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Faculty Senate Chronicle October 1, 1974

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AU Chronicle

a report to the faculty of
the university of akron



1974-75, No. 1 (20 pages)

October 1, 1974

1974-75 ACADEMIC YEAR BEGINS

Greetings from the President

It is my pleasure to greet all new and returning faculty members as The University of Akron begins its 105th year.

A distinguished century-old institution has an enviable heritage which undergirds our future. This year we can cite a 60-year milestone of particular importance—the founding of our College of Engineering in 1914, and to the accreditation by the North Central Association of Colleges and Secondary Schools the same year—which formed a base for the continuing noteworthy expansion of our academic structure, research and public service throughout the ensuing years.

The opening of classes in the fall is always an exciting event, and we enjoy the renewal of the stimulating association with our colleagues and students. We take pride in our achievements and look forward to additional contributions to the learning process, to research efforts and community involvement from our campus.

Best wishes to you all as we work together in our common effort to enhance The University of Akron.

A handwritten signature in dark ink, likely of the President, positioned to the right of the greeting text.

UNIVERSITY DATES

University Council, regular meeting, Thursday, October 17, 1974, Room 307, Business Administration Building, 3 p.m.

Ground Breaking, for new \$4,300,000 Music, Speech and Theatre Arts Building, Hill and Center Streets, Monday, October 28, 1974, 1:30 p.m.

The President's Open Faculty Forum, Wednesday, October 30, 1974, Kolbe Theatre, 3:30 p.m.

Reception honoring Dr. Emily Davis, Professor Emeritus of Art, and opening the Emily H. Davis Gallery, at 181 E. Exchange Street, the University's new campus Art Gallery, Friday evening, November 1, 1974, 7:30 p.m.

AU 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 AU 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 AU Chronicle may be directed to the Office of the President or to the Executive Director of University Relations and Development.

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NEW MEMBERS OF THE UNIVERSITY FACULTY

Those joining our full-time faculty since June 1974, teachers and administrative staff, are listed below:

Miss Iris E. Allison, Adviser of Students (Counseling)
Mr. Edward L. Baxter, Assistant Professor of Business Law
Mr. R. T. Begg, Assistant Law Librarian, Acquisitions and Reference
Miss Martha Booth, Assistant Director of Admissions
Mr. Leon O. Brooks, Assistant Professor of Music
Mr. Foster Buchtel, Assistant to the President-Campus
Dr. Mary Ann Burke, Assistant Professor of Modern Languages
Miss Jo Ann Collier, Instructor in Nursing
Mr. Stephen Collingwood-Hicks, Visiting Assistant Professor of Law
Dr. George D. Davis, Professor of Speech and Head of the Department of Speech Pathology and Audiology
Mr. Robert L. Dowdy, Instructor in Physical Education
Mrs. Tomoko Furugori, Assistant Professor of Economics
Mr. Stewart T. Graham, Jr., Assistant Professor of Law
Dr. Claibourne E. Griffin, Dean of Graduate Studies and Research and Professor of Chemistry
Mrs. Virginia Gunn, Assistant Professor of Home Economics
Dr. Donald E. Hall, Assistant Professor of Speech (Pathology)
Mr. Jack Eugene Hibbs, Research Librarian and Instructor in Bibliography (10/1/74)
Mr. Charles S. Insalago, Adviser of Students (Counseling)
Mr. David B. Johnston, Development Officer
Mrs. Margery B. Koosed, Coordinator, Appellate Review Office, and Lecturer in Law
Dr. A. W. Gerhard Kunze, Assistant Professor of Geology
Mr. Paul J. Kuzdrall, Assistant Professor of Management
Mr. Albert Leyerle, Assistant Professor of Law
Dr. Robert G. Lord, Assistant Professor of Psychology
Dr. Martin M. McKoski, Director of Developmental Writing-Reading Laboratory
Mrs. Barbara Ann Mathews, Visiting Instructor in Education
Mrs. Shirley S. Mitchell, Counselor (Testing)
Miss Ayda G. Nambayan, Instructor in Nursing
Mr. W. E. Nemec, Assistant Professor of Education
Mr. David J. Oblak, Assistant Professor of Finance
Dr. Donald Ott, Assistant Professor of Biology
Mr. Gary M. Pitkin, Head, Library Serials Department, and Instructor in Bibliography (12/1/74)
Mr. W. Thomas Pollard, Senior Academic Programmer/Analyst (10/1/74)
Mr. Michael F. Rolph, Instructor in Accounting
Mrs. Pamela Rae Rupert, Instructor in Education
Mrs. Ruby E. Schmucker, Instructor in Nursing
Mrs. Willeane V. Schrock, Assistant Professor of Nursing
Mrs. Alma Smith, Instructor in Nursing
Miss Susan J. Stearns, Assistant Professor of Nursing
Mr. Archie M. Strimel, Instructor in Physical Education
Mr. Joseph A. Takacs, Assistant Professor of Electronic Technology
Dr. Edwin Thall, Instructor in Chemistry (Wayne General and Technical College)
Dr. Billy Doyle Thompson, Assistant Professor of Accounting

NEW MEMBERS OF THE UNIVERSITY FACULTY, continued

Mr. Ronald A. Usiewicz, Instructor in Community and Technical College
(Business and Office)

Mr. Lawrence P. Wilkins, Assistant Professor of Law

Mrs. Barbara Williams, Assistant Director of Student Financial Aids

Miss Barbara Sue Zeidwig, Adviser of Students (Counseling)

ROTC

Army:

Captain George W. Gipe, Assistant Professor of Military Science

Major Leon Ridley, Assistant Professor of Military Science

Air:

Major Robert M. Garlow, Assistant Professor of Aerospace Studies

Major Phillip W. Goertz, Assistant Professor of Aerospace Studies

Colonel Edward P. Mazak, Professor of Aerospace Studies

COMMITTEE APPOINTMENTS, 1974-75

Search Committee for Dean of Community and Technical College

Elected by faculty colleagues—Mr. Arthur Pollock, Jr., chairman; Mr. Ronnie G. Adams, Mrs. Virginia J. Watkins; Mr. Gregory Peden, student; Dean Coleman Major and Dr. John Watt, appointed by the President.

Search Committee for Dean of College of Nursing

Elected by faculty colleagues—Mrs. Patricia Godfrey, chairman; Miss Evelyn Tovey, Miss Joanne Marchione; Miss Cheryl Zupon, student; Dean J. W. Dunlap, appointed by the President.

