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Shelton says logo decision will be a difficult one

By Michael Jahr

Having been charged by the EMU Board of Regents to make a recommendation on the fate of the Huron logo, President William E. Shelton, at his monthly press meeting Oct. 1, said the decision will be "terribly difficult," but added the question comes down to one issue: "What is the right thing to do?"

The Huron Logo Review Commission, after a yearlong study, recommended that the compiled information, interviews and research be made accessible to the president, who will then make a final recommendation to the board.

"The logo is an issue where there is, and probably always will be, some division of opinion," Shelton said. "Recognizing the complexities of this, the board felt that it was appropriate to ask me to review it in any manner I chose and make a recommendation for their consideration no later than January 1991."

In addition to the information provided by the review commission the president said he has spoken with several presidents at other

universities with American Indian logos and will continue to do personal research into the matter.

"As a higher education institution we have a responsibility in a democratic society to provide models

"The logo is an issue where there is, and probably always will be, some division of opinion."

—Shelton

and to provide leadership in addressing not only academic matters, but also those other areas of our everyday life," Shelton said.

Shelton also discussed how the economic uncertainty in the state and country might affect EMU. Despite the likelihood that state and federal funds will be even more scarce in the near future, the University is going forth with the budget that was approved at the board of regents' September meeting, with the understanding

that it may need revision midyear, Shelton said.

If the state does suffer an economic recession and higher education funding is deficient, EMU will probably not experience tremendous hardship this fiscal year, but may require major changes in the following years to offset that loss, he said.

"I believe we can handle this year," he said. "Now in the two-, three- or four-year scenario I think it will impact dramatically the things we are trying to do."

Shelton said he is closely monitoring the state and federal budget decisions and believes there needs to be some modification of public higher education funding, beginning with increased revenue from higher taxes.

"We can't address and solve the challenges of our state without more revenue," he said. "No one wants to talk about more taxes in an election year and I can certainly appreciate that. But I do think this state has to look at the revenue issue, perhaps after the election has passed."

U-M's Wilson to speak at commencement

Dr. Blenda J. Wilson, chancellor of the University of Michigan-Dearborn campus, will speak at winter commencement ceremonies Dec. 16 at EMU as approved by the Board of Regents Sept. 25.

Wilson became the third chancellor of U-M Dearborn and the first woman to preside over a Michigan four-year public university on July 1, 1988.

She holds a bachelor's degree in English and secondary education from Cedar Crest College in Pennsylvania earned in 1962, a master's degree in education from Seton Hall University earned in 1965 and a doctorate in higher education administration with a concentration in organization studies from Boston College earned in 1979. She also studied at the Institute for Educational Management at the Harvard Business School in 1970.

Wilson's long record of involvement in higher education includes positions as senior associate dean, associate dean for administration and lecturer at Harvard University between 1976 and 1982; executive assistant to the president, assistant provost and assistant to the provost at Rutgers University from 1969 to 1972; executive director, education director, Head Start director and



Dr. Blenda J. Wilson, chancellor of the University of Michigan-Dearborn campus, will speak at winter commencement ceremonies at EMU Dec. 16.

education specialist at Middlesex County Economic Opportunities Corp. in New Jersey between 1966 and 1969; and four years as a secondary and elementary school teacher in New Jersey.

Wilson also served on the Col-

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Campus Capsules

Health Care Benefit Open Enrollment Begins Oct. 22

The annual open enrollment for health care will begin Monday, Oct. 22, and will continue through Friday, Nov. 9.

During that time, employees may change their health insurance providers, as well as make additions and changes to their current plans. Staff wishing to change carriers must have completed enrollment forms delivered to the Benefits Office no later than Nov. 9.

A health fair will be held Monday, Oct. 29, from 11 a.m. to 2 p.m. and 4:30 to 6 p.m. and Thursday, Nov. 1, from 11 a.m. to 2 p.m. in the McKenny Union Lobby. Representatives from the health care providers EMU offers will be available to answer questions.

The Benefits Office is preparing a detailed booklet for distribution which explains the University's health plans. As some plans have recently made changes, employees should carefully review their plans to make sure they still meet personal and family health care needs.

Some of the changes include the following: Care Choices increased its office visit co-payment to \$10 per visit; and M-Care has added a \$4 office visit co-payment, a \$50 emergency room co-payment and a \$5 prescription drug copayment.

Changes in coverage will take effect Dec. 1, 1990.

Ford Gallery Hosts Faculty Exhibition

The Department of Art is hosting a Faculty Exhibition in its Ford Hall Gallery now through Oct. 31.

The show exhibits the work of approximately 30 full- and part-time studio faculty. A variety of media, including drawings, pain-

tings, photography, metalwork, sculpture, watercolors and ceramics are on display.

"The show is one of the highlights of the year (for the Art Department)," said Department Head John E. Van Haren. The faculty exhibit will display "some of the most reputable artists in the state, Midwest, and in some cases, the country," he said.

Gallery hours are 9 a.m. to 5 p.m., Monday through Friday. For more information, call Martha Gelarden at 7-1268.

Tree Dedication To Honor Former Custodian Collins

A tree Dedication service in memory of former EMU custodian Bob Collins will be held Wednesday, Oct. 10, at 2 p.m. on the Pray-Harold Mall.

Collins was a senior custodian at the Physical Plant and had been with EMU 23 years when he died June 4.

All members of the campus community are invited to attend the service.

FCIE Workshop To Look At 'New' Grading and Testing

The Faculty Center for Instructional Excellence will host a two-part workshop titled "The New Grading and Testing Series" Thursday, Oct. 18, and Tuesday, Oct. 23, from 3:30 to 5:30 p.m. in McKenny Union's Guild Hall.

Donald Bennion, associate vice president for academic affairs, will discuss "preparing tests" on Thursday and "constructing and grading tests" Tuesday.

In addition, the FCIE is continuing its seminar on the scholarship of teaching and learning, which meets every Thursday through Dec. 6 at 3:30 p.m. in the Starkweather Hall Graduate Meeting Room.

This discussion-seminar is exploring the primary literature about teaching and learning in higher education. Space is limited for this seminar series.

All faculty are invited to attend any FCIE events.

For more information, call the FCIE at 7-1386.

Snow Health Center To Train for CPR, Heimlich

Snow Health Center will offer classes in CPR and the Heimlich Maneuver every other Tuesday beginning Oct. 9 from 8 a.m. to noon.

Other classes will be held Oct. 23, Nov. 6 and Dec. 4.

Each class runs four hours and costs \$15 per person.

Enrollment for each class is limited, so registration must be in advance.

Call Mary Beth Good at 7-1122 to register or for more information.

AATA To Hold Rideshare Presentation Oct. 10

The Ann Arbor Transportation Authority will hold a "rideshare" presentation Wednesday, Oct. 10, at noon in McKenny Union's Gallery II for commuter students wishing to carpool to campus and/or work.

The presentation is open to the public and refreshments will be served.

Pease Auditorium is Closed For Renovations

Due to its continued deterioration, Pease Auditorium was closed Sept. 2 for repairs and renovation work.

Alternative campus locations for activities ordinarily occurring in Pease include the Roosevelt Hall Auditorium, McKenny Union Ball-

room and Bowen Field House. Activities scheduled in Bowen, however, must be scheduled around athletic events.

For campus scheduling information, contact the McKenny Union Scheduling Office at 7-4108.

EMU Biology Professor To Host Cancer Specialists

Recognizing the wide interest in cancer information, EMU Biology Professor Stephen Liu has invited several cancer specialists to speak in his BIO 461 Oncology class and has invited the public to attend.

Each of the following lectures will be held from 1-2:20 p.m. in Room 122 or the Mark Jefferson Science Building.

Dr. Allen Lichter, chairman of radiation oncology at the University of Michigan Medical School, will speak on "Radiation Carcinogenesis and Radiation Therapy" Monday, Oct. 22.

Dr. David Keren, medical director of Warde Medical Lab and adjunct professor in EMU's Biology Department, will speak on "Pathology of Neoplasm (cancer)" Monday, Oct. 29.

Dr. Judith Leopold, senior research associate in the Department of Biological Chemistry at the Parke-Davis Research Division of Warner-Lambert Co., will speak on "Cancer Chemotherapy: Cancer Drugs and Modes of Actions" Monday, Nov. 5.

Dr. Timothy McHugh, urologist in the Prostate-Radiology Division at St. Joseph Mercy Hospitals, will speak on "Prostate Cancer: Diagnosis, Surgery, Chemotherapy, and Prevention" Wednesday, Nov. 7.

For more information, call Professor Liu at 7-1110.

Women's studies events planned

The Women's Studies Program in the College of Arts and Sciences has scheduled several activities to recognize Oct. 14-20 as Women's Studies Week.

A panel discussion will be held Tuesday, Oct. 16, from 3:30 to 5 p.m. in the Burson Room of Roosevelt Hall to discuss "Women and Science Education." Leading the discussion will be Dr. Diane Jacobs, EMU assistant professor of physics. Other panelists will include Barbara Ellies, a science teacher at Ann Arbor's Clague Middle School, and several students who are studying for teaching careers in the sciences.

On that same theme, Dr. Cinda-Sue Davis, director of the Women in Science Program at the University of Michigan, will present a lecture titled "Beyond Equity: Women in Science and Technology" Wednesday, Oct. 17, from 4 to 5 p.m. in the Strong Hall Auditorium.

