NORTHEASTERN UNIVERSITY

Coming of Age: The Ryder Years

1975-1989

ANTOINETTE FREDERICK

NORTHEASTERN UNIVERSITY

VOLUME 1
Origin and Development of Northeastern University
1898–1960

VOLUME 2
Northeastern University: An Emerging Giant 1959–1975

VOLUME 3
Coming of Age: The Ryder Years 1975–1989

Kenneth Gilmore Ryder
President, Northeastern University
1975–1989

NORTHEASTERN UNIVERSITY

Coming of Age: The Ryder Years 1975-1989

Antoinette Frederick

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Composition by Camden Type 'n Graphics.
Jacket design by Hannus Design Associates.

Photo credits: Fabian Bachrach, ii; William Fusco, Northeastern University, 152; Leo Gozbekian Photography, 134; Jet Commercial Photographers, 17, 20, 21, 32, 106, 174, 213, 236, 238; J. D. Levine, Northeastern University, 22, 28, 35, 50, 63, 74, 76, 81, 97, 99, 102, 115 (bottom), 141, 146, 148, 156, 160, 167, 175, 182, 190, 191, 197 (bottom), 210, 214, 220, 227, 262, 274, 275, 277; Northeastern University Press Bureau, 15; Office of Communications, Northeastern University, 192, 202; Russ Sparkman, Northeastern University, 112.

Printed in the United States of America.

Contents

Acknowledgments

A great many people have helped in the preparation of this book, sharing their insights, their skills, and their records.

Special thanks go to Northeastern Chancellor Kenneth G. Ryder, not only for agreeing to the preparation of this history and for contributing information, but also for his encouragement of work in progress.

My special thanks also to Northeastern President John A. Curry, who authorized the project and made available the resources of the University, to Arthur D. Smith, Director of Operations, Office of the President until his retirement in 1991, and to Dean of Administration Phyllis Schaen, who oversaw its execution.

Barbara Burke, Director of Special Projects, University Relations, and executive assistant to President Ryder during his administration, has been an indispensable part of the work from the beginning. She has advised and counseled and answered thousands of questions with unflagging patience.

History is not the story of any one individual, and to tell the story of the Ryder administration I have interviewed dozens of people who were integral players in the development of the University during those years. Unfortunately, time constraints precluded talking with others who also played important roles, and this I deeply regret.

Among those who contributed important information and to whom I am most grateful are Alan Benenfeld, Anthony Bajdek, William Bowers, David Boyd, Ann Carlson, June Chase-Dillon, Dana Chandler, Paula Clark, Charles Coffin, Paul Cowan, Robert Croatti, Philip Crotty, Ellen Daly, Claire Duggan, Charles Ellis, Jennifer Franklin, Peter Franks, William Frohlich, William Fowler,

James J. Gozzo, LaRue Gilleland, Daniel Givelber, Suzanne Greenberg, Ruth-Ann Harris, George Harris, Donald Helmuth, Gerald Herman, Sally Heym, Ellen Jackson, John Jordan, Paul Kalaghan, Britta Karlsson, James King, Paul King, Susan Kryczka, Philip LaTorre, Suzanne Leidel, Vincent Lembo, Paul M. Lepley, Juanita Long, Robert Lowndes, Lars Lyndon, Kathryn Luttgens, George Makris, Wesley Marple, Philip McCabe, Ronald McAllister, Richard McNeil, Joseph Meier, Mary Mello, Christopher Mosher, James Nagel, Irene Nichols, Wesley Nyberg, John O'Bryant, Carol Owens, Anthony Penna, Glenn Pierce, Paul Pratt, Maurice Rahilly, Raymond Robinson, Eugene Reppucci, Daniel Roberts, Norman Rosenblatt, Gerald Schumacher, Frances Slowe, Theodore Speliotis, Royal Toebes, Sergei Tschernish, Solveig Turner, Harvey Vetstein, Mary Vigeant, Alfred Viola, Joy Viola, Robert Vozzella, Joseph Warren, Karl Weiss, Raymond Williams, and Eileen Zungalo.

Finally I would like to thank Mary Bates, who oversaw the efficient working of the Chancellor's Office and without whose assistance the manuscript would never have been finished.

Antoinette Frederick
September 1994

Introduction

This is the story of how one American university, born at the turn of the twentieth century, moved toward maturity in the last quarter of that century. What makes the story memorable is that Northeastern University in Boston is very much the child of its century, reflecting in its philosophy and its structures, in its hopes as well as its disappointments, much that is uniquely modern and uniquely American.

Northeastern traces its roots to the Evening Institute of the Boston YMCA, which in October 1898 launched an Evening Law School to serve older, nontraditional students seeking to pass the Massachusetts bar or acquire legal knowledge for use in diverse businesses around Boston. The success of the program, which was given degree-granting powers in 1904, led the young Evening Institute director, Frank Palmer Speare, to develop other Y courses into degree-granting programs and, in 1909, to launch into day programs.

In 1916 the Massachusetts General Court passed a bill creating "Northeastern College of the Boston YMCA." The purpose of the college was to furnish "instruction and teaching in all branches of education in connection with the Boston YMCA and to do any and all things connected with or incidental to the purposes of its organization." The new name applied specifically to the Evening School of Law; the Polytechnic School, founded in 1904; the School of Commerce and Finance, founded in 1907; the Cooperative Engineering School, founded in 1909; and a short-lived School of Liberal Arts.[1] In 1922 the name was changed to Northeastern Universityof the Boston Young Men's Christian Association. Then in 1935 came another decisive change when the Commonwealth of Massachusetts granted the University's request to separate from the Y and become a separate, independent corporation with the name Northeastern University.

It is a cliché of successful institutions that they have been blessed in their leadership by having the right person in office at the right time. The history of Northeastern demonstrates the validity of the cliché.

In 1898, when the events we have summarized began, the United States was just coming into its own as an industrial nation. For the

first time in the nation's history its urban population had begun to outstrip the rural, while the fruits of earlier inventions—including the electric light, the gasoline engine, and the subway (begun in Boston in 1897)—were not only fueling new enterprises, but also altering expectations for a new and easier way of life. Business was the faith of the day, or, as one historian of the period noted: " 'Success' in life ordinarily meant business success and businesslike was the most complimentary term that could be applied to any undertaking."[2]

Frank Palmer Speare—young, innovative, inventive, an educator by profession but an entrepreneur by instinct—was perfectly suited to exploit these conditions to the advantage of his new school. What Speare recognized in the Y constituency was a vast market of working-class, sometimes older, often second-generation men and boys who hankered to take advantage of the American dream—the dream of moving ahead in an increasingly urban industrial society—but who were excluded by reason of birth and economics from the traditional educational system. Speare responded with characteristic zeal and businesslike acumen to that market. Where traditional educational institutions tried to shape their markets by passing on traditional classical education, Speare looked instead at what was needed and tried to fulfill the needs of a market that increasingly demanded people with pragmatic, professional skills. If in some instances this made for eclectic educational offerings (automobile maintenance, for example, and in the Evening Polytechnic, clay modeling and navigation and seamanship), by and large it resulted in well-organized, systematic degree-granting professional programs, available at minimum cost and easily accessible by public transportation in after-work hours.

Speare's decision to shape Northeastern as a market-driven community-service institution gave it a unique niche in the educational world that was underscored when the daytime Engineering School introduced its Cooperative Plan of Education in 1909. Pioneered in the United States by the University of Cincinnati in 1906, cooperative education recognized the complementary relationship between classroom study and hands-on experience and built into the learning process periods of class attendance that alternated with periods of actual employment. Whereas classical educators had isolated students on rural campuses to eliminate the distractions of the adult world, Northeastern chose to use that "real" world for its educational purposes. In addition to its pedagogical innovation, the co-op plan introduced a new dimension of financing higher education.

Just as installment buying of the Model T (which began at roughly the same time) opened car buying to the average working person, so did co-op—a pay-as-you-go plan of college study—open and democratize higher education.

Institutions have a way of assimilating the characteristics of their chief executive officers. Northeastern's first president, Frank Palmer Speare, was inventive and a risk taker. He dared to try the untried, to take the initiative, and to be flexible. The young Northeastern, serving its nontraditional student with nontraditional programs in a nontraditional way, echoed the values of its founder, but Speare was no wild-eyed dreamer. He believed in hard work, the value of the dollar, and getting what you paid for. Financially, the college was conservative, pragmatic, and flexible. If it was radical in its mission and method, the lessons it taught were practical: This is no ivory tower. There is a direct relationship between what you are taught in the classroom and what you do in the marketplace.

Despite problems triggered by a world war and a depression, the college flourished under Speare's leadership. When he stepped down from the presidency in 1940, Speare could describe the young institution with pride as "The Great People's University which fulfills its function magnificently."

Carl S. Ell, Northeastern's second president, differed from his predecessor in many ways, but not in his wholehearted commitment to the young institution. Ell had come to the YMCA Institute in 1910 to teach part time and stayed on to become a full-time professor, then dean, then vice president in charge of the day programs, and finally president of Northeastern. Much of his career at the University was spent keeping its programs afloat in the face of repeated challenges. As head of the day programs, he battled the financial exigencies of the Great Depression; as president, he dealt first with the demands and shortages of World War II and later with the turmoil and excesses of postwar peace. But if times were uncertain, certainly Carl S. Ell was not. An engineer by training, stubborn, stolid, a man of tremendous focused energy and independence, Ell gave these talents to his University to create an institution as solid, practical, independent, and efficient as he.

Determined that Northeastern should achieve university status and at the same time maintain its community-service orientation, Ell dedicated his presidency toward these aims. Under his leadership the University achieved an identity totally independent of the YMCA; quadrupled its enrollment, faculty, and course offerings; began admitting women students; increased its total assets from $750,000

to almost $34 million; and established itself firmly on Huntington Avenue with fifteen acres, seven new white brick buildings, and no debt. It was, by any reckoning, a masterful piece of engineering.[3] When Ell stepped down in 1959, Northeastern had a strong local identity as an independent technical university serving a commuter and adult population. Many Bostonians, it is true, could not have told you exactly where on Huntington Avenue the University was, but at least they were beginning to know it was out there somewhere. Fifteen years later, there would be no question.

If only one word were used to describe Asa S. Knowles, Northeastern's third president, it would have to be "dynamic." And if only one situation were chosen to illustrate his character, it would have to be his 1946 achievement in New York State. Then thirty-seven years old and directing the University of Rhode Island School of Business and General Extension Division, Knowles was recruited by Governor Thomas Dewey to be president of the Associated Colleges of Upper New York State. The problem: when Knowles accepted that position in August 1946, there *were* no Associated Colleges—just three empty military bases and a projected date of mid-September for classroom doors to open to the thousands of area ex-GIs who had been promised a higher education there. Six weeks later, three colleges—replete with classrooms, dormitories, offices, teachers, staff, and programs—were ready to welcome students!

A managerial genius, a person of passionate energy, and an educator who fully understood the urban university (he served eight years in the 1950s as president of the University of Toledo) Knowles knew and loved Northeastern. In 1931, when he was just twenty-two, his first job was as an instructor Northeastern's College of Engineering. From there he had risen to head the Department of Industrial Engineering and later serve as dean of the College of Business before leaving in 1942. Knowles returned to Northeastern after seventeen years with a confident vision of what the University could and should become. Happily, he also assumed the presidency at exactly that moment in our national history when it seemed as if everything really might be possible.

The Knowles presidency began in 1959 on a national note of youth, expansiveness, and optimism. The Soviets had beaten the United States into space with Sputnik, but we were going to catch up and in double time. Education was the new salvation. As the baby boomers reached college age and swarmed toward higher education, Kennedy's Camelot and later Johnson's Great Society poured money into scholarships for students, grants for research, loans for

buildings. Knowles moved promptly to take advantage of these circumstances. In the face of a growing demand for admissions, he broadened undergraduate offerings, doubling the number of basic colleges by 1967; he vastly increased graduate offerings; he reopened the School of Law, which had closed for financial reasons in 1953; and he reorganized and expanded adult and continuing education. University College, the Burlington campus, and state-of-the-art engineering programs were products of this era. In fact, it was a Northeastern professor who coined the term "state of the art."

During the same period, Knowles set about modernizing administrative and faculty structures to make Northeastern more competitive. Among his innovations were the adoption of tenure, a more decentralized budget planning system, and a faculty senate. Also, and almost immediately, he launched Northeastern on its first-ever capital campaign, which captured headlines with its bold promise to raise $40 million dollars and erect a dream campus including a steepled New England chapel on Huntington Avenue.

By the end of the 1960s the prevailing mood of optimism and expansion were over. War, civil strife, and rapidly changing social values had dramatically altered conditions. Despite growing tensions, Knowles managed to ride out the furor. When he stepped down in 1975, Northeastern was the largest private university in the nation in terms of enrollment, a leader in adult and cooperative education, and the owner of 330 acres—50 of them on Huntington Avenue. Although the chapel was never built, twenty new buildings had been added for a total property assessment of 70 million (1970) dollars. The value of the endowment was $30 million.

These were the men and times that shaped Northeastern during its formative years. The institution had grown quickly. (The rate of growth seems even more astonishing if one considers that the school was incorporated as an independent entity only in 1937.) Some felt it had grown *too* quickly. In 1975, the future loomed uncertainly. A deepening recession, predictions of a shrinking college-age population, and recognition of finite resources were creating new tensions. Facing this future, Northeastern stood a little like a hulking giant, as the history of the Knowles years calls it—an institution that had grown so large so quickly that it had no experience of where or even how to move in a shrinking world. The challenge for the fourth president would be to civilize this giant, to give it humanity, direction, and a sense of responsibility. In 1975, Kenneth G. Ryder, described by one colleague as "a civilized man, a true humanist," shouldered the task.

The years between 1975 and 1989 were watershed years for Northeastern. During this period, under the guidance of its fourth president, the University moved toward maturity. The implementation of a more collegial form of governance, a clear articulation of the University's mission, and the identification of Northeastern as a citizen in the local, national, and even international arenas are some indications of this maturing. Other developments included enrichment of academic programs, particularly the liberal arts; expansion of research; internationalization of the cooperative plan of education; and a radical change in the physical appearance of the campus, not least of which was beginning construction of a new $35 million library.

Not all of these developments are directly attributable to Ryder any more than earlier triumphs could be solely ascribed to the isolated decisions of any one president. Rather, the men served as catalysts for actions that were the work of many hands and were made possible by favorable circumstance.

The preceding list of achievements is not meant to imply that there were no setbacks, no failures, and no unfinished business at the end of the Ryder years. Some seeds planted during those years have yet to bear fruit; and some of the fruit may be bitter. Under its fourth president, Northeastern reaffirmed its direction as a mission-driven university. *Strategic Directions for Northeastern University*, adopted by the Faculty Senate and Board of Trustees in June 1987, clearly articulated that mission. However, this does not mean the University's goals and objectives are cast in stone and will never be modified.

The relationship between access and academic excellence, for example, must be reviewed frequently. Traditionally, Northeastern has sought out students whose promise, but not always past performance, suggests they can profit from higher education. Ryder held particularly strong beliefs on this issue, giving support to remedial and compensatory education. Some now feel that Northeastern has gone too far, creating an open enrollment that has diluted its academic products in the eyes of the more traditional university evaluators. Another remaining question concerns research, support for which expanded in the Ryder years from some $4 million to $16 million, and the role it should assume in what many see as primarily a teaching institution.

Such questions do not have easy answers. They arise from what has happened in the past, and they will have to be answered in the future. What they attest to is that Northeastern remains a dynamic and developing institution that should be, in the words of its second

president, "flexible and alert to apprehend changing needs upon the part of both its students and the community."

The function of this book is to set forth as objectively as possible some of the major events and themes that shaped the University during the Ryder years. To accomplish this, a thematic pattern rather than a chronological pattern has been followed. Some themes, of course, overlap; some events are illustrative of several themes. Inevitably there is duplication; more unfortunately there are omissions. Some of these omissions are the result of oversight; some occur because the significance of the omitted event or idea has not yet been seen.

Northeastern's fourth president was an avid gardener, and perhaps the appropriate metaphor for this book is a garden. Under the direction of President Ryder, Northeastern began to break out of the asphalt and to bloom. Deadwood was cut away, old ideas were pruned for new growth, seeds were planted and coaxed to flower, while new areas were prepared for future development. How much of this garden can be sustained under the harsh conditions of the 1990s and how much will remain to flourish in the twenty-first century we do not know. The task here is simply to examine the shape that garden took between 1975 and 1989 and to note what was planted.

Part I

On Huntington Avenue

Chapter 1

The Making of a President

A diplomat. Yes, that's Ken—a real diplomat.
—Phyllis Schaen, Dean of Administration,
interview, November 28, 1990

On May 13, 1975, Northeastern University elected its fourth president, Kenneth Gilmore Ryder. Although in retrospect the choice of the fifty-one-year-old Ryder, who had spent his entire career at the University and who was well known and well liked, seemed inevitable, the search had consumed twenty-six months.

Part of the problem was the selection process itself. The idea that representatives from all constituencies in a university should participate in the search and screening of candidates for a university president was relatively new nationwide; it was totally new at Northeastern, where previous selections had been made by presidential fiat and trustee nod. Therefore, after March 1973, when Dr. Knowles first expressed his intention to resign, much of the time was spent determining how to look for a successor and who should have what to say.

Part of the problem was the job. If the jockeying for power and jealous guarding of rights by trustees, faculty, administrators, students, and alumni that occurred in the early days of the search said something about the newness of the process, it also said something about the tensions on the campus and dictated an important question in the minds of the searchers: Who, if anyone, could unite such factions in the interest of the University?

By January 1974, two search committees had finally been established—a twelve-member Presidential Advisory Committee, made up of equal numbers of faculty, students, administrators, and alumni; and a six-member Presidential Selection Committee made up of trustees. Each committee would participate in determining qualifications, nominating, narrowing down, and evaluating candidates. The first committee would then make a recommendation to the second, and the full board would give the deciding vote.

By Fall 1974, the criteria for the new president were agreed on and national ads were placed. Requisite qualifications included: "an awareness of university operations . . . ; experience with administration . . . ; [and an] ability to work effectively with diverse groups. . . ." Three hundred applicants responded.

By January 1975, the number of candidates had been pared to twelve, by April to five, and by May to three. In April *The Northeastern News* began speculating on the final candidates, and by May it was projecting Ryder as the front-runner. The committees, which had pledged themselves to confidentiality, were dismayed and promptly summoned their members.

Over the weekend of May 10 and 11, the advisory committee ran a marathon session with results submitted to the trustees' selection committee on May 12. That committee then cast its votes, and on the morning of May 13, 1975, gave its recommendation to the full board, which then voted

> . . . as recommended by the Presidential Selection Committee and pursuant to the provision of Article IX, Sect. 1 of the by-laws, to elect Kenneth Gilmore Ryder as successor President of the University effective July 1, 1975.

The minutes go on to say that the choice has been made because of [Ryder's]

> . . . unreserved commitment to academic excellence, unusually broad exposure to academic administration and ability to meet stressful situations with good judgment and grace. There is ample evidence that he has good rapport with and thorough understanding of the component parts of the University. It is of major importance that he assume office with a substantial constituency of supporters among the faculty, student body, alumni and administrators . . . [1]

At three o'clock that afternoon, Chairman of the Board Robert H. Willis announced the choice to 800 students, faculty, and staff gathered in Alumni Auditorium. The group rose and cheered. Ryder, wearing a gray suit, blue shirt, red tie, and broad smile, moved to the podium: "I sort of hoped this day might come," he said. The audience cheered again. He cocked his head. "We look forward to establishing a climate of harmony and unity and something akin to the family feeling I felt when I first came here in 1949." They cheered more loudly.[2]

Ryder went on to say that he hoped to continue Northeastern's involvement in the community, to further enhance its academic reputation, and keep a lid on tuition rises.

"Let's hope he can do it," muttered one member of the audience as the crowd moved out of the auditorium."

"And how," said a second."[3]

Kenneth G. Ryder, who was born April 30, 1924, in Brockton, Massachusetts, had not planned on becoming a university president. Perhaps no one does. His first ambition was law: "My father thought law was the ideal profession, and it was there I set my sights."[4]

Ryder's father was not a lawyer but a payroll clerk in a shoe factory; financial necessity had forced him to leave school in the ninth grade. Ryder's mother had completed high school but had not gone on to higher education. As a youth, Ryder worked hard to fulfill his father's ambitions. "Higher education meant an enormous amount to him," Ryder says, "and I was a good student." Fifty years later, Florence Monks, Ryder's teacher at Whitman Elementary School in Brockton, recalled Kenneth as "a very bright little boy," while a high school teacher remembered "almost bursting with pride at the time of [his] brilliant address at the Brockton High School graduation."[5]

Ryder's talent as a speaker, a hallmark of his presidential style, began in that Brockton auditorium: "For two successive years I was chosen to narrate the Christmas pageant. I had to stand up in the auditorium before five or six hundred people and do quotes from the Bible and comment."

The pivotal point in young Ryder's life, however, came in the spring of his senior year when he was appointed an Augustus Howe Buck Fellow of Boston University. The recipient was awarded full tuition for the freshman year and, on successful completion of that, was guaranteed full expenses for the remainder of the undergraduate and graduate education, contingent on continued high performance.

"Without that award there would have been no college. My father had lost his job, and I was working after school and summers to help out. I wanted to go to Harvard or Boston University, but I'd pretty much given up the idea of college at all. It was a teacher who urged me to apply to BU and it accepted me. Still, that wouldn't have been possible without the award. The fellowship shaped my view about the importance of helping people—whatever their financial background—to get a college education so they can develop their potential."

For the next six years, Ryder remained a fellow, earning an A.B. from Boston University in 1946 and an M.A. from Harvard in 1947.

During this period, the dream of being a lawyer began to fade and was replaced by a fascination with history. The transformation had two sources: "challenging and fascinating history teachers at BU and Harvard including Samuel Eliot Morison and the Schlesingers—senior and junior—and the war."

Three months into Ryder's freshman year at Boston University, bombs dropped on Pearl Harbor. A month later he signed up for the Naval Reserve. Ryder's naval career began in 1943 with two semesters in the V-12 program at Harvard. In 1944 he went into active service as an officer on a landing craft in the Pacific theater, where he participated in the landing at Okinawa. He was next scheduled for the invasion of Japan, but the atom bomb on Hiroshima intervened. The war ended and Ryder went instead to northern China, before finally mustering out as a Lieutenant (jg) in 1946. The war had brought the young lieutenant into firsthand contact with one of the momentous conflicts of western civilization, and this, along with American history, became the focus of his academic career. "It also made me realize I never wanted to fight with anyone," he was to say later. "I've seldom met anyone I didn't like and no one that I ever wanted to get mad at. The war confirmed that sense in me—that issues can be settled by discussion."

In 1948, Ryder began his teaching career as an instructor in history at the now-defunct Cambridge Junior College. The following year, he accepted a post as instructor, this time of history and government, at Northeastern University. "I didn't even know where it was," he admits ruefully, "except that it was somewhere on Huntington Avenue." In 1953 Ryder was promoted to assistant professor of History and in 1956 to associate.

In those days the average class contained around 100 students, the average teacher taught four classes, and there were six academic terms per year. Nothing daunted Ryder, who apparently bristled with enthusiasm. Raymond Robinson, Ryder's colleague at that time and later chair of the Department of History, remembered him

> . . . bursting into the office in the morning, consumed with the idea of how to present something. He was wonderfully enthusiastic about his courses. . . . He had the collegial approach. He was always asking "Wouldn't this be a good idea?" . . . He made me a better teacher. . . . The students really lost a great teacher when he decided to go into administration.[6]

Interestingly, it was Ryder's concern for students that brought him out of the classroom and into administration. As a teacher in the

early 1950s, Ryder spent a substantial amount of time with students after class, advising and counseling them on academic and personal matters. Ryder eagerly accepted Dean Harold Melvin's suggestion that he serve as faculty advisor to a freshman class. This involved additional hours of student meetings and led to a close working relationship with the dean of freshmen, Gilbert MacDonald. Harold Melvin was thinking of retiring as dean of students. He had discussions with Vice President William C. White and they agreed that when his retirement occurred, the logical successor was Gilbert MacDonald. When MacDonald was asked to suggest a candidate to replace him as dean of freshmen, Ryder's name was proposed.

Vice President White was impressed with Ryder's credentials, but he wanted more time to evaluate the candidate before making a final decision. A part-time administrative assignment was available in White's office, and so on a Saturday morning when Ryder happened by to pick up some mail, he was invited in for an interview and emerged as the newly appointed Secretary of the Faculty.

After moving into Dr. White's office, Ryder continued teaching two history courses but was encouraged to assume increasing administrative responsibilities. By the end of the first year of his internship as an administrator, Ryder was representing Dr. White in relationships with college deans, the registrar, the dean of students, the

Dr. William C. White who served as vice president, provost, and then as executive vice president until his retirement in 1968.

director of admissions, and others. Dr. White decided to continue using Ryder in his office and suggested that someone else be selected as the new dean of freshmen. Mathematics faculty member Christopher Kennedy was selected, and Ryder continued in central administration.

For a while longer Ryder attempted to fill both positions—teacher and administrator—but the load proved too heavy even for the ready, willing, and able. In 1957, despite the protest of his students—who, in the words of one, found him "the most relaxed and articulate teacher I ever had"[7]—Ryder reluctantly abandoned teaching to devote full time to administrative duties. In 1958 he was appointed dean of Administration, and in 1967 Knowles made him vice president of University Administration, responsible for coordinating a new Office of Academic Affairs. In 1971, he became executive vice president with broad jurisdiction over internal affairs.

It was from this position that Ryder submitted his application for the presidency:

> It wasn't something I really wanted. I enjoyed doing what I was doing, which was basically acting as chief operating officer, and I saw in the assignment that went with the president's office a lot of things I might not enjoy very much, namely fundraising and being off campus. If a strong candidate had emerged, one who would have continued Asa's tradition and would let me go on dealing directly with students, faculty, and administrators, I would have stayed where I was. But I didn't see that happening.

On May 14, 1975, the day after Ryder was declared president-elect of Northeastern, William White, who had retired as executive vice president in 1968 but who had served for many years as Ryder's boss and mentor, wrote his former prodigy:

> I was watching television last night and jumped right up and cheered when I got the announcement. . . . You will make a magnificent leader for the next stage in the University's development.[8]

In a survey conducted by *The Northeastern News* at the time of the selection, Christopher Kennedy, dean of students, remarked: "If there was a right man at the right time, it's Ryder."[9]

May 1975, was not the best of times. Among the crowd in Alumni Auditorium that May afternoon many sported W.I.N. (Whip Inflation Now) buttons. At the same time inflation was rising, employment was falling. In May, nationwide unemployment peaked at 8.9 percent, the highest since 1941, while in Massachusetts the figure hit 11 percent. At the State House, Governor Michael Dukakis

President Emeritus Carl S. Ell, President Asa S. Knowles, and Executive Vice President Kenneth G. Ryder at the announcement of Ryder's selection as fourth president of the University, May 13, 1975.

began his first term with a slash in the budget and an increase in the sales tax from 3 to 5 percent, the first increase since 1966. In South Boston and Dorchester, racists who had rocked school buses in September 1974 in response to Phase I of Judge Arthur Garrity's court-ordered busing had surfaced again, in causing a brief closing of two high schools in January 1975. No one knew what to expect of Phase II, which would closely involve colleges and universities in the issue. At the higher education level, predictions of a sharp drop in enrollments and shrinking financial resources chilled the educational spirit and introduced a cautious wait-and-see attitude.

But neither was May 1975 the worst of times. Although the war in Vietnam had ended in 1974 and the soldiers had come home, it was not until April 1975, when civilian evacuations were completed, that President Ford could announce that American involvement in the war was finally over and one of the bloodiest decades in our history had ended. That same month, Ford kicked off the Bicentennial Year in Lexington, promising "The American Dream is not dead. It has yet simply to be fulfilled."

As spring came, students at Northeastern gathered in the quad in ritual protest, but their anger, leveled now at tuition hikes rather than devastation in Southeast Asia, lacked the bite of earlier years. In faculty offices, however, tensions—momentarily sidetracked in the search for the new president—were mounting again. Some of the issues were old ones—tenure, salaries, and faculty say in their own lives—but the dominating issue was formation of a faculty union.

On July 1, Ryder took office officially as the University's fourth president. A month later, he married Teresa Ryan, who had come to Northeastern in 1967 as a student at University College and assistant at the Business School. Returning from their honeymoon in early September, the Ryders confronted a huge floral arrangement on their doorstep. For a moment, Ryder remembers, he hesitated. That kind of reaction had become second nature for administrators during the student violence of the Vietnam War years. Even a year earlier there could have been a bomb in the bouquet. "But these were just roses. They were from the students. They wished us the best of everything. A new era had begun."

Chapter 2

Union!!!

> University governance is a system in which there are a number of veto groups. Some vetoes like those of rebellious students or alumni can be survived. Some by the trustees or faculty are a no confidence vote and are almost always fatal.
>
> —Clark Kerr, "The Short Unhappy Life of Academic Presidents," *New York Times*, July 25, 1990, p. B7

Fall semester 1975 opened at Northeastern with bright sunshine, a surprising freshman enrollment of 3,700, and the Boston Red Sox on a roll. For the new president, the most immediate tasks were organizing his office and preparing for the October 28 inauguration ceremony. On the near horizon, however, was forming a major battle that would affect all of Ryder's administration: the battle over the faculty union.

Years later, writing a self-assessment for the Board of Trustees, Ryder likened his position in 1975 to that of Napoleon as Tolstoy had described him, sitting astride his horse at the top of the hill, surveying his troops, and feeling important. Ryder went on to endorse Tolstoy's opinion that self-importance was inappropriate: "it is the individual soldiers and officers who will determine the outcome of battle."[1] Ryder's disclaimer was characteristically modest. It is a general who determines strategy, and Ryder must have felt very much like the beleaguered Napoleon that fall, faced with bad news from the front.

In May 1975, a month before Ryder took office, Boston University faculty had voted to unionize. The vote by the faculty of a large private university in traditionally staid Boston gave new legitimacy to university unionizing. On June 30, 1975, the day before Ryder took office, the National Labor Relations Board approved a Northeastern faculty petition for a vote on a collective bargaining unit. In spite of the new president's heartfelt conviction that "collective bargaining could never resolve what are essentially externally created problems," an election was scheduled for November 6, a week after Ryder's inauguration.

Board of Trustees Chairman Robert H. Willis places the University lavaliere around the neck of Kenneth G. Ryder at his inauguration on October 28, 1975.

In light of these conditions—and to continue the battle analogy—it was essential to assure that headquarters were in good order. To oversee this job, Ryder called on Barbara Burke, an assistant in Northeastern's School of Law. The two had met first when Burke was working full time on the political campaign of Michael Dukakis for Attorney General in 1966 and again the following year when she was employed by Northeastern's School of Law to assist in the myriad organizational tasks related to its reopening. There the two often worked together, especially after Ryder became executive vice president. Deeply impressed by Burke's administrative skills, Ryder invited her to join the presidential office in 1975 as his executive assistant.

A second colleague who became a major team player that summer was John Curry. The two men had known each other since the mid-1950s when Curry, then a co-op student at Northeastern, was assigned to work for Vice President Bill White. Ryder, as Curry's immediate boss in that office, remembers being impressed even then by the young co-op's "diligence and commitment to the work ethic that rivaled even Dr. Ell."[2]

Curry took a few years away from Northeastern to teach in public schools, but he returned as an admissions counselor in 1963 and became director of admissions in 1967. After another brief hiatus—this time as an administrator in the Swampscott public school system—Curry returned in 1972 to his alma mater to become dean of admissions and in 1974 moved into Ryder's old job as dean of administration. The two men worked closely on problems of affirmative action, personnel, and admissions. Ryder's election to the presidency gave Curry even more responsibility for the day-to-day running of the University, and no one was surprised when, in early 1976, he was appointed vice president of administration.

Meanwhile it was Curry to whom Ryder turned in August 1975, not only to continue management of many internal administrative affairs, but also to take over daily oversight of Northeastern's role in Phase II of Judge Garrity's desegregation order. (Ryder, as a member and later chair of the President's Steering Committee, retained policy-setting responsibility).

To work with Curry on the administrative side, Ryder appointed James Hekimian, former dean of the College of Business Administration, as a special assistant to review overall organization and management, particularly in relation to academic affairs. Later that fall he made Hekimian acting vice president of academic affairs.

A fourth figure who played a major role in the new president's office that summer and fall was Kenneth Ballou, then dean of adult

President Kenneth G. Ryder and his executive assistant, Barbara F. Burke, at the reception following Ryder's inauguration, October 28, 1975.

education programs. Onto Ballou's shoulders devolved the task of organizing the October inauguration, a burden he managed with cheerful dexterity, producing a handsome panoply of events.

With Burke, Curry, Hekimian, and Ballou handling a major portion of daily concerns, Ryder focused on the upcoming union battle. The major confrontation was scheduled for November 6. The scene was the ballot box, the outcome crucial. "For my part I would find distasteful and frustrating the prospect of spending my first years in office preoccupied with what was happening at the bargaining table," said Ryder. But time was short to defeat a movement that had been years in the building.

Northeastern's union movement is rooted in the activism of the late 1960s. Traditionally, Northeastern's faculty had been passive. The idea of the institution as an aggregate of scholars with independent rights and privileges was late in coming to Huntington Avenue, where the models of business and engineering had long prevailed.

A vast influx of faculty in the 1960s, particularly in the liberal arts, began to spark a change in this attitude. Many of the younger faculty members, coming from institutions with a tradition of collegiality, not only sided with students during the days of protest, but also expected and demanded more say in University governance. Initially, President Knowles was tolerant. In response to a 1965 Faculty Senate request for more influence in administrative appointments,

Executive Vice President John A. Curry

he granted them a "consultative voice" and in recognition of a demand for increased faculty status, agreed to change the title of Dean of Faculty to Vice President of Academic Affairs.

By 1969, however, Knowles's equanimity was fading. Never one to tolerate requests that he felt impinged on the traditional powers of the University hierarchy, Knowles reacted to a senate demand for even more authority in appointments with this famous declaration:

> A man cannot be both an employer and an employee, and whether the faculty member likes it or not, he is legally in the employee status.[3]

It was not until 1970, when the National Labor Relations Board extended its jurisdiction to colleges and universities, that collective bargaining became a possible way for faculty to assert their rights.

Coincident with the NLRB decision came a slowing of the economy and a predicted drop in student enrollment, which at a tuition-driven university such as Northeastern was a prescription for disaster. Faculty numbers were at a record high—more than 700 compared with 248 in 1959. Many were just reaching the point of tenure consideration. It was a situation not unlike that at the Callahan Tunnel during rush hour, when four lanes of traffic must funnel abruptly to two. Something had to give, and in Spring 1972 the Northeastern Board of Trustees unilaterally passed a resolution declaring a 60 percent ceiling on the number of tenured faculty.

