



Personnel Notes

FOR FURTHER INFORMATION CONTACT DIVISION OF
PERSONNEL SERVICES, PRIMROSE HALL, EXTENSION 2135

UNIVERSITY EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY

North Carolina State University is committed to the provisions and principles of equal employment opportunity. It is the policy of the University that firm and positive efforts will be made by all management and supervisory personnel to prevent discriminatory employment practices. Affirmative action will be taken to insure that employment, training, upgrading, promotion, demotion, transfers and termination of individuals is pursued on a fair, impartial basis and that no factor of race, color, religion, sex, national origin, age or political affiliation will be considered except where specific age or sex requirements constitute a bona fide occupational qualification necessary to proper and efficient administration. The University is subject to the requirements of Title IX of the Education Amendments Prohibiting Sex Discrimination in Education. As a government contractor, the University is also subject to the Rehabilitation Act of 1973 and the Vietnam Veterans Readjustment Assistance Act which require affirmative action to employ and advance in employment qualified handicapped individuals, disabled veterans and Vietnam era veterans.

PERSONNEL NOTES

Personnel Notes is published weekly to alert permanent employees of North Carolina State University to promotional opportunities. Vacancies not filled by current employees will be open to the general public.

Applicants are encouraged to complete and leave applications with our receptionist anytime 8:00 a.m. - 5:00 p.m. Monday through Friday.

Accounting Clerk (III) ½ time

1 Vacancy

\$3738-\$4854

High school and one year in accounting or bookkeeping.* Involves typing; preparing monthly invoices; filing; and billing. Schedule: 8:00 a.m. - 12:00 noon.

Agricultural Research Technician I

1 Vacancy

\$10,596-\$13,884

Degree in agronomy or related agricultural sciences* with some training and/or experience in statistical evaluation of data with computers; or degree in statistics or computer science with some training and/or experience in agronomic research. Involves field, greenhouse and laboratory research and the summarization and analysis of data.

Agricultural Research Technician I

1 Vacancy

\$10,596-\$13,884

Graduation from a Four year college or university with a degree in Forestry or related field.* Department prefers a M.S. in Forestry with a background in silviculture, ecology, soils, botany and data processing. Will involve extensive and extended travel. Duties include field work, laboratory processing and analysis of data.

Agricultural Research Technician I

1 Vacancy

\$10,596-\$13,884

Graduation from a Four year college or university with a degree in Agronomy, Horticulture, Pest Management or related field; or an Associate Degree in Turfgrass Management, Horticulture, or Agronomy with experience working with plant pathogens or turfgrass. Involves inoculating plants in greenhouse and field, applying chemicals to research plots and maintaining records. Some overnight travel will be required.

Analyst Programmer I

1 Vacancy

\$12,660-\$16,644

Graduation from a four year college or university with a major in computer science, mathematics, industrial engineering, or a related field and one year experience in computer programming. Primary duties include computer software consultation; consultation with users of SAS, SPSS, and Fortran; plus computer programming.

AFFIRMATIVE ACTION PLAN
 AVAILABILITY EPA NON-FACULTY

1. Outline below the basic education and work experience required for an appointment to your EPA non-faculty positions by position titles. If additional space is needed, please attach another sheet.

2. Using the HEGIS data provided, determine the availability (%) of Blacks, Females, and Other Minorities in the labor force, possessing the required education.

POSITION TITLES	AVAILABILITY (%)		
	BLACKS	FEMALES	OTHER MINORITIES
Officials/Mngr's			
Professionals			
A. Res. Assoc.			
B. Res. Asst.			
C. Other			
Technicians			
A. Teach. Tech.			
B. Other			

AFFIRMATIVE ACTION PLAN

AVAILABILITY EPA NON-FACULTY

1. Outline below the basic education and work experience required for an appointment to your EPA non-faculty positions by position titles. If additional space is needed, please attach another sheet.

Official/Manager

Associate Director Master's degree & experience or Ph.D. in public admin., educational admin. or related profession

Asst. Director Educational Admin., City & Regional Planning or related professional area.

Proj. Manager Ph.D. level and 1 yr. experience or Master's degree and 3 yrs. experience in project management or equivalent combination

Proj. Coordinator 3 yrs. toward Ph.D. & no project mgmt. experience or undergraduate degree & 3 yrs. work towards Master's and project management.

Research Assoc. Four year degree in course related work and 2 yrs. experience in analyzing, gathering and editing data for social research or project development

2. Using the HEGIS data provided, determine the availability (%) of Blacks, Females, and Other Minorities in the labor force, possessing the required education.

POSITION TITLES	AVAILABILITY (%)		
	BLACKS	FEMALES	OTHER MINORITIES
Officials/Mngr's	10%	31%	7%
Professionals	3%	22%	1%
A. Res. Assoc.	6%	32%	3%
B. Res. Asst.	11%	36%	2%
C. Other			
Technicians	0%	0%	0%
A. Teach. Tech.			
B. Other			

3. Explain the HEGIS groupings that you used to determine the availability of Blacks, Females, and Other Minorities.

	<u>Masters</u>			<u>Doctorate</u>		
	BM	BF	WF	BM	BF	WF
0702						
0705	48%	7%				
0701						

No EPA addition to be made to staff. Current EPA with the exception of Associate and Assistant Directors will be transferred to SPA system effective 8/1/78.

4. If you did not use the HEGIS data to obtain your availability percentages, please explain and document your source of information.

AFFIRMATIVE ACTION PLAN
AVAILABILITY EPA NON-FACULTY

1. Outline below the basic education and work experience required for an appointment to your EPA non-faculty positions by position titles. If additional space is needed, please attach another sheet.

Official/Manager

Director, McKimmon Center

Master's Degree in the areas of business administration and adult education and 5 years experience in organizing, directing and managing educational activities for adult audiences.

2. Using the HEGIS data provided, determine the availability (%) of Blacks, Females, and Other Minorities in the labor force, possessing the required education.

POSITION TITLES	AVAILABILITY (%)		
	BLACKS	FEMALES	OTHER MINORITIES
Officials/Mngr's	4%	1%	2%
Professionals			
A. Res. Assoc.			
B. Res. Asst.			
C. Other			
Technicians			
A. Teach. Tech.			
B. Other			

3. Explain the HEGIS groupings that you used to determine the availability of Blacks, Females, and Other Minorities.

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4. If you did not use the HEGIS data to obtain your availability percentages, please explain and document your source of information.

School	Title	Name	Academic Rank	Potential Retirees
<u>Dept. Heads (Cont.)</u>				
Asst. Dir.	✓ Philos. & Religion	Bryan, R. S.	Assoc. Professor	<i>check print</i>
	✓ Physical Education	Drews, F. R.	Assoc. Professor	<i>check print</i>
	✓ Political Science	Garson, D. G.	Assoc. Professor	<i>check print</i>
	✓ Soc. & Anth.	Mayo, S. C.	Assoc. Professor	<i>check print</i> * 2
	✓ Speech-Comm.	Franklin, W. G.*	Assoc. Professor	<i>check print</i>
	Philos. & Religion	Fitzgerald, W. C.	Assoc. Professor	<i>cont dept head</i>
	Rec. Res. Admin.	Hines, T. I.	Professor	<i>wrong dept</i>
	Political Science	Kabschull, H. G.	Assoc. Professor	<i>cont dept head</i>
	For. Lang.	Smith, G. G.	Assoc. Professor	<i>cont dept head</i>

Physical & Mathematical Sciences

✓ Dean	Menius, A. C.	Professor	*
✓ Assoc. Dean	Memory, J. D.	Professor	

Dept. Heads

Asst. Dir.	✓ Biochem.	Tove, S. B.	Professor	* 2
	✓ Chemistry	Bumgardner, C. L.	Professor	
	✓ Comp. Science	Martin, D. C.	Professor	
	✓ Geosciences	Leith, C. J.	Professor	
	✓ Math	Ortega, J. M.	Professor	
Acting	✓ Physics	Patty, R. R.	Professor	
Acting	✓ Statistics	Mason, D. D.	Professor	*

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AFFIRMATIVE ACTION PLAN

Tenured/Tenure Track Positions
(Ladder Rank)

School _____

Affirmative Action Groups

CALCULATION OF GOALSEPA Non-Faculty

I. Determination of Availability (%).

The percent of Blacks, Females and Other Minorities for each position title in your group, Table II (Lines 1-3, Cells 15 and 22, 17 and 24, 19 and 26) respectively, can be taken from the chart on Page 1, Item 2, Availability of Blacks, Females, and Other Minorities in the Labor Force.

II. Calculation of Final Goals

A. Number of Blacks to goal, for each position title in your unit, Table II (Lines 1-3, Cell 16) can be computed as follows:

Multiply the percent Black (Cell 15) by the total number of employees in that position title as of October 1, 1983 (present complement plus estimated new positions) then subtract the present number of Blacks in that position title (Cell 2).

i.e.: percent Blacks (Cell 15) x (Present Complement + Estimated New Positions) -- present number of Blacks (Cell 2).

B. Number of Females to goal for each position title in your unit Table II (Lines 1-3, Cell 18) is computed as follows:

% Females (Cell 17) x (Present Complement + Estimated New Positions) -- present number of Females (Cell 3).

C. Number of Other Minorities to goal for each position title in your unit Table II (Lines 1-3, Cell 20) is computed as in A.

% Other Minorities (Cell 19) x (Present Complement + Estimated New Positions) -- present number of Other Minorities (Cell 4).

III. Calculation of Annual Goals

A. Number of Blacks to Annual Goal for each position title in your unit Table II (Lines 1-3, Cell 21) can be computed as follows:

Multiply the % Black by the number of projected vacancies for the year, 1978-1979.

B. Number of Females to Annual Goal for each position title in your unit Table II (Lines 1-3, Cell 23) is computed as follows:

Multiply % Females by the number of projected vacancies for the year, 1978-1979.