The final event, Thursday, Oct. 18, will be an informal gathering of EMU Women's Studies Program faculty, staff and students at 3:30 p.m. in the Burson Room. The faculty guests will be available to discuss the women's studies courses they plan to teach in the 1991 winter semester.

All the events are free and open to the public.

For more information, call Dr. Margaret Crouch, assistant professor of philosophy and director of EMU's Women's Studies Program, at 7-1177 or 7-0069.

Domino's Pizza to open in McKenny

Before the current academic year ends, a Domino's Pizza store will open in McKenny Union thanks to a lease agreement approved by the EMU Board of Regents Sept. 25.

The agreement between the University and Domino's Pizza Inc. is part of EMU's Project Synchrony, designed to revitalize the student union. It provides for building and equipping a modern Domino's Pizza store in McKenny; a five-year lease arrangement with an option to renew in five years; payment of 10 percent of gross sales to the University; and shared mutual costs within common areas.

The new store will occupy approximately 936 square feet on the first floor of McKenny Union and is expected to generate at least \$30,000 in annual net revenues for the University.

'Madwoman' to open in Quirk Oct. 11

The Communication and Theatre Arts Department will present Jean Giraudoux's play "The Madwoman of Chaillot" Oct. 11-14 and 18-20 in EMU's Quirk Theatre.

The last of Giraudoux's plays, "The Madwoman of Chaillot" reflects his concern about the effect of World War I and II on the world. It engages the audience in a comic and absurd world that illustrates his view that goodness, beauty and happiness can reign. The plot focuses on a struggle between good and evil that takes place in and under a city when a group of shady men discover oil. While they devise plans to get rich by tearing up the city and cheating the public, Aurelia, the "madwoman", gathers together the "ordinary" people to thwart them.

"The Madwoman of Chaillot" will play at 8 p.m. nightly with a matinee performance Sunday, Oct. 14, at 2:30 p.m.

Ticket prices are \$8 for the general public, \$6 for students and \$5 for Mainstage members Friday and Saturday, \$1 off those prices for matinee performances, and all seats are \$4 Thursday.



Bret Morrow (left) and Chris Jacobs rehearse "The Madwoman of Chaillot," which will run in Quirk Theatre Oct. 11-14 and 18-20.

Tickets can be reserved by calling the EMU Arts and Entertainment Box Office at 7-1221 Monday through Friday from 12:30 to 5:30 p.m. On performance days, the box office will be open from 12:30 to 8:30 p.m.

New faculty contract approved

A three-year agreement between EMU and the faculty union, the EMU Chapter of the American Association of University Professors, was approved by the Board of Regents Sept. 25.

The contract, which applies to approximately 681 faculty members, incorporates provisions which extend from Sept. 1, 1990, through Aug. 31, 1993.

In each of the three years, the faculty will receive a 5 percent salary increase. In addition, a salary differential pool, calculated as one-half of 1 percent of all faculty salaries as of May 30, 1991, will be distributed among faculty in 1991-92; and a 1 percent pool, calculated May 30, 1992, will be distributed in 1992-93. How such distribution will occur has yet to be developed by the University and EMU-AAUP.

Other compensation issues in the new agreement include a change in the pay schedule from biweekly to semimonthly; a new six-week spring term class option (formerly all spring session classes were seven and one-half weeks); and an increase in substitute pay from the current \$23 to \$46 per credit hour class met or two lab contact hours met after the first hour of substitution.

In the retirement benefits area, the new agreement limits the University's retirement contributions to 10 percent of earnings, foregoing a former practice of additional contributions made once a faculty member's earnings exceeded the cut-off for social security payments; and it increases the lifetime insurance benefit from \$1,000 to \$3,000.

The University now also will pay up to \$90 per month for retiring faculty between the ages of 55 and

65 if they wish to remain in an EMU-offered health maintenance organization and will pay up to \$90 per month for a Medicare fill package once a retired employee reaches 65 years old.

The new contract allows faculty to hold their regular 10-hours-per-week office hours in facilities other than their offices provided they post on their office doors where they will be available to students during scheduled office hours; and it delineates which types of courses may be taught on campus under the Division of Continuing Education.

The agreement expands the Faculty Council from its current 15 members to include one representative from each academic department and the University Library (approximately 35 members) and also prescribes a procedure for granting graduate faculty status. In addition to having appropriate academic credentials, full graduate faculty status will require a rating of "distinctly above average" in instructional effectiveness and scholarly and/or creative activity; or, if "average" in instruction, must be rated "exceptional" in scholarly/creative activity. A provisional graduate faculty status, for new or not-yet-evaluated faculty, will be provided as well. Unlike other evaluation procedures in which the provost makes final determination, graduate faculty status decisions will be made by the Graduate School dean.

Also, the new agreement tightens up the triennial evaluation process for tenured faculty and requires a faculty member be rated at least "average" in all three evaluation areas (instructional effectiveness, scholarly/creative activity, and service) to be considered satisfactory.

It allows a lower rating in service or scholarly/creative activity to be offset with a "distinctly above average" in the other, but allows no offset in instructional effectiveness. In addition, it gives the department head final responsibility when differences occur between the department head and faculty personnel committee and sets specific timelines for the improvement of unsatisfactory faculty members.

The agreement also provides minor modifications to conform to new procedures for the Health and Safety Committee and establishes several Memoranda of Understanding. These memoranda include: the establishment of an AAUP-University task force to evaluate and recommend alternative tax-deferred annuity options and the establishment of an AAUP-University task force to study and make recommendations on issues regarding faculty productivity, the 12-credit hour norm, course teaching equivalencies, etc. Both will convene by Oct. 30, 1990, and make final reports and recommendations by Sept. 13, 1991, to be implemented, if agreed upon, by Sept. 1, 1992.

The memoranda also provide for establishment of a task force to study the possibility of University-wide flexible benefits for faculty and staff; the establishment of fall and winter retirement counseling seminars for faculty; and clarification that new remedial mathematics teachers who are hired as part of the basic studies support system will not be deemed bargaining unit members nor have faculty status.

The new agreement is expected to cost the University approximately \$1.48 million in its first year, \$2.1 million in 1991-92 and \$2.4 million in 1992-93.

Scientific misconduct-integrity policy approved by regents

The EMU Board of Regents Sept. 25 approved a new policy regarding scientific integrity and misconduct in research and scholarly pursuits.

The policy, which puts EMU in compliance with federal regulations, addresses the parameters of scientific misconduct and the responsibilities of EMU to insure that scholarly activity of the University's faculty, research staff and students is conducted with integrity and openness.

It was developed by the University's Committee on Scientific Integrity and Misconduct. Members of that committee included representatives from EMU's six collegiate concentrations and the Research Development Office in consultation with the University attorney and director of human resources. The committee held an open forum on the policy last April.

Under the policy, scientific misconduct is defined as including, but not limited to: the falsification, fabrication or misrepresentation of data, including deceptive reporting or omission of conflicting data with the intent of falsifying results; plagiarism or misrepresentation of others' work as one's own; failure to assign authorship appropriately on any manuscript, report, project, publication or electronic communication; deliberate violation of a University policy or standard procedure in research, including but not limited to the policies on the use of human subjects and the use and care of animals; abuse of confidentiality in peer, editorial or regulatory review; or use or disclosure of privileged information, such as misappropriating ideas from others' grant proposals, award applications or manuscripts; or inappropriately using other privileged communications; and other prac-

tices which seriously deviate from those that are commonly accepted within the academic and scientific community for proposing, conducting and reporting research.

Under the policy, scientific misconduct does not include honest error or difference in interpretation and judgement of data.

Allegations of scientific misconduct will be subject to the procedures of inquiry and formal investigation specified in the Public Health Service Final Rule 42 CFR, Part 40. The University also reserves the right to address other forms of fraudulent academic activity separately and exclusive of the scientific integrity and misconduct policy and practices.

The implementation and administration of this policy is the responsibility of the provost and vice president for academic affairs, a designated senior administrator and a committee appointed by the provost to advise and assist the administrator.

Their responsibilities will include ensuring that: there is an impartial process for receipt of scientific misconduct allegations and an immediate inquiry into each allegation; if inquiry findings provide sufficient basis, a formal investigation be initiated within 30 days of the inquiry; when appropriate, impartial experts be used in inquiries and investigations with precautions taken against potential conflicts of interest; affected individuals are treated confidentially to the maximum extent possible, are given a prompt and thorough investigation and are allowed to comment on the allegations or findings; and that the positions and reputations of those who make allegations in good faith are protected to the maximum extent possible.

The group also will ensure that:

appropriate administrative action to protect federal funds be taken; efforts are made to restore the reputations of persons alleged to have been engaged in misconduct when the allegations are not confirmed; appropriate sanctions are imposed on individuals who are found to have committed scientific misconduct; and actions are taken to correct the public record in cases where scientific research has been misrepresented.

The policy states that "a finding of scientific misconduct by the University shall constitute serious misconduct and failure of a faculty or staff person to meet their professional responsibilities." Sanctions imposed when allegations of misconduct are substantiated may include, but are not limited to: a letter of reprimand, removal from a project, probation, suspension, or termination of employment, depending on the severity of the situation.

The policy applies to all scholarly activity and research performed by EMU faculty, staff and students under the auspices of the University, whether funded or unfunded; all such activity conducted on University premises or using University facilities and materials; all published work in which a University affiliation is stated or implied, such as when a University address is listed for requesting reprints; and other research which is directly related to the fulfillment of one's employment responsibilities at EMU, such as professional activities taken into consideration for faculty promotion.

