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# AND UNIVERSITY



## 1971-72 ANNUAL REPORT

# NON-CIRCULATING

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With this publication, Oakland University resumes the tradition of publishing an annual report. Of necessity, this report can skim only the highlights of a year in the life of a university. Each of the more than 7,000 students and 1,000 faculty and staff has a different perspective on what Oakland University was during 1971-72, as do the thousands of others who came into contact with Oakland in a number of ways during that arbitrary period called the "fiscal year." The flow of events obviously does not respect the rigid guidelines of a fiscal year, but we hope this document offers some perspective on the events and direction of Oakland University during that period of time.

Approval of the university's first doctoral program, the Ph.D. in systems engineering, and the inauguration of a credit-granting evening program were among two major academic achievements in the 1971-72 fiscal year.

The engineering Ph.D. program was unanimously approved by the State Board of Education in May, following several years of planning and negotiations with state agencies. It becomes the university's first doctoral program since Oakland made the decision seven years ago to move into graduate education. A second program, an interdisciplinary science Ph.D., is now awaiting final authorization.

Because of the current trends in graduate education, Oakland has opted to offer only those doctoral programs that differ substantially from programs offered elsewhere in the state. Relatively few new Ph.D. programs are planned for Oakland in the next several years. The engineering program was approved by the North Central Association of Colleges and Secondary Schools in 1971.

The second major academic achievement during 1971-72—the Evening Program — received final University Senate and Board of Trustees approval late in the year and was implemented in the fall of 1972 with an initial offering of 18 courses. An expanded program is scheduled for the winter term and the university will investigate the possibility of off-campus evening programs as well.

In addition to the Ph.D. and evening programs, Oakland University instituted a three-year baccalaureate, established new departments of learning skills and speech communication, finished preparation for a new professional development degree for practicing

engineers, established a computer science concentration, and revised the general education curricula in the College of Arts and Sciences and the School of Engineering. A new counseling and guidance master's degree program was also approved.

The new Department of Speech Communication includes interdisciplinary interests represented by courses in interpersonal communication, public speaking, rhetoric, voice and articulation, organization communication, journalism, and speech education. A number of the courses will be cross-listed with other departments.

The newly offered, and already over-enrolled, computer science concentration provides an opportunity for students in the natural sciences, economics and management, education, the social sciences, arts and letters, and engineering to add preparation in the area of computers to their major field of study. The student, in consultation with the concentration committee, can shape the computer courses to fit the needs of his or her particular discipline.

A Department of Learning Skills was created during the year to replace the freshman exploratory program. Developed initially by the College of Arts and Sciences, the Department of Learning Skills was approved by the University Senate in May. It is designed to assist freshmen in the acquisition of the basic learning tools necessary for successful college-level work. While primary emphasis is placed on writing, all modes of communication are covered, including speech and reading, and such study-related activities as library research. Students are placed in learning skills courses according to results of diagnostic tests taken during orientation.

Acknowledging that some students enter college with strong academic backgrounds and superior preparation, Oakland has instituted a three-year baccalaureate degree program. Under this new program, students are awarded credit for demonstrated competence in the College Level Examination Program administered by the College Entrance Examination Board. In addition, students not in the accelerated degree program will have the opportunity to shorten the time needed for a bachelor's degree by a new program of competency testing. This program enables a student to sign up for a course with the consent of the instructor; write an examination for the course within a specified period; and, if successful, receive credit.

The forthcoming year will bring continued curriculum planning in many areas, particularly for the School of Community and Human Development and a School of Allied Health Professions. Consideration will be given to instituting a bachelor of fine arts degree in

conjunction with a full review of the university's commitment to performing arts instruction. Moreover, a master's level program in management will be instituted, and it is hoped that authorization will be received for the Ph.D. in science.

Important personnel changes occurring during the year in the academic areas included the appointment of George L. Gardiner as Dean of Libraries, George T. Matthews as Vice Provost, and Reuben Torch as Acting Dean of the College of Arts and Sciences. Academic department chairmen named during the year were professors Abraham Liboff (Physics), Stephen Schucard (Classics), George Feeman (Mathematics), Adeline Hirschfeld (Speech Communication), James Clatworthy (New College), and Peter Evarts (acting chairman of the Department of Learning Skills).

### **College of Arts and Sciences**

General education revision was the focal point of consideration for the College during the fiscal year. The University Course structure, the basis of the university's curriculum since its inception, was replaced by a more flexible distribution pattern. Students in the College must now take eight general education courses in five different areas for graduation, with no more than three of these courses in one field of study. In addition, students must demonstrate writing competence through testing on the learning skills courses. The curricular revision in Arts and Sciences also prompted discussions about revamping the freshman year. The proposal for the Department of Learning Skills originated in the College Assembly deliberations on the freshman year and general education requirements.

A major personnel shift occurred in the College during the year, with George Matthews, the college's first dean, moving to the Office of the Provost as Vice Provost on July 1, 1972. He was replaced as dean by Reuben Torch, who had served as associate dean of the college for several years.

### **School of Economics and Management**

A master's degree program in management underwent intensive planning during the 1971-72 fiscal year and should be ready for implementation in 1973. The program is scheduled to go to the Graduate Council, the University Senate, and the Board of Trustees for approval this fall.

The School continued its rapid growth of undergraduate enrollment during the year, and four faculty members were added.

### **School of Education**

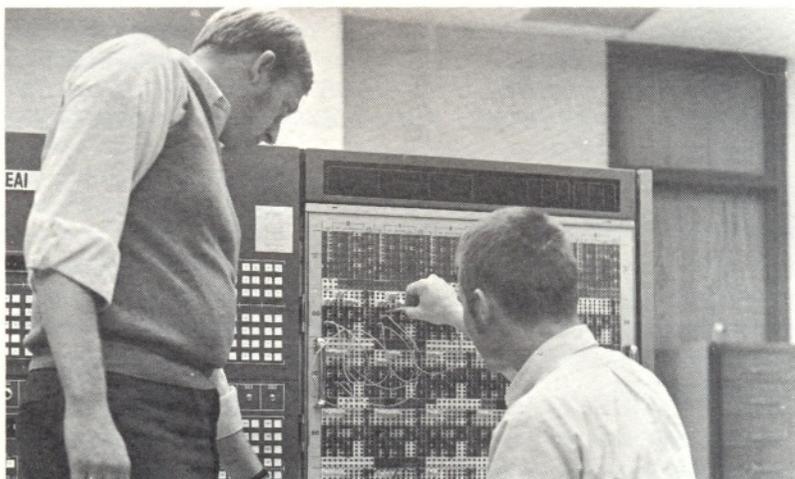
The School's important accomplishments include final approval of Oakland University as a teacher-education institution and the granting of independent certification status to OU by the State Board of Education. Anticipated changes include a request to shift jurisdiction of the elementary education degree to the School of Education, with Arts and Sciences maintaining sponsorship of the secondary education programs. All curricula will be changed toward the direction of competency-based criteria, increased field service offerings, and an enlarged interdisciplinary orientation.

### **School of Engineering**

The approval of the Ph.D. program in systems engineering was obviously the high point for the year, and the new program will be instituted during the 1972-73 academic year.

A fresh approach to continuing education for engineers was taken during the year with the proposal for a Professional Development Degree. This program, authorized by the University Senate and the Board of Trustees, is designed to keep practicing engineers abreast of new developments in their field. Each person enrolled in the Professional Development degree program will take a specified set of courses leading to the special degree. Students in the program must have been out of school at least five years before enrolling.

Engineering, like Arts and Sciences, revamped its general education pattern during the year.



### **School of Performing Arts**

Major strides in strengthening the program were made during the year through the development of a working faculty curriculum committee. The school was also deeply involved with the Department of Music and the Summer School program in establishing several summer workshops, an area which will continue to be expanded in the year ahead.

The university courses in theatre offered by the School continued to be popular among students.

### **Urban Affairs**

Although the Urban Affairs Center is not part of the academic affairs structure of the university, it is included in this section of the report because the two most significant developments of the center were in academic areas during 1971-72.

Of major importance was the decision to open an Oakland University Prep School in Detroit this fall. Two years in planning, the Prep School is accommodating 45 inner-city high school dropouts. The program, located at St. Cecilia's Convent, 7001 Burlingame, Detroit, is supported by a \$225,787 grant from the Office of Criminal Justice Programs of the State of Michigan. The intent of the program is to redirect the youths back into an educational program and to prepare them for college-level work. There are several innovative features in the program, including the use of street workers. The demonstration project is intended to serve as a model for the public schools.