C. Number of Other Minorities to Annual Goal for each position title in your unit Table II (Lines 1-3, Cell 25) is computed as follows:

Multiply the % Other Minorities by the number of projected vacancies for the year, 1978-1979.

School	Title	Name	Academic Rank	Potential Retirees 1978-6/30/78
International Programs	✓ Dean	Rigney, J. A.	Professor	*
<u>UNIV. Extension</u> Continuing Education	✓ Dir.	Mabry, R. A.	Asst. Professor	
	<i>Summer Session</i> ✓ Curricular Branch	Kolb, C. F.	Asst. Professor	*
Sea Grant	✓ DIRECTOR	Copeland, B. J.	Professor	X m and
	✓ Dir. T.V.	Porter, J.	Asst. Professor	
Student Affairs	✓ Vice Chancellor	Talley, Banks	Assoc. Professor	<i>and</i> Assoc. Professor
University Studies	✓ Head	Barefoot, A. C.	Professor	
<u>University Res.</u> <i>And</i> <i>ELK</i>	✓ V.P. & Dean of Research	Droessler, E. G. Droessler, E. G.	Professor	
	ASSC DEAN RES MICROB	ELKAN, G. H. ELKAN, G. H.	Professor	X (2)
<u>Administration</u>	✓ Asst. Provost Prof. History	Downs, M.	Professor	X 11/5/75 (2)
	✓ Asst. Provost Computer	Martin, L. B.	Professor	
	✓ Chancellor	Thomas, J. L.	Professor	
	✓ Vice Chancellor	Turner, W. L.	Professor	
	✓ Provost & V. Chancellor	Winstead, N.	Professor	
	✓ Asst. Pro Provost	Clark, L. M.	Professor	X Assoc. Professor M-B (X) 15

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1 HP

Mr. C. W. ...
Branch

Mr. C. W. ...

Mr. T. V. ...

Chancellor

Professor

Vice President
a part of
Kanebriant
a part of Kanebriant
Asst. Provost
Prof. History

02
01
002

Provost

ADMINISTRATORS WITH ACADEMIC FACULTY RANK

<u>School</u>	<u>Title</u>	<u>Name</u>	<u>Academic Rank</u>	<u>Potential Retirees 1978-6/30/83</u>
Ag & Life Sciences	✓ Dean	Legates, J. E.	Professor	
	✓ Assoc. Dean	<u>GLAZENER</u> Glazner, E. W.	Professor	
	✓ Assoc. Director	Craig, H. B.	Professor	
	✓ Assoc. Dean & Director	Hyatt, G., Jr.	Professor	
	✓ Assoc. Director	Blalock, T. C.	Professor	
	✓ Assoc. Director	Black, C. D. X	Assoc. Professor X	MB
	✓ Assoc. Dean & Director	Keller, K. R.	Professor	*
	✓ Assoc. Director	Apple, J. L.	Professor	
	Assistant Director	Elwood, E. L.	Professor	
	✓ Assistant Director	Kriz, G. J.	Professor	
	Dept. HEAD Agri. Info.	Carpenter, W. L.	Professor	Jack title
	✓ Director Phytotron	Downs, R. J.	Professor	
	✓ Assistant Director	Cofer, E.	Professor X	FW
	Dept. HEAD ASSOCIATE DEAN PEELER, R. J.	PEELER, R. J.	Assoc. Professor X	(2)
	Dept. HEAD Adult & Community	BOONE E. J. Boone, E. J. H	Professor X	clean here (2)
	✓ Animal Science	Lassiter, C. A.	Professor	
	✓ Biochemistry	Tove, S. B.	Professor	
✓ Bio. & Ag.	Hassler, F. J.	Professor	14 P	
✓ Botany	Miksche, J. P.	Professor		

CALCULATION OF GOALSGoals for Tenured/Tenure Track Faculty

The percent of 'Blacks' for your Affirmative Action Group found on Line (1) Cells (11) and (17) of Table I is given by:

% New Hires (1973-1978) With Appropriate Terminal Degree y	% Blacks With Appropriate Terminal Degree r
% New Hires (1973-1978) Without Appropriate Terminal Degree z	% Blacks Without Appropriate Terminal Degree v

% of Blacks = $yr + zv$ NOTE: y and z are University Total Percentages.

The percent of 'Females' for your Affirmative Action Group found on Line (1) Cells (13) and (19) of Table I is given by:

% New Hires (1973-1978) With Appropriate Terminal Degree y	% Females With Appropriate Terminal Degree s
% New Hires (1973-1978) Without Appropriate Terminal Degree z	% Females Without Appropriate Terminal Degree w

% Females = $ys + wz$

The percent of 'Other Minorities' for your Affirmative Action Group found on Line (1) Cells (15) and (21) of Table I is given by:

% New Hires (1973-1978) With Appropriate Terminal Degree y	% Other Minorities With Appropriate Terminal Degree q
% New Hires (1973-1978) Without Appropriate Terminal Degree z	% Other Minorities Without Appropriate Terminal Degree e

% Other Minorities = $qy + ez$

Keller

Product | Paul | Stewart

Product

DE WE Smith

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School	Title	Name	Academic Rank	
Dept. Heads (Cont.)				
	✓Crop Science	Caldwell, B. E.	Professor	
	✓Eco. & Bus.	Toussaint, W. D.	Professor	
	✓Entomology	Knight, K. L.	Professor	
	✓Food Science	Roberts, W. M.	Professor	*
	✓Genetics	Scandalios, J. G.	Professor	
	✓Hort. Sci.	Cochran, F. D.	Professor	*
	✓Micro-biology	Evans, J. B.	Professor	
	✓Plant Pathology	Aycock, R.	Professor	
	Paulby Politics ✓Science	Cook, R. E.	Professor	
	✓Soc. & Anth.	Mayo, S. C.	Professor	*
	✓Soil Science	McCants, C. B.	Professor	
	Statistics	Mason, D. D.	Professor	*
	✓Vet. Science	Curtin, T. M.	Professor	
	✓Zoology	Vandenbergh, J. G.	Professor	
	✓Asst. Dean Res. Microb.	Elkan, G. H.	Professor	
	✓Asst. Dir. Ag. Extension	Harwood, D. G., Jr.	Professor	
	✓Crop Impr. Associate	McLaughlin, F. W.	Professor	

Design

✓Dean McKinney, C. Professor

Programs

✓Arch. Loss, J. Professor

✓Landscape Arch. Sullivan, A. L. Assoc. Professor

✓Product Design Foote, V. M. Assoc. Professor

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School	Title	Name	Academic Rank	Potential Retirees
<u>Programs (Cont.)</u>				
	Product Design	Stuart, D. R.	Assoc. Professor	

<u>Education</u>				
	Dean	Dolce, C.	Professor	
	Assoc. Dean	Williams, R. T.	Assistant Professor	
<u>Dept. Heads</u>	Asst PROVOST	CLARK, L.M.	PROFESSOR	
	Adult & Comm. Ed.	Boone, E. J.	Professor	
	Curr. & Instruction	Parramore, B. N.*	Assoc. Professor	FW
	Guid. & Pers. Service	Hopke, W. E.*	Professor	Not on OCR *
	Math & Science Ed.	Speece, H. E.	Professor	*
	Occ. Educ.	Clary, J. R.	Professor	
	Psychology	Thayer, P. W.	Professor	
	Center for Occ. Ed.	Coster, J. K.	Professor	
	Coor. Ind. & Tech. & Occ. Ed Education	Hanson, D. M.	Professor	
	Acting Head Guid & Pers.	Jones, L. K. (Hopke)	Assoc. Professor	

<u>Engineering</u>				
	Dean	Fadum, R. E.	Professor	
	Assoc. Dean	Ely, J. F.	Professor	
	Assoc. Dean	Smith, H. B.	Professor	*
	VICE PROVOST & DEAN	STANNETT, V.T.	Professor	

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2-AP

School

Title

Name

Academic
Rank

Dept. Heads

Bio. & Ag. Engineering	Hassler, F. J.	Professor
✓ Chem. Eng.	Ferrell, J. K.	Professor
✓ Civil Eng.	Dean, D. L.	Professor
✓ Elec. Eng.	Monteith, L. K.	Professor
✓ Indus. Eng.	Smith, W. A.	Professor
✓ Mat. Eng.	Austin, W. W.	Professor
✓ Mech. & A Aerospace	Zorowski, C. F.	Professor
✓ Nuclear Eng.	Elleman, T. S.	Professor
Dir. Eng. Operations	Easter, W. T.	Assoc. Professor

Director

Fac

Other
Sections
Directors

Acoustical Studies	Hart, F. D.	Professor
✓ Coop. Ed. Engineering	Hamme, J. V.	Assoc. Professor
✓ Eng. Des. Center	Griffith, W. C.	Professor
✓ Eng. Res. Serv. Div.	Stoops, R. F.	Professor
✓ Fr. Eng. & Stud. Serv.	Hammond, R. H.	Assoc. Professor
Furn. R-D Appl. Inst.	Burton, H. A.	Not in OCR
✓ Marine & Coastal Stud.	Langfelder, L. J.	Professor

Not in OCR

*DIRECTOR COOP
ENGINEERING EDU*

Nuclear Reac. Project	Behannon, J. R., Jr.	Assoc. Professor
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Not in OCR

Assts.

✓ Electrical Engineering	Kauffman, J. F.	Assoc. Professor
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Not in OCR

Potential Retirees 1978-6/30/83

School

Title

Name

Academic Rank

Assoc.

note on list

Electrical Engineering

Stevenson, W.

Professor

assoc dept head

note on list

Mech. & Aerospace

Williams, J. C.

Professor

assoc dept head

Forest Resources

✓ Dean

Ellwood, E. L.

Professor

✓ Asst. Dean

Saylor, L. C.

Professor

Dept. Heads

✓ Forestry

Davey, C. B.

Professor

~~For. Res. Extension~~

~~Harkins, L. H.~~

~~Assoc. Professor~~

Not on ACC LIST

✓ Recr. Resor. Adm.

