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Oakland University is an institution of many facets. To some, it is an agent of Michigan and its people, created to serve the public with challenging and meaningful educational opportunities. Others envision Oakland as a hub of discovery, a site where cutting-edge research advances our society and where scholarship brings new enrichment to our lives.

These are but two of the ideals which we at Oakland University have pledged to uphold. At Oakland, however, such ideals are not the wistful dreams of educators; we have made—and will continue to make—these ideals a reality. Observers can best view our commitment to educational opportunity and scholarly advancement through our faculty.

People—students, staff and faculty—are the soul of a university. In this report we highlight the faculty, for it is the faculty who keep and disseminate knowledge from the past. It is the faculty who conduct experiments, who formulate new ideas, who extend the frontiers of human knowledge and understanding. And each year these achievements are applauded when Oakland's faculty select from their ranks only two or three of their best and brightest. These few professors are the honored recipients of the Oakland University Teaching Excellence and Research Excellence awards, first bestowed in 1982.

For what are they honored? Certainly not a specific field of learning alone, for the first 10 award recipients represent a kaleidoscope of academic disciplines. Among them are an engineer and a musician; a historian and a mathematician; a social psychologist, a political scientist, and a biologist; scholars of American and British literature, European literature and film, and East Asian anthropology/archaeology.

Yet these 10 honorees share certain traits, which, when woven together, are useful when defining "excellence."

Consider dedication. Excellent teachers and researchers bring uncommon enthusiasm to their work; they give themselves over completely to their instructional and scholarly responsibilities. Oakland students benefit greatly from this dedication, for it inspires them to go beyond the routine of classroom assignments into the realm of learning for learning's sake. Likewise, the research award winners approach their studies with vigor. Their examples impel their peers to join them in the quest for new knowledge.

Creativity is another quality found in the concept of excellence. Those recognized for their superior teaching are creative communicators. They present to their students the tantalizing fact, the provocative concept which paves the way for the transfer of information and ideas. Their minds seem to surpass commonplace notions and attain those original perspectives that yield discoveries.

Excellence also entails intellectual versatility. Not only are the award winners proficient in several fields of study, they also perform adeptly their multiple roles as faculty members. Thus, the researchers are skilled



teachers, the teachers accomplished scholars. And all contribute generously to university life with committee or administrative responsibilities.

You will note that the three professors honored for research and scholarship are meticulous and thorough. Indeed, they have their instants of illumination. Yet these moments occur only after painstaking hours of formulating concepts, designing methodologies and verifying research or scholarly findings. It is this careful work—such as dedication, creativity and versatility—that is rewarded with the research excellence award.

The faculty members cited for outstanding teaching also are united by a single quality: They induce their students to think. Thus, the professors cause their students not only to know subjects, but also to interrelate this knowledge. In so doing, they provide to their students skills which will serve them throughout their lives—skills of reason, humanity and insight.

We at Oakland University are proud to offer our constituents faculty of this caliber. We are proud to laud their achievements with the teaching and research excellence awards. The following pages will reveal how the award recipients have helped to make Oakland an inspiring, vital place where thousands of students gained access to excellence during 1987 and in years past. And I'm certain their contributions and those of their talented colleagues will lead us to greater accomplishments in years to come.

A handwritten signature in cursive script that reads "Joseph E. Champagne". The signature is written in black ink on a white background.

Joseph E. Champagne  
President



## *Robert I. Facko* *Music*

*"His spontaneity and enthusiasm for both teaching and music really come through. He wants his students to succeed, to think independently—and he works very hard to find new ways of presenting information. He changed my approach to teaching. When I'm not getting through to a student, I work much harder at finding different ways to present the material: I attribute that to his example.*

*"You don't forget someone like Bob Facko. He hasn't lost the quality of delight in what he's teaching. There's a spark there."*

Shirley Muench holds an M.Mus. ('81) in piano pedagogy. She and Oakland alumnus Daniel Broner founded the Rochester Conservatory of Music in Rochester, Michigan.

*"H*e showed up for every office consultation. He came almost every day with questions. We'd talk. I'd suggest some reading, give him a book. The next day, he'd be back with more questions. It was wonderful.

"With a student like this, I become a better teacher because he makes me dig for things I didn't know were there.

"Students like him make my day.

"I try to make my students understand that music does not exist in a vacuum. I want them to know how it's been shaped by culture, by political events, by social events—that it's very much a product of its time.

"Oakland has a unique ability to offer this kind of interdisciplinary approach—it's what we are. Our students will not become obsolete. They can't—because of the knowledge they have.

"There's an excitement that comes from a young mind—that's any person who is learning, whether at age 70 or 17. To see them grow is very rewarding.

"Every day I thank God for giving me a profession I love. I realize what a luxury that is. Teaching and music are the loves of my life. I wouldn't want to do anything else. After 25 years, I'm still having a ball."



**Education:** Ed.D. in piano pedagogy, Columbia University; B.Mus. and M. Mus. degrees in piano, University of Illinois.

**Teaching Responsibilities:** Associate professor of music.

**Scholarly Achievements:** Established a piano preparatory program at Oakland for children aged 5-16. Created a pilot program in piano for preschoolers staffed by Oakland pedagogy students. Has conducted research in computer-aided ear-training and music theory for young children.

**Current Project:** Coordinating the creation of a computerized music lab that will give students "limitless ability to create sounds" and will introduce them to new music technology.



## *Ranald D. Hansen* *Psychology*

*"Working with Randy Hansen—and I must say Chris also—is exciting, it's interesting, it's fun. It's also demanding. They're concerned about how things are done. They blend creativity and meticulousness very well. Their work's solid theoretically. And, they're able to design experiments from their creativity.*

*"I respect them tremendously, professionally. I've had many opportunities to engage in learning beyond the classroom with Chris and Randy. It does take a lot of extra work, but the opportunity is there. And that's something that is available to a lot of psychology students here at Oakland. And yes, I'd love to work with them again."*

Brenda Yee, a senior majoring in psychology, assisted Ranald and Christine Hansen on their rock video experiments. President of the psychology students' honor society, she is conducting more experiments for the Hansens while they are on developmental leave.

*F*ew people equate elegance with rock'n'roll.

Yet elegance shaped Randy Hansen's studies of rock videos. Elegance that gives form and fire to his research work in social psychology.

"One thing that's important to get across to students is what happens during an elegant experiment—elegant being something that's simple and very powerful," Hansen says.

"Almost inevitably, you come away with more questions than answers. And of course, that takes you on this meandering path and you're just dying to know what happens next."

Experiments unfolded one into another when Hansen studied rock videos with his wife, Oakland University Research Associate Christine Hansen, and undergraduate psychology students. They asked questions that crop up elsewhere in Hansen's work: How does gender affect identity? How does environment "prime" or redirect human behavior?

The team first asked Oakland students to rate several popular videos for content. Students labeled some as "depressing" or violent. Some were "upbeat," emotionally neutral pure entertainment. Some were "sexist," where women are subordinated by men.