Another key program within Urban Affairs is the Community Service course sequence. Begun in the winter of 1971, the eight-credit courses are offered to students who want an opportunity to combine academic analysis with practical field experience. Students are placed in area agencies for their field work. Through the year more than 200 students have been enrolled in the program.

The year was also one of staff turnover in the office. Elmer Cooper, who directed the Center for three years, left in January for a new position in private industry in California. His replacement is to be named this fall.

### **Commencement**

The culmination of an academic year is the commencement ceremony held each spring in the Baldwin Memorial Pavilion. Some 1,438 degrees were awarded in the commencement exercises June 5. The

commencement speaker was Dr. Lorene L. Rogers, Vice President of the University of Texas at Austin. L. Clifford Goad, president of the Oakland University Foundation; Theodore J. Lowi, professor of political science at the University of Chicago; and Dr. Rogers were awarded honorary degrees.

Winners of the Alfred G. Wilson and Matilda R. Wilson awards were graduating seniors Robert Ellsworth Anson II, of Pontiac, and Sharon Rebecca Barkham, of Rochester. These awards are given annually to the male and female members of the graduating class whose contributions to the Oakland University community during their undergraduate careers were considered most outstanding. (For a complete list of nominees for the 1972 awards, see appendix C).



Crisis management played its part in the operation of the Division of Student Affairs, but did not deter the staff from making significant developments in the area of policy and program development.

Apart from the energy needed to cope with residence hall difficulties and several classroom problems, the Division's focus was on increasing the quality of on-going programs and in meeting perceived campus needs.

Changes included development and implementation of an improved program for coordination of the university's responsibilities in regard to food services and offering credit courses in physical education without use of additional staff. A management by objectives program instituted within the Division was seen as paying dividends in its first year of operation.

The Division pursued two alternate athletic conference possibilities, encouraged means for adjudicating student grievances against faculty and staff, initiated a campus information service, started a successful ride-pool program, and developed a student intern program. Two grant proposals were funded during the year; one for drug education and one for continuation of Student Special Services and Upward Bound Programs.

In retrospect, the student intern program was seen as one of the year's more unusual and worthwhile ventures. It involved assignment of seven students to duties within various university offices. Not all seven students completed their assignments, but the program showed great promise and is being continued this year with seven more interns, including two black students and one Latino student.



The Student Congress—first formed officially in January, 1971—made some organizational progress during the year. Three presidents, Robert Barkdull, Ronald Carlson, and Jennifer Jickling, served as the Congress worked its way through its first full year of operation. The Congress is composed of 18 elected members plus the presidents of Inter-Hall and Commuter councils. The congress has been approved by the University Board of Trustees and is recognized as one of the three major arms of university governance, the other two being the University Senate and the Administrative-Professional Assembly.

A child-care center, completing its third year, enrolled 82 children during the fall term and 86 during the winter semester. During the spring semester an experimental toddler center was planned, organized, and operated by graduate students in the early childhood master's program.

### **Student Life**

Highlights in the student life area include the appointment of Jack Wilson as director of residence halls, the development of a co-operative housing project, a ride pool program for 255 students organized by Commuter Services, and a legal aid program for 130 students.

The Oakland Center was the site of more than 2,100 events including 387 student meetings, 279 faculty departmental meetings, and 85 conferences. The year was a good one for Student Enterprises with more than 35,000 people attending the Enterprise productions. Student Organizations supported 86 registered student organizations with a membership of more than 1,500 students.

### **Student Services**

A new freshman year concept was developed and approved for the fall of 1972-73. In the program, faculty and staff work with 200-member student teams for the purposes of orientation, instruction, and career and personal counseling. Vandenberg Hall has been designated as a freshman residence hall, with members of each 200-member team housed together. Commuters are being encouraged to take part in residence hall floor activities. Special freshman and team functions will be held throughout the year to help establish group identities.

The Office of Student Services supervised Upward Bound, which worked with 110 students from the Oakland County area in 1971-72. The special programs arm of the office consists of Project Pontiac, Special Services for Disadvantaged students, and a number of cooperative programs with industry. Special programs assist black, white, and Latin students from throughout the State of Michigan. Overall,

the Office of Student Services is responsible for, through recruiting or support, most of the 601 black students and 38 Mexican-American students on campus. Twelve of the original Project Twenty students graduated from OU in 1971, fourteen in 1972, and five more are scheduled to graduate this year. The office has provided, through counseling, advising, financial assistance, and tutorial help, a head start for 312 first-semester freshmen. Not included in their number are many Upward Bound bridge students who are attending other universities.

### **Athletics**

Physical education instruction on a credit basis, inter-collegiate athletics, and recreation programs highlighted 1971-72 for the physical education staff.

Credit courses in physical education activity and theory were initiated under the auspices of the School of Education, with 209 students enrolling in courses during the fall term and 235 during the winter term. Spring term enrollment was 112 students. It is hoped that a minor in physical education will be initiated in 1973.

Intercollegiate athletics action included soccer, basketball, swimming, baseball, tennis, and golf, with athletic opportunities being offered to many other students on an intramural level in touch football and basketball and on a club level in judo, karate, and dance.

The varsity soccer team finished with a 6-5-1 won-lost record, and the basketball team finished 14-12. Basketball star Carvin Melson, a junior forward from Detroit, ranked tenth in NCAA College Division Scoring for the season and was named to two all-tournament teams.

The OU swimmers finished on the debit side in dual meets, but five swimmers did compete in the NCAA College Division Championship in Lexington, Virginia, where diver Jack Parker placed in both the one- and three-meter diving events. Parker was named an All-American diver for the fourth straight year.

A baseball team playing on a new diamond fashioned a 14-18 season mark and the sophomore-dominated squad should have a good year in 1973.

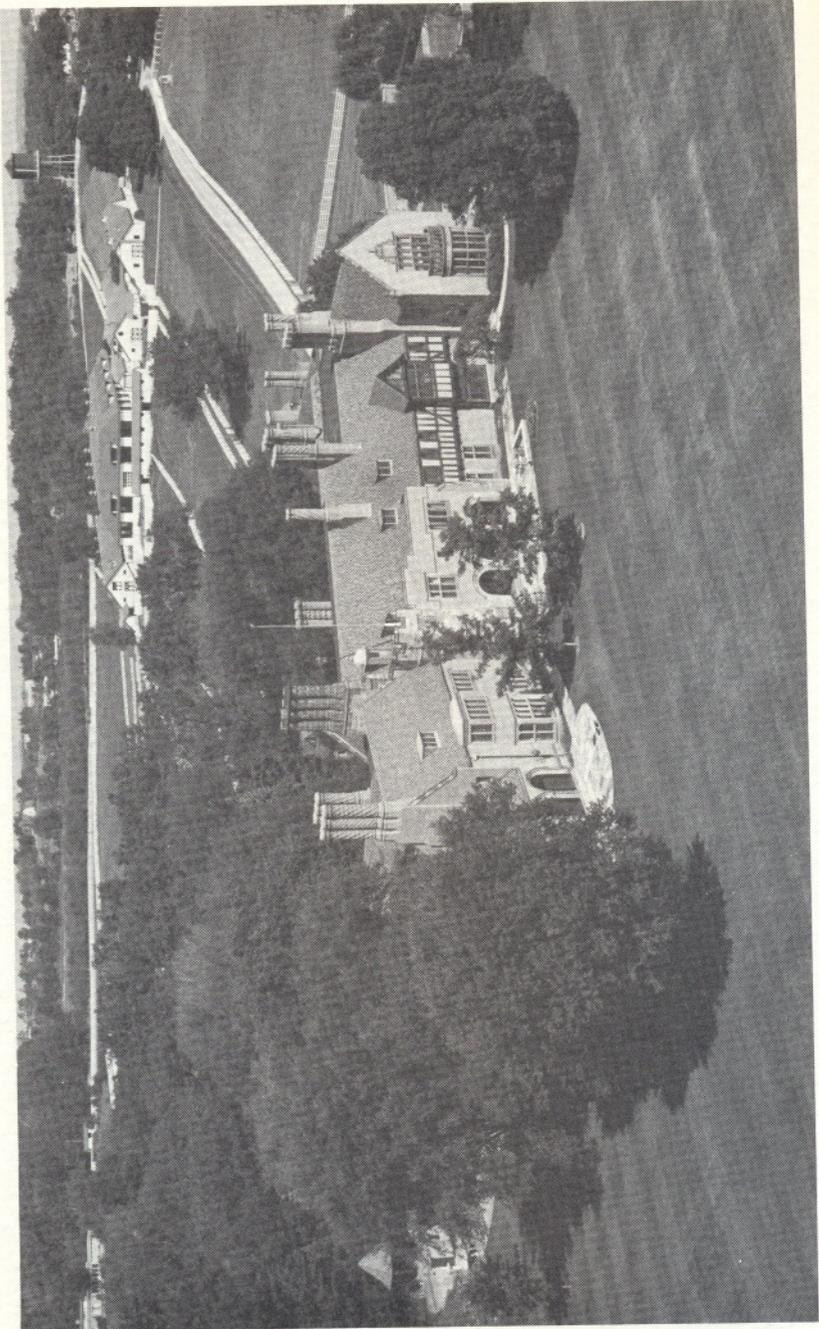
Oakland golfers finished their season with a 12-9 dual meet record and earned fifth, eighth, and ninth place finishes in three invitational tournaments. The tennis team, in a rebuilding year, had some individual strength but lacked consistency in dual meets.