Hines, T. I.

Professor

*

✓ Wood & Paper Science

Goldstein, I. S.

Professor

Humanities & Social Sciences

TILMAN
TILMAN *check spelling TILMAN*

✓ Dean

Tillman, R. O.

Professor

✓ Assoc. Dean

Toole, W. B., III

Professor

Director

Parker, C. A.

Professor

not on acc

Dept. Heads

ASST PROVOST PROF HISTORY

Downs, M.

Professor

✓ Eco. & Bus.

Toussaint, W. D.

Professor

X

(2)

Assts.

English

White, R. B.

Professor

assoc dept head

✓ English

Champion, L. S.

Professor

✓ For. Lang. & Lit.

Gonzalez, A. A.*

Professor

X

M-Hisp

✓ History

Wheeler, M.

Assoc. Professor

X

F-W

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School	Title	Name	Academic Rank	Potential Retirees 1978-6/30/83
<u>Dept. Heads (Cont.)</u>				
	Acting -- Math	Harrington, W. J.	Professor	asst. dept. head
	Asst. -- Chemistry	Ingram, W. P.	Asst. Professor	asst. dept. head
	Asst. -- Chemistry	Loeppert, R. H.	Professor	asst. dept. head
	Assoc. -- Math	Park, H. V.	Professor	assoc. dept. head

Textiles

✓ Dean	Chaney, D. W.	Professor	*
✓ Assoc. Dean	Hamby, D. S.	Professor	X (2)
✓ Asst. Dean	Shaw, M. R.	Professor	
✓ Asst. to Dean	Smith, W. E.	Asst. Professor	*
✓ Head	Emerson, P. D.	Assoc. Professor	*
Head	Rodeffer, G. H.	Assoc. Professor	not on OCR
Academic Coordinator	Hutchinson, E. E.	Assoc. Professor	not on OCR
Professor & Assistant Dean	Shaw, M.	Professor	

Dept. Heads

✓ Text. Chem.	Whaley, W. M.	Professor	
✓ Text. Tech.	Hamby, D. S.	Professor	
Acting ✓ Mat. & Mgt.	Porter, J. A.	Professor	*

Graduate School

✓ Vice Provost & Dean	Stannett, V. T.	Professor	X * (2)
✓ Assoc. Dean	Peeler, R. J.	Assoc. Professor	X * (2)

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AVAILABILITY DATA

Group _____

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree			
Without Appropriate Terminal Degree			

Explain source of data:

DOCTORAL DEGREES AWARDED IN U.S. DURING 1975-76

DATE 05/17/78

	NON-RES		BLACK		AM. INDIAN		ASIAN		HISPANIC		WHITE		TOTAL		
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	TOTAL
✓ AGRICULTURE AND NATURAL RESOURCES															
0100															
NUMBER	241	21	15	2	4	2	23	2	5	0	520	31	808	58	866
PERCENT	27.83	2.42	1.73	.23	.46	.23	2.66	.23	.58	.00	60.05	3.58	93.30	6.70	100.00
TOTAL M&W	262		17		6		25		5		551		567	37	604
TOTAL % M&W	30.25		1.96		.69		2.89		.58		63.63				6.13%
ARCHITECTURE AND ENVIRONMENTAL DESIGN															
0200															
NUMBER	16	1	4	1	0	0	1	0	0	0	46	9	67	11	78
PERCENT	20.51	1.28	5.13	1.28	.00	.00	1.28	.00	.00	.00	58.97	11.54	85.90	14.10	100.00
TOTAL M&W	17		5		0		1		0		55		51	10	61
TOTAL % M&W	21.79		6.41		.00		1.28		.00		70.51				16.39%
AREA STUDIES															
0300															
NUMBER	6	4	4	5	1	0	1	2	1	1	103	42	116	54	170
PERCENT	3.53	2.35	2.35	2.94	.59	.00	.59	1.18	.59	.59	60.59	24.71	68.24	31.76	100.00
TOTAL M&W	10		9		1		3		2		145		110	50	160
TOTAL % M&W	5.88		5.29		.59		1.76		1.18		85.29				31.25%
✓ BIOLOGICAL SCIENCES															
0400															
NUMBER	275	75	33	13	5	1	61	21	18	6	2,161	566	2,553	682	3,235
PERCENT	8.50	2.32	1.02	.40	.15	.03	1.89	.65	.56	.19	66.80	17.50	78.92	21.08	100.00
TOTAL M&W	350		46		6		82		24		2,727		2,278	607	2,885
TOTAL % M&W	10.82		1.42		.19		2.53		.74		84.30				21.04%
✓ BUSINESS AND MANAGEMENT															
0500															
NUMBER	152	2	16	0	6	0	16	0	8	0	676	47	874	49	923
PERCENT	16.47	.22	1.73	.00	.65	.00	1.73	.00	.87	.00	73.24	5.09	94.69	5.31	100.00
TOTAL M&W	154		16		6		16		8		723		722	47	769
TOTAL % M&W	16.68		1.73		.65		1.73		.87		78.33				6.11%
COMMUNICATIONS															
0600															
NUMBER	8	3	6	2	2	1	0	0	2	2	134	43	152	51	203
PERCENT	3.94	1.48	2.96	.99	.99	.49	.00	.00	.99	.99	66.01	21.18	74.88	25.12	100.00
TOTAL M&W	11		8		3		0		4		177		144	48	192
TOTAL % M&W	5.42		3.94		1.48		.00		1.97		87.19				25.00%
COMPUTER AND INFORMATION SCIENCES															
0700															
NUMBER	45	1	0	0	1	0	4	0	1	0	166	22	217	23	240
PERCENT	18.75	.42	.00	.00	.42	.00	1.67	.00	.42	.00	69.17	9.17	90.42	9.58	100.00
TOTAL M&W	46		0		1		4		1		188		172	22	194
TOTAL % M&W	19.17		.00		.42		1.67		.42		78.33				11.34%
EDUCATION															
0800															
NUMBER	282	102	388	288	29	10	35	23	87	49	4,293	2,087	5,114	12,559	7,673
PERCENT	3.68	1.33	5.06	3.75	.38	.13	.46	.30	1.13	.64	55.95	27.20	66.65	33.35	100.00
TOTAL M&W	384		676		39		58		136		6,380				
TOTAL % M&W	5.00		8.81		.51		.76		1.77		83.15				
✓ ENGINEERING															
0900															
NUMBER	968	15	17	0	4	1	115	2	15	0	1,568	46	2,687	64	2,751
PERCENT	35.19	.55	.62	.00	.15	.04	4.18	.07	.55	.00	57.00	1.67	97.67	2.33	100.00
TOTAL M&W	983		17		5		117		15		1,614		1,719	49	1,768
TOTAL % M&W	35.73		.62		.18		4.25		.55		58.67				2.77%

DOCTORAL DEGREES AWARDED IN U.S. DURING 1975-76

DATE 05/17/78

	NON-RFS		BLACK		AM. INDIAN		ASIAN		HISPANIC		WHITE		DATE 05/17/78			
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	TOTAL	TOTAL
2100 PUBLIC AFFAIRS AND SERVICES																
NUMBER	25	4	19	10	3	1	3	1	7	5	150	72	207	93	300	
PERCENT	8.33	1.33	6.33	3.33	1.00	.33	1.00	.33	2.33	1.67	50.00	24.00	69.00	31.00	100.00	
TOTAL M&W	29		29		4		4		12		222		182	89	271	
TOTAL % M&W	9.67		9.67		1.33		1.33		4.00		74.00				32.84%	
SOCIAL SCIENCES																
2200																
NUMBER	444	60	80	32	10	1	33	5	35	3	2,479	743	3,081	844	3,925	
PERCENT	11.31	1.53	2.04	.82	.25	.03	.84	.13	.89	.08	63.16	18.93	78.50	21.50	100.00	
TOTAL M&W	504		112		11		38		38		3,222		2,637	784	3,421	
TOTAL % M&W	12.84		2.85		.28		.97		.97		82.09				22.92%	
THEOLOGY																
2300																
NUMBER	39	1	24	1	0	0	8	0	3	1	739	36	813	39	852	
PERCENT	4.58	.12	2.82	.12	.00	.00	.94	.00	.35	.12	86.74	4.23	95.42	4.58	100.00	
TOTAL M&W	40		25		0		8		4		775					
TOTAL % M&W	4.49		2.93		.00		.94		.47		90.96					
INTERDISCIPLINARY STUDIES																
4900																
NUMBER	22	5	8	5	1	0	2	0	3	1	131	74	167	85	252	
PERCENT	8.73	1.98	3.17	1.98	.40	.00	.79	.00	1.19	.40	51.98	29.37	66.27	33.73	100.00	
TOTAL M&W	27		13		1		2		4		205					
TOTAL % M&W	10.71		5.16		.40		.79		1.59		81.35					
ALL AREAS																
NUMBER	3,495	526	752	435	93	29	445	95	275	102	20,186	6,293	25,246	7,480	32,726	
PERCENT	10.68	1.61	2.30	1.33	.28	.09	1.36	.29	.84	.31	61.68	19.23	77.14	22.86	100.00	
TOTAL M&W	4,021		1,187		122		540		377		26,479		14,609	2,312	16,921	
TOTAL % M&W	12.29		3.63		.37		1.65		1.15		80.91				13.66%	

NOTE: We have rounded all percentages to two decimal places; rounding up from $\geq .005$. Hence, all percentage calculations are accurate within the useable range, but may not total 100.00 per cent in a given discipline. It was not considered worth the programming effort to accomplish this, since further balancing would not be statistically significant.

