

ALVERNO COLLEGE
Milwaukee, Wisconsin

MINUTES OF MEETINGS -- FACULTY INSTITUTE
May 17,18,19, 1971

MONDAY, May 17, 1971

The first General Session of the 1971 Alverno College Faculty Institute was called to order at 9:30 a.m. in the Coral Room of Loretto Hall by Cynthia Stevens.

OPENING RE-
MARKS BY THE
PRESIDENT

S. Joel Read, President of Alverno College, opened the Institute with a few introductory remarks, in which the following points were stressed:

1. Is Alverno really a Liberal Arts college, or are we at Alverno evolving into a different kind of institution of learning because of the way in which the professional schools at Alverno are functioning within the liberal arts framework?

2. The education of women does not necessarily take place in a single-sex institution or in a coeducational institution unless we put our minds to it any more than the education of the disadvantaged happens without putting our minds to it.

3. There are two things that are absolutely necessary in higher education for any institution if it is going to exist in the 21st century:

- a) That it address itself to its particular mission
- b) That it have good management.

4. We must have something to offer that is current in the field of education if we want to market it.

5. The public relations firms can bring students to the campus but it cannot retain them for us. The only retention factor that we have is what we do in our classrooms.

6. The question of international education -- not only in American and European education -- is still not something that we open our students to. In this age of ethnic identification it is imperative on an educational institution that we do not get trapped today in a nationalism that we will need to work our way out of twenty years hence.

SECTIONAL
MEETINGS BY
DEPARTMENTS

Sheets, representing outcomes and learning experiences in the liberal education of all students, were distributed, which were to be filled out and returned after the sectional meetings by departments that followed these remarks.

SECTIONAL
MEETINGS BY
GROUPS OF
DEPARTMENTS

The afternoon general session consisted of sectional meetings made up of larger groups, in which several departments collaborated in the discussion to fill out sheets that were similar to those distributed at the morning session.

Faculty departments combined for the afternoon sectional meetings were:

- I Religious studies, history, philosophy, some nursing, some English
- II Art, music, speech and drama, dance, some nursing, some English
- III Chemistry, geology, some nursing, some English, biology
- IV Social sciences, library science, education, language, some nursing, some English

PROPOSAL FOR
FRESHMAN
ORIENTATION

In the general discussion at the third general session held at 7:15 p.m. a proposal for freshman orientation was suggested: That the freshmen be grouped perhaps on a random basis, and that definite meeting times be scheduled with faculty. Also, that the faculty to be involved in this freshman orientation be given some very specific training about a week or so before the orientation begins, and that the activities of these freshmen would be primarily goal setting -- that the students set short-range goals at first, those that can be achieved rather quickly, and later longer-range goals, which should be evaluated periodically, at least once a year.

Also, that some measuring instrument, such as an inventory or a test, be given at least at the beginning and end of this orientation period, in order to ascertain whether any change did take place.

A motion was made, seconded, and unanimously carried that a committee be set up to explore this matter of freshman orientation and to act upon it. Volunteers for this committee were:

S. Elizabeth Ann Glysh	S. Dorothy Wood
Dr. Roy Kuffner	Mrs. Marian Spencer
Mrs. Lucy Crum	Mrs. Evelyn Koepsel
Dr. Barbara Brown	Mrs. Patricia Burns

Another suggestion made: That an effort be made to gather from the faculty the names of women who are fine speakers or are otherwise successful in their chosen careers and bring them on campus as an example to the younger students.

TUESDAY, May 18, 1971

EDUCATION OF
WOMEN

At the fourth general session, held at 9:30 a.m., before the topic announced for this meeting was taken up, there was a return to the topic of the previous evening. It was suggested that the issue on the education of women be taken up, either by a special committee or in some other manner, to insure its receiving sufficient attention. A lengthy discussion followed these suggestions.

Women have come from a sub-culture that has been built up around them, and female students who come to us come from this sub-culture. The question was raised whether the faculty members who volunteered for the committee as set up the evening before see themselves as having volunteered to deal with the question of the orientation of the freshmen from the focus of freshmen women students.

Just what the work of this committee would be seemed also to depend on the relationship to several grant proposals that have recently been submitted.

