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Chair's Annual Report, 1990-91

Lewis Walker

Western Michigan University

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INTRODUCTION

If you recall two years ago I shared with the department an action plan which consisted of some 12 specific goals and associated objectives. I am pleased to say that some progress has been witnessed in each of those areas. As a matter of fact, the progress in some areas has exceeded our expectations, especially given the brief period within which it was accomplished. Certain aspects of this dramatic progress will be shared later in this report. Let me at this juncture, however, make a few personal observations about select changes I feel have strengthened immensely our ability to maintain our gains as well as attain our goals and objectives yet unobtained. On my short list are:

- **a much improved sense of community and family.** This is very evident throughout the entire department and manifests itself in several important areas. For instance, the number of undergraduate students who view our faculty and staff members as individuals who are genuinely concerned about their welfare has grown by leaps and bounds. This is reflected rather solidly in the fact that we currently have nearly 800 majors (last count: 295 in sociology, 495 in criminal justice), a new record for our department. Also, more of our own undergraduates are expressing an interest in and/or applying to our graduate program, which is further evidence of a growing favorable departmental image. It is also encouraging that a significant number of colleagues perceive an improvement in our comities. One final manifestation of our community growth is the number of graduate students who come forward voluntarily with their suggestions for making our community an even better one: the Graduate Student Handbook is a very recent example of their initiatives.

- **a growing trust in and use of the “team” concept.** An example: Louise Reed’s decision to retire early presented a challenge that was accepted by the support staff and they, using the “team” concept, brought forward a detailed set of excellent suggestions for handling her secretarial load, knowing that an immediate replacement was not in the cards. Their helpfulness in assisting our graduate students with numerous tasks, which includes thesis and dissertation preparation, is but another example of their dedication to the mission of our department. The staff also has made an enormous contribution to an improved sense of community.

- **a continuing trend to seek external assistantships.** Due to limited internal dollars, each year we are unable to fund up many of our worthy graduate students. Because of our rather aggressive outreach efforts, individual benefactors, agencies and organizations are playing an increasing role in our ability to retain additional graduate students.

Galvanized with our longstanding strengths, these developments will allow us to maintain our upward climb toward being a stronger and more seamless department. With greater strength and unity we should be able to masterfully meet our current challenges, which certainly are not unique to our department or University. Today, here in Michigan and elsewhere, many universities and colleges find themselves in the throes of a deep economic crisis: cutbacks, furloughs, payless paydays, layoffs, mergers, even some closures are among the measures already taken or being considered by administrators.

My predilection is that, as a department here at Western, we neither deny our current financial situation and its implications, nor face the uncertainties of our future with timidity. This is precisely the moment for us to fortify our resolve to move our department to the very top. For me, this means “think smart and work smart” now, so that in better times we will not have to climb back to where we are today.
Allow me to use programmatic planning to illustrate my latter point. With respect to extant and especially new and future Ph.D. programs coming on board at Western, "thinking smart and working smart" means that now is the time for us to vigorously seek out ways to enrich our doctoral cognate offerings, our doctoral areas of concentration as well as ways in which our own offerings might be useful to external programs, among other important matters. At the same time, we must seek better ways of utilizing our scarce resources. It also means ascertaining how we can become usefully integrated into any emergent new program on our campus (e.g., nursing and Campus III). Such planning on our part will further ensure that Sociology at Western will be more nearly a part of "mandatory knowledge" and that our fate will not be similar to the one at Washington University (St. Louis, Missouri): the sociology department was abolished recently on that campus. Chester Hunt, one of our retired colleagues, earned his doctorate in sociology from that university and he is mournful, along with many others, over the death of that program.

So, rather than contemplate retrenchment during these difficult economic times, I urge that we continue to display our fine spirit of cooperation and support, and that we steadfastly keep our energies headed in the same direction as the previous year. It was a year that should both delight us and give us reasons to be optimistic.

1990-91 ACCOMPLISHMENTS: ARE WE CLOSING IN ON THE PRIZE?

GOALS AND OBJECTIVES

In my first annual report, I shared with you many of our important accomplishments as they related to our articulated goals and objectives for that school year; this I wish to do again for the 1990-91 year, followed by what I see as some important challenges that must be met, as we continue our intellectual trek to the scholastic mountain top.