Sports for women included basketball and swimming in 1971-72 and an increased schedule is slated for 1972-73. Volleyball will be included as an intercollegiate sport for OU women for the first time.

The reopening of Meadow Brook Hall as a residential conference and cultural center highlighted a year of significant developments in the university's public-service activities. Meadow Brook Hall, the home of the university's benefactors, Matilda R. and Alfred G. Wilson, had been closed since the death of Mrs. Wilson in 1967. The trustees of the Matilda R. Wilson Fund, which had retained jurisdiction of the Hall while Mrs. Wilson's estate was settled, transferred responsibility for the Hall to the university on September 3, 1971. The trustees of the fund granted the university \$275,000 to convert the Hall to a residential conference and cultural center.

Nearly 32,000 paying guests visited Meadow Brook Hall during the initial nine months of activity. Successful functions within the Hall during this period were made possible in large part not only by the efforts of the Hall staff, but by countless hours donated by the Meadow Brook Hall Guild, an organization of interested faculty and staff, 254 community volunteers, and area Girl Scouts. Guild members contributed approximately 17,000 hours to guided and public tours alone during the nine-month period ending June 30, and volunteer groups were formed to create a spring housekeeping committee, a silver committee, and a flower-arranging group. Volunteers also organized a gift shop in the heated garage and helped organize a four-day Christmas Showcase featuring displays from ten area florists. Other workers cleaned and arranged the furnishings in Knole Cottage, a near life-size children's playhouse on the Meadow Brook estate.

The conversion project, begun concurrently with the activities at the Hall, was completed shortly after the end of the fiscal year. Improved air-circulation systems, electrical work, kitchen remodeling, new furnishings, and restroom facilities were major parts of the project. Throughout the project, care was taken not to tamper with the unique character of the home.



### **Meadow Brook Music Festival**

A record attendance was set at the 1971 Meadow Brook Music Festival as a new format incorporating classical, symphony pops, and jazz/folk concerts received wide support. The new concept was introduced in 1970.

Some 177,408 persons attended the 1971 concerts compared with 127,521 in 1970 and 88,250 in 1969. The 1971 gross box office receipts of \$520,619 far exceeded those of any earlier Festival season. The 21 classical programs with the Detroit Symphony Orchestra drew 78,000 while 84,000 attended the jazz/folk programs. The Royal Winnipeg Ballet attendance numbered more than 15,000 over four performances. The Festival and Meadow Brook Theatre are under the direction of a joint Meadow Brook Executive Committee. The 1971 general chairmen were Mr. and Mrs. John J. Riccardo and the 1972 chairmen are Mr. and Mrs. William P. Benton.

The Festival continues to draw the top names in entertainment, as it has since it was founded at Oakland in 1964. Recent jazz/folk attractions included Al Hirt, Judy Collins, Ella Fitzgerald, Pete Fountain, Dave Brubeck, and Duke Ellington. The Detroit Symphony concerts were led by Sixten Ehrling and noted guest conductors. Guest artists have included Vladimir Ashkenazy, Beverly Sills, Peter Serkin, Itzhak Perlman, and Richard Tucker.

### **Meadow Brook Theatre**

Meadow Brook Theatre's 1971-72 season opened on a winning note with a campaign on season subscribers attracting 10,200 season sales, largest number in Theatre history. The outstanding hits of the season included "The Andersonville Trial," "The Odd Couple," and "The Boy Friend," with attendance of 17,197, 17,000 and 16,810 respectively. The figures were recorded over a 30-night run for each of the three productions. Overall attendance during the season totaled 127,000 persons. Total box office receipts were \$457,094. In a staff change made during the year, David Robert Kanter was appointed as managing director, replacing Frank Bollinger who resigned and left the area due to illness in the family.

In addition to Terence Kilburn, who directed four of the season offerings, directors included Dr. Charles Nolte, Joseph Shaw, John Ulmer, and John Going. Dr. Shaw directed "The Andersonville Trial," and he is now associated with the University of Minnesota where he is resident playwright, director, and professor of dramatic literature. In addition to the three attendance leaders, other plays in the 1971-72 season included "The Matchmaker," "Heartbreak House," "The Glass Menagerie," "The Price," and "A Doll's House."

The 1972-73 season will include "The Front Page," "Inherit the Wind," "The Torch-Bearers," "The Miracle Worker," "Right You Are, (If You Think You Are)," "The Country Girl," "A Doctor In Spite of Himself," "Bedtime Story," and "Count Dracula."

### **Continuing Education**

The Investigation Into Identity Program continued to be the main thrust of the Continuum Center, with several new special programs receiving additional emphasis during the year. Among these new programs were mini communication skills workshops, short-term workshops for organizations wanting communication tools to use within their own memberships, and a modified Investigation Into Identity Program in which on-the-spot leadership was provided to other institutions interested in adopting a program similar to Oakland's.

The Course Department took advantage of the re-opening of Meadow Brook Hall to offer stately dinners at the Hall and short courses in wine appreciation. The wine appreciation courses exposed participants to the geographical, historical, and cultural knowledge of the country of origin of each wine studied. The stately dinners, held in cooperation with the School of Performing Arts, were built around international themes and incorporated not only the cuisine of the featured country, but that country's culture and music as well. Mini previews of selected courses were introduced last fall to attract adults who had not previously participated in adult education. During the year, participation was heaviest in business and professional development course areas, while the management education program designed for independent study was expanded and enrollees from 34 states participated.

A major administrative reorganization during the summer of 1971 was the key to both a change in style and a change in substance of administration at Oakland. A special committee on administrative organization, headed by history professor Melvin Cherno, suggested the need for a change in administrative structure. The Committee proposed a model that included a move to two executive vice presidents within the university.

Herbert N. Stoutenburg, a charter Oakland employee, resigned on July 1, 1971, to become president of Alpena Community College. The search for his replacement led to more discussions on administrative organization. Several changes were implemented, and new offices were created by new appointments. Glen Brown, formerly Director of Admissions, assumed all of Stoutenburg's responsibilities with regard to the physical plant development, a new office of Planning and Administration was created under William F. Sturner, Student Affairs was reorganized, and several other offices were shuffled.

One of the most dramatic changes came during the fall when the Board of Trustees approved a new position of "Ombudsman." A relative newcomer to higher education, the ombudsman is becoming an increasingly popular concept on university campuses. Several campus committees and organizations had recommended that the university create an ombudsman, and the Board of Trustees accepted President O'Dowd's recommendation in November that the position be created. Kenneth H. Coffman, Director of Psychological Services, was appointed to the position. The position stands outside the university's regular structure of organization so that the ombudsman may effectively represent all segments of the community. The establishment

of the office of ombudsman was a recognition that the growth and organizational changes taking place at Oakland had created a need for a new mechanism to improve communication throughout the community. The ombudsman fulfills three essential responsibilities: to make inquiry into problems called to his attention, to negotiate for acceptable solutions to problems, and to recommend policy or procedural changes growing out of accumulated experiences. During the first six months of his appointment, Coffman responded to 300 individuals regarding 100 separate issues. The bulk of Coffman's callers during the initial period of his appointment were students but many problems were also put forth by faculty, administrative personnel, clerical staff, and some parents.