1.37
1.65
4.17
2.80
3.17
3.17

DOCTORAL DEGREES AWARDED IN U.S. DURING 1975-76

	NON-RES		BLACK		AM. INDIAN		ASIAN		HISPANIC		WHITE		DATE 05/17/78		
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	TOTAL
FINE AND APPLIED ARTS															
1000															
NUMBER	26	9	11	8	2	1	2	2	2	0	395	139	438	159	597
PERCENT	4.36	1.51	1.84	1.34	.33	.17	.33	.33	.33	.00	66.16	23.28	73.37	26.63	100.00
TOTAL M&W		35		19		3		4		2		534			
TOTAL % M&W		5.86		3.18		.50		.67		.33		89.45			
FOREIGN LANGUAGES															
1100															
NUMBER	49	41	3	4	3	2	5	1	15	9	347	323	422	380	802
PERCENT	6.11	5.11	.37	.50	.37	.25	.62	.12	1.87	1.12	43.27	40.27	52.62	47.38	100.00
TOTAL M&W		90		7		5		6		24		670			
TOTAL % M&W		11.22		.87		.62		.75		2.99		83.54			
HEALTH PROFESSIONS															
1200															
NUMBER	66	10	11	5	2	2	17	4	3	0	297	142	396	163	559
PERCENT	11.81	1.79	1.97	.89	.36	.36	3.04	.72	.54	.00	53.13	25.40	70.84	29.16	100.00
TOTAL M&W		76		16		4		21		3		439			
TOTAL % M&W		13.60		2.86		.72		3.76		.54		78.53			
HOME ECONOMICS															
1300															
NUMBER	5	8	0	5	0	0	1	2	0	1	35	96	41	112	153
PERCENT	3.27	5.23	.00	3.27	.00	.00	.65	1.31	.00	.65	22.88	62.75	26.80	73.20	100.00
TOTAL M&W		13		5		0		3		1		131			
TOTAL % M&W		8.50		3.27		.00		1.96		.65		85.62			
LAW															
1400															
NUMBER	16	2	0	0	0	0	0	0	0	0	57	1	73	3	76
PERCENT	21.05	2.63	.00	.00	.00	.00	.00	.00	.00	.00	75.00	1.32	96.05	3.95	100.00
TOTAL M&W		18		0		0		0		0		58			58
TOTAL % M&W		23.68		.00		.00		.00		.00		76.32			57
LETTERS															
1500															
NUMBER	90	54	31	28	5	2	14	7	10	9	1,341	746	1,491	846	2,337
PERCENT	3.85	2.31	1.33	1.20	.21	.09	.60	.30	.43	.39	57.38	31.92	63.80	36.20	100.00
TOTAL M&W		144		59		7		21		19		2,087			
TOTAL % M&W		6.16		2.52		.30		.90		.81		89.30			
LIBRARY SCIENCE															
1600															
NUMBER	3	3	1	3	0	2	0	2	0	0	34	22	38	32	70
PERCENT	4.29	4.29	1.43	4.29	.00	2.86	.00	2.86	.00	.00	48.57	31.43	54.29	45.71	100.00
TOTAL M&W		6		4		2		2		0		56			
TOTAL % M&W		8.57		5.71		2.86		2.86		.00		80.00			
MATHEMATICS															
1700															
NUMBER	143	18	7	1	2	0	18	2	9	1	556	67	735	89	824
PERCENT	17.35	2.18	.85	.12	.24	.00	2.18	.24	1.09	.12	67.48	8.13	89.20	10.80	100.00
TOTAL M&W		161		8		2		20		10		623			592
TOTAL % M&W		19.54		.97		.24		2.43		1.21		75.61			71
PHYSICAL SCIENCES															
1800															
NUMBER	513	62	28	4	9	1	72	13	22	6	2,395	205	3,039	291	3,330
PERCENT	15.41	1.86	.84	.12	.27	.03	2.16	.39	.66	.18	71.92	6.16	91.26	8.74	100.00
TOTAL M&W		575		32		10		85		28		2,600			2524
TOTAL % M&W		17.27		.96		.30		2.55		.84		78.08			229
PSYCHOLOGY															
1900															
NUMBER	61	25	46	18	4	2	14	6	29	8	1,563	734	1,717	793	2,510
PERCENT	2.43	1.00	1.83	.72	.16	.08	.56	.24	1.16	.32	62.27	29.24	68.41	31.59	100.00
TOTAL M&W		86		64		6		20		37		2,297			831
TOTAL % M&W		3.43		2.55		.24		.80		1.47		91.51			70

School/
Division NCSU Totals

AFFIRMATIVE ACTION PLAN
Present EPA Non-Faculty Complement

Table 7

Date May, 1978

Position Titles (Full-Time)	Total	Total	Total	Total Other	Non-Hispanic				Hispanic		Asian		Am. Indian	
	Employees	Black	Female	Minorities	Black		White		M	F	M	F	M	F
					M	F	M	F	M	F	M	F	M	F
Exec., Admin., Mgr'l.														
Professional	406 354	28	109	23	14	14	264	91	2	0	17	4	0	0
Technical	19	0	8	0	0	0	11	8	0	0	0	0	0	0
Other	55 ³ 55	0 5	1 25	1 0	-3	-2	24	23	0	0	1	0	0	0
Subtotal	428	28	118	24	14	14	276	100	2	0	18	4	0	0
Other	3	0	1	1	0	0	1	1	0	0	1			
Part-Time														
Officials & Managers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professionals	14	0	5	0			8	5			1			
Technicians	3	0	1	0			2	1						
Research Assistants	1	0	0	0			1							
Subtotal	18	0	6	0			11	6			1			
TOTAL	446	28	124	22	14	14	287	106	2	0	19	4	0	0

Highest degree
 Doctoral and Postdoctoral

ADMINISTRATORS WITH ACADEMIC FACULTY RANK

1973-1978

SCHOOL TITLE NAME ACADEMIC RANK POTENTIAL RETIREES 1978-6/30/83

Ag &
 Life Sciences

	Ph.D.	Dean	Legates, J. E. ✓	Professor ✓	
	Ph.D.	Assoc. Dean	Glazener, E. W. ✓	Professor ✓	
	Ph.D.	Assoc. Director	Craig, H. B.	Professor ✓	
RETIRED	Ph.D.	Assoc. Dean & Director	Hyatt, G., Jr. ✓	Professor ✓	1973 (✕)
	Ph.D.	Assoc. Director	Blalock, T. C. ✓	Professor ✓	
	D.E.D.	Assoc. Director	Black, C. D.	Assoc. Professor ✓	1973
	Ph.D.	Assoc. Dean & Director	Keller, K. R. ✓	Professor ✓	*
	Ph.D.	Assoc. Director	Apple, J. L. ✓	Professor ✓	
	Ph.D.	Asst. Director	Kriz, G. J.	Professor ✓	
	Ph.D.	Director Phytotron	Downs, R. J. ✓	Professor ✓	
	Ph.D.	Asst. Director	Cofer, E. ✓	Professor ✓	
	Ph.D.	Assoc. Dean	Peeler, R. J. ✓	Assoc. Professor ✓	1973

Dept. Heads

	Ph.D.	Adult & Community	Boone, E. J. ✓	Professor ✓	
	Ed.D.	Agri. Infor.	Carpenter, W. L. ✓	Professor ✓	
	Ph.D.	Animal Science	Lassiter, C. A. ✓	Professor ✓	1976
	Ph.D.	Biochemistry	Tove, S. B. ✓	Professor ✓	1975
	Ph.D.	Bio. & Ag.	Hassler, F. J.	Professor ✓	101
	Ph.D.	Botany	Miksche, J. P. ✓	Professor ✓	1977

SCHOOL	TITLE	NAME	ACADEMIC RANK	
<u>Dept. Heads</u> (Cont.)				
	Ph.D. Crop Science	Caldwell, B. E. L	Professor	1975 ✓
	Ph.D. Eco. & Bus.	Toussaint, W. D. L	Professor	✓
	Ph.D. Entomology	Knight, K. L. L	Professor	✓
	Ph.D. Food Science	Roberts, W. M. L	Professor	✓
	Ph.D. Genetics	Scandalios, J. G. L	Professor	1975 ✓
	Ph.D. Hort. Sci.	DE. HESTON Cochran, F. D.	Professor	1978 REMAINS COCHRAN. ✓
	Ph.D. Micro-biology	Evans, J. B. L	Professor	✓
	Ph.D. Plant Pathology	Aycock, R. L	Professor	1978 ✓
	Ph.D. Poultry Science	Cook, R. E. L	Professor	✓
	Ph.D. Soc. & Anth.	Mayo, S. C. L	Professor	✓
	Ph.D. Soil Science	McCants, C. B. L	Professor	✓
	Ph.D. Vet. Science	Curtin, T. M. L	Professor	1973 ✓
	Ph.D. Zoology	Vandenbergh, J. G. L	Professor	1972 ✓
	MS. Asst. Dir. Ag. Ext.	Harwood, D. G., Jr. L	Professor	1976 ✓
	MS. Assoc. Crop Impr. Assoc.	McLaughlin, F. W.	Professor	✓

Design

BA Dean McKinney, C. Professor 1978

Programs

MS. Arch. Loss, J. Professor 1975

Ph.D. Landscape Arch. Sullivan, A. L. Assoc. Professor L 1976

BS. Product Design Foote, V. M. Assoc. Professor 4974

Ph.D. ~~Assoc.~~
Product Design *Pause* Stuart, D. R. Assoc. Professor L 1976

<u>SCHOOL</u>	<u>TITLE</u>	<u>NAME</u>	<u>ACADEMIC RANK</u>	<u>POTENTIAL RETIREES 1978-6/30/78</u>
<u>Education</u>				
<i>Ph.D.</i>	Dean	Dolce, C. ✓	Professor	✓
<i>Ed.D.</i>	Assoc. Dean	Williams, R. T. ✓	Asst. Professor	1977 N
<i>Ed.D.</i>	Asst. Provost	Clark, L. M. ✓	Professor	✓
<u>Dept. Heads</u>				
<i>Ph.D.</i>	Adult & Comm. Ed.	Boone, E. J.	Professor	✓
<i>Ed.D.</i>	Cur. & Instruction	Parramore, B. N.	Assoc. Professor	Tenure 1977
<i>Ph.D.</i>	Math & Science Ed.	Speece, H. E.	Professor	✓
<i>Ph.D.</i>	Occ. Ed.	Clary, J. R.	Professor	1977
<i>Ph.D.</i>	Psychology	Thayer, P. W.	Professor	1977
<i>Ph.D.</i>	Center for Occ. Ed.	Coster, J. K.	Professor	✓
<i>Ed.D.</i>	Acting Head Guid. & Pers.	Hopke, L. K. <i>Hopke, W.</i> Jones, L. K. (Hopke)	Assoc. Professor	Tenure

