

Archives

LD

4142

.0342

A2

1972-73

c.2

OAKLAND UNIVERSITY

1973 ANNUAL REPORT

new undergraduate programs — language arts ... human resource development ...
physical education ... health-medical behavioral sciences ... gerontology ...
metropolitan and regional communication ... public administration ... social justice and
corrections ... public and societal systems ... metropolitan studies ... operations
research ... environmental health technology ... medical physics ... medical technology
... nursing ... physicians assistant ... computer sciences ... radio/TV/film ... speech
communication ... journalism ... theatre/arts ...

graduate program development — counseling and guidance ... history ... early
childhood education ... fine arts ... management ... biology ... area studies ...

undergraduate evening majors — english ... history ... political science ...
psychology ... sociology and anthropology ... speech communication ... engineering ...
human resource development ... management ...

new undergraduate programs — language arts ... human resource development ...
physical education ... health-medical behavioral sciences ... gerontology ...
metropolitan and regional communication ... public administration ... social justice and
corrections ... public and societal systems ... metropolitan studies ... operations
research ... environmental health technology ... medical physics ... medical technology
... nursing ... physicians assistant ... computer sciences ... radio/TV/film ... speech
communication ... journalism ... theatre/arts ...

graduate program development — counseling and guidance ... history ... early
childhood education ... fine arts ... management ... biology ... area studies ...

undergraduate evening majors — english ... history ... political science ...
psychology ... sociology and anthropology ... speech communication ... engineering ...
human resource development ... management ...

new undergraduate programs — language arts ... human resource development ...
physical education ... health-medical behavioral sciences ... gerontology ...
metropolitan and regional communication ... public administration ... social justice and
corrections ... public and societal systems ... metropolitan studies ... operations
research ... environmental health technology ... medical physics ... medical technology
... nursing ... physicians assistant ... computer sciences ... radio/TV/film ... speech
communication ... journalism ... theatre/arts ...

graduate program development — counseling and guidance ... history ... early
childhood education ... fine arts ... management ... biology ... area studies ...

undergraduate evening majors — english ... history ... political science ...
psychology ... sociology and anthropology ... speech communication ... engineering ...
human resource development ... management ...

OAKLAND UNIVERSITY
KRESGE LIBRARY
ROCHESTER, MI 48309-4484

OAKLAND UNIVERSITY BOARD OF TRUSTEES

Ruth H. Adams, Birmingham	Term expires August 11, 1974
Leland W. Carr, Jr., East Lansing	Term expires August 11, 1978
Marvin L. Katke, Bloomfield Hills	Term expires August 11, 1978
David B. Lewis, Belleville	Term expires August 11, 1980
Ken Morris, Troy	Term expires August 11, 1974
Arthur W. Saltzman, Franklin (Vice Chairman)	Term expires August 11, 1976
Alan E. Schwartz, Detroit	Term expires August 11, 1980
Otis M. Smith, Detroit (Chairman)	Term expires August 11, 1976

Donald D. O'Dowd, *President*

John De Carlo, *Secretary*

Robert W. Swanson, *Treasurer*

Mrs. Roger M. Kyes, trustee emeritus

NON-CIRCULATING

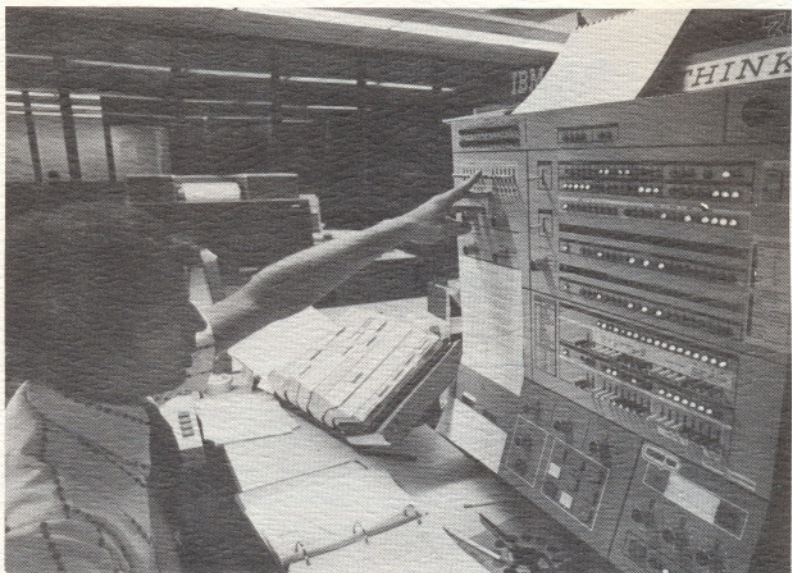
While much of the activity of the university during any given year cannot be measured in quantitative terms, an insight into the scope of the institution and its programs can be obtained from statistics that surface from time to time. From the registrar's office came the following data on the 1972-73 year:

5,540 new students were enrolled for at least one course during the year.

12,058 transcript requests were processed.

1,123 undergraduate and 222 graduate degrees were conferred, bringing the total number of Oakland alumni to 6,856.

12,280 different students were registered for classes during at least one semester of the year. The largest headcount was winter semester, when 8,365 students were enrolled.



The new and the old — one piece of equipment that will receive plenty of use with the new curricular developments is the computer (above). One old hassle will also be around: the rush to buy books for courses (below).



ACADEMIC AFFAIRS

This was the year of curricular expansion. Although many issues and events dotted the 1972-73 calendar, this one area of activity was dominant during Oakland University's fourteenth year of operation. As a result of efforts this past year, eighteen new program options will be available in 1974-75. In addition, several new programs were implemented during the 1972-73 year as Oakland moved toward its long-range goal of becoming an academically diverse, medium-sized university.

The fields of health science and communication head the list of new curricula. Three health science majors — medical technology, environmental health, and medical physics — were approved by the College of Arts and Sciences and will be under way this fall. Preliminary work continues on a physician's assistant program, which is expected to be approved in time for the 1974-75 academic year. Perhaps the most significant of the health science programs is the prospective nursing degree. Late in the year, Providence Hospital contacted the university in regard to taking over the general education component of Providence's two-year nursing degree and beginning a cooperative effort to build a bachelor of science nursing degree at Oakland University. As a result, 300 nursing students will be taking nonclinical courses at Oakland this fall and a full nursing program is being planned for 1974. The development of the health science programs has been the responsibility of a special university committee chaired first by Professor Clifford V. Harding and later by Professor Moon J. Pak. The committee worked closely with the Oakland Health Education Program, a consortium of hospitals, universities, and other medical groups.

The Department of Speech Communication, chaired by Professor Adeline Hirschfield-Medalia, served as the base for new programs in communication arts. The department, established officially a year ago,

won approval to begin offering a major in Speech Communication. Two separate committees developed concentrations in journalism and theatre arts complementary to the Speech Communication major. Both programs, which will be initiated this fall, rely heavily on existing university strengths. The resources of the Student Enterprise Theatre, professional Meadow Brook Theatre, and Studio Company of the Academy of Dramatic Art will be utilized in the new theatre arts concentration. Recognizing the university's basic strength in the liberal arts, the journalism concentration will require a full major in another discipline along with the university's general education requirements and a minimum of vocational training. A bachelor's program in radio-television and film is being planned for 1974.

The third major area of curriculum innovation was in human resource development and the applied social sciences. Although the original proposal for these programs called for a new school to administer the curricula, final approval for the programs came in pieces and, as a result, they were located in various academic units of the university. A new bachelor's degree in Human Resource Development will be offered in the School of Education this fall, Community Service courses will come under the jurisdiction of the new Center for Human and Community Development, and several departments in the College of Arts and Sciences have added concentrations in applied social sciences.

The surge of activity in curriculum development can be traced to the appointment one year ago of George T. Matthews as Vice Provost. Matthews, long-time dean of the College of Arts and Sciences, was appointed to the Vice Provost's position on July 1, 1972, by Provost Frederick W. Obear. Matthews' primary assignment during the year was to generate ideas for new programs and to coordinate the various faculty committees that worked on additions to the curriculum.

While curriculum development was the prevailing concern during the year, another academic venture deserves special mention. In order to develop a continuing relationship with area community colleges, the university created a full-time position for a community college liaison. William H. Jones, who previously served the university in the Admissions office and the Graduate Study office, was named Special Assistant to the President for Community College Relations. While much of his effort during the first year was spent developing communication channels with community colleges, Jones was able to achieve several specific objectives.

In June of 1973, Oakland University signed the Michigan Association of College Registrars and Admissions Officers (MACRAO) transfer agreement. This agreement, signed by several four-year colleges and

universities in the state, smooths the transfer of community college graduates to four-year institutions. In addition to signing the MACRAO agreement, a joint curriculum coordinating committee has been established with Macomb County Community College and a similar committee is being established with Oakland County Community College. These committees are responsible for reviewing new academic programs on the respective campuses, establishing complementary programs whenever reasonable, and avoiding unnecessary duplication of programs.

In addition to the appointments of Jones and Matthews to new positions, there were several other changes in personnel during the year. James E. Davis, Assistant Provost, took a year's leave of absence to participate in an American Council of Education administrative internship and subsequently resigned to take a permanent position at the University of Pennsylvania. New department chairmen include Joseph W. DeMent, English; Peter G. Evarts, Learning Skills; Raynold L. Allvin, Acting Chairman, Music; and Nalin J. Unakar, Acting Chairman, Biological Sciences. In addition, one new dean's position was created, and two other deanships were vacated and filled during the year, as noted in the individual college reports below.

college of arts and sciences

The College of Arts and Sciences was at the center of the curriculum expansion movement. In addition to the work on new programs in health sciences and communications arts, the College developed several new concentrations, expanded its offering of evening college majors, and made considerable progress in the development of new graduate programs. Two of the new concentrations — Judaic Studies and social justice and corrections — will be available during 1973-74, and several more concentrations will be introduced in 1974-75.

