



OU NEWS

Universities Must Earn Public Support

Editor's Note—Universities must share the blame for the lack of continued public support and OU must build its base on excellence and relevance to increase its standing with the citizenry it needs for that support, Keith R. Kleckner told a convocation audience Feb. 17.

In his first public address since he assumed the duties of academic vice president and provost, Kleckner outlined the goals and challenges faced by the institution as it pursues those goals.

Except for the deletion of some brief introductory remarks, Provost Kleckner's address is reproduced in this issue of the OU News.

"In Pursuit of Excellence"

Remarks by Keith R. Kleckner, Vice President for Academic Affairs and Provost, Oakland University, on the occasion of an academic convocation to commemorate his appointment.

February 18, 1982

Today, I need not remind you that public higher education is effectively under siege throughout the land, especially so in Michigan. It is not a frontal siege, with the activities of the Academy being directly challenged. Rather, we are being slowly

starved as the resources we have depended upon for sustenance and growth either dry up or are diverted to other public purposes. The public is not saying that it has examined what we in the Academy are doing and rejects this work.

Alas, our situation is that the public is much to unaware of our contributions. We in the Academy have failed to make abundantly clear to the citizenry the fundamental importance of maintaining a healthy and vigorous public higher education enterprise, and thus our providers pay us little heed amidst the clamor of other agencies for the resources of the commonwealth. Stated simply, we have grown complacent.

For a third of a century now, higher education in America has enjoyed a period of unparalleled boom. Increasingly fewer of the professoriate have personal remembrances of the Great Depression of the 1930s, when colleges and universities suffered extreme economic deprivation, or of World War II when America's youth filled regiments, not classrooms. Most of us have embarked upon careers in higher education in the post-war period and have experienced only expansion. First, it was the throngs of returning veterans—World War II and then Korean—which swelled classrooms and initiated a building boom on our campuses. Just as these waves of prosperity were about to wane, the USSR launched Sputnik I, an act which precipitat-

ed massive federal support of higher education, both for instruction and for research and development. It became national policy to "catch up" to the Russians in science and technology. Financial incentives to attend college were multiplied. Then, in the mid-1960s, the products of the post-World-War-II baby boom hit our campuses, causing both faculties and facilities to undergo great expansions. At the same time, another national policy was taking shape—that of assuring access to higher education programs for persons whose opportunities had theretofore been limited. The economically deprived and those who had been held back by virtue of race or ethnic origin were now avidly, and properly, recruited to our institutions. It was, of course, further massive federal funding which made possible the achievement of broad access to higher education.

For thirty-six years, public support of all aspects of higher education—teaching, research and public service—has steadily increased, taking an ever greater share of our common resources. We have been riding an upward curve of resource commitment for so long a time that we have been lulled into believing that the state of things was always thus and will ever be thus. Had we only stopped to assess candidly our position, we would have determined that a change was

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Full Professors Named

Ten OU faculty members were promoted from associate professors with tenure to the rank of full professor in personnel actions approved Feb. 17 by the Board of Trustees.

All appointments are effective Aug. 15, 1982 and include five faculty from the College of Arts and Sciences, three from the School of Engineering, and two from the School of Human and Educational Services.

Promoted were Carlo Coppola, modern languages/area studies; Joel W. Russell, chemistry; Jacqueline R. Scherer, sociology/anthropology; Parbury P. Schmidt, chemistry; Richard P. Tucker, history; Donald R. Falkenburg, Glenn A. Jackson, and Ronald R. Mourant, engineering; and Jane M. Bingham and Gerald J. Freeman, human and educational services.

Bender Directs SAGA

Effective March 1, Carl Bender will assume the responsibilities of Food Service Director at Oakland University for Saga Corporation.

Bender has been at Oakland University three years. His past assignments were at Hillsdale College, Hope College, and Marian College, Indiana.

Bender replaces Marie McNamara, who has accepted a promotion to account supervision within Saga Corporation. Marie has been at Oakland University since 1975.

