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# FOCUS EMU

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## Steps taken over summer to prevent fires

The 1987 winter semester at EMU was a very difficult one for staff and students because of the turmoil caused by a series of fires in some of the residence halls during the last several weeks of the semester.

Fortunately, injuries to students and damage to buildings was minimal because of the preparedness of residence hall staff and the Department of Public Safety to respond to emergencies.

Since last spring, the University has taken several steps to enhance further the readiness of staff and students to respond to emergencies. In addition, physical safety systems have been improved to provide greater security to the residence halls. These improvements fall into three categories: alarm systems, smoke barriers and education and training.

Smoke detection systems have been implemented in all corridors of the residence halls. The fire alarm system in Dining Commons 2, which serves Hill and Pittman residence halls and Hoyt Conference Center, has been replaced with an improved system. Self-contained sprinkler systems have been installed in mechanical, equip-

ment and storage areas of the residence halls.

A comprehensive effort has been made to contain smoke leakage in the event of a fire. Smoke barriers will be installed in the corridors of Walton-Putnam and Phelps-Sellers. Additional ground level fire exits have been opened in those dormitories as well. Fire door latches have been improved throughout the residence hall system. Chase, duct and conduit leaks have been repaired.

A comprehensive and novel training program for all residents has been developed which is unique to the EMU residence halls. This program will include a fire safety orientation program for all new students as well as printed and video fire safety materials. An improved training program for housing and custodial staff was developed emphasizing the maintenance of a fire safe environment in the residence halls. Additional emphasis in staff training is placed on reducing hazards in the residence hall environment.

Additional improvements include an expanded Nightwatch Program in the residence halls and a revised response policy with the Ypsilanti

Fire Department. Nightwatch employees will wear easily identifiable uniforms and the Fire Department will respond immediately to all fire alarms at the University. Previous policy dictated that the Fire Department would wait to respond until the scene had been checked by an officer from the Department of Public Safety.

A Fire Safety Operational Team has been established which includes a representative from the Ypsilanti Fire Department, the Department of Public Safety, Risk Management, the residence hall staff, Custodial Services, the maintenance staff, the Housing Office, the Residence Hall Association, a campus engineer and a faculty member from the College of Technology.

A Fire Safety Consultant Committee composed of external fire and safety experts will be established in the near future. This committee will meet regularly to ensure that the University is informed of the latest technology and information regarding fire safety procedures and equipment.

These actions have been taken in consultation with the Ypsilanti Fire Department and the State Fire Marshall's Office and far exceed any requirements imposed upon the University by any external agency.

The police investigation into the fires last spring is continuing. A suspect has been identified in some of the fires. The EMU Department of Public Safety recently discussed the evidence in this case with the Washtenaw County prosecutor. "At this time, (the prosecutor) doesn't feel there's enough evidence to authorize a warrant, but the investigation is continuing" said

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## EMU opens gate to 'Outer Space'



Outer Space - EMU's West Campus Parking Lot

Cash prizes, security and free, easy access are what's being offered to those visiting EMU's newly opened "outer space" as of Sept. 9. "Outer space" is EMU's new 1,000-space West Campus Parking Lot, north of Washtenaw Avenue on Hewitt Road. The outer space concept is part of a major marketing campaign designed to encourage the new lot's use by EMU students, faculty and staff.

Users are being told to dock their "orbiting vehicles" in "outer space" and board the Ann Arbor Transportation Authority "shuttlecraft" which "launches" from the lot to Pray-Harrold Classroom Building every 10 minutes between 7:30 a.m. and 5 p.m.

After 5 p.m., and until 9:55 p.m., a University "shuttlecraft"

leaves every 30 minutes, making stops at the Cornell Courts Apartments, Hoyt Conference Center and Warner Building before arriving at Pray-Harrold.

The lot and free shuttle bus system, paid for through EMU's General Fund, are in use to ease chronic parking problems during the fall and winter semesters on EMU's main campus.

The new lot is paved, well-lit and fenced. Video cameras also provide constant monitoring of the lot by EMU's Public Safety Department.

In addition to enjoying the physical amenities of the "space race," those using the new parking lot and shuttle system now through Friday, Oct. 2, will be eligible to win daily \$10 and \$25 cash prizes and will be entered in a \$500 grand prize drawing.

## Campus Capsules

### All Hired After November 1986 Must Complete I-9 Form

All EMU employees hired after Nov. 6, 1986 must complete an I-9 form and have it filed with the Employment/Affirmative Action Office.

Employees hired after that date should have received a letter from Employment explaining the I-9 form and instructing them to go to Employment to fill it out or complete it with their department head.

The I-9 form provides proof of United States citizenship or an alien's right to work in the U.S. When going to the Employment Office to complete the form, employees are advised to take along a piece of picture identification and a social security card or birth certificate.

Also, all regular student employees must complete an I-9 form.

If you were hired after Nov. 6, 1986 and did not receive a letter from Employment/Affirmative Action, or need more information, call there at 7-0016.

### Intermedia Gallery to Host Speaker on Art Therapy

The EMU Intermedia Gallery will present William O'Malley, professor of art at Mott Community College in Flint, who will speak on art therapy Wednesday, Sept. 16, at 7 p.m. in Room 107 Ford Hall.

O'Malley's talk will include methods of art therapy and professions related to that discipline.

For more information, contact Todd Parola at 482-0107 or the EMU Art Department at 7-1268.

### EMU To Offer Youth Piano Lessons

The EMU Young People's Conservatory will offer Suzuki-based piano instruction for children, ages three to 12, beginning Tuesday, Sept. 15.

For 13 weeks, students will attend a session of group piano instruction on Tuesday, Wednesday or Thursday afternoon, and a Saturday morning class featuring music appreciation, music theory games, creative movement and repertoire.