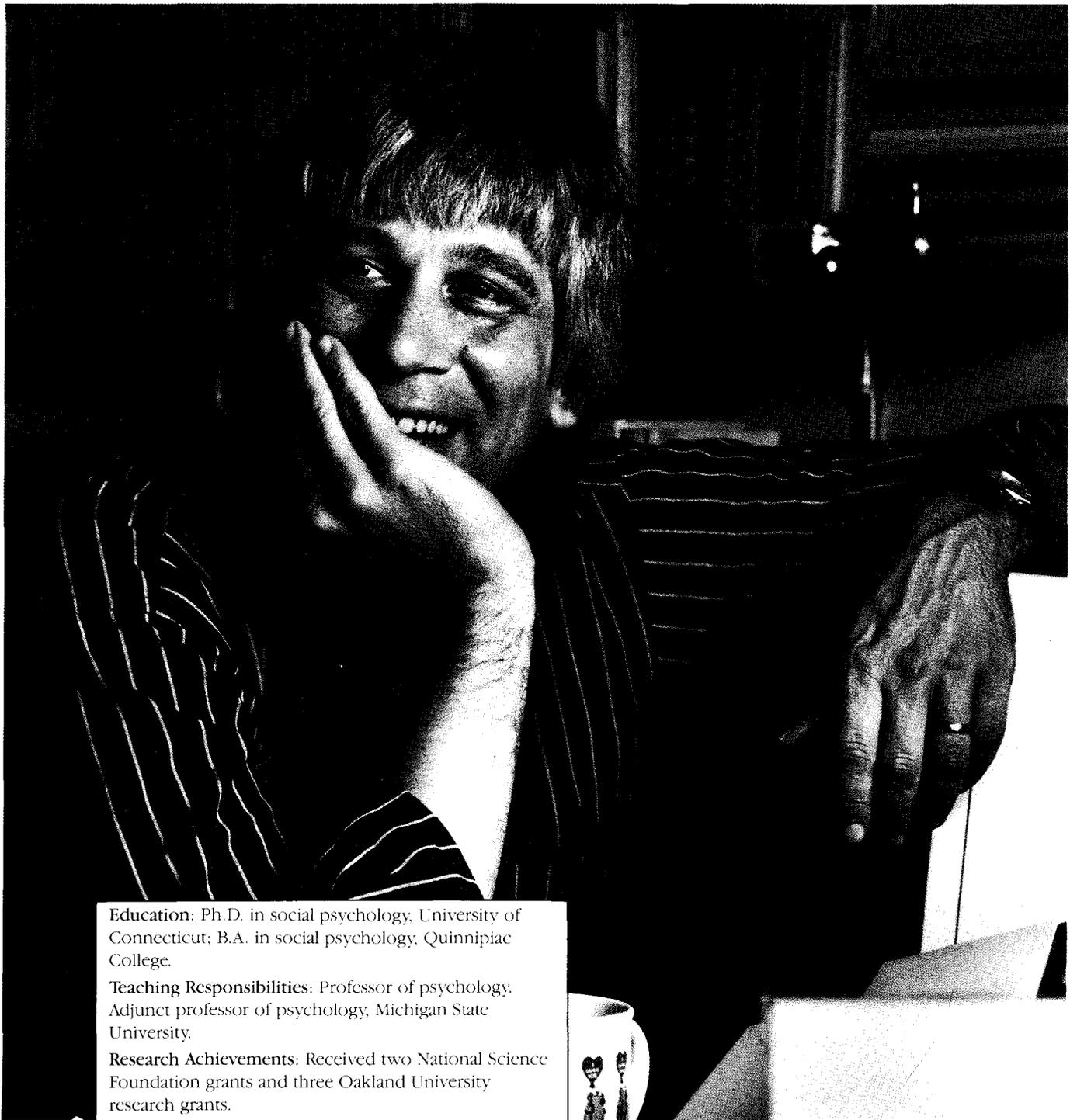
The researchers then tested if watching "upbeat" or "sexist" videos could change viewer behavior.

It did. Primed by a "sexist" video before viewing a film where a man verbally abuses a woman who rejects his advances, most students said the man's behavior was justified. When they saw an "upbeat" video before the film, most students perceived the man as a bully and the woman as right to reject him.

The Hansens then recorded 72 hours of rock video broadcasts. They found "sexist" videos aired in repetitive time patterns.

These experiments are three of more than 25 Hansen conducted in only two years.

"It's almost a situation where you look ahead and say there are just too many things to do, too many questions to answer," Hansen says. He is now on leave "to communicate what we've discovered. . . . And to decide what next."



**Education:** Ph.D. in social psychology, University of Connecticut; B.A. in social psychology, Quinnipiac College.

**Teaching Responsibilities:** Professor of psychology, Adjunct professor of psychology, Michigan State University.

**Research Achievements:** Received two National Science Foundation grants and three Oakland University research grants.

**Professional Accomplishments:** Reviews National Science Foundation grant proposals in social and developmental psychology. Has served as consulting editor for the *Journal of Personality and Social Psychology*. Ad hoc editorial consultant for more than 10 professional journals of psychology.

**Honors:** National Science Foundation/University of Iowa Social Psychophysiological Research Program Fellow (1987). Visiting fellow, Yale University (1982-83).



## *Richard B. Stamps* *Anthropology*

*"I had Dr. Stamps for a Chinese area studies course. Because he made the class so interesting and exciting, he gave me extra incentive to learn. It sounds like such a cliché, but he made learning fun.*

*"It's really a goal of mine to be a teacher like Dr. Stamps. Each semester comes and goes and I sometimes wonder if instructors know the influence they have on their students. When you get someone really special, you think about them all the time. And that lasting influence doesn't go away.*

*"That's what the term 'teaching excellence,' in my opinion, really means."*

Linda L. McCloskey holds B.A. ('84) and M.A. ('87) degrees in English. She teaches business and technical writing at the university.

The first day of AN 222, Introduction to Anthropological Archaeology, Richard B. Stamps bounds into class. He has a box under his arm. And in the box is a hat, deep and made of felt. It resembles an Australian cowboy hat, although it's actually from Tibet.

The hat contains small artifacts. A sherd of 1830s pioneer pottery. Window glass from Thomas Edison's boyhood home. A St. Christopher's medal. Even a roach clip with decorous, spiraling handles.

Stamps speaks to his students after each one pulls an artifact out of the hat.

"These artifacts are yours to keep throughout this class," he says. "Each week you'll have an assignment. I'll ask a question about your artifact and you'll write the answer in a small note pad. The answers don't need to be lengthy. Just consider the artifact before you answer the question."

Week one: How would you describe the artifact?

Week two: What is it? How do you know this?

Week three: What is its use?

Week four: What can you say about *the person* who made the artifact?

Week five: What can you say about *the social system* that produced it?

Week six: Where is the artifact in its life cycle?

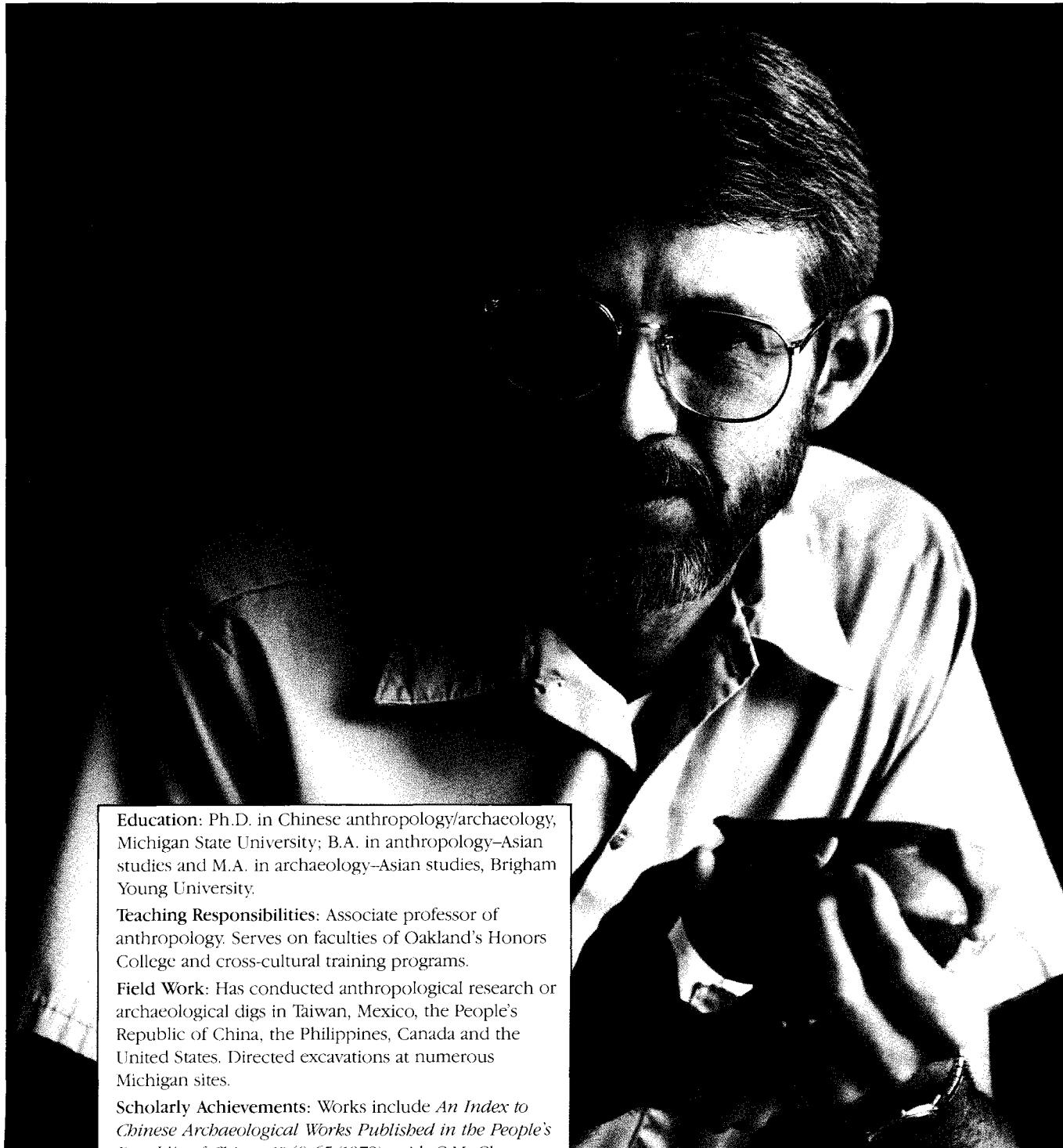
Optional: How do we test these conclusions?