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inevitable. After all, to have remained on our previous course would have required—and not that far into the future—that the country's entire economic base be dedicated to higher education.

The inevitable abatement of growth is now upon us. It will not be possible to conduct our affairs as we have and also to retain secure financial underpinnings. It comes as a shock to us that, come what may, the public which supports our endeavors does not value them sufficiently highly that it will maintain our enterprise in the manner to which we have become accustomed. Are we then to conclude that our missions, the development, reposition, and transmittal of knowledge, no longer represent the essence of human progress? Of course not. What we should conclude is that in our complacency, brought on by an era of relative plenty, we have failed to explain to the public—clearly, succinctly, and frequently—the societal import of our pursuits. We have presumed that the values which we cherish are inherent in the populace at-large, forgetting that values are inculcated; they are not innate. To inculcate its patrons with its values has long been a responsibility of the academy; we need to rediscover it.

If our financial base will depend upon the degree of our rapport with the citizenry and if this rapport is to grow out of the values of the academy, then how shall we conduct ourselves? What shall be the watchwords of our university? I think that we need but two—excellence and relevance. Let me now speak to each of these essential attributes.

The only acceptable academic footing for this university is excellence. The pursuit of excellence must be relentless. We should attach to everything we do a yardstick of quality. In each academic activity we should never be satisfied with anything less than the very best we can muster, and if our very best does not compare favorably with that of our sister institutions, we should move to discontinue that activity. We should institutionalize systems for giving every activity periodic scrutiny. It was in this spirit that the Committee on Academic Mission and Priorities was formed, and I would like publicly to commend this committee for the integrity of the assessment process it has developed. It is only by continually measuring ourselves in this way that we do not grow lax in our pursuit of excellence. However, in assessing the quality of our activities we must seek not only self-evaluations but also the evaluations of our peers elsewhere. It is not enough that we ourselves be the only judges of our work, although we ourselves should always be our harshest judges.

The pursuit of excellence in teaching requires that faculty place themselves in the student's seat and ask themselves: How will my formulations and arguments

appear to the person for whom they will be new information, not long-familiar concepts? How can I relate the new to the familiar? How do I attach values to the concepts I communicate? The pursuit of excellence in teaching requires that we not hesitate to seek the assistance of colleagues in sharpening teaching skills. For senior faculty there is the obligation to serve as mentors to junior colleagues who can profit from wise counsel born of experience.

For faculty in the professional schools, there is the obligation to keep courses and curricula abreast of current professional practice and of continually evolving developments in the field. Every bit as important is a second obligation—that of insisting that each undergraduate professional program also require its students to pursue a broad study of the liberal arts. In fact, I will argue to my professional colleagues that we cannot attain instructional excellence in our baccalaureate programs until we communicate to our students that the general-education portion of the curriculum should receive as full a measure of their attention as does work in the major.

For faculty in disciplines of the liberal arts, the pursuit of excellence in teaching also brings with it special obligations. First, we must accept the fact that many, if not most, of the students who enter Oakland University have an ultimate vocational purpose in mind. Much as we might wish it were so, they have not come to discover the secrets of the universe or to explore the dimensions of their humanity. A special obligation of the liberal arts professor is to meet the student first on his or her level and then to expand that student's narrow horizon as widely as possible. There is nothing wrong with one's first course in the humanities being ethics for the health professions or English for engineers. We have failed to achieve excellence only when these are also the student's last courses in the humanities. Finally, the liberal arts professor must also guard against that narrowness of vision which he or she is sometimes wont to point to in faculty of the professional schools. The history major who is not encouraged by his adviser to explore introductory level work in science or engineering is being short-changed every bit as much as is the engineering student who will not stray from his major.