University Budget Committee

Mr. R. W. Duff, chairman; Dr. N. L. Leathers, Dean Coleman Major, Dr. C. F. Poston, Dr. Allen Noble (Buchtel College), Mr. William Bachmann (Law), _____ (to come from Fine and Applied Arts), Mr. Greg McDonald (student), Mr. Henry Nettling and Mr. E. Wysocki (resource persons), President D. J. Guzzetta (ex officio).

Educational Research and Development Center, Steering Committee

Dr. Elizabeth Hittle, chairman; Mr. Foster Buchtel, Dr. John Hirschbuhl, Miss Kathy Linton (student), Mr. William Mavrides, Dr. Frederick Schultz, Dr. Edwin Wagner; Dr. James King and Dr. George Knepper, ex officio (members of ER&D Operations Group).

Advisory Committee, Center for Peace Studies

Faculty—Dr. Warren Kuehl, chairman; Mrs. Patricia Godfrey, Dr. David Jones, Dr. Ruth Lewis, Dr. David Louscher, Captain Norman Poole, Dr. Wallace Sterling, Dr. Harold Taylor, Dr. Robert Zangrando; students—Miss Joan Cummings, Mr. Tim Davis, Miss Arlene Huber, Miss Lois Menzies, Mr. Jeff Neely, Mr. Santosh Patel, Miss Deborah Persin, Miss Suzann Jane Zager.

University Coordinating Committee on Lifelong Learning and Development

Dr. Barbara Armstrong, Mrs. Mary Elizabeth Chesrown, Dr. Robert H. Jones, Mr. Martin Kohn, Dr. A. E. Misko, Mr. Marvin Phillips, Dr. W. A. Rogers, Dr. Richard Sterne, Dr. Harvey Sterns, and Mrs. Kathryn Vegso. (Chairman to be elected.)

UNIVERSITY COUNCILMEMBERSHIP 1974-75

The University Council of the University Faculty is the legislative body thereof, and the Board empowers it to formulate suitable rules, requirements and procedures for the admission, government, management and control of the students, courses of study, granting of degrees and certificates, and other internal affairs of the institution necessary to meet the objectives of the University in accordance with the established policies of the Board. The 1974-75 members are:

Elected from the Faculty:

Buchtel College of Arts and Sciences—Dr. Charles Barresi, Dr. Don Gerlach, Dr. John Gwinn, Dr. Alan Hart, Dr. Dale Jackson, Dr. Paul Merrix, Dr. Allen Noble, Dr. Harry Pinnick, Dr. Phillip Stuyvesant, Dr. Robert Zangrando

College of Engineering—Dr. Thomas Brittain, Mr. Joseph Edminister, Dr. John Lenczyk

College of Education—Dr. Bill Frye, Dr. Robert Mravetz, Dr. Isobel Pfeiffer, Dr. Frederick Schultz, Dr. Charles Wood

College of Business Administration—Mr. Michael d'Amico, Mr. Robert Shedlarz, Mrs. Linda Sugarman

College of Fine and Applied Arts—Dr. Benoyd Bayless, Jr., Dr. John Bee, Mr. David Jamison, Dr. Wallace Sterling

College of Nursing—Mrs. Perry Bomar, Miss Dorothy Dobrindt

School of Law—Mr. John Finan, Mr. Donald Jenkins

Community and Technical College—Mr. Ronnie Adams, Dr. David Dolan, Dr. George Makar, Mr. Charles Salem, Mrs. Anne West

Elected from the Library:

Miss M. G. Harrington, Mrs. Helen Livingston

Elected from Student Organizations:

Associated Student Government—Miss Stephanie DiStefano, Mr. H. Howard Hollingsworth, Mr. J. Michael Mason, Mr. Michael Pernice

Evening Student Council—Mr. Conrad Baker, Mr. Leon Ridley

Graduate Student Council—Miss Senia Taipale

Student Bar Association—Mr. William Sremack

Holding Office by Virtue of Administrative Assignment:

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

Appointed by the President:

Dr. I. R. MacGregor, Vice President for Planning; Dr. C. F. Poston, Director of Institutional Research and Systems Development; Dr. John Watt, Assistant to the Vice President for Academic Affairs

Ex Officio:

Dr. Robert Roberts, Chairman, Committee of Department and Division Heads

UNIVERSITY COUNCIL STANDING COMMITTEES FOR 1974-75

The Standing Committees of University Council, with the chairman of each listed first, are announced for 1974-75 by President D. J. Guzzetta:

ElectedProcedural

Leathers, Harrington (Council secretary), L. Sugarman (1973-75), Bee (1974-76), Dolan (1974-76); D. J. Guzzetta, ex officio.

Faculty Rights and Responsibilities#

To be elected

Faculty Well-Being#

To be elected

Selected by Procedural CommitteeAcademic Policies, Curriculum and Calendar

Leathers, Poston (secretary), Barker, Carrino, J.W. Dunlap, C.E. Griffin, Major, Naes, Oetjen, Rogers, Samad, Sandefur, Sumner, Weyrick, Allan, Allanson, G. Atwood, Coyne, Frye, Gerlach, Gwinn, Homeier, Hutchins, Lentini, Moyer, Schultz, Sterling, West, Hedrick (ex officio); students—Sue Becker, Howard Hollingsworth, Mary Klemens, Michael Pernice, Richard Serra, Miriam Willingham; consultants—Baldwin, D. Johnson, Watt.

Athletics#

Barker, Chandler, Cramer, N.F. Davis, Jackoboice, G. Larson, Mercer, Mravetz; students—Kenneth Burkins, James Macak; alumni, ex officio—Charles Booth (president, Alumni Council), W. Stuver Parry.

Campus Facilities Planning#

MacGregor, Duff, Arms, Bayless, Edminister, Glazier, Godfrey, Latona, Lepke; students—Deborah Amstutz, Bruce Taylor.

Library and Learning Resources#

Schrank, Fleming, Gent, Haspeslagh, A. Lierberman, J. MacDonald, Pfeiffer, Robert Roberts, Ruth Roberts, Roemer, Stuyvesant, Zangrando; students—Stephanie DiStefano, Mary Vielhaber.

Reference#

d'Amico, Finan, Hart, John Miller, Michael Sugarman.