Precise questions about specific objects. A way to get students to think as archaeologists through the microcosm of an artifact.

But in posing seven questions, Richard Stamps has a wider goal.

"I hope students can better themselves and prepare themselves for the challenging, unknown culture of the future," he says.

"These artifacts hold students' interest. But they also teach students how to think and how to solve problems. And I'm convinced the majority of my students will retire from jobs that are not yet invented."



**Education:** Ph.D. in Chinese anthropology/archaeology, Michigan State University; B.A. in anthropology-Asian studies and M.A. in archaeology-Asian studies, Brigham Young University.

**Teaching Responsibilities:** Associate professor of anthropology. Serves on faculties of Oakland's Honors College and cross-cultural training programs.

**Field Work:** Has conducted anthropological research or archaeological digs in Taiwan, Mexico, the People's Republic of China, the Philippines, Canada and the United States. Directed excavations at numerous Michigan sites.

**Scholarly Achievements:** Works include *An Index to Chinese Archaeological Works Published in the People's Republic of China, 1949-65* (1972), with C.M. Chen.

**Honors:** Named a distinguished faculty member by the Michigan Association of Governing Boards of Colleges and Universities (1987). Visiting researcher at Academia Sinica, Taiwan (1972-73).



## *Charles W. Akers History*

*"Charlie is one of the best historians I have known. He's an excellent researcher because he combines creativity in research with excellent methodology.*

*"When he decided to do his book on Abigail Adams, for instance, he started completely from scratch. He read everything he could get hold of about her. Then he looked into the lives of other women who knew her. He branches out farther than most people would even think of going. And he uses techniques most historians don't use because they don't have the skills to or they're afraid to.*

*"He's simply terrific at what he does."*

W. Patrick Strauss, professor of history, was a 1986-87 Fulbright lecturer in American studies at Shanghai International Studies University in the People's Republic of China.

*T*here she was: the proverbial little old lady in tennis shoes.

She'd been flitting about for days, stopping to chat with anyone who happened to be conducting research at the Massachusetts Historical Society's Boston library.

As he examined several rare documents, Charles Akers had been trying studiously to avoid her. But, finally, she spotted him and hurried over.

"And what are you working on?" she asked.

Akers explained his project: a biography of Samuel Cooper, a nearly forgotten minister who was one of the most influential figures of Revolutionary Boston.

"Hmmp," she sniffed. "I don't suppose you've seen the Holker Papers in the Library of Congress."

Akers admitted he hadn't, hadn't even known of them.

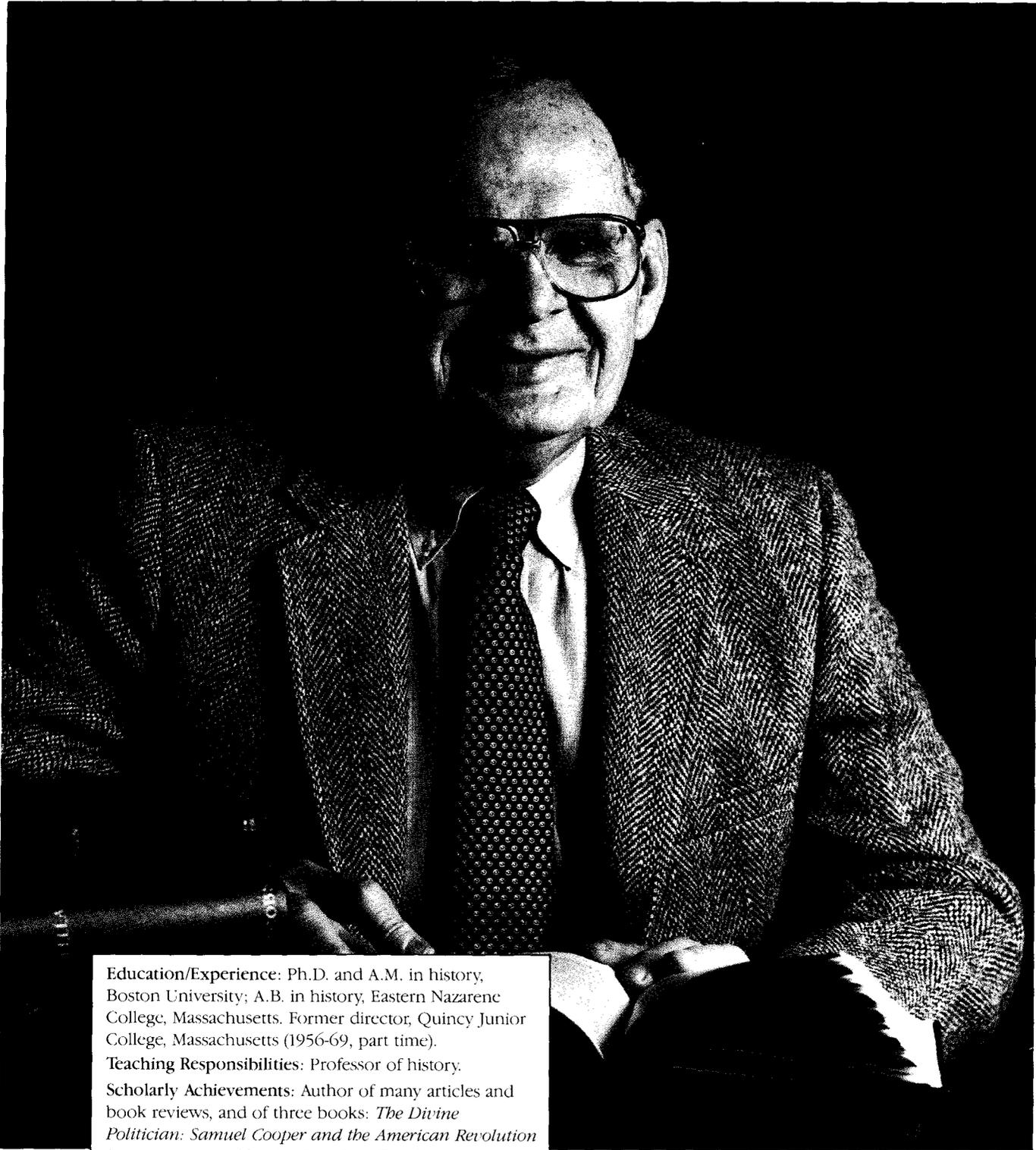
"I thought not," she said. "You historians never read the trade papers."

That unexpected encounter led Akers to the single most important find of his award-winning biography of Cooper, for which he also translated hundreds of nearly illegible 18th-century French documents.

Such bits of luck lend spice to the often tedious sifting that characterizes historical research, the intricacies of which are intimately familiar to Akers. In the course of his work on colonial America, he hunts down obscure source materials—journals, letters, sermons, newspaper accounts, even court records—necessitating extensive searches that can span thousands of documents.

Akers' attention to detail gives his books substance; his exceptional literary skill provides style. The combination proved perhaps most successful in his biography of Abigail Adams, which has sold more than 50,000 copies, making it a best-seller among scholarly texts.

Still, Akers says, "I think of myself as a teacher, rather than a researcher. But I find research sharpens my teaching. In history, as in any other field, you need to stay current—otherwise you become outdated and stale. There are still so many things we don't know—things that are just waiting to be discovered."



**Education/Experience:** Ph.D. and A.M. in history, Boston University; A.B. in history, Eastern Nazarene College, Massachusetts. Former director, Quincy Junior College, Massachusetts (1956-69, part time).

**Teaching Responsibilities:** Professor of history.

**Scholarly Achievements:** Author of many articles and book reviews, and of three books: *The Divine Politician: Samuel Cooper and the American Revolution in Boston*, named by the American Revolution Roundtable as the best book published in 1982 on the American Revolution; *Abigail Adams: An American Woman*, awarded the Book of the Year Prize (1980) by the Society of Colonial Dames; *Called Unto Liberty: A Life of Jonathan Mayhew* (1964), still considered the authority on its subject. Wrote "The Presidency of John Adams" for *The Presidents: A Reference History* (1984).



## *Dolores M. Burdick* *French, Film*

*"The classrooms were magical. There was a collaboration and a communication that went on. Students believed her when she let them know they were worth listening to.*

*"She would discover things right in front of us and she'd ride out her own thoughts and let us watch her. That is a very courageous thing to do. Yet she very much led the class. I suppose she trusted us a lot to do that.*

*"I know for a fact that she affected many people's lives. She affected mine. She gave me confidence in my own thinking. You wanted to try things in her classroom."*

Pamela R. Light holds a B.A. ('83) in English with a concentration in film studies and an M.A. ('87) in English. She teaches film and English at Oakland Community College.

"I finally understand," Dolores Burdick announces as she enters the classroom. "I finally understand that beautiful story."

She strides to the blackboard. Students quiet down.

"Now this is a story I've read for years—a classic. There's a mystery buried in it. I read it when I was 20 and then 25, and every five years, I'd read it again.