Kenneth Coffman

### Planning

Formal recognition of the need for a systematic and integrated long-range planning function at Oakland University came with the establishment of an Office of Planning and Administration.

The office, under the direction of Assistant President William F. Sturmer, brings together within one administrative unit the offices of Admissions and Scholarships, Registrar, Financial Aid, Institutional Research, the Computing and Data Processing Center, Employment Relations, and the newly created office of Administrative Services. Combining the diverse but mutually supportive administrative offices will facilitate the development of both the planning and information systems needs of the university.

While purely planning functions of the office were hindered during the year by the lack of staff, the framework now exists for the organization of numerous projects including the accumulation of a data bank and the initiation and coordination of a comprehensive long-range plan. The planning office will provide a basic framework and methodology for all aspects of Oakland University planning.

For individual components within the Office of Planning and Administration, there were numerous accomplishments.

A 23-day preregistration period was begun by the Registrar in the winter and proved a great success. It gave students more flexible

registration times and was less costly than a shorter, special, arena-style registration in the gymnasium.

The Office of Employment Relations successfully negotiated a new contract with the Clerical-Technical Association and reached a unique agreement with the American Association of University Professors during the summer of 1972. Both agreements came shortly after the end of the fiscal year but are worth noting in this report. The AAUP agreement involved a novel approach of a decision to submit unresolved issues each year to an outside agent for decision. In the process, the university and the AAUP agreed that there will be no strikes or lockouts during the three years of the new contract, thus preventing a disruption of classes similar to that which occurred in the fall of 1971.

A new office called Administrative Services was developed within the new Planning and Administration program. Thomas H. Atkinson, returned from a two-year leave in Turkey, was named Director of Administrative Services. He is responsible for the coordination of the offices of registrar, admissions, and financial aid.

### **Campus Development**

Organization changes on campus resulted in the creation of the Office of Campus Development under the direction of Assistant President Glen Brown. The office has responsibility for a wide range of functions including physical plant, plant operations, grounds and landscaping, mechanical and electrical maintenance, structural trades, heating plant, and new construction.

Major projects during the year included the renovation of Meadow Brook Hall and space moves involving more than 100 administrative and faculty offices.

A new classroom-office building (COB-II) and a Public Safety and Services Building are in the planning stages. Funds to provide for additional planning and beginning of construction have been appropriated by the Legislature and now await release from the Legislature's joint Capital Outlay Committee.

Campus beautification was enhanced during the year with numerous plantings of flower beds and shrubs. Considerable emphasis was placed on the value of preventive maintenance on a campus-wide basis. Among other projects begun or completed during the year were: renovation of the Belgian Barn for use by the Structural Trades Department; exterior painting of the Belgian Barn, Student Theatre Barn, and Blair House; installation of a Centrex telephone system; and remodeling of Dodge Farm House for use by the Continuum Center.

An extensive five-year parking program was developed during the year, approved by the Board of Trustees, and placed under implementation. In the project, approximately 400 new parking spaces have been developed for this fall. More spaces will be developed as needed during the next five years.

### **Business**

Oakland University's financial operations were examined in minute detail by several agencies. The regular audits were a five-month operation by the Office of the Auditor General of the State of Michigan and three separate audits by teams from the United States Department of Health, Education, and Welfare. All of the audits were required by the various programs conducted by the university and no major fiscal weaknesses were found. Grant activity during the year reached the \$2 million mark for the first time. The \$2,075,000 worth of grant activity doubled that of three years ago. Indirect cost recovery amounted to \$280,000, a growth of 250 per cent during that three year period.

Internal changes during the year resulted in the business office assuming responsibility for management of business affairs of the residence halls and university contact with the contracted food service. One new staff position was filled with James Borawski named internal auditor. Audits were conducted at Meadow Brook Festival, Meadow Brook Theatre, Meadow Brook Subdivision, Motor Pool, Pickwick Room, and other areas.

### **University Relations**

The Office of University Relations was reorganized in 1971 with the appointment of Joseph L. Knapp, Detroit area public relations veteran, as director. Knapp filled a vacancy created by the departure in 1970 of Troy Crowder, and the newly-staffed office was realigned to report to John De Carlo, Vice President for Public Affairs. The reorganization included staffing of the news bureau with James Llewellyn as director and two other staff members as writers and editors.

### **Alumni Relations**

The year was one of merger and transition for the Office of Alumni Relations. The office was shifted from Continuing Education to the Office of the President, Kathryn Thoresen replaced Mary Schultz as director of the office, and a new alumni association was formed. Philip Williams was named president of the new association's board of directors.

*An annual report is naturally a historical document looking at the year past. To balance and place in perspective that year, the editors of this report have chosen to look also at the future of Oakland University. The direction of Oakland University was the focus of the State of the University Address by President Donald D. O'Dowd. Excerpts from that address, delivered to faculty and staff on April 13, 1972:*

Now I would like to turn my remarks to the present and future of Oakland University. I have often been asked where Oakland University will be five or ten years from now. The honest answer to that is that I do not know, and no amount of planning foresees the future. Basically, planning is the preparation of a series of alternative scenarios that can be implemented as events unfold. We are only now beginning an active program of long-range planning, and we do so with the realization that plans must be continually changed and altered to fit the needs of the times. If, in 1965, any one of us had ventured a description of American higher education in 1970, I believe our prognostications would have missed the mark by an order of magnitude. Let me list five developments in the latter half of the sixties that were barely discernible by the most perceptive observer in 1965. I believe most of us would have failed to describe: (1) the student turmoil that overtook campuses in the late sixties; (2) the commitment to minority and educationally disadvantaged students, which is now a major feature of the educational program of most American universities; (3) the decline in federal support for higher education; (4) the decline in the emphasis on graduate education in American universities; and (5) the emergence of collective bargaining by faculty and professional staff members.

Two paramount factors contribute to our inability to predict where this university will be in the years ahead. One of these factors is that our course of action is greatly determined by external events over which we have no control. Certainly the Vietnam war had an enormous impact on universities in the latter half of the sixties, and the changing American economy is having an equally great impact on universities today. As universities have grown larger and more central in the life of the nation, they have also become more susceptible

to the shifting currents of national events. The second factor that has great—and increasing—impact on our ability to determine our course is the rate of change that characterizes our society. It seems clear that there is an acceleration in social change with which we are constantly striving to keep pace. I feel each year that our mechanisms for examining ourselves and looking at new options are increasingly slow in relation to the pressures for change that devolve upon us.

### **New Curricula**

I wish to describe a series of changes in the curriculum that I believe must be explored by the faculty of the university in the near future. I believe that either these changes must take place or suitable alternatives to them must be invented. In my judgment, the freshman year at Oakland University must be completely redesigned to serve the new students who come to us each year. I believe that the freshman year must be made dynamic, exciting, and attractive so that we can compete for new students and can hold the attention of those students who choose to join us. The proposal developed by the Committee on Instruction of the College of Arts and Sciences this past fall seemed to me to propose an excellent package of instructional programs. I was most disappointed that the Committee felt constrained to dilute its program before presenting it to the faculty for consideration. I am pleased that the first element in the proposal from the Committee on Instruction, the establishment of learning skills courses for freshmen students, has been approved by the College and the University Senate. This new department and the courses it will offer for incoming students should guarantee that all new students will acquire and strengthen their ability to read, to write, and to speak. These are skills that are absolutely essential if a student is to make the best use of his college opportunity and if he is then to translate his college experience into an impact on society. There was a time, a few years ago, when we were able to assume with a modicum of justification that students coming to college had acquired a reasonable level of proficiency in these essential skills. For whatever reason, that is not true today, and we need once again to introduce learning skills education into our basic curriculum.

### **Orientation**

A second proposal from the College of Arts and Sciences Committee on Instruction must be given serious consideration by the faculty. This is the suggestion that a course or courses be developed that will serve to orient students to college and to provide them with continuous and intensive advising. A decade ago, it was possible to assume that most young people entering a college had an idea as to

why they were there, how the college was organized, and where their education would lead. But during the past decade, a much wider range of students in terms of family background, socio-economic origins, and ethnic experience have entered colleges. It is my opinion that a substantial number of all the students who come to us today are not certain why they are in college, how a curriculum is organized and what it means, and they have even less idea about how their educational experience relates to opportunities following college. I believe that if the university is to be effective in its impact upon students it is essential to find ways of telling students how education translates into their entire life's experience. We do not do this today. Each course pursues its own particular ends, and few are concerned with making the array of courses a student takes a meaningful experience for him in the context of his own life and his own ambitions.