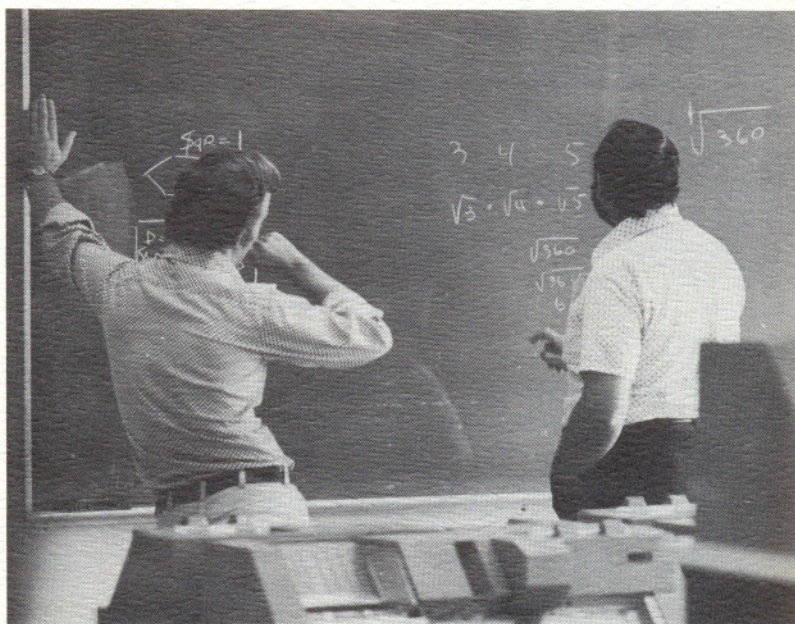
A large portion of the year was spent in the search for a dean to replace George T. Matthews, who became Vice Provost on July 1, 1972. Acting Dean Reuben Torch, a biologist, was the choice for the permanent position and was appointed shortly after the end of the fiscal year. Torch has been at Oakland since 1965 and was previously Associate Dean of the College of Arts and Sciences.

school of education

While undergraduate teacher education enrollment declined last year, the graduate component of Oakland's School of Education grew by more

than fifty percent. This shifting balance between undergraduate and graduate teacher education programs was particularly significant in view of the tight job market for new teachers. Three-fourths of the credit production in Education was at the graduate level last year.

Two programs in the School of Education deserve special mention. One of them is the School Services program, which offers graduate level courses to teachers throughout the southeastern section of the state. Under the direction of Professor Harry T. Hahn, School Services enrolled more than 3,000 students during the year. The second of these programs is the Career Opportunities Program (COP), which is sponsored jointly with the Pontiac School system and the Provost's office. The purpose of COP is to retrain low-income persons for professional teaching positions and, in the process, bolster the educational program of local districts by producing teachers who have experience in working with students from disadvantaged backgrounds. The first 25 COP students completed their degrees this past year, and many of them are now employed in Pontiac and other nearby school districts.



Even with new curricula, hand math calculations and the blackboard are still very much in use.

As with other units of the university, curriculum expansion and revision were central to the efforts of the School of Education last year. Master's programs in Early Childhood Education and Guidance and Counseling were approved; the authority to offer a bachelor's degree in Elementary Education was transferred to the School of Education from the College of Arts and Sciences; and a new bachelor's program in Human Resource Development was approved.

school of economics and management

The School Of Economics and Management moved a step closer to a complete set of offerings during this past year with the approval of its master's program, a commitment to offer an undergraduate Management degree to evening college students, and preparation for several new concentrations in the management program.

The master's program, with approval now secured from all internal and agencies, will begin officially this fall with an enrollment of 50 students. The undergraduate evening college Management major will also be available for the first time this September. The new concentrations being planned include accounting and finance, marketing and consumer behavior, computer-based information systems, organizational behavior, and public sector management. The faculty is also investigating possible interdisciplinary programs involving area studies and political science.

Rapid enrollment growth continued to dominate the Economics and Management program during the year, with a 19 percent increase in credit-hour production over the previous year. A similar growth rate is expected again this coming year.

school of engineering

Three new programs were begun by the School of Engineering during the year. A concentration in computer science was oversubscribed in its initial year, and the faculty responded by expanding the program to a major field of study for 1973-74. The Professional Development Degree, a unique continuing education program for credit designed to bring practicing engineers up to date on new developments in the field, began operation with an initial enrollment of 12 students. Finally, the university's first doctoral program — systems engineering — enrolled its first students after receiving final approval by the State Board of Education.

Another major development in Engineering was the departure of John E. Gibson, who came to Oakland in 1965 as the university's first Dean of Engineering. Dean Gibson left the university at the end of the year to become Commonwealth Professor and Dean of Engineering and Applied Science at the University of Virginia. He had also served at Oakland as the John F. Dodge Professor of Engineering. Shortly after the end of the fiscal year, Paul R. Paslay, professor of engineering at Brown University, was named to succeed Gibson as dean of the school.

Cadet Engineering, a division of the university's Upward Bound program, passed a milestone during the year as its first class completed the program. Eighteen of the original 25 students finished their third year, and nine of those have been admitted to the Oakland University School of Engineering for the fall.

school of performing arts

The Academy of Dramatic Art completed its sixth year, with the total number of graduates increasing to 67 during the year. Many of the graduates of the Academy have joined the Meadow Brook Theatre company, while others are employed in other professional theaters across the country.

A highlight of the year came during the summer of 1972 as the Erick Hawkins Dance Company presented a two-week dance program, sponsored by the summer school and the Meadow Brook Music Festival. The company also performed at the Festival in July, 1972.

One major administrative change occurred during the year as Terrence Kilburn replaced Wilbur W. Kent as Associate Dean of the school. Kent resigned to become the director of Cultural Affairs and general manager of the Meadow Brook Music Festival.

evening program

Following an intensive study by a faculty committee and the University Senate, Oakland began an undergraduate evening program in the fall of 1972. The initial offering of 15 courses was successful, and the number of classes and students enrolled grew substantially during the winter and spring semesters. Off-campus extension courses were offered in Royal Oak and Pontiac.

Dr. Billie DeMont, a staff member in the Urban Affairs Center, was selected as the Dean of the new program last fall. She also was responsible for the 1973 spring and summer sessions on an interim basis.

Further expansion of the evening program is scheduled for 1973-74, with eight undergraduate majors available to students who are enrolled exclusively in the evening. These majors are: Economics and Management, Engineering, English, History, Human Resource Development, Political Science, Psychology, and Speech Communication. In addition, general education courses are available in 14 program areas.

graduate study

Program development and substantial enrollment growth characterized the graduate program during 1972-73. For the first time since 1969 new master's programs were approved: History, Management, Early Childhood Education, and Guidance and Counseling, all of which are scheduled to begin in 1973. Several other new master's programs, including Area Studies, Biology, and Fine Arts, are in various stages of formulation.

Graduate enrollment grew by 25 percent over the previous year, and 278 graduate degrees were awarded during the year. This growth meant that the graduate program was responsible for more than a sixth of the university's Fiscal Year Equated Students (FYES) for the year.

kresge library

The Friends of the Library, a community group that supports the Kresge Library, received national recognition during the year for its annual Glyndebourne Picnic. The picnic, which netted more than \$8,000 for the library in 1972, was cited as an outstanding public relations program by the American Library Association and the Friends received the John Cotton Dana Award from the ALA. The presidency of the Friends this past year was under the dual leadership of Henry and Helen Wolfenden.

commencement

The university's June 2 commencement exercise was the focal point of the 1972-73 academic calendar, with 1,495 students earning degrees.

Leonard Woodcock, president of the International Union, United Automobile, Aerospace and Agricultural Implement Workers of America,

gave the commencement address. Woodcock received an honorary doctorate in Law, and five other distinguished friends of the university were also given honorary degrees during the program at Baldwin Memorial Pavilion. Nelson Meredith, president of the Matilda R. Wilson Fund, and Leonard Spearman, chief of the Division of Student Assistance, United States Office of Education, received honorary doctorates in Law. Others honored with honorary doctorates were: Sixten Ehrling, former conductor of the Detroit Symphony now with the Julliard School of Music and the Metropolitan Opera, Musical Arts; Gifford G. Scott, Fellow of the American Physical Society and physicist with the Kettering Magnetics Laboratory, Science; and Theodore Yntema, Oakland University Professor of Economics and retired vice president and chairman, Finance Committee, Ford Motor Company, Humanities.

Deborah Kalcevic, political science major from Midland and Earl Johnson, Jr., history major from Detroit, were named winners of the Matilda R. and Alfred G. Wilson awards. These awards are given annually to the outstanding female and male members of the graduating class. Recipients are chosen on the basis of scholarship and contributions to the university during their undergraduate careers. A list of finalists appears in appendix C.

While the academic units of the university were absorbed in the process of expanding curriculum options, the central administration completed its second year under a new administrative organization with several units making significant progress on special projects.

Three major administrative appointments were made during the year. Kenneth H. Coffman was named Vice President for Student Affairs in December, Robert A. Dearth was named Director of Special Projects in October, and Wilma H. Bledsoe became the Director of Urban Affairs in January. Coffman, who replaced James R. Appleton, previously served the university as Ombudsman and Director of Psychological Services. Appleton left the university to become Vice President for Student Affairs at the University of Southern California. Mrs. Bledsoe, formerly a senior staff member at the Michigan Civil Rights Commission, assumed responsibility for the Urban Affairs program during a period of rapid expansion of the Urban Affairs activities. (See Public Service section for detailed report of Urban Affairs accomplishments during 1972-73.)

An Administrative Council was formed during the year to serve as an advisory committee to President Donald D. O'Dowd. The Council consists of the president's executive staff, the academic deans, the vice provost, the director of Institutional Research, and the deans of Student Services and Student Life.

The Board of Trustees had its first change in membership since Oakland University achieved independent status in 1970. Mrs. Ruth H. Adams, a Birmingham resident who has been active in community and university affairs, was named by Governor William Milliken to the Board. She will complete the unexpired term of Mrs. Roger M. (Helen G.) Kyes, who resigned because of the press of personal and business matters. The governor also reappointed trustees David B. Lewis and Alan E. Schwartz to eight-year terms on the Board.

The leadership of the Board also changed during the year. Otis M. Smith was elected Chairman, and Arthur W. Saltzman became Vice Chairman. Smith previously had served as Vice Chairman, and Marvin L. Katke had been Chairman.

business affairs

Oakland University operated within its \$15,133,521 general fund budget for 1972-73 despite the handicap of not having that budget completed until January, 1973. The budget was delayed pending settlement of 1972 contract negotiations between the university and its chapter of the American Association of University Professors.

Some plans under way to provide a more complete data base for both internal and external budgeting in the future include: use of the computer to generate salary budget data, development of elementary cost data for department use in budget-building, standardization of budget preparation and analysis through use of new forms, and early preparation of a tentative budget by requesting department budget data by January or February of 1974.

In a related move, Thomas Atkinson, Director of Administrative Services, was named Coordinator of the Program Budget Evaluation System (PBES) for the university. PBES was initiated in 1972-73 by Governor Milliken. This goal-oriented method of budget-building is used by the Governor in preparing his state budget recommendations.