"I was trying to understand. Trying to understand what the artist, the fellow human who wrote the story, was really saying.

"Each time I'd read it, I'd get closer to the mystery. I've been reading it since I was 20, and it kept getting clearer.

"And one day, when I was in my middle 40s," Burdick says, "the veil fell away. I saw what the mystery was and what a wonderful relationship I had with the story. I finally understood this classic and had a better understanding of the human being who created it."

Burdick pauses and turns back to her desk. "OK, now let's go over the assignment."

"But Dolores, what's the name of the story?" a young woman asks.

"That doesn't matter. Let's just say it's my secret. Now, let's discuss the text. Did you bring in those essays I asked you to write?"

"C'mon, Dolores. Tell us what the story is," another student says.

"Yeah, tell us! Tell us!"

"Tell you what," Burdick says. "I'll put the name on the board. But only for 20 seconds. Are you ready?"

Burdick scrawls: *The Beast in the Jungle*. Henry James. She erases the words when she sees students jotting them in notebooks.

During the following week, collections of James' short stories disappear from the library. Students sign them out. Not because *The Beast in the Jungle* was required reading in Rhetoric 101, Composition. But because a professor had created a mystery about herself by alluding to a mystery in a short story. And her students couldn't wait to solve it.



**Education:** Ph.D. in romance languages and literatures, University of California-Berkeley; B.A. and M.A. degrees in French, University of Wisconsin.

**Teaching Responsibilities:** Associate professor of French. Also teaches rhetoric, women's studies, cinema studies and courses in the university's experimental New Charter College.

**Administrative Responsibilities:** Co-chair, New Charter College. Coordinator, cinema studies concentration.

**Artistic Accomplishments:** A poet. Most recently published in *Odyssey*, Oakland University's magazine of the humanities. Co-founded the Ujamáa Theatre Workshop, dedicated to works by Afro-American playwrights. Led the Puissance Treize, a student troupe that performed plays in French.



## *Gilbert L. Wedekind* *Engineering*

*"Dr. Wedekind gives his students the analytical tools to tackle problems. He encourages them to formulate theoretical models of physical phenomena as opposed to scrambling around for ready-made text book formulae. And he takes special care in conveying these ideas in an extremely lucid manner.*

*"He has a knack for seeing the connection between apparently unrelated problems. Many times he presents in class the problems he encounters in research. He carries his teaching philosophy into research and vice versa—and that's not an easy thing to do."*

Bhushan L. Bhatt is associate professor of engineering and associate dean of Oakland's School of Engineering and Computer Science. He earned his Ph.D. ('78) under Gilbert Wedekind and has been his partner in researching fluid and thermal sciences.

Since the 1970s, a new technique has reshaped engineering practices: the systems approach. This problem-solving method aids in goal setting, which helps make Gil Wedekind an effective teacher.

*Formulate the problem:* "Good engineering requires the creative interaction of both theoretical and experiential knowledge," Wedekind says. "How can students gain experiential knowledge?"

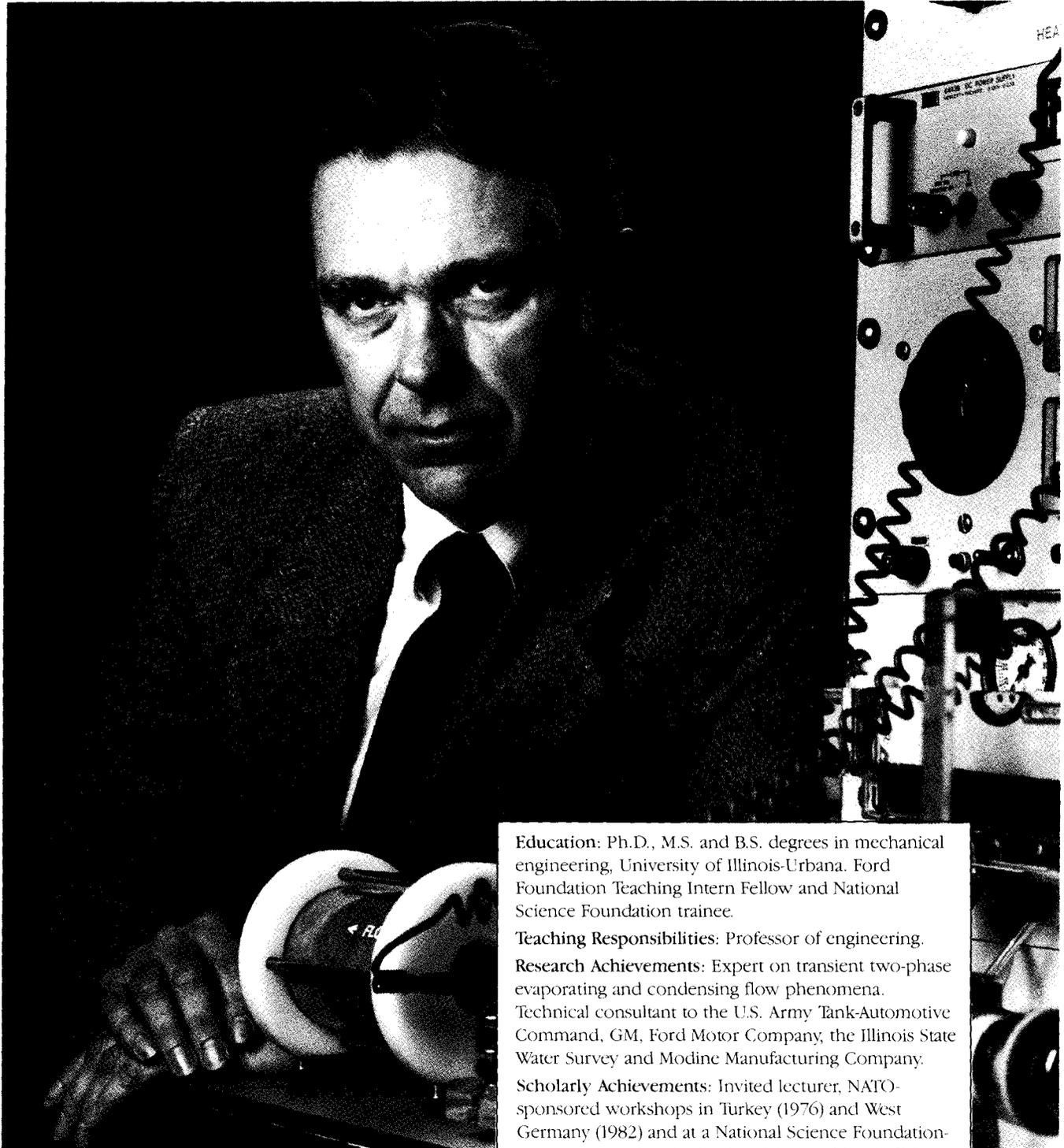
*Gather and evaluate information:* "The laboratory is the students' link between the abstract and the real. I work very hard to develop lab experiments that are integrated into the subject material—not just hung on the end of a course. I look for those problems which will generate the greatest amount of student interest."

*Develop potential solutions:* "What students hear at the beginning of the week, they experience later in the laboratory. This reinforces their understanding and convinces them experientially that the theory or fundamental principle is valid."

*Identify the best solution:* "My experiences, both as a student and as a teacher, indicate that effective teaching involves, among other things, a genuine enthusiasm for the subject and visible credibility as a teacher. If you know that what you have to teach is good, and if you can get the students' attention, then you'll be able to communicate with them."

*Implement/communicate the solution:* Wedekind played a major role in developing Oakland's fluid and thermal sciences labs and won partial funding for the facilities with National Science Foundation grants. Many of his experiments enliven undergraduate fluid and thermal sciences courses.

*Establish performance standards:* "In class, I try to demonstrate to students a way of approaching engineering problems. In senior engineering design projects, I never give students a problem to which I know the answer. And, right off, I tell them so. Therefore, students solve problems that, prior to their work, didn't have known answers. Such experiences help build tremendous confidence."



**Education:** Ph.D., M.S. and B.S. degrees in mechanical engineering, University of Illinois-Urbana. Ford Foundation Teaching Intern Fellow and National Science Foundation trainee.

**Teaching Responsibilities:** Professor of engineering.

**Research Achievements:** Expert on transient two-phase evaporating and condensing flow phenomena.

Technical consultant to the U.S. Army Tank-Automotive Command, GM, Ford Motor Company, the Illinois State Water Survey and Modine Manufacturing Company.

**Scholarly Achievements:** Invited lecturer, NATO-sponsored workshops in Turkey (1976) and West Germany (1982) and at a National Science Foundation-sponsored seminar in the People's Republic of China (1984).

**Honors:** Named a distinguished faculty member by the Michigan Association of Governing Boards of Colleges and Universities (1986).