The scope of the policy includes student theses and the work of students acting as paid or volunteer workers for the University, but excludes student work when done as part of a course assignment.



Creating Awareness—EMU graduate student Moe Furgan of Northville experienced blindness Oct. 2 when EMU observed Michigan "Investing in Ability Week." The week featured several campus activities including opportunities for students and staff to take on a handicap and learn what handicapped students and staff at EMU experience. With Furgan is EMU junior Cheryl Clay of Warren.

Celebrating

Higher Education Week 1990
October 14th - 20th

The National Story: Successes and Challenges

Higher Education Week celebrates learning

The stereotypical college student is fast becoming passé. Once, most of the students on campus were those who enrolled immediately following high school. But one look at a typical campus today will reveal diversity in the student body. In addition to the 18-to-22-year old traditional students, you'll find grandparents completing interrupted educations, professionals seeking to further their careers, and armed services veterans returning to school, among others.

The theme of this year's National Higher Education Week, Generating Greatness in Every Generation, celebrates that diversity, as well as the silver anniversary of the Higher

The theme of this year's National Higher Education Week is Generating Greatness in Every Generation.

Education Act of 1965. That and subsequent legislation has enabled many Americans who might not otherwise have been able to continue their education.

The federal higher education legislation goes before Congress for reauthorization next year. Included among the objectives of the reauthorization are:

- Ensuring and enhancing the role of postsecondary education in the production and dissemination of knowledge, technologies and culture in our society;
- Improving the contribution of postsecondary education to the productivity and health of the U.S. economy, and improving the international competitiveness of the U.S. economy;
- Improving the postsecondary education participation and completion rates of academically qualified individuals from minority and disadvantaged groups;
- Improving the quality of

postsecondary education in all institutional sectors, for individuals from all backgrounds;

- Ensuring that unnecessary paperwork is eliminated and information collected from the public is effectively used;
- Protecting the financial interests of students and American taxpayers in the student financial assistance programs;
- Improving efficiency of all resources—state, federal and private.

National Higher Education Week is sponsored by the Council for Advancement and Support of Education (CASE). It's designed to promote the role colleges, universities, and their graduates play in shaping society. Efforts are made to focus attention on the mission of higher education and to show the need for increased public and private support.

Source: *Federal Register*, Volume 54, Number 187, Sept. 28, 1989.

Cavazos emphasizes minority retention, learning

Education Secretary Lauro F. Cavazos called on college and university presidents at the American Council on Education's (ACE) annual meeting this month to assume leadership in restructuring education in America today and develop a series of national goals to guide higher education into the 21st century.

Cavazos prefaced the goals by urging a national commitment to ensure that by the year 2000, "students from all population segments and economic groups who aspire to enter and complete programs of postsecondary education have equal access to a quality education." He urged that greater emphasis be placed on recruiting minorities and women into higher education and that colleges and universities make a greater effort to prepare minority faculty.

The six goals Cavazos set for higher education to reach by the year 2000 include:

- The gap in degree completion rates at both the associate and baccalaureate level between black and Hispanic students, on the one hand, and white and Asian students, on the other, should be narrowed.
- Fifty percent of all bachelor's degree recipients should be able to demonstrate proficiency in a language other than English. Cavazos noted that only 10 percent of students can demonstrate such proficiency now.
- All associate and bachelor's degree recipients should be able to demonstrate proficiency in college level math and science.
- All graduating students should be able to write coherent, grammatically correct papers and display a basic knowledge of world history, geography, and culture appropriate to their degree level.
- The number of U.S. college graduates completing

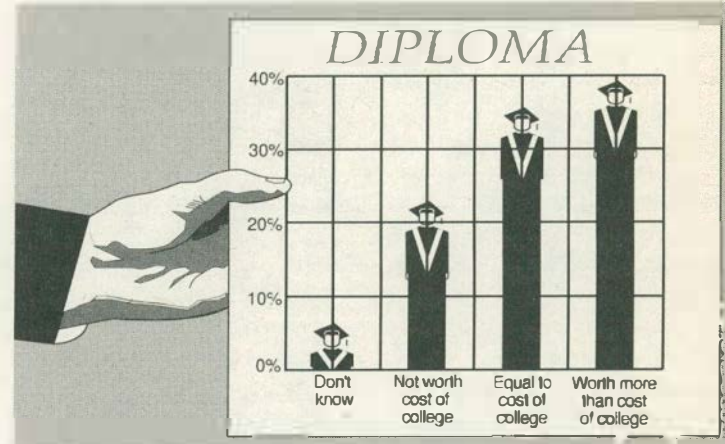
doctoral programs in the basic arts, mathematics, sciences, engineering, and technological disciplines should be increased by 25 percent, with the number of women, blacks, American Indians, and Hispanics in this group increased by 50 percent.

- All students leaving colleges and universities should possess higher order critical thinking and problem solving skills needed to contribute productively to the economic and political life of the nation.

Addressing a luncheon plenary session, Cavazos questioned whether the requirements for degree programs have kept pace with the demands graduates face in the work place, and called on college and university presidents "to ensure that your degree programs give students what they need to prepare them for the challenges they will face tomorrow." Cavazos cited the area of teacher education, in particular, reminding annual meeting participants that "the quality of student that comes to your university or college is totally dependent on what is occurring in public elementary and secondary schools."

The above article was reprinted with permission from *Higher Education & National Affairs*, a publication of the American Council on Education.

Opinions on the value of a College Education



Source: "Attitudes About American Colleges," prepared for the Council for Advancement and Support of Education by the Gallup Organization, August 1989.

Cooperative efforts benefit universities and communities

While universities and communities once stood apart, there is a growing realization that becoming entwined provides benefits for both.

Allan W. Ostar, the president of the American Association of State Colleges and Universities (AASCU), discussed this theme at a recent conference in Baltimore. Ostar's vision of an "interactive university" differs from the role of classic research and teaching universities. He emphasized that communication could no longer travel one way from the university to the community.

The conference, "The Higher Education/Economic Development Connection: Making the Partnership Work," also focused on the partnerships among universities, businesses, government, and community organizations; and specific institutional mechanisms for generating that cooperation.

Eastern Michigan University was represented at the national conference by Charles Monsma, the director of EMU's Institute for Community and Regional Development. Monsma said "community" no longer refers only to the local setting, it also has international connotations.

Monsma said in order for a university/community relationship to be successful, "a recognition of the common interests that we have, a willingness to break down institutional barriers, and a willingness to share resources and commit them to the common good," are needed. Monsma defines institutional barriers as "the idea that the institution and the cities are separate from each other with their own mandates and messages."

There are a number of ways higher education can contribute to a community's economic



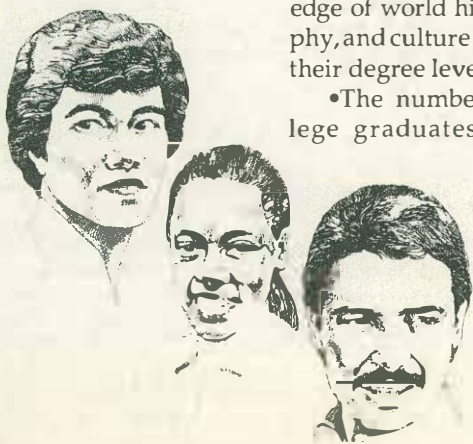
Charles Monsma

development, according to Monsma. He cites the "expertise of the professors, the abilities and knowledge of the students, and the institutional resources or facilities of the university."

But again, the benefits do not flow only one way. Monsma points out that the university profits "because the professors are gaining in professional competence, the students are enhancing their learning experience, and the university as a whole is helping its image and increasing its goodwill in the community."

Monsma says there are a number of examples of cooperative efforts—"having professors and students work on projects for specific business or governments, universities working with government and business on environmental problems and how to improve the quality of the environment, counseling individual businesses on marketing strategies and product development, and working with government on developing better management systems and assessing community needs."

As Monsma points out, "universities have a lot of resources which can be applied to meeting community needs."



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The EMU Story: The Learning University

The Revised Basic Studies Program is an excellent example of collaboration both among departments within the College of Arts and Sciences and between colleges. A shorter, more focused list of basic studies requirements has been devised. The program has developed greater coherence, and a committee structure is in place to maintain oversight of the program in a fully collaborative manner.

Classroom • Collaboration • Community

Several Interdisciplinary Programs are available in the College of Arts and Sciences including:

- An African American Studies Department, created from the former Afro-American Studies Program. The change was recently authorized and is expected shortly.
- The Women's Studies Program, which offers its own courses but enlarges its offerings by cross-listing many departmentally based courses; it is hoped that this program can also attain departmental status.
- The Language and International Trade Program, which prepares graduates to help Michigan participate in a global economy. A kindred program in Language and International Relations has been proposed.
- A Labor Studies Program operated through the Economics Department which offers leadership training for minority and handicapped workers.
- Other interdisciplinary programs include Historic Preservation, Travel and Tourism, and Arts Management.

Classroom • Collaboration • Community

The Urban Teacher Program (UTP) brings together Wayne County Community College, Eastern Michigan University and Wayne State University to:

- Create an urban teacher education preparation program consistent with research findings about teaching practices that support student learning, and
- Substantially increase the number of minorities in teaching.

Students are drawn primarily from Detroit. They take most of their general education, major/minor, and teacher preparation classes at WCCC branches close to their homes. Field experiences occur in urban school districts with specially chosen mentor teachers. Selected students will have the opportunity to participate in paid internships in their upper division field experiences.