The appointment of Patrick Nicosia as Business Manager for Residence Halls and for the Oakland Center and an administrative realignment of that position resulted in a more efficient operation of these facilities during 1972-73.

Grant activity during the year amounted to \$1,976,000 compared with \$2,075,000 in 1971-72. The number of financial aid accounts was 4,936. The amount of student aid from all sources in 1972-73 was \$1,762,000.

campus development

The Office of Campus Development undertook many projects during the year to beautify the campus, the three most visible of which were extensive planting of trees, redesigning and expanding the parking lots, and constructing a new road in the Meadow Brook estate area. Nearly 200 trees

were planted on the campus during the year — 68 of them were larger trees with a diameter of three to four inches.

The parking project, completed during the summer of 1972, included expansion of the parking area west of Wilson and North Foundation Halls, the creation of the traffic circle at the main entrance, and the elimination of one entrance to the campus. The new road to the Meadow Brook estate area, built during this past summer, enters off Adams Road.

One project of the Campus Development office was hardly noticeable to others on campus. In an effort to offset the impact of rapidly rising utility costs, the office initiated an energy conservation program during 1972-73. By adjusting such things as lighting and temperature levels, approximately \$40,000 was saved.

The Campus Development office was also involved in preparations for two new buildings on campus. Final funding for the Public Safety and Services Building was included in the capital outlay bill for 1973-74, and partial funding for the new classroom-office building was also approved. The Public Safety and Services building will be directly north of the Belgian Barns, and the new classroom-office building will be east of the Oakland Center.

planning and administration

In its second full year of operation, the Office of Planning and Administration reorganized and restaffed two of its departments, worked dilligently to insure that Oakland continues to grow despite state and national enrollment trends to the contrary, and implemented an advance registration system.

The Office of Employment Relations, under the direction of Carl R. Westman, was reorganized and three new administrative staff persons were hired to fill the redefined positions: Clair Magoon, manager of wage and salary administration; Collen Dolan, manager of labor relations and affirmative action; and Alan Felong, manager of personnel and employee benefits. The office negotiated four collective bargaining contracts during the year, continued work on an affirmative action plan, and began implementation of the continuing contract program for administrative staff. The office of Computer Services also underwent significant organizational change, which was complemented by a major upgrading of the computing hardware. The most important new equipment was a Burroughs B5500 time-sharing system.

Although responsibility for the many components of the university enrollment are located in different administrative areas, the focal point for enrollment concern is Planning and Administration as the Admissions office is responsible for processing the bulk of undergraduate enrollment and the Office of Institutional Research monitors patterns of enrollment. While state and national enrollment patterns indicated a stabilizing – and in many cases declining – college enrollment, Oakland continued to grow during 1972-73 at a significant pace. The fall term head count was 8,169, up from 7,069 in 1971-72. The Fiscal Year Equated Students (FYES) count for the year was 7,403, an increase of 5.6 percent from the previous year. Even though growth continued at Oakland, studies by David C. Beardslee, Director of Institutional Research, demonstrated that Oakland was following many other national enrollment trends. The growth at Oakland was primarily in graduate studies, the undergraduate evening program, and professional degree programs such as Management. The regular, full-time, daytime, undergraduate enrollment declined slightly, and the credits-per-student average continued to drop during the year.

With the combined efforts of the Computing Services office, the Registrar, the Business Office, and the director of Administrative Services, a new advance registration system was implemented for fall, 1973. The system, under study since 1970, was designed to provide the institution with more schedule flexibility in order to meet student demand for particular courses and programs.

development

Gifts and grants to Oakland University from individuals and corporations amounted to nearly \$1 million last year, while grants and contracts from the federal government and foundations supplied \$2 million for special university programs.

Oakland began to correlate its private fund-raising efforts with the creation of the position of Director of Special Projects. Robert A. Dearth, a veteran Detroit advertising executive, was appointed to the position. Dearth reports directly to President O'Dowd and serves on the president's executive staff and the new Administrative Council. Membership in the President's Club, which involves individual commitments of gifts of at least \$10,000 to the university, reached a total of 74 with the addition of several new members during the year. In addition to this development, a quarterly newsletter to members of the President's Club was initiated.

A special gift club called the "Century Club" was created to recognize annual donations to the university of \$100 to \$500.

The Alumni fund drive brought in a record \$5,100, and a new Director of Alumni Relations, Elaine Petz, was appointed.

student affairs

Several new programs were established by the Office of Student Affairs during the year, and the division underwent an administrative change as Kenneth H. Coffman replaced James R. Appleton as Vice President in December.

A Veterans Affairs office was established, and the university received a \$16,000 federal grant for the veteran's program. The University Senate passed legislation giving veterans four general education credits for a minimum of one-year's military service and agreed to accept credits earned in recognized armed forces schools and institutes, subject to review by specific disciplines.

The freshman program completed its first year. In this program, freshman are divided into special advising units during orientation and kept in those teams for special programs throughout the year. Resident freshman are housed in the same residence hall, and academic and personal counseling services are located there with them. Vandenberg Hall was the 1972-73 freshman residence; Hamlin Hall will serve that capacity for 1973-74.

Three goals set for the Student Life staff were achieved in 1972-73: stabilizing the dormitory environment, establishing sound fiscal practices to reduce operating expenses, and developing clearly defined objectives to increase the quality of campus life.

Improved security and a Student Life Scholarship Program in which students with leadership ability received stipends toward residence living costs helped create an improved residence hall atmosphere during the year.

The number of active student organizations increased from 78 to 101, a drug abuse control program funded by Oakland County completed a successful first year, and several new living arrangements — including a room-only contract and a co-op residence — were approved for the 1973-74 year.

The Special Programs department within Student Services is being enlarged for 1973-74 to include the cooperative efforts of the Learning Skills department, the Writing Center, tutorials for credit conducted by faculty, student noncredit tutorials, the Dial-a-Tutor program, and other activities.

One hundred students from the metropolitan Detroit community were served by Project Upward Bound. Because of an increase in the grant, 110 students will be served in 1973-74. Ten students from the native American community will join the black, Mexican-American, and nonminority students. Thirty-six students graduated from the program last year, including 18 participants in OU's Cadet Engineering Program. The Cadet Engineers came to the Oakland University campus during the summers of their high school careers for counseling to prepare for careers in engineering.

Among accomplishments in Physical Education and Athletics were the approval of a minor in physical education and membership in the Great Lakes Intercollegiate Athletic Conference. An improved sports information program, a modest level of athletic grants, and the implementation of the Student Life Scholarship program combined to give the sports program more recognition within the state.

The athletic teams performed at about the .500 level in all sports. Men's basketball finished at 15-11, while the men's and women's swimming teams and the soccer team broke even. Cross country, tennis, golf, and baseball were each a game or two below the .500 mark. Carvin Melson, Oakland's outstanding basketball player, ended his career with 2,409 points, ranking as the fourth most prolific career scorer among players in Michigan cage history.

Two major federal grants were awarded to the Urban Affairs Center during the year; one to fund the Oakland Prep School in Detroit and the other to sponsor a University Year for ACTION program on campus. These two projects expanded the scope of the Urban Affairs program at a time when the center was undergoing a major change in personnel.

The staff changes in Urban Affairs culminated in the appointment during January of Wilma H. Bledsoe to the position of Director of Urban Affairs. Mrs. Bledsoe, a senior staff member with the Michigan Civil Rights Commission, was selected from a field of more than seventy candidates. Other changes in the Urban Affairs leadership included appointment of Irene Robinson as Director of Oakland Prep School, promotion of George Fukushima to Associate Director of Urban Affairs, selection of Richard Morgan as Director of the Community Service program, and naming of Harvey Hohausser as the ACTION coordinator. Hohausser came to Oakland from New Jersey, while the other three persons were promoted from within the university.

The Prep School project, two years in planning, provided an intense educational program for fifty dropouts with arrest records from the Detroit Public Schools system. The program was designed to prepare these students for college and to prevent future police contact. Forty-six students completed the program and 26 have been enrolled in colleges and universities for the 1973 academic year. A second year of funding for the Prep School Program is expected from the Law Enforcement Assistance Administration.

The ACTION grant is a federally sponsored effort to improve community service programs at colleges and universities throughout the country. Oakland University was one of the 55 schools in the country —



Scenes from
Oakland Prep School



and the only one in Michigan — to receive an ACTION grant this past year. Oakland's ACTION program centers on three projects: a cooperative effort with the Pontiac school system and the Latin American Federation to alleviate dropout problems among Latino youths, a manpower project with the Oakland County Office of Economic Opportunity and several local manpower agencies, and a juvenile program with the Oakland County Juvenile Court. Forty students are participating as full-time ACTION volunteers.

continuing education

Major grants of \$309,584 from the National Institute of Mental Health (NIMH) and \$180,000 from the Kresge Foundation were received by the Division of Continuing Education during 1972-73. This division is responsible for the operation of Meadow Brook Hall, the Continuum Center, and the noncredit course and conference departments.

The NIMH grant will be paid in approximately equal installments over each of the next five years. It will support a paraprofessional preventive mental health leadership project at the Continuum Center. The project is an extension of a program in which peer counselors are trained to work with groups needing guidance. These groups include mature women, alcoholics, senior citizens, and aging workers in religious fields. The initial grant payment of \$64,516 was received during the year.

The Kresge Foundation grant will be used for long-range, preventive exterior maintenance of the Meadow Brook Hall stone, tile, wood, and brick; to increase conference capacity; to continue modernization of the kitchens; and to resurface the Hall's circular drive.

Meadow Brook Hall has completed its second year of operation as a residential conference and cultural center. More than 80,000 paying guests have visited the Hall — home of Oakland's deceased benefactors, Matilda Dodge Wilson and Alfred G. Wilson — since it was opened to the public in 1971. The Meadow Brook Hall Guild, an organization of volunteers, contributed 12,900 hours for guided and public tours during the year.

Volunteer efforts on the preservation of Knole Cottage, a children's playhouse built on the Meadow Brook estate by Mrs. Wilson for her daughter Frances, were nationally recognized in May when the National Trust for Historic Preservation presented its first Youth Award to the Junior Meadow Brook Guild.