Turning now to the pursuit of excellence in scholarship, we accept as an obligation of every academician a commitment to "stretching the mind." If we view scholarship as creative activity which stretches the mind, then we can find it in many forms. Scholarship may take the form of developing new knowledge, at one's desk, in the library or in the laboratory. It has even been said that some professors develop new knowledge while reclining on a sunny beach! Scholarship may also take the form of ordering existing knowledge—

relating concepts one to another—as, for example, a mathematician devising a simpler, more elegant proof of an already known theorem. The creation of a work of art—a sculpture, painting, poem, dance, or concerto—is yet another kind of scholarship. Scholarship may even take a very practical form. It can involve applying one's special knowledge, analytical skills, and ability for synthesis to formulate a solution to a specific problem posed by an industrial firm, by a governmental agency, by a school board, hospital or foundation. In this form scholarship intersects public service.

The attainment of excellence in scholarship, whatever its form, requires that our work stand the scrutiny of external judgment. It is only by interacting with others who offer their constructive—and, yes, sometimes destructive—criticisms that we sharpen our ideas and ultimately assure the validity of our postulates. Publication and other public presentation of our research findings, symphonies, short stories and critical essays must continue to be an essential measure of scholarly productivity, and we must expect that every faculty member will engage to some degree in at least one of the manifold aspects of scholarship.

The attainment of excellence in scholarship also requires that the university commit itself to nurture, as best its resources permit, promising scholarly endeavors. I believe that we must work to provide better funding of our library, more assistance to faculty in locating external support for their work, and more opportunities for internal support to those faculty whose fields of endeavor simply do not have many "sugar daddies." I have no illusion that achieving these goals will be easy, particularly in today's economic climate. Nonetheless, I believe we must strive toward these ends, even to the extent of redirecting internal resources if no other route is available.

The attainment of excellence in scholarship will require a collegial commitment too. It will require a setting aside of the practice that all members of a department have approximately the same teaching load each semester. Instead, we must strike a proper balance, with those individuals who elect to concentrate their activities in the teaching area assuming the greater proportion of a department's instructional assignments, and the especially active and productive scholars finding the time necessary for their scholarly pursuits.

To build our academic house on a foundation of excellence is our best strategy for assuring the durability and structural integrity of Oakland University in the years ahead. Yet there is more we must do. I referred earlier to both excellence and relevance and will argue now that we must also seek to be relevant. Had I been bolder, I would have entitled this address: "In Pursuit of Excellence and Relevance." However, I approach this matter of relevance with some hesitation, for I do not wish to imply that what we

have been about here for over two decades is irrelevant. However, if we take the level of state funding of colleges and universities to be a measure of the importance which the people of Michigan, through their elected representatives, attach to higher education, we must conclude that higher education is less relevant to them than is nearly every other publicly sponsored activity. If this institution is to command those additional resources which can make the difference between a good university and a great one, we must work diligently to change this view. Fortunately, it is within our ability to do so. Let me outline a blueprint.

1. We must increase accessibility to our academic programs. We do, and rightly should, insist that only those who genuinely desire to learn be admitted to our classrooms. However, we must be willing to work with academically dedicated students on schedules compatible with their occupational, family and civic commitments. More extensive scheduling of evening and off-campus classes will be required. We need to consider introducing weekend courses for busy professionals. The feasibility of televised instruction must be thoroughly explored. The academic integrity of our institution must be on the faculty's terms, but the scheduling of instructional activities will to an increasingly greater extent have to be on the students' terms.
2. We must resist the natural tendency to shun all new ventures solely on the basis that funding them might require reallocation of internal resources for a time. While we cannot launch many new activities in an era of scarcity, to close our eyes to all opportunity is to invite academic stagnation. Right now, for example, we have before us a distinctive opportunity to offer, in concert with area hospitals, doctoral study in medical physics. The potential long-term value to Oakland University of such a partnership summons us to find the means to institute this program.
3. We must become aggressive in areas of continuing professional education. The southeast Michigan region contains a wealth of professional practitioners, nearly all of whom have ongoing needs to update their skills and to be introduced to new developments in their fields. Enrollment in a graduate degree program is not the answer for many of these people. Rather, their needs are served best by non-credit workshops, seminars, short-courses and conferences. Each of Oakland's professional schools has opportunities in this regard, as do several departments of the College of Arts and Sciences. In the weeks and months ahead we shall be moving to establish continuing professional education as a responsibility of

each academic unit, just as is now the case with credit instruction.

