, Law Library; Mr. Eugene Stephens, Purchasing; Dr. Howard Taylor, Business Administration; Mrs. Carol Whitmire, Staff Personnel.

Since the community looks to the University for leadership, let us all participate. Our slogan for 1981 is an appropriate one—"United Way The American Way."



MINUTES OF ALL-UNIVERSITY FACULTY MEETING OF SEPTEMBER 4, 1981

The annual fall All-University faculty meeting was called to order by President D. J. Guzzetta at 3:35 p.m. on Friday, September 4, 1981, in John S. Knight Auditorium.

After welcoming the group, he departed from the traditional order of business and called upon Dr. Gerard L. Knieter, Dean of the College of Fine and Applied Arts, to introduce the Rowe Quartet to perform at the opening of the program: Patricio Cobos and Arlene DiCecco, violins; Ronald Gorevic, viola; and Luca DiCecco, cello. He noted that Mr. Cobos is concertmaster of the Akron Symphony Orchestra and the others will hold principal string chairs in the Orchestra. Dr. Knieter told the faculty that the Rowe Quartet was formed in Charlotte, North Carolina, in 1973 and is named in honor of Charlotte industrialist, Oliver Reagan Rowe. The Quartet has concertized in Europe, Japan, Australia, South Africa, Korea, South America, as well as making annual tours in the United States. The Quartet is now the faculty string quartet-in-residence at The University of Akron and since 1976 had been the prestigious Slee String Quartet-in-Residence at the State University of New York in Buffalo. The ensemble has already established a string scholarship fund and will play a series of four concerts here for its benefit. The first concert will be Wednesday, September 30, at 8:15 p.m. in the Nola Guzzetta Recital Hall. Other performances in this series follow on November 11, 1981 and March 31 and April 28, 1982. The Music Department will have details.

Following the group's playing Smetana's first movement "From my Life," the President complimented the Quartet on an excellent performance. He said we are proud to have them as a part of this institution for the coming year and he was pleased that we could establish this kind of environment for a meeting like today's.

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

For the Buchtel College of Arts and Sciences, Dean C. E. Griffin presented: Miss Gina Burchard, Assistant Professor of English; Dr. Percival Darko, Assistant Professor of Mathematics (unable to attend); Dr. Carole G. Garrison, Visiting Assistant Professor of Urban Studies; Dr. Susan I. Hardin, Assistant Professor of Psychology; Mr. James K. Hardy, Assistant Professor of Chemistry; Miss Christine Kolaczewski, Instructional Assistant in Mathematical Science and Member of the General Faculty; Dr. Lala B. Krishna, Visiting Assistant Professor of Mathematics (unable to attend); Dr. Charles B. Monroe, Assistant Professor of Geography; Dr. Nirmala Prakash, Visiting Professor of Mathematics; Dr. Edwin C. Rowland, Assistant Professor of Biology; Mr. Gary Sipps, Assistant Professor of Psychology (unable to attend); Dr. David B. Stark, Assistant Professor of Mathematics; Dr. Linda Subich, Assistant Professor of Psychology; Mrs. Dorothy Moses, Visiting Instructor in Biology (unable to attend).

For the College of Engineering, Dean Louis Hill presented: Mr. Jerry E. Drummond, Assistant Professor of Mechanical Engineering; Mr. Kenneth Klika, Instructor in Construction Technology in the Department of Civil Engineering. President Guzzetta then introduced Dean Hill as the new Dean of the College who had been on the job since July 1, 1981.

For the College of Education, Dean H. K. Barker presented: Dr. Joseph P. Arnold, Professor of Education; Mrs. Lynn Smolen, Instructor in Education; Mr. Douglas W. Trautman, Lecturer in Physical Education and Assistant Basketball Coach; Miss Darlene S. Young, Instructor in Physical Education, Head Women's Basketball and Track Coach.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING OF SEPTEMBER 4, 1981, continued

For the College of Business Administration, Dean J. W. Dunlap presented: Dr. Roy E. Burkey, Associate Professor of Management; Mr. Lee Daniel, Assistant Professor of Accounting; Mrs. Linda B. Day, Assistant Professor of Accounting (unable to attend); Mr. Jack L. Haney, Instructor in Finance; Mrs. Sharon Kimmell, Assistant Professor of Accounting; Dr. Dale M. Lewison, Professor of Marketing and Head of the Department; Dr. R. Penny Marquette, Associate Professor of Accounting (unable to attend); Mr. Andrew Takacs, Instructor in Marketing; Mr. John W. Works, Associate Professor of Finance; Mr. Bernard F. Zaucha, ~~Associate~~ Professor of Accounting.