Joan Anderson, an EMU graduate piano student who has eight years of teaching experience, will conduct the courses.

The fee for the entire 13 weeks (26 sessions) is \$200.

Classes will be held in the Alexander Music Building.

For more information, or to register, contact Anderson at 971-8349 or the EMU Music Department at 7-4380.

### McKenny Gardner's Room Won't Reopen in Fall

The Gardner's Room eatery in McKenny Union will not reopen this fall because it was not a profitable operation, according to Dennis LeFond, assistant director of housing and food services' marketing and customer relations.

The Gardner's Room staff were "operating out of a 1955 kitchen and unable to produce the menu items offered in a timely fashion," said LeFond.



FLOATATHON—The 16th Annual EMU Floatathon will be Wednesday, Sept. 16, at 4:30 p.m. on the Huron River, just off the Superior Road Bridge, in Ypsilanti. Approximately 400 students are expected to give their "sea legs" a try in this annual event which places students in spirited competition on a vast array of homemade boats and floatables such as those above.

## Major Initiatives for Academic Improvement

The following speech was delivered by Dr. Ronald W. Collins, provost and vice president for academic affairs, at the annual Provost's Faculty Luncheon Sept. 8.

It is a distinct pleasure to address you today, as we launch the 1987-88 school year here at Eastern Michigan University on a very high note. The successful negotiation of a new AAUP contract, the 80 percent increase in our state appropriation (\$56.5 million) for this fiscal year and the exciting new five-year \$5.5 million instructional equipment purchase plan—these are just a few of the items which promise to make this year, the eighth in our Decade of Advancement, another chapter in our recent success story.

For me, this is the start of my twenty-third year at EMU, my eleventh year as an administrator, and my fifth year as Provost and Vice President for Academic Affairs. Over the past 22 years, I have watched EMU become a large, complex, multipurpose, forward-looking and aggressive regional state university. Enrollment has increased from 10,000 students in 1965 to approximately 23,500 students this year. However, our top priority has remained the same: quality teaching. Also, over this nearly one quarter of a century, EMU has shed its institutional inferiority complex. We are no longer a follower among peer institutions; we are no longer uncertain about our place in the state hierarchy of higher education. During the past five years, our innovative programs and bold policies have attracted considerable national attention. Examples include our highly acclaimed language and international trade program with its unique international co-op option; our successful university retention plan; our sophisticated university marketing plan; our pay-for-performance policy for athletic coaches; and our Technology Services Center which was the model for the development of our Corporate Education Center. All these initiatives have occurred under the presidential leadership of Dr. John W. Porter, during the Revitalization and Stabilization phases of our Decade of Advancement. Each of these initiatives has had a major impact on EMU, but none so pronounced as the CEC. Because of this new emphasis, we have added a fourth major area, corporate/contract learning, to the three traditional areas of teaching, research and public service in our official mission statement. Perhaps this additional goal is not consistent with the more classical view of a university as expressed by John Henry Cardinal Newman who stated in his book *The Idea of a University*: "The primary purpose of a university is to aim at raising the intellectual tone of society and at cultivating the public mind." I agree with Cardinal Newman, but I also agree with our expanded mission. I consider myself a "progressive traditionalist," and I can see many long-term benefits from our move into corporate/contract learning. The American Association of State Colleges and Universities also agrees with our expanded mission. The official AASCU policy paper, titled *The Core of Academic Teaching, Scholarly Activity, and Service* (May 1987), states that "The contemporary university must engage not only in all three traditional activities, but in other new and expanded missions as well." Also, in his 1982 book *Beyond the Ivory Tower: Social Responsibilities of the Modern University*, Derek Bok, president of Harvard University, emphasizes the obligations that today's universities have to assist with technology transfer and with economic development. These goals are certainly compatible with the goals of the CEC and our contract learning mission.

Looking ahead, all evidence points to continued growth at the University. As we enter the Quality Expansion phase of President Porter's Decade of Advancement, there is an unprecedented total of \$52 million worth of construction projects underway at EMU. These projects have been financed by the public sale of bonds, by special capital outlay appropriations and by privately-financed development. Why have we been so successful in receiving state funding for our new initiatives? In part, because the governor and many other state officials believe that EMU has done an exceptional job of: (1) defining its mission; (2) addressing the learning and training needs of all the states' citizens; and (3) responding to the administration's commitment to the economic (re)development of the state. Even more fundamental is the intrinsic value of the new initiatives themselves. In the 1986 book *Searching for Academic Excellence*, which is a case study of 20 universities "on the move," Gilley and coauthors cite the use of major institution-wide initiatives as a particularly successful strategic management tool. They report that such initiatives engender vitality and help the external image of the university. That has certainly been the case here at EMU! Of course, another very important ingredient in our success story is obviously the excellence of our academic programs. Our programs continue to grow, both in size and in quality. During my nearly five years as Provost, enrollment has grown from 18,745 students in fall 1982 to 23,095 in fall 1986, an increase of 23.2 percent. Student credit hour production has risen from 418,505 in 1982-83 to 495,152 in 1986-87, an increase of 19.6 percent and our faculty allocation has risen from 697 full-time-equated faculty to 832 FTEF in the same period, a comparable increase of 19.4 percent consistent with our 20-to-1 instructional productivity ratio.