The Collaboration for the Improvement of Teacher Education (CITE) is a national award-winning collaborative effort of EMU's College of Education and local school districts to use research to improve teacher education. CITE brings teachers, University faculty, and school administrators together to develop pre-student teaching field experiences. CITE students take three courses that integrate research and theory on curriculum and methods, measurement, and social foundations.

Classroom • Collaboration • Community

The Center for Substance Abuse Education and Training (CSAET) is a joint venture between Eastern Michigan University and Catherine McAuley Health Center's Chemical Dependency Program. The center was created in response to requests for prevention and education services in the area. The mission of CSAET is to "increase awareness of and disseminate accurate information about substance use and abuse to various target populations." The goal is to deliver pertinent information to groups in a dynamic and interactive workshop format that is structured to suit the specific needs of each group served.

Classroom • Collaboration • Community

Academic Programs Abroad offers a wide range of educational programs that involve academic study in countries other than the United States. Among these is the innovative European Cultural History Tour, an interdisciplinary travel-study program. The summer tour offers courses in history and art, and the semester long fall program offers courses in history, art, literature, and political science. Students and faculty visit major cultural centers throughout Europe and the Mediterranean region. The program is offered through Continuing Education.

Classroom • Collaboration • Community

The Emissions Evaluation Center is a collaborative effort between 12 companies and EMU. The mission of the center is to reduce odor-causing volatile organic compound emission levels of coating materials used by automotive and allied industries. The center will evaluate the odor potential of coating formulations and generate sufficient data to allow industry to quantify odor potential on the basis of emissions.

Classroom • Collaboration • Community

Adventures in Education is a collaboration between Continuing Education and various academic departments. The program provides top-quality

condensed academic courses primarily in the summer months in resort settings here and abroad. During spring and summer 1990, 1,500 students enrolled in Adventures in Education Programs offered in: Davos, Switzerland; Key West, Florida; and several Michigan sites including: Holland; Bellaire; Gaylord; Petoskey and Traverse City. There are plans to expand the 1991 summer program to include offerings in Alaska.

Classroom • Collaboration • Community

The Weekend University addresses the needs of students for classes to be offered on-campus at more varied and convenient times. Both undergraduate and graduate classes are offered through Continuing Education at times that do not interfere with work and family obligations and at a location that is easily accessible—the campus of Eastern Michigan University, The College of Business is now offering a weekend MBA program.

Classroom • Collaboration • Community

The Arts Management Curriculum offered through the Department of Communication and Theatre Arts is one of only a few available in the Midwest. The program provides career training and practical experience for students who have a passion for the arts and whose talent is in the field of administration and/or promotion.

Classroom • Collaboration • Community

The Faculty Center for Instructional Excellence is a unit of the Division of Academic Affairs that assists faculty in evaluating and improving teaching methods, devising effective means of assessing student performance in the classroom, and promoting continuing discussion and examination of the teaching and learning that occurs in the classroom at Eastern Michigan University.

Classroom • Collaboration • Community

The 1990 State of Michigan Teaching Excellence Award winners are:

Gail W. Compton - Communication/Theatre Arts;
Richard L. Douglass - Associated Health Professions;
Thomas M. Gwaltney - Teacher Education;
Stuart D. Henry - Sociology, Anthropology, and Criminology;
Erik J. Pedersen - Health, Physical Education, Recreation, and Dance;
Ronald M. Scott - Chemistry;
Martin B. Shichtman - English Language and Literature; and
Janice J. Terry - History and Philosophy.

Classroom • Collaboration • Community

The Collegium for Advanced Studies is a group of faculty

and staff whose purpose is to encourage and disseminate research. Some of the activities of this group include a new faculty reception, a research fair in which faculty/staff can share and discuss ideas about research, and a visiting scholars

grant program which funds lectures and discussions with faculty and students about research. The Collegium also publishes *Mosaics*, a publication that contains articles about research being done within the University.

Test Your EMU Litera

National Higher Education Week 1990 presents a perfect opportunity for us to test our knowledge of our own University. It is so much activity in such a broad range of areas that it is nearly impossible to list all of the things we do. About our own University is just that... a sampler, not a comprehensive listing of common knowledge among the University community. Have some fun and see how much you know. If you've completed the test and realized how much you didn't know, you will have learned a great deal. If you're curious and want to learn more, read the close-ups on Classroom, C

	YES	NO
EMU has the only Coatings Research Center of its kind in the entire United States.	<input type="checkbox"/>	<input type="checkbox"/>
EMU has the only Emissions Evaluation Center in the entire United States.	<input type="checkbox"/>	<input type="checkbox"/>
EMU is the only university in the country with an Academic Study Abroad Program that includes an entire semester of rigorous academic study in more than 18 countries and 40 cities.	<input type="checkbox"/>	<input type="checkbox"/>
EMU offers one of the nation's few undergraduate majors in toxicology.	<input type="checkbox"/>	<input type="checkbox"/>
Between 1991 and 1995, EMU will award thirty Wade McCree Incentive Scholarships each year to minority students entering the ninth grade (150 scholarships in all).	<input type="checkbox"/>	<input type="checkbox"/>
EMUs College of Education is the largest producer of educators in the United States.	<input type="checkbox"/>	<input type="checkbox"/>
EMU has the largest collection of consumer and economic education materials in the nation.	<input type="checkbox"/>	<input type="checkbox"/>
EMUs College of Education has received seven national awards from five professional organizations since 1985.	<input type="checkbox"/>	<input type="checkbox"/>
EMU has the largest Continuing Education operation in the entire state of Michigan.	<input type="checkbox"/>	<input type="checkbox"/>
EMU's College of Business offers a weekend MBA program through Continuing Education's Weekend University.	<input type="checkbox"/>	<input type="checkbox"/>
EMU has been selected as one of the host universities for the Michigan State Board of Education Summer Institutes on the Arts and Sciences for the past seven years, receiving the honor more times than any other institution in the state of Michigan.	<input type="checkbox"/>	<input type="checkbox"/>
The following national leaders in education are graduates of EMU: Executive Director of the National Association of Secondary Principals—Timothy Dyer; Executive Director of the National Education Association—Don Cameron; President-Elect of the American Association of School Administrators—William Morris; Head of the U.S. Army's Department of Continuing Education—Col. Gene Bruce; Executive Director of the National Foundation for the Improvement of Education—Donna Rhodes; and National Education Program Administrator for Chrysler Corporation—Valerie Becker.	<input type="checkbox"/>	<input type="checkbox"/>
EMU's Continuing Education division sponsors condensed summer academic programs in resort settings in Switzerland, Alaska, Florida, and several sites around the state of Michigan including Traverse City, Petoskey, Holland, Gaylord, and Bellaire.	<input type="checkbox"/>	<input type="checkbox"/>
EMU's Institute for Corporate Learning offers nationally acclaimed Workplace Academy programs (praised by First Lady Barbara Bush in a visit last year) to enhance the basic skills of hourly workers in both Ford and Chrysler plants.	<input type="checkbox"/>	<input type="checkbox"/>
EMU is the only university to offer a teacher certification program in Japanese Language and Culture.	<input type="checkbox"/>	<input type="checkbox"/>

The EMU Story: The Learning University

Workplace Literacy Academy is offered through the EMU Institute for Corporate Learning. The academy allows workers to sharpen their reading, writing and math skills. Academy materials are drawn from the worker's personal and workplace situations to insure an immediate relevance and application for everything that is learned. The academy covers six areas of educational counseling and learning opportunities delivered in on-site learning centers: adult basic education, general education development, high school comple-

tion, educational enrichment services, English as a second language and academic advising services. The academy focuses on individual interests, abilities and work schedules.

SER-GEM (Southeast Regional Groundwater Education in Michigan) Center was established when the Institute for Community and Regional Development received a three-year grant for \$750,000 to start a Southeast Regional GEM Center at EMU. This center will provide a constellation of resources focused on protecting

groundwater resources in Southeastern Michigan.

The Institute for the Study of Children and Families provides the following services within the scope of its mission:

- Implementation of basic and applied research projects;
- Implementation of demonstration projects;
- Development and implementation of non-credit classes;
- Development and implementation of conferences;
- Consultation and technical assistance for local, state, and national organizations;
- Development of proposals for external funding;
- Development and dissemination of research and educational products;
- A library of materials related to children and families;
- Consultation and technical services for faculty and staff; and
- Internships and assistantships for graduate and undergraduate students.

an ever increasing amount of information.

The Learning Plus Program is offered through the Department of Communication and Theatre Arts. The program is in its fifth year and has enjoyed increasing popularity with the students and faculty. The program

- provides college instructors with an easily accessible resource for using theatrical productions as learning devices;
- creates a vehicle for interdisciplinary exchanges; and
- increases the level of exposure to and awareness of the fine quality of theatrical offerings at the EMU Theatre.

EMU Equity Programs are committed to keeping the University accessible to students with the potential to perform well at the University, and encourage younger students to pursue college educations. This commitment is particularly strong with respect to under-represented minority student populations.

Fashion Update Workshops are offered during the spring and summer through the Department of Human, Environmental and Consumer Resources. Recognized national leaders in fashion-related fields are brought in to do update sessions for professionals. In summer 1990, EMU hosted 150 professionals from 23 states and Canada.