In this section I wish to draw attention only to those accomplishments that more nearly speak to our stated goals and objectives, as outlined in the chairperson's plan of action. I do this simply because I think it gives us a clearer notion of what our efforts have brought into fruition as well as some idea of where we need to focus additional energy.

RESEARCH AGENDA

Major goal: To increase faculty involvement in research and to increase the number of sizeable, externally funded research projects whose principal investigators or co-principal investigators are full-time members of the Department of Sociology; moreover, to work toward the inclusion of more criminal justice research in our Kercher Center.

As many of you know, last year the department submitted proposals that totaled more than 4.4 million dollars. Unfortunately, we did not get any major funding from that effort; and I find it ironic indeed that the proposal with the largest budget was approved but not funded. (Proposal writing is hard work and time consuming, especially so if unfunded, so I certainly appreciate the risks that colleagues take in these "nothing ventured, nothing gained" endeavors.) I remain undaunted, however, because our commitment to the research mission is very evident by the following activities, among others:
Kercher Center For Social Research Activities

Projects                                          Total Costs
P.A. 511 Jail Survey (5 counties)                $67,873
Behavioral Risk Factor Survey I                   51,142
Behavioral Risk Factor Survey II                  44,977
Kalamazoo County Parks and Recreation             10,000
Kalamazoo County Road Commission                  8,496
Portage Community Survey                          4,572
Kalamazoo County Human Service Dept.              1,215
Michigan Alcohol and Drug Survey                  125,000

Total                                              $313,275

Ongoing Research
Gilmore Keyboard Festival Survey                  $15,600
Project Action                                    6,924
Marshall Library                                  6,000

Total                                              $28,524

The above "jail survey" figures show that, due largely to Paul Friday's leadership, criminal justice research is a growing part of the research activity in the Kercher Center. On the other hand, the figures also show that we have quite some distance to go before reaching the million dollar mark: a goal that was not put forward lightly or frivolously. Its attainment would have a tremendous impact on so many facets of our department. Therefore, I do deeply appreciate the efforts of Jim Petersen (previous director of the Research Center), Sue Crull, Tom VanValey, Stan Robin, Paul Friday, Morty Wagenfeld, Subhash Sonnad, Dave Chaplin, our many undergraduate and graduate students, and others. I might add, too, that the potential for our new colleagues to contribute enormously toward our million dollar goal in externally funded research is another reason for my optimism. Our million dollar goal is an attainable one; we need to further explore ways to maximize our departmental human resources.

PUBLICATIONS/PRESENTATIONS

Major Goal: To increase the number of faculty and graduate student publications as well as the number of paper presentations at local, regional and national meetings.

For the 1989-90 school year, I reported a dramatic upswing in our intellectual activities as a faculty. I am proud to say that we did not lose any of that momentum during the 1990-91 school year. If anything, momentum was added in that our productivity more than doubled that of the previous year. Our office has recently completed editing the second edition of "Professional Life", which lists in some detail the various activities of our departmental faculty and graduate students, and, again, it is indeed impressive.

Parenthetically, a copy of "Professional Life" will come to you as an insert in a special edition of this year's Socializer, a keepsake commemorative edition as part of the SILVER ANNIVERSARY celebration of our doctoral program.

A perusal of "Professional Life" clearly justifies any pride that we, as a faculty and graduate students, might display with respect to last year's accomplishments. We have reasons to be doubly proud!

During the 1990-91 year at least 43 papers were presented at local, national and international professional meetings, conferences and symposia by the following departmental colleagues: Susan Caringella-MacDonald, David Chaplin, Sue R. Crull, Susan Caulfield, Paul Friday, Ronald Kramer, Gerald Markle, Stan Robin, Subhash Sonnad, Morton Wagenfeld, Thomas VanValey, James Petersen, Lewis Walker, and our three new colleagues: Lawrence Tyler, Douglas Davidson, and Sylvie Tourigny.
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"Professional Life" also contains a listing of the books, book chapters, and articles published or to be published by members of our faculty. Again, rather than give details, permit me to recognize Gerald Markle, Susan Caringella-MacDonald, James Petersen, Paul C. Friday (book with Professor S.P. Singh Makkar, visiting scholar from India), Ronald Kramer, Morton Wagenfeld, Susan Caulfield, David Chaplin, Stanley Robin, Thomas VanValey, Lawrence Tyler, and Lew Walker as among those colleagues who made valuable contributions in this area of activity.