4. We must all increase our contacts in the local community and seek to learn the current interests, concerns and problems of the schools, of business and industry, of government and service agencies. In those instances where we have the expertise to assist in the solution of problems we must challenge ourselves to find creative ways to do so, while at the same time using these projects as research studies and, wherever possible, also as practical learning experiences for our students.
5. Institutionally, we need to pay greater attention to publicizing our academic accomplishments widely throughout the southeast Michigan region. This is a shared responsibility. An active public relations office will work with the mass media and "toot our institutional horn" at every opportunity. As faculty, however, we have a responsibility to keep the public relations hoppers filled with raw material. Oftentimes it will be necessary to "translate" our work into layman's English and to point out specifically any implications it may have to areas of public concern. We cannot assume that that is which readily understood by our professional peers will also be readily grasped by the general public. Yet, we must relate our scholarly accomplishments to the public at-large, for it is they, not the Modern Language Association or the American Chemical Society, whom in the end we call upon to support this work.

It may have occurred to many of you that much of what I have been discussing for the past several minutes can also be described as public service. I have purposely avoided characterizing it as such until now, so as to make the point that public service is not an entirely new activity suddenly being thrust upon an already very productive faculty. Rather, public service should be viewed as an outlook, a way of academic life, which assures that the public which supports our enterprise will see Oakland University not only as a center of excellence but also as an institution providing vital services to the region and to the state. Public service need not be set entirely apart from teaching and scholarship; it can overlap them substantially.

Just as faculty members are engaged to differing degrees in teaching and in scholarship, there will also be differing levels of involvement in public service activities. However, as with teaching and scholarship, everyone should be expected to contribute in some fashion to the broadly defined public service dimensions I have outlined here, that is to say, everyone should share in the pursuit of relevance along with the pursuit of excellence.

The economic climate for higher education in Michigan today can only be described as

adverse. Yet, amidst the general aura of adversity, Oakland University has before it opportunities not available to our sister institutions. Its geographic location has us in the center of a populous and extremely wealthy county, directly in the path of population growth and migration. Its faculty is young, vigorous and has in a very short span of time established a national reputation for academic excellence. To an extent greater than any other university with which I am familiar, it has attracted highly capable professional and support staffs which believe in the primacy of the academic mission of the institution. It has captured the interest, and increasingly, the support of civic, industrial and governmental leaders who have begun to look to this university as an important regional resource and who stand ready to join with us as partners in the pursuit of excellence. It has attracted a capable, energetic and diverse student body. It has a strong new president committed to strengthening the institution through the identification of new sources of support. However, in a time of scarcity, to seize the opportunities before us—new instructional patterns, joint projects with local industries and agencies, new programs in emerging academic fields—will require us to effect some academic redirections and realignments. The decisions will not be easy ones, but they must be made. As your new provost, I pledge to work with both faculty and administration to put the university into a position to seize these opportunities. I pledge to be open and fair, but also to be demanding in the pursuits of excellence and relevance. I will expect the same of each of you. I harbor no doubts that we will emerge a stronger institution for these efforts.

Thank you all again for the confidence you have placed in me. It is indeed an honor to be called upon to serve as your chief academic officer. I shall do my very best to warrant your trust.

Bunger Named

Robert H. Bunger will move from his position as executive assistant to the president to the position of assistant general counsel to the university effective April 1.

The announcement came at the Feb. 17 meeting of the Board of Trustees. The position was included in the budget authorization for the 1981-1982 fiscal year and filled by an internal candidate following an extensive search.