**ASSISTANT**

For the College of Fine and Applied Arts, Dean Gerard Knieter presented: Mr. Stephen Aron, Assistant Professor of Music; Mrs. Hope Barkoukis, Instructor in Home Economics (unable to attend); Mr. David Bell, Visiting Assistant Professor of Music; Mr. Luca DiCecco, Visiting Associate Professor of Music (introduced previously as a member of the Rowe Quartet); Mr. Frank C. Diliberto, Associate Professor of Music (unable to attend); Mr. Lyle Dye, Jr., Assistant Professor of Theatre Arts; Miss Virginia L. Fitch, Instructor in Social Work; Mr. Ronald Gorevic, Associate Professor of Music (introduced previously as a member of the Rowe Quartet); Mr. Virgil Hicks, Assistant Professor of Music; Mr. William C. Hoyt, Assistant Professor of Music; Mr. Patrick M. Kelly, Director of University Galleries and Member of the General Faculty; Dr. Aaron R. Mann, Assistant Professor of Social Work; Mrs. Loretta M. Nunez, Visiting Assistant Professor of Communicative Disorders; Dr. William Parmenter, Assistant Professor of Mass Media-Communication; Mrs. Donna Webb, Visiting Assistant Professor of Art; Dr. Sue W. Williams, Assistant Professor of Home Economics (unable to attend); Dr. Kathryn C. Woodward, Assistant Professor of Art; Mr. Kerry Woodward, Associate Professor of Music and Director of Choral Activities.

For the College of Nursing, Dean Lillian DeYoung presented: Dr. Hazel M. Aslakson, Professor of Nursing and Director of Graduate Program; Mrs. Sheila V. Goldstein, Instructor in Nursing (unable to attend); Dr. Alma J. Hoffer, Assistant Professor of Nursing; Miss Camilia J. Kirk, Instructor in Nursing (unable to attend); Mrs. Helen Dannemiller, Instructor in Nursing (unable to attend).

For the School of Law, in Dean Donald Jenkins' absence, Associate Dean Rakas presented: Mr. Lloyd C. Anderson, Visiting Associate Professor of law; Miss Ann H. Britton, Visiting Assistant Professor of Law; Miss Patricia Fry, Associate Professor of Law; Mr. Roger D. Purdy, Assistant Professor of Law; Mr. William D. Rich, Assistant Professor of Law.

For the Community and Technical College, Dean Robert Weyrick presented: Mr. Richard J. DiRienzo, Assistant Professor of Surveying and Construction Technology; Mr. George L. DiSabato, Assistant Professor of Commercial Art (unable to attend); Mrs. Carol C. Gigliotti, Instructor in Secretarial Science; Mr. Paul R. John, Instructor in Drafting Technology (unable to attend); Miss Rebecca S. Marsh, Instructor in Data Processing; Mrs. Holly Slack, Assistant to the Dean and Instructor in Community and Technical College.

For Wayne General and Technical College, Dean Tyrone Turning presented Mr. Louis M. Janelle, Instructor in Mathematical Sciences.

For the University College, Dean Marion Ruebel presented: Mr. John C. Lanshe, Adviser of Students and Member of the General Faculty; Mr. John G. Traveny, Adviser of Students and Member of the General Faculty.



MINUTES OF ALL-UNIVERSITY FACULTY MEETING OF SEPTEMBER 4, 1981, continued

Dr. Noel L. Leathers, Senior Vice President and Provost, presented: Mr. Thomas Lukes, Producer/Director in the Instructional TV Center and Member of the General Faculty; Mr. Franklin H. Smith, Assistant Archivist and Instructor in Bibliography (unable to attend).