Career Services PEP Program puts PEP in student lives. This fall, the Career Services Center will unveil its new Professional Experience Programs (PEP). PEP offers students five different opportunities for getting relevant work experience during college. A student who has a tentative career in mind may explore that career through paid, short-term work in the field. EMU's Cooperative Education Program, which for years has been nationally recognized for both its size and quality, is still viewed as one of the best ways for students to gain work experience in their chosen career field.

The Social Work Program has gone international. Under the faculty direction of Drs. Elvia Krajewski-Jaime and Elizabeth Kaufmann, five nursing and social work students spent seven weeks in Mexico City this past spring completing clinical experiences in a hospital and taking other courses, such as "Peoples and Cultures of Mexico." This innovative approach to learning combines field experience with course content on culture and language.

The Eighth Annual Apparel/Design Symposium will be hosted Nov. 11 by the fashion merchandising program at EMU, the apparel/design in-

dustry, and the Fashion Group of Detroit. The symposium is a state-wide event held on the EMU campus which focuses on some aspect of the apparel industry. Eight thousand dollars in scholarships will be awarded this year; up from the \$7,000 that was awarded in each of the previous years. Over the years, the program has received national recognition from the apparel/design industry for the linkages it provides between business, industry and education.

Times Annual Undergraduate Symposium has grown each year as more and more undergraduates take part in sharing their research and creative efforts with one another and the university community at large. Each student participant is sponsored by a member of the faculty who is closely involved with the student's work.

A New Health Services Management Track has broad appeal to transfer students. The Health Administration Program within the Department of Associated Health Professions has just implemented the Health Services Management Track. This enables a person who holds an associate's degree in a health profession and a professional certification (e.g. medical laboratory technician, associate degree nurse, respiratory therapist, radiologic technologist, etc.) to transfer up to 22 credits of professional coursework into the program. This usually makes it possible for these students to obtain the baccalaureate degree in two years.

Pre-College Career Seminars are sponsored by the College of Health and Human Services. The purpose of the seminars is to:

- Assist high school students' explore possible careers in health and human services,
- Increase the numbers of minority students in the college, and
- Foster positive relationships between local high schools and the college.

A New Volunteer Program is being sponsored by the Office of Campus Life to harness the power of volunteers on campus and to later branch out to serve the community. The program kick-off was held at the Radisson on the Lake Saturday, September 22. Nearly 200 people representing some 40 organizations attended. Participants included EMU students, faculty, staff and Ypsilanti community members. Starting up is scheduled to occur during the 1991 winter semester.

Take time Oct. 18 to visit selected open EMU classrooms. For more information, contact Mary Lilley at 487-2237.

— DID YOU KNOW? —

reflect upon the broad range of successes of which we can all be proud. There are many "Did You Know?" facts as we compiled it we were amazed at how much of the information was not in your EMU-literacy. There's no such thing as a failing grade. By the time you've read this page, you've already learned some important and interesting facts you can proudly share.

	YES	NO
Since 1984, 3 EMU alumni have been named Michigan Teacher of the Year, and 2 have been named first runner-up.	<input type="checkbox"/>	<input type="checkbox"/>
The EMU forensics team has placed either first or second in the nation for the past 20 years.	<input type="checkbox"/>	<input type="checkbox"/>
EMU has a national, refereed journal published three times a year— <i>The Journal of Professional Studies</i> published by the EMU Faculty Center for Instructional Excellence.	<input type="checkbox"/>	<input type="checkbox"/>
EMU offers an M.A. in export economics.	<input type="checkbox"/>	<input type="checkbox"/>
EMU provides graduate certificate programs in state and local history and artificial intelligence.	<input type="checkbox"/>	<input type="checkbox"/>
EMU offers an M.A. in discipline-based art education.	<input type="checkbox"/>	<input type="checkbox"/>
There is an award for graduate students at Eastern who maintain a 4.0 throughout their entire masters' program?	<input type="checkbox"/>	<input type="checkbox"/>
Each year the Graduate School provides research support in the form of teaching release time to faculty that equates to approximately 26 full time faculty positions?	<input type="checkbox"/>	<input type="checkbox"/>
EMU's Cooperative Education Program is the 15th largest in the United States for four-year colleges.	<input type="checkbox"/>	<input type="checkbox"/>
The hottest major in terms of employment potential for each of the five colleges on campus is:		
• Arts and Sciences—General science teaching (90.9%);		
• Business—Accounting info systems (91.7%);		
• Education—Teaching the physical and otherwise health impaired (100%);		
• Health and Human Services—Occupational therapy and dietetics (100%);		
• Technology—Polymers and Coatings (92.3%).	<input type="checkbox"/>	<input type="checkbox"/>
The 3 employers who hire the largest number of Eastern Michigan University graduates are The University of Michigan, Ford Motor Company, and McAuley Health Center.	<input type="checkbox"/>	<input type="checkbox"/>
Campus Life provides and maintains mailboxes for 185 recognized student organizations.	<input type="checkbox"/>	<input type="checkbox"/>
The Martin Luther King, Jr. Day celebration at the annual President's Luncheon has increased by 100 participants every year over the last five years.	<input type="checkbox"/>	<input type="checkbox"/>
Four thousand students, faculty and staff participated in Spirit Week '90.	<input type="checkbox"/>	<input type="checkbox"/>
EMU has the largest occupational therapy program in the state.	<input type="checkbox"/>	<input type="checkbox"/>
EMU's interior design majors consistently win and place in national and regional design competitions, and have won the state American Society of Interior Design Award for eight consecutive years.	<input type="checkbox"/>	<input type="checkbox"/>
EMU has the largest exclusively baccalaureate social work program in Michigan.	<input type="checkbox"/>	<input type="checkbox"/>
The EMU Honors Program is one of fewer than 20 nationally to offer undergraduate honors assistantships to outstanding juniors and seniors.	<input type="checkbox"/>	<input type="checkbox"/>
For the current academic year, EMU has awarded more than 900 students scholarships based on academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>

An Internal Auditing Program was recently started through a grant from The Institute of Internal Auditors to EMU's Accounting Department. The project, developed by Dr. D. Robert Okopny, will be funded by the Detroit chapter of IIA. The internal auditing curriculum is new to this area and will give EMU's program graduates an edge over those from other schools in the region. One of the most attractive features of this program is that it will serve people from a variety of disciplines (including accounting) at both the graduate and undergraduate levels.

An Investment Strategies Game developed by Dr. Asrat Tessema of the Finance Department allows students to learn about investment risk with no risk. Students participate in an educational stock market game that underscores the investment material covered during the semester. The end result is a close awareness of the dynamics involved in equity investment without risk to capital.

The Enhanced Library boasts the completion of the last part of a major improvement project, an automated circulation system. For the first time, members of the EMU community are circulating materials using a bar-code system. Members of the University community who have access to the Banyan network also are able to access the on-line catalog from their office computers. The library also has added a number of periodical indexes on compact disks. Library patrons are able to search these indexes by author, title, subject, or a combination of subjects and keywords. These vital enhancements in service have combined to give EMU community members access to

Minority enrollment declining

Low- and middle-income black and Hispanic youth are participating in higher education at significantly lower rates than in 1976, says a report released by the American Council on Education (ACE).

Reviewing data over a 13-year period, ACE found that the college participation rate of dependent low-income black high school graduates between 18 and 24 years old dropped from 40 percent in 1976 to 30 percent in 1988. The percent-

during the 1960s and 1970s, and suggests that changes in the structure of current student aid programs could have a revitalizing effect on the college entrance rates of these groups.

While the greatest improvement in standardized test scores—the SAT and ACT—has been among black and Hispanic high school students, these gains have not translated into larger percentages of students entering college, the report says.

The report also found that many of those minorities who do attend college never receive a degree. While blacks represented 9.2 percent of the undergraduate population in 1986, they earned only 5.7 percent of the bachelor's degrees awarded in 1987.

Hispanics also were underrepresented when enrollment and degrees earned were compared. Hispanic students represented 5.3 percent of undergraduate enrollment in 1987, yet they earned only 2.7 percent of all undergraduate degrees.

The report concludes that "comprehensive and sustained efforts are needed at the institutional level to recruit, retain, and graduate larger numbers of minority students."

Other findings of the report include:

- The college participation rate of black males fluctuated between 1986 and 1988, but remained low compared to gains by white males.

- The high school completion rate of dependent white youth was consistently higher than that of dependent black and Hispanic youth, but differences in those rates between black and white youth corresponded more to family income than to race.

- From 1978 to 1988, non-U.S. citizens earned more doctorates from American colleges and universities than U.S. citizens. The number of U.S. citizens earning doctorates dropped 8 percent, due largely to a 47 percent decline in doctorates obtained by black males and a 21 percent drop in doctorates obtained by white males. Non-U.S. citizens posted a 63 percent increase in doctorates from 1978 to 1988.

The above article was reprinted with permission from Higher Education & National Affairs, a publication of the American Council on Education.

Faculty survey reflects areas of concern

How well-equipped are college students in basic skills? According to a survey on faculty attitudes and activities, the answer is not well at all. As many as 85 percent of the fac-

ulty members surveyed at various institutions said the undergraduates with whom they are in close contact were seriously underprepared in skills such as those needed for written and

oral communication.

Most faculty members surveyed also gave high marks to their institution's ability to provide students with a general education.