The trustees were within their legal rights, but psychologically the solution could not have been worse. Had the mayor of Boston suddenly declared a limit on the number of cars allowed to cross the Charles River, the outcry would not have been more pained. A paper, published some time later and distributed to faculty favoring collective bargaining, summarized the 1972 situation and the faculty response:

> After an extended period of trying to obtain recognition of faculty concerns and priorities through our "collegial rights" only to discover that against the legal authority of the University corporate charter such rights were non-existent . . . we turned toward the federally sanctioned process of collective bargaining as the vehicle capable of creating faculty rights and immunities.[4]

It was in Spring 1973, almost a year after the tenure quota was formulated, that the Northeastern University Faculty Organization (NUFO), a grassroots effort dedicated to getting faculty more of a voice in university governance, began a search for a collective bargaining affiliation. Three possibilities emerged: the American Federation of Teachers (AFT), the National Education Association (NEA),

and the American Association of University Professors (AAUP). Because the 50,000-member NEA seemed most supportive, NUFO membership voted in November 1973 to affiliate with it. At this point AAUP did not yet have collective bargaining capability. When it achieved this status some months later, several NUFO/NEA members switched their allegiance on the ground that AAUP had more experience than NEA in the university arena.

In December 1973, NUFO/NEA began campaigning for the requisite signatures that would open the way for a collective bargaining unit to become the voice of Northeastern's "alienated faculty." By January almost 40 percent of the faculty had returned the authorization and designation cards, and NUFO filed a petition with the NLRB to allow an election.

In February 1974, the NLRB informed Executive Vice President Ryder that the petition had been filed; on February 25, representatives of NUFO and the University met before an NLRB hearing officer in an attempt to arrive at an agreement as to which professional groups should be allowed to participate in an election. Ironically, in light of Knowles's 1969 claim that faculty members were employees, the official position of the University in 1974 was that the National Labor Relations Act of 1935, which allowed collective bargaining for employees, could not be applied to faculty members in higher education because

> Faculty members are not employees (as defined in the 1935 Act) . . . they exercise a significant management role . . . hiring, promotions, tenure, salary, course, and work loads [are] decisions made or influenced by the faculty.[5]

Proponents of NUFO/NEA held that the opposite was true and only through collective bargaining could faculty be assured an influential role.

To represent the administration's point of view, the University retained the law firm of Widett and Widett. Jerome Medalie, fondly dubbed "the Silver Fox" in deference to his silver hair and clever briefs, oversaw the proceedings, which would consume over a year of charges and countercharges, three months of detailed hearings, and a cost of almost $80,000. The purpose for expending all this time and money was to convince the NLRB that faculty was management and thus avoid an election. During the same period, NUFO/NEA spent upwards of $28,000 and countless hours to convince the NLRB of just the opposite and thereby secure an election.

Hearings began on March 18, 1974, ran for three days, and were adjourned to resume on April 15. At this point, Ryder began testimony on behalf of the University that lasted eleven full days. It was the longest hearing in the history of the NLRB, resulting in almost 4,000 pages of argument set forth by the University as a basis for future appeals in event of a union victory. The gist of Ryder's argument, which would become the cornerstone of his policy as president, was articulated in a statement prepared for *The Northeastern News,* May 8, 1974:

> . . . unionism would seriously disadvantage the University by a polarization of the several university groups, would erode standards of excellence, and lead to reduction of those opportunities which faculty currently have for sharing at various levels in determination of University policy.[6]

It was the issue of unionism itself rather than the problems that had ignited the battle that consumed attention during 1974–75. The initial dissatisfactions, however, remained. In addition to tenure quotas, these included the perception that Northeastern faculty salaries were lower than those at comparable institutions, that the grievance process was flawed, and—most important—that faculty did not have a voice in decision making. During the presidential search process, which was going on simultaneously, these points became a central consideration. A letter from two Presidential Advisory Committee representatives, Allan M. Hale and Robert L. Cord, to the Board of Trustees Selection Committee makes the importance of these issues clear:

> . . . the major task confronting the next president will be getting the University's internal house in order. . . . An alienated faculty must be given recognition as the vital center of the University. . . . Difficult tenure questions must be addressed. Unneeded administrative structures and bureaucracy must be discarded. A new budgetary process must be initiated . . . there must be effective short-term and long term planning to establish appropriate university goals. . . ."[7]

This was the situation, then, when Ryder entered the fray as president. In a sense he faced a two-pronged assault. On one side were the problems of tenure, salaries, and authority, which Ryder understood and with which he sympathized. "He was one of us," said William Fowler, then associate professor of history and proponent of AAUP, referring to Ryder's well-known love of teaching and identification with faculty.[8]

On the other side was the means of achieving these ends, and here Ryder differed sharply from many of his colleagues:

> I am personally convinced that the highest quality of academic program can be achieved at Northeastern or any other university through the mechanism of shared governance in which faculty and administrators alike have a common admiration for academic excellence. . . . I am personally convinced that the expansion of collective bargaining among faculty and institutions of private higher education will destroy collegial patterns of governance and erode academic quality. . . .[9]

Professor Gerald Herman, President of NUFO/NEA, countered that the industrial model was not the inevitable result of union victory: "Collective bargaining is the best way to create a learning environment that is best for everybody."[10]

On September 12, 1975, Ryder, as president, began his battle against the union. The first volley was a proposal to the Board of Trustees that would do away with the rigid 60 percent tenure quota and put in its place a standardized University-wide procedure. The trustees hesitated. While few were adamant about clinging to the quota, wouldn't such a move at this time be construed as unfair labor practice? Ryder believed not; faculty members wanted the quota revoked. They would, he reasoned, welcome the move as evidence of the new administration's good faith, and he was right. There were no accusations of union busting. Ironically, however, at least one faculty member, while commending the decision, declared it still further evidence of trustee highhandedness: "They unilaterally imposed the quota and unilaterally ended it. Which only proves that the Trustees act without faculty input."[11]

Still others, recognizing the hand of Ryder in the altered tenure policy, simply focused their argument against the trustees: "I have the deepest respect for Kenneth Ryder," wrote one faculty member, "but he still must answer to the trustees who think of us as having interests and roles contrary to theirs."[12]

Others countered, "The union issue is the dissolution of the sacrosanct power of the Board of Trustees."[13]

In the meantime, Ryder turned his attention to meeting faculty individually in his office and collectively through the senate, which he addressed once in the fall and twice during the winter. During that same period, he met another eight times with the Senate Agenda Committee (its equivalent of an executive council). Meetings were mostly informal, over lunch, where discussions on merit raises and evaluations mixed happily with sandwiches and coffee. Assessing

those luncheons years later, Suzanne Greenberg, director of Northeastern's Physician Assistants program and then Faculty Senate chair, ventured that their real benefit lay not so much in what was decided as in the problems that were prevented. "The luncheons created an informal atmosphere, allowing issues to be raised and discussed before they had a chance to fester and become a cause celebre. They showed us as much as anything the openness and accessibility of the new administration."[14]

Ryder's calendar for that fall and winter of 1975–76 also shows a host of interviews with *The Northeastern News* representatives, with Student Federation President Glenn Trindade, and with informal groups of students. Although these meetings were related only tangentially—if at all—to the union, they did give the president an opportunity to make his point clear on that issue. Perhaps more important, they gave him a chance to show good faith in the students. Not surprisingly the *News* reflected these points:

> At a time when students are finally becoming a recognizable force in university affairs and operations it would be foolhardy and contrary to our interests to sacrifice these gains for the dubious benefits cited by faculty union organizers.[15]

It is significant that during this period Robert Willis, chairman of the Board of Trustees and a man with an acute political sense of what was at stake, agreed to a wider sharing of budgetary information. In the winter of 1975 the Faculty Senate, at the urging of Chairman Greenberg, established a Financial Affairs Committee. Shortly thereafter the Student Federation followed suit. Both committees, with the support of Ryder and Willis, began to work with Daniel Roberts, vice president for business, analyzing areas of interest in the University budget and examining ways to achieve broader input into the budget process. In addition, the board authorized Roberts to make available to the committees the official audits for 1974–75 and 1975–76.

Although the substantive effect of these committees might be questioned—they did not, after all, have any effective power to change the way monies were spent, which remained the prerogative of the board, and no bylaws were changed—the psychological effect was profound. Previously arcane knowledge was brought to light and discovered to be neither arcane nor even very interesting. Where mystery and the principle of budgetary authority had piqued rebellion, openness and flexibility provoked little more than a yawn.

Senior Vice President and Treasurer Daniel J. Roberts, Jr.

Still the union did not go away. A poll of faculty conducted in Spring 1975 indicated that 49 percent favored union, 24 percent were opposed, and 26 percent were undecided. It was for this 26 percent that the three groups—NUFO/NEA, NUFO/AAUP, and the administration—battled. In November the pace accelerated. Both NUFO/NEA and NUFO/AAUP issued broadsides to their memberships. The administration was restrained by law from pressing its case too actively, but nothing prevented the president from delivering a personal opinion, which he did. On October 28 the last third of Ryder's inaugural address was devoted to the problems of alienation and unionization, and the last quarter to outspoken denunciation of collective bargaining as a way to institutionalize alienation, to polarize faculty, students, and administrators, and to undermine the true sense of collegiality that Ryder perceived as the cornerstone of a healthy university.

Not surprisingly, union supporters called foul: "Remarks overstated," pronounced Norbert Fullington, NUFO Steering Committee. "Inappropriate," snapped Irene Nichols, AAUP chair.[16] But Ryder could not and would not hide his opposition. "Were the union to win," he said "I shall appeal the decision to the federal courts and carry it to the Supreme Court, if necessary."[17] "The administration will not roll over and play dead."[18]

Two days before the vote an open letter went out to "Faculty Colleagues" reiterating this position: "My vision of the nature and quality of this University is basically incompatible with my perception of an institution in which the faculty is organized into a collective bargaining unit."[19] Ryder went on to paint a picture of an academic community "as an aggregate of scholars rich in diversity and individuality, constantly pursuing excellence . . . and flourishing in an atmosphere of mutual respect, cooperation, and friendliness." Poised against this Edenic image was a portrait of "conflict, growing acrimony, and alienation" were the union to prevail. Neatly sandwiched between the two was a pledge to the continued "qualitative improvement of Northeastern."[20]

On November 6, 1975, it rained as 604 Northeastern faculty members out of a potential 733 eligible voters (roughly 82 percent) cast their ballots. A reporter from *The Northeastern News* later asked Ryder if he was nervous. His denial echoed Ryder's inaugural statement and underscored the administration's determination: "If we'd lost I'd have simply gone on fighting all the way to the Supreme Court, and if we'd lost there I'd have gone to the Legislature and fought to change the laws that let this happen. So it wasn't going to be a final vote."[21]

The vote wasn't final. As announced by the NLRB late that afternoon, the tally read: 275 No Agent, 167 NUFO/NEA, and 124 NUFO/AAUP. There were thirty-eight challenges: five by AAUP and thirty-three by the administration on grounds of ineligibility. No group had received a clear majority.

How did the participants feel? "A state of suspended animation is not good for making plans for the future," said Ryder dryly.[22]

The vote did reflect majority prounion sentiment, pointed out NUFO/NEA President Gerald Herman and NUFO/AAUP President Irene Nichols on a Boston public television interview.

The second round of Northeastern's union struggle began November 7, 1975. At issue were the contested ballots, which the NLRB would have to study to determine whether the voters actually were eligible under its own guidelines; the time of a possible runoff; and, for the unions, the practicality of a coalition. Concerning the contested ballots, the administration lost no time in firing off a letter informing faculty that the reason for the problem was the confusion over the status of "principal investigators," a designation for faculty with supervisory powers and thus not eligible to vote. This confusion, the administration pointed out, was indicative of the NLRB's inability "to deal with the unique problems of faculty in higher education." The letter went on to say

> The lesson to be gleaned from this . . . is that when faculty opt for unionism, they are buying more than a bargaining agent. They are placing themselves in the confines of a legal structure erected on a foundation of industrial unionism and in the hands of a governmental enforcement agency whose personnel have little or no experience in higher education.[23]

Three months after the election on February 17, when the contested ballots were finally decided on, seventeen were allowed. Nine went to No Agent, seven to NUFO/NEA, and one to NUFO/AAUP. There was still no clear majority and nothing was resolved.

In the meantime, recognizing that their differences with NUFO/NEA could again result in a split decision and determined to beat out the No Agent option, AAUP supporters voted to form a coalition with their former rival, which was then ratified by NUFO/NEA. While some hardliners protested the marriage, the majority settled in to rally the collective bargaining forces.

During the same period, and even before the contested votes were settled, the administration began wrestling with the problem of determining a time for the runoff. Arguments were proffered for and against delay. Some conservatives believed that postponing the inevitable would allow for the clarification of issues and the implementation of new and constructive policies that could well defuse any faculty interest in collective bargaining, while the more impatient declared,

> With the hospitable atmosphere toward your administration which seems to exist presently, with the initiative of new liberal policies and with the anticipation of healthy salary increases, perhaps this is an opportune time to secure a majority vote.[24]

The more optimistic prevailed and on February 19, when it was clear that the contested votes would yield no majority, the administration declared March 15 and 16 as appropriate for the next contest.

The ensuing weeks were busy, culminating for the NUFO/NEA-AAUP adherents in a marathon telephone campaign launched on March 11. On the same day *The Northeastern News* announced that the faculty had secured a $2 million, or 8 percent across-the-board, raise. On March 12, the Academic Affairs Committee of the Board of Trustees moved to change sabbatical procedures to increase faculty input at the college level and expedite the decision-making process. On March 13, the Ryders held a cocktail reception for faculty and administrators at Henderson House, but if the reception was a political ploy, it was only tangentially so.

On the day he had been declared president-elect, Ryder had pledged somewhat wistfully that his administration would work toward "establishing a climate of harmony, unity and something akin to the family feeling I felt when I first came here in 1949."[25] During the fall and winter of 1975–76, the Ryders had cheerfully pursued that goal, opening their home to faculty and administrators in a series of get-togethers. As much as anything, what saved the evenings from political overtones in sensitive times was the personality of Terry Ryder. As a trustee was to remark several years later: "We really got two for the price of one, when we got Ken."

Spirited, outgoing C. Teresa Ryan had arrived in the United States from Ireland in the summer of 1965 to serve as an au pair on the Cape. After a year's service, Terry started for California, pausing in Boston to earn her fare. Northeastern offered a good job in the office of the dean of Business Administration with the added incentive of free tuition at University College if Miss Ryan wished to finish her education, which she did. Although the coveted degree was not earned until 1987, the years between were full of learning: "First I was a secretary, then an administrative assistant. Then I married the president, which you could say was sort of my co-op job."[26] (Ryder's first marriage during the war had ended in divorce.)

If being the president's wife was a co-op job, it was a lucky placement, for Terry Ryder took the position seriously and loved it. "I didn't have to entertain, but I truly wanted to. I knew Northeasterners—administrators, faculty, staff, students—these were my friends and colleagues. My family. I wanted to have them to our home."[27]

As in all families, there were disagreements, but Terry Ryder did not let that stand in the way. Henderson House receptions—and there would be a score during the fall and winter of 1975–76, were a time to meet and renew friendships. And how did the faculty feel about such socials? "Just fine," remarked one faculty member. "They could have been stiff, pro forma exercises and weren't. They were lovely, charming, pleasant. We got a chance to interact, to meet other faculty and administrators in ways that we never had before."[28]

This atmosphere of benign relationships, even in disagreement, characterized much of the union fight under Ryder, setting the University apart from others where rancor and bitterness were the order of the day. At one point, in fact, following a letter mix-up involving two men with last name of Herman—Gerald, head of NUFO/NEA, and Sidney, dean of Academic Affairs and representative for the administration in union affairs—the University attorney wrote to Sid Herman:

> I have always told you that I enjoyed the personalities constituting our "opposition" and particularly Gerald Herman. I wish I always had such personable, friendly, and reliable adversaries.[29]

In a similar spirit, Ryder noted in his inaugural address,

> . . . I view most of the leaders of the two union groups as personal friends whom I have known for years and for whom I have professional admiration and personal regard.[30]

In this context, the union rematch was scheduled and took place March 15 and 16.

On the 16th, Ryder came to the office as usual. At 10:30 A.M. he met with Vice President James Hekimian to discuss committees, to review salaries for deans and administrators, tenure and promotion recommendations, and reorganization of the Academic Affairs office. At 11:30 he met with Vice President of Development Gene Reppucci to discuss the Ford Foundation and Dooley Fund grants, and at 12:15 Jerome Medalie came by from Widett and Widett. Lunch that day

Trustee Ernest Henderson III and his wife, Mary Louise, join President and Mrs. Ryder (right) and his mother, Mrs. Etta Ryder, at a Christmas party at Henderson House in December, 1976.

was scheduled from 12:30 to 2:30 in the office with Jack Curry and Barbara Burke. At 2:00 P.M., NLRB agent Christopher Barry interrupted the meal. The voting had been completed and the tally made.

"This time was a great deal tenser than the first," remembers Barbara Burke. "In November we were simply prepared to go to court. Perhaps it was taken for granted that we'd have to. This time, there seemed a real chance the union wouldn't win. This time it all seemed more important."[31]

The vote, Mr. Barry told the lunchers, was 272 or 50.3 percent for No Agent, 267 or 49.3 percent for the coalition. Two votes accounting for .4 percent were contested. Of the 712 eligible, 541 had voted. No Agent had won by five votes.

That same afternoon, Ryder sent a memo to all members of the University community:

> The Northeastern University administration considers the faculty rejection of collective bargaining as an affirmation of the principle of voluntary collegiality. The election results emphasize the desirability of fostering academic excellence in the atmosphere of mutual respect, cooperation and friendliness. . . . I particularly want to express my gratitude to those faculty leaders who actively campaigned during the past weeks on both sides of the union issue. The campaign was conducted with dignity, despite the fact that several groups held divergent views. . . ."[32]

Although Ryder chose to interpret the results as "a rejection of collective bargaining," the five-vote margin was far too close for overconfidence. In an interview with *The Northeastern News*, Gerald Herman speculated that the real cause of loss was rejection of the coalition of NEA and AAUP, which had left many NUFO members feeling dissatisfied, but he went on to add, "The unionization factor will probably disband if Ryder cooperates with faculty."[33]

Herman was right. Twelve months later in the spring of 1977, when another election might legally have been considered, no one was advocating support for a union, and six months after that Jerome Medalie wrote Ryder: "The union issue is probably dead at Northeastern for a long time to come."[34]

In the meantime, Ryder, who had pledged to create a community of scholars where respect would achieve more than could be hoped for at the bargaining table, had lost no time in setting in place the structures that would give substance to those pledges. In his self-assessment, Ryder catalogues some of his early actions:

> When the union movement was defeated we moved to strengthen the several systems of merit review. Improved procedures for determining

> ing annual salary merit increase were established for the academic departments. . . . The Provost's Office strengthened procedures governing periodic reviews. Equity raises . . . have also been given an opportunity to recognize special merit. . . . An extraordinarily open grievance procedure has been established.[35]

Although a May 1979 poll conducted by AAUP indicated that 39 percent of 407 Northeastern faculty still strongly favored collective bargaining and 21 percent mildly favored it, only 56 percent of the 723-member faculty had bothered to answer, which suggests somewhat greater indifference.[36]

Then, in 1980, the final blow was dealt to faculty collective bargaining by what came to be known as the Yeshiva decision. The decision handed down by the Supreme Court in March, 1980 held that

> The NLRB can no longer assume that faculty employees at independent colleges may unionize . . . College faculty who have rights and responsibilities similar to Yeshiva's faculty will be excluded from NLRB coverage.[37]

Many of the arguments that Yeshiva had used to secure this decision were those given it by Northeastern University attorneys.

For the remainder of Kenneth Ryder's term in office, Northeastern University remained relatively free of unions at all levels. Faculty discontent was largely assuaged by an all-out effort to resolve major issues in a collegial manner and to make clear the sympathetic understanding of the administration.

Almost immediately after taking office, Ryder had prevailed on the Board of Trustees to replace the 60-percent tenure limitation with a more flexible policy. In 1978–79 he approved Senate guidelines on faculty promotion, including well-defined criteria for merit evaluation; he also approved structures to review wage and salary benefits and supported salary increases before the board.

In this latter area, the new administration moved with particular dispatch. By 1976, it had approved the setting aside of additional funds above and beyond merit allocations to make equity adjustments in salaries.[38] In 1978, the process was formalized in a three-year commitment by Ryder (later extended) to improve salaries overall and correct individual problems. As a result of these efforts faculty salaries rose some 80 percent between 1975 and 1982, going from an average of $16,775 to $30,207.[39] By 1989, the average faculty salary had jumped to $49,523 with the School of Law leading at $78,284 and Cooperative Education trailing at $37,354.[40]

Benefits also improved. The University increased its contribution to Blue Cross/Blue Shield premiums from 50 to 70 percent, introduced a dental insurance plan, and boosted its contribution to the TIAA-CREF retirement program from 5 percent to 10 percent.

As important as material improvements, if not more so, was the improvement in faculty/administration relations. Administrative support of the Faculty Senate was certainly one dimension of the changed relations, but the whole notion of collegiality that developed during this era and will be discussed in Chapter 3 was certainly central to keeping union advocates at bay.

The union issue, of course, was not reserved to faculty. Early in 1976 a complaint before the NLRB alleged that the administration exercised an unfair domination of the Staff Cabinet, an advocacy group representing weekly payroll personnel. Although the Federal Court of Appeals found in favor of the University, the complaint served to put the administration on alert to potential problems. Efforts were made particularly through the offices of Philip LaTorre, vice president of Human Resources Management, to increase the interaction of staff and administration. Regular meetings between staff and the Office of Personnel Services, as well as senior administration officials, took place frequently.

In 1976, as the administration was reviewing faculty salaries, it began an in-depth wage and salary survey of nonfaculty salaries that would serve as a basis for annual compensation recommendations.

Philip LaTorre, Vice President for Human Resources Management

In 1977, improvements were made in the personnel classification system that had existed at Northeastern since 1972. The changes provided a more rational framework for salary scales, fringe benefit entitlements, and development of appropriate grievance procedures; but it was soon clear that even more was needed.

In Summer 1985, guided by consultants from Hay Associates, a firm that had developed a widely used model for determining the relative value of positions in higher education institutions, the personnel office launched a peer evaluation of 270 administrative/professional titles. The aim was reclassification of these positions by function rather than by title. By Summer 1986, all nonfaculty had been reclassified into ten categories which, according to Personnel Services Compensation Manager Richard O'Keefe, "would allow the university to spend salary money more wisely, reward superior performance and provide clearer career paths."

The improvements in the classification system clearly demonstrated the University's desire to be fair in assessing its personnel at all levels. Ellen Jackson, a new and dynamic affirmative action leader who was well known and widely respected in the community, gave further assurance to women and minorities that their interests would be justly represented.

During the same period, staff benefits also increased. By 1982, major medical coverage had gone up 400 percent, disability income protection was extended to cover up to age 70, paid holidays increased, and staff eligibility for tuition benefits was expanded.[41] Still other benefits included a wide variety of programs for career enhancement run by the Office of Personnel Services and the initiation of a day-care center available to faculty, staff, and student children on a first-come, first-served basis.[42]

According to Philip LaTorre, who oversaw the implementation of Ryder's personnel policies:

> President Ryder supported those who worked at the University financially and forcefully. He had high ethical and moral standards and he valued human resources, the individual over the corporation.[43]

Nevertheless, the possibility of collective action by some faction in the University never entirely went away. Each group had its representative organization—the Faculty Senate for faculty, the Staff Cabinet for office support and technical staff, and committee called Listen representing buildings and grounds personnel. In addition there were a women's group and a group representing black personnel.

In the late 1980s pressure mounted for several of these groups to become affiliated with national unions. In Spring 1987, the United Automobile, Aerospace, and Agricultural Implement Workers of America, District #65, which had represented workers at Boston University since 1979, began putting pressure on Northeastern staff to unionize. An article in the July/August 1987 *Newsletter for the National Center for the Study of Collective Bargaining in Higher Education and the Professions* analyzed the situation:

> In recent years the United States union movement has increased its organizing activity aimed at women and clerical workers. Because of the change of structure of our economy, unions have been forced to recognize that future membership growth depends on a successful shift away from the blue collar industry workers to the white collar workers in the service sector. Clerical workers account for the majority of service sector employment and most clerical workers are women.[44]

In spite of efforts by the UAAAIW, no unions succeeded in major organizing efforts during Ryder's tenure. In 1989, when Ryder stepped down, fewer than 75 of Northeastern's 5000 employees were unionized. Fifty-eight were members of Buildings and Grounds, which had voted for a union in the 1960s. A second union, which had formed in 1975 when uniformed members of the University's security officers opted for a collective bargaining unit, was dissolved in 1977 when the same members requested that it be decertified. Still a third union consisted of six members of Northeastern's Transportation Department, which in 1981, "encouraged by a dissident supervisor," voted for a union. The unit continued in effect throughout Ryder's term, although without much vigor. Finally, in 1987, Printing Services, with approximately nine members, also unionized.[45]

Northeastern's battle against unionization and its struggle to develop governance alternatives to collective bargaining were by no means unique. An article in the *New York Times*, April 22, 1973 notes,

> Colleges and universities are entering on an era that may be marked by continuing conflict and will require substantial restructuring if they are to survive the strain successfully.

The article went on to say that by 1972, 250 higher-education institutions representing 10 percent of all such institutions had collective bargaining. Ninety to ninety-five percent of these were public institutions.[46]

Ryder had based his plea against a faculty union on the superiority of voluntary collegiality and the status of the institution:

> I am concerned that collective bargaining following the industrial model would smother excellence. . . . It is hardly necessary for me to point out that unionism has made no headway in those most prestigious private universities where academic excellence is firmly established. I would hope that Northeastern University faculty would be inclined to emulate the models of Harvard, Stanford, Princeton or Yale and would resist the temptation to be included in a listing of community colleges, struggling small schools and conflict-torn universities.[47]

This blatant appeal to Northeastern ego must have amused many, not least of all the president himself. Yet the remark contained a challenge that provides a key to Ryder's presidency: it was the challenge for Northeastern to aspire toward major university status in a way that it had never before aspired. The union had lost; the challenge to achieve excellence remained.

Chapter 3

Collegiality

> The belief that truth is best pursued in a collegial manner has been the defining property of universities for centuries.
>
> —Kenneth G. Ryder, "Northeastern In Transition," *Northeastern Edition*, September 25, 1986

The argument over the faculty union had been an argument over governance: Where does decision-making power lie? Or perhaps more important, where *should* it lie? For more radical faculty the answer was simple: "*Universitas magistrorum et scholarium*. For 800 years the universitas has been the people who search for truth and disseminate it. And that is us."[1] More conservative administrators embraced their own unequivocal answer: The model for the university is not the College of Cardinals but a corporation; faculty members are employees.

For Kenneth Ryder, the answer lay somewhere between these extremes in models of the best American universities. University governance, he strongly believed, should be a matter of shared authority—of broad-based collegiality. This did not mean Ryder wanted to alter the Corporation by-laws: sharing authority did not mean ceding it, nor did delegating authority (and Ryder was a proponent of decentralization) mean surrendering accountability. What it did mean was righting an old imbalance, empowering those most directly concerned with an area to deal with it.

Past Practices

Collegiality had not been the defining property of Northeastern during its first six decades. There is no evidence that Frank Palmer Speare, Northeastern's first president, ever looked beyond his top administrators for advice or shared authority beyond this level. Carl S. Ell, Northeastern's second president, summed up his own method of governance by declaring unabashedly, "In my day I made the decisions alone and what I said went."[2]

When Asa Knowles became president in 1959, he was well aware that the highly centralized and authoritarian governance of his predecessors was no longer practical or desirable. Envisioning a much larger and more modern institution than the outsized technical school he had inherited, he began to put in place structures that would allow for a more progressive and more participatory form of governance.

Earlier in his career Knowles had served as a vice president at Cornell, where faculty had almost total control over academic programs. The experience made him particularly sensitive to the inadequacy of the opposite condition that prevailed at Northeastern, and within months of taking office he appointed a faculty advisory committee empowered with a voice in matters pertinent to faculty welfare. Shortly thereafter, two other faculty subcommittees were added: one charged with exploring the feasibility of a faculty senate, the other with considering a policy of tenure and sabbaticals. As a consequence of these committees' recommendations, Northeastern's first tenure policy was introduced in the spring of 1961, a faculty senate came into being in September 1961, and a sabbatical policy was approved in March 1962. That these were exactly the moves Knowles anticipated, urged, and promoted was overlooked by many in the euphoria of the moment. The faculty had acquired a voice. That such a voice would not necessarily be heeded had yet to be discovered.

Nor was faculty the only constituency encouraged to speak, especially in the early years of Knowles's administration. A reorganization of administrative and academic staff and the delegation of new authority to this staff, particularly in matters of organization and budget recommendations, created a sense of autonomy previously unknown on Huntington Avenue. Student government took on new stature, and committees proliferated. Although all of these moves had the potential to create true collegiality, they lacked the one element that would have allowed them to do so—Knowles's full commitment to the principle of shared authority. This he simply did not have, either philosophically or temperamentally. Firmly convinced that "the buck stops here," (Harry Truman was the only Democrat Knowles could abide, certainly the only one he ever quoted) the domineering third president of Northeastern never had any intention of letting someone else control the disposition of that buck before it landed on his desk.

Questions of accountability aside, Knowles was also convinced that "too much participation of faculty and students lead an institution to stagnate." Finally, even if Knowles's management principles

had allowed him to accept the collegial mode, he was not equipped to handle its style. Impatient, a doer, he resisted lengthy discussions and analyses. Asked once how he managed to accomplish so much so fast, Knowles cheerfully retorted: "If you want to get three things done, do ten. Three will fail, three will be just adequate, and three will accomplish exactly what you want." What about the tenth? "That one's still in committee," he finished wryly.[3] Under Knowles, then, the mechanisms for collegiality were established but never fully implemented. It would be up to Ryder to breathe new life into these old forms.

If Northeastern's third president had been unequipped to deal with the demands of collegiality, its fourth was the opposite. To the degree that collegiality requires an ability to listen, to trust, and to cede points, Ryder was far and away more adept than his predecessor. Where Knowles would clench and unclench his fist or tap his fingers in nervous anticipation of a colleague's concluding sentences, where Knowles might personally usher out a visitor who overstayed the allotted time, Ryder gave the appearance of having no clock to race and of thoroughly enjoying the play of ideas. This does not mean his eyes did not glaze in the presence of a monologist, or his fingers fidget when an agenda was totally ignored; but if dialogue were possible, Ryder participated.

> If you could get in to see him, you knew he would listen, and you knew that no matter how far apart your ideas might be initially that he would stay with you until eventually you found a common ground. To me that kind of dialogue is the essence of collegiality.[4]

Partnership in Dialogue: Committees

On accepting the presidential appointment in May 1975, Ryder made clear he would welcome participation of all members of the university community in shaping the University. His inaugural address repeated the theme:

> In my judgment the process [of determining and fulfilling the objectives of the university] can only be achieved effectively in a university community if administrators, faculty, students, alumni, and friends in the community are aware of all the facts; [and] given an opportunity to share in trying to solve the problems most effectively. . . .[5]

Initial efforts to foster participation took the form of numerous administration-generated committees, of which no less than eight were established in the first few months of Ryder's administration. Committees are, of course, the staple of any organization, and probably more are formed at the beginning of an administration than

at any other time. What distinguished these, however, was the cross-constituency of membership, the focus of concern—often on areas in which students or faculty had previously expressed interest but had been ignored—and the attention paid to committee recommendations.

Among the early committees was one designed "to study all aspects of the University's future," a topic with which the previous administration "had refused to deal."[6] Its membership consisted of an equal number of teaching faculty, administrative staff, alumni, and students, and its conclusions became part of the 1976 Master Plan for Campus Development, approved by the Board of Trustees on June 1, 1976. (This committee should not be confused with the goals committee established in Fall 1976 under Provost Harry Allen, to be discussed shortly.)

Other committees founded in the first months included one on orientation and another on freshmen year alternatives, both designed in reaction to a 1974–75 attrition report and both charged to study and recommend ways to enhance compensatory education and improve student retention; two administrative search teams, both of which for the first time in memory included faculty in a search for a dean of admissions and an athletic director; an athletic policy committee, which chalked up another first by enlisting faculty assistance in determining the role of athletics at Northeastern; and a series of building committees. The existence of many building committees during the Ryder years is an amusing comment on previous practices. A 1974 memo sent to Dr. Knowles from aggrieved faculty, listing areas on which faculty had no say, included among statements about tenure, salary, and promotions the following wistful cry: "We do not even have a say in the color of our offices." (At the time they were uniformly nutria or green.) To credit Knowles, this was not a matter on which he had meant to be authoritarian. A visitor to Knowles's office had noted the president's own decor and declared it "totally appropriate to the foreman of a factory." The fact was, Knowles had never thought that an institution could be any color but institutional—or that anyone might want something different.[7] In contrast, Ryder not only recognized but was willing to accommodate such differences, and committees on the design of all the buildings constructed during his administration gave those who would work in these places a voice not only in the selection of colors, but also in the disposition of classrooms and offices.

Unquestionably, the establishment of some early committees was political and calculated to meet criticism of diverse groups that either

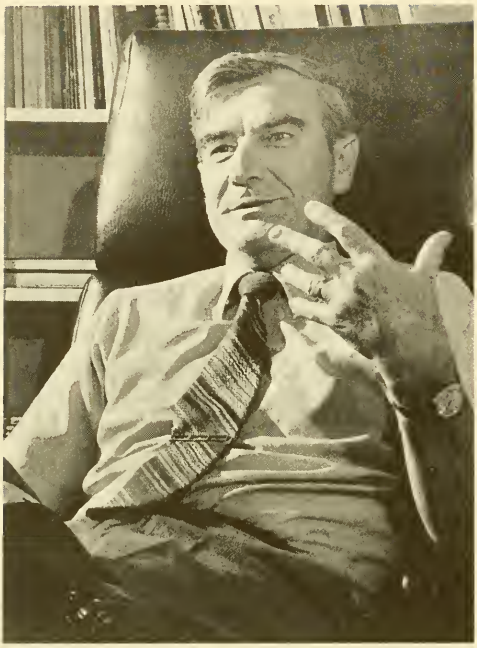
they or their issues had not received appropriate attention in the past. In general they were substantive and in all instances the message they communicated was clear: The days of administration by fiat are over, the new administration is willing to create structures for dialogue; it is determined that these structures shall be representative of a wide range of concerned constituents, and it will hear recommendations.

Throughout the Ryder years representative committees and councils continued as an important aspect of collegial governance. Among the most significant were the several goals committees that made clear from the beginning that the shape of Northeastern was not the exclusive province of any one group but depended on the collective wisdom of all.

Recommendations of the faculty-staff-alumni-student committee that studied ideas about the University's future were highly generalized; that committee's importance rested less in what it said than in the fact that it existed. Far more significant was the goals committee established in the fall of 1976 under the chairmanship of Provost Harry Allen. Its objectives, including "to work for more effective faculty participation in comprehensive governance structures . . ." were accepted by the Board of Trustees in September 1979 and helped set the direction of Northeastern as the new decade began.[8]

No sooner had the Allen committee completed its work than the University Planning Committee, under the direction of Provost Mel Mark, took its place. Its recommendations included concentration on science/high tech, business administration, and urban affairs, all of which became high priorities in the ensuing years.[9] In due time the University Planning Committee was replaced by the University Planning Council, which became part of the Long Range Planning Committee procedure initiated under Executive Vice President Curry in 1985. Its final report, *Strategic Directions for Northeastern University*, was accepted by the Board of Trustees in June 1987. Although not all constituents agreed with the goals formulated by the 1976–79 Allen committee or with the mission statement articulated by the Long Range Planning Committee in *Strategic Directions*, few could contend that the input of all parties had not been fairly solicited or that due heed had not been paid to differing points of view.