A third proposal that emerged from the Committee on Instruction was the establishment of mini-courses in the several disciplines that constitute the College. As I understand this notion, it is to give students an introduction to a field, its organization, and its mode of procedure. These courses were not intended to serve as introductions to the subject matter so much as providing an opportunity for the student to find out what history or psychology or physics are as disciplines, how the practitioners proceed in the search for knowledge, and how these fields fit into the matrix of knowledge and information that constitutes the world of learning. I find this a particularly intriguing idea since the secondary schools have drifted away, in recent years, from giving students much sense of disciplinary organization.

Finally, in connection with the freshman year, I would hope that additional inner colleges take shape in the next several years. Charter College, New College, and Allport College have each provided interesting and challenging educational opportunities for distinctive groups of incoming students. In my talks with students I have found that most of those who have been members of the inner colleges have been pleased with their first-year experience. There is room for new colleges, and I believe that they would add greatly to the excitement of the first year.

I think it is important in connection with these vital curricular deliberations that I convey my great concerns at hearing faculty debate curricular alternatives in recent months in terms of the impact course changes may have on job security and departmental staffing. Debate in such terms is a potentially destructive trend in the university and one that has to be contained at all costs. Admittedly, departmental concerns have always played some role in the establishment of general education courses and, in the light of today's market situation,

it is difficult to keep such consideration completely out of the discussion. It is vital that faculty members maintain their traditional concern for the pedagogical viability of courses in light of the needs of students and of the times. When faculty begin to look at courses largely in terms of personal and departmental values, then clearly we will have to turn to new agencies to design curricula.

### **Evening Program**

During the first six years of Oakland University, an evening undergraduate credit program was offered to interested members of the community. Then, as the number of day students grew more rapidly than our resources and as faculty attitudes changed, we gradually phased out our evening course program. I believe it is now time that we establish anew an evening and weekend credit course program. [Editor's note: an evening program was approved shortly after this speech was delivered.] We have an obligation to make university experience available to those who cannot attend during the daytime. There are now a large number of community college graduates in the area who have completed all of their work at night and can continue toward a baccalaureate degree only after they have completed their day's occupational work. We can no longer say by our program that these people are not of concern to us. In addition, a vital new clientele that all universities must attend to is that of older citizens who did not have an opportunity to go to college when they were 18, 19, or 20, but who now wish to begin or continue their education. The problem of serving this part of the community is complicated by the fact that the State Legislature has taken the position that all instruction off campus must be self-supporting and cannot be subsidized from legislative appropriations. I do not agree with this policy since it draws an artificial distinction between on-campus and off-campus instruction. Nevertheless, that rule does exist at this time, and we must build our programs with that clear and forceful limitation in mind.

Another important factor in connection with bringing education to the adult population is the imminence of the establishment of an external degree within the state. This new degree will come about either through a consortium of state colleges and universities or it may be organized under the aegis of the State Board of Education. Regardless of how such a degree program develops, it is certain to have substantial impact on residential enrollments. In those areas of the country where initial inquiries have been made about public interest in external degrees, a surprisingly high level of interest has been expressed. It has also been found that many students currently in residence on campuses would prefer to complete their work in an external degree setting and leave the university environment. A number of perceptive observers

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have pointed out that should such a trend become established, the traditional financing structure which has supported the creation of new knowledge and new instructional techniques may rapidly disappear. There is little doubt that universities have used freshman and sophomore students to underwrite the developmental costs of the knowledge that has served this nation so well.

### **Curricular Variety**

This university faces a need to provide a greater variety of curricular offerings at a time in history when students and the public are job-oriented. If the university is to attract and retain students, it must be sensitive to this feature of contemporary attitudes. It is clear that the emphasis upon practical outcomes is reinforced from many different sources. Certainly, the students attracted to Oakland University from the three-county area are basically seeking to improve themselves and their position in the world. They are now, and they have always been, career- and work-oriented, and they demand more than ever that we acknowledge this practical concern of theirs. At the current time, the pressure of the mass media is strongly in the direction of encouraging young people to prepare themselves actively for the job world. Anyone who reads newspapers today is fully aware of the scare tactics that are being used to frighten youth into believing that a college education may prove to be of no value when they enter the job market. Also, family and personal anxieties in a time of economic instability add to the concerns of young people for a rather practical and secure outcome to their education.

For three years David Beardslee, Director of Institutional Research, has been crying in this academic wilderness that there is a great need for applied curricula, particularly in the social sciences and the humanities, to meet the needs of students. There is also need for applied outlets in the science areas as well. As time goes on it becomes ever-clearer that we must rethink our offerings from this point of view. In the humanities we have to examine fields like applied art and the range of communications professions as possible meaningful applied opportunities for students. In the social sciences there are opportunities to establish curricula that take into account the fact that local, county, state, and federal agencies will be major employers of new graduates in the decade ahead. In meeting with representatives of public agencies we have had described to us many roles for which colleges could educate with much greater efficiency than they do today. For example, there are growing needs for professional adjudicators, urban planners, and manpower specialists. The developing program in human and community development is designed to meet a number of these possibilities for students. In the sciences, we need

to give attention to the possibilities of training high-level technical specialists, and it is time we begin to explore the opportunities for us to provide training for professional health personnel. This latter field is likely to be one of the major growth areas in American society for the next 30 years.

It is clear that students enrolled in these applied aspects of the humanities, social sciences, and sciences, would all draw upon substantial portions of the existing curriculum as part of their total training.

Related to these concerns is the curricular crisis that has been caused by the sharp reduction in the need for elementary and secondary teachers in the public schools. Given the pressures of collective bargaining in K-12 education, I predict that there will continue to be a shortage of new openings for graduating students. It is worth noting that almost all of the women over 25 who have chosen to return to college in the last few years have opted for training in teacher education. We must now devise new curricula that will find uses for the talents of these women, who are highly capable and strongly motivated to earn a baccalaureate degree. They wish to find meaningful expressions for their talents, and it is our obligation to assist them in doing so.

I will speak only briefly of the upward extensions of our curriculum, since these are currently in advanced stages of planning and do not represent unsettling new departures. I anticipate that within the year a master of Business Administration program will have been developed by the School of Economics and Management. A master of arts in Guidance, which has some very exciting new attributes, is well along in the approval process, and should be in operation in the next year. Finally, the Ph.D. proposals in Engineering and Science are now pending before the State Board of Education, and I anticipate initial approval of the Engineering Ph.D. in the near future. [Editor's note: the engineering program was subsequently approved by the state board]. We also hope that the Science Ph.D. can be brought along to full approval in a relatively short time following acceptance of our Engineering doctorate.

### **Community Colleges**

I believe the university must become much more imaginative in its conception of educational programs to serve its potential clientele. For example, I think we ought to explore ways in which we can combine a university degree with a community college degree. The way to do this is not yet clear, but it seems to me certain possibilities present themselves. For example, I can conceptualize a B.A. program that

that two more colleges announced the three-year B.A. option beginning next fall.

A well-designed accelerated B.A. program would give Oakland University access to students that we are unable to contact at this time. Teachers, counselors, and parents will seek out this option and bring to our attention young people of unusual talent who can benefit from an education at Oakland and who will benefit us by being here. We may find in exploring an accelerated program that most of our education should be run at a more rapid rate than it is today.

I am pleased that the University Senate enacted a version of the three-year program during the last several weeks, but I am disappointed in the conservative nature of the program that they proposed. Essentially a student can qualify for the three-year B.A. program by passing a series of examinations that will give him credit for one year of college work. After the student has passed that full set of exams, he could take the same results to Michigan, Michigan State, or Wayne, and begin there as a sophomore student just as he will here. It seems to me that we need a much freer and more imaginative approach to the three-year B.A. We should be able to identify graduating high school seniors of unusual promise and talent, and on the basis of the evaluations of their teachers and our faculty, we should select the most promising among them for immediate entry into sophomore level work leading to a degree in three years. I was interested to note in the last few days that Northwestern University has announced a three-year B.A. program, entrance into which will be determined on the basis of a student's high school record and the evaluation of faculty members at Northwestern. It would seem to me that Oakland could be at least as daring as Northwestern in the development of an accelerated bachelor's opportunity.