VIEWS ON UNDERGRADUATE EDUCATION

	All institutions, by sex			By type of institution				
	Men	Women	All	*Res.	Doc.	Comp.	L.A.	2-yr.
Rate own institution excellent or somewhat better than adequate in:								
Providing undergraduates with a general education	74%	77%	75%	62%	69%	73%	84%	85%
Preparing undergraduates for a vocation or career	73	79	75	62	69	71	71	89
Strengthening the values of undergraduates	36	41	37	24	32	34	70	43
Creating opportunities for undergraduates to engage in public service	29	31	30	23	28	29	53	31
Agree strongly or with reservations that:								
Undergraduates at my institution are not getting as good an education today as they did five years ago	18	19	18	17	18	19	14	20
State-mandated assessment requirements threaten the quality of undergraduate education and intrude on institutional autonomy	45	43	44	45	42	43	51	44
The number of general education courses required of all undergraduates should be increased	37	38	37	40	33	34	33	41
I enjoy interacting informally with undergraduates outside the classroom	84	81	83	77	83	85	92	84
Undergraduates should seek out faculty only during posted office hours	13	19	15	15	15	13	12	16
Grade inflation is a problem at my institution	63	62	62	64	64	62	65	60
I find myself not grading as "hard" as I should	49	49	49	48	49	50	54	48
The undergraduates with whom I have close contact are seriously underprepared in basic skills such as those required for written and oral communication	74	77	75	68	70	73	64	85

Source: Carnegie Foundation for the Advancement of Teaching, 1989 National Survey of Faculty. * Research, Doctoral, Comprehensive, Liberal Arts, Two Year

"... comprehensive and sustained efforts are needed at the institutional level to recruit, retain, and graduate larger numbers of minority students."

age of low-income Hispanic high school graduates enrolled in college also fell, from 50 percent to 35 percent, over the same period, "indicating an educational failure rate of intolerable magnitude," says the "Eighth Annual Status Report on Minorities in Higher Education." At the same time, low-income white high school graduates made a slight gain in college participation.

Low-income black males are participating in higher education at a much lower rate than low-income black females. In 1988, only 23 percent of low-income black males were enrolled in college, compared to 37.2 percent 13 years ago. The college participation rate of low-income black women dropped from 41.7 percent to 35.6 percent during the same period, while the college participation rate for low-income white males dropped from 34.9 percent to 32.1 percent.

The report notes that since the mid-1970s, the college participation of blacks and Hispanics has been a picture not of progress, but of major regression.

The report cites various studies indicating that student aid programs can increase the number of low-income students attending college and did so

Financial picture forces re-evaluation of priorities

Several years of public criticism about high costs and questionable quality have stung many of the nation's 3,500 colleges and universities. Now, increasingly tight budgets and predictions of a national economic downturn may exacerbate an already tense situation.

The new academic year—like the rest of the decade—is bound to be one of tough choices, choices that can no longer be deferred.

Signs that some colleges and universities are making those choices are already visible. Several prominent private universities, such as Stanford and Columbia, have made it clear that they will streamline administrative procedures, and close down programs, to meet the new financial realities.

Despite the mood of uncertainty and the bleak financial forecast, academe hasn't given up on some of its grandest plans. Several universities are conducting path-breaking "mega-fund-raising" campaigns. Researchers are moving ahead on gene therapy experiments that could lead to cures to diseases once thought mysterious. A growing number of colleges and universities are planning student or faculty exchanges with newly democratized higher-education institutions in Eastern Europe.

At home, however, soaring tuition costs have prompted outside scrutiny about what students are getting for their money. Legislators and several authors have questioned whether the typical college professor spends too much time on research and too little time in the classroom.

Scarce resources have also generated questions about federally financed "big science" projects that some scientists believe are taking money away from young researchers. Glitches in the \$1.5-billion Hubble Space Telescope project and the escalating costs of the Superconducting Supercollider have led some in Congress to ask whether projects of such scope make sense, especially in tight economic times.

Generally, the budget outlook for higher education is downbeat. The rising federal deficit applies a brake to significant growth in most areas. What may increase even more is Congressional dissatisfaction with student-aid programs. Worries over the solvency of the Higher Education Assistance Foundation, one of the largest guarantors of federally insured student loans, have raised questions about the soundness of the entire student-loan system.

In most states, the budget outlook can be summed up in one word: tight.

In many states where education is a priority, elementary and secondary schools generally will continue to get first crack at the available funds.

Campus life is likely to be marked by continuing debates over efforts to diversify the student population and to broaden the perspectives included in the undergraduate curriculum.

The interest in multiculturalism will take different forms. At some institutions, like the College of Wooster, all freshmen will participate in a course that focuses on racism and sexism. Other institutions

offer seminars on diversity during freshman week and in the residence halls.

Such programs are part of an all-out effort to recruit and retain minority undergraduates, as well as to ease campus tensions. Those plans have caused resentment, however, with the backlash seen in new questions about preferential treatment policies. A smattering of white-student unions have sprung up in response.

Student activism may be swelling. Much of it is consumer-oriented: Undergraduates are protesting large classes and mushrooming service fees. But campuses are also seeing increased interest in public service, a resurgent black militancy, and students mobilized around the environment, reproductive rights, and gay and lesbian issues.

Perhaps most worrisome to educators is the erosion of public confidence in higher education. Members of Congress and a prominent national commission are promising to take action if the National Collegiate Athletic Association doesn't put some teeth in efforts to reform college sports. Science watchdogs continue to complain that university researchers are profiting from their discoveries. Animal-rights activists contend that animals are being maimed and killed for no purpose.

How American higher education answers those and other challenges may offer clues to how it will fare as the 21st century approaches.

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Degree Conferred by Racial and Ethnic Group, 1986-87

	American					
	Indian	Asian	Black	Hispanic	White	Foreign
Associate	3,196	11,794	35,466	19,345	361,819	4,688
Bachelor's	3,971	32,618	56,555	26,990	841,820	29,306
Master's	1,104	8,558	13,867	7,044	228,870	29,898
Doctorate	104	1,097	1,060	750	24,435	6,587
Professional	304	2,270	3,420	2,051	62,688	884

Source: U.S. Department of Education

Focus on Faculty

Literacy book uses EMU-UAW academy techniques



The women above, EMU's literacy experts, recently wrote a book on teaching adult literacy based in large part on the success they've had working at EMU's UAW/Ford Reading Academy. From left, the co-authors are Barbara Crumrine, Rena Soifer, Blair Simmons, Martha Irwin, Emo Honzaki and Deborah Young.

By Susan Bairley

It's long overdue, but at last, EMU's literacy experts have put into a book the doing for what they've been doing successfully since 1979.

Titled "The Complete Theory-to-Practice Handbook of Adult Literacy," the book was written by Rena Soifer, Martha Irwin, Barbara Crumrine, Emo Honzaki, Blair Simmons and Deborah Young, all of EMU. It recently was published by Teachers College Press in New York and for the six women, it is, in many ways, a synopsis of innumerable hours of effort and scores of successes they've experienced in the arena of adult literacy.

Soifer is director of the UAW-Ford/EMU Academy—an educational program in a local Ford Motor Co. plant which was visited earlier this year by First Lady Barbara Bush. All of the co-authors have, or currently do, work there with Soifer. She established the Reading Academy at EMU in 1979, and with her co-authors, some who first worked with her as volunteer tutors, Soifer has developed a method of teaching and curriculum

model for adult literacy which seem to provide for optimal success.

Although the book is a compilation of program suggestions and techniques, Soifer said their work is not as much 'new,' as prescriptive. "Research has been talking this for 25-30 years, but what we did was pull it together into a cohesive unit," she said. "These principles were not discovered by us, they're all research principles that have been advocated as being effective in teaching and learning. Over the years of my studying and learning, I was fortunate to see this makes sense, this is good, especially for the 'offbeat' student, the alienated student."

Soifer always has had an affinity for atypical and disadvantaged learners. Throughout her career, with almost missionary zeal, she sought out difficult teaching situations and plunged in to help people learn. For five years, from 1969 to 1974, she worked in inner-city high schools in Dayton, Ohio, with almost all black students in schools experiencing the tensions of new integration. "There was a lot of rioting, a lot of carrying on, but I wanted to be there because I felt

very strongly about black issues and about desegregation in the schools," she said.

While there, she also developed a reading program for educable mentally-impaired students and designed a magnet English-as-a-Second-Language Program.

At Bowling Green State University where she was earning her specialist's degree in 1974-75, she requested another placement working with black inner-city high schoolers and was assigned as a graduate assistant to supervise a content reading project in Toledo, Ohio's, Scott High School. The school's reputation was allegedly so rough, that it served as a proving ground for new Toledo teachers who, as Soifer said, were required to "do their time" there before they could get any other job in the district. Yet once again, Soifer's efforts met success.

At the University of Michigan while working on her dissertation, she worked in Inkster High School and, for three years, she supervised elementary and high school student teachers in several center-city Detroit school reading programs. Finally, in 1979, she was hired at

EMU to begin a Reading Academy, and actually opened her first center on U-M's North Campus for foreign students and their families.

Through the years, Soifer and the academy staff have trained more than 750 tutors for teaching reading and writing and more than 800 student teachers have participated in the program. Those attending the academy always have represented a heterogeneous slice of America, reaching far into society's pockets to even include alcoholics and women prisoners. "We took everybody for whom I felt there was a relationship between their reading and who they were," Soifer said.

In 1982, while searching for funding to continue the academy, Soifer connected with Ford Motor Co.'s union leadership, and the United Auto Workers-Ford/EMU Academy, designed to promote literacy among workers, began in 1984. Today, three academy models are operational in area auto plants.