When I started as acting vice president for Academic Affairs in November 1982, my three highest priorities were instructional equipment, faculty development and research. Our general divisional equipment budget has risen from only \$25,000 in 1982-83 to \$1,100,000 in 1987-88, and our total equipment budget for these six fiscal years has been \$2,644,000. This represents spectacular progress! We have also made considerable progress in the area of faculty professional development, largely due to the introduction of three new centers: the Faculty Center for Instructional Effectiveness, the Center for Instructional Computing, and the Center for Research Support. Our recent success is particularly impressive when you realize that it has been accomplished during a period of severe criticism of higher education. Since 1984, five major national reports have been issued urging a variety of reforms in higher education. These reports by the National Institute of Education, the National Endowment for the Humanities, the American Association of Colleges, the American Association of State Colleges and Universities and the Carnegie Foundation cite numerous deficiencies in the goals of higher education, the curricula and the teaching philosophies and methodologies. No aspect of the teaching-learning process escapes criticism. Nevertheless, the reports are thought-provoking and very helpful for self assessment. Even more critical are several recent best-selling books. *The Closing of the American Mind* by Allan Bloom has the subtitle "How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students". This book is a powerful critique of higher education written by a distinguished scholar of the classics from the University of Chicago. Bloom is also critical of today's students, labeling them as "Nice, but lacking any passion for learning."

The second best seller, *Cultural Literacy: What Every American Needs to Know* by E.D. Hirsch, calls for a new emphasis on information in education. Dr. Hirsch, professor of English at the University of Virginia, states that cultural literacy—the grasp of background information that writers and speakers assume their readers and listeners have—is the hidden key to effective education in America. Given this climate of criticism in higher education, and our contrasting corporate successes during the 1980s at EMU, what about the future well being of academics on our campus? To answer that question I will describe nine major initiatives for academic improvement which are currently underway. For each initiative, I will also describe my goals and visions for the 21st century. All nine of these initiatives are directed at the central issue in higher education: the quality of the academic experience. Each initiative will have a major impact on one or more of the following components of academics: the faculty, the curricula, the degree programs and courses, the administrative structure and the support functions.

### 1. Affirmative Action

No university can claim excellence for its academic mission and programs if the racial and ethnic mix of its faculty and academic staff does not reflect that of society at large. Involved are issues of commitment, perspective and role modeling. During the past three years, we have hired a total of 125 new tenure-track faculty members, of whom 52 are women (41.6 percent), 17 are minorities (13.6 percent), and 8 are black (6.4 percent). True, we have made some progress, but not enough! We still have only 22 blacks among approximately 640 tenure-track faculty, and we failed to hire a single additional black this year among 37 new faculty for FA87. In addition, we have no black academic department heads and no black deans in the division. We must improve on this record! I am therefore making this initiative our number one priority for 1987-88. We will be employing a recruiter to assist in the identification of qualified minority and black applicants for all faculty and staff positions. The budget has already been approved for this new position. I am also earmarking 12-15 FTEF (faculty positions) from our projected total of at least 832 FTEF for 1988-89, for new minority and black faculty. These positions will be available for the hiring of minorities and blacks only, with top priority going to those 18 academic departments which currently do not have any black faculty members. Our overall staffing goals are 65 minority faculty of whom approximately 50 are black. This reduces to an annual goal of 15 new black faculty each of the next two years, or 30 more in addition to the 22 we currently have.

Working together, with 100 percent commitment, we can do it!

My Goal/Vision For the 21st Century:

To have faculty, staff, and student body whose racial and ethnic composition is consistent with society at large, and for which on-going replenishment with representative numbers of minorities is the standard policy rather than the result of special initiatives.

### 2. Basic Studies

In 1977, the Carnegie Foundation for the Advancement of Teaching, and Clark Kerr, president, issued a report stating that "general education in American universities is a disaster area." Why? Because of a "supermarket" or "grab bag" set of general requirements. A subsequent three-year (1978-81) project on general education, involving 12 diverse institutions with funding from Exxon and FIPSE, agreed with the Carnegie report but attributed much of the problem to faculty overspecialization. In 1981, the Carnegie Foundation published another report titled *Common Learning* which enumerated six broad themes for general education and promoted the concept of "connectedness" with a core curriculum. In responding to the six broad themes, Wayne C. Booth, dean of the college, University of Chicago, spoke for many, if not all, of us when he stated that "I believe my own subject area has been underplayed." In his 1983 book titled *General Education Today*, Jerry Gaff asks the two most important questions underlying the debate/concern about basic studies: (1) Do the new/proposed requirements make a real difference in the education of our students? and (2) How do we know if they do or don't; i.e., how can we assess the results? Based on this national level of concern, and on my own belief that it was time to consider some changes in our basic studies program at EMU, I appointed a 20-member Basic Studies Review Committee in February 1985, with Dr. Marvin Pasch, head of the Department of Teacher Education, serving as chairman. My charge to the committee was "to conduct a comprehensive re-examination of our present basic studies requirements and determine what changes should be made to provide the most effective liberal/general education for today's students at EMU." In addition, I instructed the committee to "determine which areas of knowledge all our students should study and which competencies they should possess to receive a baccalaureate degree from EMU." During a 15 month period (February 1985 - May 1986), the committee held 33 meetings, issued two major progress reports and held several open forums. A final report was issued in May 1986.

I delayed action on that proposal for an entire year, for several reasons: the university's serious budget problems in 1985-86; the uncertainty about the availability of equipment funding; and President Porter's request

that we develop an assessment plan to accompany the new basic studies requirements. Since we have now either resolved or made satisfactory plans to address each of these concerns, I have recommended to President Porter that we seek the approval of the Board of Regents for the new basic studies requirements later this month. The new plan still involves distributive requirements as opposed to a core curriculum. However, it achieves some degree of the desired "connectedness" and it certainly contains a more relevant, up-to-date set of course requirements. The revised requirements include two new areas in Group I, mathematical reasoning and computer literacy; a new Group II requirement of physics or chemistry for all students without high school course work in either subject; and a new option for cross-cultural or international studies coursework in Group III. I believe that the new basic studies requirements are a significant improvement over the current ones and I urge you to support the new plan. I realize that each and every one of you cannot be completely satisfied with this new plan, but it is the consensus product of a democratic, deliberative process which involved multiple input steps. Like all other plans developed in this manner, it is of necessity imperfect since compromises were necessary.