New offerings in the Continuing Education course department included a certificate program for ophthalmic/optometric assistants, an

independent study course in management for industrial health nurses, and an in-service program for female employees of government and business. A labor education service was created under the direction of Don Stevens, a veteran labor official, to extend educational opportunities to trade union members.

university recital series

A new performing arts endeavor, University Recital Series, was launched in the 1972-73 season by the newly-established Office of Cultural Affairs. Conceived as an expansion of the university's cultural commitment, the series presented a variety of artists during a period extending from November through March. Highlighting this five-concert offering were German soprano Elisabeth Schwarzkopf and the famed Japanese dancer, Sahomi Tachibana. The Office of Cultural Affairs planned this dance program to coincide with the showing of the noted Japanese Ink Painting collection in the Meadow Brook Art Gallery. Pianist Alberto Reyes, violinist Nejmi Succari, and pianist Lorin Hollander completed this first University Recital Series.

meadow brook art gallery

Reorganized through the university's Office of Cultural Affairs, the Meadow Brook Art Gallery presented several outstanding exhibitions of various aspects of the visual arts during 1972-73. From private collections came exhibitions entitled: "Art of the Decade: 1960-70," "Form, Space, Energy!" and "American Realism Post-Pop." The Area Studies faculty and the Department of Art and Art History collaborated in the presentations of "Chinese Fan Paintings" and "Japanese Ink Painting of the Edo Period." Support for the art gallery program came from the Friends of the Art Gallery, headed by Mr. and Mrs. S. Brooks Barron.

meadow brook theatre

Three attendance records were shattered during the 1972-73 Meadow Brook Theatre season. Until this season, *The Andersonville Trial*, directed by Dr. Charles Nolte, was the pace setter in gross and attendance. Booth Colman returned to the Meadow Brook stage and, under the direction of Nolte, starred in *Inherit the Wind*. In the three and one-half week run of this play, 17,905 patrons passed through Meadow Brook's doors. This record was broken by *The Miracle Worker* with an attendance of 18,247,

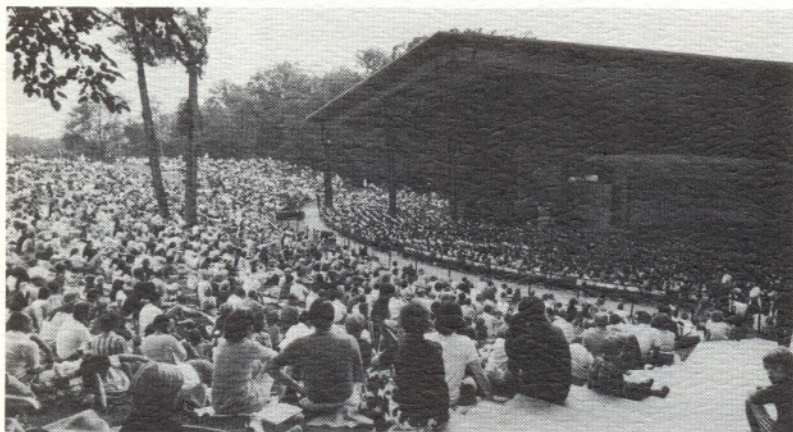
and finally by *Count Dracula*, the last play of the season, which brought 19,500 people to the theatre.

The successes of Artistic Director Terence Kilburn were aided by the return of two renowned directors: John Ulmer, artistic director from Stage West, Springfield, Massachusetts; and Charles Nolte from Guthrie Theatre and the University of Minnesota. Two new directors were added: Warren Enters, who directed *The Miracle Worker* and Michael Sinclair, director of *The Country Girl*.

The 1973-74 season includes productions of *The Member of the Wedding*, *A Streetcar Named Desire*, the Detroit area premiere of *How the Other Half Loves*, Charles Nolte's new adaption of the Greek classic, *Oedipus Rex*, *Spoon River*, Shakespeare's *As You Like It*, Agatha Christie's *Ten Little Indians*, and the musical, *I Do! I Do!*

meadow brook music festival

In preparation for its tenth anniversary season, the Meadow Brook Music Festival was placed under new leadership. Wilbur W. Kent, a veteran faculty member and Associate Dean of the School of Performing Arts, was named general manager of the Festival at the close of the 1972 season. Kent enlisted the aid of pianist Vladimir Ashkenazy for the 1973 season. Ashkenazy, who has performed at the Festival several times, served as the artistic adviser to the Festival.



Meadow Brook Music Festival

In addition to his festival responsibilities, Kent was named to the newly created position of Director of Cultural Affairs. In this post he is responsible for all cultural programming on campus including the new recital series and the revived art gallery program.

The 1972 Festival season drew more than 150,000 patrons despite an extremely rainy summer. Performances by the Pennsylvania Ballet, the Erick Hawkins Dance Company, and the New York Philharmonic Orchestra complemented the regular programming of the Detroit Symphony Orchestra and the pop/jazz programs.

General chairmen for the 1972 Meadow Brook Music Festival were Mr. and Mrs. William R. Benton. Mr. and Mrs. Robert D. Lund served as chairmen for 1973.

STATE OF THE UNIVERSITY

(Editor's note: President Donald D. O'Dowd delivered the second annual State of the University address on May 31, 1973. The editors of this report have chosen to include it because it places the year's accomplishments in perspective and outlines the future of the University. The complete address follows.)

This address is the second annual state of the university presentation required by the constitution of the University Senate. Although this address is normally delivered during the fall or winter semester, I have delayed it this year because I wished to have a more complete picture of university developments before speaking to this audience. As you recall, there was a public forum in March in which we spelled out many of the university's problems. That session was, in a sense, a "mini" state of the university. Many activities were then being generated to respond to our problems, and it has not been until recently that we have been able to determine the outcome of those activities.

I would like to begin by pointing out that our destiny is only partially ours to shape. There are external forces that bear on our planning and progress, and many of these factors were not clearly visible even a year ago. I would like to review some of these forces before talking specifically about our own responses and internal problems.

One of the key factors — and perhaps the most important issue — in higher education today is the changing pattern of college attendance. The declining percentage of the 18 — to 21-year-old group that goes to college is now quite clear, and it is interesting to note that it is particularly the males in this group who are choosing not to continue their education at this time. It was hoped for a while that an influx of veterans would fill the gap created by those who are choosing to stay away from college. If our experience today is like that with previous generations of veterans, we will exhaust the veteran population very quickly. There is no evidence at this time that veterans will represent a major source of input into higher education, in part because of the structure of the military during the Vietnam war.

Another factor that is important to us is the shift of students away from liberal arts programs in four-year colleges and transfer curricula in community colleges to professional programs in four-year institutions and terminal programs in community colleges. This shift is a powerful factor affecting our future and it will have a major impact on the things we must do. There is also, as you know, a leveling-off in the number of high school graduates. The number has changed only slightly in the past couple of years and will remain the same for the next four years before entering a period of gradual decline.

The impending change in the pattern of federal funding for higher education, especially the certain advent of the voucher system in financial aid, will influence our future. There is every indication that within the next two years there will be a gradual transition from the current practice of awarding funds to the institution to use in financial aid programs to one in which the funds will go directly to the student, who can search out an institution willing and eager to have him. This procedure, which gives enormous buying power to the student, is beginning this year with the initiation of the new Basic Opportunity Grants (BOG) program. It is likely that within a few years most federal financial aid will be in the form of Basic Opportunity Grants. Under the BOG program, a student applies directly to a federally contracted agency for assistance; the agency determines his need and the student is informed how much money he will be awarded by the government. In most cases the student will have applied and been admitted already to several colleges before he gets the money, but he will still have a choice of where he will spend those dollars.

The decline in institutional grant funding by the federal government is most disturbing, and the new pattern is very clear. Two annual grants that Oakland receives — the National Science Foundation Institutional Grant and the basic medical sciences grant — have been cut by about two-thirds this year even though the grant levels that justify the funding have continued to rise. These institutional grants will probably be phased out within another year. Fellowship grants for graduate students have been almost eliminated by the federal government, and basic research support has been declining while social mission oriented projects are being favored. The role of the federal government in higher education is changing rapidly, and its choice of funding patterns will have a major effect on our programs.

coordination

A developing pressure that will affect Oakland is the increasing demand for state coordination of higher education. Part of this pressure comes from the federal government. When Congress passed the higher education bill last year, it included a provision that the states had to establish "1202 Commissions." The role of these commissions would be to coordinate within each state federal spending on higher education. While the legislation has become confused in recent months, it is likely that the commissions will eventually come into existence.

A point of concern about coordination grows out of the establishment of the Governor's Commission on Higher Education. This group began its work with an apparent orientation toward establishing more centralized control of state higher education. It is not certain, however, that this position will persist, and I am happy to see the change. I have become convinced in the last six months that Michigan is a cost-effective state in terms of the delivery of higher education services. All the evidence we have from those states that are highly centralized is that when a state-wide bureaucracy comes into existence it tends to take on a life of its own and to be very costly. I understand that the New York state system has 3,000 professional staff in the central office — 3,000 professionals who do not educate anybody but who spend their time making sure others do so. The State of California has 1,600 professional staff on the central state coordinating agency for higher education.

competition

An additional important factor that affects us is the growing competition for students that we are experiencing in our primary service

area of Oakland, Macomb, and northern Wayne counties. Michigan State University is building a new business management campus in Troy. MSU has the land, and I understand that money is being raised to construct the first building. Wayne State University, of course, is talking of a new senior college in Macomb County. Northern Michigan University has opened a fully staffed admissions office in Birmingham in order to keep the competition in the area at a high level.

Several changing legislative attitudes are worth noting. There is a good deal more sentiment in the Legislature these days in favor of essentially career, vocational, and technical education. There is also, I think, growing resistance to selectivity in admissions. These pressures come to the legislators from the public and are quickly translated to us through informal but outspoken communications from legislators. It is clear also that the Legislature desires to constrain university expenditures in various ways, including the use of line item designations. These designations are not contained in the appropriations bill but in an interpretation of the bill that is communicated to education institutions.

oakland's progress

With these general comments recorded, I would like to turn now to what Oakland University has been able to accomplish this year in view of these and other pressures. This has been a most productive year. We have gained great momentum, and I have a sense of substantial institutional progress. These accomplishments represent a great deal of movement that I would not have predicted when the year began. We have made major curricular changes this year. I greatly appreciate the willingness of school and college assemblies and the University Senate to devise, debate, modify, and adopt an appealing array of new academic concentrations, majors, and areas of instruction. This response to concerns about the need to meet a wider range of student interests was quick, decisive, and gratifying. The range and richness of new programs adopted represent a recommitment to the direction of the institution that we undertook back in 1965. Of great importance, of course, are the health science professions, the Human Resources Development program within Education, computer sciences as a major in Engineering, the master of science in Management, and the major in Speech Communication with concentrations in theater and journalism. These programs do a great deal to increase the attractiveness of the university to the students we have now and to those who are potential students.