<u>Engineering</u>				
<i>Ph.D.</i>	Dean	Fadum, R. E.	Professor	✓
<i>Ph.D.</i>	Assoc. Dean	Ely, J. F.	Professor	1975
<i>Ph.D.</i>	Assoc. Dean	Smith, H. B.	Professor	✓
<i>Ph.D.</i>	Vice Provost & Dean	Stannett, V. T.	Professor	1975
<u>Dept. Heads</u>				
<i>Ph.D.</i>	Chem. Eng.	Ferrell, J. K.	Professor	✓
<i>Ph.D.</i>	Civil Eng.	Dean, D. L.	Professor	✓
<i>Ph.D.</i>	Elec. Eng.	Monteith, L. K.	Professor	✓ 1978

<u>SCHOOL</u>	<u>TITLE</u>	<u>NAME</u>	<u>ACADEMIC RANK</u>	<u>POTENTIAL RETIREES 1978-6/30/83</u>
<u>Dept. Heads</u> (Cont.)				
	<i>D. ENG. SC.</i> Indus. Eng.	Smith, W. A.	Professor ✓	
	<i>M.A.</i> Mat. Eng.	Austin, W. W.	Professor ✓	*
	<i>M.A.</i> Mech. & Aerospace	Zorowski, C. F.	Professor 1974	
	<i>Ph.D.</i> Nuclear Eng.	Elleman, T. S.	Professor 1974	
<u>Directors</u>				
	<i>MS</i> Dir. Eng. Operations	Easter, W. T.	Assoc. Professor ✓	
	<i>Ph.D.</i> Dir. Coop. Eng. Ed.	Hamme, J. V.	Assoc. Professor ✓	
	<i>Ph.D.</i> Eng. Des. Center	Griffith, W. C.	Professor ✓	
	<i>Ph.D.</i> Eng. Res. Serv. Div.	Stoops, R. F.	Professor ✓ 1973	
	<i>B.M.E.</i> Fr. Eng. & Stud. Serv.	Hammond, R. H.	Assoc. Professor ✓	*
	<i>Ph.D.</i> Marine & Coastal Stud.	Langfelder, L. J.	Professor ✓	

<u>Forest Resources</u>				
	<i>Ph.D.</i> Dean	Ellwood, E. L.	Professor ✓	
	<i>Ph.D.</i> Asst. Dean	Saylor, L. C.	Professor ✓	
<u>Dept. Heads</u>				
	<i>Ph.D.</i> Forestry	Davey, C. B.	Professor ✓	*
	<i>Ph.D.</i> Recr. Resor. Adm.	<i>WARREN, M.E.</i> Hines, T. I.	Professor 1978	
	<i>Ph.D.</i> Wood & Paper Science	Goldstein, I. S.	Professor ✓	

Lyford

POTENTIAL
RETIRES
1978-6/30/83

<u>SCHOOL</u>	<u>TITLE</u>	<u>NAME</u>	<u>ACADEMIC RANK</u>
Humanities & Social Sciences			
<i>Ph.D.</i>	Dean	Tilman, R. O.	Professor ✓
<i>Ph.D.</i>	Assoc. Dean	Toole, W. B., III	Professor ✓
<i>Ph.D.</i>	Asst. Provost Prof. History	Downs, M.	Professor ✓

Dept. Heads

<i>Ph.D.</i>	Eco. & Bus.	Toussaint, W. D.	Professor ✓
<i>Ph.D.</i>	English	Champion, L. S.	Professor ✓
<i>Ph.D.</i>	For. Lang. & Lit.	Gonzalez, A. A.	Professor ✓
<i>Ph.D.</i>	History	Wheeler, M.	Assoc. Professor ^{To 1978} 1977
<i>Ph.D.</i>	Philos. & Religion	Bryan, R. S.	Professor ✓
<i>Ph.D.</i>	Physical Education	Drews, F. R.	Professor ✓
<i>Ph.D.</i>	Political Science	Garson, D. G.	Professor ✓ 1977
<i>Ph.D.</i>	Soc. & Anth.	Mayo, S. C.	Professor ✓
<i>Ph.D.</i>	Speech Comm.	Franklin, W. G.	Professor 1975

Physical & Mathematical Sciences

<i>Ph.D.</i>	Dean	Menius, A. C.	Professor ✓
<i>Ph.D.</i>	Assoc. Dean	Memory, J. D.	Professor 1973

Dept. Heads

<i>Ph.D.</i>	Biochemistry	Tove, S. B.	Professor 1975
<i>Ph.D.</i>	Chemistry	Bumgardner, C. L.	Professor 1974

POTENTIAL
RETIRES
1978-6/30/83

<u>SCHOOL</u>	<u>TITLE</u>	<u>NAME</u>	<u>ACADEMIC RANK</u>	
<u>Dept. Heads</u> (Cont.)				
	<i>Ph.D.</i> Comp. Science	Martin, D. C.	Professor	1974
	<i>Ph.D.</i> Geosciences	Leith, C. J.	Professor	✓
	<i>Ph.D.</i> Math	Ortega, J. M.	Professor	1977
	<i>Ph.D.</i> Physics (Actg)	Patty, R. R.	Professor	1978
	<i>Ph.D.</i> Statistics	Mason, D. D.	Professor	✓

Textiles

	<i>Ph.D.</i> Dean	Chaney, D. W.	Professor	✓	*
	<i>B.S.</i> Assoc. Dean	Hamby, D. S.	Professor	✓	
	<i>Ph.D. Sub</i> Asst. Dean	Shaw, M. R.	Professor	1975	
	<i>B.S.</i> Asst. to Dean	Smith, W. E.	Asst. Professor	1975	*
	<i>B.S.</i> Head	Emerson, P. D.	Assoc. Professor	1975	*?

Dept. Heads

	<i>Ph.D.</i> Text. Chem.	Whaley, W. M.	Professor	1975
	<i>B.S. Assoc. Dean</i> Text. Tech.	Hamby, D. S.	Professor	1975
	Mat. & Mgt. (Actg)	Porter, J. A.	Professor	

Graduate School

	<i>Ph.D.</i> Vice Provost & Dean	Stannett, V. T.	Professor	1975	*
	<i>Ph.D.</i> Assoc. Dean	Peeler, R. J.	Assoc. Professor	1975	

International Programs

	<i>M.S.</i> Dean	Rigney, J. A.	Professor	✓	*
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ACE REPORT:

May 1978/Ed Meek, Editor
Volume 1 Number 3

EXCESS PAPER FLOW
STUDY MAY SAVE
ALABAMA MUCH \$\$\$

Martha Tack has been given the assignment to debureaucratize the University of Alabama through the elimination of excess paper flow. The assignment came from a man who really came to know what a bureaucracy is -- Alabama President David Mathews, home fresh from the wars as head of HEW. Martha is conducting a comprehensive study of the flow of paper at Alabama and hopes her recommendations will save the University a significant amount of money. "Of course, we hope to approach this project in a very non-bureaucratic manner," she explains.

Martha got the support of administrators and faculty alike with an opening promise that "I can assure you that no member of the University community will have to complete any form, report, or letter as a result of this project." If Martha can hold to that promise alone, she deserves an award of merit. Martha and her associates are conducting 250 interviews in the study and President Mathews has promised to put her recommendations into action to the fullest extent possible.

STAN TRUXILLO
GETS ACE AWARD
FOR MOST "DRIVE"

The award for the most "drive" among Fellows/Interns must go to Stan Truxillo who has taken his car to both the St. Louis and Notre Dame conferences. On his travels from Pensacola, Stan has stopped to visit several institutions

and former ACE Fellows. In route he has visited with President Gene Petrik and Dean Bob Whittman (both former ACE Fellows) at Bellarmine College, President Jim Doughdrill at Southwestern at Memphis, and Provost Art Schaefer of the University of the South at Sewanee, Tenn. "Such visits and conversations have provided models of alternative styles of leadership, governance, academic structure, etc., in addition to the good folks at my host campus," Stan reports.

On campus Stan has been involved in various projects for the academic vice president, discussions with administrators in almost all areas of the University of West Florida, and regular attendance at University-wide committee meetings. "My largest projects now consist of a revision of the academic advising system and a study of energy supplies and energy policy as a parameter in institutional planning.

"At the moment, the best game in town consists of watching the changing relationships among the faculty union (now in its third year), existing governance bodies (Faculty Council, etc.) and the administration. The battle is now joined: the union has moved to take over traditional areas of shared governance, the Faculty Council this week requested permission to sit in on union-administration consultation sessions, and the union leadership refused. The ball now seems to be in the administration's court. Tune in for the further adventures of Alice in Wonderland."

MID-WEST CONFERENCE
AT GOVERNORS STATE
IS BIG SUCCESS

Education meeting in Chicago and remained to participate in the Mid-West program.

Harriet Gross and Marian Wilson report a greatly successful conference at Governors State University sponsored by the Mid-West Fellows and Interns. A large number of Fellows and Interns attended the American Association For Higher Education meeting in Chicago and remained to participate in the Mid-West program.

"We had a truly enjoyable, rewarding day," write Harriet and Marian. "The enthusiasm of the Fellows, their eagerness to ask questions and raise issues, was commented upon by all our people who were most impressed with the vitality of the group. We got the opportunity to probe into the personal side of administration, to observe quite different leadership styles and to understand the mechanics of Illinois public higher education. We were most proud to be identified with the Class of 1977-78 and want to thank all of the Fellows who took time from their busy schedules to come and make the day enjoyable for all."