Other important advisory committees and councils that can trace their roots to the late 1970s include the Academic Council and the Administrative Council, established in 1979 "to allow for much broader participation in top decision-making than has existed in the



Provost Harry Allen

past"[10]; the Council on Research and Scholarship, which was staffed with representative Northeastern researchers and scholars and was designed to advise the president and provost on ways to enhance research; the Development Committee; the Academic Planning Committee; and many others.

Partnership in Dialogue: The Faculty Senate

Ryder had spoken of broad-based participation as necessary to resolve university problems. There is little question, however, that the heart of collegial governance is faculty participation, and the heart of faculty participation is a strong and responsible faculty senate. In the early 1970s a bunker mentality had begun to take hold in Northeastern's senate. The faculty, intent on protecting itself against dual threats, a flagging economy, and what many perceived as an indifferent if not antagonistic administration, had maintained an adversarial stance. Although the 1975 election of Ryder, who was seen as "one of us," did much to alleviate the second fear, concern for job security remained a major issue and attitudes did not change overnight. As late as 1979, the New England Association of Schools and Colleges, in its evaluation of the University, found the senate "focused too narrowly on faculty benefits and prerogatives, and not enough on academic standards, curriculum coordination and devel-

opment and critical reviews of old and new programs."[11] Yet in the long run the Ryder years were to prove golden for the development of the senate as a major arena for effective faculty action.

No small part of the credit for this maturation must go to the new president. As faculty secretary and later as executive vice president, Ryder had attended senate meetings from their inception in 1961. He understood the problems, frustrations, and needs of the group, and he understood firsthand the tremendous importance of communication. Most important, he knew that communication meant not simply the delivery of information, but also confidence in the source of that information, and he worked hard to build that confidence.

"There will be a strengthening of cooperation between the president's office and the faculty," Ryder pledged to the opening session of the senate on September 8, 1975. More significant than the statement, however, was the delivery.

> Ken was a tremendous speaker. His voice was resonant, his tone perfectly pitched. He managed to sound as if he were talking one on one even if he were behind a podium and there were 800 people on the other side, or if he were at a desk and there were 40 faculty senators facing him, or if he were at a table confronting six agenda committee members. Ken always sounded extemporaneous. He never gave canned speeches. He didn't read from a text, he looked up, made eye contact and spoke.[12]

This speaking talent, which has been remarked on by almost everyone who ever heard Ryder speak, gave his hearers the sense that their president was actually talking *to* rather than *at* them and went a long way toward establishing rapport. Increasing rapport further was Ryder's willingness, in fact insistence, on regular meetings with the senate and its agenda committee. In 1975, with Ryder's encouragement, the Faculty Senate bylaws were changed to require that the president meet at least quarterly with the agenda committee and annually with the full senate, a stipulation with which Ryder was more than willing to comply.[13] The senate remained an advisory body with presidential approval required on all matters except for totally internal ones, but the ratio of resolutions to approval did begin to rise over the early 1970s ratio. More important, the adversarial accompaniment to differences faded. Charles Ellis, Senate Agenda Committee chair 1981–82 and 1983–85, comments:

> We didn't always agree. There was, for example, the issue of the Financial Affairs Committee. The senate resolved one way and the resolution came back disapproved. But there were no surprises. We

> had talked over the issue. He knew we were going to make the resolution, that we wanted it on record and why we wanted it on the record. We knew he was going to disapprove and we knew why. There was no rancor. We understood each other.[14]

As confrontation gave way to dialogue, and economic conditions improved, the senate came to expect, accept, and demand broader responsibility and more control over its own destiny. Central to determining what these responsibilities should be and how control could be implemented was the agenda committee and particularly its chair. During the Ryder years ten people served as SAC chairs: Suzanne Greenberg, 1975–76; Norbert Fullington, 1976–77; Robert Klein, 1977–78 (when Klein died in November 1978, his term was completed by Robert Lowndes, who then was elected chair in his own right); Robert Lowndes, 1978–79, 1979–80; Frank Lee, 1980–81; Charles Ellis, 1981–82, 1983–84, 1984–85; Sam Bernstein, 1982–83; Maurice Gilmore, 1985–86; Joe Meier, 1986–87; William Faissler, 1987–88, 1988–89. Almost without exception these people proved vigorous, dedicated leaders, strongly committed to the principles of collegiality and the development of the institution.

Participatory Structures Initially, this commitment to the University took the form of requesting the establishment of mechanisms that would give faculty members greater voice and thus more control over their own destiny. A senate resolution in May 1976 sums up the faculty determination to be included:

> Be it resolved that the Senate Agenda Committee establish a five person committee consisting of four faculty members and one administrator to recommend to the Senate and then report to the president 1) additional ways in which the faculty shall participate in the governance of the University at both the policy formulation and policy implementation levels, 2) specific procedures by which such participation shall be implemented."[15]

As faculty began to be included in policy formulation, attention shifted from demanding a voice to using that voice. The evolution of the Faculty Senate Financial Affairs Committee serves as a paradigm of that development. This committee, as noted in Chapter 2, was originally established by the 1975–76 senate on an ad hoc basis to oversee and help demystify the University budget process. At the end of that session the senate resolved "that the Financial Affairs Committee shall continue and a member of the Senate Agenda Com-

mittee will be one of its members." Three years later, in 1979–80, Financial Affairs became a standing committee, charged

> . . . to interact, in a collegial manner, with the key decision makers in the NU budgetary process in order to get a reasonable understanding of NU's financial status, both current and projected.[16]

During these years, the committee made recommendations for increases in salary or fringe benefits based on its observations. By 1983, however, the senate was growing dissatisfied with its observer status and began to agitate for more faculty involvement in the University's ongoing budgetary process.[17] By 1985, it resolved

> That the Financial Affairs Committee be included as observer/participants in the University budgeting process to offer aid, advice, counsel and oversight, particularly in the matters of faculty salaries, fringe benefits and tuition increases.[18]

As long as participation was limited to the areas specified in the resolution, there was no problem, and Ryder granted his approval May 21, 1985. A year later, however, when the committee resolved that faculty "be made part of the University group charged with overseeing the endowment funds, their investment and uses,"[19] rejection was swift and unequivocal:

> The Trustees have legal responsibility and complete authority relative to investment and use of endowment funds. I would be glad to meet with the Financial Affairs Committee in the Fall to discuss current procedures.[20]

This was not the end of the matter, however, and as late as 1988–89 the senate agenda committee was still urging Financial Affairs "to continue to attempt to develop a role in monitoring the endowment fund." Even if this role was not achieved, the evolution of the committee from observer to observer/participant was clear. As William Faissler, 1987–89 SAC chair, remarked, "in general the committee is playing an ever-increasing role in the University budgeting process."[21]

Faculty Handbook As the senate grew more confident that its resolutions would be heard, faculty attacked old issues with new vigor. Sometimes it surprised itself. On February 6, 1978, the University had shut down because of record snowfall. Undaunted, senate members, under the leadership of Bob Klein, breasted the blizzard to take part in a scheduled discussion and vote on the definition of

faculty as presented in the *Faculty Handbook*. After lengthy amendments the vote was finally taken at 12:45 P.M. Minutes of that meeting tell the tale:

> Now the vote was called on the entire document. The vote to change the *Faculty Handbook* with the new definition of faculty was: 22 in favor, 0 opposed, 6 abstentions. The document PASSED, and after some 6 or 7 years, we have a definition of faculty. The shock was so great the senate adjourned at 1 P.M.[22]

Other ongoing issues that achieved satisfactory resolution during these years dealt with tenure/grievance and discipline. Freed from the tenure quota imposed in 1973, the senate worked long and hard during the Ryder years to formulate a satisfactory tenure/grievance policy. By 1980, dramatic changes had been made, resulting in a policy that became the model for other universities.

Another *Faculty Handbook* issue confronted at that time was dismissal, although that issue was not fully resolved by new policy until 1989–90. The trigger was a disciplinary case that began in the mid-eighties and took up significant senate time for several years. According to Charles Ellis, a senate member who played a central role in resolution of the issue,

> Throughout that time, the administration was totally supportive of senate efforts. The administrative attitude and the willingness of faculty senators to give their time and follow through on the issue, finally gave us a very strong dismissal policy that would not have been possible to achieve in a less cooperative and supportive context.[23]

Programs In 1978, the New England Association of Schools and Colleges reprimanded Northeastern's Faculty Senate for being overly self-concerned. Despite that reprimand—or perhaps because of it—the senate worked mightily throughout the 1980s to ensure that Northeastern programs kept pace with Northeastern needs. Between 1980 and June 1988, it dealt with some thirty-eight program and curricular issues including the merger and reorganization of Boston Bouve and the College of Education, the establishment of a new College of Computer Science, and the introduction of a host of sophisticated graduate programs.

The senate's role in the acceptance of these programs was not that of a rubber stamp. The historical passivity of Northeastern faculty that had allowed Knowles to initiate four colleges in the 1960s with scarcely a murmur of dissent had long gone. In the 1980s some

proposals for change tested the very limits of collegiality; they also made clear the real depth of faculty commitment to improving the University's quality.

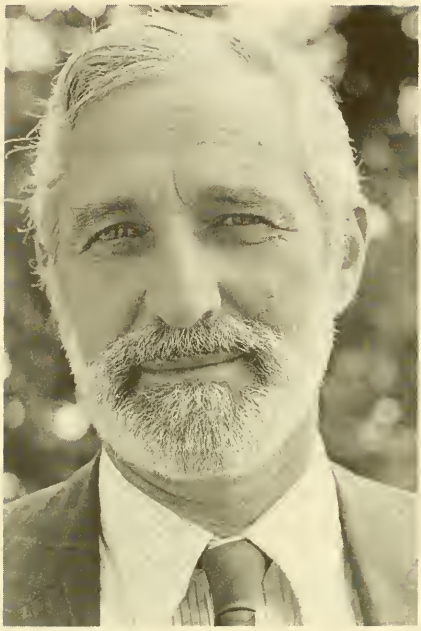
Two stories illustrate the point: the merger of Boston Bouve and the College of Education in the early 1980s and the proposed merger of Allied Health Science programs in the late 1980s.

Bouve/Education merger. In 1975, even as the Ryder administration took over, it was clear to all that Northeastern's College of Education was in trouble. Founded in 1953 to train teachers for the postwar baby boom, the college enjoyed a heyday in the 1960s only to have enrollments plunge in the 1970s as baby boomers grew up, leaving empty classrooms at the elementary and secondary school levels. Between 1971 and 1974, Northeastern's College of Education enrollment fell from 1238 to 744.[24]

The enrollment problem at Northeastern was further exacerbated by the Boston school desegregation furor, which made teaching in the city—a traditional placement for Northeastern students—less than attractive. By 1979, when the number of students in the college dropped to 550, there was no question but that drastic measures must be taken. The most logical solution was to combine the College of Education with Boston Bouve: both were experiencing enrollment declines, both were accredited by the same kinds of agencies, and both had programs that, if they did not overlap, had a natural affinity. Unfortunately at this point—to oversimplify a long and complex story—the acting provost, Walter Jones, and the interim dean of the College of Education, Roland Goddu, decided unilaterally that what was logical could also be executed without further ado.

Faculty, outraged that their opinions had not been solicited, would not accept the decision. Jones turned to Ryder, confident that the president, who approved of the merger, would support him. But Jones was apparently unaware of Ryder's commitment to shared authority and unwillingness to endorse an action that lacked not only the consensus but even the input of those directly involved. Ryder did not support him.

In the spring of 1979, Jones resigned and was replaced as provost by Melvin Mark, dean of Engineering. Meanwhile, Goddu had stepped down and been replaced as interim dean of Education by Arthur Smith, who had come to Northeastern the previous year from Northwestern. At Smith's urging, both colleges formed representative committees that met together to discuss and iron out problems with him and Mark. Questions were solicited and answered,



Provost Melvin Mark

and finally in the spring of 1980 an election by members of both colleges resulted in an agreement to merge. This was subsequently approved by the Board of Trustees in June 1980, and went into effect that fall.

The merger of Bouve and Education stands as a paradigm of what could be accomplished when the collegial system was heeded, and what could happen when it was not. In 1982, the College of Computer Science, the first new college in seventeen years, was founded. Although no one could deny there were problems and disputes surrounding its establishment, the quelling of dialogue and disdain for conflicting opinions were not among them, and the process went relatively smoothly.

Allied Health Sciences. In contrast, proposals in 1987 for a merger of Allied Health programs did not come to such a happy conclusion. To be successful, collegiality ultimately demands the consensus of participants in the decision-making process. When that does not occur, when the divisions become too great to bridge, the collegial process breaks down. In the instance of the proposed Allied Health Science merger, the collegial process did fail, and the result was not only the failure of the proposal, but also a long wake of bitterness (see Chapter 8).

"People won't accept what's dumped on them," Art Smith had said of the Bouve/Education merger. The statement provides an appropriate gloss on the principle of collegiality.

Faculty Development Another area in which the faculty voice sounded loud and clear, particularly in the early 1980s, was faculty development. Resolutions developing policies for travel budgets, released time, sabbaticals, and awards that would "improve the environment within Northeastern for the promotion of scholarship and research," routinely passed and were generally well received by the president.[25]

The Library Finally, the importance of faculty voice was recognized through the role it played in building the library. The story is related in some detail in Chapter 14, so for now we will say only that faculty insistence on the library and administration's heed of that insistence was central to the new library becoming a reality.

Participatory governance is not easy to maintain and requires constant vigilance. Norbert Fullington, member of the NUFO/AAUP committee in the early 1970s and chair of the Faculty Senate Agenda Committee 1976–77, a man whose courtly air and old-world charm belied a bulldog watchfulness over the principles of collegiality, warned his colleagues as late as 1983 that he was "not as concerned about decisions as [about] administration omitting to seek faculty input."[26] Lamented SAC Chair Joe Meier, in his opening convocation to the 1986 senate, "Increasingly we are passing responsibility for the nature of our basic collegial relations to the administrative center.[27]

In general, however, the ideals of collegiality—particularly as they pertained to faculty participation—were supported and did flourish during this period. In 1989, commission members of the New England Association of Schools and Colleges noted the situation:

> There has been, since the last visit in 1978, a marked increase in faculty participation in virtually all aspects of university life at Northeastern. The retiring president is commended by faculty leaders for this change. The Faculty Senate is criticized as not enough a purely *faculty* institution, but unlike the scene in 1978 when it was preoccupied too narrowly with faculty benefits and prerogatives, the senate seeks to address all academic issues today.[28]

Partners in Dialogue: Students

During the height of student unrest in the late 1960s and early 1970s, President Knowles had asked Ryder to help in explaining the

administrative point of view to students. It was a fortunate assignment. Ryder, who was long on patience and who genuinely respected students, welcomed the opportunity to exchange ideas. The potential loss of this contact contributed to early reluctance to become president, so when he did assume that office he determined to keep open channels of communication.

Ryder's presidential datebooks show frequent meetings with students. Some were one on one: in 1975–76 he met frequently with Student Federation President Glenn Trindade, and throughout his presidency he made it a practice to find time for student reporters. Informal talk sessions in the student center brought students together to discuss current issues. Among the most burning were tuition and further building. Ryder showed no reluctance to discuss these or any topics and frequently brought along deans and vice presidents whom he felt might be better equipped to address specifics.

Ironically, despite the president's willingness to meet with students, attendance at informal meetings was often small, and later in his administration he substituted quarterly luncheons with student government association representatives as being more profitable. Associate Dean of Students Harvey Vetstein, who had served as advisor for *The Northeastern News* through some of its more dicey activist days and remained close to the students throughout the Ryder years, later commented:

> It wasn't that they didn't trust Ryder to understand, sympathize and serve their interests. They did. But for that reason there just wasn't the same imperative to confront the administration.[29]

Encouraged by the administration, students did begin to work on some mechanisms that would give them greater control of their lives. In 1978 a student legal-aid program was put in place and a teacher course evaluation booklet was published to assist freshmen in selecting courses.[30] In 1981, a new constitution transformed the Student Federation into the Student Government Association, which was far more representative and provided the student body with its first senate.[31]

Students demanded and got representation on University planning committees, and the Student Financial Affairs Committee, similar to the Faculty Senate committee, was instituted with observer status in University budget affairs. Unlike the faculty equivalent, however, it did not push for participant status.

If student insistence on participation in governance was less than ardent during this period, it is not surprising. Historically, Northeasterners were commuters and workers with little time or inclination to concern themselves with institutional processes. Political activism in the late 1960s, changing social mores, and a growing residential population had briefly jolted them out of that indifference. A return to peace, a nonadversarial administration, and concern over the economy altered the situation again.

Social critics of the era tend to fault all students of the late 1970s and 1980s as too self-concerned. Conditions leading to such concerns, however, were very real on Huntington Avenue. In 1975–76, the median family income for entering freshmen was between $10,000 and $14,999. Tuition was $2,145; room and board was $1,755 (Speare Hall and Stetson were slightly less). Expenses—including books, personal expenses, and fees—were roughly $600. In other words, total cost could run as high as one-third of the family income.[32]

In 1988–89, the situation was not dramatically different. By now median family income for entering freshmen had reached $40,000 to $49,999, but tuition costs were up to $8,670 in the College of Engineering; $8,355 in Business; and $7,950 in the other basic colleges. Board based on a 21-meal plan was $2,610; room was $2,895 (in Speare and Stetson); and expenses *exclusive* of personal expenses, books, and supplies were calculated at $450. Total costs, then, hovered close to $15,000—again roughly one-third of the median family income.[33]

Although co-op jobs could help defray costs for students after the freshman year, the impact of inflation, threatened cuts to federal and state aid, and the shadow of unemployment remained constant and major concerns of students throughout the era.

In one notable instance, however, students' voices were raised to challenge University policy. The issue was divestment of the University's holdings in companies doing business in South Africa. Protest first surfaced in October 19, 1978, with a demonstration at the Ell Center of some 249 students bearing placards "Stop NU South Africa Connection." The major political issue at the time, however, was Iran, and student interest faded, not to reemerge until Spring 1985. At that time law students requested and received permission to speak before the Board of Trustees on the issue of divestment in South Africa. The presentation was well received. The board repeated an earlier statement of moral revulsion at apartheid and

began actively reviewing investments to assure conformity with the well-established Sullivan principles.

Over the next several months, as conditions in South Africa worsened, opposition to American investment there grew. By February 1986, a petition was circulating among the various departments and colleges at Northeastern urging the university to divest as a moral statement. The issue had become a political movement with considerable support.

Although Ryder and the trustees felt that the movement was simplistic and that in some instances divestiture could be harmful as well as irresponsible, they also recognized that the issue was potentially divisive and that, in the minds of some, nondivestiture would be equated with racism.

Anxious to avert the strikes, the sit-ins, and the political theater that were ripping apart Dartmouth, Brandeis, Brown, and Smith, Ryder pressed for a modified policy that would protect the financial interests of the institution and at the same time make the moral statement that had been asked for. His point of view was accepted. A statement coauthored by Ryder and Finance Committee Chair John LaWare explained:

> This symbolic gesture [divestment] has become the common language of protest against apartheid. . . . Therefore, the Board of Trustees hereby instructs its Finance Committee to eliminate from its portfolio . . . the equities of any companies which own facilities and have employees in South Africa. . . . It is further directed that the Finance Committee use its . . . full discretion in executing this new policy direction to assure the continued financial integrity of the University.[34]

Northeastern's statement ended the political storm. There were no tent cities, no picketing, no disruption. In retrospect the behavior of Northeastern students, administrators, and trustees during this potentially divisive time was a model of restraint. The majority of the students involved in the issue were law students who clearly demonstrated faith in rational debate and reasoned presentations. Political pressures and unilateral passions exerted pressure at the end; they were not the dominant voices and they did not shape the final action. In fact, trustees were supportive of the vote because there was no rigid timetable for divestiture and the finance committee could protect the financial investments of the University by moving toward divestiture over a period of months.

Decentralization

> On the issue of governance, the Accreditation Committee suggested that because of the University's history of strong central leadership, there was a lack of a stable, broad-based governance system.[35]

Collegiality by its nature requires decentralization. From the beginning of his administration, Ryder made clear that he neither could nor wanted to have a finger in every pie. The highly centralized hierarchical structure of the earlier institution, he felt, was no longer appropriate, and although change could not occur overnight, the ideal of a broad-based governance structure identified by the NEASCI was no less his ideal.

One of his first moves in this direction was the move to reorganize. By 1976, the number of vice presidents reporting directly to him had already dropped from eight to four: the provost, the vice president of Administration, the vice president of Business, and the vice president of Cooperative Education. Two years later, the number dropped to three when, in a move to underscore the academic nature of cooperative education, the vice president of Cooperative Education began to report to the provost.

Within these three areas, Ryder urged further decentralization. In 1980, for example, shortly after Melvin Mark became provost, that office was totally restructured with major responsibilities divided into four areas directed by four vice provosts.[36] The new decentralization and delegation of responsibility gave deans, vice presidents, and chairs more autonomy in personnel matters and greater control of their own budgets.

Ryder rarely interfered in tenure or promotion decisions, disputing only two or three faculty recommendations during his entire fourteen years. Significantly, in each instance the president's recommendation was for the retention of a faculty member whose outstanding teaching abilities Ryder felt had been undervalued in contrast to an overemphasis on research and publishing.

Giving substance to the idea of decentralized budgetary control were mechanisms to allow department heads to make more informed budgetary decisions and to plan ahead. During the Ell years there had been no budgetary autonomy. Vice President of Academic Affairs William White had allotted funds as he saw fit, with very little input from deans and department heads. Knowles had moved to decentralize the process, allowing colleges and departments considerably more latitude in the design of their budgets and actively

soliciting recommendations. However, there was very little exchange of budgetary information, which severely limited the viability of their suggestions.

Ryder, recognizing that information was a necessary prelude to fiscal responsibility, moved to correct this. Early in his administration he approved establishment of the Office of Academic Budget and Institutional Planning within the provost's area to provide specific studies, such as enrollment projections, to area heads. Around the same time, the Administrative Efficiency Committee, staffed by top administrators and senate-appointed faculty, was also set up.

Designed to establish priorities in administrative services and anticipate steps that must be taken in times of fiscal crisis, the committee was founded on the assumption that the areas affected by budgetary restrictions should have a voice in determining the character of these restrictions. This same assumption underscored a detailed planning study, under way by 1982, which required each administrative office budget head to develop alternative budgets to be used in times of fiscal austerity. It was also a basis of the ongoing Long Range Planning Committee report accepted by the trustees in 1987.

The delegation of budgetary authority to individual areas never reached the degree that some deans, chairs, and faculty members might have liked. Serving as one brake on enthusiasm was Northeastern's highly conservative treasurer and chief financial officer, Daniel Roberts, who was totally dedicated to the principle of balanced budgets. Although he was willing to hear and share some information, Roberts maintained tight control of the financial reins throughout the Ryder years.

Another brake was Northeastern's Board of Trustees. An incident in 1985 illustrates the point. At this time the Senate Agenda Committee, under the chairmanship of Professor Maurice Gilmore, expressed concern to the board's Academic Affairs Committee that salary increases had been announced prior to the Senate Financial Affairs Committee's recommendation. Trustee Carl Hurtig responded that there were some members of the Academic Affairs Committee who were not in favor of faculty involvement in the budgeting process at all. Ryder pointed out that if the University were going to face difficult times in the near future, then faculty must feel it had a role in determining priorities; the point was ceded.[37] Nevertheless, trustees remained a brake on autonomy to the extent that they alone were empowered to control financial policy, and neither they nor Ryder moved to alter this situation.

Still another brake was external circumstances. In a buoyant economy when money is easily available, recommendations can be easily accommodated. When money is tight, the control of funds tends to return to the central office.

Despite these generalizations, some interesting experiments in financial autonomy were tried during the Ryder years. In the late 1970s the College of Business Administration initiated its own profit-sharing program in the Executive Management program, and in the early 1980s the Law School began a development program managed by administrators in its office. Both efforts were indicative of the spirit of individual initiative that became more characteristic of the colleges during this period.

A New Involvement: Northeastern Corporation and Board of Trustees

Finally, some note must be taken of the changing character of Northeastern's Corporation and Board of Trustees during the Ryder years. Here too, change occurred in the direction of increased participation and shared authority.

Although some believe that by their very nature such august bodies have enough authority, that their participation in governance should be limited, and that the principles of collegiality do not apply to them, Ryder thought differently. Responding to a question from trustee John LaWare at a board meeting in May 1983, Ryder made clear that he would like more trustee involvement and more commitment in dealing with details then covered by the board.[38] It was shortly after this that discussion began on restructuring the governing bodies to accommodate a board of overseers.

The new group was envisioned as a structure that would allow corporation members a chance for more participation in University affairs, serve as a talent pool for new committees, provide training for an eventual move on to the Board of Trustees, and—by generating more enthusiasm for the University—prove a potential source for gifts. The response to the idea was overwhelming. The bylaws of the corporation were accordingly changed, and in June 1985, the new Board of Overseers held its first meeting.

In the meantime, trustee involvement increased in other significant ways. The 1978 evaluation team of the New England Association of Schools and Colleges had suggested that the trustees hold "some of their lunch meetings on campus, so they might get a better sense of the campus and the surrounding community."[39] By the

1980s, campus meetings had become accepted practice and were universally well received by the participants.

Articulated at a trustee meeting in October 1984 was a growing sense that the area in which the trustees set policy could be expanded and that they could justifiably play a more active role in a wide variety of concerns. This interest and desire was reflected in the proliferation of trustee committees that increased from five in 1975 to thirteen in 1989.[40]

Perhaps most significant, however, in terms of involvement was the steadily increasing number of alumni on the board and the corporation. Robert Willis, L.A. 1943, chair of the board throughout the Ryder years was the first Northeastern alumnus to fill that post. Not only did the number of incorporators increase by some seventy persons under his leadership, but also the percentage of alumni rose from 42 to 52; on the Board of Trustees it rose from 36 to 57 percent.[41] The increase indicated two things: first, by the mid-1970s more Northeastern alumni had moved into positions that qualified them to become incorporators; and second, they were ready, willing, and eager to take on active roles in their institution.

In Retrospect

> Under collegiality comes almost everything that has to do with the spirit of University governance and the sense of cooperation that comes from that. Virtually every segment of the University feels intimately involved in all important decisions.
>
> —William Fowler, Professor of History, *A Decade of Progress 1975–1985*, p. 12.

> Bit by bit, group by group, I've tried to establish harmonious interchange, a format for an exchange of ideas, for involvement. I think I've succeeded over 14 years in establishing a sense of collegiality."
>
> —K. G. Ryder, *Northeastern University Alumni Magazine*, August 1989, p. 26.

The momentum toward collegiality had begun in the Knowles years but did not, and probably could not, pick up until the late 1970s and 1980s. The factors contributing to this acceleration were unquestionably the sympathetic leadership of President Ryder, the character of the faculty and administration, and the times.

Ryder wholeheartedly endorsed the collegial mode and throughout his administration supported those structures necessary for its implementation. The majority of Northeastern faculty and a good portion of its administrators in 1975 were only recently hired. Unfettered by Northeastern's traditional way of doing things, many of

them young and imbued with the concomitant enthusiasm to control their own lives, and a number of them graduates of institutions with more participatory forms of governance, they were eager to introduce and accept collegial responsibilities.

Finally, there was the society itself. In the 1960s, the Vietnam War and the civil rights and the women's movements had begun to erode faith in traditional paternalistic and hierarchical models of authority. By the 1970s, these models were seen not only as anachronistic but also as unattractive and almost impossible to sustain. None of the college presidents who came into office during these years—at least none in the Boston area—was particularly interested in trying to sustain them.

Participation, cooperation, and the pooling of talent toward the achievement of common goals was the order of the day. It was seen in structures like the Presidents' Steering Committee, where area college and university presidents worked together to achieve racial desegregation in the Boston schools. It was evident in organizations like the Massachusetts Microelectronics Center, where colleges and universities pooled their resources to create a single superior high-tech resource. It was clear in the work of committees like the Association of Independent Colleges and Universities of Massachusetts (AICUM), the National Association of Independent Colleges and Universities (NAICU), and the Association of Urban Universities (AUU), where regional and national educational institutions banded together to represent their concerted interest to state and federal legislators. Northeastern, no less than these organizations, helped to create and profited from this prevailing collegial spirit.

Chapter 4

The Quest for Excellence:
Enhancement of Teaching

> I shall work to enhance academic quality. . . .
>
> —Kenneth G. Ryder, Acceptance Speech, May 13, 1975. *The Northeastern News*, May 22, 1975, p. 10

> Excellence in teaching is the quintessential goal of the University. Teaching remains a central activity for Northeastern University faculty members. The University is committed to improving teaching skills and to evaluating and recognizing faculty members in good measure for their teaching ability.
>
> —The Mission of Northeastern University, *Strategic Directions for Northeastern University*, June 1987, p. 7

The peaceful settlement of the union dispute and the growing collegial atmosphere allowed the administration to direct its energies to new goals. Among these was the enhancement of Northeastern's national status as a major university. Assessing this challenge, Ryder wrote: "I realized that there were two aspects to consider. One was to gain both internal and external recognition of the quality that already existed at Northeastern. The second was to build on what had been accomplished by encouraging the improvement of teaching, research and scholarly endeavor."[1] Ryder's analysis of the problem and his subsequent actions indicated an understanding of, and satisfaction with, what had come before. His task, as he saw it in the mid-1970s, was to improve existing structures and to build on them rather than radically alter them. The essentially conservative approach was very much in keeping with Northeastern tradition, where innovation historically had been tempered with strict adherence to the university's proven strengths—professional education, cooperative education, and fiscal responsibility.

Within these limits, the new administration set out to "enhance Northeastern's quality." It was not the only university in the Boston

area to place a quality-improvement goal high on its agenda. Rising costs, a shrinking college-age population, and the founding of University of Massachusetts-Boston in 1966 had led the private tuition-driven institutions to reassess their individual market appeal.

Although Dr. Richard Freeland, then dean of Arts and Sciences at UMass Boston, was discussing Boston University in the 1980s when he noted that since it "could not compete on price with the state's public universities, it had to compete on quality," the same could be said for Northeastern. Freeland went on to explain how BU competed:

> . . . chiefly by adding top-flight faculty. . . . He [President John Silber] approved a stream of appointments, generally of high quality, some truly distinguished, many at the senior level, in Law, Medicine, Dentistry, Fine Arts. He sponsored showcase initiatives, like the University Professors Program, which housed prominent academic stars whose work cut across disciplinary lines, and the Center for Latin American Studies, built around a former MIT economist.[2]

The "star system" was a quick way to win headlines, but it was a response that took money and did not automatically ensure quality beyond the very top level. This was not Northeastern's approach, which is not to say that the University didn't look for "stars." It did, and it did sponsor some important new initiatives. In general, however, Ryder's instinct was to energize Northeastern's teaching not from the top but from its already well-established foundation.

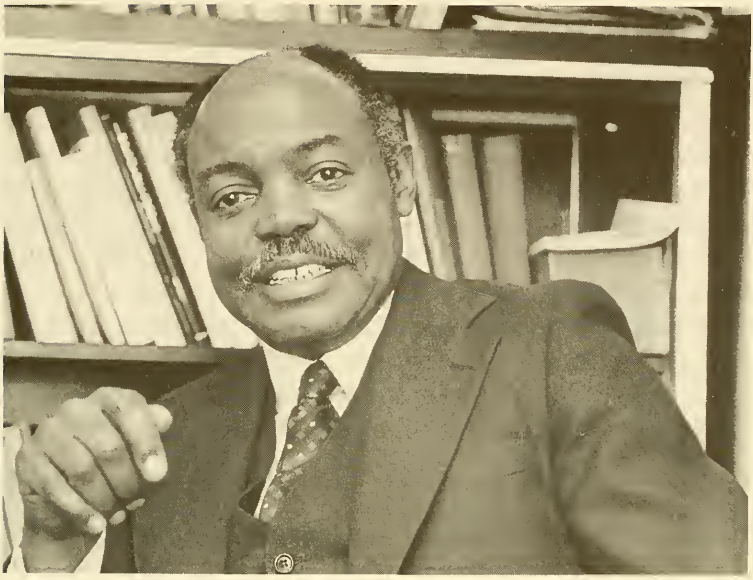
Even before he took office, Ryder's commitment to teaching as central to Northeastern's mission was never in doubt. If anecdotal evidence is any proof, he himself was an excellent teacher:

> He was the most relaxed and articulate teacher I ever had: he emphasized to us the importance of developing writing and speaking skills. His lectures were always carefully prepared and well structured, and he served as a wonderful role model for those of us who became educators ourselves.[3]

> I was overwhelmed with the imagination he brought to his courses. He was wonderfully enthusiastic.[4]

Ryder's commitment was to encourage similar skills in others, and although research and scholarship were becoming increasingly important at the University—and Ryder gave these his full support—he made clear from the beginning that for him teaching was an essential ingredient of true academic quality:

> To continue to improve the academic nature of the school, teaching effectiveness will be promoted.[5]



Dean Arthur D. Smith, College of Education

The administration's strategy to achieve this objective was threefold: cash and recognition incentives, evaluation and opportunity for instructional development, and the creation of a climate in which respect for teaching is equal with that accorded research and scholarship.

Incentives

At Northeastern, which had an historical reputation as a teaching institution, Ryder's insistence on "improvement" was welcome acknowledgment that conditions were far from perfect. Not the least of these conditions were low salaries, limited opportunities for growth, and lack of structures to recognize performance. The president alone, of course, could not automatically alter such conditions: in most instances the initiative for change would have to come from the faculty, and some major changes—particularly those concerning salary—required board ratification. Nevertheless, there was little doubt that Ryder would be receptive to faculty suggestions and supportive of them before the trustees. Although Ryder by no means approved all faculty raises, he did encourage and approve efforts to bring Northeastern into line with comparable institutions. By 1985, Northeastern salaries were above the national average,

although somewhat lower than those at similar institutions in the Northeast.[6]

Salary alone, of course, is no guarantee that a professor will be effective in the classroom. Furthermore, while raises did mean that Northeastern could compete for better teachers, higher salaries were used more commonly to recruit researchers. To keep things in perspective, the Faculty Senate did insist that teaching be recognized as coequal with research and scholarship when it came to tenure, promotion, and merit raises.

Initiative for this recognition began in the senate in 1977, when it started work on revising promotion and tenure procedures. A new promotion policy, initially adopted June 13, 1977, amended in March 1978, and accepted by the president that May stated unequivocally:

> The two most significant criteria for evaluating relevant achievement are teaching effectiveness, and scholarly or creative productivity.[7]

The policy went on to define good teaching for the first time in Northeastern's history: "Good teaching assumes the teacher's dedication to students and subject matter. . . ." It then spelled out the six ways by which quality instruction could be recognized, including "creative development and implementation of new courses and programs" as well as classroom performance and organizational skills.[8]

In 1979, this definition was incorporated into criteria for tenure.[9] Shortly after that the senate also passed a new policy for merit raises:

> Salary increases at the University are made on the basis of merit in the areas of *teaching,* scholarship and service.[10] (Italics added.)

While these statements codified and made explicit that teaching was considered of paramount importance at Northeastern, they were a behind-the-scenes kind of recognition. More public as a statement of the value of teaching was the announcement in early 1979 that President Ryder had not only approved a senate recommendation for Excellence in Teaching awards, but also established a $10,000 annual fund to support it. Each award carried a $1,000 cash prize, certificate, and released time of one course for one quarter and would go to a faculty member who, in the opinion of an eleven-member panel of judges, best demonstrated skills of excellent teaching.