Additionally, over 120 reports were submitted to various funding organizations and agencies. Our colleague Stanley Robin alone submitted 112 Michigan AOD School District reports for the year. This is another record for our department!

Again, our Sociology Graduate Students continue to excel in their scholarly activities, and richly deserve special recognition in this report. They finished the year with nearly a four-fold increase over the previous one in professional activities; thus, we applaud the dedication and scholarly work of: Leticia Ayuso (2 papers), Deborah Bartz (4 papers, 1 article), Constancia Cesar (paper and review article), Jing Chang (paper), Rhonda DeLong (paper), Sherri DeBoer (review article), Beatrice Fisher (review article), Timothy Gallagher (3 papers), Bonnie Galloway (paper), Zhuoyan Gu (paper and review article), Eric Johnson (2 papers), David Kauzlarich (2 papers and book chapter), Asdis Ragnarsdottir (paper), Linda Robyn (2 papers), Dennis Rosado (review article), Linda Rynbrandt (2 papers), Nader Said (7 papers), Brian Smith (2 papers and book chapter), and Janelle Wilson (2 papers and review article).

In sum, throughout the 1990-91 school year, our graduate students presented some 32 papers at national and regional meetings, while writing at least 12 review articles for Teaching Sociology. Two of our students co-authored a book chapter with Professor Ronald Kramer, a colleague in sociology.

The combined professional efforts of the department totaled nearly 280 different activities for the 1990-91 year: 90 presentations, 3 books, 6 book chapters, 15 published articles, 13 published reviews, 120 technical reports, and 32 reviewed manuscripts. Hence, this unprecedented level of scholarly activity means that our department is indeed closing in on the prize, i.e., the goal of substantially increasing the number of presentations and publications!

SOCIAL AGENDA

Major Goal: To promote harmonious relationships between and among all parties in the department.

I think we have done a very nice job in this area. Some initiatives taken during the first few months of my term seem to have helped establish, with some permanence, an atmosphere of comity. I am genuinely delighted when I observe my colleagues being well-wishers and sharing in the good fortunes and accomplishments of another colleague. It seems that there is a fuller appreciation of the fact that whenever a colleague is singled out for her/his contribution, the entire department is also a beneficiary. That this is true became evident to me when three of our colleagues were recipients of coveted honors last year. I want to extend again my heartiest congratulations to Professors Morty Wagenfeld (received WMU Distinguished Faculty Scholar Award), Susan Caringella-MacDonald (State of Michigan Teaching Excellence Award), and Jerry Markle (Distinguished Scholarly Achievement Award for his book). Through their very fine work, these three colleagues indeed put themselves, Sociology, the College of Arts and Sciences, and our University in the limelight.

In this same context, Professor Stan Robin is to be congratulated for his willingness to take on another major responsibility for at least the next three years: Editor of the Sociological Focus. (We thank our good friends, President Haenicke and Dean Ferraro for their support in making this possible.) The potential for Stan's new venture to serve as an impetus to submit our work for publication as well as a venue to bring additional recognition to himself and our department should not be ignored. At any rate, for these and other reasons, we are indeed fortunate to have the Sociological Focus located here in our department.
Additionally, as a regular part of each scheduled departmental meeting, colleagues appear to appreciate a practice which recognizes the most recent accomplishments of the members. This common occurrence, along with the fine work of many colleagues, our graduate student leaders, and the practice of having each director of a major division report on important developments at each department meeting are among those elements that have helped to foster a fine collegial atmosphere in the department.

Regarding our social agenda, my office will continue to do its very best to sustain this cordial, comfortable, and pleasant work environment: one in which respect, goodwill and professionalism are expected and accepted as part of our normal workday.

RECRUITMENT/AFFIRMATIVE ACTION

Major Goal: To eliminate the underrepresentation of minority students in our undergraduate and graduate programs by increasing and retaining, until degree completion, a 15 percent minority student representation in our department.

In an absolute sense we have made gains in increasing the number of minority students. In another context, I’ve talked about the unprecedented increase in the number of students majoring in our undergraduate programs. Part of that increase is due to our minority representation. The same is true of our graduate enrollment: it is higher this year than at any time in the department’s history. Here, too, that increase is due to the success we’ve had in attracting minority students.