Mr. R. Wayne Duff, Vice President for Business and Finance, presented: Miss Lynne A. Pohl, Accountant and Member of the General Faculty; Mr. Richard H. Seivert, Manager of Administrative Systems and Programming in the Computer Center and Member of the General Faculty; Miss Lois M. Smith, Accountant and Member of the General Faculty.

Dean Richard L. Hansford, Vice President and Dean of Student Services, presented: Dr. Sally M. Brandel, Counseling Psychologist and Member of the General Faculty, Mr. Fred Buddy, Assistant Director of Student Financial Aids and Member of the General Faculty; Miss Catherine L. Ring, Assistant Director of Student Financial Aids and Member of the General Faculty; ARMY ROTC—Captain Richard C. Derbis, Assistant Professor of Military Science; AIR FORCE ROTC—Lt. Col. John E. Halligan, Professor of Aerospace Studies; Captain John A. Simpson, Assistant Professor of Aerospace Studies (unable to attend).

Mr. Foster Buchtel, Assistant to the President, presented: Mrs. Lynn A. Clough, Research Associate in the Institute for Futures Studies and Research and Member of the General Faculty.

Following the greetings for the newcomers on the faculty, Dr. Guzzetta called upon Dr. William Francis who is co-chairman (with Dean Caesar Carrino) of the 1981 United Way Committee. Dr. Francis explained that in May 1980 the Procedural Committee of University Council appointed an ad hoc committee (to serve a two-year term) to assist the United Way-Red Cross campaign. He said the goal last year was \$45,000 and that the generous contributions of University personnel resulted in \$6,000 beyond the goal. He stated that the goal assigned to the campus this year is \$57,500 and asked that everyone be as generous as last year, and perhaps even more so, to meet the higher quota. He noted that many of us benefit from the services of the various agencies and emphasized the importance of our supporting this community effort. He urged total University participation in this annual donation and stressed the fact that the money goes directly to the agencies with very low administration cost. The President added his support for this annual appeal.

President Guzzetta asked Dr. Tyrone Turning, Dean of Wayne General and Technical College, to speak briefly about the invitation that had been sent to faculty, staff and administrators to attend the Appreciation Day activities on his campus in September. For the benefit of the newcomers on the faculty, he said that in order to better meet the needs of citizens in Wayne, Holmes and Medina counties, the Wayne General and Technical College opened its doors in 1972 as a branch campus of The University of Akron. To celebrate its ten years of existence, there will be a "Wayne College Appreciation Day" on Sunday, September 20, 1981 on the campus at Orrville, with activities beginning at 1 p.m. to include a reception honoring Governor James A. Rhodes. Dean Turning cordially invited everyone to attend.

After thanking Dean Turning, Dr. Guzzetta commented that he is delighted with the way everyone has cooperated in beginning the new academic year, noting that our first-day enrollment is 25,361, which is the highest ever. He then turned to his prepared remarks for this annual faculty meeting, which follow, beginning on page 16.

At the conclusion of his talk, President Guzzetta added that there was not much to report with regard to the much publicized uncertain State financial situation. He said, however, that he does not react to every statement which appears in the press; but continues to believe that the State of Ohio will come through for higher education!



MINUTES OF ALL-UNIVERSITY FACULTY MEETING OF SEPTEMBER 4, 1981, continued

In answer to Dr. Aloysius Misko's questions, the President said that the administration is studying the feasibility of adding any nontraditional hours for classes and weighing the open door admission policy. He said he believes that the future will see a drastic departure from the traditional and so any new and creative ideas of meeting our changing responsibilities should and will be examined.

The meeting was concluded at 4:42 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, 9/4/81, continued

Planning Creatively for Quality into the Eighties  
by D. J. Guzzetta, President  
September 4, 1981

Welcome to the 1981-82 academic year. These past twelve months have certainly been an eventful period—locally, nationally and internationally—affecting us personally, socially, politically and financially. The full effects of these events are still to be felt. But, we are already realizing the need to consider them as we plan today's and tomorrow's activities.