Related to the recent legislation on the accelerated B.A. at Oakland, I hope to introduce, in the summer of 1973, a testing program that will permit every new incoming freshman and transfer student to take an array of qualifying examinations at little or no cost, which will give the student an opportunity to qualify for college credit on the basis of the knowledge and experiences that he has already attained. Rather than make the student go to extended effort to prove his readiness for advanced credit, we should make it as simple as possible for the student to take the examinations, and indeed, we may want to structure things in such a way that he has to make an effort to avoid these examinations in the orientation process. A program of this nature has been instituted at San Francisco State College during the past year. This procedure, of course, would be part of an accelerated instructional program for all students. I had hoped such a program could be

instituted in the summer of 1972, but the mechanics proved so complicated that it was judged infeasible to initiate the program this year.

### **New Teaching Methods**

One of the areas of contemporary educational development in which Oakland has been slow to move is that of technological aids to education. Part of our slowness has been the result of reluctance to commit ourselves to technologies that are unproven, and part of it, I think, comes from a conservatism in experimenting with pedagogical devices. I anticipate that the new video tape cassette systems, which are just now coming on the market, will have a substantial impact on our educational program.

As you know, there has recently been announced a cassette system whereby, with a small video cassette player, you may attach a unit to your home or residence hall television set and play an hour-long tape of a lecture, a demonstration, or a film. These cassettes are inexpensive and may be reproduced in numbers up to 100 at a time by mass reproduction systems. The cassettes can be put on loan in the reserve room of the library for student check-out, and they may be erased and used again for future courses and demonstrations. In my judgment, this system will challenge the live lecture as a feasible mode of instruction during the next five years. I hope that we will see a time in the near future when lectures will be presented on T.V. tapes, and faculty members will spend as much time as possible meeting with small groups of students to discuss the significance and meaning of material found in books and in the televised lectures.

### **Younger Students**

One of the features of college life that we take for granted is the fact that most of our students are between 18 and 21 years of age. As I ponder the American educational process and the current impact of university instruction, I believe there is a substantial group of young people between the ages of 15 and 18 whose attitudes and energies would fit them ideally for the traditional first two years of college. From my contacts with upper-level high school students and new students to the university, I judge that our first two years in general education would be better expended on the upper one-third or one-half of high school students, in terms of their interest and ability. I sense that many high school students are not challenged by the work that the high schools can offer in the last two years, and they are ready for a different level of discussion and analysis than they now experience.

Given the impact of television and the mass media generally, I find that the 15 and 16-year-old today has a kind of readiness for a

challenging general education that characterized the 18 and 19-year-old of 25 years ago. When I started college, there were a whole range of topics of a political, religious, social, and sexual nature, that were not discussed or considered in the high school curriculum. These were the topics and ideas that became part of a college education. Today, there is no topic or issue that is not discussed vigorously in the high schools. I used to hear faculty say that one of their aims was to "shake up the freshmen." Given the exposure of high school students to the major concepts and problems of our society today, that phrase has dropped out of the academic vocabulary.

I note that the better private colleges are now making a vigorous move to attract the more able juniors from the high schools. The time may now be here to implement, with success, the program of Robert Maynard Hutchins, which failed some 35 years ago. It will be difficult for public colleges and universities to approach and attract the younger students because of the resistance that can be expected from secondary school officials and teachers. Nevertheless, it is also my impression that the younger student would probably respond favorably to an opportunity to live in a college campus environment. In a sense the collegiate culture, which characterized the older students of a decade or two ago, might today be attractive to a younger group of students when it is no longer so to the traditional college undergraduate. Thus, not only does it appear that the curriculum is right for the younger student, but also the residential atmosphere of a campus, which now seems so unsuited to many 18 to 20 year old undergraduates, might be accepted with enthusiasm by younger students.

### **New Goals**

At this point, I would like to make a plea for a reconsideration of teaching goals of a liberal arts college. During the decades of the 1960's there was a tendency for the traditional arts and sciences majors to become ever more professionalized in the hands of well-meaning and hard-working faculty. By this I mean that the courses and the curricula tended to emphasize the preparation of undergraduate students who would go on to graduate school and become professionals in those fields. When I was an undergraduate, in the immediate post-war period, most of the arts and sciences majors were organized and taught in such a way that they served as a good general education to a young person who was going out into the business and professional world, but who very likely would not go into the academic world to teach that field. When I began teaching in the early fifties, I followed the models that I had observed and taught the field of psychology largely with the view that most of the students in my classroom, even in the major courses, would not become professional psychologists,

but would use this knowledge in many fields of endeavor. By the early sixties, I found more and more pressure from colleagues, as well as from students, to professionalize the courses and make them preparation for graduate study. By the late sixties, a great deal of college education in arts and sciences had become preparation for graduate schools.

We are entering an era where the large bulk of our students in the arts and sciences will not become professional practitioners in these fields. They will take the education in English or history or psychology and use it in business, government service, and a variety of other areas. I believe it is incumbent upon us once again to conceive of our disciplines as general education for the bulk of our undergraduate students. We must find ways of making the courses more valuable to someone who will not pursue a professional career in our fields. Such an orientation will require many faculty to retrain themselves from the professional orientation they have learned in graduate schools to a general education orientation that will be new, difficult, and unfamiliar. This is not to say that courses should become easier, or less rigorous, but to say the focus of the courses must be such as to recognize that what a student learns in them should be of use to him in many walks of life, not only in one narrow profession.

## **Conclusion**

Let me summarize these wide-ranging remarks. Oakland University has a strong faculty and staff today, a fine reputation, a respectable student body, an excellent location, and every reason to expect new growth in programs, support, and students in the decade ahead. Oakland is well regarded by the public, and by the key State agencies such as the Governor's office and the Legislature. In spite of this position, our promise will not come to fruition automatically. We must be very energetic to exploit the opportunities available to us.

We must develop new and exciting educational programs to attract and hold students. We must increase our institutional cost effectiveness. We must reach new student populations, some of which we barely serve today. We must find ways of revitalizing campus life. We must heal the divisions between student, staff, and faculty, which have grown during the past year. It is essential that we work together once more to solve our university problems, or surely they will not be solved, and Oakland will not prosper, grow, or be a fruitful place for any of us.

It is sobering to reflect that given the current and projected state of the academic world, most of us, faculty and staff, will be here, living

and working with one another, through the decade of the 1970's, whether we choose to be or not. Given this reality, it is even more important that we agree to find a common ground on which we can work. We are entering the most difficult, threatening, and stressful time in American higher education since the 1930's. Oakland can be one of the rare foci of progress in higher education in this era. I pledge to do all I can to make it so, and I invite your full advice, support, and cooperation, as we undertake to succeed educationally and socially in this decade. Thank you.

## APPENDIX A — Business Highlights

### STATEMENT OF OPERATING REVENUES AND EXPENDITURES FOR THE YEAR ENDED JUNE 30, 1972

Revenues	EDUCATION AND GENERAL*		Expenditures	
Student fees .....	\$ 3,509,251	17.3%	Instruction and departmental research .....	\$ 7,588,236 37.8%
State appropriation .....	9,128,700	44.9	Other educational services .....	570,886 2.9
Gifts and grants .....	2,328,966	11.5	Libraries .....	876,555 4.4
Income from investments:			Organized research .....	479,175 2.4
Endowment Fund .....	44,236	.2	Extension and off-campus education .....	515,163 2.6
Other .....	73,286	.4	Student services .....	1,151,195 5.7
Departmental activities .....	741,278	3.6	Student aid .....	980,112 4.9
			Public services .....	228,521 1.1
			General administration .....	582,416 2.9
			Business operations .....	780,469 3.9
			Operation and maintenance of plant .....	1,752,367 8.7
			Plant improvement and debt service .....	285,165 1.4
	<u>\$15,825,737</u>	<u>77.9%</u>		<u>\$15,710,260 78.7%</u>
			<b>AUXILIARY ACTIVITIES</b>	
Student Center .....	\$ 1,000,319	4.9%	Student Center .....	\$ 1,011,619 5.0%
Dormitories .....	1,798,142	8.8	Dormitories .....	1,794,453 8.9
Other operations .....	1,697,914	8.4	Other operations .....	1,486,665 7.4
	<u>4,496,375</u>	<u>22.1</u>		<u>4,292,737 21.3</u>
<b>TOTAL REVENUES</b> .....	<u><u>\$20,322,112</u></u>	<u><u>100.0%</u></u>	<b>TOTAL EXPENDITURES</b> .....	<u><u>\$20,082,997 100.0%</u></u>
			Excess of revenues over expenditures .....	239,115
				<u><u>\$20,322,112</u></u>

\*Represents total activity of the General Fund, Designated Fund and Expendable Restricted Fund.