Of the 70 currently enrolled graduate students, 11 (15.7%, see above goal) are U.S. minority students: 6 women and 5 men; 7 at the master’s level and 4 are doctoral students. Additionally, two unenrolled minority doctoral students have only to complete satisfactorily their area of concentration exams and a dissertation before finishing the requirements for the Ph.D. degree. One other minority student is bringing closure on his dissertation for a December graduation and three others are writing their master’s theses for an April, 1992 graduation. We graduated one U.S. minority student among the ten students receiving the master’s degree last year and, although a U.S. minority was not one of the two Ph.D’s we awarded, a student from Nigeria did receive his doctorate.

This year we achieved our 15 percent goal of minority representation at the graduate level, set back in 1989. But there is a host of problems and issues associated with that accomplishment, and they are related directly to our success in recruitment. A major problem is the very tenuous one-year funding which some of our minority students are on currently. Normally, it takes two years, not one, for a student to finish our master’s program. So, retention until degree completion is a real concern. Those students on a Thurgood Marshall fellowship receive their funds over a 12-month period, which often means a monthly stipend too meager to make ends meet. These matters have been discussed with representatives from the Graduate College as well as with Dean Ferraro; so far, we have yet to find a solution.

Affirmative Action Programming: Our department has made some gains in several areas: the diversity picture this year has changed rather dramatically over the previous one. I am especially pleased that we were able (1) to hire a female in the person of Professor Sylvie Tourigny, a Canadian citizen, who is a full-time, tenure-track assistant professor in medical and social psychology, and (2) to welcome Professor Douglas Davidson, a tenured black colleague who, as an associate professor, will continue his work in the areas of race/ethnic relations and sociological theory. If their previous work can be used as a barometer, then their contributions to our department, our College and University will indeed be great. In sum, the department now has four females (three full-time in the academic unit, and one full-time in the Kercher Center), two black colleagues (both males), and one East Indian colleague who is also a citizen of this country.

Recently, the department received the approval to replace a secretarial slot as well as permission to "hunt" for someone to fill our criminal justice vacancy. And, regarding the diversity picture, we should be as diligent during the next hiring phase as we were throughout the previous successful recruitment year.
LEONARD C. KERCHER FUND

Major Goal: To establish a living legacy in memory of Leonard C. Kercher in the form of a Graduate Fellowship.

We are very close to realizing this important goal! I had held out some hope that our first recipient would have been on board this semester, but our current financial situation made it too risky a venture. We simply did not have either enough money to cover the fellowship for the entire year, or enough room in our budget for any "creative financing" of this matter. However, I wish again to express my profound gratitude to those few people whose generosity make it possible for us to be as far as we are on this matter. And I wish also to add that it is not too late if a colleague would like to contribute toward this lofty goal of supporting an outstanding young scholar until s/he has completed the Ph.D. degree in our Sociology Department. Remember the fellowship is indeed a living legacy in honor of the memory of Leonard C. Kercher. (A special parenthesis for departmental newcomers: the late Dr. Kercher labored incessantly for forty years building our department into one of the premier academic units on campus.)

While we might be a year behind in awarding our first recipient of this fellowship, it should be said that we are years ahead had it been necessary for us to mount a major four or five-year "begging" campaign. I am confident that we will have our young scholar on board next fall, with sufficient funds in hand to honor our commitments. (Again, for our newcomers: at this writing, the WMU Foundation has nearly $120,000 in gifts and pledges, with at least $17,000 of that sum pledged by members of our Sociology Department. We are therefore relying on the earning power of the endowment to satisfy our fellowship commitment. To be sure, additional contributions to that fund would only enhance our ability to make this award next year as well as cover our commitments to the recipient scholar in subsequent years. To date, the endowed fellowship fund has earned a little over half of the sum needed; hence, earnings over the next six months should put us in a better position to recruit and award the fellowship for Fall 1992.)

MANAGEMENT

Major goals: to enhance the effectiveness of the department through new and innovative means.

Because of their proven usefulness, several innovations and initiatives are now a permanent part of the department:

* prior to the scheduled departmental meeting, each faculty member receives in his/her mailbox a blue book (blue loose-leaf notebook) which contains a copy of the agenda, minutes, and supplements. Throughout the year, the blue book is a readily available resource for any colleague interested in recalling certain aspects of the business conducted by the department.

* directors's reports are a part of each departmental agenda: an initiative to keep the entire department informed and up-to-date on the recent activities and developments of the major divisions.