Research (Faculty Projects)

C. Griffin, R. Adams, Barresi, Harwood, Lasky, H. Livingston, Marchione, Railey, Sadhwani, Wood; Corbett, ex officio.

Student Affairs

Hansford, Brittain, Carrino, Dobrindt, Jamison, Makar, Mowery, Prough, Reinmuth, Salem, J. Wilson; Hahn and Vegso, ex officio; students—Conrad Baker, Anne Bourjaily, Patricia Burkley, Lyn Chalfant, Susan Hamilton, Richard Henterly, Barbara Jelus, Kathleen Kalamani, J.M. Mason, Tim Miller, John Parms, Leon Ridley, Jill Rueble.

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

Officers of University Council for 1974-75

Dr. Noel L. Leathers, Vice President for Academic Affairs, Presiding Officer
Miss Mary Grace Harrington, elected Secretary
Dr. Don Gerlach, President Pro Tempore, who would preside vice Dr. Leathers and/or
President Guzzetta

Members of Procedural Committee for 1974-75

Dr. Noel L. Leathers, Vice President for Academic Affairs, Chairman
Miss Mary Grace Harrington, elected Secretary of University Council
Mrs. Linda Sugarman, continuing member, 1973-75
Dr. John Bee, newly elected member, 1974-76
Dr. David Dolan, newly elected member, 1974-76
President D. J. Guzzetta, ex officio

ELECTED UNIVERSITY REPRESENTATIVES, 1974-75Faculty Advisory Committee to the Chancellor, Ohio Board of Regents

Representative—Dr. Ali Fatemi Alternate—Dr. Isobel Pfeiffer

Ohio Faculty Senate

Representative—Dr. Harry Pinnick Alternate—Dr. Isobel Pfeiffer

Faculty Advisory Committee to the President

Buchtel College of Arts and Sciences—Dr. Ali Fatemi
College of Engineering—Dr. Louis Roemer
College of Education—Mr. David Barr
College of Business Administration—Dr. Gary Meek
College of Fine and Applied Arts—Dr. Joyce Sullivan
College of Nursing—Mrs. Patricia Godfrey
School of Law—Mr. Hollis Allan
Community and Technical College—Dr. David Dolan
Ex Officio—Dr. Noel L. Leathers, Vice President for Academic Affairs

Hearing Board Pool

Buchtel College of Arts and Sciences—Dr. Lascelles Anderson, Dr. Charles Barresi, Dr. Don Gerlach, Mrs. Julia Hull, Dr. Jim Jackson, Dr. Warren Kuehl, Dr. Allen Noble, Dr. Sally Slocum, Dr. Phillip Stuyvesant, Dr. Paul Weidner
College of Engineering—Mr. Milton Kult, Dr. Richard Williams, Dr. Max Willis
College of Education—Dr. J. Thomas Adolph, Dr. Water Arms, Dr. Ralph Blackwood, Dr. Madeline Cooke, Dr. Sarah Orlinoff
College of Business Administration—Mr. Allen Cabral, Dr. Kenneth Dunning, Dr. Keith Klafehn
College of Fine and Applied Arts—Dr. James Fee, Dr. Elaine Lasky, Mr. Dennis Meyer, Dr. Kenneth Siloac
College of Nursing—Miss Barbara Anandam, Miss Lenore Kline
School of Law—Mr. John Finan, Mr. James France
Community and Technical College—Mr. Marko Brdar, Mr. Richard Fawcett, Mr. Joseph Lentini, Mrs. Linda Rodda, Mr. James Taggart
Library—Mrs. Virginia Allanson, Miss Judith Mowery

DEPARTMENT HEADS FOR 1974-75

Buchtel College of Arts and Sciences

Division of Humanities

Department of Classics, Dr. Theodore T. Duke
 Department of English, Dr. Frank T. Phipps
 Department of Modern Languages
 Department of Philosophy, Dr. Paul Uhlinger

Division of Natural Sciences

Department of Biology, Dr. Dale L. Jackson
 Department of Chemistry, Dr. John H. Bachmann
 Department of Geology, Dr. Arthur Burford
 Department of Mathematics and Statistics, Dr. William H. Beyer
 Department of Physics, Dr. Charles W. Wilson
 Department of Polymer Science, Dr. Maurice Morton

Division of Social Sciences

Department of Economics, Dr. Ali Fatemi (Acting)
 Department of Geography, Dr. Allen G. Noble
 Department of History, Dr. Robert H. Jones
 Department of Political Science, Dr. Paul A. Weidner
 Department of Psychology, Dr. Gerald V. Barrett
 Department of Sociology, Dr. Robert M. Terry
 Department of Urban Studies, Dr. Edward W. Hanten

College of Engineering

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

College of Education

Department of Counseling and Special Education, Dr. Kenneth C. Hoedt
 Department of Educational Administration, Dr. Paul C. Hayes
 Department of Educational Foundations, Dr. Gerald J. Blumenfeld
 Department of Elementary Education, Dr. Robert E. Ferguson
 Department of Physical Education, Mr. Gordon Larson
 Department of Secondary Education, Dr. Larry G. Bradley

College of Business Administration

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

College of Fine and Applied Arts

Department of Art, Dr. Benoyd S. Bayless, Jr.
 Department of Home Economics, Dr. Joyce Sullivan
 Department of Music, Dr. John A. MacDonald
 Department of Speech Pathology and Audiology, Dr. George D. Davis
 Department of Speech and Theatre Arts, Dr. J. F. Dunlap

DEPARTMENT HEADS FOR 1974-75, continued

General College

Department of General Studies, Dr. David C. Riede

Community and Technical College

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

Division of Associate Studies, Mr. Blin Scatterday

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

Division of Engineering and Science Technology, Mr. Michael Bezbatchenko

Noncredit Departments

Department of Developmental Programs, Dr. Peter Hampton

Department of Special Programs, Mr. Cecil Dobbins

UNITED FUND CAMPAIGN

The annual United Fund-Red Cross Campaign will be conducted countywide during October. Dr. Joyce Sullivan is chairman of the University's drive for 1974, and will be assisted by three co-chairmen—Dr. Bill Frye, Mrs. Ann Gribble and Mr. Charles J. Casey. The campus quota has been proportionately increased to \$42,500. Pledges and contributions may be returned before October 31 to Dr. Sullivan through campus mail.

The University has maintained its "over-the-top" record for many years, and all faculty and staff are urged to support this once-a-year giving effort. Let us demonstrate again that the University family is community oriented and exemplifies the 1974 campaign slogan, "People helping people".