## *Arun K. Roy* *Biology*

*"The hallmark of his career is that he's a highly creative researcher. Not everyone has the ability to be a leader in their field. Dr. Roy does. He shows the way. He opens up new angles and new directions.*

*"When you're imaginative and ahead of the pack, other people need time to catch up to you. They may fail to see the importance of your work at first, since they've been thinking along other lines. It's not easy to buck the trends. Dr. Roy has tremendous confidence in his work and his findings. He's not afraid to stand alone."*

Bandana Chatterjee, associate professor of chemistry, collaborates regularly with Arun Roy. Her research on the molecular basis of gene regulation in aging and disease has been funded by the National Institutes of Health and the American Heart Association.

The mystery of the unknown still works its magic on Arun Roy. "I've actually heard him yell 'Eureka!' when something turns out to be as promising as it first appeared," says a research associate in his lab.

"I'm excited about every bit of my work," Roy explains. "One of my greatest thrills is that when I find something I've long been looking for, I'm the only one at that moment who knows it. Nobody else has ever known what I've found. Then, I feel one step closer to God. It's very satisfying."

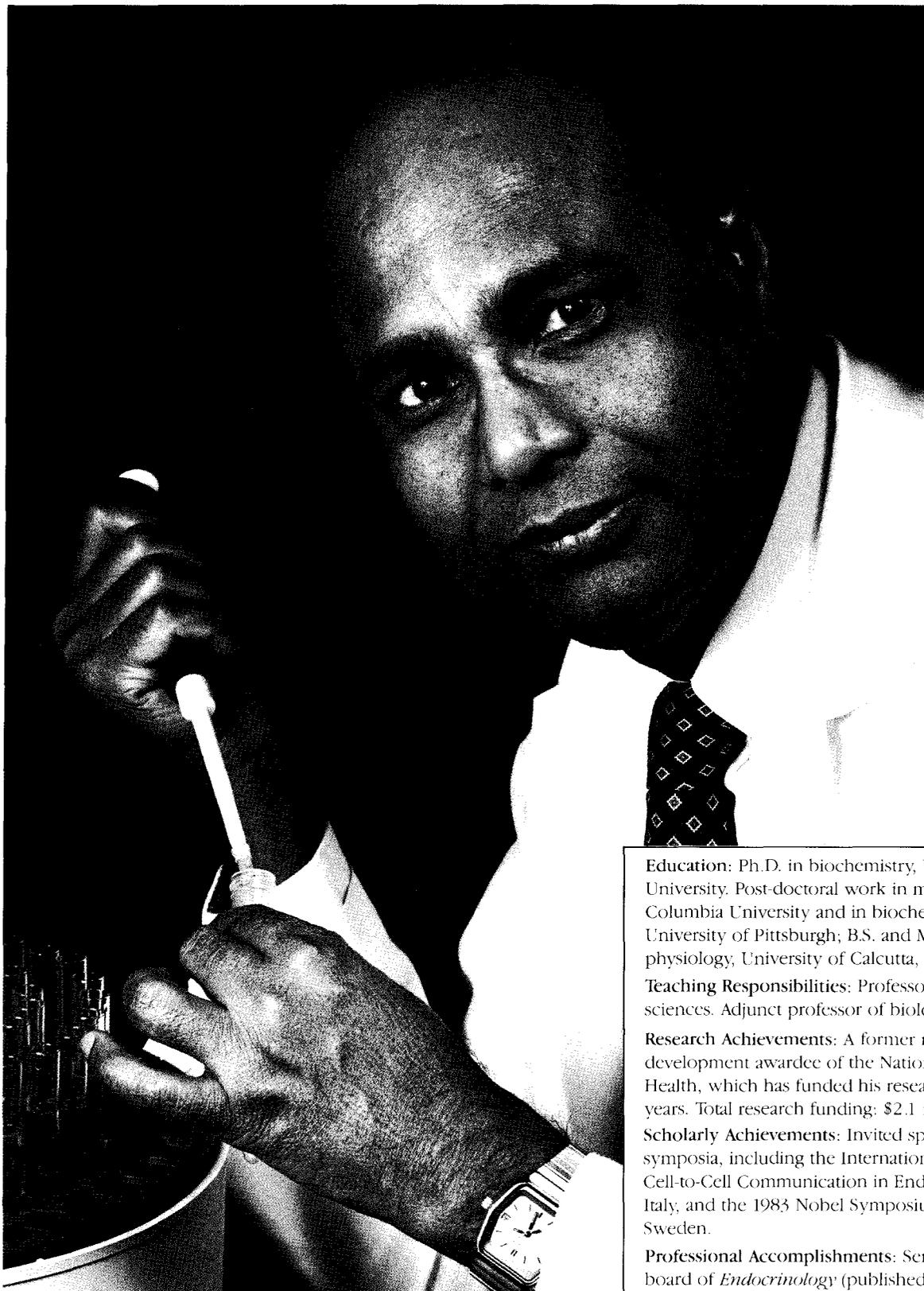
There's a lot of excitement in Roy's lab, and it is focused on alpha<sub>2u</sub> globulin, a liver protein Roy himself discovered while still a graduate student.

Using alpha<sub>2u</sub> globulin as a signpost, Roy and his colleagues study age-related hormonal influences on the gene that produces the protein. Primarily because of their efforts, the hormonal regulation of alpha<sub>2u</sub> globulin has become one of the most important mammalian models for scientists exploring the molecular mechanism of hormone action.

Ultimately, their work could lead to an understanding of how to delay a person's genetic time clock to prolong the adult years and delay the onset of old age.

Roy and his team of seven researchers also are leading the way in a whole new area: cell-to-cell communication, through which cells share information on which protein to synthesize—and when.

"We've been quite successful, and that makes our work more exciting and fun," says Roy. "Any novel finding provokes more questions. The puzzle is so complex—the discovery of each piece leads you deeper and deeper into the realm of unknown."



**Education:** Ph.D. in biochemistry, Wayne State University. Post-doctoral work in molecular biology at Columbia University and in biochemistry at the University of Pittsburgh; B.S. and M.S. degrees in physiology, University of Calcutta, India.

**Teaching Responsibilities:** Professor of biological sciences. Adjunct professor of biology, Wayne State.

**Research Achievements:** A former research career development awardee of the National Institutes of Health, which has funded his research for the past 17 years. Total research funding: \$2.1 million (all sources).

**Scholarly Achievements:** Invited speaker at many symposia, including the International Symposium on Cell-to-Cell Communication in Endocrinology, Florence, Italy, and the 1983 Nobel Symposium in Karlskoga, Sweden.

**Professional Accomplishments:** Serves on the editorial board of *Endocrinology* (published by the American Endocrine Society). Member of the grant review panel of the National Institutes of Health. Has chaired site visit teams at various national cancer research centers.

**Honors:** One of 12 finalists for the 1988 Sandoz Prize for Gerontology Research, Basel, Switzerland.



## *David J. Downing Mathematics*

*"He's probably the best professor I've had at Oakland or at the other colleges I've been to. He comes to class totally prepared. He knows exactly what he's talking about, and all his examples are worked out ahead of time, which is not the case with some math professors. His lecturing style is interesting. He's an excellent teacher.*

*"As an adviser, he's very caring, very empathetic. When my mom died, I felt he really cared about me; he was very helpful, very understanding. And he will go to bat for you. I was real sad to hear he's going into administration — not sad for him, but for the students. It's a loss to the math department."*

Dave Tomczyk, a Rochester, Michigan, senior, is a Ford Motor Company/Oakland University Cooperative Scholar who conducts statistical process control analysis on engine prototypes at Ford.

The class is subdued today: students are facing their first quiz of the term.

And in this introductory statistics course, the first quiz is especially frightening to those with math anxiety.

David Downing combats his students' math fears with reassurance, encouragement and frequent assignments. His arsenal includes another weapon: reality. Placing math in the context of real-world issues, Downing makes his subject come alive—whether it's linear algebra or statistical inference.

"I show them how math affects their everyday lives," he says. "Once they start seeing that, they relax . . . and learn."

Fear of and apathy toward math aren't new, Downing notes—just more forcefully expressed. And while he enjoys teaching upper-level courses to math enthusiasts, he takes equal satisfaction from helping beginning students gain their math "legs."

Says he: "In my estimation, the key to overcoming math anxiety is developing confidence. Many people come into math classes convinced they are not going to do well. That can be a self-fulfilling prophecy."

Today he shows the class how to control random factors in a laboratory experiment, then turns the discussion to a larger issue.