My Goal/Vision for the 21st Century:

To have basic studies/general education requirements which are less distributive in nature, and which achieve the ideal of "connectedness" in philosophy, content, faculty involvement and pedagogy. A somewhat different version was offered by George Will, nationally syndicated columnist, who wrote on May 6, 1984, "The process of curricular neglect began in the 1960s, with the celebration of relevance. By the end of another century of progress, the idea of a core curriculum will have vanished, and with it the civilization that such a curriculum should transmit." I hope George is wrong!

These two major initiatives—Affirmative Action and Basic Studies—are the top two priorities for 1987-88. However, there are seven other major initiatives, numbers three through nine, for academic improvement that you should be aware of; each is important and each will receive major attention this year.

### 3. World College

A new administrative unit will be created within Academic Affairs to coordinate and facilitate the development, implementation and delivery of a variety of internationally-focused credit and non-credit programs. The top priorities for 1987-88 for this new unit include: (1) developing graduate degree programs for overseas educators to be delivered abroad; (2) expanding international co-op opportunities beyond the Language and International Trade program and into other colleges; (3) finalizing several faculty and student exchange programs with universities in China; and (4) facilitating the introduction of global perspectives and topics into existing courses at EMU. No new funds are needed to initiate the World College. The base budget will be approximately \$285,000, from the combination of the existing budget for the co-op aspect of the LIT program which was funded via a Program Revision Request, and the budget of the former Office of International Projects.

My Goal/Vision for the 21st Century:

To have a mature and comprehensive World College which will have positioned EMU as a national leader in the field of international/global education.

### 4. Doctoral Programming

An updated needs analysis is currently being prepared for a proposed doctoral program in Educational Leadership leading to the Ed.D. degree. Also, based on the recommendation of the EMU Commission on Creative Strategies to Solve the Educator Crisis, we are exploring the concept of an interdisciplinary doctoral program in learning systems.

My Goal/Vision for the 21st Century:

To have a Graduate School which offers all advanced degrees, up to and including the doctorate in appropriate speciality areas, and a wide array of strengthened master's degree programs, involving expanded research opportunities and expectations.

### 5. Self-supporting Auxiliary-type Continuing Education Program

Effective this year, Continuing Education will receive all revenue generated from both its credit and non-credit course offerings. This tuition revenue will be used to support all CE programming on an auxiliary, or "pay as you go," basis. This will allow CE to expand and/or restructure its programming in order to adjust to market demand, and to add new programs and courses in a more timely manner, provided only that these new programs are self-supporting.

My Goal/Vision for the 21st Century:

To have a Continuing Education operation with credit programs generating approximately 10 percent of the total institutional student credit hours and with a comprehensive array of non-credit programs offered in collaboration with the CEC, the College Service Centers and the World College.

### 6. Library Automation

Work will begin in 1987-88 on the implementation of the NOTIS software system which will provide an integrated and automated on-line library system. When fully operational in fall 1990, the acquisitions, cataloging and circulation functions will all be automated. The \$841,000 budget for this three-year project has already been approved. In addition, the library is receiving an increase of \$122,000 this year in its books and journals acquisitions budget.

My Goal/Vision for the 21st Century:

To have library facility with additional space, a greatly expanded book collection and automated state of the art systems appropriate for the teaching and research missions at a comprehensive university like EMU.

### 7. Instructional Equipment

1987-88 is the first of five consecutive years in which the Division of Academic Affairs will have an annual budget of \$1.1 million for instructional equipment purchases. This budget is in addition to the \$250,000 line item for equipment in the College of Technology. The total five-year budget through 1991-92 from both sources will be \$6,750,000.

My Goal/Vision for the 21st Century:

To have an ongoing equipment budget which is adequate for the planned annual purchase of new items for classroom and laboratory instruction, and which provides for systematic maintenance and the scheduled replacement of obsolete items.

### 8. Assessment

Pilot projects will be initiated this year involving the use of the ACT COMP exam and the new ETS ACADEMIC PROFILE to assess learning outcomes in basic studies. This initiative will be coordinated with the implementation of the new basic studies program requirements. Similar assessment initiatives are underway in many institutions nationally, with the primary stimulus being external mandates from state governments.

My Goal/Vision for the 21st Century:

To have a comprehensive value-added type assessment program which measures student learning both in basic studies and in major fields of study.

### 9. Faculty Development

The highly successful programs of the FCIE, CIC, and CRS will be expanded during 1987-88 to include: (1) A greater number of competitively awarded incentive grants for innovative teaching projects related to the missions of the FCIE and the CIC; and (2) expanded staffing. Dr. Stuart Karabenick, professor of psychology, will be on joint assignment to both the CIC and CRS. His special interest is the use of computer conferencing for instructional purposes.

My Goal/Vision for the 21st Century:

To have an expanded and improved set of faculty centers, including a Center for Educational Television, a Center for Information Technology, and others, all working to stimulate and facilitate faculty development and serving as national models for the successful promotion of innovative pedagogical methods using our own faculty in leadership roles.