SCHEDULE OF UNIVERSITY FACULTY MEETINGS
1974-75

Month	Univ. Fac. 3:30	Univ. Comm. 3rd Thurs. 3:00	Grad. Fac. 3:00	Arts & Sci. Fac. each qrtr. 11:00	Engr. Fac. 3rd Thurs. 11:00	Educ. Fac. 2nd Tues. 11:00	Bus. Adm. Fac. 3:00	Fine Arts Fac. 2nd Tues. 4:00	Nurs. Fac. 3rd Mon. 4:00	Law Fac. 2nd Thurs. 3:00	Com. Tech. Fac. 2nd Wed. 4:00
Sept.	27									17*	
Oct.		17		8	17	8	8	8	21	10	9
Nov.		21	26		21	12	11		18	14	13
Dec.	O N	12* ♦			5*	-	-	O N	-	5*	on call
Jan.	C	16		21	16	14	13	C	20	9	8
Feb.	A	20			20	11	11	A	17	13	12
Mar.	L	20			13*	11	10	L	17	13	12
April	L	17		8	17	8	8	L	21	10	9
May		15	20		15	13	12		19	8	14

*Note change from regular day of month

♦♦Tentative

MINUTES OF ALL-UNIVERSITY FACULTY MEETING OF SEPTEMBER 27, 1974

The annual fall all-University faculty meeting was called to order by President D. J. Guzzetta at 3:30 p.m. on Friday, September 27, 1974, in John S. Knight Auditorium.

He welcomed the group and said that according to custom, the first item on the agenda would be the introduction of new members of the faculty and staff, who had joined the University family since June 1974. There were not so many newcomers as last year. He requested that applause be withheld until all had been introduced. He began by presenting the addition in his own office, Mr. Foster Buchtel, Assistant to the President-Campus, who succeeds Mr. Charles Blair. Then he asked Vice President Noel Leathers to call upon the academic Deans to introduce their new faculty.

Dr. Leathers first presented Dr. Claibourne Griffin, Dean of Graduate Studies and Research and Professor of Chemistry, who succeeded Dean Lively on July 1. Then he requested the academic Deans to stand for newcomers to identify as they presented their new faculty. The introductions follow, in the order of the College founding:

For Buchtel College of Arts and Sciences, by Dean Robert Oetjen: Dr. Mary Ann Burke, Assistant Professor of Modern Languages; Mrs. Tomoko Furugori, Assistant Professor of Economics; Dr. A. W. Gerhard Kunze, Assistant Professor of Geology; Dr. R. G. Lord, Assistant Professor of Psychology; Dr. Donald Ott, Assistant Professor of Biology, who was absent because of a laboratory class.

For the College of Education, by Dean H. K. Barker: Mr. R. L. Dowdy, Instructor in Physical Education; Mrs. Barbara Ann Mathews, Visiting Instructor in Education; Mr. W. E. Nemec, Assistant Professor of Education; Mrs. Pamela Rae Rupert, Instructor in Education; Mr. Archie Strimel, Instructor in Physical Education, who was absent because of his responsibility with the football team.

For the College of Business Administration, by Dean J. W. Dunlap: Mr. E. L. Baxter, Assistant Professor of Business Law; Mr. P. J. Kuzdrall, Assistant Professor of Management; Mr. D. J. Oblak, Assistant Professor of Finance; Mr. M. F. Rolph, Instructor in Accounting; Dr. Billy Doyle Thompson, Assistant Professor of Accounting.

For the College of Fine and Applied Arts, by Dean Ray Sandefur: Mr. Leon Brooks, Assistant Professor of Music; Dr. George D. Davis, Professor of Speech and Head of the Department of Speech Pathology and Audiology; Mrs. Virginia Gunn, Assistant Professor of Home Economics; Dr. D. E. Hall, Assistant Professor of Speech.

For the College of Nursing, by Dean Estelle Naes: Miss Jo Ann Collier, Instructor in Nursing; Miss Ayda Nambayan, Instructor in Nursing; Mrs. Ruby E. Schmucker, Instructor in Nursing; Mrs. Willeane Schrock, Assistant Professor of Nursing; Mrs. Alma Smith, Instructor in Nursing; Miss Susan Stearns, Assistant Professor of Nursing.

For the School of Law, by Dean S. A. Samad: Mr. R. T. Begg, Assistant Law Librarian, Acquisitions and Reference; Mr. S. Collingwood-Hicks, Visiting Assistant Professor of Law; Mr. S. T. Graham, Jr., Assistant Professor of Law; Mrs. Margery Koosed, Coordinator, Appellate Review Office and Lecturer in Law; Mr. Albert Leyerle, Assistant Professor of Law; Mr. L. P. Wilkins, Assistant Professor of Law.

For the Community and Technical College, by Acting Dean Robert Weyrick: Mr. J. A. Takacs, Assistant Professor of Electronic Technology, who was absent, teaching a class; Mr. R. A. Usiewicz, Instructor in Community and Technical College (Business and Office).

FACULTY MEETING, continued

Dr. Leathers presented Dr. C. A. Carrino. This was his first participation in an all-University faculty meeting since his appointment as Dean of the Evening College and Summer Sessions last spring. Dr. Carrino then introduced Dr. Martin McKoski, Director of Developmental Writing-Reading Laboratory.

For Wayne General and Technical College, by Director John Hedrick: Dr. Edwin Thall, Instructor in Chemistry, who was absent, teaching a laboratory.

For the University Library, Mr. H. P. Schrank, Jr., announced that his two new librarians would not arrive until later in the quarter: Mr. J. E. Hibbs, Research Librarian and Instructor in Bibliography (October 1); Mr. G. M. Pitkin, Head, Library Serials Department, and Instructor in Bibliography (December 1).

The President then called upon the Vice President and Dean of Student Services, Mr. R. L. Hansford, to present his new staff members: Miss Iris E. Allison, Adviser of Students; Miss Martha Booth, Assistant Director of Admissions; Mr. C. S. Insalago, Adviser of Students; Mrs. Shirley S. Mitchell, Counselor; Mrs. Barbara Williams, Assistant Director of Student Financial Aids; Miss Barbara Sue Zeidwig, Adviser of Students.

Dr. Guzzetta explained that Vice President R. W. Duff could not be present, but that he would have a new staff member, Mr. W. T. Pollard, Senior Academic Programmer/Analyst, beginning October 1.

The President asked Mr. George Ball, Executive Director of University Relations and Development, to introduce his new staff: Miss Alberta Hensley, Assistant to Mr. Ball (January 1, 1974); Mr. David B. Johnston, Development Officer.