14 FELLOWS/INTERNS
ATTEND EASTERN
CONFERENCE

Fourteen Fellows and Interns participated in the Eastern Fellows Conference held at Emerson College according to Mary-Linda Merriam. The two-day program included a wide range of speakers including comments from Oliver Woodruff, acting president at Emerson; John B. Duff, president of University of Lowell, John W. Musselman, president of Massosoit Community College, Kenneth Ballov, assistant to the president at Northeastern University, Frank Neuman, president of University of Rhode Island and a host of other educational administrators from the region.

The first-day program focused on continuing education, the Harvard Educational Management Institute and "Academic Values In Higher Education," an address by Saul Touster, visiting scholar from the Harvard School of Law. The program the following day moved to Radcliffe Institute with emphasis on administration, planning, development and budgeting.

SOUTHEASTERN FELLOWS
MEET FOR TWO DAYS
IN ATLANTA

Fellows and Interns from the Southeast were joined by colleagues from points north for a two-day conference in Atlanta late last month. The program focused on the several institutions which form Atlanta University Center and programs at Georgia State University.

Spelman College, home institution for Jane Browning, was one of the host institutions and participants in the conference learned that true Southern Hospitality may have its origin at Spelman College. Participants were treated to a lunch of Southern fried chicken followed by an afternoon of other food treats, including a party at Jane's home. Not to be outdone, Jerry Robbins and co-host institution Georgia State University provided additional goodies the following day.

During their stay, participants reviewed Spelman's development program, toured the several institutions which comprise Atlanta University Center and met with Georgia State University officials responsible for a comprehensive program of outreach in public service and continuing education.

COLORADO COMMISSION
CALLS ON CHARLES
ANGELETTI FOR HELP

The Colorado Commission on Higher Education has called on Charles Angeletti in the development of a master plan for higher education in that state. Charles, who serves as Associate Professor of History and Special Assistant to the President at Metropolitan State College in Denver, worked for two and a half months as a member of the Commission's planning team.

Charles is interested in receiving any information which anyone might have concerning faculty/administration development programs for research which he is conducting.

During the year, Charles has held a workshop at the University of Wisconsin at Stout on urban experimental education, one of his several areas of expertise. He has been invited by Lupita Quintanilla to the University of Houston campus for a presentation on the same subject.

AAC PROGRAM, VISIT
TO JFK ARE WINNERS
FOR HARRIET GROSS

"I've just come back from San Francisco for an American Association of Colleges Conference for Chairpersons and it was so well conceived and so valuable that I would like other Fellows to watch for conferences put together by Dr. Regina Kyle of the AAC," reports Harriet Gross who adds that Dr. Kyle is a "most dynamic, intelligent speaker with much valuable insight about administrative issues."

While attending the AAC Conference, Harriet also took time to visit John F. Kennedy University in Orinda, Calif., which was recently featured in the Chronicle of Higher Education. "JFK is indeed an unusual place," she adds.

EXAMPLES OF GOOD
AND BAD COMMUNICATIONS
SOUGHT FOR CASE BOOK

Mary-Linda Merriam is planning the publication of an ACE Fellows/Interns case book on communications. "I would like to put together some short case studies of situations that the fellows have observed or participated in that could be used to illustrate some principles of effective listening (or lack thereof)," she reports. "If anyone has a little vignette or two, send it along. I'll compile them in a notebook format along with a bibliography and some suggestions for effective listening techniques."

Certainly there are two good examples that Mary-Linda, a Ph.D. in Communications, can use. First, how about the conversation held between Charlie Rutherford and the swordfish as they strolled down the halls of our dorm at St. Louis? But, that may not be such a good idea after all: the fish did all the talking and Charlie wouldn't listen! Or, how about a study of the conversation between Tom Stauffer and the Chef at Notre Dame when Tom ordered turkey for three days. There is bound to be a classic there.

Mary-Linda faces a test of skills as she serves as the chief negotiator for the administration in Emerson's second AAUP contract. The faculty's chief negotiator is chairman of the Speech and Communication Studies Department so both chief negotiators have communications degrees. In addition to her work on the AAUP contract, Mary-Linda is observing the presidential search process at Emerson and working on her ACE paper which will deal with the same subject.

WILL ZEN CAMACHO
MAKE IT TO
WASHINGTON?

There has been some considerable discussion as to whether or not Zen Camacho will be with the group in Washington. One rumor has it that he was so soundly defeated at racquetball by such notable players as Meek, Trout and Rutherford, that he fears to return to our final meeting in D.C. Another rumor has it that Zen is really shy at heart and can't take the pressure of being forced to speak up in our group sessions.

At the Notre Dame meeting Zen talked about returning to his regular administrative assignment at the University of Washington, and therefore he would probably not attend the Washington meeting. One wag in our group has urged his attendance in Washington, however, feeling that if anyone can out-smile President Carter and con him as well, Zen can do it. See you in Washington, Zen.

WE SHOULD ALL BECOME
FLOWER CHILDREN WHO
PICK MORE DAISIES

At one of the sessions at the American Association for Higher Education meeting in Chicago, the following statement entitled "Picking Daisies" was found in Excursions, a newsletter about Life/Career Planning from Human Renewal Associates. It is presented here as food for thought that may give all of us perspective as we complete our fellowship year and renew career commitments.

PICKING DAISIES

By 85-year old Nadine Stair

If I had my life to live all over again, I would pick more Daisies.

If I had my life to live over, I would try to make more mistakes next time, I would be sillier than I have been this trip, I would relax. I would limber up.

I know very few things I would take seriously. I would be crazier, I would be less hygenic; I would take more chances; I would take more trips, I would climb more mountains, swim more rivers, and watch more sunsets. I would burn more gasoline. I would eat more ice cream and less beans.

I would have more actual troubles, and fewer imaginary ones. You see, I am one of those people who lives prophylactically and sensibly and sanely, hour after hour, day after day.

Oh, I have had my mad moments, and if I had it to do all over again, I would have more of them; in fact, I'd try to have nothing else, just moments, one after another, instead of living so many years ahead.

I have been one of those people who never go anywhere without a thermometer, a hot-water bottle, a gargle, a raincoat and a parachute. If I had it to live all over again I would go places and travel lighter than I have.

If I had my life to live over again, I would start barefoot earlier in the spring, and stay that way later in the fall.

I would play hookey more, I would ride on more merry-go-rounds. I'd pick more Daisies.

PUBLIC SERVICE:
A GROWING RESPONSIBILITY--AN UNTAPPED OPPORTUNITY

By
Edwin E. Meek
Fellow in Academic Administration
The University of Tennessee

American Council on Education
February 1978

OUTLINE

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 - B. The Land-Grant Model
 - C. Role of Service

- II. Public Service Defined
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- VII. A Plan for Development of Public Service
- A. Faculty Involvement and Commitment of Administration
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- B. Provide a Formal Structure for Public Service
 - 1. Defined Point of Access
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 - 3. Encourage and Facilitate Service
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- C. Plan Programs Which Support Institutional Goals, Maximize Resources and Fulfill Public Needs
 - 1. Survey Needs of Service Area
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 - 1. Identify and Provide Structure for Reporting of Current Service
 - 2. State, Federal and Private Support
 - 3. Faculty Resource Development Center
- E. Establish Rewards for Public Service
 - 1. Provide Avenues for Professional Development and Recognition
 - 2. Develop Support Mechanisms

VIII. Summary and Conclusion

IX. Bibliography

State-assisted institutions of higher learning have traditionally assumed responsibility for teaching, research and service. Instruction, the accepted first priority, is closely followed by research among goals at some institutions while other institutions place less emphasis on research. Service is a poor third in the triad of goals among most colleges and universities. An examination of the role and scope of public service, especially among state universities, reveals a generally unfulfilled responsibility--except in service to agriculture--which promises enormous benefits and enrichment opportunities for those institutions and faculties which accept the commitment to significant public service.

Public institutions are creatures of the states and therefore a primary rationale for public service is that the vast resources which are represented in public institutions should be made available as widely as possible to the citizens of the states and applied in solving problems in business and industry and government on all levels. Educators hold that in the extension of these resources, both faculty members and students enjoy enriching educational experiences. The structure and traditional character of American higher education, however, does not easily facilitate the performance of public service.

The Morrill Land Grant Act of 1862, the Hatch Act of 1887, and the Smith-Lever Act of 1914 provided the nation's best examples of public service in establishing the concept of the land-grant institution, the nationwide network of Agricultural Experiment Stations and the Extension Service to deliver knowledge and assistance to a predominantly agricultural society. However, with the advent of the industrial revolution and the age of accelerated application of technology and economic development, neither institution nor government has successfully encouraged the full utilization and application of resources represented among American institutions of higher learning.

Generally, there is no commonly accepted definition of public service or consensus as to the role of public service in the triad of teaching, research and service. Some aspects of teaching, such as programs of continuing education, and research, especially contracted programs, can be defined as public service. Indeed, it may be argued that everything an institution does is a service to the public as may be seen in a 1947 report of the faculty at The University of California which "reflected the belief that University public service is defined largely through faculty excellence in teaching and research."¹

Public Service Defined

The Southern Regional Education Board (SREB) defined public service programs among institutions in 14 southern states in a 1974 study as:

¹Jones, Robert G. University Public Service. University of California, March 1973, p. 3.

educational and training programs (including non-credit courses of instruction, conferences, workshops, and short-courses) conducted on or off campus for individuals or groups other than regularly enrolled students;

consultative services on technical, planning, policy, or administrative problems for outside groups; and

mission-oriented or applied research services.²

The University of Tennessee, often cited as one of the nation's best examples of an institution with significant public service commitments, defines service as:

all services offered to those outside the University, including teaching in most non-degree situations as well as research which is conducted specifically at the request and for the benefit of non-University organizations in Tennessee. It is the timely and effective identification or solution of practical problems. . . including problem solving efforts such as technical assistance; applied research; seminars, workshops, institutes, and conferences; in-service training; information and library materials, and demonstration projects in all disciplines and interdisciplinary areas in which the UT faculty and staff are professionally qualified to function.³

The University's Knoxville Campus further defines public service activities as being one of three types:

Funded Public Service is assistance made possible through contracts with or grants to UTK. Activities funded through organizations which comprise the Institute for Public Service are included in this category.