It is appropriate, then, to begin by clarifying a personal matter—my position at the University. We all know that we have a mandatory requirement to retire from administrative positions at age 65—and I am a strong supporter of this policy. However, I am some distance away from that magic age (at least I think I am) and I have plans and aspirations for our institution which are going to require the collective efforts and energies of all of us to achieve. Therefore, any rumors you may have heard which suggest current plans for a change in my status are unfounded—as long as we continue to function as a team—the Trustees, the Faculty and the Administration. And I see no reason why this will not persist. The major plan I have is to assure my eventual successor that he or she will have a heritage of continuing both the momentum and flexibility toward quality education which we have built up over these past years. This heritage will include:

1. The continuation of our solid base of quality in teaching, research and public service.
2. A creative campus environment for meeting the rapidly changing and increasing demands that are being placed upon higher education—while maintaining quality—which is the key to it all.
3. An appreciation of our past—our tradition—and an awareness of the future in all that we do.
4. A systematic planning process that will assure the integration of quality, creativity and futures awareness in meeting both predictable and unpredictable challenges and demands of the eighties and beyond.

The importance of this heritage can be summarized in the words of one of our Deans: "We are facing unprecedented difficulties that will call for unprecedented approaches to problem solving." We have laid the groundwork for this heritage over the past ten years and we have already started to narrow the focus with our annual fall retreat last month when administrators, deans, faculty representatives and student representatives met together to initiate a process whereby we can all "Plan Creatively for Quality into the Eighties" at all operational levels.

Just as we will have to develop unprecedented approaches to problem solving—and planning—we will also have to be more creative in the way we look at the problems that are facing us and our means of dealing with them. In the broadest sense we must recognize that we will survive only as we meet the challenges of our times, which often shift both subtly and traumatically. In the past, this has not bothered us as much as it does now for, historically, we have always believed that if we take enough manpower, enough money, and enough time we can do anything (Noah Langsdale, 1979). Whether or not this is true has become a moot point. Today, we are beginning to realize that there are limits to our resources. Further, we are questioning whether the answer we have always come up with—more resources and personnel—is sufficient to meet our complex demands. And, we are recognizing that more refined means have to be developed to identify the delicate balance between work overload and personnel overload. Certainly, we do not have to go beyond the



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/4/81, continued

front page of the newspaper or the grocery line to recognize that we have hit the limit of any reasonable expectations of more money. (As one professional colleague put it—"The tooth fairy is dead.") In fact, we are witnessing a reduction of financial resources. If we do refuse to recognize the reality of our financial bind, we still cannot avoid recognizing that time is not as elastic as it once was and we cannot add many more activities into the hours that are available to us. The running out of the maxim of "Manpower, Money and Time taking care of anything" has indeed presented us with a challenge to our resourcefulness and creativity. Many of you have heard me make reference to the need for us to learn to do more with less. As I reflect on this statement, I realize that its intent falls short of the truth. More accurately, we will have to look anew with refreshed resourcefulness at ways in which we can adopt a Resource Reallocation thrust. We will have to focus on new challenges at the same time that we deal with the old challenges which are no longer relevant. This, in turn, will require a creative and innovative way of looking at issues.

In my earlier years of teaching and administration, I felt that an important key to successful leadership was successful problem solving. As I became more involved in the complexities of my academic field and my administrative responsibilities, as well as higher education needs in general, I became more and more aware that we often confused problem solving with dilemma resolution. That is, we can solve problems but we can only resolve dilemmas. And much of what has confronted us as a problem, and received a treatment as such, was in fact a dilemma. One of our colleagues refers to these as "double-binds" or, in the vernacular, "Damned if you do and damned if you don't." This may sound like a semantic trifle, but I am convinced that it has strong potential for allowing us to take a larger view and deal more constructively with the issues of continuity and quality. Let me illustrate this by considering some of the factors that will affect our establishing the base for "refreshed resourcefulness" and planning for quality.