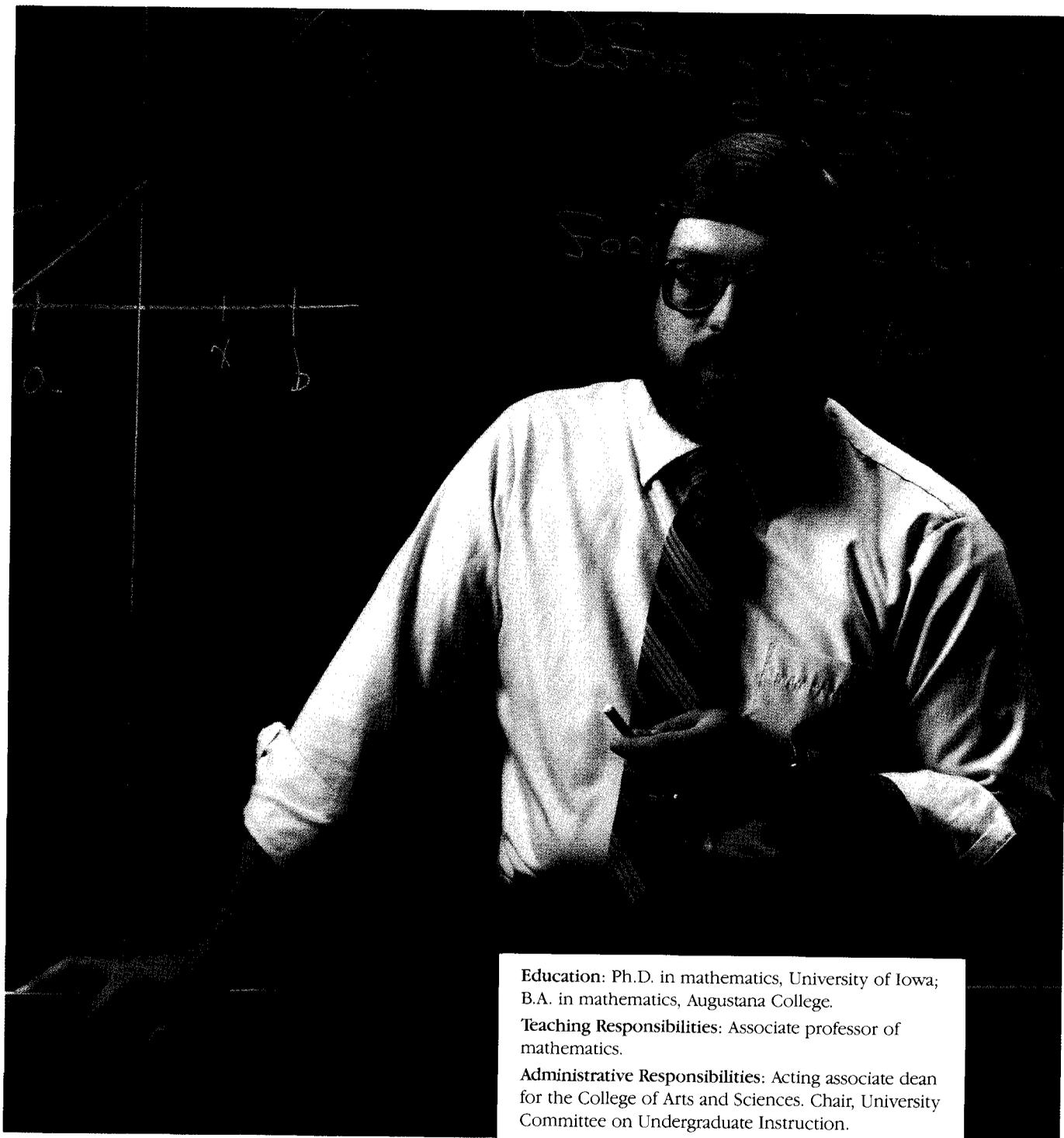
"What *about* lab experimentation on animals?" he asks. "What degree of suffering is there in a given experiment, and is that suffering justified? Is the net goal something that should be factored into our considerations?"

Subtly he weaves together the statistics principles of the day's lesson with issues many grapple with daily.

"Where are we going to draw the line?" he adds. "*This* class makes no attempt to draw the line, only that you need to be aware that a line needs to be drawn.

"Okay. Are there any more questions? . . ."

It's quiz time.



**Education:** Ph.D. in mathematics, University of Iowa; B.A. in mathematics, Augustana College.

**Teaching Responsibilities:** Associate professor of mathematics.

**Administrative Responsibilities:** Acting associate dean for the College of Arts and Sciences. Chair, University Committee on Undergraduate Instruction.

**Research/Scholarly Achievements:** His studies of nonlinear functional analysis and fixed point theory have led to publication of articles in *Contemporary Mathematics*, *The Pacific Journal of Mathematics* and *The Journal of Nonlinear Analysis*.

**Honors:** Invited participant, 1985 NATO Advanced Study Institute in Nonlinear Functional Analysis, Maratea, Italy. Named a distinguished faculty member by the Michigan Association of Governing Boards of Colleges and Universities (1984).



## *Sheldon L. Appleton Political Science*

*"I took a course from Shelly Appleton in U.S. foreign policy and it changed my life. The course was case studies where you'd take a position on a situation—say, the bombing of Pearl Harbor. He'd present the theory and then the actual cases.*

*"It wasn't going into a class and listening to a lecture. This was really delving into an event and thinking it out. You could take any position you wanted, but you had to defend it. The evaluation of your class work was based on how well you defended your position. He challenged us to be analytical thinkers.*

*"Shelly Appleton played a significant role in my whole career. I view him as a turning point of where I am today."*

Dolores Kefgen, a 1975 graduate of Oakland, is director of business planning for financial systems at UNISYS Corporation, Detroit.

*I*t's a situation Shelly Appleton relishes.

Students in his political science class are arguing, really arguing with each other. What is the role of law in the state? Why observe a law if it's a bad law?

Appleton asks a student to defend her position: "What are the implications of your statement? Push that idea." To another he says, "Define 'immoral.' What do you mean?"

He's quiet as one student speaks.

The student notes that laws maintain an orderly society for public gain. That we benefit by living in a society regulated by law, so we can't flout laws when it's convenient. That when laws are violated, people invite problems which can only be settled by force. The fabric of our society begins to unravel. Therefore, it's crucial that we uphold laws.

When class ends, Appleton pulls the student aside.

"Did you read the Platonic dialogues where Socrates debates this with Crito?" Appleton asks. The student shrugs. Plato? Crito?

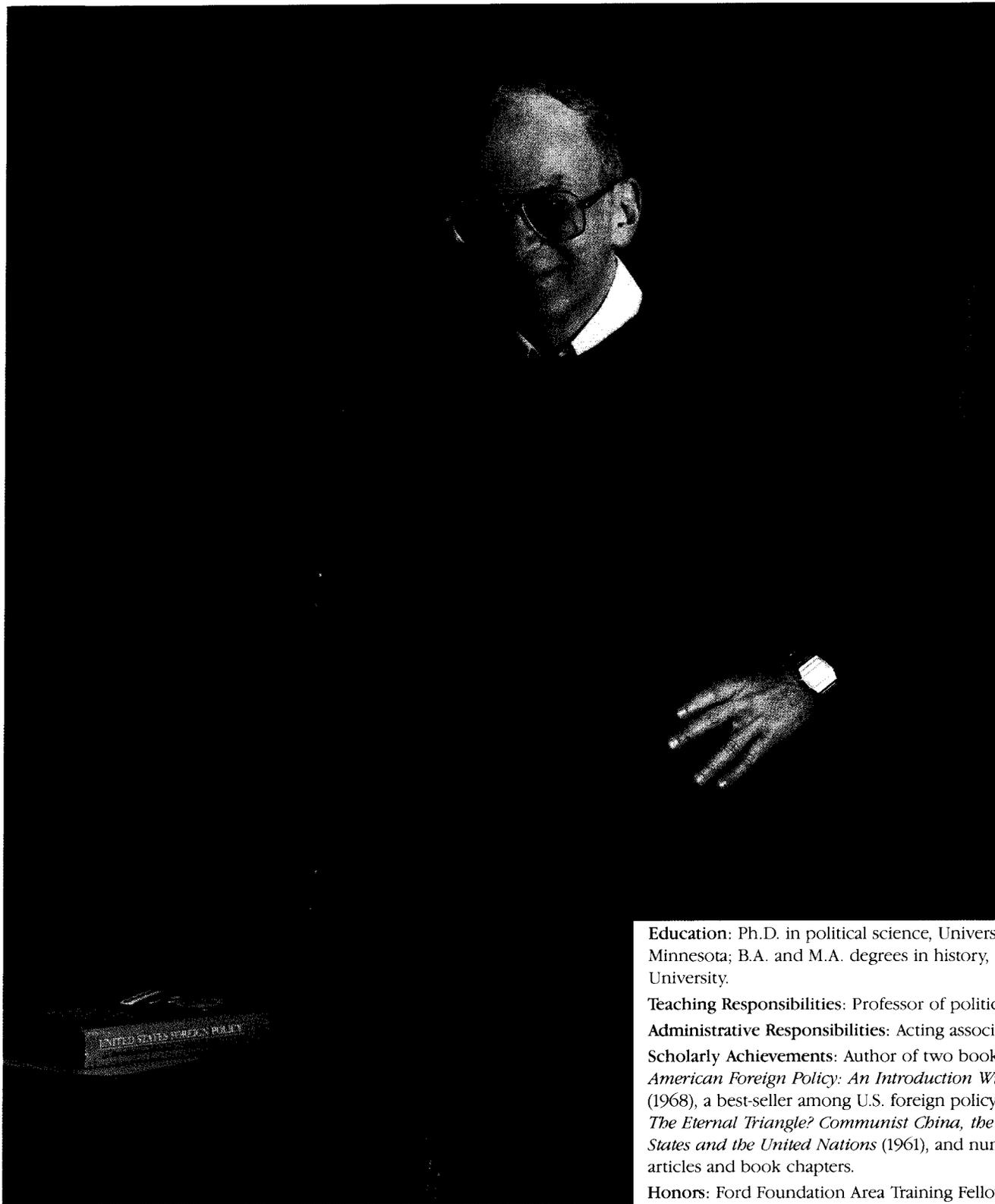
"You're making an argument that's very much like the one Socrates made 2,500 years ago and I'm very impressed," Appleton says. "Here's one of the greatest minds in Western civilization and you're making his argument."