SPERRY &
HUTCHINSON
GRANT

S. Joel Read spoke about the Sperry & Hutchinson grant which has been offered each year, and although Alverno has made several proposals for it, it has never been received to date. It is intended mostly for the area of the social sciences. This year a joint proposal related to the role of women has been submitted by several departments, but no answer has been received from the foundation as yet. The Sperry & Hutchinson grant includes having a public lecture along with the opportunities offered to faculty and students on campus.

GENERAL
ELECTRIC
GRANT

S. Joel also mentioned that an application was submitted for the General Electric Foundation Grant for General Studies. The General Electric Foundation has established a program of educational incentive awards to assist colleges and universities in developing new programs which will enable the institutions to relate more effectively to the needs of contemporary society. It is not focused on any particular discipline, but hopes to bring all of them together in an attack on the social problems.

FRESHMAN
ORIENTATION
COMMITTEE

It was felt that the committee who had volunteered for one thing at the last meeting should not now be burdened with the additional problem of relating to the whole school, since this was not in the original idea when the committee was formed. If a grant were to be obtained, the work which it would subsidize could not begin until January. However, if a plan for September is formed now, this could probably be broadened and gradually developed later if a grant is obtained.

It was also pointed out that women have special problems as learners. This was substantiated in a piece of literature distributed by the AAHE (and also distributed at this meeting) which carried a statement that the most disadvantaged person in our society today is the woman from the lower white middle-income class. There is no re-enforcement of her as learner. (This is our student body.)

Regret was expressed at the reception given to some of the suggestions and remarks made by faculty members regarding the question of the education of women, which seemed to indicate a lack of understanding of the question and the problems entailed in this area, at least on the part of some of the faculty.

WORKSHOP ON
THE EDUCATION
OF WOMEN

After further discussion, Brian Nedwek moved that the Alverno faculty proceed with all deliberate speed and maximum effort to establish and attend a workshop on women and their education within the next three months, preferably to be held during the three days before the opening of the new school year. The motion was seconded and unanimously carried.

The Chairman suggested that the details of this work be set up by a committee, and strongly urged that S. Mary Austin Doherty be used as a resource person if she would not be willing to serve as chairman of the committee. Other persons nominated for the committee were:

S. Margaret Earley	S. Bernardin Deutsch
Mr. Brian Nedwek	Mr. Richard Lewis
Dr. Barbara Brown	Miss Barbara Mulligan
Mrs. Marian Spencer	Mrs. Cynthia Stevens

After a short break, the meeting resumed at 11:20 a.m. to take up the business originally scheduled for this general session, with a panel of Mr. Brian Nedwek, S. Georgine Loacker, Dr. Roy Kuffner, and S. Bernardin Deutsch, to synthesize and summarize the outcomes of the sectional meetings held on the previous day.

THEMES OR
OBJECTIVES

The discussion was opened with the statement that there were four consistent themes or objectives that had some kind of agreement across all the sub-committees:

- 1) Problem solving
- 2) Involvement
- 3) Communicative skills -- creative process
- 4) Analysis of values or value systems

--4. Minutes, Alverno Faculty Institute, May, 1971

From this several questions emerged:

- 1) What is the extent of agreement that we find, or the extent of understanding that we have of the four selected objectives as they emerged?
- 2) What has been left out by the group in terms of objectives?

The question of implementation of these areas is the real problem. If an agreement on these is reached, it must be recognized that everyone must be involved with all four areas, otherwise the idea will fail completely.

- 3) Is there any way in which the student could at the end of the sophomore year demonstrate that she has achieved the outcomes set for this level? This would give a further sense of importance to them, and show that the first two years are really meant to arrive at this point, so that the next two years will move to a higher level of understanding, analysis, or creativity.
- 4) Could this supplement or substitute for the sophomore exams?

Another suggestion made was that as a supplement to the above, students be also asked to evaluate each course with regard to these objectives, so that further light can be given on the fact of whether or not these objectives are being implemented. It was stated, however, that if students are aware of these testing points coming along in their careers, they would be committed enough to demand that these things be covered in the courses. They would also be more committed in the course, because they would feel that in this across-the-board evaluation of their ability to handle things they are using courses to help them achieve a certain level of proficiency so that they can qualify for upper division work. Then the teacher becomes more of a help to the students, rather than just an arbitrary giver-out of grades. It puts the teacher in a different light with the student.