As Civilian Coordinator of ROTC, Mr. Buchtel presented the commissioned officers newly assigned to the Army and Air Force units on campus: Army—Captain G. W. Gipe and Major Leon Ridley, Assistant Professors of Military Science; Air Force—Major R. M. Garlow and Major P. W. Goertz, Assistant Professors of Aerospace Studies, and Colonel E. P. Mazak, Professor of Aerospace Studies.

Dr. Guzzetta called upon Dr. Joyce Sullivan, Chairman of the University's 1974 United Fund-Red Cross campaign, to make an announcement. She said that she would be ably assisted by Dr. Bill Frye, Mrs. Ann Gribble and Mr. Charles Casey. The area budget this year is \$5.7 million, and the University's quota is \$42,500. She emphasized the importance of appraising needs and the security the Fund brings, and the fact that support means not only financial, but working with distribution of materials as well as encouraging participation in the campaign. She hoped that non-academic personnel might be excused long enough to see a UF film and program on campus October 3. She reminded the faculty that the UF Fund is an expression of volunteerism and exemplifies this year's theme, "People Helping People". She concluded with the hope that the University would give "More in '74" for another successful year.

President Guzzetta then turned to his prepared remarks for the faculty, and his talk, in its entirety, follows:

CONTINUITY, CHANGE AND CHALLENGE

Welcome to the 1974-75 Academic Year. Although the academic program at The University of Akron is literally a year-around operation, September—the spring of the Academic Year—always brings a special reawakening to our dreams, a renewed commitment to fulfill ourselves as members of the teaching/learning profession and a new sense of community with our fellow teachers, students, and—sometimes—even administrators. Unfortunately, as the year translates itself into daily operations, we often find our dreams eclipsed by procedural bureaucracy and the shadow of tradition, fulfillment emptied by the demands of daily routines, and our sense of community frustrated by limited and—in some cases—restricted means of interacting with students and colleagues.

On the surface, this may appear to be a bleak possibility to present, particularly at this time when I should be offering hope and inspiration. However, if there is one element that is common to all of us here, it is the strength of dealing with reality. It is also a reality that our September enthusiasm does not have to be subdued by the nuts and bolts of our daily chores. The bleak possibility does not have to be a certainty. Just as we hope to influence the intellectual and social environment of our students, so we can positively affect our own intellectual and social environment. To achieve this we will need to develop plans and implement action, recognizing three basic elements which should guide our collective efforts this year: continuity, change, and challenge.

With this theme as a point of departure, permit me to share with you my own thoughts on where we have been (continuity), where we are (both continuity and change), and where we want to go and how we will get there (challenge).

A natural beginning would be to review our heritage, particularly as it might support and provide direction for our present goals. History tells us that, when The University of Akron was founded as Buchtel College in 1870, its objective was to deliver the highest quality education in the humanities and sciences. At the cornerstone laying, Horace Greeley articulated a philosophy which has withstood the test of time and truly reflects the mood of the 1970s:

"... People do not grudge money for an education provided they know that they secure what they pay for, yet they fear that they are not now receiving in proportion to the expenditures."

(So what else is new?)

Not only did Mr. Greeley's observation stand the test of time, it also spoke directly to our reason for being and our own basic source of accountability.

Even at its founding The University of Akron was recognized as having a special responsibility to the people from whom it received its support. This recognition provided another cornerstone—and that was and continues to be the building of service to the community. This community involvement and commitment became formalized and strengthened when the College became a municipal university—The University of Akron—in 1913. Two years after it became a municipal university, The University of Akron started offering adult education courses as part of its educational response. The transition to a state university in 1967 recognized the growth in size, quality, and service to a wider community.

FACULTY MEETING, continued

Today our attitudes and programs still reflect the tradition of our origins in the arts and sciences and service to the community.

But we need to place tradition in its proper perspective. If we allow it to limit our thinking and our movement, it can be a serious hindrance. On the other hand, if we recognize that tradition is normally born of its environment and history, we can use it as a steady hand of temperament, guiding planned change toward new tradition. Our tradition of improved responsiveness to educational and social needs can be the bedrock of our future structures and an element of continuity.

Where are we now, after having moved through 43 years as a private college, 54 years as a municipal university, and seven years as a state university? Certainly our enrollment has grown and now appears to be approaching a steady-state. More significant than the gross enrollment curves are the shifts in the characteristics of our students. We are seeing a stronger movement toward part-time enrollments, evening programs, off-campus and noncredit offerings and an increased number of older students. This tells us something about the kinds of learning responses we must explore if we are to meet our own professional responsibilities as an urban university functioning in the 1970s.

What are we offering these students and the community? What does our potential learning clientele see when they scan our University Bulletin and other informational material?

Any interested person with access to the University catalog and other publications will note a broad array of academic programs ranging (in terms of time commitment) from certificate and two-year Associate Degree programs to Doctoral and Professional Degree programs. They will also note some opportunities to cut across traditional disciplinary lines and pursue their programs along different functional lines. Centers and institutes such as the Center for Urban Studies; the newly established Center for Economic Education; the Institute of Polymer Science; and many others will facilitate these opportunities. A different service is offered to a different group by the Educational Research and Development Center, which was established to work with the faculty and the administration and to encourage all to work as a team in seeking, developing, and initiating a more effective learning process responsive to the now and the future. The research and development efforts of the ER&D Center are only part of the research involvement of The University of Akron. Your own professional involvement in a variety of research activities related to your disciplines provides the important development of new knowledge and testing of present methods, means, and assumptions.

Our external support for research, creative and scholarly activities continues to grow. However, too strong of an historical reliance on federal funding opportunities for research, student financial aid, and educational program development will cause our program support to follow the whims of federal agencies and the Congress, rather than the dictates of our own program needs, planning and development. Therefore, more attention will be turned this year to developing private sources for program assistance and state recognition of the need for consistency between funding formulas and broader learning opportunities and needs. We do not expect results overnight. But we do know that it isn't going to happen unless we help make it happen.

So far, in talking about "where we are", I have discussed tangibles. However, the heart of the university is people—each of us, our students, our alumni, and the individuals who collectively make up our support staff. And the health of our University

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is no better than the health of its heart. Although we can get some indication of strength or weakness in other areas by measuring credit hours, student flow, publications, etc., we have little by way of objective measures for such subjective areas as attitudes, communications, and concern for the individual. I do sense, though, that there has been improvement in these areas. I also think that the closer we come to the openness and trust necessary for effective communication and responsive attitudes, the closer we will be to realizing our goals.