Actually, Excellence in Teaching was the second Northeastern award to recognize faculty achievement, but it was the first to make classroom performance the sole criterion for recognition. An earlier University lectureship, established in 1964 and renamed in 1979 in memory of Professor Robert D. Klein, gave equal weight to scholarly

achievement, contribution to one's discipline, and creative classroom activity as qualifications for selection.

Unfortunately, although the Excellence in Teaching awards looked good on paper—and there was never any question that the men and women who received them were highly qualified—their meaningfulness was belied when some recipients were subsequently denied tenure. These denials made clear that, awards aside, respect for teaching was only as important as faculty, deans, and provost deemed it at any given time. Although Ryder overturned two of the negative tenure decisions, thus making clear his own priorities, the tension between teaching and research as criteria for faculty membership was sharply underscored by the incidents.

Still another incentive to better teaching—and one that gave real teeth to the assertion that teaching effectiveness should include "creative development and implementation of new courses or programs"—was the establishment in 1982 of an Instructional Development Fund (IDF). Paralleling the Research and Development Fund set up two years earlier (see Chapter 5), the fund was established "to encourage faculty to improve the quality of teaching and learning at Northeastern University."[11]

To achieve this end, the president's office set aside $100,000 to be awarded in grants up to $5,000 for the "exploration of new ideas and substantive and methodological approaches to problems which are likely to lead to high quality instruction. . . ."[12]

The following year, and as a further incentive to create new programs, the Faculty Senate Development Committee resolved that released time be granted for "curricular development" as well as for research and ad hoc administrative tasks.[13]

The idea of using salary incentives and awards as ways to improve the quality of instruction was generally well received at Northeastern. Far more controversial were methods for evaluating that instruction and development of an infrastructure to support more effective teaching.

Evaluations

Evaluation by faculty peers had been built into the tenure, promotion, and merit procedures as well as into the selection process for the Excellence in Teaching award. Annual written performance reviews by department chairs, group coordinators, departmental committees, or deans for nontenured faculty became policy in 1983.[14] In general, these reviews addressed a faculty member's four major areas of responsibility, including teaching, and provided instructors

with an ongoing assessment by peers and/or immediate superiors of classroom performance.

Evaluation by those with whom the instructor must effectively communicate, however, was not so easy to come by and was not systematized. Ryder was convinced that it should be. In May 1976, addressing Northeastern Student Federation demands for student course evaluations, Ryder went on record in support of a systematic method to evaluate teaching performance. Asserting that he had no preference as to how such evaluation was performed, he declared that a systematic evaluation system

> is better than the informal, word-of-mouth, rumor system that operates currently because, if the evaluation system is broadly based and does get a lot of participation, it would give a total fairer impression of a course than is currently available.[15]

The idea that students should evaluate their professors was not new at Northeastern. In the mid-1960s, students in the College of Business Administration had published the first of several mimeographed booklets rating courses and instructors, designed "to aid the student in the selection of elective courses, and to help the instructor see himself and his course as his students do."[16]

Other colleges and departments had also conducted evaluations. Discussing the issue with *The Northeastern News* in 1985, Professor Maurice Gilmore claimed his department (Mathematics) had had an evaluation procedure for over fifteen years. Departments in the Colleges of Criminal Justice and Engineering and the Department of Psychology in the College of Arts and Sciences made similar claims.[17] What students were requesting in 1976, however, and what Ryder supported, was not a voluntary exercise but a systematic, extensive study of teacher effectiveness that would be available to anyone in the Northeastern community.

The faculty was not receptive: "Publication of evaluations would start a popularity contest where faculty would teach for ratings instead of their convictions," asserted Carl Christensen, chair of Physical Education. "They will put undue pressure on the faculty," insisted Albert Soloway, dean of Pharmacy. Countered Glen Trindade, student body president, "If they're hiring quality personnel, how come they have a problem being evaluated by the students?"[18]

Despite faculty opposition, Northeastern's Student Federation (renamed Student Government Association in 1981) sponsored and

published ten student/course evaluations in the next seven years. Unfortunately, these productions were complicated and often difficult to interpret, and because they were voluntary, the results were too eclectic to be truly telling. Finally in 1983, the Student Government Association abandoned the effort. "The problem," declared its weary president, Paul Caruso, "isn't that the faculty minds being evaluated. It is that they don't want results published."[19] The Ryder administration, however, was not willing to give up.

Convinced that teaching should and must be reasonably assessed, the administration charged the Office of Learning Resources, then under the direction of Mina Ghattas, to set up an Office of Instructional Development and Evaluation (OIDE). The mission of this office, which was established in 1984, was to develop two evaluation forms: one to provide students with an idea of course effectiveness, the other to provide teachers with a diagnostic tool to evaluate their own strengths and weaknesses as teachers. In addition, OIDE was to develop material that could assist in improving the teaching. By the end of 1984, the two forms were available and field tested.[20] In Spring 1985, Ryder addressed the Student Government Association: "Evaluations based on student-teacher response will give a clear picture of the quality of instruction at Northeastern." He went on to add with unaccustomed asperity that such evaluations would take place that fall "whether the Faculty Senate approves or not."[21] The senate did approve, however, and on June 10, 1985, finally resolved to make evaluations mandatory.

But the issue was by no means resolved. Although the first evaluation took place in Spring 1986, for a variety of reasons the results were not published until 1987. In the meantime the process itself had been delayed again because the senate insisted that 100 percent of courses must be evaluated at the same time. For economic reasons the OIDE had planned a less rigorous schedule. Differences were ironed out and by June 1989, when Ryder left office, student evaluations had become an accepted commonplace of academic life, a routine part of the tenure, promotion, and merit process. "An invaluable tool in helping promote and access good teaching," observed one faculty member.

Even as the arguments raged on evaluations, other initiatives that could just as profoundly affect instructional development were emerging. One major initiative was the development of a manual to help teaching assistants become better instructors.

Handbook for Teaching Assistants

Over the years, as Northeastern's graduate and undergraduate programs grew and the University acted to reduce teaching loads, the number of graduate students working as teaching assistants increased steadily. The advantages of such a system were clear both pedagogically and economically: there is no better way to learn than by teaching, the more expensive professor is freed to pursue research and scholarship, and the graduate student both earns and learns while teaching. But the disadvantage was equally clear: the teaching assistant lacked experience. By 1986, the number of complaints to the Graduate Administrative Committee about poor teaching assistants had grown to the point where Associate Provost Kathryn Luttgens determined that something must be done.

Luttgens had come to Northeastern with Boston Bouve in 1964 and been appointed to the provost's office in April 1981. Initially, her job in that office was to coordinate health programs and assist in graduate program coordination and development. Subsequently this role had broadened to include supervision of undergraduate program development and oversight of all graduate administrative matters. It was from this position, then, and particularly as chair of the Graduate Administrative Committee, that she acted.

Coincident with Luttgens' determination to improve teaching assistant performance was the return of three members of the Graduate Administrative Committee from an Ohio State University conference on problems related to just that issue. They were full of ideas that seemed appropriate to implement at Northeastern. Responding to their enthusiasm, Luttgens promptly set up a Teaching Assistant Task Force to further explore these ideas in relation to Northeastern's problems and to develop a manual that would help both teaching assistants and beginning instructors. Working closely with the task force was the Center for Instructional Technology, which had evolved out of the old Office for Instructional Development and was directed by Mina Ghattas.[22]

The result of all these efforts was the *Handbook for Teaching Assistants 1987/1988*. In an opening letter to the teaching assistant, Provost Anthony Penna described the handbook's function:

> As a teaching assistant at Northeastern University, you will assume new responsibilities. Your assignment may be to help in a laboratory, to grade papers, to lead discussion sections, to tutor, to lecture, or to perform tasks which in any number of ways, relate to teaching. . . . To many first and second year undergraduates, you will be their most

important link to the University. Your success as a teaching assistant will be your contribution to the success of your students.[23]

So successful was the manual in fulfilling its objective to improve teaching that shortly after its publication requests for another edition pitched toward all teachers flooded into both the provost's office, which had initiated and developed the book, and the Center for Instructional Technology, which had designed and produced it. As a consequence the book was revised and republished in 1990 as *Handbook for Teachers*.

President's Commission on the Freshman Experience

A final and most significant initiative to improve teaching took shape during the last years of the Ryder administration. It was called the President's Commission on the Freshman Experience, and as the name suggests, it focused on all aspects of the first college year, which its architects saw as crucial to effective learning.

The initiative began with a conference planned and coordinated by Associate Provost Luttgens. The genesis of the conference itself was a growing concern over Northeastern's attrition rate, which in the mid-1980s hovered just under 30 percent for freshmen. Although, according to the American College Testing Service, the rate was not an unusually high figure for what ACT calls "traditional" institutions, the administration was concerned.[24]

As a consequence the provost, working with the Council of Deans, appointed a subcommittee to look into the problem of recruitment and retention. The subcommittee subsequently authorized a delegation, including Associate Provost Luttgens, to attend a conference on the Freshman Year Experience at the University of South Carolina. From this encounter came the inspiration to hold a similar conference at Northeastern for the University's faculty and administrators with participants from the South Carolina conference invited to serve as specialists.

On November 6 and 7, 1987, over 200 conferees came together in a series of workshops and seminars "to evaluate the freshman year experience at Northeastern and to discuss concrete plans for improving this experience."[25] Out of this conference arose an advisory and recommending body—the Presidents Commission on the Freshman Experience—and out of this commission came a series of recommendations that would profoundly affect undergraduate teaching.

Among these recommendations was one for the appointment of a vice provost for Undergraduate Affairs, whose duties would include centralizing academic assistance and generally overseeing and

coordinating undergraduate curriculum and teaching. In 1988, William Fowler, professor of History, assumed this post that gave new credibility to the importance of undergraduate teaching.

Other recommendations dealt with instructional development and included the request that "classrooms and other teaching resources be focused to provide an optimal environment for teaching and learning."[26] Another recommendation supported publication of the handbook mentioned above, while a fourth, still under review when Ryder left office, was that "the special demands of freshman teaching be recognized by departments in order to encourage the best faculty to do it."[27] The initial findings of the commission, which worked through six separate task forces and a steering committee, were generally well received.

"President Ryder, Executive Vice President Curry, and Provost Penna were all supportive," reported Carol Owen, special assistant to the provost for Academic Affairs, who became chair of the commission in January 1989.[28] In 1987–88, the executive vice president's office designated $150,000 for commission initiatives. Another $150,000 was allocated the following year. That same year, however, a proposal to institutionalize some of the initiatives already in place was not acted upon. The reason, Owen speculated, had less to do with lack of support than lack of funds and administrative discontinuity, first with Penna stepping down and then with the change in top leadership."[29]

Whatever the reason or whatever the ultimate outcome of the commission's recommendations would be, the foundation on which to build an infrastructure to oversee and support effective teaching had been laid.

Remedial and Honors Programs

Finally, it was during the Ryder years that the recognition that good teaching and good learning require a good match between student and teacher came into its own. It was Mark Hopkins who long ago illuminated this idea when he described the university as a log with the student at one end and the teacher at the other. Implicit in his analogy was a balance between participants. Nothing, after all, is more frustrating to a professor alive with the interest of his or her subject than the blank stare of an uncomprehending student; nothing more surely brings out that same professor's skills than the lively appreciation of a student eager and capable of sharing sophisticated concepts. From the other side of the desk, few academic experiences are more disheartening to the unprepared student than a sense of

constant confusion; and few experiences are more disillusioning to the well-prepared student than having to wait for the rest of the class to catch up. In the interest of both good teaching and good learning, then, Northeastern faculty and advisors in the 1970s and 1980s began to press for the expansion of programs that could identify and meet the diverse academic needs of Northeastern's highly diverse student body.[30] In 1978, Northeastern instructors began to avail themselves of a new computerized warning system that helped counselors identify and contact students in trouble early in their freshman year before they could drag either themselves or a class down.

More significant, these years saw the expansion of remedial programs—NUPrime, Project Ujima, and The Alternative Freshman Year—designed to meet the needs of educationally disadvantaged students and set them on the path of academic achievement before that fatal disillusionment set in.[31]

At the other end of the academic scale was a new all-University honors program and the establishment of Carl S. Ell and Ralph Bunche Scholarships. Begun in Fall 1987, the all-University honors program can be traced to 1984–85, when a committee of the Council of Deans began to study the idea. At that time about half the basic colleges had some kind of honors programs, but they lacked uniformity and served fewer than 250 students.[32] Feeling that something more was needed, the council pressed for a program that would truly "foster and recognize superior intellectual development and achievements."[33] The result was a University-wide honors program that offered "an enriched curriculum, accelerated courses, and extensive support system of advisors and special activities."[34]

Specifically, the program gave students of "demonstrated ability and academic promise" an opportunity to learn in programs virtually custom-tailored to their unique intellectual abilities; to live in an honors residence hall specifically designed with their social and intellectual needs in mind, and to participate in a wide variety of local cultural and athletic events selected to enrich their overall educational experience.[35]

By 1991, Honors at Northeastern encompassed 1,100 students from the eight basic day colleges, a staff of three, over 150 distinct honors courses, and a budget comparable to that of a small academic department. Its contribution to the intellectual climate of the University was even more significant. Michael Lipton, associate professor of Philosophy and director of the program summed up that contribution:

> A primary focus of the Honors Program is selected subjects for honors treatment, where the class is composed only of honors students. . . . You may well imagine the professor's delight in teaching such a course and the student's pleasure in taking one![36]

Further ensuring that Northeastern would be attractive to the best and the brightest was the introduction of two new scholarship programs in the 1980s: The Carl S. Ell Presidential Scholarship Program, which annually awards full tuition to the twelve or more highest-ranking incoming freshmen, and the Ralph J. Bunche Scholars Program, which annually awards ten full tuition scholarships in the freshman year and half tuition grants in the remaining years of study to academically gifted black students.

In 1990, a nationwide survey conducted by The Carnegie Foundation for the Advancement of Teaching found that many American universities were beginning to rethink the emphasis they had placed on research and scholarship over the last decades as the definitive measure of academic excellence. "No question," declared Robert Hochstein, assistant to the president of the Carnegie teaching unit, "there is a movement toward much greater affirmation of the value of teaching."

In February 1991, Stanford University in California made headlines when its president, Donald Kennedy, announced a $7 million package of salary incentives and research projects aimed at improving the quality of teaching for undergraduates. The same year the University of Pennsylvania stipulated that its new professors, regardless of their research achievements, must do undergraduate teaching, while Columbia University in New York established tenured chairs for teaching professors.

President Kenneth Ryder's insistence that teaching be recognized and rewarded at Northeastern and his support of structures that would enhance instruction had anticipated the action of his colleagues by years.

Chapter 5

The Quest for Excellence:
Enhancement of Research

> More happened during Ken's administration in terms of becoming a research institution than in all the years before.
>
> —James E. Nagel, Professor of English, interview, November 7, 1990

> The intangible benefits to be derived from the support of faculty scholarship and the resulting enhancement of academic reputation are ample reasons to pursue government support.
>
> —Robert Klein, Senate Agenda Committee Chair, letter to colleagues, September 13, 1978

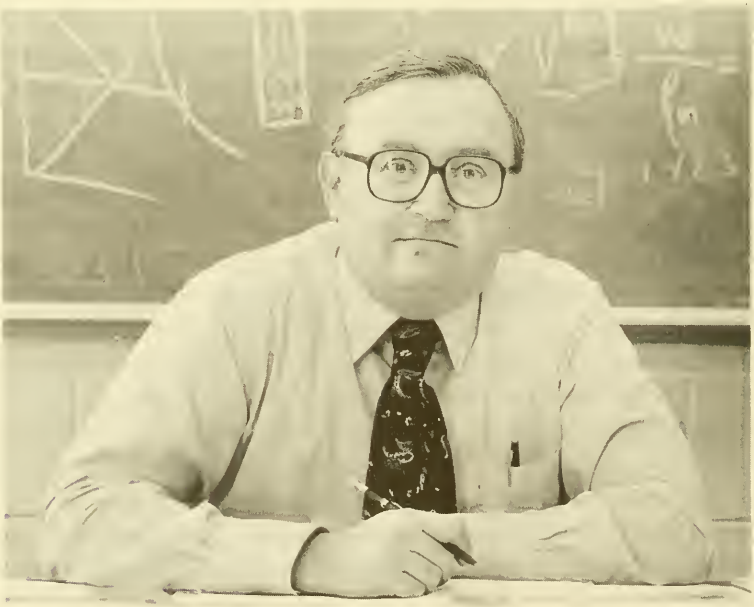
Ryder's support of teaching was only one part of a dual strategy that was to enhance Northeastern's quality by improving its instruction and its scholarship. When Ryder took office, Northeastern's research and scholarship had reached a crossroad. Between 1959 and 1975, outside support for the University's research projects had catapulted from $335,000 to a record $4.5 million. The momentum for continued growth was undeniably there, but in 1973 President Knowles had begun to contain that growth, declaring a cap on further expansion.

Knowles's action had little to do with educational theory and a great deal to do with financial prudence. He was not concerned that continued emphasis on research and scholarship would detract from teaching; he was concerned that were the federal government to cut back its support—and by 1975, 84 percent of Northeastern's research funding came from federal sources—the University would be left to support empty labs and research-inflated salaries.[1] The research community mounted arguments: the federal cutback would not happen; if it did, replacement funding could be found; the advantages of research far outweighed the risks. But Knowles remained unbending.

As a member of the generation that had participated so vigorously in expanding the frontiers of knowledge, and perhaps for that

reason more acutely aware of the role that research and scholarship had come to play as a measure of academic excellence, Ryder inclined toward the view of his research colleagues. Shortly after taking office, therefore, he appointed a committee to review the role that research and scholarship had at Northeastern and to advise the administration. In April 1978, the committee returned its findings. They were summarized concisely by the chair, Dr. Barry Karger, director of Northeastern's Institute of Chemical Analysis: "We'll never be a Harvard, but we can be a damn sight better than we are today."[2]

Among the committee's specific findings were that only 88 of Northeastern's 883 professors were working actively with research funds; that except for the Institute of Chemical Analysis, Northeastern (unlike other area universities) had no faculty devoted solely to research; and that—perhaps most embarrassing—the University lagged well behind other area institutions in funding. MIT, for example, claimed $87.5 million in research in 1978, with a single $7.9 contract surpassing the combined value of all of Northeastern's contracts; Boston University laid claim to $34 million in funding, reflecting the ability of its medical school to attract funding; but how to



Professor Barry L. Karger, Director of the Barnett Institute

explain Brandeis's superiority? This much smaller institution had received $7.2 million in federal funds for 1977–78. Northeastern had received $5.6 million. "[Research] is the most stagnant area of the University," declared Walter Jones, interim provost."[3]

Ryder's response to these findings was swift and to the point. If Northeastern were to excel, and he had pledged that it would, then it must develop its research and scholarship capability. In the past, Northeastern research had developed in a random fashion, according to Walter Jones. One of the first steps of the Ryder administration was to centralize and systematize research development. Another was to introduce and encourage the development of research and scholarship incentives. Still a third strategy, closely related to the first two and in some ways overlapping them, was to create an environment conducive to research and scholarly achievement. Responding to the recommendations of his research task force, Ryder established a University Council on Research and Scholarship in the fall of 1978. The function of the council was twofold:

> To develop plans and strategies for improving the University's general intellectual climate and scholarly potential and to move Northeastern toward a new stage in the development of its research and scholarship.[4]

Council members, appointed by the president for two-year terms, represented a broad spectrum of persons active in research and scholarship. In addition, and holding ex-officio status, were Daniel Roberts, vice president for Business, who might be expected to point out the financial implications of various ideas, and John Curry, vice president for Administration, who could determine where suggestions would fit in the overall scheme of things. In May 1979, still another member was added when the position of vice provost for Research and Graduate Studies was created.

"The council represents a major University commitment to academic excellence on campus," commented Karger, accepting the chair.[5] "As the University has grown in the last twenty years, the need for an organizing council to focus on research and scholarship on campus has been increasingly apparent." Karger went on to add that the point of the council was to examine the status of research at the University and make recommendations as well as to address broad policy issues.[6]

Once appointed, the new body lost no time in getting down to work, and by the end of 1979 several major research initiatives that it suggested were already in effect. Among these was the

recommendation to establish the vice provost for Research and Graduate Studies position, and in May 1979, when Melvin Mark became provost, he invited Karl Weiss, professor of Chemistry and chair of the department, to fill this position.

"Dr. Weiss' appointment recognizes the growing importance of research and scholarship activity at Northeastern," said Mark. "His major task will be to place research and scholarship and graduate studies in a perspective appropriate for a major university."[7] Weiss soon recognized that if Northeastern were to become truly competitive in research, he would have to focus most of his attention on this area. Therefore when Kathryn Luttgens, director of Graduate Studies for Boston Bouve, became associate provost in 1981, he delegated responsibility for developing and maintaining graduate programs to her.

In the meantime, Weiss whose "full attention" fairly crackled with high energy, set about to move Northeastern's research into high gear. A measure of his success was not only his promotion to vice president for Research in 1983, but also the retirement of that title when he left the post in 1987. "Retiring the title didn't mean any diminution in the importance of research," a trustee explained. "It was like retiring Bobby Orr's number when he left the ice. Karl just was Mr. Research."

Vice Provosts Karl Weiss and Philip J. Crotty

A second 1979 council recommendation that went into immediate effect was for the establishment of a Research and Scholarship Development Fund. Such a fund, the council reasoned, would stimulate new ventures in research and scholarship by providing seed money for the exploration of ideas that were still too embryonic to attract extramural funding. The administration agreed and promptly earmarked $150,000 for the purpose.

In later years the fund swelled to $200,000, and the initial idea that funds should be dispersed in small amounts of around $5,000 per project was altered to include larger awards of up to $20,000 for more complex projects. "But the University never lost money on it," commented James E. Nagel, professor of English, years later. "Return on projects that were later sponsored by outside sources and royalties on publications, to say nothing of the prestige garnered from these projects, more than made up for initial investments."[8]

Still a third recommendation made by the Council in 1979 and accepted by the president that year was the establishment of the University Distinguished Professor Award. The program, which roughly paralleled the Excellence in Teaching Award, is described in the *Faculty Handbook:*

> The Distinguished Professor Program is designed to recognize, reward and further the scholarly and creative activities of prominent Northeastern University faculty, while enhancing the reputation of the University in the academic community.[9]

In November 1979, shortly after he took office, Karl Weiss was invited to make a presentation on the state of research at Northeastern at a National Council symposium at the Newton Marriott. Weiss concluded his remarks:

> The climate for research and scholarship at Northeastern has never been better than it is now. There is a distinct upbeat atmosphere which lets us face the challenges ahead with confidence."[10]

A Developing Infrastructure

As the 1980s began, Northeastern stood poised to develop its research and scholarship potential as never before. Between 1975 and 1980, annualized research funding had already risen from $4.5 million to $8.4 million. The number of funded projects had more than doubled to 135, and the number of funding agencies had increased from 16 to 25.[11] The challenge for the coming decade was not only to extend this funding, but also to achieve greater diversity in sources.

To assist in this development, the Research Council proposed and the administration accepted the idea of reorganizing the Office of Research Administration (ORA). Originally created in 1961 to assist faculty in procurement of grants and contracts, the ORA had been under the continuous direction of Martin Essigmann, professor of Electrical Engineering, who served as director and dean of Research. With Essigmann scheduled to retire in 1980, the office was renamed the Office of Sponsored Research to underscore a growing emphasis on funding sources, and the hunt began for Essigmann's replacement.

In early 1981 Peter Schroeder became that replacement. Significantly, Schroeder's credentials stressed a marketing and fiscal background rather technical expertise. (Essigmann and Carl Muckenhoupt, who had managed Northeastern research in its earliest stage, had been professors of Engineering and Physics respectively.) Schroeder, who came to Northeastern from the New England Medical Center, had a Harvard MBA with extensive experience in the intricacies of grants, contracts, and networking. The new director's charge was to modernize, coordinate, and expand the research support system. It was also to expand the University's Washington contacts and intensify lobbying efforts.

Shortly after the Office of Sponsored Research was reorganized and Schroeder came on board, Northeastern began to pursue two of its most ambitious contracts. The first of these, described by Karl Weiss as "the biggest, boldest fundraising activity Northeastern has ever done,"[12] was designed to win a five-year, $103 million Department of Defense contract for what would be the nation's foremost computer software center. Going up against such seasoned research institutions as Carnegie-Mellon, which already had $12.4 million in defense contracts (Northeastern had less than $2.4 million), the University almost proved itself a David among the Goliaths.[13]

In June 1983, as Weiss and his fifteen-member team began to put together a proposal, a major consulting firm called in to assist claimed it could not be done. The Northeastern team, however, was undaunted, and six weeks later had completed seven three-inch volumes, ninety-two slides and a ninety-minute talk to present to the government. "We did it anyway," chortled a jubilant Weiss as the University submitted its bid.[14]

In January 1984, Northeastern learned that it had not won the contract, which in fact had gone to Carnegie-Mellon. However, it had been among the finalists—and this, coupled with the very effort itself, created a new level of self-esteem. "It was probably the most

intense proposal development the University had ever done," said Don Main, production coordinator of the bid.[15]

Certainly the experience proved that Northeastern researchers had nothing to apologize for and could compete with the best.

In a later debriefing session at Hanscom Field, Air Force officials not only expressed amazement at Northeastern's capacity to respond, but also complimented Weiss on the quality of the proposal. "We will continue to seek out large projects," said Weiss. "Well thought out ventures of this nature can help us move ahead in research and education."[16] The University did just that.

A second bold venture undertaken at roughly the same time, but with a happier outcome, was the bid to establish an electromagnetics research center in the College of Engineering. The center was to be backed by a coalition of industrial sponsors with federal agencies expected to assist in the start-up. By Spring 1984, six companies had committed a total of $190,000 to the planning and development for the first year.[17]

At this point, Karl Weiss and Michael Silevitch, professor of Electrical and Computer Engineering and the proposed center director, sought a National Science Foundation start-up grant. They were rejected. But the two men were not about to take no for an answer. Emboldened by a new sense of purpose, they successfully rebutted the rejection and won the grant. During the next twelve months, Peter Schroeder combed the country for further support. By 1985 he had secured $2.5 million annual funding, most of it coming from ten national industrial sponsors. By any reckoning this was a formidable achievement.

The effect of both these proposals was to give Northeastern a more confident view of itself as contender in the research area. It was a view supported by a series of other important, if smaller, triumphs.

Despite these successes, however, the period of the early and mid-1980s was by no means one of steady research expansion at Northeastern. A glance at funded research between 1981 and 1985, in fact, shows a drop in support from a peak $9.6 million in 1981–82 to a slough of $6.4 million in 1983–84, when figures begin to rally again.[18]

This drop was not caused by any lack of energy or enthusiasm on the part of those seeking research funding. "In fact," says Richard McNeil, Jr., coordinator of research contracts throughout the period, "it was only unflagging efforts of these people that kept the slough from being worse." According to McNeil, the problem was external

and political. "A large portion of our funding came from the Department of Labor and Department of Health, Education and Welfare. The Reagan administration cut back sharply in these areas, and the results were disaster for many Northeastern projects."[19]

Further exacerbating Northeastern's problems was a change in federal law governing competition for contracts that put the University into direct competition with small businesses. As a consequence, the University lost several contracts, including some on which it had depended for years.[20]

The key to retaining funding in this environment was diversification of sources and development of new research areas. The addition of two staff professionals—a coordinator of new program development in 1983 and a foundation coordinator in 1984—helped in achieving this objective, and by Spring 1984, when Melvin Mark left the provost's office, the signs were clear that outside funding was already picking up again.

Among the accomplishments of which Mark was most proud were those in the research area. In an interview at the time of his retirement, he listed among these achievements the reorganization of ORA to the Office of Sponsored Research, the appointment of a vice provost and vice president for Research, and the introduction of new research and scholarship incentives.[21]

In 1985, Anthony Penna took over as Northeastern's provost. Penna was equally enthusiastic about research development, but his style and priorities were somewhat different from those of his predecessor. Unfortunately, the relationship between Penna and Karl Weiss was somewhat strained. In 1987, Weiss resigned as vice provost and vice president of Research and, retaining his position as a University vice president, took a leave to work on the development of the Massachusetts Microelectronics Center, which Northeastern had worked with other educators and business and government leaders to establish. Paul Kalaghan, previously dean of the College of Computer Science, succeeded Weiss as vice provost.

In the meantime, Penna initiated a reorganization of sponsored research efforts. Changes begun in 1986 included the establishment of an Office of Program Resources that was designed to work with Development in targeting private foundations keyed to faculty research expertise. A sophisticated database functioned to find appropriate funding sources. In addition, workshops and seminars were initiated to assist first-time researchers in preparing grant proposals. Donald Helmuth, head of the Industrial Resource Program at Barnett Institute, became director of these new projects.

Provost Anthony Penna

Further changes in 1988–89 led to the dissolution of the Office of Sponsored Research and its replacement with the Division of Research Management, which absorbed all the areas related to sponsored research. At this point Peter Schroeder stepped down and Helmuth assumed responsibility for the new division. Some of this reorganization reflected changes in style and politics rather than changes in direction. What the history of the sponsored programs does show, however, is that throughout the Ryder years Northeastern became increasingly aggressive in seeking out new sources of funding and developing its research potential.

Two other proposals to increase external support and inspire research efforts were supported by Provost Penna in the last year of Ryder's administration. The ideas stemmed from a document written by Weiss and approved by the Research Council in 1987. The first proposal would have the University set aside $200,000 to provide matching funds to the colleges that submitted proposals to external agencies for scientific equipment. The second would return a specified portion of sponsored program overhead funding to the colleges generating the research grants.[22]

Announcing these proposals, Ronald Geason, associate provost for Budget and Planning noted, "Through the implementation of

these programs, the university is providing direct incentives for the expansion of sponsored research."[23] Although neither plan became effective before Ryder stepped down, they were evidence of a continuing effort to pursue what the 1987 Strategic Plan identified as Northeastern's research mission.

Incentives

The most sophisticated mechanisms to acquire research funds are of little avail unless the faculty is capable of research accomplishments. Attracting and keeping such a staff is an ongoing problem, particularly for a university such as Northeastern, where a delicate balance must be maintained between research and teaching. An increase in salaries and benefits, including an improved sabbatical leave policy (adopted by the Faculty Senate in 1974, clarified and amended in 1976), and a professional travel allowance policy (passed by the Faculty Senate in 1979) went a long way toward improving Northeastern's position in recruiting research faculty.

A redefinition of workload obligations also helped. According to this redefinition, which went into effect in 1980, the faculty workload consisted of thirty-six units within a thirty-nine-week schedule. This was not new; what was new was the procedure for determining what the units covered. According to the 1980 policy, the units allotted for teaching, research, or administration would be determined "cooperatively by each faculty member and his or her department chair . . . subject to concurrence by the college dean and provost."[24] This opened the way for a chair, dean, or provost to tailor workloads to research needs and could be used as powerful tool for attracting and retaining productive scholars.

Much of the development of Northeastern's scholarship during the Ryder years is in fact directly attributable to the attitude of a particular department chair and/or dean who was free to allocate funds within University budgetary constraints as he or she saw fit. Salaries, professional travel allowances, released time, and the weight research received in determining workloads were left very much to the discretion of the dean or chairs, each of whom had individual priorities.

Other incentives designed to make the University attractive to research faculty were the aforementioned Research and Scholarship Development Fund grants and the Distinguished Professor Awards. The fund's seed money was particularly helpful to junior faculty who had yet to develop outside contacts. In the first five years of its existence, the fund dispensed over $1 million to 375 projects. By

1989, the sum as well as the number of projects had almost doubled. The Distinguished Professor program, introduced in 1980, recognized and rewarded scholarly and creative activities of senior faculty with money and released time. An increase in the number of endowed chairs, the majority of which go to professors well known for their research activities, further enhanced Northeastern's attractiveness to the distinguished scholar.

A final stimulus to research on both the individual and institutional level came as the result of a change in the national patent law in 1981. For the first time in history, a university could retain patent rights for an invention developed under a government contract and realize royalties from that invention when it was used in the commercial sector. (The government retained free use in the public sector.) As a consequence of the law, Northeastern's patent policies were rewritten and incentives for inventions were provided whereby 30 percent of royalties would go to the inventor, 30 percent to the sponsoring unit, and 40 percent split between the provost's office and the general fund.[25]

While most encouragement for research occurred at the University level, some colleges also developed their own initiatives. For example, the College of Business Administration set aside $55,000 to support released time for its faculty to do research, established a Center for Business Research to help faculty get external funding, and began providing some of the clerical costs of projects as well as subsidies for research assistants and substantial travel grants.[26] The College of Arts and Sciences also put in place a generous travel grant program for faculty to present work at professional meetings, and introduced a "mini-sabbatical" for junior faculty that could provide a paid leave of absence for research after three years of service.

A Scholarly Environment

As the administration moved to develop structures and awards to encourage research and scholarship, so also it worked to create an environment that would both celebrate and showcase these activities. A look at some of the more prominent efforts shows clearly that the energies of Northeastern's scholars were not entirely confined to the sciences, a fact that was surely noted by the humanist who now presided over the University.

Among major initiatives was the establishment of the Northeastern University Press, which began on an experimental basis in 1977 and became official the following year. Announcing its creation, Ryder

observed that the Press would bear Northeastern's name and "be symbolic of the scholarship we have here."

The Press began modestly enough with only a handful of titles. The very earliest publication was a collection of papers from the International Conference on Experimental Meson Spectroscopy, edited by Northeastern's own Roy Weinstein and Eberhard von Goeler. Another early volume was *The American Revolution: a changing perspective*, again a gathering of conference papers and again coedited by Northeastern professors, this time historian William Fowler and Wallace Coyle of the Department of English.

The Northeastern University Press, however, in no way limited itself either to conference papers or the work of Northeastern faculty. By 1988 its director, William Frohlich, was overseeing the production of some fifteen to seventeen scholarly trade books a year from a wide variety of sources and commanding an annual budget of some $650,000.

Titles focused on five areas: women's studies, criminal justice, music, history and literary criticism. Among the titles were out-of-print scholarly works such as the Pulitzer Prize-winning *Admiral of the Ocean Sea: A Life of Christopher Columbus* and *The Maritime History of Massachusetts*, both by Samuel Eliot Morison; *Executions in America* by Northeastern's William Bowers; and *Roof Slates and Other Poems of Pierre Reverdy* by Mary Caws and Patricia Terry. A rigorous editorial board oversaw all selections.

Other scholarly publications either founded or encouraged during the Ryder years included *Studies in American Fiction*, *The New England Quarterly*, *The Scriblerian*, and *Re:Search*. Of these, *Studies in American Fiction* was the oldest totally indigenous publication. Begun in 1971, it was the brainchild of James Nagel, then assistant professor of English, who presented (then) Dean of Administration Ken Ryder with the idea of bringing together critical pieces on American fiction. Ryder gave full support to the project, which subsequently became a highly influential and prestigious journal.