We are all familiar with the demographics of the declining birthrates and their effect on our traditional age students through the eighties. We are also familiar with the growing market potential for non-traditional students. When we limit our thinking to this situation, we are describing a narrow problem when, in fact, the broader dilemma and possibly a paradox is involved. Certainly, I agree that colleges and universities are going to have to take on more of a marketing mentality. They are going to have to ask questions such as: "What are the different segments of our market? Who are the people who are consuming our product? What are their needs?" (Martin T. Katzman, 1979). But, they will also have to recognize that each segment of this market will have different needs, different perceptions of what they would like out of our product. This, then, demands our consideration of non-traditional approaches to our teaching/learning process, each of which has implicit quality issues. For example:

1. Scheduling of classes. It is important but not enough to maintain the same base of evening classes and daytime classes. What about early morning classes? More Saturday classes? Weekend classes? Off-campus classes? What about the traditional length of classes and the number of classes in a course.
2. Type of Curriculum. Do we provide current curricula for professions, for broadening, for skills, for depth or for breadth? Or for all of these? Do we pattern the curricula to the needs and demands of potential students or do we assert our professional expertise and experience and insist that they pursue prescribed curricula which we believe are necessary for career and personal success?
3. Standards for admissions, pace and techniques of the teaching/learning process. How do we deal with the non-traditional student who has gained considerable knowledge through experience but has difficulty in following the traditional paths of learning? Is experience equivalent to learning?



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/4/81, continued

How do we establish the pace and style of presentations in classrooms when we have a mixture of persons from different walks of life and generations and capabilities of assimilation? How do we design our programs to make the investment more valid for an older person who will have fewer working years to gain a return on a considerable investment? (What is a return on an educational investment?) Is it not possible to create a more effective teaching/learning environment free from tradition to help meet society's changing needs?

These are important issues and they are certainly not new to us. There is, however, a larger issue that we need to look at: Education's Quiet Revolution—a movement in national education that is developing, quietly and steadily, and affecting more than the questions that we have been asking.

This quiet revolution is the growing response of traditionally non-teaching organizations to the increasing demand for learning opportunities in the slow, reticent response of the traditional educational institutions. These non-teaching organizations include corporations, government agencies, consultants, the military, social agencies and professional societies—all developing their own training/educational/learning programs supporting theory with current relevant experience and using seasoned practitioners for teachers. This revolution has several primary dimensions:

1. The first dimension is the response of formal education to the public needs. For many years, we in education have been fond of saying that "Education is a lifelong process." There is no question of the growing trend toward continuous education and re-education in the professions, industry and commerce. Rapidly advancing technologies are requiring regular learning, re-learning and un-learning updates for the practitioner. At the same time, an increased sensitivity to the importance of human interaction has given rise to an unprecedented number of human relations learning programs. Also, the growing number of individuals who find themselves changing careers or re-entering the labor market after a prolonged absence have required special educational offerings. And, finally, expansion of the concept of an active fulfilling life beyond our 8-to-5 workdays and our 18-through-65 work years has brought a similar expansion of educational offerings ranging through the Humanities, the Arts, the Fine Arts and the Social Sciences.

Many of us in higher education have truly thought that we have been responding to this perceived public need but we have not really met the challenge. We have interpreted all needs in our own image: courses, credit hours, campus classes and classical curricula. Those responses that dared to stray off-campus or into non-credit programming, for example, were usually regarded with serious skepticism by campus colleagues and treated as second class efforts. Education was education only when the learner fit the traditional academic convenience!

2. The second dimension is higher education's reluctance to recognize that the need for continuous education must also be applied within the campus. We have become so accustomed to thinking of change in terms only of knowledge and others, that it is generally outside of our reality to look to ourselves for change needs. But, change we must. Otherwise, the only part of us that will be a cross-section of society will be what we teach and not what we are. And it is difficult to teach very well that which we are not.
3. A third dimension has been higher education's inability to work closely with other segments of society in developing new dimensions of formal



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/4/81, continued

learning in a world of rapid change. For example, if people will be changing jobs or even career paths more frequently, if a more comprehensive view of a fulfilling lifestyle is permeating our social fabric, if we are moving into a rapid change culture, then what learning opportunities are required to help individuals examine and prepare for necessary changes in attitudes, public policies, social and economic trends and the like? How can those of us professionally responsible for the teaching/learning process become orchestrators and brokers, balancing a combined involvement of classroom and experience, and campus and community?