One of the late-breaking developments — I believe the first inkling came on March 18 — was the “providential” emergence of a nursing

program in connection with the Providence Hospital School of Nursing that will bring approximately 300 new part-time students here this fall. As a result, we will have an opportunity to build a significant new curriculum during the coming year that will strengthen our services for a wider range of students. All of these developments, it seems to be, are important steps in permitting us to improve the quality of our curriculum in the years ahead.

residence halls

The residence hall program has also been an area of major progress. A year ago, I promised to work at making the residence halls a place where students could work, sleep, and live in relative security, implying thereby that such a situation might not have been the case before that time. We have succeeded in that mission this year through the work of a talented and dedicated staff. Many changes have been introduced in the residence halls and these changes have worked. For example, we now have strict security and firm discipline in the dorms. I still hear people speak easily — often without reflection — about “the way it is in the residence halls.” That is not the way it is in the residence halls — ask anybody who lives or works there. It is a rather tight world, and the new situation has been brought about with the approval of students and the leadership of staff. Many new options have been introduced that have increased tremendously the quality of the environment by relieving a variety of tensions. For example, the freshman program in Vandenberg has permitted the development of activities that nobody would have believed possible beforehand. Freshmen had dances, parties, and other activities that students were too sophisticated to do last year and the year before! We have introduced quiet floors, coed floors, and interest group areas, all of which permit students with similar interests to live in the kind of environment they want without creating friction with students who want to live in a different kind of place. We have introduced the single room option, which has been widely subscribed — in fact there is a waiting list for single rooms. The room only contract goes into effect next fall. Students no longer have to sign up for board along with room if they do not wish to. A cooperative dorm will be under way in Anibal House in September, which is a fine new accomplishment. The entire pattern of residence hall life for undergraduates has clearly improved.

The Anibal project that was started a year ago has been successful, with 60 to 80 students living there at a given time. This program is open to students who are working on a cooperative program with an area business or agency. The population is transitory, but the weekly average has been increasing all year and the program will probably expand further next

year. The conference business — run by Dottie Owen, Bill Marshall, and the residence hall staff — has also been quite successful in bringing in people to live in the residence halls for short periods of time.

In addition, I would note that the activity pattern on campus has been expanded and strengthened this year, and students have been quite responsive to it. The residence hall contract renewals for next year are running at a record level. The percentage of eligible, upper-class students who are choosing to sign a contract for next year is higher than at any time in recent years. There is every evidence that students who have been living in the halls will continue to live there.

Incidentally, the dorms are in good physical condition. I have been through them several times and they look fine. This summer we are conducting a maintenance program in Van Wagoner and Hamlin to bring the level of furnishings and appointments in those buildings to a higher level than when they were new.

A councilman in Troy recently made a derogatory comment that was published in the newspaper about "students tearing up buildings out there." They are not being torn up. The statement was a totally misinformed one on the councilman's part and represents a misperception of the residence hall situation. The situation is very good, and we all ought to convince other people that this is the case and take pride in it. If you do not believe it, please look for yourself. The residence hall staff is willing to give anyone a tour of the facilities at any time.

enrollment

When I talked to you in March, I was greatly concerned about 1972-73 enrollment. It has improved, but we did not meet our appropriated target for the year. The FYES count that I received yesterday is 7,403 for the year — 7,375 on-campus students and 28 in the off-campus centers. This total represents a growth of 5.6% over a year ago. Enrollment for 1973-74 is not clear. Deposits are coming in at a rate behind that of previous years, not only at Oakland but everywhere in the state. The pattern of deposits now is much like it was in the early 1960's, and none of us quite knows what it will lead to, whether deposits will keep coming in at a steady rate right through September 15 or whether this pattern represents a decline in likelihood of attending college. I tend to think the former is the case because students know they can get into most schools and recognize that schools will take them when they get a deposit. This situation is unlike that of a year or two ago when early deposits were the only way to assure a place in a beginning class.

I think we will continue to grow in enrollment but we will not grow in the numbers of undergraduate, full-time, daytime, fall and winter enrollees. The evidence is that this category of student will decline. The group was down one per cent in total enrollment this year and will likely continue downward next year. The enrollment attainment of this year is the result of a tremendous amount of work, particularly in the evening program, graduate programs, and a variety of special projects. I hope the recent efforts can continue; this is no time to relax on enrollment efforts anywhere in higher education. Our experience this year has been good and I hope it can continue to be good. Success will require tremendous dedication on the part of everyone.

Let me bring you up to date on the subject of financial aid, a topic we discussed at our presentation in March. We are still experiencing difficulty in the area of financial aid for both new and returning students. We have not been able to confirm financial aid awards for next year except in a few special categories such as Student Life scholarships. In late April or early May Congress passed the Economic Opportunity Grant and National Direct Student Loan appropriations. However, the amounts to be allocated to states and to individual institutions from these appropriations have not yet been announced, so we simply do not know within a wide range how much financial aid will be available from federal sources. The delay is troublesome because it is likely to discourage a fair number of students who keep calling the Admissions office asking, "When are you going to be able to tell me what kind of aid I am getting and what the package looks like?" We have to reply that we do not know at this time, that we do not have the allocation, and that we cannot tell the student anything now because we might have to change in the future whatever we might say.

On the brighter side, Bob Swanson is the inventor of a bill that went through the Michigan House of Representatives 92 to 0 — not many things get through the House with that kind of margin — that would authorize the non big-three institutions in the state to become direct lenders to students. If this guaranteed loan program bill is passed by the Senate and signed by the Governor, the student would not have to go to a bank or a loan company to get money; the university would be the lending agency. For many students, the program would eliminate the situation in which the bank says that unless the student has a deposit or some other connection with the bank, he will not get any money. The fact is that these small loans represent a very poor use of bank money, because banks can invest it in other ways with a much higher return. Many banks do not want to give loans to students even though students may be qualified. The university, on the other hand, is set up to make these small loans and to collect them. From our point of view, it would be much in our interest — and the students' — if we could become a lending agency.

campus appearance

I asked Glen Brown two years ago this coming August to make this land on which we find ourselves a beauty spot and a model of concerned environmental management. In response to that request, the Campus Development staff has planted hundreds of trees, improved lawns, planted gardens, reshaped the contours of the land, remade the entire traffic and parking pattern, painted and reclaimed farm buildings, and completed a variety of other tasks which have thoroughly succeeded in meeting the request. It is a strikingly beautiful campus today. One of the things that has been accomplished is removal of the debris that was around the place a couple of years ago. The campus remains clean, and I am frankly proud to bring people here. The campus does make a significant impact and people respond warmly to it. The impression the campus makes has a powerful impact on students, parents, and the general public, and we cannot neglect it.

Campus Development also undertook over a year ago an energy conservation program that has proven to be most successful. The trouble is that as we save on energy the rates go up and we are always behind. However, if we calculate how much further behind we would be if we had not gone into the energy conservation program, then the importance of the program is apparent.

general progress

Let me note a number of other areas that represent success during this past year. For a number of years I have been pressing for an advance registration program, and we finally have it. This program, which was introduced this spring, provides an early choice of classes for students. It presents the student with an opportunity to choose the courses he wants rather than having to face a blackboard full of closed sections. The program should lead to better scheduling and better use of faculty resources since we now have an opportunity, knowing the pattern of student interest, to reallocate faculty among classes and sections to meet the needs of students. We have also eliminated long registration lines, which will be a blessing to everyone. I am sure there are bugs in the process, but we should work them out this year and from now on have a much improved method of registration.

We have had delivered within the past few days the Burroughs time-sharing computer system. This item, too, has been one that many of us have wanted for a long period of time, and we are delighted to see it here at last. This system is designed to provide improved computer instruction services for students. It is designed to give students hands-on,

day-to-day opportunity to use, learn, and be more sophisticated in the operation of, computers. The system should be operational by September.

Another gain this year has resulted from committing Bill Jones full time to responsibility for working with community colleges. We have better communication and cooperation with community colleges now than we have ever had in the past. In another week or two, I am to meet on our campus with nine community college presidents to work with them further in explaining our programs and exploring ways in which we can cooperate more effectively. Bill Jones and the Community College/Senior College Relations Advisory Committee have done a fine job, and I look forward to a productive relationship with community colleges in the years ahead.

One of the more unusual and gratifying things that occurred this year was a study done by the University Tenure and Appointment Policy Committee on tenure and its meaning for the university in the future. I believe it is as good a report as has ever been turned out by a university committee, and I am glad that it will go to the faculty for a referendum in the fall. I am awaiting the outcome of that vote before I take any further action in relation to the tenure report. I think it is a fine piece of work and might serve as a useful model in other efforts at studying crucial problems.

At our meeting in March, I asked members of the faculty and staff if they would identify for us young men and women who would be potential students at Oakland University. It gives me great pleasure to report that more than 100 people sent in names — some of them many names — of potential students. We are following up on these referrals and are still receptive if any of you know friends, neighbors, relatives, or even people at third hand who you think might be interested in more information about Oakland. Please send their names to the Admissions Office, and we will acquaint them with the university and its programs. Large numbers of people for whom this would represent an excellent educational experience simply do not know about it because we do not know of them, we do not know how to get to them, and — unless by chance they come across some information — they may never hear about the opportunities that exist here.

In my list of items of importance I wish to express my enthusiasm for the new University Congress that has just been elected. I have met with the members and the officers of the Congress several times, and we clearly have the basis for a working relationship between the university administration and the Congress that has not existed since the Congress constitution came into existence. I think the year ahead will be a productive one with students working on a variety of projects of interest to them.

urban affairs

The Urban Affairs Center has undertaken two interesting projects this year. One is the Oakland Prep School, which has started in Detroit on the Oakland University Ceciliaville campus. The Prep School project — within a relatively short period of time — has been able to prepare 39 students for college entry this summer or fall who probably would not have found their way into a college setting. I think this accomplishment in such a short period of time is remarkable. The Prep School has been an excellent program, and I hope we can continue it next year.

We have also launched the University Year for ACTION program under the direction of Urban Affairs. Forty students who have already gone through a month of orientation will soon be placed in the community in service and learning roles. ACTION funding is expected for a period of three years and will give us an opportunity to learn for the first time how to work in a full-time action relationship with the community.

There are three special public service operations at the university: Meadow Brook Hall, Festival, and Theatre. The Hall is economically self-sufficient as a result of the good work last year of Lowell Eklund and his staff. The Theatre has just concluded its best season, and as a result of the good work of Bud Kent in recent months, the best set of offerings that we have ever been able to mount is scheduled for the Festival.