Equally prestigious was *The New England Quarterly*, which shifted headquarters from Bowdoin College to Northeastern in 1981. Shortly before the change, Northeastern Professor of History William Fowler learned that the current editor of *NEQ* was about to retire and approached Ryder to secure the publication for Northeastern. Ryder was entirely supportive, and before competitive institutions could rally to make their bids, the transfer was accomplished. By any reckoning it was a grand coup. *NEQ*, originally founded at Harvard in 1928, is among the most highly regarded of all scholarly

Professor William M. Fowler, Jr., President Kenneth G. Ryder, and Dean William Frohlich at the tenth anniversary party of the Northeastern University Press, November 6, 1987

journals. Its outstanding articles focus on New England's history and literature. Its plain green cover design, unchanged since its debut, its thick creamy pages that are still printed the old-fashioned way by a press in Maine, and its exclusive list of some 2,500 subscribers combine to suggest the elite production that *NEQ* truly is.

Still a third scholarly journal, this one focusing on eighteenth-century literature was *The Scriblerian*. Founded in 1968 at Temple University, it came to Northeastern in 1969 with one of its co-founders, Arthur J. Weitzman. Throughout the Ryder years, *The Scriblerian* continued to be published at Northeastern and Temple, expanding from a 36-page pamphlet to a 150-page publication, very similar in format and design to *The New England Quarterly*.

While each of the preceding journals highlighted a particular area of scholarship, *Re:Search*, founded at Northeastern in 1982, had a broader purpose:

> *Re:Search* aims to inform scholars, foundations and government agency officers, the business community, members of the press and interested readers, who may or may not have a formal science education,

> about Northeastern research in the sciences and arts and humanities. . . . [It] will recognize outstanding scholars among Northeastern's faculty, support their continued efforts, and increase public awareness of the importance of research here.[27]

By 1984, *Re:Search* had already received a national award from the Council for the Advancement and Support of Education (CASE) for the excellence of its periodical writing. Still another publication that was improved into an award-winning vehicle at this time, and which brought stories of Northeastern's research and scholarship accomplishments to alumni, was the *Northeastern Alumni Magazine.*

Publications were by no means the only showcase for Northeastern talent. The founding of Northeastern Records in 1979, the only university-based commercial record company in the nation, put Northeastern's name on the musical map, albeit at some cost. Among the most successful recordings was the very first effort *Grace and Beauty: American Classic Ragtime,* which was put together by Northeastern's Roland Nadeau with piano performances on one side and scholarly analyses on the other. In 1982, the label's *Amy Beach: Songs and Violin Pieces* was named one of the best albums of the year by *New York Magazine,* the *New York Times,* and the *Boston Globe.* Despite continued critical acclaim, however, Northeastern Records was not in a position to compete in the growing CD market. By 1988 it had accumulated a $500,000 loss, and to the dismay of its many supporters it was discontinued.

Publications were one way of showcasing Northeastern talent, celebrations were another. Certainly high visibility for research/scholarship efforts was what the Council on Research and Scholarship had in mind when it urged the administration to initiate a Scholarship Day. Held for the first time on May 11, 1978, the celebration, sponsored by the Council and by Phi Kappa Phi, Northeastern's national honor society, gave students a full day off from classes to hear and applaud the research and scholarship accomplishments of their professors. Scholarship Day continued to be celebrated throughout the Ryder years, changing its name to Scholars Days in 1985 and expanding to provide a forum for students as well as faculty to present their academic and scholarly accomplishments. In the fall of 1978, the provost's office also began sponsoring a series of colloquia designed to showcase the research and teaching interests of faculty within and outside the university. Outside commentators were invited to participate and sessions were broadcast on the University's radio station. Colloquia, symposia, and conferences were not new at Northeastern. What was new was the in-

creased visibility of such events and the expanding role of Northeastern faculty as major participants. Also new was the increasing credibility gained for scholarly activities in the humanities as a result of many of these conferences.

In 1971, Northeastern had held its first American Literature Conference, which was suggested by James Nagel in conjunction with his new publication and approved and supported by Dean Ryder. In 1974, Nagel suggested an American Fiction Symposium, this one to be part of Northeastern's Bicentennial celebration. Again it was Ryder, now executive vice president, who gave approval. It was appropriate that the conference, which was included in the national list of Bicentennial events, became the first major gathering of scholars in President Ryder's administration. Equally appropriate was the publication of the conference papers as one of Northeastern University Press's first efforts.

Other Northeastern-sponsored conferences in the humanities included the 1980 Conference on New England Literature held at Henderson House, and the 1982 three-day conference on Ernest Hemingway, cosponsored by the University, the Hemingway Society, and the John F. Kennedy Library. (For further discussion of the expanding role of research and scholarship in the humanities, see Chapter 6.)

As a grace note to the quiet murmur of scholarly appreciation that came to characterize the period was the rattle of jackhammers and the grind of cement trucks that left in their wake new facilities to house research projects. In 1980 Northeastern received $254,000 from the National Institutes of Health to provide animal care facilities. "Clearly research at Northeastern is beginning to burgeon," declared Provost Mark. In the summer of 1983, monster corrugated tubes projecting from the windows of Mugar Hall suggested an experiment gone wild, but the somewhat more banal reality was a total renovation of those laboratories. Snell Engineering, constructed in 1985, was still another building to include large areas for research in its design. Perhaps the greatest recognition of the expanding role of research and scholarship at Northeastern, and the greatest contribution to the scholarly environment, was the new library begun in the last year of the Ryder administration and without which no serious scholarly activity could continue.

The Triumph of Research: Some Major Projects

By 1989, funded research at Northeastern had reached $16.2 million up from $4.5 million in 1975, a growth of almost 400 percent. The

number of funded research projects was over 255 projects in 37 departments, while the number of faculty members engaged in some form of research or scholarship was easily double that if one takes into account those whose only funding was their own time.[28]

A variety of centers had gained national—and in some cases international—renown. In addition to the electromagnetics center discussed earlier, the following were among the more widely acclaimed.

The Barnett Institute of Chemical Analysis and Materials Sciences Originally established in 1973 as the Institute for Chemical Analysis, Applications, and Forensic Science, this center was renamed in 1983 in recognition of its benefactor, Louis H. Barnett. Under the direction of Barry Karger, the Barnett Institute gained international recognition for its work in separation science, biochemical analysis, and alloy development.[29]

The Center for Applied Social Research Established in 1970s as an interdisciplinary social science research unit, this center grew out of the work of William J. Bowers of the College of Criminal Justice, who became its director. Under Bowers's leadership and later under that of Glenn Pierce, the Center for Applied Social Research received over $2 million in total project support.

Among its nationally acclaimed studies were those focusing on the impact of Massachusetts' unique gun control law and the effect of foot patrols on containing crime. The center acted as an advisor to the Boston police on the organization of data and was able to help them pinpoint crime probability and implement the better dispersal of resources. "We are succeeding," said Bowers once, "because our work is interdisciplinary in nature and directly related to current policy decisions in many fields."[30]

The Center for Communications and Digital Signal Processing Recipient of over $1 million in grants, this center came into being in 1988. It addressed state-of-the art software and hardware systems designed to encode, decode, and extract sophisticated information from data originating from a variety of applications.

The Center for Labor Market Studies Commanding over $600,000 in external grants annually, this center was recognized nationally as a source of information about educational practices and employment patterns.

The Marine Science and Maritime Studies Center Another research facility that had its roots in the Knowles era, this center opened originally in 1969 as the Edwards Marine Science Institute. At that time it was the only marine laboratory in the country owned by a private institution. After languishing in the late 1970s, the institute was renamed in 1982 and given a new focus on marine ecology, behavior, neurobiology, structural biology, biochemistry, and molecular biology. At the end of the Ryder era it was the only marine station on the New England Coast north of Cape Cod with a year-round research facility.

The Center for the Study of Sport in Society This center was founded in 1984 for the purpose of ensuring the education of athletes from junior high though the professional ranks. To this end it cosponsored a variety of research studies.

Other centers commanding attention in 1989 were the Center for the Integration of Engineering and Manufacturing, the Center for Speech Processing and Hearing, and the Center for Law and Computer Science, to name only a representative few.

Centers were by no means the only areas for research activities. Individual projects proliferated and covered a wide range of interests. In the Department of History, for example, Ruth Ann Harris and colleagues in Irish Studies launched a modest project in the mid-1980s to trace the roots of nineteenth-century Irish immigrants through ads in the contemporary Catholic newspaper *The Pilot*. By 1989, the group had published through the New England Genealogical Society the first of a proposed fifteen-volume study of Irish immigration. At the other end of the spectrum, professors such as physicist Pran Nath focused on the very roots of the universe. As an example, his work was in string theory.

Throughout the period the federal government remained the chief source of Northeastern research support, but significant inroads were being made in developing industrial and foundation support. This was certainly a focus of the Research Management Office, which identified some 1,200 industries and foundations as potential funding resources. In 1975, less than 16 percent of funding sources were private. By 1989, 23 percent of total funding came from this sector.

The most significant indication of the importance that research assumed during the Ryder years, however, was not growth in external funding, or the addition of a research-oriented faculty, or even

the building of an infrastructure to support the research initiatives of the University. The most significant indication of the importance of research was its prominent inclusion in Northeastern's Mission Statement:

> By committing itself to the research and scholarly activities of its faculty, the University will continue to encourage and provide the opportunity for teachers to make contributions to the body of knowledge from which society draws to sustain progress.[31]

In Pursuit of Excellence: Teaching Versus Research

No one had ever projected the image of Northeastern as a major regional research institution. The looming presence of MIT and Harvard seemed to preclude that possibility. "Maybe if we were in Kansas. . . ," a faculty member once remarked. That possibility aside, Northeastern's support of research during the Ryder years continued along the path established by Carl S. Ell, who in his Annual Report for 1958–59 pledged to encourage research and scholarly activities "only to the extent that they increase efficiency and effectiveness in the teaching process."[32]

The remark had its echoes twenty years later when Karl Weiss, frankly acknowledging that the quest for new knowledge was not the primary objective of the University, justified research expansion on grounds of "its strong supporting function here."[33]

The statements of both men recognize the unresolved and perhaps unresolvable tension between claims of scholarship and teaching. For many faculty members, the opposition between excellence in teaching and scholarship does not exist: "A university professor cannot be a good professor if he doesn't get involved in research," declared Harold Goldstein, professor of Economics.[34] "It is important for professors to publish to keep their intelligence alive," said William Fowler, professor of History.[35] Said David Wharton, acting dean, College of Arts and Sciences:

> I strongly hold the view that undergraduates *do* indeed share in the fruits of our research programs. Since our research faculty are at the forefront of academic development, new information and applications are brought directly into undergraduate class rooms.[36]

Others think that research is irrelevant, at least to undergraduate teaching: "Research done on sabbaticals does not directly benefit students," said Robert Ketchum, interim dean of the College of Liberal Arts, to *The Northeastern News* in March 1978; "Research

hardly matters in undergraduate courses," asserted Eugene Saletan, professor of Physics.[37]

Hand in hand with these latter arguments goes an economic argument: Research costs money.

> Major research initiatives require major commitments to increase infrastructure. A critical mass of faculty, specialized physical facilities such as laboratories, state-of-the-art equipment, graduate students and other major investments of resources are required to move from ambition to product, especially in science and engineering research. . . . It remains to be seen whether the type of planning and allocation of resources . . . will be forthcoming.[38]

Although in the 1980s federal funding was cut in many research areas, the loss was more than compensated for by funding expansion in others areas. At the same time a growing commitment of foundations and industry to Northeastern's research further delayed the need for hard choices. During the Ryder years, both research and teaching were able to flourish, and they did. What the administration did not and could not do was resolve the tension that might arise if an adverse economic situation forced those choices to be made.

The 1989 Report of The New England Association of Schools and Colleges, assessing Northeastern's position, observed:

> Northeastern, as a unique educational institution, is now positioned to become a significant center of research and scholarship.[39]

The Ryder administration had put Northeastern in that position, but whether it could afford or would want to remain there was a question for the future.

Chapter 6

The Curtain Rises:
The Humanities and Performing Arts

> He had the style and mind of the scholar . . . that intuitive sense of what is valuable. . . . He drew on the immediate intellectual environment—the MFA, The Mass Historical Society, the BSO—to create an environment for Northeastern. . . . Ken's idea of a university? It was a place to think, feel, reflect. A place to linger.
>
> —William Fowler, interview, December 4, 1990

Ryder's commitment to the enhancement of teaching and research was a commitment to continuing the momentum established in the past. His commitment to the development of the liberal arts—particularly the humanities and performing arts—was to a new vision of Northeastern education. An anecdote illustrates the point.

The story goes that in 1973, long before deciding to run for the presidency, then Executive Vice President Ryder had looked out his office window onto the asphalt path between Hayden and Ell and declared that if he were president, he would certainly plant some flowers. Actually, landscaping at Northeastern, and particularly landscaping of that bleak corridor, had already begun. Early in 1973, President Knowles, responding to friendly pressure from some source, had authorized employment of an outside contractor to remodel the area between the two buildings, canceling its use as a parking area and planting a few trees and flowers between Ell and Hayden.

The director of Building and Grounds, George LeBeau, was not happy. LeBeau's career at Northeastern had begun in Security. Here neatness, efficiency, and predictability were top priorities, and he held little brief for trees and flowers. Nevertheless, the contractor proceeded with the project. Squares were cut in the tarmac and birches, geraniums, petunias, and salvia duly installed. The season, however, was brief. The flowers died, and in the spring of 1974 none were replanted to relieve the packed earth around the trees.

A barrage of complaints descended on Buildings and Grounds, and in short order a wrathful LeBeau appeared in the executive vice president's office. Darting a furious glance at Terry Ryan, who worked in the office and had been continually urging him to replant the flowers, LeBeau declared that he could replant. But, he concluded grandly, if color was what they wanted, he could as easily paint the asphalt green at far less cost and for far easier maintenance.

Ryder, on whose shoulders ultimate responsibility for the state of buildings and grounds devolved, did not accept the option; the flowers reappeared. Three years later, when landscaping at Northeastern had begun in earnest, a tiny park at the corner of Huntington and Parker Street was dedicated in LeBeau's memory—he died in October 1974—and was totally overhauled to become an inviting green pathway into the campus. In one of those delightful ironies of fate, the little park, dedicated to the man who saw no redeeming feature in grass and avoided the very idea of flowers, became the symbol and cornerstone of the greening of Northeastern.[1]

The story has its humorous dimensions, but it is included here not for these but because of the insight it provides into the sensibility of Northeastern's fourth president. Ryder did not see a path as simply the most efficient way to get from one spot to another, nor did he see an education as simply the most efficient way to get from high school to a paying job. Both path and education, he felt, should tempt the student to linger and reflect.

The traditional way to encourage reflection in education, of course, is through the liberal arts and most specifically through the humanities. These, however, had always played a secondary role at Northeastern. Where most universities begin with liberal arts and later branch into professional education, Northeastern had begun the other way around. Its first degree programs were in law, engineering, and business. Not until 1935 had Dr. Ell prevailed on the governing board to establish a College of Liberal Arts, and then it complied only because general education was deemed necessary for professional students.

If during the prosperous and socially concerned 1960s the College of Liberal Arts expanded exponentially (between 1959 and 1970 enrollment grew from 1,079 to 4,068, making it the largest unit in the University) the belt-tightening 1970s sent students scuttling back to the security of more vocationally oriented programs. By 1975, enrollment was down to 2,600 and dropping.

Not that this trend was peculiar to Northeastern. In 1978 the New England Association of Schools and Colleges, Inc. (NEASCI) re-

ported a nationwide drop in humanities enrollments and observed that educational leaders and organizations across the country "fear the decline may augur a generation of narrow specialists inadequately equipped for full and productive lives."[2]

Compounding the problem for Northeastern was that even in the best of times, it had been the basic sciences and social sciences in the College of Liberal Arts and not the humanities that had attracted attention. So poor were the latter, in fact, that a 1967 visiting evaluation team for the New England Association of Schools and Colleges, had labeled them mere "congeries of service departments" and identified the area as "a weak aspect of the academic programs at Northeastern."[3] This was the situation that confronted the Ryder administration in 1975 as it began to assess the role of humanities at the University and make its plans for the future.

Ryder was a humanist and a student of history: he had taught Western Civilization. By nature and training he was predisposed toward the liberal arts, and his inaugural address includes a ringing endorsement of their importance:

> I believe that faculties of all institutions should take more responsibility than they have in the past decade or so to achieve a balanced program of study which will give to all baccalaureate graduates a common understanding of their cultural heritage and the social problems of the day in which they live; an acceptable level of oral and verbal communication skills; enough exposure to philosophy, literature, and the arts to encourage a lifelong interest; enough familiarity with computational methods and basic scientific principles to play an effective role in the technological age; enough knowledge of the language and cultural patterns of other peoples to be comfortably at home in a multiethnic nation and world; and enough specialized training in pragmatic skills to enable them to gain reasonable livelihood in the world of work after graduation.[4]

Not surprisingly, Ryder was also a staunch supporter of the creative arts. Whether his interest stemmed from his own experiences in high school or from more sophisticated later encounters, as the NEASCI reported: "The president of the University has made known his interest and support of the arts."[5] To cultivate the arts at Northeastern, then, was as natural to the University's fourth president as the cultivation of technical skills was to the first, as prudence was to the second, and as pragmatism was to the third. To start the ball rolling, Ryder made it known early in his administration that he was ready to commit discretionary funds of the university "to upgrade humanities offerings if a promising plan supported by all

schools is forthcoming."[6] At the same time and even as the first flowers began to bloom in Bulfinch Mall—formerly the raw path between Ell and Hayden Halls—Ryder gave the nod to the formation of a committee that was to study the status of and make recommendations for the development of creative arts at Northeastern.

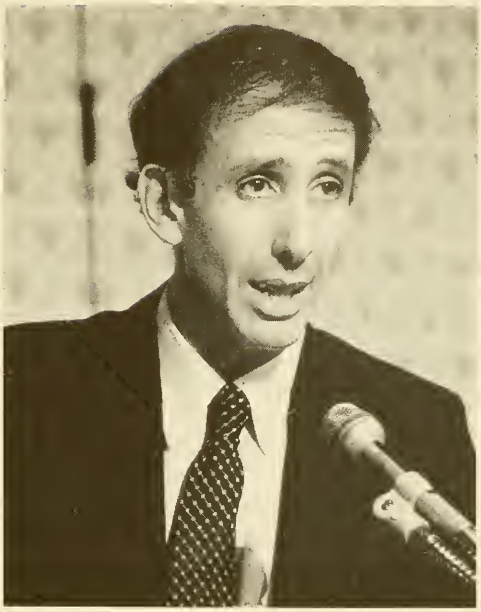
Expansion of the College of Liberal Arts: The Humanities Come of Age

In 1979, the NEASCI evaluation team, having completed its assessment of Northeastern's humanities, reported: "No one—not the Provost, not the Dean of Liberal Arts, not the humanities faculty itself—expects the status of the humanities as a service offering will soon be transcended."[7] The immediate task was not to achieve transcendence but to strengthen and upgrade what was available and to integrate the humanities into the professional curricula in a more meaningful way than had previously happened.

To explore how this might be done the Department of History applied for and received a small National Endowment for the Humanities grant in 1978 that was substantially increased the following year. It was an increase that allowed for development of twenty-one new courses and supporting programs to link humanities with professionally oriented education. Even before this occurred, however, changes were taking place in the College of Liberal Arts that would serve to energize the entire unit and give it a new sense of self-esteem and focus.

The catalyst for these changes was the appointment of a new dean in April 1978, Dean Richard Astro. Astro was the college's third dean. His predecessors, Wilfred S. Lake 1935–1967 and Dr. Robert Shepard 1967–1976, as well as Dr. Robert Ketchum, who served briefly as acting dean while a University-wide search committee sought Shepard's replacement, had been men in the social sciences, sciences, and business. Astro was a student of English literature who was serving as chair of the Department of English at the University of Oregon when Northeastern recruited him. For the first time, a humanist was in command.

Creative, energetic, and ambitious, Richard Astro looked a little like a young Elliot Gould and acted as if the only impediment to possibility was failure of imagination. "His style was to think in grand strokes," commented a colleague, "and to have a right-hand person worry about the details." Initially at least, Astro's style served to jolt the College of Liberal Arts into fresh courage and



Dean Richard Astro, College of Arts and Sciences

awareness. New ideas were explored, old departments were shaken into new configurations, untried paths were cleared and followed.

In the provost's office, the new dean found people who were sympathetic to his ambitions for the college. Mel Mark, who became provost in May 1979, might be an engineer by profession—he had served as Northeastern's dean of Engineering since 1968—but more than this he was a talented administrator and wise educator. In his greeting to the freshmen in Fall 1980, Mark made his point of view clear:

> The sciences and humanities are the basic foundation of any university and the vigor of our professional programs is tied in large measure to the soundness of their underpinnings in the science and humanities. I think it is imperative that, as we strengthen our professional programs, we foster the development of our sciences and humanities programs."[8]

Associate Provost Philip Crotty, who managed the academic budget and whose clear sense of priorities and keen fiscal judgment were essential to moving ideas from blueprint to reality, was sensitive to the needs of the college and alert to the ways in which new opportunities could be developed. Add to this a president who was humanities-oriented and faculty members anxious to develop their own and their college's potential, and it is little wonder that the

College of Liberal Arts was to experience an unprecedented flurry of activity.

Astro came to the college in April 1978. By December the Board of Trustees was voting on a change of name from College of Liberal Arts to the College of Arts and Sciences. Explaining the change, Astro wrote:

> I suggested and supported the name change as part of my attempt to bring the name of the College at Northeastern into line with the national pattern in which liberal arts and sciences are grouped as one unit. The arts and sciences should be the foundation, the center, of the academic experience of the undergraduate student. It is a good academic idea to have arts and sciences together in an organized group. The College's name now reflects this organization.[9]

On July 1, 1979, the name change went into effect. Shortly thereafter the college acquired the $264,000 NEH grant for new course development mentioned earlier, and shortly after this it acquired a $400,000 grant from the Andrew W. Mellon Foundation. The Mellon grant was given to allow the College of Arts and Sciences to explore the possibility of interdisciplinary minors between it and the Colleges of Business Administration, Criminal Justice, and Engineering. To provide a forum for discussing these possibilities, Astro initiated a Center for the Humanities. Physically little more than a coffeepot and a few tables, the center gave colleagues from different areas of the University, many of whom had never met before, the chance to discuss and lay groundwork for new academic partnerships.

Out of these informal talks sprouted several landmark programs. Among them was the Women's Studies minor that enabled students to examine various disciplines from the perspective of women. The program won praise from the 1988 NEASCI evaluation team as "a complement to studies in the liberal arts, science and professional fields," and a "promising program in interdisciplinary studies."[10]

Another product of the Center for the Humanities was a Linguistics interdisciplinary minor, which involved five departments in the College of Arts and Sciences and which "complements the study of any other language-related area, such as computer science, anthropology, brain physiology, or language teaching."[11] A third program, Marine Studies, provided the student with a chance to study "in the multidisciplinary aspects of the marine environment,"[12] while a fourth, Urban Studies, did much the same for the human urban environment.

Still another offspring of roundtable discussion was an interdisciplinary doctoral program instituted in 1981; designated Law, Policy, and Society, it brought together faculty from the College of Arts and Sciences, College of Criminal Justice, and the School of Law.

A new name, new grants, new center, and new programs in no way exhausted the initiatives of these years. Among the most significant of changes, and one that gave legitimacy to a new emphasis on the arts, was the establishment of the Division of Fine Arts, which was approved by the Faculty Senate in December 1980, to go into effect July 1981. This new division would bring under one umbrella organization all the academic and most of the performing arts activities at the University.

From the practical point of view, the consolidation meant a reduction in administrative costs. From the educational point of view, it gave the arts at Northeastern an opportunity to flourish in ways that would have been inconceivable even a few years earlier. Central to this flourishing was Astro's selection of Sergei P. Tschernisch as director of the new division. A teacher and an actor whose credits ranged from Shakespeare to "Mission Impossible," a director, and a man of consummate political as well as professional skills, Tschernisch used his talents to forge all the disparate strands that

Professor Sergei P. Tschernisch, Director, Division of Performing and Visual Arts

had been the creative arts at Northeastern into a single prestigious unit. "Sergei had focus and direction and he was a genius at sizing up individuals and situations," remarked a colleague. "He walked into a series of potential land mines and defused them with diplomacy. And he was enthusiastic. He believed in the division and that enthusiasm was contagious."

Even before the ebullient new director walked on stage in 1982, however, initiatives for change were under way. During the transitional year, 1981–82, Stuart Peterfreund, acting director of the division, oversaw the reorganization of the old Department of Drama and Speech Communication into a new Department of Drama, with Speech Communications enfranchised as a department in its own right. Peterfreund also began to lay the groundwork for cocurricular programs with other units of the University such as Boston Bouve, and he worked on negotiations with the Boston Lyric Opera Company that would result in an affiliation of BLOC with Northeastern, the first university opera-in-residence company in the nation.

With the arrival of Tschernisch, the energies that had been building were unleashed. Over the next seven years curriculum was restyled and tightened; by 1989, the division boasted 250 majors in its three departments: Art and Architecture (the designation "Architecture" was added to the old Department of Art in 1983, the same year that a collaborative agreement with Boston Architectural Center was established); Music, which for several years had a collaborative agreement with the New England Conservatory; and Theater and Dance, which changed its name from the Department of Drama in 1984.

This latter change reflected the availability of new theatrical concentrations as well as the addition of a dance major, the only such major in a New England university. In September 1984, the *Boston Sunday Globe*, remarked on the change:

> Yet another sign of local growth is a newly constituted Theater and Dance Department at Northeastern University. Local universities have historically paid scant attention to dance, but Northeastern has removed dance from physical education, its historic home in American institutions of higher learning, and one that unfortunately emphasizes the calorie-burning aspect of dance rather than its aesthetic merit.[13]

In addition to its academic activities, the division became increasingly responsible for coordinating all performing arts activities and serving as primary producer and presenter of professional arts at the University. The increase in responsibility was marked by the deci-

sion to change the name of the Division of Fine Arts to the Division of Performing and Visual Arts in 1988.

Even as the Division of Performing and Visual Arts was taking shape, reconfiguring the old departments of Art, Music, and Drama into new units that reflected late twentieth-century artistic interests, another and equally significant change was taking place in the old Department of Journalism. In 1965, thirteen years before Astro came on the scene, Northeastern's journalism program had broken away from the Department of English to become a department in its own right. By 1975 it was vying with Chemistry and Economics for the number of graduating majors.[14] The new dean, perceiving the department's growing popularity, was determined to capitalize on the interest to create an even more modern and vital program. When the chair, George Speer, retired in 1978, Astro placed ads in journals across the country seeking a director for a program that "hadn't yet reached its potential." The ad went on to promise that for the person who could do this the rewards would be ample.

LaRue Gilleland, then chair of the Department of Journalism at the University of Nevada-Reno, remembers being intrigued.[15] He applied and Northeastern responded with delight at both Gilleland's credentials and his plans, which included substantial revisions and additions to curricula and faculty. The contract was offered, but unfortunately family illness intervened, and it was not until 1981, three years after the initial contact was made, that Gilleland was actually able to assume the chair. From then on, however, there was no looking back.

Again Astro's instinct in selecting a chair proved to be right on target. Gilleland was quiet, low key, and a relentless builder, a hard-working professional who felt the facts should speak for themselves. His philosophy for the department was that a journalist has to know a lot about a lot, and he left nothing to chance. He insisted on both a journalism core and a rigorous arts and sciences core. He added new concentrations that reflected the new world of communications. He asked for and got more space and more faculty, which doubled and doubled again. "Professionals are needed to teach professionals," said Gilleland. While the qualifications for new faculty were a minimum of a master's degree and five years of professional media experience, most had at least ten to fifteen years of media experience and some held doctorates.

In 1985, department offerings had grown to such sophistication that the Faculty Senate unanimously approved establishment of a graduate program leading to the Master of Arts in Journalism and to

Professor Larue W. Gilleland, Director, School of Journalism

the Master of Journalism in News Media Management. In the following year (June 1986) the senate also voted approval to change the name of the department to the School of Journalism. The change brought Northeastern's journalism unit into line with several major competitors in the field: the School of Journalism at Columbia University in New York, and the Schools of Journalism at the University of Missouri, the University of Minnesota, and the University of Indiana, to name a few.

While Astro's instincts predisposed him in favor of the humanities, he was enough of a politician to skirt potential tensions between the arts and sciences and to give the nod to projects in the science area that would add luster to the college. One project that neatly straddled both humanities and science was the transfer of the Marine Science Institute from the provost's office to the College of Arts and Sciences in August 1982. The institute was then redesigned "to allow graduates and undergraduates to pursue studies encompassing both scientific and humanistic aspects of ocean life."

As director of the Marine Science Institute, Astro chose University of Oregon colleague Paul Rudy, who proved to be another fortunate choice. With Rudy at the helm, the institute developed a unique bicoastal marine studies program with the University of Oregon that

allowed undergraduates from the institutions to exchange places and study *in situ* the maritime life of both coasts.

Still another achievement of the college during the early 1980s was the establishment of the Center for the Study of Sport in Society. In June 1984, at a press conference in Matthews Arena, Dean Astro announced the founding of the nation's first academic center devoted to the study of sport and its impact on society. "A pioneering effort on the part of an American university to address abuses in athletes' education and to encourage action on them," the dean declared proudly.

It was a justifiable pride, for the center soon attracted tars of its own. Richard Lapchick—author, scholar, and sports and civil rights activist—came on as director. Veteran sports reporter, author, and CBS new columnist Robert Lipsyte, was a senior staffer. The first associate director was former Celtics player/coach, Thomas "Satch" Sanders; the second was Keith Lee, former Patriots defensive back, while among the first participants in the degree-completion program were New England Patriots players.

From the beginning, the center had a triple focus: the university degree completion program for professional athletes, an outreach program to help assure junior high and high school athletes a better education, and a lobbyist role in support of higher standards for high school athletes. In addition, it published the *Journal of Sport and Social Issues*, featuring scholarly articles on sports, and *ARENA Review*, which covered more popular issues.

By June 1984, even as the announcement of the new center was being made, the honeymoon between the ambitious dean of Arts and Sciences and the provost's office had ended. The college by any reckoning had come fast and far in a few short years. Other areas, including the new College of Computer Science to name only one, were demanding their time in the fiscal sun. From the point of view of Provost Mark and Associate Provost Crotty, Astro had received favored treatment at a time when this treatment was essential to get the College of Arts and Sciences on track. This had been well achieved, they felt, and the time had now come for attention to focus elsewhere.

Dean Astro did not agree. Through the winter of 1983–84 tensions began to build. Then in the spring of 1984, Provost Mark, who had already given twenty-one years to Northeastern and suffered one heart attack during his first year as provost, decided it was time to step down. Mark was an honorable man whose accomplishments

were legion; he did not need to go on. In May 1984, then, he tendered his resignation, and Crotty assumed the position of acting provost.

That Astro wanted to become provost himself was clear. Many felt, however, that his ambition for the job had blinded him to Mark's earlier efforts in his behalf and contributed to Mark's decision to retire. Perhaps a sense of that disloyalty tainted Astro's candidacy. For whatever reason, he did not get the provost position, and in 1985 Ryder appointed Anthony Penna from Carnegie Mellon University. The following year Astro left to become provost at the University of Florida.

With the departure of Astro in Spring 1986, Edward Neighbor, who had come with him from Oregon and helped with much of the detail work of Astro's administration, became acting dean until March 1987, when Robert P. Lowndes assumed the post. Five months later, in August 1987, following a national search involving over 150 candidates, Ryder and Provost Anthony Penna announced Lowndes's appointment to the deanship.

Brilliant and British, a physicist whose research had won him a United Kingdom Science Research Senior Fellowship in 1976 and whose educational activities won him an American Council on Education Fellowship in 1981, Lowndes possessed impeccable credentials. He was a strong advocate of faculty governance, intellectual rigor, and research. He was the one person to be elected to the highest position on both the Faculty Senate and the Research Council, having served as vice chair of each; yet some faculty members, particularly those in the humanities, had reservations. Their area had come to the fore under Astro. Would it now decline?

Lowndes's vision for the college was expressed in his first Message from the Dean, Fall 1988:

> The College of Arts and Sciences . . . must offer students an education that will prepare them for the challenges of our changing technological world. Students must appreciate the ideas and principles underlying the major areas of modern knowledge and be sensitive to human values, ethics and sociocultural issues. . . .[16]

How these abstractions would actually translate into Arts and Sciences programs, however, was not yet clear. Almost as soon as Lowndes moved into the dean's office, Anthony Penna resigned as provost and Lowndes was asked to become acting provost. Filling in as acting dean was David C. Wharton, whose first message to the Arts and Sciences faculty notes with painful accuracy, "During the past year the College of Arts and Sciences, in particular, and North-

eastern, in general, experienced several changes in leadership."[17] Wharton went on to express confidence that the programs initiated and planned by Dean Lowndes and his predecessors would continue. By the next issue of the *Arts and Sciences Chronicle,* however, the biggest change of all—that of the presidency—was well under way.

Under these unstable circumstances, which inevitably forced a holding action, continuation of the status quo was the best that could be hoped for, and no dramatic changes in the college occurred during the last years of Ryder's presidency. What can be said unequivocally is that during the first decade of his presidency, the College of Arts and Sciences went far beyond the limited support role predicted for it in the 1978 NEASCI evaluation and that this momentum continued. By 1989, it was clear that the college's function was no longer merely supportive and that its programs, particularly in the humanities and performing arts, had achieved an identity of their own. By Fall 1989, enrollment had reached an all time record of 4,278, making Arts and Sciences the largest of the basic colleges.[18] For many, the perception of Northeastern as primarily an engineering/business university continued despite these changes. In fact, although the professional dimension of the University remained undiminished, by 1989 the position of College of Arts and Sciences at Northeastern had become essentially indistinguishable from that of comparable liberal arts colleges with more traditional roots.

Development of the Arts

Ryder's role in the development of the College of Arts and Sciences was indirect. Without his support and encouragement it is possible that little would have happened, but it was the dean and the faculty who designed and implemented the initiatives that gave the college new prestige. Ryder's role in bringing the performing and visual arts to Northeastern and most of all in creating an environment where these activities were openly welcomed and respected was more direct.

The source of his enthusiasm is unclear. Perhaps, as suggested earlier, it was the resonances of the King James version of the nativity he recited in a darkened auditorium in Brockton High School that first stirred his interest in theater. Unquestionably it was his daughter Jeanne, a student of music at Northeastern and a musician in her own right, who guided her father's musical taste and opened his eyes to the importance that the arts could assume at the University.

The Northeastern University Chorus led by Professor Josh Jacobsen, performing at a Christmas party at Henderson House, December 1976

Ryder's wife Terry also played no small role. If her own musical mastery extended little beyond the kazoo—at which she was quite adept—her appreciation was profound. An English major and honors student, Terry demonstrated a contagious love for literature and poetry.

Finally, Ryder, by all accounts, simply enjoyed the civilized life of which music, art, and theater are no small part. His was an appreciation that demanded sharing, and share he did. Presidential receptions at Henderson House and later his own home in Hingham were unstinting in taste and graciousness and often were accompanied by chamber music or piano soloists. Even more important for the life of the University, however, was his determination to bring these amenities to life on the campus.