In every learning opportunity offered by Soifer and her co-authors, listening, speaking, reading and writing are essential elements. And in each, collaborative teaching-learning and mutual respect are evident. "The minute you respect students, the minute you interact with them in a way that shows respect and value for them as people, they give you a chance to see, 'What can you do with me? What are you really about?' You develop a level of trust and respect," she said. "Then you can make some inroads, because they're listening."

"Workers have often said to me, 'Nobody ever listened to me before.' We've heard this thousands of times," Soifer said. "It really surprises them that somebody will listen."

The listening invokes a sense of importance from the learner which Soifer then translates from spoken to written words. "It all comes from feeling that what they say is important enough, and that takes it to another level," she said. "They'll say, 'Wow! Not only do they want me to say it, it's good enough that they want me to write it down.' The biggest thing (from an instructional point of view) is working in the small groups and really learning how to facilitate a group. It's not a vertical relationship with the student. It's a horizontal relationship where they're equals."

Soifer said the tie-in between literacy and self-image is a crucial

link. "Many people who have not been successful in a classroom setting have very poor self-concepts because they know language learning is needed in this society, or that

"Many people who have not been successful in a classroom setting have very poor self-concepts because they know language learning is needed in this society, or that most people have (language skills). And when they don't have it, they think there must be something wrong with them."

—Soifer

most people have (language skills). And when they don't have it, they think there must be something wrong with them, or they're not as good as (others) because everything in our society is dependent on reading and writing, some kind of communication."

"The Complete Theory-to-Practice Handbook of Adult Literacy" contains guidelines for teachers of adults in any educational setting. Its premise is that "whole language teaching and learning principles provide a viable framework for effective adult literacy programs." It discusses reading, writing, the General Educational Development certificate connection, using computers, and specific program and staffing elements. It also repeatedly tells teachers to start instruction where "students are at," with respect and sensitivity.

Key to understanding the book and the teaching successes experienced by the its co-authors is knowing their broad-based definition of "literacy," which goes beyond acquiring or improving reading and writing skills, completing GED exams or manipulating computer programs.

"There are many identifications or definitions of literacy," Soifer said, "but the thing that's significant is that people get what they need to be independent and to participate in this society, that they feel a sense of empowerment, that they can direct their own lives and do their own decision-making. When they reach that level, that's literate."

Minority Affairs Commission begins its 1990-91 work

Members of the 1990-91 Commission on Minority Affairs at EMU received their charge and officially began their 1990-91 meeting schedule Oct. 8 at EMU President William E. Shelton's house.

Now in its third year, the commission is led by Dr. Sherry Sayles-Folks, associate professor of

occupational therapy, who has chaired the commission since its inception in 1987. Its members are appointed to represent every division within the University, the Faculty Council, the clerical/secretarial union, the Black Faculty and Staff Association, Student Government, the Black Student Union, the EMU

Chapter of the National Association for the Advancement of Colored People and the Hispanic, American Indian and Caribbean student organizations.

The commission will meet every other Thursday throughout the semester from 1 to 3 p.m. in Gallery 1 of EMU's McKenny Union, with the second hour of each meeting designated as an open forum for public participation.

"I feel very positive about the commission," Sayles-Folks said. "We've made some strides in the recruitment and retention of minority faculty and staff, and we're headed in the right direction. The University's strategic plan indicates a continued commitment to having a diverse university community and, with this emphasis, I feel very positive."

Members of the commission are Juanita Reid, executive associate to the president and secretary to the EMU Board or Regents; Arthur Timko, director of radio station

Continued on page 4

Wilson

Continued from page 1

orado Commission on Higher Education, the policy and coordinating board for public higher education in that state, and held co-appointments as executive director of the State Department of Higher Education and cabinet officer under Colorado Gov.'s Richard D. Lamm and Roy R. Romer from 1984 to 1988. She was vice president of effective sector management with Independent Sector, a Washington, D.C., association of national charitable, voluntary and philanthropic organizations, in 1982-84.

Wilson was selected as one of the 100 "emerging leaders in American higher education" in 1978 by the American Council on Education and Change magazine. Her awards have included the Michigan Bell Living the Dream Award and Ebony Excellence Women on the Move Award, both in 1989, and a Community Service Award from the Detroit Public Schools' Student Motivational Program this year.

She served on the task force advisory board for the Howard University conference "One-Third of a Nation: African American

Perspectives"; was an American delegate to the United States/United Kingdom Dialogue on Quality Judgements in Higher Education in December 1986; is vice chair of the American Association for Higher Education board of directors; and serves on the boards of trustees at Boston College, Cambridge College, University of Detroit Jesuit High School, the Children's Television Workshop and the Commonwealth Fund.

Wilson is active in several Detroit-area groups, including the Dearborn Area Arts Council, Detroit Economic Club, Women's Economic Club of Detroit, International Women's Forum, Michigan Woman Magazine's Committee of 100 and United Way for South-eastern Michigan. She also sits on several local boards of directors, including the Arab Community Center for Economic and Social Services, Henry Ford Health Care System, Metropolitan Center for High Technology, Detroit Area Boy Scouts of America and the National Coalition of 100 Black Women.

Faculty Council Notes

The Faculty Council is the officially sanctioned voice of the EMU faculty on academic matters. The council president meets monthly with President Shelton and Provost Collins to discuss faculty and administration concerns. The council president also is responsible for inviting other administrators to attend council meetings and providing detailed information about administration plans and actions.

The new AAUP contract mandates the expansion of Faculty Council to include one member from each department. Elections for representatives and alternates will be held by the end of October and the new members will assume office immediately. Current council members will serve the remainder of their terms.

The goal in expanding the Council is to give it a broader perspective, greater visibility, and ultimately, to increase the influence of EMU faculty in setting academic goals and priorities.

The Faculty Council meets on the first and third Wednesdays of each month at 3 p.m. in 205 Welch Hall. The meetings are open and Faculty members are welcome to attend.

Minority

Continued from page 1

WEMU-FM; Dr. Ronald Brown, associate professor of political science; Cindy Hall, police captain and associate director of public safety; Courtney McAnuff, dean of admissions and financial aid; Christina Kampfner-Jose, lecturer in the Psychology Department; Dr. Janice Drechslein, assistant professor in the Associated Health Professions Department; Marvin Sims, assistant professor of communication and theater arts; Beulah Lane, administrative secretary to the associate provost; Dr. Nora Martin, professor of special education; Hector Garza, associate dean in the Graduate School; and students Paula Williams, Claudenia Buford, Antoinette Hickman, Adrian Gonzalez, Stacey Fallis, Ephraim Banks and Rosemarie Frances.

Alternate members of the commission are Doris Komblevitz, director of state, federal and community relations; Ronald Woods, director of the Afro-American studies program; Aaron Preston, assistant plant engineer in the Physical Plant; Dr. Lynette Findley, director of Equity Programs; Alberto Perales, assistant director of admissions outreach; Daniel Fields, associate professor of industrial technology; Carol Spann, Human Resources systems and records manager; and students Orion Watson, Norma Hernandez and Reginald Saunders. EMU President William E. Shelton also serves as an ex officio member.

The commission's meeting schedule for the fall semester is Thursday, Oct. 25, Nov. 8, Nov. 29 and Dec. 13.

Research

Teacher Enhancement and Teacher Preparation Programs

The National Science Foundation is accepting proposals for its Teacher Enhancement and Teacher Preparation Programs. The Teacher Enhancement program is designed to foster the professional development of teachers and supports programs that utilize effective approaches and creative materials. Successful projects emphasize both content and pedagogy, help teachers develop and exercise leadership qualities, and provide opportunities for professional growth and interaction.

Target deadline dates for the Teacher Enhancement program are Feb. 1 and April 1, 1991.

The Teacher Preparation program supports the development of innovative new programs for the preservice preparation of science and mathematics teachers, research on factors affecting the teacher preparation process, and the development of creative new materials to support teacher education.

Target deadline dates for the Teacher Preparation program are April 15 and Oct. 15, 1991.

Contact Linda Swift at 7-3090 for further information.

International Research and Studies Program

The U.S. Department of Education will fund research and studies to improve and strengthen instruction in modern foreign languages, area studies and related fields.

The Department will give absolute preference to projects that focus on one or more of the following priorities: (1) applications that focus on effective instruction methodology and/or language acquisition processes; (2) applications that focus on evaluation of competency in foreign language, area studies or related fields, especially surveys of the extent to which U.S. commerce and industry employ and use individuals with modern foreign language training and surveys of comparative government spending on foreign language studies for certain countries; and (3) applications for research that serves to enhance international understanding, especially projects that develop models for internationalizing university curricula or study the feasibility of U.S. participation in international programs for cross-national recognition of academic credit and credentials.

Competitive preference will be given to projects that develop materials on one or more of several world regions and projects that deal with the relationship of trade, law and monetary and economic policy to global stability; conflicts and the resurgence of nationalism and regionalism; environmental issues that cross national borders; political mediation of ethnic and cultural differences within nations; politics, and the economics of transition to democratic rule; and geopolitical implications of north/south interrelationships in the contemporary world.

For further information and application forms, contact Cheryl Kozell at 7-3090.

CORRECTION

An article in last week's *Focus EMU* about the 1989 employee turnover rate stated some incorrect turnover percentage increases for the PT and CS employee groups. It should have said the PT group employee turnover rate increased

between 1988 and 1989 from 9 percent to 19 percent, representing a 111 percent increase; and the CS group saw an increase from 11 percent in 1988 to 17 percent last year, representing a 54 percent increase.