I have described nine initiatives, all intended to strengthen the teaching-learning process, either directly or indirectly. I am very optimistic about the success of all nine. However, Derek Bok in *Higher Learning* cautions us that "it is difficult to achieve sustained progress in the improvement of the quality of education because the process of learning itself is imperfectly understood." In summary, I hope that I have communicated a picture of a progressive university with a strong Division of Academic Affairs, ready to face the challenges of the 1990s and beyond. There are still many serious problems facing higher education, including: (1) the spiraling cost of tuition, which continues to rise at twice the rate of inflation and which has prompted a congressional investigation; (2) the maintenance and renovation of the physical plant; and (3) an upcoming shortage of quality faculty which is anticipated in the 1990s. However, I believe that EMU is ready to deal with all these issues and more.

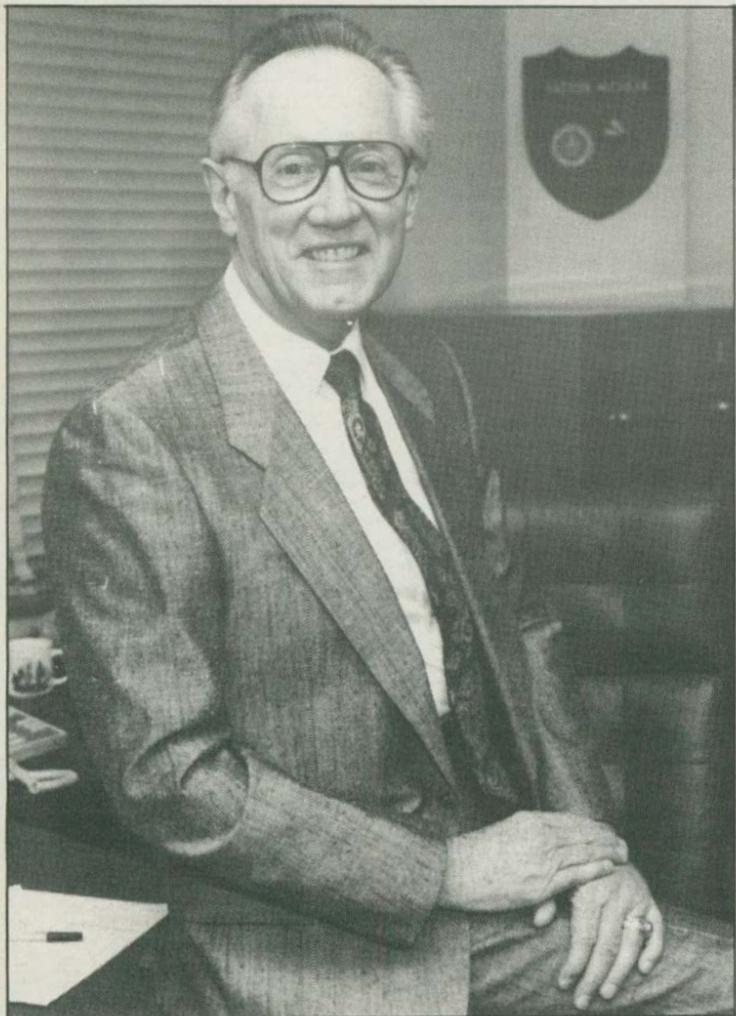
In conclusion, I suggest that "your university world and mine should know no boundaries." To achieve that goal, I remind you of the six challenges which I have presented to you in my three previous luncheon addresses:

1. Strengthen your knowledge base in at least one area, subject matter or educational, per semester (1983).
  2. Do at least one classroom/pedagogical "experiment" per semester (1983).
  3. Strengthen and broaden your service commitment (1983).
  4. Do research—pure or applied, discipline-oriented or educational (1984).
  5. Make greater use of "active modes of teaching" (1985).
  6. Participate where appropriate in corporate/contract learning initiatives (1985).
- Today I am adding two new challenges, numbers seven and eight, to this cumulative list:
7. Make a 100 percent commitment to our affirmative action goals and become actively involved in helping the university achieve those goals.
  8. Get professionally involved in the planning and/or implementation of at least one of the other eight major initiatives for academic improvement.

Thank you for listening, and best wishes for a healthy, happy and professionally successful year in 1987-88.

# Focus on Staff

## Bill Swihart, EMU's first purchasing director, retires



Stories in the media about purchasing professionals taking kickbacks "really sets me on my ear," says Bill Swihart, above, EMU purchasing director since 1964 who retired June 30.

When Bill Swihart retired June 30 as EMU's first and only purchasing director, he left behind a 23-year-old department he built from the ground up.

"Starting the department was the biggest task I've ever had. It was the greatest challenge of my life," Swihart said.

Prior to Swihart's appointment in 1964, EMU, like all of Michigan's other public colleges and universities, bought its supplies through the State of Michigan purchasing department. When EMU decided to become independent, Swihart was hired and given one month to develop the department's policies, procedures and forms and have them ready for Board of Regents approval. "To go from zero to full swing in 30 days was next to impossible," said Swihart, "but we had good people working here and everything went fine."

Since then, Swihart has overseen the furniture, equipment and supply purchasing for all of the University including that for several new campus buildings including the University Library, Pray-Harold Classroom Building, Olds Student Recreation Center, Mark Jefferson Science Building, Alexander Music Building, Quirk/Sponberg Theaters and several dormitories.

While Swihart admits he had a "difficult first two years" in his job, he said being independent was better than relying on state purchasing. "State purchasing wasn't the best because regardless of what people put down on a requisition, the purchasing department there would interpret what their needs would be," he said. "The price was the thing and that was their only consideration."

The EMU Purchasing Department processes approximately 11,000 purchase orders and 22,000 requisitions annually, without the support of computers.

The department has to keep meticulous records, particularly those regarding purchases from minority-owned firms as is mandated by state law. "We've done very well in minority purchasing," Swihart said. "We've tried to make everything equal and at the same time buy within our own state and locally. But we don't do any of this in a way that will waste public funds."