In reviewing "where we are", I have tried to provide only some of the indicators. There are, of course, many more important ones, and any of us here could spend at least the rest of the day discussing them. Perhaps by now you are afraid that I will! However, you need have no fear. I do not intend to do so. But it is essential that we be aware of the relationships among the above, our plans, and the need to develop consistent, realistic, and useful measures of change in each of these areas, including—wherever possible—what we generally have referred to as "intangibles." This is when our continuity combines with change to become our challenge.

The first part of our challenge is to determine which of the many gauntlets being hurled at our feet should be picked up. Even the casual reader of the media cannot help but run across the terms "student mobility", "credibility crisis", "financial crises", "effective use of resources", "new clientele", "education for a career", "relevance", "accountability", "enrollment decline", and many more. The "national" problems of higher education are, in fact, collections of the individual problems at individual institutions such as The University of Akron. Virtually all have some bearing on our own Hilltop, but in varying degrees. Therefore, our first challenge is to responsibly identify other, related problems that may not yet have reached national visibility, determine priorities and courses of action toward the solution of these problems and then take action. Two things are basic to this approach:

1. We must recognize our role as leaders and not reactors in educational problem solving.

That is, we cannot allow ourselves to determine the intensity or significance of an issue solely on the basis of the fanfare or the decibel-level of its proponents—whether national or local. Rather, we must consider each issue carefully and prudently in light of our own educational goals and priorities.

2. To achieve the above, we will need a clear understanding of the goals and priorities of The University of Akron. This, in turn, will require an understanding of the role of The University of Akron, its special character, and a comprehensive plan.

As we embark on this identification and planning effort—and I will have more to say on this later—we will find that some of the "new" national issues or challenges in higher education are old hat at The University of Akron. We will find that we have recognized and responded to challenges that have not yet reached national visibility. And we will find many new challenges to our educational and professional consciences. We will also recognize that the new issues are ones that we have been talking about for the last three years, verbally exploring, probing, and testing.

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At last year's All-University Faculty Meeting I tried to consolidate and summarize the issues we had been discussing over the preceding two years. I urged your collective and individual consideration of the applicability to The University of Akron of challenges in higher education concerning:

1. Our total educational delivery system.
2. The measurement and evaluation of the learning process.
3. The potential narrowness of our academic disciplines.
4. The identification, refinement, and measurement of educational outcomes closely related to institutional objectives.
5. Modes of interinstitutional cooperation.
6. The individualization of teaching and learning methods.
7. The development and use of new learning technologies
8. Working with the student as a total person within the total framework of expected life experiences.

These issues are still with us, partly because they are the more visible forerunners of society's urgent pleas for higher education to once again assert leadership in postsecondary learning programs. And this leadership needs to be responsive to the rapid and accelerating changes in our lives—socially, technologically, and economically. Thus, these issues are not problems to be solved and then forgotten, but processes to be understood and dealt with through responsive actions. I am afraid, ladies and gentlemen, that we have not made as much headway in this regard at The University of Akron as our resources, expertise and professional commitment would warrant. And that is another reason the problem is still with us. Earlier I noted that these challenges have their basis in the rapid and accelerating social, technological and economic changes. And I note that the most urgent plea is for higher education—you and me—to once again assert leadership. What do I have in mind when I make such bold statements? Let me try to explain.

In less than a decade, we have witnessed or have been party to dramatic shifts in our traditional understandings. We are moving even more rapidly to a service economy—about 60% of our work force today. The legal age of "maturity" is now 18 rather than 21, providing even more impetus to the relatively recent phenomenon of the student "stop-out". New career options are being created almost as fast as others are phased out. More and more adults want to take part in learning experiences beyond high school, for credit, for self-fulfillment, or for career renewal. New organizational patterns have been developed to encourage more interinstitutional cooperation, in recognition of the confusion and waste caused by duplication of programs. Private foundations and Federal agencies have invested millions of dollars in research, experiments and developmental programs. These have resulted in a readily tapped wellspring of sound, innovative approaches to more efficient teaching/learning methods and more sensitive and realistic measures of the learning process. All this has been capped by planning and programming techniques that help us make more effective use of our resources consistent with identified goals and objectives. I could go on about the many changes that are happening all around us, but I would run out of breath and all

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of you are aware of them. Just let it be said here that these and many more all have their messages for those of us in higher education. Let me recall the list of eight challenges mentioned earlier and relate them to some of the above changes.

1. When was the last time we as a university have evaluated our total educational delivery system? Have we considered the widening span of age groups attending the university? Are we limited to the campus for the delivery of the learning process? To the classroom? To the hours of 8 a. m. to 4 p. m.?
2. Are our methods of measuring and evaluating the learning process keeping pace with the increasing sophistication of measurement techniques? Are they geared to the objectives of the program of study? Have we considered the potential role conflict of the teacher measuring the results of his or her own efforts as the student's progress is measured?
3. The full range of life experience and social change defy categorization by academic disciplines. Have we restricted our ability to realize and develop new programs responsive to change and cutting across the standard academic disciplines? Or are we inhibited by a self-imposed narrowness within our own disciplines? How can we relate our discipline to other disciplines? To the broad range of experiences the student will face in life?
4. What have we done at the departmental, collegiate and institutional levels to identify our objectives and then identify, refine and measure educational outcomes related to these objectives? How do our objectives, outcomes and measures—real or sensed—relate to the needs of change?
5. What new areas—if any—should we develop in interinstitutional cooperation? What are the changes in demographic make-up, economic bases, resource availability and/or social needs that suggest new areas and new formats of cooperation?
6. We are now, and will be, working with an increasing variety of abilities, interests, goals, and preparedness of a more diverse student clientele. We and our students are recognizing more and more the need to develop lifelong learning skills for continuous self-teaching and self-enlightenment. This will require more individualization of teaching and learning methods. But are we truly committed to this approach?
7. Many of our technological advances have been in the development and use of new learning technologies. I am impressed with the resourcefulness of some of our faculty who recognize educational uses for technology not originally designed for the classroom. Our CAI and our CCTV carrels are modest but important beginnings. Rather than passing off new learning technologies as gimmicks or fads, we have to apply our intellectual curiosity to resourceful and complementary uses of new technology in the teaching/learning process. Are these developments being accepted by the academic community at large as academically respectable and professionally rewardable?