## FINANCIAL HIGHLIGHTS

	1971-72	1970-71	% Increase (Decrease)
Total operating revenues .....	\$20,322,000	\$19,010,000	6.9
General Fund revenues .....	13,156,000	11,855,000	11.0
State appropriation .....	9,129,000	7,064,000	29.2
Student fees .....	3,509,000	4,183,000	(16.1)
Gifts and grants for operations:			
Federal .....	1,711,000	1,508,000	13.5
Other .....	618,000	595,000	3.9
	2,329,000	2,103,000	10.7
Total operating expenditures .....	20,083,000	18,957,000	5.9
General Fund expenditures .....	13,158,000	11,808,000	11.4
Expenditures for organized research .....	479,000	382,000	25.4
Total payroll .....	11,926,000	11,071,000	7.7
Market value of endowment funds .....	1,162,000	1,031,000	12.7
Book value of total assets .....	65,507,000	60,075,000	9.0
Investments in properties at cost .....	55,607,000	50,466,000	10.2
Long-term indebtedness .....	15,437,000	15,623,000	(1.2)
Debt service payments .....	1,023,000	882,000	16.0
Student aid:			
Grants .....	940,000	808,000	
Loans .....	621,000	562,000	
	1,561,000	1,370,000	13.9

## Appendix B

### Faculty Promotions and Awards

Faculty members promoted to full professor during the year were:

- V. John Barnard (*History*)
- Gottfried Brieger (*chemistry*)
- Richard J. Burke (*philosophy*)
- Harold C. Cafone (*education*)
- John B. Cameron (*art*)
- Thomas W. Casstevens (*political science*)
- Ronald L. Cramer (*education*)
- Joseph W. DeMent (*English*)
- Alfred J. DuBruck (*modern language & literature—French*)
- Peter G. Evarts (*English*)
- Richard E. Haskell (*engineering*)
- Robbin R. Hough (*economics*)
- Keith R. Kleckner (*engineering*)
- Helen Kovach (*modern language & literature—Russian*)
- John M. McKinley (*physics*)
- S. Bernard Thomas (*history*)
- Howard R. Witt (*engineering*)

Faculty members promoted to associate professor were:

- Max Brill (*psychology*)
- Marc Briod (*education*)
- David Daniels (*music*)
- Jon Froemke (*mathematics*)
- Renate Gerulaitis (*modern language & literature—German*)
- W. Dorsey Hammond (*education*)
- Gerald C. Heberle (*history*)
- Adeline G. Hirschfeld (*speech*)
- James W. Hughes (*education*)
- Jacqueline I. Lougheed (*education*)
- Joan G. Rosen (*English*)
- Ralph Schillace (*psychology*)
- Carmen M. Urla (*modern language & literature—Spanish*)
- Tung H. Weng (*engineering*)
- Yel-Chiang Wu (*mathematics*)

Faculty members promoted to assistant professor were:

- Norman M. Brown (*modern language & literature—German*)  
Charles E. Brownell, Jr. (*art*)  
Robert L. Donald (*English*)  
Joel S. Fink (*education*)  
William C. Fish (*education*)  
C. Vernon Gray (*political science*)  
Nigel Hampton (*English*)  
Bruce R. Harker (*education*)  
John Raymond Immerwahr (*philosophy*)  
William David Jaymes (*modern language & literature—French*)  
Mary C. Karasch (*history*)  
John A. McCarthy (*modern language & literature—German*)  
Lawrence D. Orton (*history*)  
Marian Orton (*mathematics*)  
R. Lucia Perez (*psychology*)  
Clifford I. Pfeil (*music*)  
Helen J. Schwartz (*English*)  
Ira Michael Soloman (*history*)  
Susan A. Stephens (*classics*)  
Ronald Swartz (*education*)

University Research Grants were awarded to:

- Sheldon Appleton (*political science*)  
Computer Time: Political Attitudes of Students on Taiwan  
Peter J. Binkert (*linguistics*)  
Rental of tape recorder and purchase of associated materials  
Jean Braun and Virginia O'Leary (*psychology*)  
Investigation of personality and early childhood experience  
Charles Brownell (*art*)  
Archives of Early Michigan Architecture  
Madison B. Cole (*biology*)  
Cytochemistry of Frog Oocytes  
John Cutts (*English*)  
Completion of Study on Martin Llewellyn 1616-1682  
David Daniels (*music*)  
Bibliography of Orchestral Music  
Lenardas Gerulaitis (*history*)  
Library Acquisitions: Renaissance  
Jeffrey Greenhouse (*chemistry*)  
Microwave Spectrum of 2, 3—Dihydrothiophene  
Kenneth Harmon (*chemistry*)  
Complex Hydrogen Fluoride Anions  
Algea Harrison (*psychology*)  
Evaluation of Head Start Curricula

- John Hurd (*economics & management*)  
Impact of Regional Specialization in Agriculture on Pattern of Employment in India
- Arlene Jackson (*English*)  
Partial reimbursement for living expenses in London for study of Victorian novels at British Museum and Dorchester Thomas Hardy and Victorian Graphic Art
- Mary Karasch (*history*)  
A Social and Economic History of the City of Rio de Janeiro, Brazil
- V. Everett Kinsey (*Inst. of Biol. Sci.*)  
Analysis of Blindness in Premature Infants
- Gary Klein (*psychology*)  
Message Tracking and Verbal Comprehension
- Lon Polk (*economics & management*)  
Economic Structure of Urban Communes
- Laurence Rittenberg (*art*)  
Non-Systemic Perceptives
- David W. Shantz (*psychology*)  
Effectiveness of social approval in modifying behavior as a function of its instrument incentive value
- Richard Tucker (*history*)  
The Hindu Response to Missionary Proselytizing in Bombay
- Robert M. Williamson (*physics*)  
Scott Effect Temperature Dependence

University Research Fellowships were awarded to:

- Richard Barron (*education*)  
Reading-Study of Advance Organizers
- Charles M. Broh (*English*)  
An Authoritative Text: LeBon Florence of Rome
- J. Curtis Chipman (*math*)  
Topological Studies
- Earl Etienne (*biology*)  
Isolation of Calcium Activated Bioluminescent Proteins from Coelenterates
- William D. Jaymes (*modern language & literature*)  
Pascal's Irony and The Doctrine of the Distinction of Genres
- Lyle Nordstrom (*music*)  
A Comprehensive Edition of Extant Lute Duets from Elizabeth and Jacobean England
- Marion Orton (*math*)  
Applied Analysis and Mathematical Physics
- Colin Palmer (*history*)  
Church-State and Slavery in Mexico 1519-1650
- Lon Polk (*economics & management*)  
Economics Structure of Urban Communes
- W. D. Wallace (*physics*)  
Magneto-Elastic Properties of Ferro-Magnetic Cobalt
- Barry Winkler (*Inst. of Biol. Sci.*)  
Ionic Basis of Electrical Activity in the Retina

Special Interdisciplinary Science Awards were given to:

Joseph Dumas (*psychology*) and Robert Stern (*chemistry*)

Studies on behavioral effects of food additives

Michael Sevilla (*chemistry*) and Paul Ketchum (*biology*)

ESR Spin Resonance Studies on NADPH-Nitrate Reductase

Harvey Smith (*math*), Irwin Schochetman (*math*), John McKinley (*physics*)

Quantum mechanics and elementary particle theory

W. D. Wallace (*physics*)

Ultrasonic Study of Helix-Coil Transitions in Polypeptides

A Fullbright Fellowship for Overseas Study went to:

Gottfried Brieger (*chemistry*)

# Appendix C

## Student Awards and Honors

Alfred G. Wilson Award (granted each year to graduating male student who has "made outstanding contributions to the life of the university through scholarship, student leadership and the expression of responsibility in the solution of social problems").

### Finalists:

Robert Ellsworth Anson (winner)  
Ronald William Carlson  
Stanley Antonio Childress  
Paul Thomas Elder

### Honorable Mention:

Robert Charles Barkdull  
William Manning Birdsall  
Thomas Burton Collins  
Robert F. Han  
Joel Benjamin Kaplan  
William Michael Loafman  
John Eugene Parker  
William Austin Pfeifer

Matilda R. Wilson Award (granted each year to graduating female student who has "made outstanding contributions to the life of the university through scholarship, student leadership and the expression of responsibility in the solution of social problems").