* an "office item locator" system, which is an itemized listing of all important aspects in each of our five offices, has proven to be a major time-saver instrument.

* The Kercher Center for Social Research series of workshops on computer/software are open to the faculty, staff, and graduate students.
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RACE RELATIONS INSTITUTE

Major Goal: To position our department as one of the central players in WMU Institute for the Study of Race and Ethnic Relations.

The Institute for the Study of Race and Ethnic Relations is now located in our College of Arts and Sciences. A recent conversation with Director Dr. Earl Washington left me with the impression that he welcomes any suggestions and proposed initiatives from academic units on campus. Consequently, I will extend an invitation soon to him to visit with us, so that we might explore topics of mutual interest.

I am sure that the Institute can help meet some of the interests of our graduates, and I am equally sure that our faculty expertise in such areas as minority aging, patterns of housing segregation, mental health and minority groups, racial inequality/stratification and minority groups, and more, are research areas that we could discuss profitably with Dr. Washington.

I have pledged our support to Dr. Washington and I am currently working on a couple of initiatives with him. Professor Lew Carlson and I wrote a script for a full-length video on race/ethnic relations and the role of our Institute. We are hoping that the production will be completed this year.

Tersely, it seems that our department is in an excellent position and, with other academic units, should take an appropriate leadership role in helping the Institute fulfill its mission, which includes quantitative and qualitative research, demonstration projects, and conferences.

THE FUTURE: 1991-92 GOALS AND OBJECTIVES

In recent weeks I have been thinking about some capital-generating initiatives that just might be creative and novel enough to be of some real benefit to our department. Some preliminary inquiries have been made and if there is a favorable response from appropriate offices on campus, we will then add "fund-raising," to augment our departmental budget, as one of our goals. I will surely keep the department informed on this matter. In the meanwhile, the following goals will occupy some of our time during the 1991-92 school year:

1. Instruction
   a. to continue to increase the number of majors in the department, with students in the University Curriculum and community colleges as viable target populations.
   b. to review whether our Soc 182-Computer Usage course can be eliminated without jeopardizing the degree completion of our majors or minors. Also, a review of the Social Science 500 and Sociology 617 (a SPADA requirement) courses and their impact on our scarce resources is needed.
   c. to increase the number of students receiving MA and Ph.D. degrees from our graduate programs, especially those on support.
   d. to become familiar with the scope and nature of new emergent Ph.D. programs, as well as those proposed, to ascertain in what manner can they benefit our Ph.D. offerings, our areas of concentration, cognate selection, etc. To more realistically clarify our existing doctoral areas of concentration.
   e. to very thoroughly review our methods/statistics offerings at both the graduate and undergraduate levels. Also, to regularize the funding of student Instructional staff in our Soc 382/383, Soc 182, Soc 581 and Soc 682 courses.
f. to encourage, and if possible provide the necessary incentives to, colleagues who would be interested in retooling/retraining to teach a course in criminal justice, stratification, child abuse or other areas where there is a programmatic need.

g. to re-evaluate the importance of an MA "essay option."

2. Research

a. to continue to emphasize the need to increase the number of externally funded research projects, with the million-dollar goal in mind. To encourage the Director and Associate Director of the Kercher Center to take the lead role in the development of a set of research strategies with The Institute for Race and Ethnic Relations, colleagues, and other appropriate parties.

b. to maintain, if not increase, the number of faculty and graduate student publications as well as the number of paper presentations at local, regional and national meetings.

c. to promote scholarly exchange among faculty and graduate students, and to promote interdisciplinary research between sociology faculty and faculty in other departments (also, see statement on Race/Ethnic Institute).

d. to help achieve the research/scholarly productivity by using more effectively the limited resources of the department. (An effective fund-raising strategy would be very helpful here as elsewhere in our department.)

3. Student recruitment, retention and development

a. to openly discuss the need for and means of reactivating our Undergraduate Sociology Student Association. The appropriate action by the appropriate parties should follow that discussion.

b. to mount an effective recruitment strategy to attract more freshmen and UNIV students into sociology/criminal justice.

c. to more effectively solicit the support of our graduate faculty in helping our graduate students complete their degree programs.

d. to continue working toward a workload that is more equitable with respect to, among other important issues, faculty chairing and supervising theses and dissertations. The workload is an inordinately heavy one for some of our colleagues.