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8. A significant social change is the growing recognition of the need to deal with the total person within the total environment. We have a responsibility to help our students assess their capacities and achievements, determine their interests, set realistic and measurable goals, establish appropriate means for achieving the goals and to use these means effectively. Our principal function should be to apply our resources—human, programmatic and physical—to support individual students in achieving their goals in an environment of change. Do we consider such programming a responsibility of a few or do we see these developments as obligations for all of us?

These are our challenges. Yes, they have been identified by such national commissions and organizations as the Carnegie Commission, Newman Committee, the Committee for Economic Development, the American Council on Education and other national associations of higher education. But we must recognize these not as their issues, but rather as our challenges—existing and potential. And, we must consider and act on them within the context of who we are and what we want to be.

As we recognize the special characteristics, strengths and responsibilities of The University of Akron, and try to evaluate these against the broad range of educational demands, reforms, and challenges facing us, it becomes apparent that we can quickly spread our planning capabilities too thin to have any assurance of useful results. We can best approach our own responsibilities at The University of Akron by focusing on our three basic educational thrusts and considering the challenges and reform within the context of these three thrusts:

1. Improvement of Learning Opportunities and Resources.
2. Expansion of Academic Research and Creative Activities.
3. Increased Service to the Community.

Starting this fall quarter, we will develop and launch a concentrated program of planned change, involving the university community and focused on these three areas. Our basic ground rules will include: (1) insistence on planned, responsible change consistent with the needs of our clientele—existing and potential; (2) maintenance and improvement of academic quality which should never be compromised; (3) recognition of the need for fiscal responsibility as we test new concepts; and (4) introduction of objective means of measuring the actual results of our programs against hoped for results. The basic ground rules should be equally the responsibility of the University and of each of us as individuals. But, before I discuss the means by which we can achieve our planned reform, I would like to discuss briefly the three areas of focus: Improvement of Learning Opportunities and Resources; Expansion of Academic Research and Creative Activities; and Increased Service to the community.

As we explore the means of improving learning opportunities and resources at The University of Akron, we will become more aware that education is a process. For example, we will have to question the rationale for and validity of the sharp distinction between educational levels, and among the various postsecondary educational offerings. We will have to recognize that the potential learners who would like to become a part of this process go beyond the 18 to 24 age group, represent more

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part-time students and more returning women. Parenthetically, a review of national enrollment projections vs. potential college attendees reveals that if women attended at the same rate as men, if low-income people could attend at the same rate as high-income people, and if persons beyond the usual college age began attending in rapidly growing numbers—as they show signs of doing—a doubling of college attendance is not beyond possibility.

Further exploration of how we can improve learning opportunities and resources will require that we probe deeply into what has been assumed to be the "only way to teach" by asking "in what ways can I encourage and improve the learning of this subject area?" As each of us seeks the answer, we will have to consider the several pedagogical approaches in use such as lectures, discussions, independent study, experience, field work, CAI, electronic media, scheduling, time requirements and class size. We will have to think of more effective uses of our resources and increased quality and productivity.

I cannot emphasize too much the importance of each of us as individuals to the success of any program that sets out to improve the educational process. Each individual faculty member is a manager of the learning process. However, to be a good manager each one of us must first identify the goals of the process, develop new and better ways of achieving these goals, as well as ways of measuring these achievements. To merge each individual process with others at The University of Akron and to achieve a total program goal will require a dedicated commitment to the institution and its goals. Such institutional loyalty, combined with loyalty to an academic discipline and the learning process, are essential ingredients of professionalism.

The improvement of learning opportunities and resources is closely related to our second goal, Expansion of Research and Creative Activity. Why? Because the proper involvement of the faculty member and the student in research and creative activities, or the results of these activities will provide improved learning opportunities. Any research within a university setting should contribute directly or indirectly to the student's learning process. Examples include: (1) uncovering new areas of knowledge for use in the classroom; (2) studies or creative activities that, although productive in themselves, have the major advantage of helping the faculty member train students (and perhaps himself or herself) in disciplined investigation or creative activities; and (3) investigations and development of new curricula and teaching/learning methods. What better way to educate a student for lifelong learning than by teaching discovery and creativity!

The improvement of learning opportunities and resources and the extension of research and creative activities are closely related to our third goal, Service to the Community. They closely interrelate and often overlap. In fact, they are not discrete entities as much as they are points on a continuum. Whenever we graduate well prepared persons who have learned how to realize their full potential and are ready to take their place in society, we have performed an important service to our community. Whenever we make continuing learning and improvement experiences available to all we are performing a community service. Whenever we advance knowledge through research we are discovering another opportunity for the community. But there are special and important services we can perform beyond direct educational and research experiences, and these would be consistent with our character as an urban institution. And that is the crux of our planning for community service: we must first determine "What is our particular character as an urban institution?" Within

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this particular character, what are our responsibilities to the immediate community? But we are also a state-assisted (not state-supported) university, and this suggests a larger community for which we must consider service. And, finally, the nation and the world are our educational community. Does this suggest service also to this larger community? I am afraid that would be a bit more ambitious and far afield than what we could justify to our community conscience. Although the world is fast becoming our educational community, our service emphasis must be on the immediate geographic community and the state.

I do not mean to imply that we have not been providing good community service. We have been. The questions we will want answers to are: How can it be made even better? How can we link it more effectively to the needs of the community and the programs of the University? How do we improve accessibility to and from the community? These and related questions can only be answered through sound planning and evaluation means. And this brings us to the most difficult and important part of our challenge: Initiating and carrying forward action that will result in a clearer definition and understanding of our character and goals; and developing and implementing programs of change and reform within this definition of character and goals.

We have already established the Educational Research and Development Center as a major on-campus facilitator for educational reform. The ER&D Center will continue as a critical hub for the improvement of the learning process through the following actions: (1) increased involvement with the faculty; (2) cooperation with the Coordinator of Research and the Development Office in identifying necessary sources of support for innovative programs; (3) working with the Deans and the Academic Vice President in identifying areas of need and assistance; (4) involvement with the Akron Public School System in programs designed to reduce the sharp distinctions between levels of education; and (5) development of measurements of the effectiveness of new and existing learning processes. The full support of the University will continue for the activities of the ER&D Center.

Following one of the recommendations of our recent Salt Fork Retreat, Dr. Noel Leathers, Vice President for Academic Affairs, is working with the Deans and through them, their department heads and faculty colleagues, to develop plans for the individual Colleges and Schools aimed at accomplishing our three goals. These plans will need to include objectives, means, measures, priorities and a timetable as well as information concerning the types of base line data needed to build upon and assist in decision making. They will have to deal with the integration of teaching, research and community service. Most important, these plans will have to allow for free input of ideas from each of you and from the total community. Every idea will be pursued to one of three logical points: (1) it is pertinent to intermediate or final goals; (2) it is not pertinent; (3) with specific modifications, it would become pertinent.