In his EMU position, Swihart sometimes found himself as an adversary of faculty and staff members who wanted to buy their supplies from different firms than he recommended. "One guy here accused me of having a personal interest in giving business to one seller over another," said Swihart. "That is the kind of accusation that sets me on my ear. When I read in the papers about people trying to get kickbacks and things like that, it infuriates me because I think the purchasing profession is a fine one. In fact, someone recently said to me, 'When you let out a huge contract, it must give you a feeling of power,' and I said I don't even think about that. My biggest thrill is when I know we got something at a cheaper price than someone else."

In 1965, Swihart and two peers from Central Michigan University and Western Michigan University formed the Michigan Association of College and University Purchasing Agents to combine the interests of the state colleges and universities, which were all becoming independent. "We were all encountering so many difficulties with state purchasing. They were upset that some schools, like EMU, had pulled out and we were under very heavy criticism, so we wanted to show what we were doing."

Michigan's other public colleges and universities "clamored" to get into MACUPA, said Swihart, and now all are members.

Before Swihart joined EMU, he worked in purchasing at King-Seeley Corp., then located in Ypsilanti, for 20 years.

Raised in Ypsilanti, Swihart, 65, attended elementary school in what is now Welch Hall on the EMU campus and completed 12th grade in Roosevelt School, now EMU's Roosevelt Hall. He attended Knox College in Illinois but came back to Ypsilanti in 1941 where he "was one of the first people hired" to build B-24 Bombers at the Willow Run Bomber Plant.

In 1943, he enlisted in the U.S. Army Air Corps Cadet Program where he stayed until 1945. "I became, as most other young men did, anxious to enlist in the armed services because the war had elevated considerably," he said, "but I left in 1945 because they no longer needed pilots or navigators."

Swihart also attended Cleary College in Ypsilanti and he and his family have lived in Saline for the past 20 years.

Having recovered from a serious illness four years ago, Swihart plans to relax and enjoy his retirement. In fact, he has turned down several consulting offers from other schools.

In 1982, Swihart had open heart surgery, and three weeks after returning to work, learned he had Hodgkin's Disease. "I wasn't expected to live, so your values change when you go through something like that," he said. "I really just want to take it easy."

Swihart's disease is in remission and he said he's "in great shape right now." He attributes much of his recovery to friends at EMU. "The people here at Eastern and my many friends in Ypsilanti who sent cards and came to see me helped me so much at that time. I never realized how important get well cards are, but they gave me the inspiration I needed."

—By Debra McLean

## Research

### Research in the Education of the Handicapped

The U.S. Department of Education is accepting applications to assist research and related purposes, and to conduct research, surveys or demonstrations, relating to the education of handicapped children. Only applications meeting one of the following criteria will be considered for funding: (1) Field Initiated Research; (2) Student Initiated Research; and (3) Home and School Cooperation in Social and Motivational Development.

The deadline dates for the priorities are Oct. 9, 1987, Feb. 16, 1988 and Oct. 30, 1987, respectively. Contact Cheryl Kozell at 7-3090 for guidelines and application forms.

### International Education Programs

The U.S. Department of Education will soon be issuing applications for the following international education programs:

- Business and International Education Program (due Nov. 9, 1987).
- International Research and Studies Program (due Nov. 20, 1987).
- Fulbright-Hays Group Projects Abroad (due Oct. 26, 1987).

The department also is getting ready to announce deadlines and issue application forms for its Fulbright-Hays Foreign Curriculum Consultant Program and Faculty Research and Doctoral Dissertation Abroad Program.

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

### Young Scholars Projects for High Ability and High Potential Secondary Students

Young scholars projects should be designed to enhance participant knowledge of and exposure to science, mathematics and technology as careers in order to facilitate their making realistic decisions based on the full range of career options available. Specifically, projects should provide participants with enrichment experiences in science and related fields which are not usually available to young students.

Proposed activities should: (1) enhance participant interest in science disciplines as possible career choices, (2) enable students to assess their potential skills and abilities in scientific disciplines, (3) increase their awareness of the academic preparation necessary for such careers, (4) enhance their understanding of the career planning process and promote their confidence in career selection decisions, and (5) improve their performance in future academic science/mathematics programs.

The deadline date for application is Oct. 1, 1987. For further information and application forms, contact Rick Howard at 7-3090.

### College Science Instrumentation Program

The National Science Foundation will continue this instrumentation program which is limited to the sciences, mathematics and engineering departments at predominately undergraduate institutions which offer bachelor's or master's degrees, but do not offer doctoral degrees. Last year, EMU secured over \$130,000 in new equipment under this program.

Deadline for submission of proposals is Nov. 6, 1987. Contact Rick Howard at 7-3090 for further information.

## New Faces

The EMU Board of Regents approved the following staff appointments at its regular monthly meeting Aug. 26.



Pittman

Aleta J. Pittman, assistant vice president for administration at Pontiac General Hospital, was appointed associate director of University Health Services.

Pittman, 33, served in various administrative positions at Pontiac General since 1979. Prior to that, she was a program administrator at University Health Center in Detroit, an administrative resident at Rush-Presbyterian-St. Luke's Medical Center in Chicago and an administrative extern at Wayne County General Hospital.

Pittman, a Detroit native and West Bloomfield resident, earned both her bachelor's and master's degrees from the University of Michigan in 1975 and 1977, respectively.

She is a member of the American College of Healthcare Executives, American Hospital Association, National Association of Health Services Executives, American Public Health Association and the American Academy of Medical Administrators.

In her new post, Pittman will assist the director in the supervision of University Health Services and coordinate the development, direction, administrative management and business control of programs and services provided by that unit.



Moffett

Jack R. Moffett, intramural sports coordinator at Texas A M University, was appointed coordinator in EMU's Recreation/Intramural Department.