4. Affirmative action programming

a. to actively pursue, not unlike our previous efforts, qualified minority and women candidates to fill any vacancy in our department, while at the same time giving just and fair consideration to all candidates.

b. to develop an effective recruitment strategy for minority students, with a special emphasis on male minority graduate students.
c. to put in place an "underrepresented graduate student advocacy" structure to work proactively in the areas of recruitment, admission, retention, and degree completion; to work cooperatively with the Graduate College and the College of Arts and Sciences’s newly created USA (Underrepresented Student Advocates) program.

5. Service and outreach
   - to continue to encourage the high level of faculty involvement in service and outreach, especially those that contribute to our ability to fund up our graduate students, bring recognition to the department, and attract superior students into our programs.

6. Visiting Scholar Program
   a. to encourage each colleague to assist in identifying minority scholars who might be interested in participating in our WMU Visiting Scholar Programs (e.g., the King/Parks/Chevaz Visiting Professor Program). To attract noted scholars to our department and University community, and
   b. to enhance the diversity in our department.

7. Major Conference
   - to continue seeking out ways to host or co-host important local, regional or national conferences which deal with some significant sociological/criminological problem or topic. The potential is there for our department to join with our new Institute for the Study of Race and Ethnic Relations, and perhaps others, to plan a series of future conferences; some of a regional nature, others could be aimed at a national audience.

In this connection, in 1992, two members of our department (Tom Van Valey and Sue Crull) will bring The Small City and Regional Community National Conference to our campus. In whatever way possible, we certainly will give Tom and Sue our strongest support.

CLARIFICATIONS, ACCOUNTABILITY AND LINES OF RESPONSIBILITY

Part of my last annual report spoke to a need to strengthen the democratic processes as well as achieve a greater sense of departmental integration. In that same report, I mentioned that several ameliorative steps had been taken, some involving the Director of the Kercher Center and the Director of the Criminal Justice Program, among others. I am satisfied that those steps taken to clarify lines of accountability and responsibility were necessary and, consequently, there is a greater sense of unity and purpose in our department.

It seems, however, that there are always any number of housekeeping chores to be done; therefore, I am requesting that we undertake the task of reviewing thoroughly at least two or three sections of our Basic Policy Statement. Toward this end I have already asked the Executive Council to take a preliminary look at: (1) the relationship between the Executive Council and division directors, (2) the inclusion of a statement on the criminal justice directorship, and (3) the feasibility of an associate chair of the department. Additionally, we need a better fix for our departmental standing committees structure, the role of two associate directors in the Kercher Center, the workload policy, and the ambiguous language in several sections, among others.
I realize that our merit policy was recently revised, but actual experience strongly suggests that the vehicle needs an overhaul job before the next merit round in 1992. Therefore, we need an ad hoc committee to revisit our merit policy with an eye toward making it more realistic and equitable.

Finally, we need to be more diligent in filing the necessary forms with the Graduate College in a more responsible manner. Frequently, one of our students applies or files for graduation only to discover that s/he does not have an approved committee, among other missing forms.

SUMMATION

Our financial picture portends some difficult times ahead. The specter of not having sufficient funds to cover travel to professional meetings, or purchase needed equipment, or conduct departmental business in a satisfactory fashion are among the unpleasanties discussed at faculty meetings and alluded to earlier in this report. However true, I have tried to share an optimism which neither undermines a need for prudence nor deters us from expanding our creative thinking and energies as we forge future strategies for our academic enterprise.

I have also culled from last year's work some of our important accomplishments, especially those that position us closer to the top: unparalleled increases in undergraduate majors and graduate enrollment; over 15% minority representation in our graduate program; over $340,000 in externally funded research; at least 279 scholar-related activities; three colleagues received coveted awards; a noticeable change in the diversity picture of the department; greater unity; and more, were attained during the 1990-91 year.

Finally, according to the chairperson's assessment, we should again congratulate ourselves for another exceptional year of accomplishments. And I want to thank everyone--colleagues, staff, students, and friends alike-- for the very splendid support that I received throughout the 1990-91 school year. I am optimistic in my belief that the same measure of support again this year will make it eminently easier for us to scale the rough rocks ahead. The last major section of this report reviewed those areas we cannot ignore responsibly because we still have a ways to go! Climbing together, we will get there!