This has been a summary of the good news. We have, of course, not succeeded in all areas and there are other areas in which we can do much better than we have done. The balance sheet is very much on the positive side this year, but I want to spend a few minutes on areas where improvement is needed.

concerns

I hope that we will make genuine progress next year in university planning. I spent considerable time this fall trying to get a planning process under way. We failed to do it — we did not even get the rudiments of a plan developed — and I am disappointed in that. It is not because insufficient effort was made, but because the process is an elusive and difficult one. In retrospect I think I know why we failed. I mentioned it at our earlier meeting, but let me repeat it here. In every discussion that I was involved in we assumed that the long-term Oakland University was an extension of the existing Oakland University, that we took the current structure and inflated it to 10,000, 12,000, or 14,000 students. Long-range planning in this frame consists of going from where we are to the same thing on a larger scale. I do not believe that model will work and it is a real barrier to effective planning.

What we have to do now is return to the goals of 1965, which were fairly well understood at that time and which have since fallen into disuse. Our goals at that time were to design a comprehensive and complex university of medium size and to offer many and varied programs to a diverse student clientele. That is what we wished to do and what the then Board of Oakland University indicated we should do. We were slowed in our progress toward those goals during the period of explosive enrollment growth in the 1960's. We were growing at a rate of 15 to 20 percent annually for several years, and my experience was that coping with such growth was a full-time job. We must now follow the lines of development established this year, namely greater diversity and a good deal more in the way of program breadth. This development will be in other directions and may well be outside much of the current academic structure. For example, I think that the College of Arts and Sciences is basically formed. There may be some other areas that can be added to it and some internal restructuring that can occur, but the scope of the College of Arts and Sciences cannot be doubled without departing substantially from what Arts and Sciences is. From these comments, it is obvious that planning is still very much a concern. I intend to return to it and try again on a different tack that will be more successful.

During the past year we have been trying to generate an Affirmative Action plan, and I have discovered that it is an extremely complex thing to do. The federal prescriptions keep changing; there have even been some changes in the last couple of weeks. We have invested a fair amount of person-power in the development of a plan this year, but we are way behind schedule. I prod somebody about once every three days on the Affirmative Action plan, and I do not have it yet. Our practices are not too bad in the Affirmative Action area, but our codification is not good. We know we have to solve the problem. I have discovered that it is a sufficiently legalistic area that neither a committee nor I can write an Affirmative Action plan because it requires expertise that most of us do not have. We are working on it, and I hope we will have it soon.

We have been forced in recent months to reduce staff and services in order to balance this year's budget. We are also reducing staff and services in anticipation of next year's budget. I regret this action, but it is unavoidable in the face of rapidly rising costs. I know that we have narrowed the range of services that we will be able to provide to faculty, staff, students, and the public; I hope we have not weakened the university by our economy measures. I am distressed most of all because we have hurt the lives and fortunes of loyal colleagues who have been the victims of the gap between costs and revenue. This process is common to most modern institutions and we are but another one that has to go this route, and it is not pleasant.

new goals

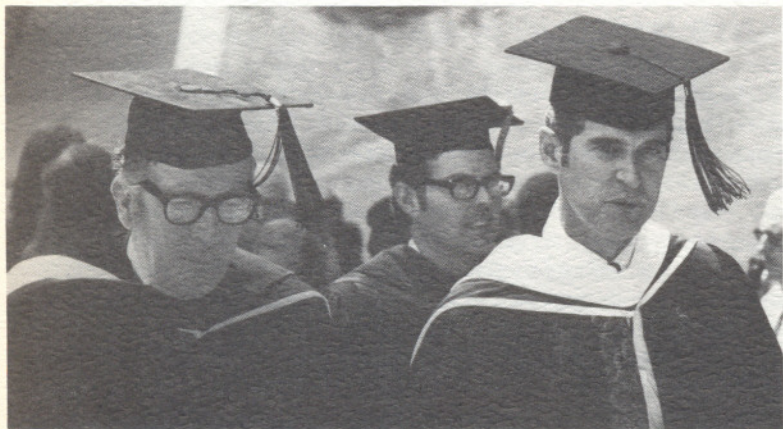
Let me turn now to some of the immediate goals that, in my judgement, we should pursue. To return to a theme, we have to continue to develop a broad range of curriculum options in the next several years. We should double the number of bachelors level majors, interdisciplinary programs, and concentrations. The masters offerings probably ought to double or even triple. The figures I received yesterday indicate that our masters enrollment increased by 17 per cent this past year. Graduate enrollment is a growth area for us and we should find ways to continue its growth. Some of the new programs we have developed this year, such as Early Childhood Education, and Counseling and Guidance, clearly are in the right direction. New programs obviously should be designed to serve student interests as well as projected community needs. It is not easy to do, and we have to work at it more systematically than we have been able to in the past. I think the effect of this effort will be to attract more students to the university. I am a believer in a "student multiplier effect." Any student who comes to the university tends to increase the probability of attracting another student. I know any number of students who are here because their boyfriend or girlfriend is here or because a neighbor is a student here and transportation is easily available with the neighbor. Examples such as these may seem irrelevant to education but account for why a student goes to Wayne or Oakland or Central or any other place. By attracting new students through curriculum enrichment we also assist growth in existing programs through the multiplier effect.

A subject that I have explored with several groups recently is the need for most of our liberal arts programs to be oriented more specifically to the career goals of students. For many years we talked about preparing students for their third and fourth jobs, but students tell us they need that first job before they can get the third and fourth ones. They argue that we are not attending nearly enough to what they must know in order to get hired in the first place. I do not want to imply by this statement that I think our courses should be applied courses. Each faculty member in every course, particularly in a course with a broad student enrollment, ought to think of that course in terms of the job world into which students are going. The concern should not be to teach students things necessarily relevant directly to their future jobs, but rather concepts in all fields that are most useful and appropriate for somebody who is going to have to earn a living in a real and complicated world. Most of our students are not going to go to graduate school; we know that. They are going to go into business, they are going to work in a public agency, or they are going to be in the professions. They are not going to be faculty members in English or Psychology or history or physics. We did come through a period of time when many of us thought of our job as teaching those students who were

going on to professional careers like our own. While some students will enter these careers, most of our undergraduates will not.

One of the best things that could happen to higher education would be the invention of a sabbatical program in which most of us as teachers could spend a year or two in the world in which our students are going to have to live and work — the world of business, a profession, or a government agency — so that we would sense the problems students will face and would be able to orient teaching in terms of what they will have to do in the future. I am concerned that career preparation has not been our traditional orientation. I believe we have to make it one of our main concerns.

Either liberal arts — or some other university agency — has to do a great deal more with topical and issue-oriented interdisciplinary studies. Everything I read and everyone I talk to tell me that on other campuses the courses that are attracting and holding students are the interdisciplinary courses, those courses centered around particular concerns identifiable in the community and the society. I question whether the department disciplinary structure, which I had as much responsibility for establishing at Oakland as anyone else, is really meaningful at the undergraduate level. It seems to me that we invented the department structure primarily as a graduate expression of higher education and then used it to organize all that we do. I wish there were ways for us to reorganize ourselves for undergraduate instruction.



UAW President Leonard Woodcock (left), Provost Frederick W. Obear (rear); and President Donald D. O'Dowd (right) leaving commencement.

general education

In the course of talking with students this year I have wondered about the need to revive, as an option in the curriculum, an old-fashioned, structured general education program. One of the pleas I hear from students is the need for curricular structure and relatively rigid definitions of what they ought to take. I understand that the University of California at Berkeley has recently introduced a prescribed curriculum of the old form. Entrance to the program is voluntary, but once a student chooses it there are a number of pressures to stay in it. The program has been successful, and students choosing it do so with a good deal of enthusiasm.

I have been examining transcripts in recent months, and I find that some of the transcripts of our seniors are both a disgrace and a disservice to the student. However, they represent perfectly legitimate expressions of the Oakland curriculum. A transcript in which the student has 15 to 18 courses at the 100-level, or two-thirds of the courses with S or N grades, may offer nothing of any substance except the major field of study. The student with this kind of transcript will go to the Placement Office seeking a job. Then either Ron Kevern or the student has to show that transcript to a representative of a corporation who looks at several thousand transcripts a year and is skilled at reading them. The employer scans the transcript for certain marks of accomplishment and levels of energy and output. With some of the transcripts that our students possess, I do not see how they get jobs. I guess they do not get them and that is one of our problems. Our old transcripts probably erred in the opposite direction, but I must say they were mighty good-looking transcripts compared to what we permit students to achieve today.

Another point I would like us to consider is that perhaps the time has come for a new concept of general education. When you ask what a person should know and what he should be able to do in order to make his way with some success, happiness, and comfort in the modern world, I am not sure that our traditional concept of general education provides a satisfactory answer. I can conceive of a general education program consisting, for example, of courses in reading, writing, problem-solving, basic law, accounting, practical politics, group process, leadership, and even voice, movement, and public presentation. That is quite unlike a traditional general education program, yet I could justify it as a program rich in skill training that would stand a person in very good stead in today's society. I have heard this kind of proposal put forward by Jesse Pitts, Dave Beardslee, George Matthews, and several others. We keep talking about it, and I hope that we will design such a set of courses and see whether or not there are any takers. I predict that it would be a very attractive option for many students.

community service

One area of concern is the need for the university to reach out more effectively to the community. We need to convey our message to the community around us if we want it to be interested in, and sympathetic to, the university. We need to turn to service clubs, PTA's, radio, and television to let the community know what Oakland University is and what it can do. During the next year I am going to encourage faculty, staff, and students to become active in the public schools in our region to make the existence of the university — its style, its quality, and its services — personally known. I have talked with department chairmen on two occasions, and they seem sympathetic with using the departments as a vehicle to engage faculty with teachers in the public schools in order to make the university more visible. For a long time we only had to wait until the first 1,250 students had been admitted by about March 15 and then cut off admissions and say that we had done our job for the year. It is not that way any longer, and even if it were, I do not think the public would tolerate an attitude of "you can come to us, we will not be coming to you." I hope to find many ways in the coming year to increase our community outreach. I know that a number of departments and individuals have already taken exciting steps in this direction, but more needs to be done. We also need to invite groups and individuals to the campus. Here, too, much activity has taken place to find ways to bring groups of students, faculty, and community people to the campus to give them an opportunity to see where we are, what we are, and to hear about our potential.

We need to welcome the adult community as students, but we have not had much success at that yet. If we are going to be able to educate adults, we must discover what adults need and then teach courses in the way they want them taught. We must make the campus a welcome place for them; that is not easy given our traditional orientation to the teenage student. I had a luncheon meeting with a group of older students this winter and asked them what some of their problems were. One of the problems they commented on was that they are older than almost everybody they meet on this campus. They are older than the faculty in the classrooms, they are older than the administrators they meet in the offices, they are older than the secretaries with whom they have to deal. The comment made was, "Why don't you hire some people our age to run this place — we would feel a lot more at home around here if we found somebody who is a peer of ours." They argued that our Affirmative Action plan should include people over 40.