The student grins and turns to leave.

"You ought to keep thinking," Appleton calls after him. "You're good at it."

"That's an exciting moment," Appleton nods. "This is no brilliant student. A good, solid student, but not brilliant. And this argument comes out of his soul. He'll keep it much longer because he created it.

"Now this follows weeks of anguish. But I think it's better to ask the right questions than to memorize the right answers."



**Education:** Ph.D. in political science, University of Minnesota; B.A. and M.A. degrees in history, New York University.

**Teaching Responsibilities:** Professor of political science.

**Administrative Responsibilities:** Acting associate provost.

**Scholarly Achievements:** Author of two books, *American Foreign Policy: An Introduction With Cases* (1968), a best-seller among U.S. foreign policy texts, and *The Eternal Triangle? Communist China, the United States and the United Nations* (1961), and numerous articles and book chapters.

**Honors:** Ford Foundation Area Training Fellow in U.S./China relations (late 1950s); Fulbright-Hays Fellow to East Asia (1967). Named Outstanding Educator by the Michigan Association of Governing Boards of Colleges and Universities (1983). Nominated for teaching award during visiting professorship at University of Hawaii (1969-70).

# 1987 in Brief

## **University Completes First Phase of Capital Campaign**

One year after officially launching the first capital campaign in its history, Oakland University announced the successful completion of the campaign's first phase: to raise \$10 million in capital funds for university programs. Gifts and pledges to the campaign, as of November 1987, tallied \$10.2 million.

*A Share in the Vision: The Campaign for Oakland University* is designed to strengthen Kresge Library, scientific and computer technology and the university's academic, cultural and community service programs. The second phase of the campaign, to increase annual giving by \$5 million over the next five years, is under way.

In meeting its goal, the university raised \$3.5 million for the expansion of Kresge Library, and qualified for a Kresge Foundation Challenge grant of an additional \$1 million.

"The success of the first phase of the campaign indicates the widespread support Oakland enjoys in the community," said Eugene A. Miller, president of Comerica Incorporated and chairman of the campaign committee. "I also believe the tangible outpouring of faith in this institution will lead to success for the second phase of the campaign."

## **String Quartet Wins Acclaim**

Oakland's Lafayette String Quartet added Italy and West Germany to its performance agenda in 1987-88 by winning a year-long fellowship to the Eastman School of Music in Rochester, New York.

Through the fellowship, which took effect in September, Oakland's string-quartet-in-residence competed in the Paolo Borciani International String Quartet Competition in Italy. The group will also serve a month-long term as string-quartet-in-residence at the Inter-

national Institute for Chamber Music in Munich, West Germany.

While at Eastman, the quartet will study with members of the Cleveland String Quartet and perform recitals. The group will maintain its ties with Oakland University and the Center for Creative Studies-Institute of Music and Dance in Detroit.

Formed three years ago, members of the quartet are violist Joanna Hood, cellist Pamela Highbaugh, and violinists Sharon Stanis and Ann Elliot.

## **External Support Reaches Record High**

More than \$6 million in external funding was secured during fiscal year 1986-87 to support research, academic and student service projects, up \$293,061 from 1985-86.

Although funding from business, industry and state agencies increased over the previous year, federal agencies still provide 65 percent of the university's external support in these areas. Other sources of support include the National Institutes of Health, the National Science Foundation, state and local agencies and private foundations.

## **Ford Extends Statistical Quality Control Contract**

The Ford Motor Company Engine Division has renewed its statistics quality and processing control training contract with Oakland's Department of Mathematical Sciences.

The \$285,000 1987-88 contract provides for consulting, education and research services. Under the arrangement, Professor Harvey J. Arnold, principal investigator, and several other faculty members in the department teach, consult and supervise activities at Ford sites.

In addition, seven graduate cooperative scholars and three undergraduate cooperative scholars serve internships at six Ford locations in the Detroit and Windsor areas.

## **Kresge Library Addition Breaks Ground**

The expansion ground breaking for Kresge Library took place in December 1987. Hosted by University President Joseph E. Champagne and the Oakland University Board of Trustees, the ground breaking signified the start of the library's physical renaissance.

As part of an \$11.5 million project, north and south wings will be added to the library. The extra 70,000 square feet will allow for more study carrels, a computer study lab, a computerized library system and improved facilities for handicapped users.

The expansion is funded both by \$7 million from the State of Michigan and \$4.5 million from the Campaign for Oakland University. About \$1 million will go toward an endowment for library acquisitions.

## **New Deans Named for Engineering and Health Sciences**

Robert M. Desmond, formerly director of the Center for Imaging Science at the Rochester Institute of Technology (RIT), was appointed dean of Oakland University's School of Engineering and Computer Science in January 1987.

While at RIT, Desmond also served as executive director and member of the board of directors of the RIT Research Corporation, as head of the Mechanical Engineering Department and as a professor. He holds a Ph.D. in mechanical engineering from the University of Minnesota.

Ronald E. Olson, named dean of the School of Health Sciences in August 1987, brings to Oakland University a strong record of accomplishment in the health-behavioral science field. Former assistant dean for research at the University of Illinois at Chicago, Olson coordinated the development and

implementation of graduate programs in several fields during his tenure. He also served as chief psychologist for the Temporomandibular Joint and Facial Pain Research Center in the university's College of Dentistry.

## ***Oakland Awards First Doctorate in Biomedicine***

James H. Mattiello of Oak Park, Michigan, has become the first student to earn a Ph.D. in biomedical sciences through Oakland's three-track program in medical physics, cellular biology of aging and environmental chemistry.

Mattiello, who is now doing post-doctoral work at Harper Hospital, participated in a research project between Oakland and Henry Ford Hospital aimed at removing malignant tumors from animals in an effort to learn new ways to treat human patients. He also built a laser system that is used at Ford Hospital to treat patients with cancer of the bladder and larynx.

Mattiello holds undergraduate and master's degrees in physics from the University of Michigan. His doctoral specialty is in medical physics.

## ***Trustees Name Hall's Director Emeritus Dean***

One of the university's charter professors has been given the title of emeritus dean by the Oakland University Board of Trustees.

Lowell Eklund was named emeritus dean of continuing education on his retirement November 1, 1987. Eklund, who was both dean of continuing education and executive director of Meadow Brook Hall, will continue to serve the university as a consultant to the Hall.

Eklund was instrumental in turning the 100-room mansion into a nationally known conference center and tourist attraction. His work in continuing education was recognized by former President Jimmy Carter, who named Eklund to a national advisory panel on continuing education.

## ***Pioneers Earn Honors, Four Titles in Banner Year***

Seventeen Oakland University athletes earned 44 All-America honors and led their teams to four individual All-GLIAC (Great Lakes Intercollegiate Athletic Conference) titles during 1986-87.

Oakland's men's swim team won its tenth consecutive GLIAC championship last year en route to a second place finish in the NCAA Division II championships. Senior Steve Larson of Kentwood, Michigan, won the national championship in the 100-yard backstroke and junior Mark VanderMey of Grandville, Michigan, defended his title in the 100-yard breaststroke. VanderMey, who also finished third in the 200-meter breaststroke at the U.S. World Swimming Trials, went on to compete in the Goodwill Games in Moscow. He was the first American to finish in both the 100- and 200-meter breaststroke events. Eleven other swimmers received All-America honors. Oakland freshman Hilton Woods of Curacao, won a bronze medal in the 50-meter freestyle, representing the Netherland-Antilles at the 1987 Pan American Games in Indianapolis.