An early indication of Ryder's support for the visual arts came about almost by accident in 1973. It was at this time that Gregory Ricks, director of Northeastern's Afro-American Center,

brought to Executive Vice President Ryder's attention the plight of a young African-American artist, Dana Chandler. Chandler had been vandalized out of his studio in Brookline and was looking for space. Could the University make such space available to the young painter, who in turn would make his studio available to the community, providing a link between the University and its immediate neighbors, particularly its African-American neighbors?

The time was one of black unrest in the neighborhood and at the University, and Ryder saw the situation as one with possibly good political implications. When he saw Chandler's paintings, however, his response went beyond politics. "I felt humbled in their presence. They were provocative. They were reflections of a perspective that I knew had to be recognized."[19]

Ryder prevailed on the University to give Chandler the space, and in 1974 the young artist moved into 28,000 square feet in the old Ruggles building on Leon Street, under the aegis of the Afro-American Institute. Here he painted and taught one course at the University. He also opened his studio to the community for meetings as promised, and provided space for other African-American artists to use as their own studios. Thus the seed of what would became the African American Master Artists in Residence Program (AAMARP) was planted.

In 1977 the group first took the name African American Master Artists in Residence for its debut exhibit at Boston's City Hall. The following year as AAMARP, it opened the first of its regularly programmed exhibits on the Northeastern campus at the Leon Street studios. Critical acclaim was unreserved. AAMARP was consistently in the newspapers, and the reports were good. "They got their money's worth in free publicity," Chandler reminisces with a wry smile.[20]

A dark, muscular man who radiates the kind of fierce disciplined force that is the hallmark of his work, Chandler is high in his praise of Ryder: "He knew what he was doing. He knew how important, in fact how crucial, art and AAMARP was in bringing Northeastern into the 20th century. Many of the people around him didn't know. He had to deal with them, with all the people on his staff who had no feeling for art."[21]

Between 1978 and 1988, when AAMARP moved to factory space in Jamaica Plain to allow for the renovation of the Ruggles building, the organization held approximately ten openings a year. These exhibitions were not limited to African-American artists. In the words of Chandler:

> AAMARP is dedicated to providing its constituencies with the best aesthetic presentations possible from the widest spectrum of artists available. To that end its public spaces are open to all of America's ethnicities for use. Consequently, AAMARP's gallery and community facilities have housed dozens of African, Asian, Hispanic, European, and Native American exhibitions from Boston and Nationwide."[22]

In addition to its exhibits, AAMARP also played host to thousands of tourists and students annually, providing school children with eyes-on experience of the artist at work. AAMARP, the first and only African-American artist-in-residence program in the United States, put Northeastern in the vanguard of support for contemporary African-American art. It also made evident the priorities that Ryder would establish as president.

In 1975, almost immediately after taking office, the new president established a Committee on the Arts, which he chaired, and he appointed a special assistant for the arts, Robin Hendrich. Both the committee and the assistant were to make recommendations on how the arts at Northeastern could be strengthened.

At this point, aside from the work of Chandler and his group, which had yet to be organized as AAMARP, extracurricular cultural and intellectual life at the University was pretty much reserved to Silver Masque productions, a Distinguished Speaker series introduced in 1967, and the Ford Hall Forum lecture series—an affiliation that Ryder was instrumental in securing for the University in the 1960s. For the musically inclined there was also "A Note to You," a National Public Radio program, hosted by Northeastern Music Professor Roland Nadeau and available over WGBH in Boston and many stations throughout the world. In addition, a variety of student/faculty performing ensembles were scheduled. Finally in 1974, a grant from the Mellon Foundation made possible the opening of a small art gallery on the second floor of the Dodge Library, although the first exhibit did not actually take place until 1976. By any reckoning, however, these were slender cultural pickings for a major University, and the Committee on the Arts lost no time in recommending improvements.

Among the recommendations that went into effect almost immediately was expansion of the University ticket office in the Ell Center to make tickets much more easily available for admission to the Museum of Fine Arts, the Boston Symphony, and other local professional concerts and shows.

Plans were also put in place to encourage more frequent and better-integrated musical and artistic performances on campus, and

the artist-in-residence program began, which Sergei Tschernisch would later describe as "the beginning of an artistic awakening at the University." Finally, a periodical publication called *Art Scene*, designed to alert the University community and neighbors to cultural events available on campus and in the surrounding area, began publication. Northeastern Records and Northeastern University Press, mentioned in the previous chapter, also came into being at this time as vehicles of artistic expression.

Urging all these activities to fruition, Ryder met time and again with his committee and his special assistant. Calendars for the first several years of his administration reveal innumerable half hours carved from a busy schedule to discuss new ideas with Robin Hendrich or with Mort Kaplan, a major figure on the Creative Arts Committee, an organization that managed many arts functions. Later calendars reveal similar meetings with Dean Astro and Provost Mark "Re: the Arts Development Committee Report"[23]; or with Astro, Curry, and Mark "Re: Art Transition Matters"[24]; or still later with Tschernisch, Astro, Neighbor, and Mark "Re: Division of FA"[25] (April 12, 1982); or with Tschernisch alone "Re: Theatre."[26] Too many to enumerate in full, the entries indicate clearly that Ryder's role in the development of the arts was a hands-on role.

The calendars also indicate that both Ryders made time to attend the Symphony, the Pops, the Boston Lyric Opera performances, and MFA openings. Thus they set the tone for a new perception of Northeasterners as active participants in the local cultural scene.

Many of the off-campus cultural events that the Ryders attended, and in some cases sponsored, were directly linked to University activities. For example, there was Northeastern Night at the Pops each spring, which was an old tradition but one to which the Ryders gave new legitimacy by their attendance. Quite new was the use of the Museum of Fine Arts as a resource to call attention to Northeastern interests. In 1979 the Ryders participated in the MFA's Irish night, and in 1982 they were guests with several University trustees at a reception for the opening of the museum's Irish exhibit. While the activities may have been thoroughly enjoyed in their own right, the Ryders' presence also focused attention on the University's own burgeoning Irish programs.

The 1981 opening of the MFA's "China in the Bronze Age" provided an appropriate setting for a Northeastern reception honoring the University's recently forged relationship with the People's Republic of China, while a Northeastern reception during The Rameses exhibit in 1988 coincided with the University's overture for

an exchange program in Egypt. Interestingly enough, it was during these years—in 1984, to be exact—that the University negotiated with the museum to extend free admission and full membership privileges to all Northeastern students enrolled in the basic colleges.

Not all MFA exhibits, of course, had to be directly related to University programs for Northeastern to show interest in them. On November 15, 1981, the Ryders hosted a "Northeastern Night at the MFA." The featured exhibit was "The Search for Alexander," and the statement that emerged from the evening was simply that Northeastern recognized, appreciated, and enjoyed the show's cultural and historic significance.

It was an important recognition particularly to a breed of Bostonian that for years had happily dismissed Northeasterners as people who commuted by trolley, wore short-sleeved white shirts with pens in the pockets, and never ventured beyond their asphalt quad. The Ryder administration conveyed a very different image, an image so different, in fact, that Byron Elliot, patrician CEO of John Hancock for many years and long-time chair of Northeastern's Board of Trustees, confided to Ryder with a chuckle that Beacon Hill and the Brahmins were indeed getting a different view of the University: "Because Northeastern's now doing all of those things with which they identify."

Among the things that Northeastern began doing in the Ryder years, besides availing itself of local cultural opportunities, was providing cultural opportunities for the community. "Northeastern needs its own image in the arts," said Sergei Tschernisch shortly after taking over the Division of Fine Arts in 1982. "We need to define what we want people to come and see."[27]

In seeking that definition, Tschernisch consulted directly with Ryder, who in 1981 had approved the idea of a performance series to be called the nuArts Contemporary Performance series. Sponsored by the Division of Fine Arts, nuArts was to present a year-round schedule of events, exhibitions, and presentations for "the cultural enrichment of the entire University Community and the broader audience of Greater Boston."[28]

With the founding of nuArts, Northeastern began to carve its niche in the cultural community. "We are a modern university associated with professional training. Of necessity that means programs that must constantly change and be innovative. A contemporary series reflects that dedication," said Tschernisch, summarizing the original thinking behind the series.[29] "The nuArts series provides an environment for the contemporary artist that encourages and sup-

ports innovation and creativity in music, dance and theater," said Brian Donoghue, program director at the Division of Fine Arts eight years later.[30] "Northeastern University's Division of Fine Arts, directed by Sergei Tschernish, has become the leading presenter of contemporary performing events," said the *Boston Globe*.[31]

Essential for these presentations were appropriate facilities. For theater and dance that meant modern space, and in 1984 renovations began on Alumni Auditorium that would transform that dark, drab lecture hall into an art deco facility, with state-of-the-art lighting and sound systems. Completed in 1987, the auditorium was dedicated to Eugene Blackman, the much beloved and admired "professor, performance director, and chairman" of Northeastern's Drama Department, 1947–1988.

For the Art and Architecture Department, display space was a top priority. The new gallery in Dodge provided room for exhibits such as the 1983 Thomas Nast cartoon exhibition, mounted in conjunction with a Northeastern film on the cartoonist. Other shows in the gallery included Hungarian Art, 1920–70; Expressionism, Cubism, Surrealism, Constructivism, abstract Expressionism; Contemporary Irish Paintings (from Ireland); and a Boston Architectural Competition, 1960–83.

In 1980 the University added more display space with the construction of glass cases along the corridors flanking the president's office in Richards Hall. These also were "to be devoted primarily to the exhibition of works by contemporary visual artists."[32] In addition there were the AAMARP galleries in Ruggles from 1978 through 1986 and at 560 Huntington from 1986 to 1988.

Not all Northeastern's displays and performances were unremittingly contemporary. Thomas Nast, after all, was a nineteenth-century political cartoonist, although the film about his work, supported by a $17,000 grant from the West German government, was as contemporary as the vision of Peter Welsh, the Northeastern Arts professor who obtained it.

In the music area, the events presented by nuArts Contemporary Performance series were supplemented by the offerings of two artist-in-residence companies. The first of these, the Boston Lyric Opera Company, affiliated with Northeastern 1982–1988, featured largely nineteenth-century but by no means standard fare. Its first season opened in January, 1982 with Bellini's seldom-performed *Norma*, and then almost went under financially with an elaborate staging of Wagner's *Ring Cycle*. These losses were largely recouped with later, less ambitious productions of such works as *Rigoletto*,

Professor Eugene Blackman, chair of the Drama Department, rehearsing a play with a group of students, 1987

with the setting moved from Venice to modern New York, Benjamin Britten's *Turn of the Screw,* and Donizetti's *Maria Stuarda.*

The Department of Music's second artist-in-residence group more clearly reflected the contemporary focus of the division. This was the League of Composers—International Society for Contemporary Music Concert Series, which came to Northeastern in the early 1980s. In general, the walls of the newly refurbished auditorium were more likely to sound to the compositions of Stepfan Wolpe, Phillip Glass, and Arnold Schoenberg than those of Beethoven and Tchaikovsky, more likely to experience the dissonances of the Kronos Quartet and the slide of Melba Liston's jazz trombone than the familiar tones of more standard fare.

Dance also reflected contemporary and often international orientation. In 1984 nuArts celebrated the University's new dance concentration with its first modern dance series sponsored in part by the Massachusetts Council on Arts and Humanities and New England Fund for the Arts. Ensuing years featured similar series with works by such avant garde Japanese choreographers as Kei Takei alternating with America's "hot young cutting edge choreographers."[33]

In the area of theater, Tschernisch saw Northeastern's role as "filling a void in contemporary drama with works that are seldom seen in the Boston-area."[34] With grants from the Massachusetts Council on the Arts and Humanities, the division brought in renowned avant garde and traditional theater companies. Among its most splendid coups was securing the Boston Theater of the Deaf as artists in residence. Founded in 1982, the company became affiliated with Northeastern in 1984. The arrangement was particularly fortunate for Northeastern's American Sign Language Department, allowing for a truly stimulating relationship between that potentially isolated academic discipline and the performing world.

In addition to full-scale productions that filled Blackman auditorium, there were smaller performances such as those of Fiji artist Ping Chong and members of the Fiji Company, who delighted audiences with *A.M./A.M.—the Articulated Man* in the Northeastern Studio Theater.

Carrying the message of all of these performances to the external as well as internal community were *NUARTS Magazine* and *NUARTS Calendar*, slick highly professional publications, both of which were produced by the Division of Fine Arts and mentioned in the *Boston Globe's* September 1984 Fall Preview as handy aids for the culturally inclined tourist.

All of the above achievements were indications of Ryder's leadership in establishing the University as a cultural presence in the Boston community. For many, however, the action that proved most effective in conveying Northeastern's new aesthetic maturity was the transformation of its campus.

Architecturally, the Ryder years were the time when the campus was finally freed from its bondage to uniform white glazed brick and allowed to experiment with more varied textures. The decision to liberate the new buildings from the style established by the University's first architects, Shepley, Bulfinch and Richardson, was the result partly of choice, partly of necessity.

By the mid-1970s it had become clear that earlier plans to raze the old red brick United Realty complex, purchased by the University in the 1950s, to create still another bright white structure, were no longer practicable and perhaps not even desirable. The state's love affair with architectural demolition that had munched a swath through Boston in the early 1960s for a highway that never materialized and decimated Boston's West End later in that decade in the interest of concrete contemporary was well on the wane.

Northeastern's decision to renovate rather than raze the United Realty buildings reflected a new awareness of the need for architectural diversity, and with it the University's red brick campus began to take root as did a new self image. The older image projected by the older architecture was described by Art Professor Peter Serenyi in a special design issue of the *Edition:*

> This (NU) was, is, a technical university. . . . The architecture gives the university a technical image—the buildings are streamlined, a feeling one associates with technology. . . . There was a rigidity and formality in curriculum. There is a real connection, whether you want to recognize it or not, between the philosophy of the education and the shape it took.[35]

The new image was to reflect a far greater educational diversity. Yet at the same time it was to demonstrate a continuity with the past and to retain and enhance the human scale of the earlier plan (a scale that would already have been altered had the high-rise library plan of the early 1970s actually materialized).

Among the buildings that demonstrated the new sensibility were Kariotis Hall, a swirl of red brick, glass, and concrete, which opened in April 1982 and which many considered a sculpture in its own right, and the Law School complex, which was dedicated in April 1983. The complex included the new Thomas E. Cargill Hall, as well as the older Gryzmish Hall and was built around an underground mall with two sunken courtyards and an outdoor plaza. Still a third structure, Snell Engineering, completed in 1984, provided a transition between the old and new. Snell was white like the old campus but rough-textured like the new. Finally, there was the new library. Achieved and planned in the final years of Ryder's presidency, it served as a perfect expression of the values of that president. Designed by the Architects Collaborative, it enclosed four acres of reading space in a building that complemented the old, suggested the new, and never overwhelmed.

These buildings—along with the renovated United Realty, dedicated as Lake, Meserve, Holmes and Nightingale in 1979; the renovated Botolph, renamed David and Margaret Cullinane Hall in 1985; the renovated Ruggles, renamed Ryder Hall in 1990, but redesigned and reconfigured earlier; the somewhat anomalous Willis Hall, built in 1978 on the western perimeter of the red brick campus but finished in the traditional white glazed brick; the new Northeastern garage (1987); and the new city-built Ruggles MBTA Station—provided an enlarged canvas, as it were, for the real creation of those

Dedication of the United Realty Complex, October, 1980. Left to right: Dean Wilfred S. Lake, Mrs. Frederick W. Holmes, President Kenneth G. Ryder, Mrs. Winthrop Nightingale, and Professor George H. Meserve.

Dedication of Cullinane Hall, September 22, 1985. Standing, left to right: John Cullinane, Diddy Cullinane, Bernard Cardinal Law, President Kenneth G. Ryder, Senator Edward M. Kennedy, and Dean Paul Kalaghan. Seated: Mrs. Margaret Cullinane.

years, which was the development of new and inviting public spaces.

"At Northeastern, the buildings evolved around a quadrangle concept," Peter Serenyi had noted in the *Edition* article, ". . . the potential here lies between the buildings. . . . We already think in terms of communal spaces here."[36] "Public spaces, in most cultures, have been viewed as communal possessions and have developed as a reflection of the community's character," observed another contributor to that same *Edition*.[37] The character of the University as reflected in the public spaces developed during the Ryder years was to be one of warmth and graciousness and, above all else, of diversity and humanity.

Beginning with the 1976 alteration of tiny LeBeau Park at the corner of Huntington Avenue and Parker Street from a nondescript enclosed square into an inviting public space of flowering dogwood, bright spring flowers, and areas perfect for picnics, it was clear that the Ryder administration was determined to create an inviting public environment. In the course of the next several years the campus grew progressively greener, softer, and more inviting. In April 1983, Richardson Plaza, connecting various elements of the School of Law and boasting a magnificent clock tower, was dedicated. In July 1985, the governor's wife, Kitty Dukakis, joined President Ryder in a groundbreaking ceremony that hailed not only the greening of Northeastern's Huntington Avenue Quad, but also the greening of Huntington Avenue, of which Northeastern was seen as an integral part.

In December 1986, Ryder moved the presidential office into Churchill Hall, and by July 1987, the tarmac in front of the building had become a garden of azaleas, oaks, and rhododendrons.

Also in 1986–87, in preparation for the opening of Northeastern's new garage and the Ruggles MBTA Southwest Corridor Station, Northeastern began sprucing up its own back lot. The old Ruggles Building was vacated, gutted, and finally restored in a design that incorporated the best of the old and the new into a modern office/classroom building. The structure, renamed Ryder Hall, fronted on a trim grassy plot. Meanwhile, grass and trees sprang up along the textured concrete wall that fenced the south side of the campus. Finally, in 1988, Buildings and Grounds began to brick Cabot Court, closing that area to all but essential traffic and creating a broad pedestrian walkway that anticipated construction of the library. When the library was completed, the walk would be extended to link Huntington Avenue to the new library quad. Red brick walkways

had already replaced asphalt paths in the main quad and were being incorporated into a second renovation of the area between Ell and Hayden, called ironically Bulfinch Mall in appreciation of the architect who had clad the original campus in white brick.

In November 1988, Northeastern's AAMARP mounted an exhibit called "Fantastic Image Show." Among the paintings were several by artist-in-residence Milton Derr, including one entitled "Family Garden." The painting shows a brilliant green surface shot with bright splashes of color. Coexisting on the same plane are a group of figures who are at once part of and yet apart from the landscape.

"In this singular image," a critic remarks, "Derr makes the viewer aware of the relationships between community and environment, and between individuals and their community." It is a painting that might well serve as a gloss not only on the achievement of the remodeled campus, but also on the idea of humanities education and the arts as they came to be understood at Northeastern during the Ryder years.

Chapter 7

Meeting the Need:
Northeastern Goes High Tech

> Northeastern by history and educational tradition has been and continues to be committed to meeting educational challenges such as the one posed by the rapidly growing high tech industry.
>
> —Kenneth G. Ryder, *Northeastern Alumni Magazine*, September/October 1980, p. 1

Universities are like large families: participants clamor for attention when it is needed, not necessarily when it is convenient; external events impinge on internal ones, demanding reaction and forcing response. In the late 1970s and early 1980s, even as Northeastern's College of Arts and Sciences was demanding its long-overdue attention, other areas were also claiming consideration. Particularly needy were programs and procedures affected by a rapidly changing technology that would soon alter not only what the University taught but also the very way it taught.

The first intimations of how profoundly this technological revolution—and indeed that is what it turned out to be—would affect the University came in 1979. Up to that point, Northeastern had been proceeding with a degree of measured calm in introducing technological improvements into its procedures and curricula. By the start of the 1980s, however, it had become clear that the University must take a much more aggressive stand if it were to flourish in a rapidly changing environment.

The immediate situation that triggered Northeastern's awareness was a crisis in the manpower demands of the high-tech industry. Over the years the University had prided itself on its sensitivity to the business and industrial community, particularly the engineering community for which its College of Engineering and Lincoln College furnished more graduates than any other Massachusetts institution. Now suddenly it was clear that even Northeastern's supply of graduates was woefully inadequate to meet the needs of the computer,

microelectronics, telecommunications, and related industries that were springing up across the state.

News of the shortfall came to the University from a variety of sources, including its own Department of Cooperative Education. Through co-op, Northeastern maintained relationships with over 600 high-tech and engineering firms in Massachusetts alone, and word from this front was unequivocal: there are jobs out there going begging for lack of available manpower—50,000 at least, with predictions of twice that number in a few years.[1]

The most important source of information, however, was the Massachusetts High Tech Council (MHTC) and specifically Ray Stata, founder and president of Analog Devices, Inc., who instituted the council in 1979 and shortly thereafter became its chair of human resources. MHTC, a lobbying organization made up of representatives of the industry across the state, had the job figures, and it was Stata more than anyone else who made Ryder aware of the impact high technology was having and would have on all segments of the American economy. Stata's thesis, worked out in detail in *Global Stakes: The Future of High Technology In America*, which he coauthored in 1982, was this:

> Technical talent is the raw material that feeds the growth of the high technology industry, and we have reason to be concerned about the adequacy of our supply. There is a serious shortage of engineers in America. . . . Underlying this shortage is an underfunded and overstretched system of education.[2]

Given this information, Ryder was determined that Northeastern must take the initiative not only in developing new talent for the industry, but also in exploring new ways to counter the shortage. The strategy that developed and for which Ryder became a major spokesman was a unique collaborative effort between the industry, the state, and the university community.

Some Early Programs

In a paper presented in 1982 and subsequently published in *Global Stakes*, Ryder wrote:

> Today's shortage requires that existing pools of trained manpower be tapped to yield new proficiencies after relatively short training periods. A clear identification of needs will allow the appropriate training programs to be designed.[3]

By the fall of 1980, with assistance from the educational arm of the Massachusetts High Tech Council, Northeastern had already put in

place a series of "appropriate programs." Special Projects Director Ray Williams was a slender, wiry man of enormous energy and innovative ideas. He had an uncanny ability to know what industry needed plus the know-how to get the needs served, and he outlined some of what had already been accomplished:

> This month as the first phase of a three part plan, Northeastern will offer full and part-time programs in computer-related areas and technical writing. The new offerings will include part-time continuing education courses in technical writing. . . . Northeastern's University College will offer a part-time technical writing program in software writing . . . and electronic manual writing. . . . Another retraining program will be offered in computer programming . . . through University and Lincoln colleges. Advanced state-of-the-art courses in computer technology will be offered in the Center for Continuing Education.[4]

Williams's statement focused on continuing education programs in Lincoln and University Colleges, but the basic colleges and graduate schools were also doing their part. In the summer of 1980, the Board of Trustees authorized a computer sciences undergraduate degree-granting program to be conducted jointly by the College of Engineering and College of Arts and Sciences.[5] The interdisciplinary program represented a major step in improving undergraduate computer education and would ironically become the center of controversy before the next major step could be taken. During the same summer, and as a further contribution to high-technology education at the undergraduate level, Northeastern's College of Engineering also established a dual degree-granting program with Emmanuel College.

In the planning stage for introduction in 1981 were several programs at the graduate level. From the College of Business Administration came an industry-sponsored High-Technology Master of Business Administration program, the first of its kind in the country. From the College of Arts and Sciences came both a master's degree program in English with an option in technical writing and a one-year course of study for college-educated individuals combining intensive training in technical writing and computer science with a six-month paid internship period in industry.

Two of the most innovative programs scheduled for 1981 came from the graduate schools of Engineering and Arts and Sciences. These were Women in Engineering and Women in Science, which promised to tap a whole new constituency for the high-tech industry. The programs, particularly Women in Engineering, also showed

what an alliance of state, university, and industry could accomplish and provided a model for other collaborative initiatives.

The origin of the Women in Engineering program can be traced to February 1980, when Ryder invited a small group of concerned leaders to his house in Weston to discuss the high-tech manpower issue. With snow swirling outside, the four men—Commonwealth Secretary of Development George Kariotis (Northeastern College of Engineering 1944), Ray Stata, and Edmund Cranch, then president of Worcester Polytechnic Institute, and Ryder—began exploring ways to encourage closer cooperation among government, industry, and the universities.

Out of this meeting came the idea for the Massachusetts Bay State Skills Commission, which was approved by the legislature in the spring of 1980 and launched that summer as Bay State Skills Corporation (BSSC). Under BSSC state-funded start-up grants would be awarded to educational institutions for programs to educate persons in areas of acute labor shortage, provided that these programs were assured financial support and participation from industry. A year later, in the fall of 1981, Northeastern opened its first Bay State Skills-sponsored program, Women in Engineering.

Women in Engineering Leading to a master's degree in engineering or computer science, this program was in many ways a paradigm for what the men gathered in Ryder's home that winter afternoon in February 1980 had hoped to achieve. A start-up grant of $60,000 from the state allowed the University to meet initial costs of planning, curriculum design, and administration. The support of local industry was assured in agreements to provide paid employment for full-time students and tuition expenses for part-time students and by agreements with Data General Corporation and Digital Equipment to loan four employees as part-time teachers. In addition, the program was designed to retrain an educated but nontraditional constituency that might otherwise be lost to the industry.

In Northeastern's case this constituency meant women with strong undergraduate backgrounds in math and science who wanted to reenter the job market or change careers, but who lacked the engineering skills to move into the high-tech world. Among the initial group was a fifty-five-year-old grandmother who was coming back into the job market after a two-decade hiatus and a mid-twenties Wellesley graduate in Black Studies who was seeking a career change.

Women in Science The second program also targeted women who were either reentering the job market or changing careers and was designed to update their skills in preparation for new positions in the technological industries. However, start-up funding for Women in Science came not from BSSC but from a National Science Foundation grant that supported advanced training for students in technological fields. Both Women in Engineering and Women in Science began in the fall of 1981.

Women in Information Systems The third and most successful of the career transition programs, Women in Information Systems, began in the mid-1980s and like its engineering counterpart was funded by the Bay State Skills Corporation. Like its predecessors, the program was designed to redirect women into the high-tech workplace, specifically into the burgeoning information systems market. A measure of its success for the individual graduates was the substantial salary increment its graduates received on degree completion. A measure of its success for the University was the effect that it and the earlier programs had in attracting women into fields previously the province of men. By 1989 almost 20 percent of Northeastern's graduate engineers were women: if not the national record, then close to it.[6]

The number of high-tech-related programs and plans introduced in 1980 and 1981 left no doubt in anyone's mind that Northeastern was serious about meeting its obligation to the industry. Nevertheless, there was a feeling on the part of many—not least of all Ryder—that the offerings, particularly on the undergraduate level, lacked a hard-edged focus.

The Founding of the College of Computer Science

In his 1982 Self-Assessment for the Board of Trustees, Ryder wrote:

> Perhaps the academic innovation for which I can claim the greatest credit is the establishment of the new College of Computer Science. As Executive Vice President I had been responsible for the administration of the Academic Computer Center, and had long been frustrated at the failure of the University to develop a coherent, focused program for the study of this important emerging profession. I had discussed with both Provost Allan and Acting Provost Jones my concern with computer science instruction. Some improvement was effected by the launching of an interdisciplinary major supervised by a committee equally representing the College of Engineering and the

> College of Arts and Sciences. By the time Provost Mark took office, however, I was convinced that a new and separate administrative unit was necessary. . . .[7]

When Mark assumed the provost's position in 1979, Ryder encouraged him to take the initiative for creating such a unit. For assistance Mark turned to Karl Weiss, vice provost for Research and Graduate Studies, and Weiss in turn enlisted the aid of Ray Williams, who had worked closely with the Massachusetts High Tech Council in initiating the programs in University and Lincoln Colleges. Williams introduced Weiss to B.J. Rudman, whom the council had hired to handle educational issues. As Weiss tells the story: "Ray got me acquainted with the High Tech Council and it convinced me that Northeastern needed a single administrative unit for its computer curriculum. In short, it needed a computer science college." The problem, however, was to convince all those already involved in computer-related programs at the University of this need.[8]

The issue was territory and the core of dissension was the interdisciplinary computer science program. Part of the program was linked to mathematics in the College of Arts and Sciences and was highly theoretical; part was linked to the College of Engineering and was substantially more applied. According to Weiss, the main players on both sides found it nearly impossible to communicate with each other.

Compounding the problem was Dean Harold Lurie, who came to the College of Engineering from a college in New York convinced that the development of computer science was his responsibility and was not to be shared. Certainly Lurie had a point. Northeastern's College of Engineering had led the University in the development of high-tech/computer programs and would continue to do so throughout the decade.[9]

To resolve the question of what should be done, Weiss and Mark put together a blue-ribbon panel of outside experts. These leaders in the field from Bell Lab, UC-Berkeley, MIT, and DEC were to study the programs, weigh the evidence, and make the final decision on the administrative disposition of the computer programs at the University. Although the panel visited, no decision was immediately forthcoming.

"So I went to visit the chair," remembered Weiss years later with a twinkle. "I reminded him that we really needed a separate unit, and I wondered if that wasn't just the decision that his panel really wanted to make, which they then did."[10] Shortly thereafter, on

April 12, 1982, following a vigorous protest by engineering faculty who were fiercely opposed to losing their control of computer programs, the Faculty Senate resolved 25–10–3 to establish a College of Computer Science, and this was approved by the Board of Trustees on June 19, 1982.

The next issue was selecting a dean for the new unit and here again opinions divided. With the college scheduled to open in Fall 1982, there was little time for elaborate searches. Weiss and many of the faculty favored Paul Kalaghan, a computer expert with a doctorate from Harvard. Kalaghan had joined Northeastern in April 1981 as director of Academic Computing Services, and his credentials were impressive. A research physicist with a B.A., an M.A. and a Ph.D. from Harvard, he had developed software for the NASA Space Program and most recently directed the computer facility at the Cambridge office of the Smithsonian Astrophysical Observatory.

In addition, Kalaghan knew Northeastern not only as director of Academic Computer Services but also as a lecturer in the Graduate School of Engineering, 1966–72. He had also served—in Weiss's words—"as an aide-de-camp" in getting Northeastern's newest college off the drawing board and into operation. Mark, however, felt an outside search was only fair. It was John Curry, who as vice president of Administration ultimately decided the issue. His judgment echoed Weiss's choice, the president agreed, and in the summer of 1982 Kalaghan became dean of the College of Computer Science with offices in the top floor of Knowles-Volpe.

The way ahead for the new college was not easy, but Kalaghan acted with characteristic decisiveness. By Fall 1982, the college had a faculty of eleven including nine who volunteered from the College of Arts and Sciences Mathematics Department—significantly, no one volunteered from Engineering. Nationwide recruitment brought in an additional twelve the next year and five the following year for a total of twenty-seven full-time faculty members. In the meantime freshman enrollments, which totaled 335 in 1982, rose rapidly to reach a peak of 800 in 1984 when they began to drop off, bottoming out at around 400 in 1989.[11] Explaining the decline, Kalaghan admits that a great deal was due to the reality factor. In the flush of the early 1980s, particularly with the development of the personal computer, computers were the "in" discipline. A fad, however, can sustain itself only so long and seldom survives hard work and discipline, and the new college demanded both.

"We were the first such college in the country and we had high standards. At one point we had the highest percentage of Ell scholars (Northeastern's top students). Further, our goal was to turn out leaders of technology, not computer technicians. There were students that didn't understand that and when they found out they dropped out or didn't come."[12]

Despite the drop in applications, the college forged ahead. In 1984 it awarded its first degrees, 59 bachelors of science. By 1986–87 that number had climbed to 139, leveling off at 112 in the next two years. In 1984 the college established a graduate program, and in 1985–86 awarded 9 master of science degrees, with the number climbing to 59 by 1988–89. That was also the year the first doctorate was awarded.[13]

The college was accredited; research burgeoned and was rewarded with substantial grants, mostly in the areas of artificial intelligence, neural network imaging, and programmed language development; and the college moved into a home of its own. The new address was the extensively renovated Botolph building, which, in the words of Dean Kalaghan, "contained more computer power than all the campus put together." The benefactor here was John Cullinane of Northeastern's class of 1959, and founder and chair of the board of Cullinet Software Inc.[14]

The building gift was not Cullinane's only contribution to the success of the College of Computer Science. He also served as chair of its Industry Advisory Board, one of three such boards in the University (the other two advised the College of Business Administration and the College of Engineering). The Industry Advisory Board was made up of leaders in the high-tech field and was designed to keep the college abreast of changing needs in the industry.

Further helping to forge a tie between the college and industry and giving it a unique competitive edge was cooperative education. "We had a good curriculum," said Kalaghan, "but it was made fantastic by co-op, which kept the kids constantly aware of what was going on in a fast-changing industry."[15] Having guided the College of Computer Science through its formative years, Kalaghan moved into the provost's office in 1987 at the request of new Provost Anthony Penna, and Alan L. Selman became acting dean. By the end of the Ryder years the permanent dean had not yet been selected.

Alliances

The ongoing expansion and improvements in the College of Engineering and the founding of the College of Computer Science went

a long way toward demonstrating Northeastern's commitment to the high-tech industry. No one even remotely suggested, however, that these actions could resolve the manpower issue, which went far beyond the efforts of any one institution.

In February 1982, the Massachusetts High Tech Council and American Electronics Association sponsored a conference at a Route 128 hotel to discuss the manpower shortage and its ramifications for the state and higher education. A body of 250 corporate executives and their academic counterparts—the presidents of Massachusetts' major colleges and universities—as well as representatives of state agencies convened for a six-hour summit.

The general theme of the conference was this: The high cost of equipment and facilities for high-tech programs, the fact that talented faculty members were being lured away from the classroom by high corporate salaries, and the limited available space for high-tech programs on any campus combined to make it next to impossible for even the most prestigious universities to meet high-tech demands on their own. The solution would require new cooperative alliances. Commenting later on what occurred at the conference, Ray Stata wrote:

> What one could not fail to see was the political and social significance of the meeting. New alliances were being forged in ways that would have been unheard of in earlier decades.[16]

Playing a major role in the formation of this new collaborative environment was Northeastern's president. Two years before the 1982 summit, Ryder had taken the initiative that led to the formation of Massachusetts Bay State Skills Corporation. As the decade unrolled, Ryder stepped further forward to become not only a major spokesman for collaboration but also initiator of other fruitful alliances.

In February 1980, testifying before the state legislature in support of H-3834, a bill to encourage and foster closer cooperation between universities and corporations to deal with manpower needs, Ryder had first articulated the coalition theme:

> Programs appropriate to the development of highly skilled personnel in response to the needs of the high-tech industries are operating at capacity or at the limits of budgetary constraints. To expand, they need financial assistance not only of private industry but of the state.[17]

The following year, in testimony before the U.S. House of Representatives Subcommittee on Science, Research and Technology,

which was investigating reasons behind the scarcity of high-tech professionals, Ryder again sounded the coalition note:

> I appreciate the opportunity to testify on ways in which the government, industry and the university can be brought together in a unified and concerted effort to provide a professional educated workforce in the area of science and technology for the Commonwealth of Massachusetts and the nation.[18]

Giving his testimony, Ryder outlined what Northeastern was accomplishing in the area of high-tech education. He spoke of the founding of the Bay State Skills Corporation and the assistance provided by the National Science Foundation in support of advanced training in technology; he urged Congress to support other such initiatives with dollars, public awareness, and research. He also observed that under the Economic Recovery Act of 1981 there could be tax incentives for industry to encourage donation of equipment for colleges and universities to foster research. Ryder's style of testimony was quiet, firm, and effective. The cooperation he insisted on and the suggestions he made for implementing it appealed to both reason and the pocketbook and were well received.