A statement of University Goals and Purposes, and a Statement of the Special Role of The University of Akron as an Urban Institution are being prepared to serve as guidelines for the colleges and departments as they develop their own plans. These individual plans will be coordinated into a cohesive, University-wide plan by study groups organized along functional rather than disciplinary lines.

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As the academic plans start to take shape, the administrative service offices will also be asked to develop plans, measurable objective and evaluation techniques for each of their areas that will be complementary to and supportive of the academic plans.

All involved in the planning activity will be charged with improving horizontal communications and coordination. Openness, trust and free communication feed on each other. If we do not have anyone of the three, the best planning and change efforts in the world will fail.

Obviously, the task and the organization for its accomplishment will be more complex than what has been described above, or can be described this afternoon. I recognize not just its complexity but also its sensitivity. Therefore, it is urgent that we all work together and that I have as much of your assistance as possible as we try to make our programs more responsive. As you know, there are myriad issues to be dealt with. I intend to submit periodic statements of philosophy and need to the full university community dealing with these issues. If we are dedicated to our professional responsibilities as educational leaders, then discussions of new forms of learning, institutional and personal roles, evaluation, self-improvement, professionalism, student needs, and others will become a way of life on our campus. I hope that I can receive the benefits of these discussions so that I, in turn, can help provide the leadership expected of me.

I have hit hard on the need for individual responsibilities and involvement for successful change. I have emphasized the need for freedom of thought and communication for successful change. In closing, I would like to reemphasize these needs by reading to you the response Dr. Joseph Cosand, a prominent national educator, gave when asked what he would do if he were a president of one of our colleges today:

"What would I do if I were President of one of your colleges today? The first thing I would have to do is ask, 'What are the objectives of our institution? How did we arrive at them? Are they clearly stated? Do they reflect the thinking of the faculty and the board, or are they simply there for rhetoric and lip service?' That is fundamental. Further, I would ask, 'What is your philosophy? What are your objectives? If you state things and say "These things, we believe in", then you have to be committed to it. You can't be stating it simply for rhetoric or for visibility or for an apology. It has to be part of the institution and no single segment of that philosophy or objective can be lesser than another segment. It has to reflect the whole institution. If this is the goal that you are committed to, there cannot be any part of it that is lesser or any part that is greater. There cannot be a hierarchy. There is one institution. There is one facility. There is one faculty. There is one administration'".

Thank you for allowing me to share my thoughts and concerns with you today. As usual, you have been a good audience. I am now looking forward to our sharing a difficult task and a challenging year with the promise of benefits far exceeding our efforts. Won't you help me in achieving the success I know is within our grasp?

Thank you.

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At the conclusion of the President's address, he said that he would be glad to entertain any questions, stating that he had no fixed rules, and "anything goes".

Dr. A. E. Misko inquired if the Beacon Journal story yesterday following Wednesday's Board meeting was accurate concerning the financial situation at Wayne General and Technical College. Dr. Guzzetta responded by stating that sometimes reporters are overselective in the aspects they highlight in an article. He emphasized that Wayne College is an integral part of this institution with its own separate budget and monthly reports are presented to the Board. Although at this early part of the year there is a slight imbalance in the budget, it is not critical and it is correctable. Enrollment is not really down from last year, but will be nearly 600, and not 450 as reported.

Dr. L. Anderson asked if he interpreted some of the President's remarks to indicate his endorsement of less emphasis on individual disciplines in favor of a greater interdisciplinary academic structure on campus. The President affirmed this, but noted that changes like this do not result from administrative fiat, but from the faculty. He considers this trend to be the wave of the future, and that it is imperative for the University to go in this direction, as it is for all institutions, if higher education is to survive beyond the 1980s.

In response to Mr. George Bosela's query concerning the statement and implementation of the University's goals, Dr. Guzzetta said that he hoped for an ongoing group with representatives of several segments of the campus. He has for two years been seeking faculty "input" to a development of the University's mission and suggestions as to appropriate goals. He is once again soliciting participation from the academic community. The traditional statements of objectives in catalogs of most universities in general do not vary particularly, and appear to be "all things to all people." He thinks they should be more realistic and practical. He encouraged all areas of the campus to be goals, objectives and priorities oriented.

Dr. Ali Fatemi queried the President about any immediate plans for catering to the economic problems of the faculty resulting from inflation. Dr. Guzzetta answered that the administration had been spending considerable time recently on this situation. The salary adjustments for 1974-75 had been made last January, and now the administration is studying whether there may be a possibility of helping a little bit at this time. There are also the difficulties of planning for the 1975-76 year, and how much money may be available following Chancellor Norton's bold request for greater financial assistance for the state universities. If there is positive action in Columbus, he hoped that next year's budget would be better than in the past. Insofar as 1974-75 is concerned, every effort will be made to seek a slight upward salary adjustment for faculty again. However, if this were to develop, he stressed the fact that it should not be looked upon as a yearly precedent. He will discuss it with his Faculty Advisory Committee next week. However, he stated that the state subsidy for this year cannot be determined until after the 14th day of classes so a final decision cannot be made until then.

Dr. Sullivan asked about the levels of state subvention. The President said that formerly there were eight and now the categories have been fragmented into 15 areas. Even though a state university might have enrollment similar to another, the "mix" of student course enrollment could vary so that it might receive a higher state subsidy if it had more registrants in certain areas of higher subvention such as graduate level courses. It is a more complicated formula, but "supposedly" more equitable.

In answer to Mr. Elmer Reighard's question, Dr. Guzzetta said that the Ohio General Assembly had last June changed the required holidays for state employees and mandated that holidays must be taken on the dates they fall without consideration of the University's calendar which had previously had leeway to adjust these dates. Three such public holiday dates are affected. Because our academic calendar had been set, with the prescribed number of teaching days, it was felt that the faculty would prefer to stay on the planned program and not cancel classes on these "holidays". It will, however, pose hardship otherwise in that on October 14, for example, which is a public holiday for Columbus Day, classes will be held, but there will probably not be clerical help. It is hoped that this situation can be corrected in the next session of the Legislature. There will be minimal food service provided for faculty and staff, and of course full food service for the residential students involved.

The meeting concluded at 4:45 p.m., with the President expressing appreciation to the attentive and responsive audience.