I wish to examine one last problem, the age-old issue of advising. Advising has to be more pervasive, it has to be better, and it has to be seen

as a genuine duty for each of us. Poor advising cheats students, and I think we do a lot of poor advising. As I look at transcripts I see evidence of that. A director of placement was quoted in the newspapers recently to the effect that if the liberal arts students who came to him had taken even two courses in management, his chances of placing them satisfactorily would be increased a hundredfold. That was a rather insightful comment. If some students had only one course on their transcript indicating evidence of interest in the world of business or practical affairs, it would give the placement officers a better base from which to communicate a student's interest and value to any number of employers. It is a difficult thing for the Placement office to claim that a student desperately wants to work for a company when there is no evidence on the student's record that he has any interest in working in the business environment.

The proposal that was made two years ago in the College of Arts and Sciences for some kind of an advising/guidance/placement course for new students had great merit. There is an enormous need to give students an introduction to college and what it means in terms of future opportunity. I hope that the proposal can be revived. Our outflow of students is quite high today. One of the major reasons for this is that we do not do a good job as an institution in conveying to students the relationship between what they are doing here and what they want to do later on.

conclusion

Let me conclude by answering the question, "Where is Oakland University going?" We have to be the comprehensive, complex, university of medium size that we described in 1965. We have to broaden the range of bachelors and masters level programs and proceed to a limited number of carefully selected, innovative Ph.D. programs. We have the will and the tools necessary to move ahead in a time of general recession in higher education: we have the faculty, we have a good physical plant, we have public and legislative support, and we have one of the finest locations in higher education in America.

The university has gained substantial momentum this year. I have the greatest sense of institutional progress that I have had in the last five or six years. I want to urge every person in the university to think in terms of the success of the entire enterprise. There is more cooperation among units and groups today in the university than I have seen since our formative years in the early 1960's. It is a pleasure to work with you toward common goals, and I am heartened greatly by the re-emergence of a university-wide cooperative spirit during the past year. I hope it can grow even stronger in the years ahead.

APPENDIX A - Business Highlights

STATEMENT OF OPERATING REVENUES AND EXPENDITURES FOR THE YEAR ENDED JUNE 30, 1973 (Unaudited)

Revenues			EDUCATION AND GENERAL*		Expenditures	
Student fees	\$ 4,092,045	18.1%	Instruction and departmental research	\$ 8,647,090	38.7%	
State appropriation	10,394,000	46.0	Other educational services	673,108	3.0	
Gifts and grants	2,442,121	10.8	Libraries	829,968	3.7	
Income from investments:			Organized research	505,508	2.3	
Endowment Fund	82,431	.4	Extension and off-campus education	598,394	2.7	
Other	117,286	.5	Student services	1,267,345	5.7	
Departmental activities	954,928	4.2	Student aid	1,215,665	5.4	
			Public services	307,129	1.4	
			General administration	739,738	3.3	
			Business operations	899,554	4.0	
			Operation and maintenance of plant	1,769,721	7.9	
			Plant improvement and debt service	446,009	2.0	
	<u>\$18,082,811</u>	<u>80.0%</u>		<u>\$17,899,229</u>	<u>80.1%</u>	
AUXILIARY ACTIVITIES						
Student Center	\$ 982,522	4.4%	Student Center	\$ 983,522	4.4%	
Dormitories	1,715,072	7.6	Dormitories	1,695,574	7.6	
Other operations	1,819,168	8.0	Other operations	1,776,164	7.9	
	<u>\$ 4,517,672</u>	<u>20.0%</u>		<u>\$ 4,455,260</u>	<u>19.9%</u>	
TOTAL REVENUES	<u>\$22,600,573</u>	<u>100.0%</u>	TOTAL EXPENDITURES	<u>\$22,354,489</u>	<u>100.0%</u>	
			Excess of revenues over expenditures	246,084		
				<u>\$22,600,573</u>		

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

FINANCIAL HIGHLIGHTS

	1972-73	1971-72	% Increase (Decrease)
Total operating revenues	\$22,601,000	\$20,322,000	11.2
General Fund revenues	15,094,000	13,156,000	14.7
State appropriation	10,394,000	9,129,000	13.9
Student fees	4,092,000	3,509,000	16.6
Gifts and grants for operations:			
Federal	1,929,000	1,711,000	12.7
Other	513,000	618,000	(17.0)
	<u>2,442,000</u>	<u>2,329,000</u>	4.8
 Total operating expenditures	 22,354,000	 20,083,000	 11.3
General Fund expenditures	14,994,000	13,158,000	14.0
Expenditures for organized research .	506,000	479,000	5.6
Total payroll	13,132,000	11,926,000	10.1
Market value of endowment funds . .	1,214,000	1,162,000	4.5
Investments in properties at cost . . .	57,073,000	55,607,000	2.6
Long-term indebtedness	15,243,000	15,437,000	(1.3)
 Debt service payments	 1,110,000	 1,098,000	 1.1
 Student aid:			
Grants	1,185,000	940,000	26.1
Loans	560,000	621,000	(9.8)
	<u>1,745,000</u>	<u>1,561,000</u>	11.8

APPENDIX B

1972-73 Faculty Promotions and Awards

Sidney W. Graber (*education*) was promoted to full professor.

Faculty members promoted to associate professor were:

David C. Bricker (*education*)
F. James Clatworthy (*education*)
DeWitt S. Dykes, Jr. (*history*)
Glenn A. Jackson (*engineering*)
James R. Ozinga (*political science*)
David W. Shantz (*psychology*)

Faculty members promoted to assistant professor were:

Thomas W. Church (*political science*)
William R. Cron (*economics and management*)
James W. Dow (*anthropology*)
Jean E. Easterly (*education*)
Jerry M. Freeman (*modern languages & literatures-Russian*)
Alice C. Gorlin (*economics*)
Brian F. Murphy (*English*)
Ann M. Pogany (*library*)
Rita M. Runchock (*library*)
David Saint-Amour (*modern languages & literatures-French*)

University Research Grants were awarded to:

Carl F. Barnes, Jr. (*art*)
Cult of Carts
Richard Barron (*education*)
Student Constructed Graphic Post-Organizers
John L. Beardman (*art*)
Continuity and Disparity in Painting
Robert Blockovich and Gary Klein (*psychology*)
Creativity as a Function of Impulsivity Reflection
E. N. Botsas (*economics*)
Welfare Aspects of Returning Migrants
Perry M. Brakke (*art*)
Development of Post-Cubicle Space
John Cameron (*art*)
XI Sculpture in Burgandy
Carlo Coppola (*modern languages*)
Papers to Lahore International Congress of Orientalists
J. Dumas and R. Stern (*psychology and chemistry*)
Studies on Behavioral Effects-Food Additives
L. T. Farley and J. S. Marks (*political science*)
Campaign Events and Electoral Outcomes
George Gardiner (*library*)
Computer-assisted indexing

- Allen K. Hess (*psychology*)
 Augmentation and reduction in two types of Criminal Offenders
- Donald C. Hildum (*psychology*)
 Induction of Semantic Structure
- Robbin Hough (*economics*)
 Macro Systems
- Robert Douglas Hunter (*biology*)
 Population dynamics of freshwater snails
- Leonard Ireland (*psychology*)
 Neural mechanisms producing oculomotor reflex rebound
- Peter Jammers-Murdoch (*psychology*)
 Decision-making styles in higher education
- Paul Ketchum (*biology*)
 Regulation of NADPH-nitrate reductase
- Gary Klein (*psychology*)
 Context Utilization in young readers
- R. A. Mazzara (*modern languages*)
 Graciliano Ramos
- Sid Mittra (*economics*)
 Central Bank vs. U.S. Government
- Virginia O'Leary (*psychology*)
 Motive to Avoid Success
- Virginia O'Leary and David Shantz (*psychology*)
 Personality Test Scores – Men & Women
- Carl R. Osthaus (*history*)
 Freedman's Saving & Trust Company
- Moon J. Pak (*biology*)
 Latency Relaxation in Toadfish Sonic Muscle
- Jesse R. Pitts (*sociology & anthropology*)
 French student disorders
- John E. Rue (*political science*)
 Sino-Soviet Relations
- Michael Sevilla (*chemistry*)
 Radiation Damage in Peptides
- Doris Sponseller (*education*)
 Language Comprehension in Early Childhood
- Nalin Unakar (*biology*)
 Autoradiography Studies
- Cherryl Wagner (*classics*)
 Bibliography "in translation"
- Barry S. Winkler (*biology*)
 Adaption to Light in Retina
- Donald C. Young (*chemistry*)
 Electrochemical Method – Amino Acids
- Kenneth Young (*economics*)
 Central Bank Behavior
- Harold Zepelin (*psychology*)
 Mamalian Sleep Patterns

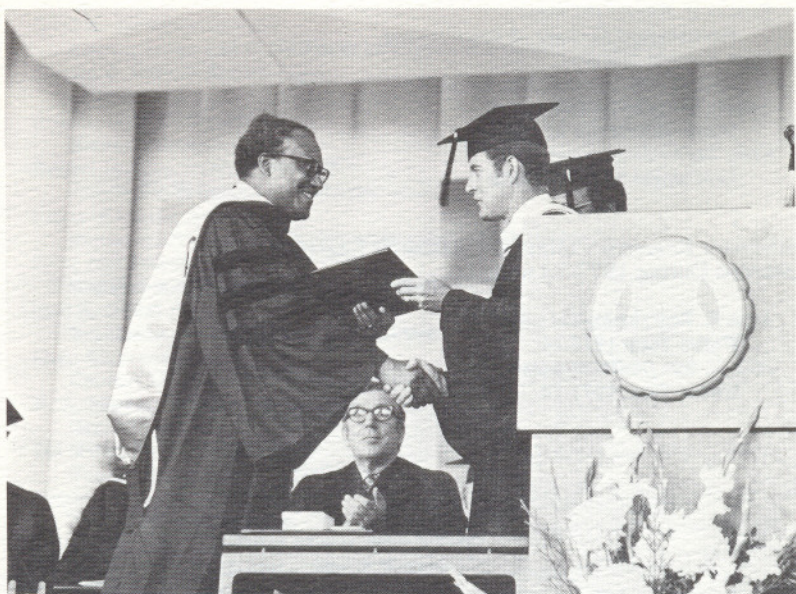
University Research Fellowships were awarded to:

- Esther M. Goudsmit (*biology*)
 Seasonal Cycles in the Land Snail
- James Hoyle (*english*)
 Poetry of Samuel Taylor Coleridge

Robert D. Hunter (*biology*)
Physiological Ecology of Invertebrates
Mary Karasch (*history*)
19th & 20th Century Rio de Janeiro
Robert Sharpley (*mathematics*)
Study of behavior of operators
Craig Taylor (*chemistry*)
Lanthanide Shift Reagents

University Research Committee Research Leaves
Awarded During 1972-73 went to:

Arun K. Roy (*biological sciences*)
Winter Term 1973-74
John E. Rue (*political science*)
Winter Term 1973-74



Leonard Spearman receives honorary doctorate from President O'Dowd (above), while students stand for recognition (below) at the June 2 commencement exercises.