Bunger said he expects to be involved in legal, board, and legislative concerns with early emphasis on legal matters. He will continue to head the university negotiating team in contract talks with the OU chapter of the American Association of University Professors.

Word Processing Duties Changed

Central administrative responsibility for word processing has been assigned to the Office of Computer and Information Systems, room 157 North Foundation Hall. The objective is to provide the best level of service for word processing users everywhere on campus. Office personnel provide training, respond to questions and problems, provide for acquisition of equipment, help users define needs that can be met with word processing solutions, and establish procedures regarding the availability and use of the equipment. Assistance in any of these areas can be obtained by calling Beverly Darrenkamp at 7-4560.

William Morscheck, assistant vice president for computer and information systems,

said, "As we plan to be in contact with all word processing users regularly, we need to know where you all are." If you are a current user or would like to be, please contact Darrenkamp.

"We have established the following schedule and use procedure for the Office Information System (OIS) 140 in room 113 North Foundation Hall." (At the present time, this applies only to the system based in North Foundation Hall and not those located in Dodge and Varner Halls.)

Monday 8:00 a.m.-Friday 4:30 p.m.
The system will be on.

—The door to room 113 will be locked after 5:00 p.m. and during the lunch hour.

Weekends

—The system will be turned off.

—If you need to use the system, keys may be signed out in room 157, North Foundation Hall.

—You will be responsible for properly turning the equipment on and off, and returning the keys promptly.

This schedule is strongly encouraged by Wang Laboratories in order to best maintain and preserve the equipment, and should best enable us to offer regular service with the least interruption.

Hohauser Appointed

Harvey Hohauser, associate director, Urban Affairs Center, has been appointed to represent OU on various state and regional human services planning committees. They are:

Chair, Priority Committee, United Way of Michigan; Member, Priority Committee, United Foundation (Greater Detroit Area); and Consultant, Technical Advisory Committee "Cooperative Research Program on Economic Distress," Michigan League for Human Resources.

These research activities are designed to reassess the needs of clients and service delivery systems currently funded by major private non-profit, as well as publicly supported human service agencies in Michigan.

Rental Cars

The university gets special discounted rates from Avis. If you anticipate needing to rent a car for your authorized travel, a card can be signed out of Voucher Audit, 120 North Foundation Hall.

Voucher Audit also has stickers which may be attached to your own credit cards which can also result in substantial discounts for your personal travel.

Foundation For Arts Cites OU

The Michigan Foundation for the Arts, a private foundation that supports outstanding contributions to the arts, has chosen OU's dance program and artist Flavio Varani for special recognition.

Varani has been named one of six state artists to receive Michigan Arts Awards at a May 6 program at the Detroit Institute of

Arts. The presenter will be Helen Milliken. Varani is the only musician to be so honored.

In addition, the foundation has presented a \$2,000 scholarship to the university to be awarded to an outstanding student in dance.

Trio Ends On High Note

The President's Trio of Oakland University will conclude its second season with an 8 p.m. concert on March 18 in Varner Recital Hall.

Donald Baker, principal oboe with the Detroit Symphony Orchestra, will be guest artist as the trio performs works by Hollingsworth, Mozart, Bach, and Schubert.

"The season has been an artistic success," states Laszlo J. Hetenyi, dean of the School of Performing Arts. Hetenyi was especially pleased with a Jan. 17 crowd of approximately 200. While it was not the largest audience to see the trio, it was an audience that braved chilling temperatures to travel to campus for a concert of chamber music. There had even been a change of concert dates, Hetenyi said.

In addition to the artistic success, public financial support has been very good, the

dean said. He pointed out that the trio has not received \$1 of general fund support in its first two years, existing on tickets and donations. There had been a small grant to assist in the first year of operation, he said.

The March 18 program includes "The 3-Part Invention" by Bach; Mozart's "Quartet in F Major for Oboe and Strings, K-370"; Stanley Hollingsworth's "Ricordanza: Recollections" Samuel Barber—1910-1981, a work commissioned for the trio; and the "Trio No. 2 in D Flat Major" by Schubert.