He replaces Timothy Corral who was promoted to associate director in the same department.

Moffett, 27, worked at Texas A M for two years. Prior to that, he was intramural sports supervisor and director of informal recreation at the University of Southern Mississippi for three years.

A Jackson, Miss., native who later moved to Taylorsville, Miss., Moffett earned his bachelor's degree in recreation from USM in 1984.

He lives in Ann Arbor.

Moffett belongs to the National Intramural/Recreational Sports Association and coaches youth baseball for the YMCA.

In his new post at EMU, Moffett will plan, organize, administer, implement and evaluate specific intramural and recreational activities and programs and perform other related duties.

Due to space limitations, New Faces will be continued in the Tuesday, Sept 22, issue of Focus EMU.

## Participants

Several members of EMU's faculty and staff recently have been active in numerous professional activities.

**Dr. Donna M. Schmitt**, professor in the Leadership and Counseling Department, was speaker at a Volunteer Appreciation Dinner for the Whiteford Schools in Ottawa Lake.

**Dr. Monroe Friedman**, professor of psychology, recently presented two research papers at the annual meeting of the American Council on Consumer Interests in Denver. The first paper is titled "Does Word-of-Author Advertising Pose a Problem for American Consumers? An Empirical Analysis of the Quality of Product Brands Noted by Authors of Popular Cultural Works." His other paper, "Survey Data on Owner-Reported Car Problems: How Useful To Prospective Purchasers of Used Cars?" was a finalist in the annual competition for the Council's Applied Consumer Economics Research Award.

**Paul Dean Webb**, director of foreign student affairs, presented the paper "The Need for Intentional Reciprocity in Exchange Visitor Programs" at a meeting of the National Association of Foreign Student Affairs in Long Beach, Calif.

Webb was a panel member with representatives from the African-American Institute, the National Development Planning Agency in Indonesia, the Royal Thai Embassy, the Hariri Foundation and the Embassy of the United Arab Emirates.

**Dr. Irene Allen**, professor in the Department of Teacher Education, spoke on "How Readers and

Writers are Represented in Books for Children" at the annual conference of the Society of Language Arts Teacher Educators in Los Angeles.

In addition, Allen presented "Thoughts Concerning Reading and Writing by Michigan Authors of Children's Books" at the 31st annual conference of the Michigan Reading Association in Grand Rapids and presented "Field Experiences in Reading for Pre-student Teachers" at a conference of the Organization of Teacher Educators in Reading in Anaheim, Calif.

**Dr. Robert M. Ward**, professor in the Geography and Geology Department, presented the paper "Farmland and Open Space Preservation in Michigan" at the annual meeting of the Association of American Geographers in Portland, Ore.

**Dr. Harry PaDelford**, professor in the Department of Business and Industrial Education, presented the paper "Technology: A New Force in Education" at the annual conference of the National Social Studies Association in St. Louis.

PaDelford also presented "Technology's Impact on Society" at the annual convention of the Michigan Industrial Education Society at Grand Traverse Resort in Traverse City.

**Dr. Jack Minzey**, head of the Department of Leadership and Counseling, was the keynote speaker at the annual conference of the Adult, Community and Continuing Education Organizations of Michigan in Southfield.

**Teresa Bungard**, director of the LOEX Clearinghouse for Library Instruction in the University Library, spoke at a workshop at the University of Puerto Rico. Bungard talked about the history, collection and services of the LOEX Clearinghouse and also served as a consultant to librarians there on how they may begin a clearinghouse for instructional materials and information from user education programs and activities.

**Dr. John Anderson**, associate professor of economics, presented the paper "What Happens If There Is No Reform?" at the Michigan Tax Information Council's 1987 Annual Conference in Kalamazoo.

Assistant Professor **Rogério**

**Zandamela and Dr. Kemper Moreland**, associate professor, both in the Department of Economics, were recently awarded the Arthur C. Dieter Award. The award is given to Economic's Department faculty members who have made the most contributions to the field in research and/or publication during the past year.

**Dr. Gary Evans**, professor of communications and theater arts, presented "Communication for Results: An Interpersonal Perspective" at a workshop at the 1987 Coalition Conference of The Adult, Community and Continuing Education Organizations of Michigan in Southfield.

**Dr. Thomas L. McDole**, assistant professor in the Department of Business and Industrial Education presented "Teacher Liability" at the 1987 School District Seminar sponsored by Corroon and Black of Michigan Inc. The seminar focused on risk management in schools.

**Dr. Matilda Sayegh**, associate professor in the Department of Health, Physical Education, Recreation and Dance, participated in two workshops, "Protecting Children and Preserving Families" and "Minority Children: A Major Concern," at the National Leadership Conference in Detroit. The conference was sponsored by The Children's Charter of the Courts of Michigan Inc. and the Coleman Commission on Permanency Planning.

## Fires

Continued from page 1

Sergeant Jeffery Nesmith of DPS. "In most arson cases, there's not a lot of physical evidence which makes it a lot harder to prove. That's what we're dealing with, a hard crime to prove."

The suspect, however, is not an EMU student, was not an EMU student during the spring, and is believed to be currently living out of state.

## Openings

To be considered for vacant positions, all Promotional Openings Application Forms MUST be sent 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 Thursday, Sept. 23. Detailed job descriptions may be reviewed in Room 310 King Hall.

### CLERICAL/SECRETARIAL

(Minimum Biweekly Rate)

POSTING # CLASS/GRADE

CSSA87038 - CS-04 - \$485.65 - Supervising Clerk - Admissions

CSBF87032 - CS-04 - \$485.65 - Senior Account Clerk - Student Accounting (Efficient and accurate typing; data entry experience and/or the ability and willingness to learn; overtime/evening hours expected.)