Departmental Public Service is assistance provided as a specifically assigned or mutually understood part of the individual's total activity for UTK. In cases in which support is provided, both by UTK and by outside agencies through UTK, the activity is considered funded.

²Bramlett, Gene A. The Academic Community: A Backup Force to State Government, Southern Regional Education Board, Atlanta, September 1974, p. 39.

³The Role and Work of The University of Tennessee in Public Service, Final Report of the Systems Self-Study Committee on Public Service, August 1975, p. 12.

Individual Public Service is professionally based activity for which: (a) no funds are provided, either by UTK or by an external group, agency, or organization through UTK, or (b) funds provided by an external agency, group or organization are made available directly to the individual, not through grants to or contracts with the University. Release time or funds provided by UTK or by an outside agency, group or organization through UTK, would require classification of the activity as funded for Departmental Public Service. Activities undertaken in a citizenship role, such as serving on boards of directors, PTAs, and Scouting activities are not included.⁴

The nation's land-grant institutions, through programs of the Extension Service and Agricultural Experiment Stations, are responsible for most of the public service among institutions of higher learning. The SREB study found that among 37 institutions surveyed, some \$200,650,000 was being spent for public service during 1972-73. Land-grant institutions accounted for 85 percent of these funds with state universities comprising the remaining 15 percent.⁵ The region's colleges and universities during the same period received grants or held contracts from state governments totaling \$32,800,000, indicating that by and large state institutions in the South, and perhaps the region is representative of the nation, are making available their resources to state government "but to a much lesser extent than they are serving other outside groups."⁶

Public Service Models

Without a widely accepted definition of public service--one which separates aspects of teaching and research from public service--it is difficult

⁴Departmental Questionnaire, Long Range Plan, Office of the Vice Chancellor for Planning and Administration, The University of Tennessee-Knoxville, Fall Quarter 1976.

⁵Bramlett, p. vi.

⁶Ibid., p. 55.

to assess the level of public service nationally. Further, institutions vary greatly in the execution and accounting of public service activities which may be rendered largely through a single agency or several bureaus, by the individual faculty or staff member, or through academic levels from departments to schools and colleges. Three structures for public service activities, however, may be generalized: (1) institutions such as The University of Tennessee which have a single primary program for the delivery of public service, (2) institutions which have no single institutional program of public service but which meet public service commitments through bureaus and service programs within academic divisions, and (3) institutions which combine continuing education and public service activities in a single division.

The National Association of State Universities and Land-Grant Colleges (NASULGC) has cited The University of Tennessee's Institute for Public Service as "unequaled by any other university" in providing for the coordination and delivery of institutional resources.⁷ Formation of the Institute in 1971 was a priority of Dr. Edward J. Boling when he assumed the presidency of The University of Tennessee in 1970. The Institute coordinates activities of the Municipal Technical Advisory Service, County Technical Advisory Service, Center for Industrial Services, Center for Governmental Training, Civil Defense Education Program, Government-Industry-Law Center, Technical Assistance Center, Transportation Center and Environmental Center. The University of Tennessee's formal public service program began in 1949 with the formation of the Municipal Technical Advisory Service

⁷Phillips, Ione. The Added Dimension, National Association of State Universities and Land-Grant Colleges, Washington, 1977, p. 35.

(MTAS) which is funded through a small percentage of sales tax revenues returned to cities and earmarked for MTAS. The Institute for Public Service which now incorporates MTAS and other programs has been so successful that it is "established in state statutes as the liaison between UT's technical assistance resources and the organizations or individuals" who need services.⁸ The Institute functions through a network of service centers located throughout Tennessee. The 1977-78 appropriation requested for the operation of the Institute, including Municipal and County Technical Services, was \$1,692,000.⁹

The Institute does not, however, represent The University of Tennessee's total commitment to public service. Each of the five primary UT campuses assumes additional public service responsibilities through programs which do not function as part of the Institute. The UT administration includes a Vice President for Public Service for the system as well as public service officers located on each campus.

In 1964 the Pennsylvania Technical Assistance Program (PENNTAP) was organized as part of The Pennsylvania State University's continuing education function. PENNTAP was designed to see if "existing information could be transferred to users in a manner that would produce benefits for the state. More than a decade later, PENNTAP has proven unequivocally that it can. During the 1975-76 academic year, the service responded to 1,734 technical inquiries which resulted in a savings of \$2.5 million."¹⁰ PENNTAP receives \$150,000 in state support for its operations which are made avail-

⁸Ibid., p. 32.

⁹The University of Tennessee Budget Document, Fiscal Year 1977-78.

¹⁰Ibid., p. 37.

able through 21 branch campuses and 24 continuing education offices throughout the state.

At Memphis State University continuing education and public service functions are combined in a single administrative unit which "seeks to develop a working environment wherein faculty and staff creatively originate ideas and plans, interpret community needs and demands for service, and provide the resources and techniques to achieve such service."¹¹ The Office of Public Service and Continuing Education is responsible for noncredit or continuing education activities on and off the campus, and "supports and participates in applied research and provides consultation and advisory assistance to aid policy formulation by public and non-profit agencies."¹² Each college and school at MSU has responsibility for formulating plans for both public service and continuing education. The arrangement combining continuing education and public service has helped to increase community participation in conferences and institutes which registered 12,000 participants in 1973 and 21,000 participants in 1974. Participation in MSU's week-end university has doubled, and participation in short courses is on the increase.¹³

Many institutions perform a high degree of public service which is not easily identified because there is no formal structure through which public

¹¹Statement of purpose for Continuing Education and Public Service at Memphis State University provided by Dr. John A. Rhodes, Jr., Vice President for Continuing Education and Public Service.

¹²Ibid.

¹³"Marketing Development and Promotional Models," address by Dr. John A. Rhodes at the Program Development and Marketing in Continuing Higher Education Conference, The University of Tulsa, April 1977, p. 14.

service is coordinated or recognized. The University of Mississippi is one such institution which meets its service commitments through an extensive program of continuing education, bureaus and centers, and special programs in various academic divisions. The University's Bureau of School Services and Bureau of Educational Research provide research and technical assistance to schools throughout the region while the Bureau of Business and Economic Research provides similar services to business and industry. The Research Institute of Pharmaceutical Sciences, a program funded by the Mississippi Legislature in 1962 and commissioned to develop pharmaceutical related industries in Mississippi, attracts large-scale federal and private funding for research and the application of research directly in support of the state's business community. The Division of Continuing Education administers a wide range of credit and non-credit programs throughout Mississippi.

Barriers to Public Service

Regardless of the structure of public service in institutions, common barriers seem to exist both within and outside institutions which impede the growth of service activities. The SREB study and a 1976 NASULGC study listed major barriers which were recognized mutually by faculty members and administrators, legislators and government officials. The NASULGC report reflecting programs at 79 institutions in 41 states listed these barriers:

A university community, composed of individuals and relatively independent scholars, does not lend itself readily to organization. Success of university-government joint ventures depends on the willingness of scholars to cooperate.

Incentives for faculty to participate in public service activities are not as strong as incentives to do research and write about it.

Where organizations exist for facilitating the transfer of relevant scientific and technical information from

the university to public policy makers, they are generally too understaffed to make an impact.

Governmental needs, especially those of legislators, are usually crisis-oriented. Universities deal primarily with long-range research and are not equipped to respond quickly to immediate needs.

The delivery of research information to policymakers who can use it costs money. Funds to do this are generally unavailable.¹⁴

Lack of funds was the chief barrier cited by respondents in the NASULGC study, followed by the reluctance of faculty members to participate in public service activities at the expense of research and publishing opportunities. The SREB study also listed as significant barriers, antagonistic attitudes existing between state leaders and faculty members and the lack of communications, or limited contact, between individuals in the academic community and state government.¹⁵

Growing Interest in Public Service

Despite these impediments, institutions in every state are contributing to state government, business and industry through contract research, reference services, training sessions, seminars, personnel exchanges and various programs providing technical assistance. The need, however, for more public service by colleges and universities continues to be significant and ever growing. The concerns of state government vary widely and often involve complex, multi-disciplinary issues which are better suited for study in the academic community than in state government. Assistance in public policy issues involving finance, budgeting and taxation, govern-

¹⁴Phillips, pp. 10-11.

¹⁵Bramlett, pp. 4-6.

mental reorganization, long-range planning as well as specific technical assistance and training programs are most often cited as needs by government officials and legislative leaders.¹⁶

Increasing interest in public service can be seen in the recent studies commissioned by the SREB, NASULGC, the Council on State Governments, and studies by institutions such as The University of California and The University of Mississippi, which completed a 1978 non-traditional self-study on public service for Southern Association of Colleges and Schools accreditation. A comprehensive resource document entitled "Academic Public Service," which lists service programs at 77 colleges and universities, was published recently by the American Association of State Colleges and Universities,¹⁷ while during the same period, the Alfred P. Sloan Foundation announced a two-year, \$2.5 million effort to "find pathways to more productive and less conflict-plagued relationships" between government and higher education. A high-level commission will direct the study, concerned primarily with federal relationships, which includes studies by 22 colleges and universities throughout the nation.¹⁸

The opportunity for public service in business and industry, where educational resources can be applied through conferences and institutions,

¹⁶Gene A. Bramlett, "The Academic Community as a Backup Force to State Government," State Government-University Relations in the South, Southern Regional Education Board, May 1975, Atlanta.

¹⁷Academic Public Service. American Association of State Colleges and Universities, Washington, 1977.