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:

Earl Johnson, Jr. (winner)
Percy Allen
James Cheydleur

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:

Deborah Kalcevic (winner)
Wilma Garcia
Gail Page

Upperclass Achievement Scholarships (awarded each year to a select group of upperclass students who have outstanding academic records). The scholarship funds are made available through the generosity of the following individuals and organizations.)

Mr. and Mrs. Benjamin Anibal Scholarship
Mary Fogarty Anibal and Eleanor Anibal Burgum Memorial Scholarship
Campbell-Ewald Scholarship
H. Curtis Scholarship
George H. Gardner Scholarship
C. Allen Harlan Scholarship
O. E. Hunt Scholarship
H. A. MacDonald Scholarship
J. A. MacDonald Scholarship
Mildred Byers Matthews Scholarship
Village Woman's Club Scholarship
Ruth Evangeline Wagner Scholarship
A. Glenn Wilson Scholarship
Thomas Wilson Scholarship

Recipients of the upperclass achievement scholarships for 1973-74 were:

Louis C. Anstett, Allen Park (*biology*)
Dennis M. Au, Monroe (*history*)
Jeffrey V. Bailey, St. Paul, Minnesota (*economics & management*)
Anna L. Baptist, Mr. Clemens (*psychology*)
Thomas Barbieri, Detroit (*biology*)
Ronald T. Barrows, Mr. Clemens (*English*)
Karen Bartos, Dearborn (*education*)
Rina Bertuglia, St. Clair Shores (*undecided*)
Gale Ann Blank, Mt. Clemens (*economics & management*)
Laura Buch, Detroit (*English*)
Charles Buckerfield, Rochester (*biology*)
Melvin H. Buss, Chelsea (*engineering*)
Eileen A. Chasney, Romeo (*modern languages*)
Susan Cischke, Harper Woods (*engineering*)
Salena A. Colby, Saginaw (*mathematics*)
Vicki L. Collins, Rochester (*biology*)
Helen S. Constan, Oak Park (*English*)
Richard N. Cox, Mt. Clemens (*chemistry*)
Nancy A. Craddock, Pontiac (*political science*)
Ann Cutler, Pontiac (*biology*)
Deborah C. Davis, Detroit (*biology*)
Brian A. Day, Pontiac (*economics & management*)
Patricia DeCocker, Detroit (*modern languages*)
Susan E. DinWiddie, Cavalier, North Dakota (*art*)
Leonard E. Duda, Detroit (*chemistry*)
Randy Duerr, Mt. Clemens (*mathematics*)
Maureen B. Dunphy, Livonia (*English*)
Marina Dutzman, Sterling Heights (*modern languages*)
Rebecca Failor, Sterling Heights (*chemistry*)
Michael S. Fair, Grand Blanc (*undecided*)
Maureen A. Flannery, Troy (*English*)
Michael Foley, Detroit (*biology*)
Dean Geiser, Almont (*psychology*)
Richard M. Gurnce, Midland (*mathematics*)
Lawrence D. Hadley, Royal Oak (*economics & management*)
Charles J. Handlon, Sterling Heights (*biology*)
Coleen Hefferon, Berkley (*modern languages*)
Richard Hubbard, Portage (*psychology*)
Susan Jarchow, Battle Creek (*English*)
Shari E. Johnson, Detroit (*education*)
Kathleen Jurczyk, Detroit (*mathematics*)
Michael C. Karas, Rochester (*physics*)
William H. Kelso, Farmington (*anthropology & sociology*)
Sue A. Knoska, Decatur (*anthropology & sociology*)
Karen Kornack, Warren (*education*)
Michael L. Koszykow, Sterling Heights (*physics*)
John Krausman, Sterling Heights (*biology*)
Maria Kudryk, Troy (*history*)
Paul A. Kurth, Pontiac (*biology*)
Debbie LaBelle, Lincoln Park (*philosophy*)
Linda D. LaClair, Troy (*history*)
Jonathan D. Lowe, Huntington Woods (*economics & management*)
Robert C. Marquardt, St. Joseph (*economics & management*)

Thomas J. McCracken, Detroit (*anthropology-sociology*)
 Marcia Metcalfe, Kalamazoo (*economics & management*)
 Barbara G. Meyer, Lathrup Village (*English*)
 Michael S. O'Connor, Portage (*economics & management*)
 David Ogden, Port Huron (*mathematics*)
 Cynthia Otremba, Harper Woods (*psychology*)
 Gary E. Oyster, Lapeer (*history*)
 Cheryl Parish, Flint (*psychology*)
 Richard Purcell, Southfield (*economics & management*)
 David W. Rugenstein, Pontiac (*political science*)
 Karl A. Schmidt, Port Huron (*psychology*)
 Linda L. Simon, Milford (*mathematics*)
 Hedy Sladovich, Utica (*modern languages*)
 Deborah M. Sliney, Bloomfield Hills (*education*)
 Jeffrey Smart, Rochester (*physics*)
 Timothy W. Smith, Clawson (*economics & management*)
 Paula Stachnik, Royal Oak (*modern languages*)
 Barbara Sutherland, Livonia (*undecided*)
 Destrie Sweet, Milford (*education*)
 Celia Szczesny, Rochester (*anthropology & sociology*)
 Douglas Talley, Port Huron (*engineering*)
 Joyce A. Tonak, Trenton (*education*)
 Julia Uria, Pontiac (*modern languages*)
 Mark W. Volz, Flushing (*mathematics*)
 Kathryn L. Watson, Grosse Pointe Park (*psychology*)
 William Wolf, Goodells (*mathematics*)
 Arthur F. Wolfson, Southfield (*biology*)
 Robert B. Wright, Villa Park, Illinois (*psychology*)

Major Freshman Scholarship Awards for 1973-74:

Herbert N. Heidenreich Scholarship:

Laura Cisneros, Detroit

Matilda R. Wilson Scholarship:

Lori J. Cochran, Bellevue

Alfred G. Wilson Scholarship:

Edward Hewlett, Detroit

Isaac Jones Memorial Scholarship:

Jennifer Scott, Pontiac
 Marilyn Milton, 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.)

Summa Cum Laude

Clarissa Inez Carrera
 Charlene Emajean Depner
 Jennifer Ann Gallery
 Nancy Louise Gast

Joseph William Hance
 Karen Anne Hillebrand
 Frances Joan King
 Douglas Henry Linz

Magna Cum Laude

Suzanne Kathleen Bailey
John Albert Barnstead
Sandra Lynn Blagborne
Lillian Cooper
Samuel Carl DeCarlo
Brian John Dobbie
Penny Jean Fine
Ruth Mildred Galloway

Wilma Ruth Garcia
Joe Edward Green
Patrick Mitchell Griffin
Nancy Carol Hill
George Durlan Hopkins
Dennis Janowski
Thomas Kearney
Patricia Ann Kuzma

James Towers Mann
Laura Joanne McCoy
Robert Stephen Olsen
Jan Robert Ozanich
Linda Diann Ross
Randy Jay Schuetz
Carol Anne Sempere
Margaret Anne Vasi

Cum Laude

Patricia Eleanor Flaherty
Beverly June Washburn
Patricia Kay Leitz
Beatrice Marie Priest
Gail Joan Hartley
Diane Lynn Schaefer
Diann Terry Wolfe
Deborah Lee Walker
Marsha Elaine Weber
Sharon Marie Johnson
Calleen Ann Noerr
Donna Mae Weltyk
Anne Catherine Frey
Nancy Ann Gilling
Deborah Ann Tomich
Camille Wayne Nellett
Christopher Roland Navarre
Martha Caroline Goestenkors
Sybil Hess O'Neil
Virginia Leah Brooks
Arthur James Feyers
Lee Ann Carmichael
Sam Joseph Kennedy
John Michael Schaeffer
Diane B. Hartt

Lois Jean Bittner
Judith Lynne Gurney
Randy Allen Sills
Karen Ann Beausir
Linda J. Farynik
Douglas Steward Glazier
Nikolaus Kopetzki
David Ross Haarz
Richard John Lovell
Sharon Marie Machala
Barbara Jo Dale
Robert Paul Kelley
Marian Lee Kirberg
George Stephen Mackey
Barry Wallace Zink
Sandra Ilene Pecard
Sheri Joan Saxe
Greg Zorman
Mary Ann Bruno
Steven M. Hutchens
Gillian Marsh Catchpole
Dena Barach Epel
Deborah Lynn Hejl
Kathy Sue Lawrence
Linda May Murphy

Robert Oscar Robertson
Frank Edmund Rubarth
Linda Margaret Weld
Joan M. Tillotson
Kenneth Philip Munn
Nancy Lynn Bethuy
Jean P. Butzel
Carlos Ian Delacruz
Robert Wilson Dold
Robert Carl Zeeb
Susan Leslie Pearson
Joanne Catherine Shellie
Eva Tedsen
Diana Marie Williams
Dianne Mae Williams
Betty Ann White
William Douglas Drew
Sharon Marie Lemanowski
Harry Charles Davis
Kay Marie Gleason
Paul Eric Swanson
Linda Faye Thompson
Rebekah Florence Visconti
Trudy Lynn Burns

NON-CIRCULATING

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.

CENTRAL ADMINISTRATION

Donald D. O'Dowd, *President*

Wilma Bledsoe, *Director of Urban Affairs*

Glen Brown, *Assistant President for Campus Development*

Kenneth H. Coffman, *Vice President for Student Affairs*

William W. Connellan, *Assistant to the President*

John De Carlo, *Vice President for Public Affairs*

Robert A. Dearth, *Director of Special Projects*

Lowell R. Eklund, *Dean for Continuing Education*

Frederick W. Obear, *Vice President for Academic Affairs and Provost*

William F. Sturner, *Assistant President for Planning & Administration*

Robert W. Swanson, *Vice President for Business Affairs*