Earlier I referred to the need for a marketing strategy in higher education. Now, let us look at this need within the context of the Quiet Revolution. We take considerable pride in the growing numbers of persons beyond the 24-year age group whom we are serving. Any college or university can quickly produce figures indicating the number of those learners who are attending classes. But few, if any, of us can even venture a guess as to how many more potential learners are "out there" somewhere—individuals with potential who are seeking colleges or universities that are more accessible, more flexible in scheduling and more responsive to people's varying needs and styles of learning. A few statistics will help us hazard a guess. Approximately 64 million adult Americans are involved in some form of training or education. The total enrollment in all American colleges and universities is between 11 and 12 million, or less than 20 percent of the total. I feel safe in assuming that approximately 52 million American adults have found better educational opportunities outside of traditional higher education, and at least that many more are, in fact, being denied educational opportunities because of our limited means of providing these experiences. Further, we see more and more education and training programs being provided outside of the traditional educational institution. For example, of the 3,000 entities offering business and management courses, only 700 are colleges and universities. Additionally, there are 40,000 publicly offered business seminars annually, exclusive of college and university offerings. In a recent article, Peter Drucker also speaks to this movement:

"Demand for education is actually going up, not down. What is going down, and fairly fast, is demand for traditional schools. Indeed, the fastest growing industry in America today may be the continuing professional education of highly schooled mid-career adults. But, much of it takes place outside the education establishment—through companies, hospitals and government bureaus . . . or through management associations and trade associations."  
(Drucker, 1981)

The argument is clear for the need for a marketing strategy in higher education. However, this marketing strategy must be part of a larger overall planning strategy, one that also assumes quality. And this brings me again to the theme of our retreat last month and my talk to you this afternoon: "Planning Creatively for Quality into the Eighties." I would like to conclude my remarks by addressing the four key words implicit in this theme: Planning, Creativity, Quality and Futures.

Strategic planning will and must become an integral activity of higher education institutions as we prepare to face changing conditions and developing needs in society on the one hand, and declining resources and shifting talent on the other. However, few of us in education have an adequate grasp of the "hows" of this technique and so it is becoming one of those paradoxes that we avoid talking about. And yet, in many informal ways we do "plan." Unfortunately, this planning also is generally limited to finances, credit hours, subvention formula needs, physical plant needs, etc. These are important, in fact, vital components of our planning but they are only a part of the complex total that makes up the system known as the university. One reason we have difficulty dealing



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/4/81, continued

with planning is that it must be based on a clearly articulated educational philosophy, tangible goals and measurable objectives as well as the ability to maintain the integrity of the strategic plan while responding to unforeseen contingencies. I am not as concerned about articulating educational philosophy. The part that does seem to give us the most difficulty is stating our intentions in terms for which we can be held accountable. And part of the problem is in being able to identify and measure the benefits or outcomes of education or its quality.

Generally, when we talk about measuring outcomes or benefits in higher education, we limit our awareness to such things as instructional costs and plant use—quantifiable factors. I submit that any successful strategic planning effort in higher education must also be based on measures of quality, or more accurately quality indicators. We must, somehow, be capable of gauging (you'll note I am not saying measuring) our program quality on the basis of what we wish to accomplish. That is, our definition of quality should reflect the business that we are in. At The University of Akron, for example, we will be developing within the next 24 months quality indicators such as the following:

1. Student Quality Indicators. Traditionally and appropriately, we use student quality indicators that are quantifiable, such as average time taken for obtaining the degree; percentage of students who actually graduate; test scores and employment or graduate school placement. Equally important but not as easy to identify would be such qualitative factors as the graduate's basic understanding of economic theory, music, scientific methodology, structures and properties of living beings, history and development of our society; the ability to articulate and defend the values to which they adhere and the capability of altering or rejecting those values should they become indefensible; the skill to distinguish between great and mediocre poetry and literature; to develop a sense of the individual dignity of themselves and others; and to have a curiosity about their physical and cultural environment, etc.
2. Faculty Quality Indicators. Traditionally, overall faculty quality is measured on the basis of professional preparedness, teaching effectiveness, student retention, faculty retention, professional activities, research and publications, vitality, and administrative support. These certainly range between the qualitative and quantitative and vary in the degrees of ease by which they will be measured and agreed upon. However, I do see this as a starting point for consideration of what is faculty quality and how we can recognize and reward it.
3. Administrative Quality Indicators. Some quality indicators for administrators could include: Trust and confidence enjoyed; knowledge of important issues confronting education; setting of clear goals and priorities; demonstrated imagination and creativity; accessibility to students, faculty and others; level of encouragement of faculty and staff development; ability to delegate responsibility; ability to avoid confusion of office with self and personal goals with institutional goals; vitality; encouragement of grass root participation; ability to respond to crises; level of support and contribution to institutional planning; level of flexibility within the administrative structure and good management practices; ability to work well as team members with faculty; concern for the welfare of students; and possession of a clear vision for the University. (Olscamp, 1978; Chugh, 1980)

The search and identity of quality indicators cannot stop with these three categories. We will also have to build from these for quality indicators for research, academic support services, curriculum, public service activities and other centers and programs. All of



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/4/81, continued

these, in turn, will have to be tied back into the planning process as a measure of our achievement toward identified goals. They can also provide evidence and information to help in resource allocation or reallocation as we renew our attentions in different areas. Finally, we will want to deal with such issues as a "value added" approach to our quality measurements. That is, do we measure everything on the basis of achieving identical objectives or do we measure achievement on the basis of value beyond a starting point and, perhaps, beyond the stated objectives?

As important and as difficult as it will be to identify quality indicators and to build them into our planning system, it will be equally important and probably even more difficult to institute a sense of creativity into our long range thinking and present day activities. This is not because our faculty and staff are lacking creative ability. Quite the contrary. Rather, because of its very nature, tradition becomes institutionalized and is difficult to dislodge to allow passage for a creative approach or solution. Perhaps we will have to be most creative about the ways of being creative! But I do see creativity as playing a critical role in our future. A creative institutional temperament will enable us to be more agile in recognizing and meeting new and different challenges as well as controlling the types of futures that we desire. We can then concentrate on developing creative skills in decision making in planning so as to seek out new and different and more resourceful approaches. Also we can develop the creative courage that helps us recognize when it is time to introduce new programs in favor of those that are serving our personal biases more than our mission. And to subtract those that are no longer relevant. Finally, we can introduce creativity into our curriculum so as to help our students develop more immediate and direct connections between the society of learning and the world of application, while developing the sense of importance of trying the new and testing the old.

I believe that recognizing the three critical ingredients in the planning process—creativity, quality and appreciation of the futures—will allow us to recognize the philosophical underpinnings of both our organizational and educational responsibilities. It will enable us to relate more clearly to information and projections that are being developed in the directions our society and our nation are going. And as we recognize these in terms of our own mission, we will be better able to prepare for whatever changes are necessary to continue to meet this mission. Some recent projections by the publisher of The Trend Report will help me illustrate this point.

According to this authority, there are five basic restructurings that are occurring in our society.

The first of these is the transition from an industrial society to an information society. This certainly is not new to most of us. But as we look beneath the surface, some interesting details come to light. For example, in 1950, 65 percent of our work force in this country were in industrial occupations and 17 percent were in information/knowledge occupations. Thirty years later, these figures are virtually reversed with 28 percent of our work force in industrial occupations and 60 percent in information/knowledge occupations. Now let us look a little more closely at the percentage that are in information/knowledge occupations. Although we have dubbed our current society as a service society, the service sector minus the information/knowledge workers has remained a fairly steady 11 to 12 percent. That is, the traumatic increase in the service sector in our society has been in the information/knowledge field. These occupations include, among others, you and me—all of us, our colleagues in the present and our colleagues in the future. More than that, to me it has strong implications for the increasing responsibilities that will fall upon our shoulders to increase "knowledge of the knowledge industry" through research.