In the meantime, another Ryder initiative had sparked another alliance. In February 1981, exactly one year after the original Bay State Skills meeting, Northeastern's president sponsored a meeting with the presidents of the state's five major engineering universities: University of Massachusetts, University of Lowell, Worcester Polytechnic Institute, MIT, and Northeastern. Out of this meeting developed an informal Consortium of Higher Education Institutions that was soon joined by Southeastern Massachusetts University, Boston University, and Tufts. The purpose of the group was to determine where joint approaches and common programs could be developed. Certainly one place, the consortium agreed, where a joint approach was necessary was in advanced training and research for the high-tech industry. From this recognition came the idea for the Massachusetts Technology Park Corporation.

Chosen as spokesperson for the consortium, Ryder explained the idea of the park before a Joint Committee of Commerce and Labor of the Massachusetts General Court in May 1982:

> The Massachusetts Technology Park Act would provide an education and training facility for up-to-date instruction of working engineers that no single institution could afford. This type of facility would attract top faculty . . . [and would] allow the Commonwealth to retain a leadership role in advanced engineering education. . . . By

> combining the resources of its educational institutions, industries, and government, the Technology Park concept incorporates unique sharing of responsibilities which will provide better education to students in today's technologies and give Massachusetts an edge in competing for industrial growth.[19]

The act passed, and the Massachusetts Technology Park Corporation was established in 1982. The corporation represented the collaborative effort of the consortium of universities, eleven industrial firms, and several state agencies. Its function was to foster the development of current and emerging technologies.

As its first project, MTPC created the Massachusetts Microelectronics Center (M2C) in 1983 to provide engineering students as well as professional engineers and scientists with advanced training and research opportunities in microelectronics and semiconductor technology. In 1986, the center moved onto a thirty-six-acre campus site in Westborough with easy access to its ten university partners, which now included Harvard and Merrimack College. In 1987, Northeastern's Karl Weiss, one of the founding directors, became vice chairman of the center, providing guidance in its crucial formative years. By 1988, over fifty companies had joined M2C as industrial sponsors, contributing over $30 million to pay for operating costs.[20]

From the beginning Northeastern gave time, energy, and manpower to the center, but the rewards were many. Not least of these was that M2C provided Northeastern students and faculty with technical resources for the kind of education and research in semiconductor technology that would have been unavailable without this collaborative approach.

Telecommunications: Network Northeastern and NTU

Paralleling the development of innovative high-tech programs was the development of new high-tech education delivery systems, and here again Northeastern set the pace.

The greatest problem was getting new programs to students who needed them where they needed them. The logistics were complex: while the rapid growth in high-tech knowledge made training, retraining, and state-of-the art programs a must, manpower shortages often made it difficult to give employees time off for commuting to local universities. Northeastern, of course, was well experienced in providing on-site educational programs. It had pioneered in-company courses as early as the 1920s, but the high-tech industry presented a new problem: a shortage of enough highly trained faculty to do the circuit.

Seeking a resolution, a Ryder-appointed high-tech task force began to look into the possibility of using cable television as an educational tool. By 1981, the University was already a member of the Boston Educational TV Consortium that included Harvard, MIT, UMass Boston, Emerson, Boston University, and WGBH. Early attention then went toward exploring public television cable as a course delivery system. Another solution that the task force began to explore was upgrading the University's own four instructional television fixed service channels (ITFS). Back in 1969, President Knowles had the foresight to secure telecommunication capability for the University. From then until the early 1980s, the channels had been used exclusively to beam programs to the Burlington campus.

In early 1981, a meeting with Ray Stata and members of Northeastern's high-tech task force revealed that Stanford University was using its instructional television network to broadcast to audiences in Silicon Valley. Northeastern had the hardware capability. It had a department and staff to run a media operation, and it had the know-how. All it needed was the initiative to reorient its programs toward companies. "Ken made it happen," recalled Ray Williams years later. "He saw the potential of ITFS and he said 'Let's look into that.' "[21]

The major existing competition was videotaped engineering programs, in which UMass-Amherst already had the edge. Providing leadership for Northeastern were Karl Weiss; John Proakis, associate dean and director of graduate Engineering; and Gerry Herman, special assistant to the provost. Realizing that interactive TV presented an attractive alternative to taped programs, John Proakis began soliciting companies that might be interested.

In Summer 1981, then, with Ryder's support, Northeastern hosted a meeting for a group of industrial leaders. The meeting began with a demonstration of interactive video. What the process involved was beaming a live classroom session by microwave transmitter to a company site. Students could communicate by telephone and speak directly to the classroom teacher. Special couriers would carry homework papers and exams back and forth between the University and the company worksite.

The demonstration was a success, and Ray Williams asked for industry support. There were three powerful arguments: (1) employees could get needed training on-site; (2) the idea had already been tested and proved successful by Stanford and Georgia Tech; and (3) industry could use the lure of such courses as a recruitment incentive. All that Northeastern requested was that companies pay

a surcharge and give their employees released time. Six companies signed up on the spot. Network Northeastern had begun!

Coordinating the operation was Ray Williams. Providing staff and technical know-how were Mina Ghattas, director of the Office of Learning Resources (OLR), and Michael Theall, coordinator of research development and evaluation in the OLR. Representing the provost and providing support and initiative from that office were Karl Weiss and Gerry Herman. John Proakis provided program direction, while Arthur Lendo, director of special projects for the vice president of Cooperative Education initially served as director of Network Northeastern. Together these seven formed the ITFS Committee, which Weiss chaired and which was responsible for shaping Network Northeastern.

In the course of the next year and a half, the old media center in the Office of Learning Resources was reorganized and reoriented toward business with the development of good market plans as a high priority. Six more companies signed up to participate. New equipment was added and new programs were planned.

On Monday, September 26, 1983, at 8 A.M., Network Northeastern went on the air. Ryder gave the welcome: "Northeastern has invested perhaps $1 million in equipment and personnel in preparation for this event. . . . It represents a breakthrough in higher education delivery."[22] He then yielded the lectern to Martin Kaliski, professor of Computer Science and Electrical Engineering, who delivered the opening lecture on software engineering to thirty students in Robinson Hall and fifty others at scattered sites within a thirty-eight mile radius.

During its first year, Network Northeastern (NNU) enrolled 141 students from twelve companies in a program of graduate engineering courses. Six years later, in 1988–89, it was enrolling 1,232 students at thirty-six company sites in four different kinds of programs: graduate engineering, undergraduate engineering technology, graduate computer sciences, and noncredit state-of-the-art engineering.[23] In addition NNU was selling videotapes of its own programs to companies that either had not received the live programs or wanted to repeat them, was producing custom-tailored tapes for companies that needed something special, was performing uplink and downlink services from a satellite, and was making a substantial profit for the University. How did it all happen?

"It was wild; it was wonderful," remembers Susan Kryczka, who came on board in early 1984 as program director for the network. Kryczka, who had served as a consultant to NNU when it began,

was with the Illinois Institute of Technology in Chicago when she was recruited by Weiss and Williams to come to the network full time.

"It was exciting. We were like venture capitalists with a venture we truly believed in," she recalls. "Karl, Ray, and John Proakis were always going on the road, looking for company backers. The spirit was entrepreneurial and full of energy. We'd work twelve, sixteen, eighteen hours a day and love it."[24]

The energy paid off. By 1985, Network Northeastern was broadcasting on four channels. The broadcast radius was still only forty miles, but it was now possible to send out many more courses. In the spring of 1984, degree-level courses in engineering technology began, and state-of-the-art engineering programs were added that fall.

NNU costs, of course, were not low. They were particularly high during the first year, when funding was needed for new equipment as well as for classrooms and staff. Lease on the local microwave system on the top of the Prudential building was also a continuing cost and mounted steadily, reaching $65,000 by 1988–89.[25]

Revenues, however, rose even faster. The major source was tuition and fees. These were roughly comparable to on-campus programs at the undergraduate level, slightly higher at the graduate level, but considerably less expensive at the noncredit level. "Within three years we were breaking even," says Kryczka. "By 1989 we were bringing in $1.9 million for a substantial profit."[26]

Adding to Network Northeastern's power was the satellite system to which it acquired access in 1987 as part of the National Technological University (NTU). Literally a space-age university, NTU, with headquarters in Colorado, was founded in January 1984 to telecast graduate credit and noncredit courses offered by a consortium of technical universities to a student body scattered at worksites across the country. Northeastern was a founding member of NTU, and when it hooked into the television satellite in 1987, the University became NTU's third-largest provider of noncredit courses.

State-of-the-Art Engineering Goes West

Network Northeastern and NTU were high-tech delivery systems that shattered campus boundaries and rendered classroom walls irrelevant. It no longer mattered where one taught, only what was taught. In Northeastern's Division of State-of-the-Art Engineering and Telecommunications, Steve Diamond, assistant director of State-of-the-Art (SOA) Engineering, had come to this perception even before NTU and the satellite system made the realization inevitable.

Since the high-technology boom of the early 1980s, Northeastern's SOA Engineering had enjoyed enormous growth. Originally established in 1963 to meet the then-growing demands for retraining engineers, SOA Engineering had always done well, but by 1983 it was doing *very* well. While other continuing education programs lagged, fending off competition from newcomers in the field, SOA Engineering was reaching some 6,000 persons annually. Courses ranged from microcomputer systems, programming languages, and telecommunications systems, to microelectronics and technical management. In addition, SOA Engineering offered several two- or three-day seminars. One, about the new IBM PC, was particularly popular, and by 1984 the department was taking it to eight cities across the state.[27]

Partially because of this rapid growth and the potential for even further expansion, and partially because of a natural affinity between SOA Engineering and a high-tech delivery system, SOA Engineering broke away from the Division of Continuing Education in August 1984, and linked up with Network Northeastern to form a new Division of State-of-the-Art Engineering and Telecommunications.

Commenting on the development, John Curry, who had recently become executive vice president with ultimate responsibility for NNU, said, "We think there's a natural affinity between State-of-the-Art Engineering courses and Network Northeastern. . . . The move will allow the Center to focus on competition and we can expand the leadership position of State-of-the-Art."[28] The division's new director, Ray Williams, was less circumspect: "This puts two aggressive ways for Northeastern to respond to the needs of the high-tech industry in one division."[29]

Diamond, to whom friends fondly referred as "the Whiz Kid," was a good friend of Williams. Together they generated ideas the way Niagara Falls generates electricity. Diamond's proposal in the spring of 1984 was that Northeastern should take its SOA Engineering courses to California, and it fell on receptive ears. His listeners included not only Williams, who thrived on challenge, but also Karl Weiss, whose activities in behalf of science and high technology were legendary; John Proakis, a man whom many regarded as the real genius behind the Northeastern's role in telecommunications, (and the one to whom others deferred in considering engineering programs); and finally President Ryder himself, who was not only supportive of high-tech developments, but eager to extend Northeastern's national reputation.

Celebrating the twenty-fifth anniversary of Northeastern's State-of-the-Art Engineering Program, September 19, 1988. Seated, left to right: Ray Stata, Chairman and President of Analog Devices; Professor Israel Katz; President Kenneth G. Ryder; Ray Williams, Executive Director, Division of Continuing Education. Standing: Acting Provost Robert Lowndes; Richard Gold, Executive Director, Massachusetts Microelectronics Center; Roupen Kiredjian, Director, State-of-the-Art Engineering Program; Christopher Cassidy, Director, Center for Continuing Education.

Actually, the idea of a Northeastern/Silicon Valley partnership was not all Diamond's and not all new. In a 1981 interview published in the *Edition*, Ray Williams had said:

> In comparing the Mass. High Tech industry to Silicon Valley California, a recent study reported that 20 percent of California students are not taking preparatory math and science courses that would enable them to enter high tech related programs in higher education. There is a decided drop-off of students in the heavily populated California high tech area. This means that the Silicon Valley employer will have to come to the state that is educating young people for high tech jobs—mainly Massachusetts.[30]

Diamond's modification of the Williams idea was to increase the age and sophistication of the students and reverse the direction of

the flow of knowledge. Instead of high school graduates, he would retrain professionals; instead of Californians coming east, he would have Northeastern go west.

The idea fired Northeastern imaginations, and in the summer of 1984 preliminary efforts began. First was a market research program to determine demand. The results showed that San Jose State, Santa Clara, the University of California at Berkeley, and Stanford University had engineering programs but that none had advanced continuing education. Demand was in fact heavy.

Next began the plans. Faculty, it was determined, should be from local industry. Buildings would be leased, salaries and curricular expenses would be met from loans. In an interview with *The Northeastern News* in January 1985, Executive Vice President Curry expressed the administration's point of view: "We're very optimistic that the program could grow into a major component of Northeastern." He went on to speculate that, if successful, Northeastern might initiate similar centers in Los Angeles, Chicago, and Houston. "I think this venture is the kind of risk Northeastern has to be willing to take to impress its image nationally."[31]

During the spring and summer of 1985, Ryder, Williams, or Diamond made the transcontinental trip several times, getting company commitments and securing funding and faculty. By July, headquarters had been established in Santa Clara for what would be called the Bay Area Regional Technology Center. Diamond became official director, and 100 high-tech and tech-related courses were slated for provision to Bay Area companies by Northeastern's State-of-the-Art Engineering. As on the East Coast, SOA would also offer customized courses and consulting services.[32]

In September, Northeastern West opened with over 250 enrollment and 500 expected by month's end.[33] "Since 1963," Ryder said at the dedication of the Santa Clara facility on October 23, 1985, "more than 100,000 technical professionals have taken part in Northeastern's Continuing Education programs. We look forward to supplying similar resources in the San Francisco Bay Area."[34]

Unfortunately, even as Ryder spoke, clouds were massing on Silicon Valley. On October 17, 1985, a week before the dedication, Ryder had already reported sadly to the Northeastern trustees that the Valley project was threatened by a high-tech depression and that the University stood to lose $700,000 if the threat materialized. One year later, on October 23, 1986, despite massive efforts by Weiss and others to market the program to Bay Area firms, Ryder had to report to the trustees that the depression had indeed struck with

devastating force. Four to six hundred registrations had been canceled. There was no choice but to close down the operation. All that would remain were a handful of IBM PC seminars, which would continue at various locations but would be administered from the East Coast. The Santa Clara facility, leased with so much hope a mere sixteen months earlier, was to be sublet. By December 1986, a little over a year after it was begun, Northeastern West was essentially out of business.

The idea of Northeastern West had not materialized as hoped. The national exposure its proponents had sought, however, did not fade away. In December 1987, SOA Engineering began broadcasting by satellite through NTU, reaching more students than could possibly have been envisioned a mere twelve months earlier. The idea of a national Northeastern State-of-the-Art Engineering was alive and well after all, only the delivery was different.

Creating a High-Tech Environment

Even as the University reached beyond the campus through new high-tech delivery, it was creating a dynamic new high-tech environment at home. The two pillars of this environment were academic and administrative computer services.

Academic computer services traces its roots to 1959, when Dr. Knowles authorized the purchase of the University's first computer, a 650 IBM, and the establishment of a Computation Center. The center was designed as a support service for the research and teaching needs of faculty, research personnel, graduate students and some undergraduates. Equipment was updated throughout the Knowles years, and computer capacity increased in keeping with demand and technological improvement. It was not until the 1980s, however, that the means of obtaining, processing, and transmitting information altered so radically that not only the means, but also the very way of viewing computer-based services were transformed.

According to John Stuckey, who became the first director of Northeastern's new Division of Academic Computing in 1987, the cornerstone of the new environment was personal computing: "The personal computing revolution eased into the mainstream with the 1981 introduction of the IBM personal computer."[35] Glenn Pierce, who succeeded Stuckey in 1990, was more reluctant to pin the "revolution" to any one technological miracle. "If automobile technology had changed as dramatically as computer technology," he said in an interview in 1991, "you'd have Rolls Royces that cost a dollar and were three inches long."[36] Whatever the immediate cause

of change in Northeastern's academic electronic environment in the 1980s, it was dramatic.

In 1977, Ryder, who as executive vice president had been responsible for academic computing services, supported the founding of a computer evaluation committee to study upgrading the University's computer system. In 1979, he supported its recommendation for the purchase of two new million-dollar central processing units that were based on an entirely different computing approach and would vastly increase faculty, student, and staff access.

Another important aspect of the new equipment, enthused an *Edition* reporter, "is the time-sharing and networking capability. . . . Communication with the outside world is a reality and networking will be a standard working tool in a few years."[37] This prophecy was, at best, an understatement. The next decade saw a series of actions, all supported by Ryder and all dedicated to assuring that the University's educational computing resources would achieve a level appropriate to a major academic institution.

In 1981, the old Computation Center was reorganized in deference to its growing importance. Its name was changed to Academic Computer Services Department, and Paul Kalaghan, who would later become dean of the College of Computer Science, assumed responsibility for it. By April of that year, Kalaghan had already effected important changes and more were on the drawing boards. Some comparative figures are indicative. In Fall 1980, there were 79 interactive computer terminals available for student use: 55 in 12 Hayden, 12 in Learning Resource Center, 12 in 21 Richards, and 17 phone lines to remote stations.[38] By April 1981, that number had increased to 104 terminals for students and 64 for faculty.[39] By 1988, the total was 400.[40]

Meanwhile, the introduction of the personal computer onto campus was putting computer power at the fingertips of anyone who wanted it:

> It is safe to say that in the College of Engineering and the College of Computer Science every faculty member has individual access to a private personal computer. In other colleges the prevalence of personal computers varies greatly from department to department. In all departments and programs, use continues to grow and the rate of acceptance shows no sign of slowing.[41]

By 1990, "A Report of the Provostial Committee on Academic Computing at Northeastern," refers to "thousands of personal-computer work stations."[42]

Complementing the use of PCs and serving as a second tier was the more traditional time-sharing computing system. The largest multiuser system, a Digital VAX 8650, was installed in the summer of 1986. Writing in 1988, Stuckey identified "At least 35 multi-user systems . . . maintained by academic units at the university at present."

Most of these systems had a special application, and by 1986 most were connected by a fiber-optic network, making access possible across campus and beyond. That year work also began on linking the PCs on campus into the mainframes. The result was a vast network that changed the focus of Academic Computer Services. Whereas once maintenance of a central academic computing unit had been the main role, now

> The design, installation and maintenance of data networks has become a much more important activity, since the movement of information from place to place . . . is possible in ways never before imaginable.[43]

In 1987, in recognition of the changing character of academic computing, the Academic Computer Services department was reorganized into a new Division of Academic Computing, a planning, coordinating, and policy-making office. Within this structure the service group continued as the Computing Resource Center. By Fall 1987, the new division had initiated a campus-wide computer mail and conferencing system called "lynx." It had also launched "The Year of Personal Computing," which was designed to "create an environment conducive to the use of the personal computer."[44]

When Kenneth Ryder took office in 1975, the computer was viewed as a way to enhance educational offerings and research. By 1990 it was no longer an enhancement but a necessity. "Computationally based services must be viewed as an essential resource to scholarship and productivity at every level of the university."[45]

Paralleling the development of Academic Computing Services at Northeastern was Administrative Computer Services, which was originally established in 1967 to meet the growing computer demands of administrative offices. (In 1962, the financial office had secured its own computer, but the area was not initially considered as part of Administrative Computing Services.) Between 1967 and 1978 Administrative Computer Services expanded, but there was little change in procedures. Then, in 1979, a series of events began that would revolutionize the area.

Among these developments was a change of leadership. George Harris was a graduate of University College's Business Administration Management Information Systems. He had worked as a systems analyst at Harvard Business School before moving into Northeastern's Administrative Computer Services as its new director in 1978. A soft-spoken man described by one colleague as an "electronics genius," Harris delighted in exploring and developing the possibilities of the new information technology in the interest of administrative efficiency.

In 1980, under his direction, a new cost-efficient computer system for administrative use was installed in the basement of Richards Hall. The system, rented from IBM for $200,000 a year, was not only cheaper to run than the previous system, but also had far greater capacity and the potential for even more memory. Accessed by ninety terminals instead of the previous forty, it was to be used by Admissions, Alumni Relations, the Registrar, and the Cooperative Education Department.

To accommodate the new system in Richards, Administrative Computer Services moved its office to Nightingale, and the first fiber cables at Northeastern were laid to link the two areas. That same year Harris, in conjunction with Gene Reppucci in Development and a committee appointed by Ryder, completed negotiations with John Cullinane for a $2 million gift of integrated database management systems software that would render the old-fashioned keypunch card obsolete for most functions and provide administrative offices with access to an enormous new student database.

Over the next several years, Administrative Computer Services worked at getting various administrative offices on-line. Despite a necessary increase in staff, budget, and equipment, the administration never hesitated in its support. A 1984 proposal to increase computer capability that would necessitate a vast allocation of funds brought only an administrative nod: "I think the administration is very supportive of the proposal," said Curry. "To me Northeastern has to be modernized."[46]

By Fall 1984, the student database made possible by the Cullinet software was in place. All biographical data for students—names, addresses, health codes, courses, grades, co-op employment—were available from one central data base to all administrative offices. From the moment of the student's first letter of inquiry to Admissions, through registration, housing and co-op assignments, until long after graduation, the Northeastern student was on-line.

In 1985, Administrative Computing added an office systems area with word processing as a top priority. Service expanded to include training, and University secretarial staff grew familiar with monitors, new keyboards, and the anguish of the inadvertent "delete."

By 1988–89, no area of administration was untouched by computers, and no aspect of student life was untouched by electronics. In Admissions, where Harris had introduced that office's first computer system in 1979 and a newer one in 1987, Director Philip McCabe summed up the attitude of many: "Beating the competitive edge with the latest technology has been our objective for the last decade." He went on to say that new memory-driven computer systems would change procedures and cut university costs.[47] McCabe's observations were specific to his area, but they as easily pertained to all administrative activities.

Some Later Programs

As the environment went increasingly high tech, Northeastern continued to design and put in place more and more sophisticated programs to keep up with new demands. Between 1984 and 1989, the Faculty Senate approved five graduate-level programs proposed by the graduate council. Two of these programs were on the doctoral level. They were a Ph.D. in Industrial Engineering and Information Systems, approved on May 21, 1984, and a Ph.D. in Computer Science, approved on April 13, 1987. On the master's level were: an M.S. in Computer Science and an M.S. in Technical and Professional Writing approved June 11, 1984, and a M.S. in Computer Systems Engineering, approved April 28, 1986. Two new programs were also approved at the undergraduate level. One was an optional four-year curriculum with co-op leading to a B.S. in Computer Science, approved Feburary 22, 1988. The second was a proposed Computer Science B.A. program approved February 27, 1989.

The College of Engineering, which was central to Northeastern's response to high-tech demands, continued to refine its programs and provide solid leadership throughout the era not only in graduate and undergraduate education, but in research and scholarship as well. This does not mean that times were uniformly easy for the college.

In a single decade there were five changes in leadership of the College of Engineering.[48] Enrollments fluctuated, dropping some 7 percent from a peak of 5,097 on the opening of the Computer Science College in 1982 to 3,079 in 1989. Even more devastating was the dawning recession in industry that began at the end of the

decade. The impact of such attrition, however, was somewhat offset by a steady rise in full-time graduate population from 198 in Fall 1979 to 412 in 1989.[49]

Much of the attraction for graduate students was unquestionably the high quality of research in the college. By 1989 it was attracting some $8.9 million in external funding, while three of its professors—Michael Silevitch, Electrical Engineering; John Proakis, Electrical Engineering; and Donald Wise, Chemical Engineering—were directors of three of the University's major interdisciplinary research centers: the Center for Electromagnetics, the Center for Communications and Digital Signal Processing, and the Center for Biotechnical Engineering, respectively. Paul King, who became dean in 1986, proved a staunch proponent of high academic standards and research, and much of the growth of the College of Engineering in this direction is attributable to his leadership.

In 1975, when Ryder took office, the alphabet soup of high technology was still in the future. "Mac" was a man or an apple—the edible kind; an "ATM" was financial exotica; and neither "PC" nor "VCR" was a word. In 1975, a pocket calculator cost an engineer up to $100—and few others bought them. The Touch-Tone phone was the exception rather than the rule; nine people out of ten had never used a computer. By 1989, none of this was true.

Dean Paul H. King, College of Engineering

The common denominator was a technology that transformed the way we lived, studied, and did business. Northeastern kept pace with this technology in its programs and delivery systems and with new ways of doing things. In 1982, the computer Touch-Tone phone came to Northeastern; in 1983, an ATM went up near the corner of Forsyth Street. In 1986, Admissions began experimenting with a promotional videocassette tape for a potential student's VCR.

While few would argue with the University's need to adapt to its environment, it would be naive to pretend that the introduction of more and more technology into education did not raise some fundamental questions about educational policies and priorities. In the 1980s, despite President Reagan's threatened cuts to education funding, the economic picture was such that Ryder was spared the need to answer those questions. During these years, he was able to humanize the curricula and soften the landscape in ways unimagined a few years earlier. During the same period he could commit Northeastern to high-tech education and a high-tech method of operation inconceivable only a few years earlier.

The image of new grass on a web of fiber-optic cables appropriately expresses the new Northeastern. Whether such complex educational gardening can continue in a more stringent age remains to be seen.

Chapter 8

Other Professional Programs:
The Basic Colleges

> By placing strong emphasis on professional education, the University will continue to encourage and provide opportunity for students to obtain the specific knowledge and skills required for a lifetime of productive work in society.
>
> —*Strategic Directions for Northeastern University*. Prepared for the President and Board of Trustees of Northeastern University by John A. Curry, June 1987, p. 6

Humanities, the fine arts, and high technology claimed the foreground during much of the 1980s, but other academic areas were by no means slighted. In his inaugural address, Ryder spoke of "selective growth" and the need "to achieve a balanced program of study." A balanced program, he elaborated, included "enough specialized training in pragmatic skills to enable . . . [students] to gain reasonable livelihood in the world of work after graduation."[1]

These two ideas, selective growth and the development of programs tailored to the needs of the late twentieth and early twenty-first centuries, dictated many of the curriculum choices that were made during the period. Other important factors included the character and quality of students and the vision and predisposition of major academic administrators: the president, the provost, and the deans. In his *Self-Assessment as President*, Ken Ryder wrote: "Many new programs have been designed as the result of initiatives taken by college deans and faculty for which the President can claim little direct credit." Further on, he made the disclaimer again: "Many . . . programs were launched without any input from the President's office."[2]

The College of Arts and Sciences, the College of Engineering and Engineering Technology, and the College of Computer Science have been covered in earlier chapters and will not be considered here.

The two statements suggest quite correctly that Ryder's approach to academic development was not to mandate what a college should offer but rather, having established the general policy, to let implementation rest with those closer to the classroom. He did make suggestions: as noted in the previous chapter, Ryder played a direct and important role in the development of the College of Computer Science. He often served as a facilitator: the meetings with industry leaders, his testimony before Congress, his role as spokesperson for education—all noted in other chapters—opened the path for new programs, most often in technological fields. And he kept a careful eye on the budget: weekly consultations with Vice President Roberts and frequent meetings with faculty leaders ensured that program costs could be rationalized.

Dean Daniel Givelber of the School of Law, which took firm root during the Ryder years, described the president's administrative approach to academic matters: "It was to let a thousand flowers grow."[3] Dean Juanita Long, in a memo assessing the growth of the College of Nursing during the same period, expressed the same idea more specifically: "President Ryder, a democratic and far-sighted leader, permitted the faculty of the College of Nursing to exercise its best judgement in the managing of internal affairs of the college."[4] A survey of some of the programs and changes that occurred in the colleges during that period shows how each college exercised its judgment and implemented the policy of selective growth.

College of Business Administration (CBA)

"The business of America is business," Calvin Coolidge once said. Judging from the number of young Americans flocking into business in the early 1980s, this was never truer than in Reagan's America. Certainly it was true at Northeastern. In 1975, the number of graduate and undergraduate degree candidates in the CBA was 3,594. By 1985, it was 5,344, including a record 4,096 full-time undergraduates.[5]

Although the college did experience an unprecedented turnover in leadership during the period—there were six deans in fifteen years—this was not as unsettling as it might have been for a younger college or one less assured of its direction. Since 1922, when Northeastern's CBA was originally chartered, its objectives had remained consistent: to bring the college ever closer to the business sector and to remain sensitive to the marketplace. The challenge during the 1980s, when business was undergoing an unprecedented popularity surge (*Newsweek* magazine dubbed 1984 "the year of the Yuppie")

was to separate genuine trends from fashion and to implement programs responsive to those trends. To assist in making that distinction, CBA introduced a Board of Visitors in 1981. Made up of top executives from major corporations in New England, the board offered advice and counsel on issues pertinent to management education programs. In 1982, on the advice of the board and to further reinforce the business/college bond, the CBA went a step further, setting up an Associates program. A contemporary annual report describes this program:

> [to provide] new recognition to our partnership with the business community and create an organizational framework that will enhance our future cooperative efforts.[6]

Still other ties with the corporate community were forged through ongoing cooperative education on both the undergraduate and graduate level.

While program development depended, as it always had, on adapting offerings to the changing needs of the business community, Dean Philip McDonald was quick to reassure critics:

> New programs will be developed, . . . only where those needs and the interests and expertise of the College's faculty converge.[7]

Needs and expertise apparently converged at several points. At the graduate level one of the most innovative programs was the Executive M.B.A., which actually anticipated the new emphasis on business. Introduced in 1978, the program offered an intensive eighteen-month weekend course to middle and senior-level managers who wanted to pursue a graduate degree while continuing to work fulltime. Although other institutions were quick to copy the idea, Northeastern's Executive M.B.A. remained the only nationally accredited program of its kind in New England for several years.[8] Another first was the High Technology M.B.A., introduced in 1982 with the assistance of the Massachusetts High Tech Council and the General Electric Foundation.[9]

Other graduate programs were enriched and updated to reflect new technology and new management practices. Expanded offerings in the Center for Management Development, which provided graduate-level certificate programs, included Management Workshop-High Tech, a program that focused on managerial problems in that industry and a Smaller-Business Management Development Program, introduced in 1984, that recognized and responded to a new nationwide entrepreneurial spirit.

Dean Philip McDonald, College of Business Administration

On the undergraduate level a new concentration, Management Information Systems, became available in 1986, demonstrating the college's sensitivity to the needs of the high-tech industry. For Honors undergrads, there was an enticing array of courses that the college itself labeled as "state-of-the-art business topics."[10]

At both the graduate and undergraduate level, programs were reconfigured during the 1980s to reflect the increasingly international structure of business. In 1986, the graduate school instituted an advanced international exchange program with Sup de Co in Reims, France. In 1987 it added an overseas graduate seminar on the international aspects of high-technology management in collaboration with the Euro-Management Institute in West Germany.

Largely to provide state-of-the-art facilities for CBA's growing state-of-the-art business programs, the University bought the old Queen of Apostles Seminary in Dedham in 1983. The building was renovated—with chapel, refectory, and other spaces originally dedicated to the education of priests now refurbished for the education of future corporate leaders. For those who would see a metaphor in the transformation, the early 1980s provided plenty of fuel.

By the later 1980s, "Yuptopia," as reporters liked to call the world of gentrified townhouses, BMWs, and residential saunas, was coming under fire. In 1986, Ivan Boesky was fined $100 million for insider trading, and "junk bond" was a new double four-letter word.

In 1987, a Lou Harris poll revealed that 81 percent of Americans thought the rich were getting richer and the poor poorer.[11]

In January 1987, the Dow topped 2,000 just fourteen years after it had first hit 1,000. In August it reached 2,700. The favorite bumper sticker of the summer was "The One Who Dies With The Most Toys Wins." Then on Monday, October 19, 1987, the stock market crashed. Six hundred million shares changed hands in twenty-four hours. The Dow lost 508 points, and investors lost more than $500 billion in stock market value. Faith in business was severely shaken.

How did it all affect Northeastern's College of Business Administration? "Not directly in terms of our students," said David Boyd, who became acting dean that fateful year and dean in 1988. "We weren't catering to Yuppies."[12] An attrition in enrollments, however, did begin around this time. On the graduate level enrollments dropped 6 percent in 1986, rallied in 1987, then fell a sharp 8 percent in the fall of 1988. At the undergraduate level, enrollments were level in 1987, fell 1 percent in 1988 and then 8 percent in 1989.[13] In a 1991 interview Dean Boyd tied the drop in enrollment to the belt-tightening in the business community triggered by Black Monday, followed by the growing recession across New England, as well as the continued decline in traditional college-age population.

Also playing a role were internal issues. In 1987 enrollment in Northeastern's Graduate School of Professional Accounting dropped to a ten-year low. This drop, however, preceded Black Monday and according to William Kelly, director of that area, had less to do with external events than with changes in administration of the program. "We were finding our way, setting a new course."[14] The school did find its way, and in 1988 enrollment jumped 39 percent.

What happened in graduate accounting can be seen as paradigmatic of the college in general: propitious external conditions such as those that existed early in the 1980s could offset internal problems, but when both internal and external problems coincided, then extra effort was necessary for the program to remain on course. In the 1980s, Northeastern's College of Business Administration reenforced its traditionally strong partnership with business and added programs responsive to the market's needs. Corporate funding of research was also actively solicited and expanded. This was particularly true after David Boyd became dean, when applications-oriented management began to grow rapidly

Summing up the key accomplishments of the era, Boyd noted "the growth of faculty and the shift to national recognition of our

Dean David Boyd, College of Business Administration

research endeavors." The facts support his point: between 1975 and 1985 faculty rose from 54 full-time members to 108, while the number of outside organizations lending research support or seeking consultant services from CBA faculty expanded steadily.[15]

Such accomplishments, of course, could not guarantee clear sailing for the future. Some of the problems with which the college would have to contend in the 1990s were an ongoing drop in college-age students, an adroit use of a large tenured faculty in light of shrunken enrollments, and a continuing recession throughout New England.[16] Whether the strengths established in the 1980s would be enough to offset these problems remained to be seen.

Boston Bouve College of Human Development Professions

Probably the story of no other Northeastern College more aptly illustrates the principle of selective growth than that of Boston Bouve College of Human Development Professions. Created in 1980 by the merger of the former Boston Bouve College and the College of Education, the new unit represented a deliberate pruning away of educational elements that were no longer fully relevant in the 1980s and a focusing on the development of those that were.

Discarded in the course of the merger were many programs initially designed to prepare students to teach the baby boomers hitting the Boston schools in unprecedented numbers in the late 1950s and

1960s. By the end of the 1970s, that wave was well past, and the problem was what to do with Northeastern's College of Education where enrollments had plummeted to record lows in 1979.

Because both Bouve and the College of Education had teacher-training components, and because both were dedicated to education for the human helping professions, many considered that the two units had a natural affinity. A consolidation of the colleges was thus seen as a practical as well as an academically sound idea, and discussions to implement it began in the late 1970s.

By June 1980, most of the problems had been discussed and resolved and the Faculty Senate gave its approval to a merger on June 2, 1980, with the Board of Trustees placing their imprimatur on the arrangement on October 14, 1980. Shortly thereafter the new name Boston Bouve College of Human Development Professions, was selected and approved by both bodies. Paul Lepley, who had been appointed dean of Bouve in 1977 to replace the retiring dean, Catherine Allen, was selected dean of the new college, which went into operation July 1, 1980.[17]

The major challenge for Lepley in running the new college was to reorganize and consolidate programs, not only to do away with redundancies and save money, but also to reflect current community needs. In fact, many of the changes that occurred reflected much of the social history of the decade. These were the years when primary and secondary school enrollments dropped, when aging baby boomers developed a passion for fitness—these were the Jane Fonda exercise years—and when a growing number of poor, old, and alienated needed a helping hand.