### ADMINISTRATIVE/PROFESSIONAL/TECHNICAL

(Biweekly Salary Range)

POSTING # CLASS/GRADE

PTEX87011 - PT-05 - \$539 - \$769.21 - Computer Operator - University Computing

PTEX87012 - PT-06 - \$636.02 - \$920.58 - Senior Computer Operator - University Computing

PTUR87004 - PT-09 - \$957.68 - \$1,513.93 - Coordinator, Planned Giving - Development

### FACULTY

POSTING #

FAAA87020 - Marketing - Assistant/Associate Professor (Marketing) - Commencing Fall Semester, 1988

FAAA87021 - Marketing - Assistant/Associate Professor (Marketing) - Commencing Fall Semester, 1988

FAAA87022 - Operations Research & Information Systems (ORIS) - Assistant/Associate Professor (Information Systems Manufacturing Management) - Commencing Fall Semester, 1988

### FOOD SERVICE/MAINTENANCE

(\*Minimum Hourly Rate)

POSTING # CLASS/GRADE

FMUR87001 - FM-12 - \$9.18 (FTE) - Athletic Facilities Attendant (50 percent) Athletics - DAYS

\*Pay rates stated above do not include shift differential, when applicable.

An Affirmative Action/Equal Opportunity Employer

## Adviser

### Academic Advising Center

229 Pierce Hall

Hotline: 7-3344

### Student Academic Advisers

A department head's suggestion that student advising assistants be supported in the academic departments has been implemented through the cooperation of Courtney McAnuff, dean of admissions and financial aid. A pilot program that employs students as departmental advising assistants has been initiated for the fall 1987 - winter 1988 semesters.

Four students who completed the advising assistant training course and an advising internship in the Academic Advising Center have received these first advising service awards. Additional training and

supervision of these student advisers will be coordinated by faculty members who have completed advising internships in the Academic Advising Center. Anticipating continuation of the program, student advising assistants from winter 1988 advising assistant training class may be eligible for selection as departmental advising assistants for the 1988-89 year.

This program is intended to provide support for faculty advising interns who have returned to their departments as well as to expand the role of student advising assistants. If you are interested in information about employing an advising assistant in a future semester, contact Ann Kettles at 7-3129.

FOCUS EMU is published weekly during the fall and winter semesters for faculty and staff at Eastern Michigan University. The deadline for copy is 5 p.m. Tuesdays for the next week's issue.

**Kathleen D. Tinney**, director, Communications  
**Susan Bairley**, associate director, Public Information  
**Debra McLean**, FOCUS EMU editor  
**Dick Schwarze**, photographer

## Events of the Week

Sept. 15 - Sept. 21

### Tuesday 15

WORKSHOP — The Office of Training and Development will present a workshop on office security, 201 King Hall, 9 a.m.

HISPANIC HERITAGE WEEK — "Hispanics and Campus Success - Mentor Program" will be presented, Main Lounge, McKenny Union, 3 p.m.

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

### Wednesday 16

MEETING — Counseling Services will hold an informal discussion meeting for people over age 21 returning to college. Starkweather Hall, noon

FLOATATHON — The annual EMU Floatathon will be held; Superior Road Bridge, Ypsilanti, 4:30 p.m.

MEETING — The College of Education Alumni Governing Board will meet, Gallery I, McKenny Union, 7 p.m.

CELEBRATION — A children's celebration of Hispanic Heritage Week will be hosted by the Hispanic Student Association, EMU Children's Center, To be announced.

### Thursday 17

DANCE WORKSHOP — The University of Mexico's Metropolis/Utopia dance group will host a dance workshop in cooperation with the Department of Health, Physical Education, Recreation and Dance as part of the Hispanic Heritage Week. Sponberg Theater, 2 p.m.

RECITAL — The Music Department will present Sheryl Paton in a senior vocal recital, Alexander Recital Hall, 8 p.m.

MOVIE — Campus Life's Silver Screen will present "Carmen" as part of Hispanic Heritage Week. Admission is \$2, Strong Auditorium, 8 p.m.

### Friday 18

WORKSHOP — The Office of Training and Development will present an orientation workshop for new EMU employees, Reception Room, McKenny Union, 8:30 a.m.

LECTURE — Dr. Manuel Justiz, visiting scholar from the University of South Carolina, will speak as part of Hispanic Heritage Week, Faculty Lounge, McKenny Union, noon.

MEETING — The Faculty Center for Instructional Effectiveness will hold a meeting, Alumni Room, McKenny Union, 1:30 p.m.

CONCERT — EMU Hispanic students will showcase their talents. Performances will include Flamenco and classical guitar and folk dancing, Sponberg Theater, 8 p.m.

MOVIE — Campus Life's Silver Screen will present "Color of Money." Admission is \$2, Strong Auditorium, 8, 10 p.m. and midnight

### Saturday 19

MEETING — The EMU Alumni Association Board will meet, Regents Room, McKenny Union, 8 a.m.

WORKSHOP — The Career Services Center will present "Superstar Saturday," a one-stop opportunity for graduating seniors to attend interviewing and resume writing workshops and select companies with which to interview. Call 7-0400 for more information, 403 Goodison, 9 a.m.

PERFORMANCE — Metropolis/Utopia will perform. Admission, Power Center, Ann Arbor, 7 p.m.

MOVIE — Campus Life's Silver Screen will present "Color of Money." Admission is \$2, Strong Auditorium, 8, 10 p.m. and midnight

### Sunday 20

MOVIE — Campus Life's Silver Screen will present "Color of Money." Admission is \$2, Strong Auditorium, 8 and 10 p.m.