The women's swim team also placed in NCAA Division II tournament competition, taking eleventh place. Three women on the team earned All-America honors.

Oakland's men's soccer team, with four players earning All-Midwest Honors, took second nationally in NCAA Division II tournament competition. Gray Hazel of Monrovia, Liberia, received All-America honors.

The men's basketball team, winning a record 20 games, had its best season ever last year, finishing fourth in the conference.

## ***SBA Students Host Business Forum***

Pulitzer Prize-winning writer David Halberstam, brought to Oakland by students in the School of Business Administration, addressed more than 600 business executives and students at a luncheon on campus in October 1987.

The reporter—known for his work

on the Vietnam War—spoke on "The Reckoning: Made in America—or Japan?"

Halberstam was featured speaker for the second annual Business Forum, originated by a student organization in the SBA and supported in part by Ameritech Publishing, Inc. Last year *Megatrends* author John Naisbitt spoke on "Re-Inventing the Corporation."

## ***Oakland Technology Park Develops***

GMF Robotics, SecureData, Inc., and the U.S. Auto Suspension headquarters for GKN, Inc., have officially opened their doors in the Oakland Technology Park.

The 1,100-acre research and development technology park, located just southwest of the university, is now home to GKN's 110,000-square-foot U.S. headquarters; GMF Robotics' 200,000-square-foot world headquarters for research and development; and SecureData's 50,000-square-foot data processing center.

## ***Campaign Gifts Equip New Computer Lab***

Gifts to the Campaign for Oakland University from Comerica Incorporated, Kmart Corporation, AT&T, UNISYS and Michigan Bell have equipped the School of Business Administration with a VAX minicomputer and the networking of all computer workstations.

The powerful VAX minicomputer and 127 new workstations, complete with printers, are now located in Varner Hall. When fully configured, the network will give faculty and students access from their workstations to the VAX, the university's Honeywell mainframe computer, a new on-line library catalog system, the MERIT network of Michigan universities, and other computer networks and data bases.

Additionally, the network provides electronic mail and computer conferencing capabilities. Through student PC labs and dial-up access, alumni also are able to use the network's resources.

## ***Oakland's Fulbright Professors Study Around the World***

Several faculty members were awarded prestigious Fulbright awards during 1986-87.

W. Patrick Strauss, professor of history, won a Fulbright lectureship in American studies for the 1986-87 academic year to Shanghai International Studies University, the People's Republic of China.

Strauss was previously awarded two Fulbright lectureships to the University of Hong Kong.

Faculty members Kevin J. Murphy, Frank J. Lepkowski and Donald E. Morse have been awarded Fulbrights for the 1987-88 academic year.

Murphy, associate professor of economics, will lecture and conduct research in Ireland. Lepkowski, assistant professor, University Library, is lecturing in the library of science at Universidad Centroamericana, Managua, Nicaragua, on a Fulbright grant. Morse, professor of English, is teaching American literature at the Kossuth University in Debrecen, Hungary.

Fulbright awards allow recipients to teach and conduct research in other countries, promoting better understanding between the peoples of the United States and the world.

## ***Sharf, Chunovich Named New Trustees***

Stephan Sharf and Larry W. Chunovich have been appointed to eight-year terms on the Oakland University Board of Trustees by Michigan Governor James J. Blanchard.

Sharf and Chunovich replace Alex C. Mair, retired vice president of General Motors Corporation, and attorney Wallace D. Riley of Riley & Roumell.

Sharf, co-chair of the major gifts committee of the Campaign for Oakland University, retired in 1986 from Chrysler Corporation as executive vice president of international business development. He is now president of Sharf International Consultant

Associates, chairman of Industrial Development Systems and is a consultant for several organizations. He also is a vice president of the Oakland University Foundation.

Chunovich has been president of the Michigan Education Association since 1983. His career includes various posts with Southfield Schools, the Southfield Education Association, the National Education Association and the MEA. He also has been vice chairman and chairman of Delta Dental Plan.

## ***Fuld Trust Lauds Nursing Program***

Oakland University's School of Nursing has been recognized by a New York City trust for its outstanding training of undergraduate nurses in the field of bedside care.

The Helene Fuld Health Trust grant of \$59,225 provided for the purchase of computer and audiovisual materials for the nursing school's Learning Resource Library.

Together with \$50,000 from other university funds, the grant has made possible purchase of computer and video-tape instructional components and updating of laboratory instructional materials.

## ***Award Creates McGregor Chair in Arts and Humanities***

The McGregor Foundation has awarded Oakland University \$75,000 a year for the next three years to create a distinguished professorship for the College of Arts and Sciences. The gift was made through the Campaign for Oakland University to the university's Honors College.

A distinguished scholar, visual artist or performing artist will be appointed to the post each year. Virgil Thomson, renowned composer-critic, has been named Oakland University's first McGregor Professor of the Humanities and Arts. He will share his talents with Oakland students and faculty beginning in the spring of 1988.

## ***Williams Joins Honors College***

G. Mennen Williams, former governor of Michigan and retired chief justice of the Michigan Supreme Court, has been appointed distinguished university professor and special assistant to Oakland University President Joseph E. Champagne.

Since his appointment to the Honors College, Williams has taught a course in leadership, in the process bringing respected leaders to speak at the university, including Michigan Lt. Governor Martha Griffiths and former UAW President Doug Fraser.

As special assistant to the president, Williams will work on institutional development and advancement.

## ***Gilders to Build Fund for Hall's Preservation***

The Preservation Council of Meadow Brook Hall, spearheaded by Mr. and Mrs. Roger B. Smith, chairman of General Motors, has announced plans to build a \$2 million fund for preserving the cultural center.

The announcement came at a fall meeting honoring Gilders of Meadow Brook Hall, an organization for major contributors to the preservation effort. The meeting marked the creation of the Pegasus Society, for Gilders who wish to extend their contributions beyond the levels of Gold Key or President's Club Gilders.

# Financial Highlights

	1986-87	1985-86	% Increase (Decrease)
<b>Summary of Current Funds Revenues and Expenditures:</b>			
<b>GENERAL FUND REVENUE:</b>			
Student Fees	\$17,804,000	\$17,051,000	4.4%
State Appropriations	29,406,000	27,169,000	8.2%
Other	<u>1,758,000</u>	<u>1,669,000</u>	5.3%
<b>TOTAL GENERAL FUND REVENUE</b>	<u><b>48,968,000</b></u>	<u><b>45,889,000</b></u>	6.7%
<b>DESIGNATED FUND REVENUE</b>	<u><b>2,964,000</b></u>	<u><b>2,715,000</b></u>	9.2%
<b>AUXILIARY ACTIVITIES FUND REVENUE:</b>			
Bookcenter	2,618,000	2,369,000	10.5%
Residence Halls	5,099,000	4,858,000	5.0%
Meadow Brook Music Festival	2,296,000	2,393,000	(4.1%)
Meadow Brook Theatre	1,517,000	1,385,000	9.5%
Meadow Brook Hall	1,444,000	1,442,000	0.1%
Katke-Cousins Golf Course	770,000	765,000	0.7%
Other	7,025,000	6,311,000	11.3%
Elimination of Rebilled Services	<u>(4,656,000)</u>	<u>(4,264,000)</u>	9.2%
<b>TOTAL AUXILIARY ACTIVITIES FUND REVENUE</b>	<u><b>16,113,000</b></u>	<u><b>15,259,000</b></u>	5.6%
<b>EXPENDABLE RESTRICTED FUND REVENUE</b>	<u><b>7,107,000</b></u>	<u><b>7,265,000</b></u>	(2.2%)
<b>TOTAL REVENUES</b>	75,152,000	71,128,000	5.7%
<b>TOTAL EXPENDITURES AND TRANSFERS</b>	<u><b>(75,419,000)</b></u>	<u><b>(70,387,000)</b></u>	7.1%
<b>REVENUES OVER EXPENDITURES AND TRANSFERS</b>	<u><b>\$ (267,000)</b></u>	<u><b>\$ 741,000</b></u>	
<b>EMPLOYEE COMPENSATION (ALL FUNDS)</b>	<b>\$49,624,000</b>	<b>\$45,197,000</b>	9.8%
<b>MARKET VALUE OF ENDOWMENT FUND</b>	<b>\$ 2,672,000</b>	<b>\$ 2,375,000</b>	12.5%
<b>INVESTMENT IN PHYSICAL PROPERTIES</b>	<b>\$93,352,000</b>	<b>\$90,635,000</b>	3.0%
<b>LONG-TERM INDEBTEDNESS</b>	<b>\$ 5,892,000</b>	<b>\$11,268,000</b>	(47.7%)
<b>DEBT SERVICES PAYMENTS</b>	<b>\$ 3,682,000</b>	<b>\$ 1,229,000</b>	299.6%
(includes early repayment of \$2,528,000 to retire three residence hall debt issues in 1986-87)			

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