Tickets are \$4 general admission and \$3 for OU students and senior citizens.

Members of the trio are Misha Rachlevsky, violin; Glenn Mellow, viola; and Kevin Plunkett, cello.

DIVERSIONS

February 25

Math Sciences Colloquium
Professor Morton Brown, UM
219 O'Dowd Hall
3:00 p.m.

Cultural Arts Society Meeting
O.C. Faculty Lounge
10:00 p.m.

Black Greek Forum
Crockery, OC
2:00 p.m.

Film
La Pittura
128-130 O.C.
3:30 p.m.

Advising for Engineering
and CIS students
245 Dodge Hall
12:00 noon

"Mainstage" — Jazz Constructions
O.C. Abstinence
8:00 p.m.

Play
A Man For All Seasons
Meadow Brook Theatre
8:30 p.m.

Swimming
GLIAC Championships
Lepley Sports Center

ACE Workshop
Johnetta Brazzell, Urban Affairs
O.C. Heritage Room
11:30 a.m.

Photography Mini-Workshop
O.C. Exhibit Lounge
12:00 noon

February 26

Psychology Colloquium;
Dr. Robby Stewart
Varner Recital Hall
8:00 p.m.

Play
A Man For All Seasons
Meadow Brook Theatre
8:30 p.m.

School of Engineering Seminar Series
Dodge Hall
2:15 p.m.

February 27

Winter Recess Begins
10:00 p.m.

Basketball
(Women) Western Michigan University
Lepley Sports Center
2:00 p.m.

Play
A Man For All Seasons
Meadow Brook Theatre
2:00 p.m. & 8:30 p.m.

Swimming
(Women) at Midwest Regionals

Swimming
GLIAC Championships
Lepley Sports Center

Wrestling
NCAA Nationals

February 28

Order of Leibowitz Gaming
O.C. Annex
6:00 p.m.

Play
A Man For All Seasons
Meadow Brook Theatre
6:30 p.m.

Public Tours Meadow Brook Hall
Meadow Brook Hall
1:00 p.m.

Wrestling
NCAA Nationals

March 2

Play
A Man For All Seasons
Meadow Brook Theatre
8:30 p.m.

March 3

Play
A Man For All Seasons
Meadow Brook Theatre
2:00 p.m. & 8:30 p.m.

March 4

Cultural Arts Society Meeting
O.C. Faculty Lounge
10:00 p.m.

Play
A Man For All Seasons
Meadow Brook Theatre
8:30 p.m.

March 5

Play
A Man For All Seasons
Meadow Brook Theatre
8:30 p.m.

March 6

Play
A Man For All Seasons
Meadow Brook Theatre
6:00 p.m. & 9:30 p.m.

March 7

Order of Leibowitz Gaming
O.C. Annex
6:00 p.m.

Play
A Man For All Seasons
Meadow Brook Theatre
6:30 p.m.

Public Tours Meadow Brook Hall
Meadow Brook Hall
1:00 p.m.

March 8

Classes Resume
7:30 a.m.

March 9

NCC Lecture
Jesse Pitts — "The New Class Struggle"
159 N. Foundation Hall
1:00 p.m.

Take a Prof To Lunch
Psychology Dept.
12:00 noon

Lutheran Student Fellowship Meeting
O.C. Room 125
7:00 p.m.

Play
A Man For All Seasons
Meadow Brook Theatre
8:30 p.m.

March 10

National Organization for Women
Meeting
Oakland Center 126-7
7:30 p.m.

Play
A Man For All Seasons
Meadow Brook Theatre
2:00 p.m. & 8:30 p.m.

Speaker
L. Brooks Patterson
Gubernatorial Candidate
Fireside Lounge
10:00 a.m.

Speaker
Dr. Bill Pickard
Vice-Chair, State Republican Party
Fireside Lounge
12:00 p.m.