### Finalists:

Sharon Rebecca Barkham (winner)  
Rheba Althea Glenn  
Pamela Illene Harrison  
Deborah Dorothy Spehar

### Honorable Mention:

Leata Dockett  
Marcia Lynn Hauke  
Linda Lou Kennedy  
Sandra Jeanne Nightingale  
Elizabeth Ann Zivanov

Upperclass Achievement Scholarships (awarded each year to a select group of upperclass students who have outstanding academic records). Winners for 1972-73, announced in the spring of 1972, are:

**Mr. and Mrs. Benjamin Anibal Scholarship:**

Kevin A. Huntsman, Detroit (*math*)

Robert Zeeb, Detroit (*math*)

**Mary Fogarty Anibal Scholarship:**

Louis Anstett, Allen Park (*biology*)

S. Bruce Badagliacqua, Detroit (*biology*)

David M. Berry, Muskegon (*Spanish*)

Virginia Brooks, Troy (*chemistry*)

Karen Kornack, Warren (*English*)

Robert Olsen, Troy (*economics*)

Sandra Pecard, Detroit (*French*)

Lisa Skrzynski, Oak Park (*sociology*)

Carolyn Sorenson, Rochester (*English*)

Debra Soutanian, Southfield (*modern languages*)

**Campbell-Ewald Scholarship:**

Vicki L. Collins, Rochester (*science*)

**H. Curtis Scholarship:**

Clarissa Carrera, Southfield (*chemistry*)

Eileen Chasney, Romeo (*French*)

Jeanne Cheydleur, Orchard Lake (*biology*)

**George H. Gardner Scholarship:**

Deborah Davis, Detroit (*biology*)

Samuel DeCarlo, St. Clair Shores (*linguistics*)

Douglas Glazier, St. Clair Shores (*biology*)

Arthur Wolfson, Southfield (*biology*)

**C. Allen Harlan Scholarship:**

Patricia A. DeCocker, Detroit (*French*)

Charlene Depner, Pontiac (*psychology*)

Leonard Duda, Detroit (*chemistry*)

Maureen Flannery, Detroit (*English*)

**O. E. Hunt Scholarship:**

James McNeil, Royal Oak (*math*)

Jeffrey Smart, Rochester (*science/math*)

**H. A. MacDonald Scholarship:**

Michael Foley, Detroit (*biology*)

**J. A. MacDonald Scholarship:**

Marcia Devon, Livonia (*math*)

Marina Dutzman, Sterling Heights (*Russian*)

James Frew, Royal Oak (*management*)

**Mildred Byers Matthews Scholarship:**

Eva Wawrowski, Harper Woods (*art*)

**Village Woman's Club Scholarship:**

Ina Johnson, Pontiac (*biology*)

**Ruth Evangeline Wagner Scholarship:**

David Haarz, Detroit (*history*)

Nancy Hill, Washington (*psychology*)

Karen Hillebrand, Roseville (*history*)

Susan Jarchow, Battle Creek (*English*)

Michael Karas, Rochester (*physics*)

Michael Koszykowski, Sterling Heights (*physics*)

Maria Kudryk, Troy (*history*)

Jonathan Lowe, Huntington Woods (*management*)

James T. Mann, Birmingham (*physics*)

Steven Mariotti, Flint (*economics*)

Laura McCoy, Farmington (*French*)

**A. Glenn Wilson Scholarship:**

Gregory Sutter, Detroit (*history*)

**Thomas Wilson Scholarship:**

Anne Frey, Bloomfield Hills (*Spanish*)

Major Freshman Scholarship Awards for 1972-73:

**Herbert M. Heidenreich Scholarship:**

Frank Gonzales, Saginaw

**Alfred G. Wilson Scholarship:**

William Haga, Fenton

**Matilda R. Wilson Scholarship:**

Nancy C. Bloom, Almont

**Pontiac Central High School Scholarship:**

Mary L. Litwin, Pontiac

**Isaac Jones Memorial Scholarship:**

Charlotte Matthews, Pontiac

Graduation Honors (three university honors are bestowed on graduating students each year—summa cum laude, magna cum laude, and cum laude. Those graduating summa cum laude have the most outstanding academic records in each graduating class, with magna cum laude being the second highest honor, and cum laude the third. No more than 10 percent of any class may graduate with honors.)

Those graduating with honors during 1971-72 were:

**Summa Cum Laude:**

Kerry Abel	Diane Adele Hutchinson
Valerie Kay Cottrell	Darlene Frances LaMontagne
Kathleen Marie Goudie	Shelley Ruth Stern
Glen Harry Helman	

**Magna Cum Laude:**

Albert Brian Addis	Diana Kay Raine
Kathie Jeanne Kent Albright	Melhim William Restum
Bradley Alan Ballish	Gail Aline Reuter
Sharon Rebecca Barkham	Thomas Ray Roberts
Alana Kathleen Battishill	Marie Helm Ruske
Betsy Eileen Bayha	Linda V. Sherman
Elaine Bernat	Cynthia Skotarczyk
Joan Alyce Blank	Raymond Allan Slomiany
Glenn Robert Brown	Nancy Ann Steding
John Gerard Dark	Jane Marie Ulrich
Judy Elizabeth Davis	Joseph Michael Urda, III
Cynthia Lee Dilmore	Anne Marie Wagner
Jeffrey Z. Dworin	Yvonne Marie Weir
Jennie C. Ellis	Barbara Lois White
Randa Gail Feldman	Douglas Gregory Wood
Peggy Lou Fitch	Robert Alan Shapiro
Glenn Richard Gross	James Raymond Sheehan
Linda Jean Henderson	Ellen Rogers Sheets
Charlotte Elenore Holly	Margaret Ruth Stoi
Charles Allen Hughes	Duane Lee Tank
James Joseph Krakker	Betty Sue Toles
Sarah L. Kraus	Sylvia Eleanor Underwood
Christine Krumpoch	Glenn Leonel Valentine
Elinor Gay MacDonald	Alice Anne Verrelli
Mary E. Maley	Diana Vitale
Russell Dale McArthur	Robert Gregory Wait
Kathleen Ann McClure	Anita Louise Watson
Charles Michael Morris	Susan Lyn Weaver
Mark Pachla	Joan Elizabeth Wilcox
Judith Marie Peoples	Steven Todd Yedlin
Susan Marie Quattrociocchi	Bruce Lee Zellers

### Cum Laude:

Annette Kathleen Aluzzo	Sarabeth Hissong
William Craig Aspinall	Carola Jevitt
Trudy Jane Bailey	Carol Marie Karvonen
Anne Katherine Baldwin	Sybil Patrice Kashmerick
Mary Louise Berger	James Martin Kelly
Linda Jean Bezak	Bernard Steven Kent
Nancy Ruth Biggs	Ronald David Kerwin
Patricia Ann Book	Sybil Patrice Kashmerick
Frances Margaret Caillet	Barbara Ann Klimczak
Barbara Callahan	Nancy Knight
Ronald William Carlson	Jane Taylor Krapp
Marlis Ann Cartwright	Karen Ann Linz
Richard Harold Chirite	Barbara Kay Martin
Mary Louise Cichewicz	Carole Ann Marsiglio
Laura Cooper	Judith Elizabeth McGarragan
Kathleen Marie Cortez	Paula Marie Merideth
Lorraine Jean Cotman	Charlotte Anne Nissen
Shirley Anne Czekanski	Linda Jean Oermann
William Alfred Denham, III	Kevin Michael O'Hara
Elizabeth Louise Duris	John Eugene Parker
Linda Dee Fagenson	Laurice Parr
Berta Fitzpatrick	Marie Ruth Pehur
Mary Ann Gaffney	Robert Lawrence Pizzi
William George Garvey	John Mark Quitmeyer
LaVerne Marie Geizer	Sally Lou Rasmussen
Jeffrey Daniel Gerber	Patricia Ann Reames
Karen Louella Goetz	Kathleen Ann Saul
Helen Therese Harding	Karen Elizabeth Schneider
Christine Ann Hennel	Constance W. Schnell

Oakland University is a state-supported institution of higher education located in Rochester, Michigan. The university offers a wide range of undergraduate programs, and a limited group of master's and doctoral programs. The university is governed by an eight-member Board of Trustees appointed by the Governor.

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