¹⁸"Effort to Improve Government, College Ties Set by New Panel," Higher Education and National Affairs, American Council on Education, Vol. XXVI, Number 39, October 7, 1977.

internships, training programs, research and technical assistance, is increasingly being recognized. Bills, which would encourage the delivery of such programs to the business sector have been introduced in both houses of the Congress.

The Small Business Development Center Act of 1978 proposes the establishment of regional and state centers among colleges and universities which will provide a wide range of services to business and industry.¹⁹ The structure of the program, which has already begun with eight pilot projects, has been compared to the formation of the Agricultural Extension Service. Small campus-based business development centers would draw upon campus resources in all academic divisions and involve faculty members and students in service to business. Introduced in March, 1977, by Senator Gaylord Nelson, the program is designed to bring the full resources of institutions to bear on the problems of business by providing the vehicle for the delivery of services which may be funded by various government agencies and private sources.

"The challenge of the States to academia," according to John E. Bebout, Program Director, Institute for Urban Studies at the University of Houston, "is to all of its parts and in all of its capacities." Bebout suggests that "in responding more fully to this challenge, academia could also be helping to free itself from self-generated inhibitions and self-fabricated bonds that keep it from achieving its own best potential."²⁰

¹⁹Small Business Development Center Act of 1978, Calendar No. 367, Report No. 95-404, 95th Congress, 1st Session, August 5, 1977.

²⁰John E. Bebout, "The Emerging State Governments: A Challenge to Academia," State Government, Summer 1972, pp. 178-9.

Dr. Charles E. Perry, former president of Florida International University, has even urged that institutions supplant the adage "Publish or Perish" with a new slogan, "Service or Silence," in converting "rhetoric into reality" by making educational resources more extensively available.²¹ J. E. Burkett, writing in Educational Record, adds in his view of continuing education as a service, that "institutions whose faculties and administrators prefer the priorities, procedures and practices traditionally applied to full-time instruction and research may survive the 1980s. But institutions whose faculties and administrators value the teaching of adult part-time students and develop quality programs for adult part-time students will not only survive but may also achieve a growing edge."²² Lynton K. Caldwell forecasts an "inevitable massive expansion of education at the post-degree level" brought about by developments in society related to science and technology and warns that "unless universities are able to accommodate a considerable part of it, it seems probable that new kinds of institutions of higher learning will be created."²³

Opportunities and Benefits in Public Service

The benefits of public service are numerous and accrue to the institution, its faculty and staff, and to its students in service programs which

²¹The Continuing Education University, an address by Dr. Charles E. Perry presented to the 13th Conference for College and University Leaders in Continuing Education, Michigan State University, November 1971.

²²J. E. Burkett, "Higher Education's Growing Edge," Educational Record, Vol. LVIII, No. 3, p. 259.

²³Lynton K. Caldwell, "The Widening Spectrum of Academic Responsibility: Relating Post-Degree Education to the Functions of the University," Journal of Research and Development in Education, Vol. VI, Fall 1972, p. 101.

allow for the development of internships, support graduate assistants, and provide students and faculty with real-world experience in the application of classroom theories. Such programs may help resolve the communications problem and the problem of distrust which apparently exists between academic people and individuals in the public and private sectors of business and government. Public service programs funded by outside agencies can generate faculty support by use of overhead funds which at many institutions are made available to the responsible academic unit and used as incentive or seed funds to encourage additional service activities. These same programs can and do result in noteworthy publications for faculty participants as well.

Institutions which perform a high degree of public service usually enjoy improved rapport with legislators and state officials, as well as with leaders in business and industry. At a time when colleges and universities are being judged critically and accountability becomes a reality, such relationships are essential to public understanding and support.

Declining or leveling enrollments and subsequent budget cuts have forced some institutions into positions of retrenchment; still others will be faced with cutbacks in years to come. Public service programs, a largely untapped source of new funding opportunities, could forestall or eliminate some retrenchment concerns.

A Plan for Development of Public Service

Step I: FACULTY INVOLVEMENT AND COMMITMENT AT HIGHEST LEVELS

The concept of public service must become part of the fiber of the

academic process if public service responsibilities are to be met and the opportunities which public service offer are to be enjoyed. The integration of service as a primary mission must come from the faculty and be nurtured by commitment and support at the highest levels of administration. Only the faculty can protect the integrity of the academic process by developing service roles which are in keeping with and supportive of teaching and research. Commitment by the college or university administration serves both to encourage faculty consideration of the development of service programs and to maintain an atmosphere which provides for the continuation of service goals and priorities.

Public service must not be conducted at the expense of other institutional goals. Structuring of public service in the academic framework can generate financial resources and enrichment opportunities without affecting primary commitments to teaching and basic research. Faculty members who are strong in teaching, but somewhat less attuned to research, can be encouraged to provide an equally valuable resource in performing public service. Other faculty can be made aware of the value of research which is service-oriented.

Step II: PROVIDE A FORMAL STRUCTURE FOR PUBLIC SERVICE

Public service functions best when a formal structure is established. Such a structure should provide the general public with a clearly defined point of access through which institutional resources can be obtained, and bring visibility and recognition to the institution's commitment to service. The ideal structure will encourage and facilitate--not control--

service activities housed in academic divisions.

The commitment to service should be represented at the highest levels and vested in a Vice President or Vice Chancellor for Public Service.²⁴ A primary responsibility of the Vice Chancellor or Vice President for Public Service is to provide visibility to the institutional commitment to service in maintaining liaison with legislative and government officials, state and federal agency representatives, and leaders of business and industry. Responsibility is also assumed for the identification both of the needs of the region which the institution proposes to serve and the identification of resources which can be effectively channeled to meet these needs.

Step III: PLAN PROGRAMS WHICH SUPPORT INSTITUTIONAL GOALS, MAXIMIZE RESOURCES AND FULFILL PUBLIC NEEDS

Colleges and universities cannot be all things to all people. A comprehensive survey of institutional resources and public service needs of the region to be served should guide the formation of the service commitment. Resources which may be limited, or poorly designed, to provide adequate service in one area may be applied in another service area to reap institutional rewards successfully. A needs analysis of the region will provide data which can insure that resources at any level of commitment are maximized for greatest benefit both to the institution and to the service area. Only those programs which support institutional goals and which the institution can effectively implement should be attempted.

²⁴Both the SREB and NASULGC studies recommend a formal public service structure and the appointment of a Vice Chancellor or Vice President.

Step IV: PROVIDE FUNDING FOR PUBLIC SERVICE

Adequate funding must accompany the commitment to public service. Funds may be obtained from current institutional sources, state appropriations, federal grants and contracts, foundations and the private sector.

The service commitment can be accomplished initially by identifying in an institutional reporting procedure funds which already support service activities that are not being adequately recognized as public service. A self-study is likely to reveal significant service programs; identification of these programs will facilitate effective evaluation, budgeting and planning, and allow the institution to be publicly recognized for its existing service efforts.

State-assisted institutions should seek service opportunities which can be justified by line-item support in legislative appropriations. Numerous bureaus, centers and institutes have been established by legislative bodies to meet specific state needs. Many areas of public policy--environment, energy, transportation, taxation and economic development--have yet to be tapped by the thoughtful and creative application of institutional assets.

Federal programs, foundations and private sources offer additional opportunities for support of service activities. Many young faculty members, and often seasoned faculty members as well, have little or no understanding of how to secure funding from federal, foundation and private sources. A grant assistance office, or a responsibility which might function more effectively entitled Faculty Resource Development Center, could aid and encourage faculty and staff in their quest for support

funds.²⁵ A program structure such as The University of Tennessee's Institute for Public Service is helpful in securing funding for certain kinds of long-term institutional programs, especially among state-assisted colleges and universities.

Step V: ESTABLISH REWARDS FOR PUBLIC SERVICE

Salary, promotion and tenure procedures and policies must include the recognition of public service. Institutions frequently indicate that public service is recognized in professional development when in fact service contributions are ranked far below research and publications. Only one-third of the institutions surveyed by the NASULGC reported programs which reward faculty for participation in service.²⁶ Young faculty, the group which may be most likely to accept public service roles, often cannot afford to divert time from research and publication efforts to participate in service programs. Service grants, time-release and extra service pay, and institutional recognition programs are essential in the structure supporting public service. Service personnel, or faculty-based individuals per-

²⁵Dean Warren Neel of The University of Tennessee College of Business Administration has established a Faculty Resource Development Center which has been extremely effective in encouraging faculty proposals for a wide range of research and service activities. The Center includes an IBM System 6 which allows basic institutional data to be stored and retrieved for easy access and use in the submission of proposals. The Center assumes responsibility for typing and printing of finished proposals. As an added incentive to faculty members to visit the Center, multiple tests are prepared for faculty by the IBM System 6 with its capability of randomly selecting questions from a large data base of several thousand stored questions.

²⁶Phillips, p. 15.

forming significant public service, might best be evaluated through a separate classification system outside of the traditional rank system.²⁷

Summary and Conclusion

More than a century ago the need to extend the vast resources of higher education was recognized with the establishment of land-grant colleges which today account for 85 percent of all public service activities among state-assisted colleges and universities in the South. Neither government nor academia, however, has successfully encouraged the full development of the public service potential of institutions of higher learning which might be maximized in service to government, business and industry.

The opportunity for greater public service is evident as the needs of society become more complex and demanding. New interest in extended public services is seen among many institutions and associations, in government on all levels, and throughout business and industry. Common barriers, however, of structure, policy, funding and communications have precluded the growth and full development of service programs which can be enriching to the institution, its faculty, students and programs, and greatly beneficial to those areas of society which are served.

The implementation of significant public service must include in its development the involvement of faculty at all levels, commitment at the highest levels of administration, establishment of a structure and mechanisms which recognize and encourage service, and sources of adequate support.

²⁷A separate classification system is recommended in the SREB study for those institutions which have large extension service programs. Such a system is recognized as less effective where participants are involved in instruction.

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