Along with the shift in occupational dominance has come a shift in time orientation. In the agricultural society, the time orientation is the past, from which we learned the



MINUTES OF ALL-UNIVERSITY FACULTY MEETING, 9/4/81, continued

best times and seasons for planting, harvesting, etc. In an industrial society the time orientation is the present—efficiency and speed—get it done now. On the other hand, the time orientation in an information society is the future. Once again, an argument for the importance of including a futures oriented perspective in all of our course work and curriculum.

The second basic restructuring is from a centralized society to a decentralized society (which started before the Reagan Administration!) This has definite implications for course work in a number of areas—political science, sociology, behavior sciences, for example—as well as our own strategies for public service, resource acquisition and political networking.

The third restructuring is from the north to the south following the population and economic movement in our society. I am not certain what we can do about this. But, I am certain that it has to be considered within the context of our overall strategic planning.

The fourth restructuring is a greater sense of global interdependence. This reaffirms my conviction that we must renew our efforts at internationalizing our courses and curriculum and introducing learning opportunities in all fields that are not limited to national boundaries.

The fifth restructuring is the movement in the dual directions of high technology and humanism, and their mutual relationship. That is the growing awareness that introduction of any new technology into a society must be accompanied by a compensatory human response or the technology will be rejected. We have on many occasions shared with you our sense of importance for interdisciplinary programming—the overlap of science and values, technology and behaviorism.

These are only examples from one projection. And they are examples not just of projections, societal shifts, technological advancements, and demographic changes. Rather they are examples of the inferences that we must be able to draw as an institution of higher education concerned about its quality and its programming. These are also examples of the concerns I will have for the remainder of my Presidency as we move into a sound process of planning that will grow out of an even stronger concern for quality. I will be sharing with you during this semester a more detailed agenda for moving into this programming. I ask you now for your full cooperation, support and help so that I may even accelerate my efforts at meeting the responsibilities assigned to me 10 years ago as I returned to one of the nation's most promising institutions of higher learning—The University of Akron.



THE UNIVERSITY OF AKRON

CALENDAR 1981-82

Fall Semester 1981 (72 Instructional Days)

|                                     |  |
|-------------------------------------|--|
| August 31, Monday                   | Day and Evening Classes Begin              |
| *September 7, Monday                | Labor Day                                  |
| November 11, Wednesday              | Veterans Day (classes held; staff holiday) |
| **November 26-28, Thursday-Saturday | Thanksgiving Recess                        |
| November 30, Monday                 | Classes Resume                             |
| December 12, Saturday               | Final Instructional Day                    |
| December 14-19, Monday-Saturday     | Final Examination Period                   |

Spring Semester 1982 (75 Instructional Days)

|                                |                               |
|--------------------------------|-------------------------------|
| January 18, Monday             | Day and Evening Classes Begin |
| February 9, Tuesday            | Founders Day (classes held)   |
| March 22-27, Monday-Saturday   | Spring Recess                 |
| March 29, Monday               | Classes Resume                |
| ***May (Date to be determined) | May Day                       |
| May 8, Saturday                | Final Instructional Day       |
| May 10-15, Monday-Saturday     | Final Examination Period      |
| May 23, Sunday                 | Commencement                  |

Summer Session 1982 (49 Instructional Days)

Summer I

|                 |  |
|-----------------|--|
| June 14, Monday | First 5-Week and 8-Week Sessions Begin |
| July 4, Sunday  | Independence Day                       |
| *July 5, Monday | Independence Day Observed              |
| July 16, Friday | First 5-Week Session Ends              |

Summer II

|                   |                              |
|-------------------|------------------------------|
| July 19, Monday   | Second 5-Week Session Begins |
| August 6, Friday  | Eight-Week Session Ends      |
| August 20, Friday | Second 5-Week Session Ends   |

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- \*University Closed
  - \*\*University Closed from Wednesday, November 25, at 5 p.m. until Monday, November 30, at 7 a.m.
  - \*\*\*Classes suspended noon to 4 p.m.

(Approved by University Council, December 4, 1980.)