Openings

To be considered for vacant positions, all Promotional Openings Application Forms MUST BE SUBMITTED directly to the Employment/Affirmative Action Office and received no later than 5 p.m. on the expiration date.

The Employment/Affirmative Action Office announces the following vacancies. The expiration date for applying for these positions is Monday, Oct. 15, 1990. Detailed job descriptions may be reviewed in Room 310 King Hall. Posting Boards across campus also highlight necessary and desired qualifications. Location of these boards are main traffic areas in: King Hall, McKenny Union, Roosevelt Hall, Business and Finance Building, Sill Hall, Pray-Harold, Rec/IM Building, Physical Plant, Mark-Jefferson, Hoyt Meeting Center, DC 1, and the University Library

Vacancy information may also be obtained by calling our 24-hour Jobs Line at 487-2462.

CLERICAL/SECRETARIAL

(Minimum Biweekly Rate)

CSAA91018 - CS-04 - \$600.52 - Senior Account Clerk, Sunday-Thursdays, 1 - 10 p.m., Learning Resources and Technologies
 CSAA91024 - CS-05 - \$679.02 - Senior Secretary, Afro-American Studies (Word processing experience and/or ability and willingness to learn)

CAMPUS POLICE

(Minimum Biweekly Salary)

CPBF91002 - CP-01 - \$757.71 - Officer, Campus Police, Department of Public Safety

PROFESSIONAL/TECHNICAL

(Biweekly Salary Range)

PTEX91016 - PT-07 - \$ 862.85 - Staff Announcer, Morning Edition, \$1,266.60 WEMU

FACULTY

FAAA91020 - Assistant Professor, Political Science, Fall 1991

FAAA91021 - Assistant/Associate Professor, Fashion Merchandising, Human, Environmental and Consumer Resources, Fall 1991

FAAA91022 - Assistant Professor, Physical Education, Health, Physical Education, Recreation and Dance, Winter 1991

FAAA91023 - Assistant/Associate Professor, Business and Industrial Education, Fall 1991

FOOD SERVICE/MAINTENANCE

(Minimum Hourly Rate)*

FMBF91016 - FM-06 - \$5.92 - Custodian, Alexander, Monday - Friday, 2:45 - 11:15 p.m., Custodial Services

FMBF91017 - FM-06 - \$5.92 - Custodian, Roosevelt, Monday -

(Repost) Friday, 5 a.m. - 1:30 p.m., Custodial Services

FMBF91018 - FM-06 - \$5.92 - Custodian, King Hall, Monday

(Repost) Friday, 5 a.m. - 1:30 p.m., Custodial Services

FMBF91019 - FM-06 - \$5.92 - Custodian, Boone Hall, Monday -

(Repost) Friday, 5 a.m. - 1:30 p.m., Custodial Services

FMSA91011 - FM-06 - \$5.92 - Custodian, Wise Hall, Monday -

(Repost) Friday, 6:30 a.m. - 3 p.m., Housing and Dining Services

FMSA91012 - FM-01 - \$4.93 - Food Service Attendant, Monday - Friday, 8 a.m. - 4:30 p.m., Dining Commons I, Housing and Dining Services

FMSA91013 - FM-06 - \$5.92 - Custodian, Brown Hall, Tuesday - Saturday, 6:30 a.m. - 3 p.m., Housing and Dining Services

FMSA91014 - FM-01 - \$4.93 - Pot/Pan/Baker Helper, Tuesday - Saturday, 10:30 a.m. - 7 p.m., Dining Commons I, Housing and Dining Services

*Pay rates stated above do not include shift differential. The pay rate reflects the probationary rate for a newly hired EMU employee. Current bargaining unit members will be paid according to pay rates specified by the current AFSCME contract for the pay grade.

An Affirmative Action/Equal Opportunity Employer

Events of the Week

Oct. 9 - Oct. 15

Tuesday 9

MEETING — UAW Local 1975 will meet, Gallery II, McKenny Union, noon

MEETING — The EMU Greek Council will meet, Reception Room, McKenny Union, 4 p.m.

MEETING — EMU Student Government will meet, Tower Room, McKenny Union, 6 p.m.

VOLLEYBALL — The team will host the University of Dayton, Bowen Field House, 7:30 p.m.

Wednesday 10

MEETING — UAW Local 1976 will meet, Goodison Hall, 11:30 a.m.

SOCCER — The team will host Delta College, EMU Soccer Field, 4 p.m.

FUNDRAISER — "A Campaign for Champions," a fund-raising dinner featuring sports announcers Steve Garagiola and Dick Vitale, will be held to raise money for EMU athletic programs. Tickets are \$125 per person. For more information, call 7-0254, Grand Ballroom, Detroit Athletic Club, Detroit, 6 p.m.

MEETING — The EMU Ski Club will meet, Tower Room, McKenny Union, 8 p.m.

Thursday 11

CONFERENCE — EMU will host and co-sponsor a daylong conference titled "Perspectives on Literacy in the '90s," featuring more than 20 speakers from EMU and other educational communities. Registration fees are \$20 for the general public, \$10 for undergraduate students and an additional \$10 for lunch or dinner. Advance registration is required. For registration information, contact the Staff Development Services Department of the Washtenaw Intermediate School District, co-sponsor of the conference, at 994-8165, McKenny Union, 8 a.m. - 8 p.m.

SEMINAR — Counseling Services will present "Alleviating Test Anxiety" as part of its Adult Student Life Skills seminar series. Call 7-1118 for more information, Huron Room, McKenny Union, 1 p.m.

MEETING — The EMU Panhellenic Council will meet, Faculty Lounge, McKenny Union, 5:30 p.m.

MEETING — The EMU Gospel Choir will meet, Alumni Lounge, McKenny Union, 7 p.m.

THEATER - The Communication and Theater Arts Department will present "The Mad-woman of Chaillot," a comic poetic fable by French playwright Jean Giraudoux. Tickets are \$4. For ticket information, call the EMU Arts and Entertainment Box Office at 7-1221, Quirk Theatre, 8 p.m.

Friday 12

MEETING — The EMU Interfraternity Council will meet, Faculty Lounge, McKenny Union, 3 p.m.

CONCERT — The Department of Music will present a guitar recital with Nelson Amos, Alexander Recital Hall, 8 p.m.

THEATER — The Communication and Theater Arts Department will present "The Mad-woman of Chaillot," a comic poetic fable by French playwright Jean Giraudoux. Tickets are \$8 for the general public, \$6 for students and \$5 for Mainstage members. For ticket information, call the EMU Arts and Entertainment Box Office at 7-1221, Quirk Theatre, 8 p.m.

Saturday 13

SPORTS CLINICS — The Intercollegiate Athletics Department will sponsor one day basketball and volleyball clinics designed for women age 28 and over who didn't have the opportunity to participate in sports as children. The cost is \$20 per person. Call 7-1050 for more information, Bowen Field House, 8 a.m. - 2 p.m.

VOLLEYBALL — The team will host Western Michigan University, Bowen Field House, 7:30 p.m.

THEATER — The Communication and Theater Arts Department will present "The Mad-woman of Chaillot," a comic poetic fable by French playwright Jean Giraudoux. Tickets are \$8 for the general public, \$6 for students and \$5 for Mainstage members. For ticket information, call the EMU Arts and Entertainment Box Office at 7-1221, Quirk Theatre, 8 p.m.

Sunday 14

THEATER TRIP — The EMU Honors Program will sponsor its annual trip to Stratford, Ontario, to see "As You Like It" at the annual Stratford Shakespearean Festival. The \$55 fee includes a theater ticket and roundtrip van transportation. For more information, call 7-0345, Stratford, Ontario, 7 a.m. - 11 p.m.

SOCCER — The team will host Purdue University, EMU Soccer Field, 11 a.m.

CONCERT — The Department of Music will present a faculty voice recital with Donald C. Hartman, bass, and Garik Pedersen, piano, Alexander Recital Hall, 8 p.m.

THEATER — The Communication and Theater Arts Department will present "The Mad-woman of Chaillot," a comic poetic fable by French playwright Jean Giraudoux. Tickets are \$7 for the general public, \$5 for students and \$4 for Mainstage members. For ticket information, call the EMU Arts and Entertainment Box Office at 7-1221, Quirk Theatre, 2:30 p.m.

Monday 15

OPEN CLASSROOMS — All administrators, faculty, and staff are invited and encouraged to visit/participate in open classrooms of their choice today through Oct. 19. Open Classroom Day is part of EMU's celebration of National Higher Education Week. For a listing of open classes, contact Mary Lilley at 7-2237.

WEMU INTERVIEWS — In celebration of National Higher Education Week, WEMU-FM (89.1) will feature interviews with key educational leaders throughout the entire week. Call 7-2229 for more information.

MEETING — The EMU English Club will meet, 613G Pray-Harold, 5 p.m.

MEETING — The Association of Black Social Workers will meet, Gallery I, McKenny Union, 2 p.m.

MEETING — The Enrollment Conversion Committee will meet, Regents East, McKenny Union, 3:30 p.m.

MEETING — The EMU Panhellenic Council will meet, Faculty Lounge, McKenny Union, 5:30 p.m.

MEETING — Women in Communication Inc. will meet, Gardener's Room, McKenny Union, 6:30 p.m.

MEETING — The EMU Gospel Choir will meet, Alumni Lounge, McKenny Union, 7 p.m.