These were also the years when the emphasis in Bouve's physical education programs shifted from teacher training to athletic training; when the emphasis in its recreation programs shifted away from community, outdoor, therapeutic recreation to fitness and sports and recreation management; and when its health education programs began to expand by including community health, which prepared students for careers in rehabilitation centers, fitness and exercise centers, and hospitals.[18]

As these shifts took place, curriculum was also streamlined. Between 1981 and 1983, the number of departments in Bouve went down from ten to five, in addition to the graduate school. Then in 1983 the college faculty approved a document entitled "Organizational Structure," which further reorganized the curriculum and consolidated programs to reflect the new priorities. By 1985, undergraduate programs were available in only three departments:

Education; Health, Sport and Leisure Studies; and Physical Therapy. In addition, undergraduates could participate in a Human Services Program, which was an interdisciplinary major run in conjunction with the College of Arts and Sciences and leading to careers in the helping professions or to graduate specializations.

Reflecting increasing professionalization of the health professions during this period was an increase in Bouve's graduate programs. In 1980, even before the merger, the Graduate Council approved a program leading to the M.S. in Physical Therapy. In 1983, following the merger, it approved a graduate level program in Counseling Psychology and a certificate of advanced graduate study program in Language Acquisition and Language Disorders. In 1986, it approved an M.S. in Recreation, Sport and Fitness Management; and in Spring 1989, gave the nod to a proposed Ed.D. degree program in Counseling Psychology.[19]

Much of Bouve's commitment to the welfare of others took place beyond classroom walls and again reflected a changing environment. In addition to their co-op jobs many students participated in The Fenway Project, which worked with senior citizens, children, and patients from a health clinic and others in the area.[20] Students also volunteered through the college's Home Services Student Organization to raise money for neighborhood projects and played an important part in Ryder's neighborhood goodwill policy.

Bouve faculty were instrumental in starting the University's Children's Center, which was named in honor of Bouve professor Russell Call, former chairman of the Department of Education. They participated in the development of Madison Park High School and in the creation of Balfour Academy. In addition, the college initiated the Center for Cardiovascular Health and Exercise, which not only served the University community but also a number of participants in local businesses and professions. (See Chapter 9 for details on community service.)

In a world dominated by three-piece suits and leather attaché cases, professions that focused on helping others enjoyed less cachet than they had in the socially conscious 1960s. Nevertheless, the Boston Bouve College of Human Development Professions held steadfast to its mission to educate students for careers that "help people take hold of their lives, whether the goal is walking down the street unaided, running a marathon, getting a job or changing careers, learning to read or learning to teach."[21]

Although enrollments at both the graduate and undergraduate level did drop in the early 1980s, they began to rise shortly thereafter

and climbed steadily through the remainder of the Ryder years. Throughout the period the college showed the highest retention rate in the University, and this Lepley unhesitatingly attributed to the high degree of commitment on the part of entering students and the determination of the college to serve that commitment.[22]

College of Criminal Justice

The youngest of Northeastern's basic colleges when Ryder took office was the College of Criminal Justice (CCJ), which had been established in 1966 to prepare students for careers dealing with the administration of justice. "The way in which justice is administered is of paramount importance to the stability of our democratic way of life," wrote Professor Robert Sheehan, one of the prime movers in the founding of the college and acting dean during its first year.[23]

Courses in the new college focused on preparing students to assume roles in law enforcement, private security, corrections, legal studies, and a host of related areas. In 1969, Norman Rosenblatt, who had been a student of Ryder's in the 1950s, became dean, establishing policies that would shape the college for the next several decades.

Fundamental to Rosenblatt's view was the conviction that a broad and liberal educational background was essential for professional development in the criminal justice field. He insisted that courses in social sciences, behavioral sciences, and humanities be integrated into the curriculum. Throughout Rosenblatt's tenure as dean (1969–1991), students took at least 60 percent of their courses outside the college in subjects such as history, literature, and economics, as well as math, science, and sociology.

This does not mean professional courses were in any way slighted. The College of Criminal Justice prided itself on being responsive to the issues of its time, and professional curricula reflected those issues. During the 1980s increasing emphasis came to be put on private-sector security, security in the workplace, and security in the corporation. Protection of assets, computer crime, industrial espionage, and terrorism were major interests.

As computer technology became more sophisticated and its impact on law enforcement expanded, courses in computer science and statistics also became a requirement. On the graduate level these were of prime importance, making up one-third of the course load.

During the period the emphasis in graduate programs began to shift. Although the college continued to offer both full- and part-time programs leading to an M.S. in Criminal Justice throughout the

Ryder years, by the mid-1980s there was a concerted effort to phase out part-time programs in favor of more traditional full-time ones. The thinking was that the latter were more in keeping with the growing scholarly research requirements of criminal justice professions.[24]

The Ryder years also saw an exponential increase in the scholarly research activities of the faculty. Ironically, some of the most prestigious projects in the area did not fall under the jurisdiction of the College of Criminal Justice but under the provost's office, which administered the Center for Applied Social Research. The center had begun in the college in the mid-1970s, but was transferred to the provost's office in 1979, when the University began a concerted effort to enhance research initiatives. William Bowers, who served as the center's director from 1978 to 1988, described the transfer:

> The transfer took the Center out of an academic discipline and gave it a University-wide role with all the advantages and prestige that this implies. There was an executive advisory board with members drawn from law, criminal justice, sociology, and philosophy. There is no question that the move benefited both the Center and the University, but it could not have occurred without the vision of Norm Rosenblatt, who put those considerations above the territorial interests of the College.[25]

Dean Norman Rosenblatt with members of the College of Criminal Justice.

At the same time Rosenblatt did encourage research and scholarly efforts of his faculty within the college. In 1985, James Fox, professor of Criminal Justice, established and became editor in chief of the nationally recognized *Journal of Quantitative Criminology*. Founded in response to the growing use of quantitative methods to study patterns, causes, and solutions to crime, the journal was a highly sophisticated, well-designed quarterly publication that brought together articles from contributors from around the world. It was also distributed globally and in the early 1990s was cited by a reviewer as one of the scholarly strengths of Northeastern's College of Criminal Justice.

In addition to the *Journal*, Fox also enjoyed national celebrity for his work on serial murder and mass murder. Both topics, as Fox and his Sociology Department colleague Jack Levin soon discovered, had not only scholarly, but also mass-media appeal. In fact, crime in all its sordid dimensions seems to attract public interest, and scholarship by members of the college probably received more media attention and generated more PR for the University than any other area. The possible exception is sports, but that, of course, has little to do with scholarship. (See Chapter 5 for additional information on research projects, including those undertaken by the Center for Applied Social Research.)

The growing prestige of the faculty made them logical persons for legislators to call on when seeking professional advice on crime, and members of CCJ appeared with increasing frequency in congressional halls to give testimony.

If research and scholarship were important aspects of the college during the period so also was teaching. Perhaps the clearest indication of this was an annual award, which CCJ students initiated in the mid-1980s to honor outstanding CCJ teachers. Recipients were chosen by the students, with awards granted at both the graduate and undergraduate level.

Encouraged by the administration, particularly by Dean Rosenblatt, who felt strongly that members of the criminal justice system should be involved in the community, the college expanded its community services. In 1983, CCJ became a host institution for the Justice George Lewis Ruffin Society, an organization of minority criminal justice professionals dedicated to increasing minority leadership in the profession. In 1985, when the Boston Police Department decided under court order that it must expand its roster of minority officers, the College of Criminal Justice began to provide examination training to minorities through the Ruffin Society.

Significantly, following this training, the number of minority officers on Boston's force jumped from two to sixty within a period of a few years. "Quite literally we changed the complexion of the force," said Rosenblatt.[26]

Other CJ community activities included participation in Roxbury Youth Works, legal assistance to Deer Island prison inmates, and involvement in a gifted and talented program in Weymouth, which was designed to educate elementary school children in the principles of criminal justice.

In 1987 a group of Italian industrialists, eager to start a program in security administration, security management, and criminal justice in Italy, approached the college for advice. As of 1989, when Ryder stepped down, negotiations were well under way with Bacconi University in Milan for a program that would involve Northeastern faculty and eventually students.

Like Northeastern's other basic colleges, the fortunes of the College of Criminal Justice very closely reflected conditions beyond Huntington Avenue. Probably the single most important external event affecting it was discontinuation of the 1960s Law Enforcement Assistance Act (LEAA) in 1978. Associate Dean Robert Croatti, who had helped secure funding under this act for the establishment of the college in the 1960s, describes it as "a GI Bill for Police Officers."

> LEAA enabled Universities to initiate criminal justice programs and provided financing for thousands of students. When it was wiped out, these students were left with no way to support their education and no alternative but to drop out.[27]

Enrollment in Northeastern's College of Criminal Justice validates Croatti's observation: in 1979, enrollment stood at 1,592; by 1984, it had plummeted to 891. At this point a rally began, reaching 1,139 in the fall of 1989.[28] On the graduate level, the pattern is similar, with enrollments showing a steady decline through 1987 when they began to stabilize and rise.[29]

Despite enrollment fluctuations, the 1980s were good years for the College of Criminal Justice. During this period CCJ became firmly rooted, establishing itself as the major purveyor of criminal justice education in New England and becoming one of the top three institutions in the country.[30]

Rosenblatt, determined that the college not become a "cop shop," worked throughout his deanship to shape its identity as an institution that educated men and women to assume meaningful roles at all levels of the criminal justice system. During the 1980s the college's

legal studies programs began to send substantial percentage of CCJ graduates on to law schools, including some of the most prestigious—Harvard, Yale, Cornell, and Princeton. It became a member of the National Honor Society, and for many years the secretariat of that society was based at the college.

"We are the college of choice for our students, not their security school," said James Fox, who was to become interim dean after the retirement of Rosenblatt in 1991.[31]

Despite this fact, CCJ remained a college that prided itself on accepting a high portion of applicants. "We are a very professional college and we are also pretty much an open access college," Dean Rosenblatt once said. "We're strongly committed to providing students with opportunities and enrichment assistance, but we are also demanding."[32]

To this extent it has appeared to many as prototypically Northeastern, a place that in the old days students would describe as "easy to get into but you gotta work damn hard to graduate."

In light of this open-access policy it is important to realize that between 1986 and 1988 seniors of the College of Criminal Justice were recipients of the University's highest award, the Harold D. Hodgkinson Achievement Award. Given annually, the award singles out two seniors from across the entire University who have achieved distinction in scholastic endeavors, cooperative experience, and service.

College of Nursing

"[Ryder's] ability to withhold judgment or make decisions until all facts were carefully and objectively reviewed enabled the College to achieve its goals and move into a leadership position in nursing education." So reads Dean Juanita Long's assessment of the College of Nursing as it developed between 1975 and 1989 and under her administration.[33] To the degree that this remark suggests a decade and a half of unalloyed triumph for Northeastern's College of Nursing during the Ryder years, it is misleading. Perhaps at no time in nursing history did the profession experience so many problems. Ellen Daly, associate professor in the College of Nursing summed up the situation:

> In the 1980s the people interested in pursuing nursing careers dropped sharply. Historically, when the economy is doing well, people seek professions that have higher pay and in the 1980s the economy was doing well. Added to that was the woman's movement and all the new opportunities opening up. Nursing is 97 percent women,

Dean Juanita O. Long, College of Nursing

> and in the 1980s even TV adds were saying "Why be a nurse when you can be a doctor?" At the same time, of course, the population was growing and aging and the demand for nurses was rising.[34]

The conditions cited by Daly were duly reflected in enrollments at Northeastern. Between 1979 and 1989, full-time undergraduate enrollment in the College of Nursing dropped from 964 to 363.

External circumstances, of course, were not the only factor affecting this drop. In Fall 1979, the college had received permission to phase out its associate degree program with the last class scheduled to graduate in 1981. Unquestionably this played a part in the enrollment drop. Level enrollments between 1980 and 1984, however, suggest that the effect was contained. Furthermore, that the largest portion of attrition happened after 1984—the so-called Year of the Yuppie—seems to validate Daly's points.[35]

For whatever reasons, the precipitous falling away of students throughout the 1980s hardly suggests a decade of triumph. Perhaps Dean Long's remark simply recognizes that the college did manage to weather very difficult times, to maintain a presence in the nursing world even as other institutions were dropping by the wayside, and to lay the groundwork for future development when circumstances changed.

How the College of Nursing did manage was very much an example of "selective growth." By the mid-1970s it had become clear that

the college's associate degree program needed to be reassessed in light of changing conditions. Among these was "a decline in the local job market for associate degree graduates and limited clinical placements available to the associate degree program."[36] Even more significant, the American Nurses Association had taken the stand that entry into the professions must be at the baccalaureate level.

For a University committed to preparing students to "gain reasonable livelihood in the world after graduation," these conditions had to be met head on. To help determine what should be done, the college launched an in-depth study of the situation, consulting nurse leaders in education and service and forwarding questionnaires to graduates. As a result of the study's findings, Dean Long recommended to Ryder that the associate degree program be phased out. As noted earlier, approval was granted, and termination began in September 1979.

Still another program weeded out during the period was the nurse practitioner certificate program. The second-oldest such program in the nation, it was originally launched in 1971 with government grant support. Ironically, even though the faculty agreed to dismantle the program, there was never anything but praise for its strength and prestige. The determining factors in dissolving it had to do with money—the supporting grant had run out—and even more important, with continued academic integrity. Dean Long summed up the situation:

> [The nurse practitioner program] was extremely expensive to operate and fees alone would not meet operational costs. Most important was the firm belief of faculty . . . that the nurse practitioner should be educated at the master's level. Neither federal nor local funding was available and the program terminated in 1981.[37]

The College of Nursing thus faced the 1980s a much leaner academic unit than it had been. However, while there were no illusions that times ahead would be easy, there was also confidence. In 1980, Jesse M. Scott, assistant surgeon general, became the first nurse leader to be awarded an honorary doctorate by Northeastern—Doctor of Public Service. It was an action that symbolized the maturing of the College of Nursing in the eyes of the University and did not go unnoticed or unapplauded.

With the termination of the associate degree and the nurse practitioner programs, the college began to look elsewhere for strengths. In Fall 1981, responding to expressed professional needs of registered nurses who needed to be relicensed, it began to offer evening

continuing education courses in collaboration with the Center for Continuing Education and University College. Shortly thereafter, and again in response to consumer need, it also began to consider plans for a graduate program. Significantly, as this idea gained currency, the college began to put new emphasis on faculty degrees and scholarship. For the first time, the doctorate in nursing or related fields became a prerequisite for tenure appointment. As a consequence, the number of faculty enrolled in doctoral programs and scholarship and research increased substantially. By 1986, the college had established a Graduate Curriculum Advisory Committee, and two graduate specializations—one in critical care and the other in nursing administration—were in process of development.

Despite the careful pruning of some programs and confident plans for growth in new areas, the nursing faculty was well aware that in light of declining enrollments and professional defections to other areas of medicine the future was in no way guaranteed. In 1987, when the issue of consolidating all health programs within the University into a single college arose, the College of Nursing faculty voted to support the idea. When the move failed, however, there was no evidence that they were profoundly disturbed.

Faculty continued to work toward the realization of the graduate program plan, which was furthered when Boston University decided to drop its own graduate nursing program and invited Northeastern to accept it.

In the winter of 1988, the executive committee of the University Graduate Council, at the behest of the nursing faculty, recommended "approval of the proposed transfer of the Community Health, Critical Care, Primary Care and Psychiatric Mental Health Care tracks of the Boston University School of Nursing M.S. program to Northeastern University as an M.S. degree program."[38] In June 1988, the Faculty Senate voted its support and by September 1988, Ryder reported: "Negotiations are almost completed. I expect the program will be initiated within the near future."[39]

The impact of the new program, which became effective January 3, 1989, was immediate. By Fall 1989, graduate enrollment, which previously had not existed, stood at 125: 25 full time and 100 part time.[40] New faculty, curricula, educational resources, and supplemental budget appropriations for marketing and recruitment, which affected all levels, had become part of the college. In the meantime, in the winter of 1988 the college introduced two new nursing administrative electives at the undergraduate level and put in place a new registered nurse refresher course at the Burlington campus.

In 1989, Dean Long retired, having served Northeastern's College of Nursing for twenty years. Her tenure had not been easy. She had overseen the college's first tentative years, establishing it on firm ground even as traditional nursing educators looked askance at the maverick cooperative education approach, and had had the pleasure of seeing Gamma Epsilon, a chapter of the nursing honor society, Sigma Theta Tau International, open at the college in 1976. She had protected the college through the stormy weather of the early 1980s, supervising the cutting away of the associate degree and nurse practitioner programs and working hard for continued enhancement of the baccalaureate degree. (In 1982 The National League for Nursing continued the college's accreditation for the maximum period of eight years.)

Finally, despite falling enrollments in the later 1980s, she had managed to keep the college responsive to the demands of the profession and reinforced its strengths with new programs that reflected these demands. One of her final acts in office was to oversee the planning for the twenty-fifth anniversary of the College of Nursing, which was held in September 1989. By this time a Faculty Senate committee had completed a nationwide search for Dean Long's successor and, coincident with the anniversary, Dr. Eileen Zungolo began her tenure as the College of Nursing's third dean.

College of Pharmacy and Allied Health Professions

The story of the College of Pharmacy and Allied Health Professions during the Ryder years is closely akin to that of the other colleges concerned with health and human service professions. The apotheosis of business that characterized those years diverted interest from these traditionally low-paying fields toward those whose mecca was Wall Street and whose passage there promised glamour.

Even more significant than this cultural phenomenon was a sudden drying up of resources. In the 1960s and 1970s a nationwide shortage in health personnel had prompted government concern and government financial support for health professional programs and students. When the crisis passed, however, so also did the concern and the low-cost loans. The result was a shortfall in available resources that would hit hard at many allied health institutions, particularly at those unaffiliated with medical academic centers.

At Northeastern's College of Pharmacy and Allied Health Professions, Dean Gerald Schumacher, who came to Northeastern in 1978, bore the brunt of the new conditions. Schumacher had been recruited from Wayne State University in Michigan largely to help

strengthen the clincical/teaching dimensions of the college. His predecessor, Albert Soloway, had left—significantly enough—to accept a position in a more basic, research-oriented Ohio pharmacy college. Schumacher's charge was not to ignore the research dimension developed under Soloway, but to develop the teaching/practical side of the college as well.

For the first year, with funds still plentiful, this was no problem; then came the cuts. Schumacher summed up the situation:

> In a sense what happened to our College at the micro level was happening to the University at the macro level. This was the need to determine the priority between research and teaching in light of diminishing resources.[41]

In a prosperous environment such as that of the 1960s and 1970s, with money easily available, with the College's enrollments around 1,200, and with applications for admission flooding in, both interests could be accommodated easily. With cuts in government support and the fierce competition for enrollments that characterized the 1980s, nothing was easy. In this environment, the College of Pharmacy and Allied Health Professions battled mightily to fulfill its commitments, and it made significant advances. Practical curriculum improved. The programs in pharmacy, medical lab science, respiratory therapy, toxicology, and health record administration gained national reputations. The Physician's Assistant program was

Dean Gerald E. Schumacher, College of Pharmacy and Allied Health Professions

without peer in New England. Concurrently the research momentum increased and was recognized in several national awards and by faculty appointments to national professional societies.

In spite of the increased national visibility of faculty and research and in spite of improved curricula, particularly at the graduate level, the need for even greater improvement in the academic area and continuing low enrollments inclined the college to look with favor on an idea to alleviate these problems by bringing together all Northeastern's health programs into a single unit.[42]

The roots of this consolidation idea reach back at least to Spring 1986, when Provost Anthony Penna had launched a thirteen-member faculty and administrators commission to study the effectiveness of the University's health programs. Almost a year later, following an extensive study, the commission unanimously recommended the creation of a health professions college with four schools: pharmacy, nursing, allied health education, administration and counseling.

At this point Northeastern's health professions faculty generally agreed that such a single unit was a good idea. As the commission moved to render this idea into concrete terms, however, and formulated plans to bring about the actual consolidation, problems surfaced. One faculty member later remarked that consolidation itself rather than the academic and scholarly reasons for it became the focus of attention.

In the wake of what finally occurred, many argued that Provost Penna, who had put forth the original idea and formed the commission, then strayed from the collegial process to formulate a structure that did not have sufficient input from all concerned parties. Others contended that the plan "had more input than any we know of." The fact is that if authority is to be equally shared among colleagues—which is, after all, the nature of collegiality—then these colleagues must reach an agreement on whatever actions are to be taken. In the case of the structure of a consolidated health professions college, this simply did not occur.

On May 9, 1987, over 100 faculty crowded into Ell Center Ballroom for a special session of the Faculty Senate to consider the various views on the merger. Three possibilities were proposed: a merger of all units, a merger that excluded the College of Pharmacy, and no consolidation,

Although many favored a consolidation, those who did not opposed it bitterly and the final vote was delayed until May 23. In the meantime, Ryder, listening to the furor, found the quality of

dissent far too strong to augur success for a merger. On May 19, four days before the vote, he issued a letter to University faculty and staff. Acknowledging that "over the past two years a number of our faculty and administrative staff have worked diligently in studying the issue of broader consolidation," Ryder rejected the merger on the grounds that: "[although] most seem to recognize advantages inherent in some form of consolidation, there was no clearly broad concensus."[43]

In the remaining year of Ryder's administration, the College of Pharmacy and Allied Health Professions rallied its energies to recoup some of what had been lost in the long merger battle. In July 1988, Schumacher stepped down as dean. Judith Barr, associate professor of Medical Lab Science, assumed the post for the summer, after which James J. Gozzo took over, becoming full-time dean in the spring of 1989.

The immediate challenge in these months was to beef up recruitment, which had been largely put on hold since the possibility of a merger had surfaced. Reaffirming the college's identity was also a major factor. Gozzo, who had served as director of graduate studies and whose own specialty was immune systems research, put renewed stress on an applied research direction while also encouraging enhancement of teaching.

Problems and Achievements

Between June 1975 and June 1989, Northeastern had eight provosts or acting provosts. During the same period it had thirty-three academic deans or acting deans in the eight basic colleges.[44] Inevitably such turnover—be it from death, illness, retirement, or resignation—must affect the consistency of academic policy. That the University did not suffer more severely is as much the result of strongly entrenched academic traditions as any other factor.

Deeply ingrained in the University's psyche was commitment to professional education. The 1987 publication *Strategic Directions* states it:

> The University is committed to achieving excellence through high quality instruction in a liberal/professional curriculum that values equally knowledge for its own sake, knowledge as a means to success in the workplace, and knowledge as a cornerstone of personal achievement and satisfaction. By placing strong emphasis on professional education, the University will continue to encourage and provide opportunity for students to obtain the specific knowledge and skills required for a lifetime of productive work in society.[45]

The lines echo Ryder's inaugural pledge to provide "enough training in pragmatic skills to enable them [students] to gain reasonable livelihood in the world of work after graduation," which was little more than a modernizing of Frank Palmer Speare's pledge to "give every eager boy and man an opportunity to appreciate and obtain the best things in life."[46] This commitment to professional education, reinforced by the cooperative method and strengthened by the college advisory boards established during the Ryder years, provided a significant stabilizing element in the formulation of academic policy despite the turnover of academic administrators.

At the same time, and also contributing to continuity, there was the collegial atmosphere encouraged by Northeastern's fourth president. Although such a system can be slow and cumbersome because it insists authority be shared equally, it also precludes overdependence on any individual.

No one would wish on a institution frequent turnover in the managerial ranks, but if circumstance dictates such a situation, the institution that is self-governing and collaborative experiences far fewer tremors than the authoritarian community.

This, at least, was Ryder's view, and the continued growth of Northeastern and relative peaceableness of the community under his mentorship lent it credibility.

Chapter 9

A Special Competence: University College and Continuing Education, The School of Law, Cooperative Education

> As we look to the future, we must underscore our special competence to provide a professional education for our students.
>
> —Kenneth G. Ryder, "The Uses of Knowledge," *A Decade of Progress, A Future of Promise, 1975–1985,* Tenth Anniversary Report, Northeastern University, 1985, p. 4

Northeastern's "special competence to provide professional education" was not limited to programs in the basic colleges. Equally if not more illustrative of "special competence" were the professional opportunities that the University was able to provide through its University College, its Continuing Education Center and its unique School of Law. Most of all, what gave Northeastern a competitive edge in professional education was its historic commitment to cooperative education.

University College

Established in 1960 to meet the need of adult students for high-quality, degree-granting programs in the evening (or at convenient hours during the day), University College (UC) was the natural heir of Northeastern's historic commitment to the nontraditional student. In fact, UC actually represented a reorganization of Northeastern's old evening division, and because of this could be considered among the oldest units of the University.

Throughout the Knowles years, UC grew steadily, and by 1975 was enrolling some 12,000 students. By 1980 that number had risen to 14,000 and might easily have kept rising. Mere numbers, however, were not enough to satisfy the new president. He had made a

commitment to excellence in education, and excellence meant the maintenance of standards.

For years the issue of numbers and standards had presented no problem. When UC opened in 1960, its first dean, Albert Everett, had instituted a policy of giving nontraditional students open access to courses and deferring the imposition of standard University requirements until they applied for admission to a degree program. The policy happily satisfied the needs of both those adults who wanted "to try on a college education for size with minimum restrictions," and those who wanted a standard college degree.[1]

In the early 1980s, however, conflict surfaced when the accrediting agency for business colleges informed University College that if its business degree was to be accredited, there must be some significant changes in part-time business courses. Among the changes demanded by the agency were alterations in curriculum, more involvement of full-time College of Business faculty in UC business programs, higher entrance requirements, limitations on the location of delivery for its upper-level courses, and the incorporation of standardized testing procedures.

The college was stunned. Many of the demands seemed to go directly to its heart; none lent itself to easy implementation. The historic principle of open access was in jeopardy, also the idea of convenience, which UC had pioneered with the development of satellite campuses in the 1960s and 1970s.

Above all there was economic reality. Business courses were the UC's mainstay. Some 55 percent of total enrollments were in business-related courses. The second-largest enrollment—25 percent—was in the liberal arts, where the majority of students were taking service courses for business. The imposition of new standards would inevitably cause attrition as well as new student recruitment problems.

Nevertheless, John Jordan, who had taken over as dean in March 1978, was strongly committed to the idea that academic credentials as certified by the accrediting agency must take precedence over other considerations. "And Ryder supported us the whole way, which was not easy given what he knew would be enrollment attrition and financial problems," said Jordan.[2]

With the president's support, changes were made, and in the early 1980s University College business courses were among the first part-time business programs nationwide to achieve accreditation. The predicted drop in enrollments also took place: between 1982 and 1983, enrollments fell 12 percent. That they did not fall further was

Dean John W. Jordan, Jr., University College

in large part due to a concerted effort to enrich other programs and increase access to lower-level courses through expansion of satellite campuses, while at the same time acceding to the agency's demand for limiting the location of upper-level business courses.

During the Ryder years, in fact, sixteen satellite locations were added, including one at Liberty Square. This downtown location, which opened in 1985, was a departure from the usual suburban high school satellite locations and showed a sensitivity to a new constituency. In 1964, Northeastern had been a leader in opening the way for women to return to school, offering programs at hours and locations convenient to the suburban housewife. Now it was providing the chance for working adults—and almost 80 percent were women—to update their skills before the workday began, or during lunch hour, or right after work in classrooms located in the heart of the financial district.

In 1986, in the interest of focusing its resources, UC relinquished its relationship with Continuing Education, which became a separate unit under Ray Williams. The change left the college free to devote full attention to the development of credit-bearing degree and certificate-granting programs, while Continuing Education dealt with noncredit programs for professional development.

This does not mean that UC severed its connection with professional and innovative programming. On the contrary, in many

instances, the college served as Northeastern's laboratory for new curriculum initiatives.

"Ryder's view was that University College was a place to try something and then fold it into the day program," said Jordan. Typical of some of the programs nurtured in the college and then folded into basic curricula were early computer specialist programs, technical writing, and graphic design programs. Most commonly, programs were developed within UC and then presented for approval by a basic college.

One of UC's most successful programs was designed to "fold" its students into the basic colleges. This was the Alternative Freshman Year, which was launched in 1976 to provide traditional college-age students who had the potential but not the qualifications for college work to strengthen their skills.

Intensive training in writing and mathematics, as well as comprehensive counseling and programs tailored to individual needs formed the basis of AFY. Successful completion of the freshman unit meant students could transfer into one of the basic colleges in the second year. According to Jordan, "Seventy-five to eighty percent of participants go on to the sophomore year."[3] So successful was the program, in fact, that by 1989, AFY was enrolling 500 students annually, an increase of some *1,400* percent in fourteen years.

The story of University College during the Ryder years was not one of unalloyed success. In 1985, the media published allegations that the UC law-enforcement program was inadequate, that professors were not meeting courses, and that students were being passed without ever really taking the course. The immediate investigation of those charges by the University, the adroit handling of the press by college spokespersons, and subsequent changes in the program averted what might have been an even nastier scandal. Nonetheless, the incident took its toll in reputation and enrollments, from which the College rallied but not without pain.

In addition, although changes in the business program brought an increase in prestige, enrollments never reattained the heights they had enjoyed in the early 1980s. "The program is 25 percent smaller than in its heyday," admitted Jordan in an interview almost a decade later. He went on to add that despite the attrition, revenue actually increased during the period, going up some 30 percent as the consequence of increased tuition. "We are a very good investment. We have access to top faculty, and because we have few permanent staff, we have a very low overhead."[4]

The 1980s did see a rise in competition for the nontraditional student as the number of 18- to 22-year-olds diminished. As a consequence, many local institutions opened or expanded evening part-time programs. None, however, had Northeastern's extensive satellite system, and as the decade ended, University College's chief competitor in the private sector remained as it had been at the beginning: New York University, some 200 miles to the south.

Center for Continuing Education

Distinct from University College and the School of Engineering Technology in the respect that it did not offer degree-granting programs was Northeastern's Center for Continuing Education, which continued to serve professional needs throughout the Ryder years. Founded in the early 1960s to provide working men and women with an opportunity to upgrade their skills or acquire new ones, the center was historically market-oriented in course content and program size. Among the most widely acclaimed programs of the period were the previously mentioned state-of-the-art engineering and other high-tech programs.

When the center was reorganized in 1966, Ray Williams became executive director of the Division of Continuing Education, and programs were reclassified into eight categories: state-of-the art engineering, building technology, health sciences management for urban transit employees, insurance and financial services, damage appraisal, paralegal training, and test preparation.

The School of Law

> Northeastern's School of Law came to maturity during Ken's era. Since he had vision and faith that cooperative legal education would succeed, he never wavered in his support and was tolerant of our foibles. It was a period of steady growth.[5]

If Dean Daniel Givelber's summary of the history of Northeastern's School of Law during the Ryder years is benign, it is also unquestionably accurate.

In 1968, at the behest of the alumni of Northeastern's original School of Law, which had been disbanded in 1953, the University reestablished a School of Law. The new unit, however, was not merely a phoenix, but a brand new product of a very particular time in the nation's history. The year before Woodstock, 1968 was a time when the young believed that the Establishment was suspect, that

racism and sexism could be abolished, and that social concern and selflessness could bring about a new world. Northeastern's new law school reflected those beliefs.

Unique in offering a cooperative legal education, the School of Law was unique also in its determination to train students to serve the public sector as well as the private sector, in the high percentage of women and older students it admitted, and in its deliberately collaborative rather than competitive style. The Northeastern School of Law disdained the notion of a law review and had no letter-grade evaluations, both of which were seen as distracting and hierarchical.

While this structure was appropriate to the idealism of the late 1960s, it is easy to imagine a president less benign than Ken Ryder wondering if a more traditional approach might be more suitable to the "me generation" that followed and the subsequent corporate focus of the 1980s. "Ken always seemed to get a kick out of the school when he wasn't aggravated by it," remembered Dean Givelber. And there were aggravations.

It was the School of Law that led the protest for Northeastern's divestment in South Africa in the mid-1980s, sending representatives to argue before a sometimes irritated Board of Trustees for what the law students perceived as a moral imperative. It was law students who argued for presenting an honorary degree to Nelson Mandela, even though, because he was in jail, he could not accept in person—a requirement many trustees were reluctant to overturn. It was law students who invited Helen Caldicott to campus in 1986, which brought cries of outrage from alumni who considered her antinuclear stance subversive. It was law administrators and faculty who argued successfully for more representation on the search committee for their dean in the late 1970s.

Each of these positions put the school in conflict with conservative trustees and placed Ryder in the role of arbitrator whether he wished it or not. "But where other administrations might have backed away or demanded more restraint from the school, Ryder allowed it to follow its conscience and grow in its untraditional way."[6]

As the school grew, however, there were some difficulties. When Ryder took office, John C. O'Byrne was dean. In 1977, O'Byrne resigned and an acting dean took over until a permanent replacement could be found. The search was long and difficult, and by the time Michael Meltsner came in from Columbia in 1979, administrative staff morale was low.

"There were unhealthy levels of confusion, bitterness at underpayment, uncertainty about direction, unclearness about rules,"

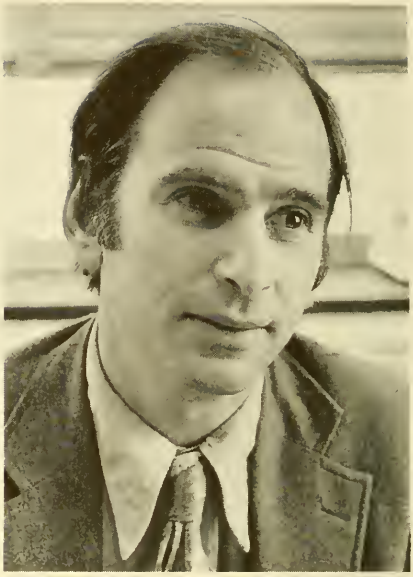
Dean Michael C. Meltsner, School of Law

Meltsner wrote Provost Mark in May, 1982.[7] Whether Meltsner's assessment is entirely correct or not, anecdotal evidence suggests that there certainly were some morale problems with administrators as well as faculty in 1979. By 1982, the same kind of evidence suggests these difficulties had been largely resolved.

Another problem that did exist and that could have been very damaging came about as a result of the Massachusetts real estate tax ceiling law, Proposition 2½, and the Reagan attack on legal services in the early 1980s. Both these events reduced public sector employment and, in tandem with the 1982 recession, made cooperative placements hard to find. That the cooperative system continued unabated may well be due in large part to the students themselves, "whose capacities," Meltsner said, "earn them the job offers they receive."[8]

Still another problem of those years was physical facilities. So limited were these, in fact, that the American Bar Association threatened the school with loss of accreditation unless better facilities were forthcoming. As a consequence, a new home for Law became one of the top priorities of the Century Fund, and the Cargill addition was one of the first projects completed under Phase I.

In 1984, having remained a dean for two years longer than the average law dean, Michael Meltsner stepped down and was replaced by Daniel Givelber, who had been with the school since its inception.[9] Although the two men differed in personality and ways



Dean Daniel J. Givelber, School of Law

of managing, both were firmly committed to developing the School of Law along the lines first established by its founders. Between 1979 and 1989, the school continued to recruit a diverse and mature student body and to attract a diverse and highly qualified faculty with considerable experience in the public sector.[10] Still other objectives included the enhancement of academic programs and the encouragement of faculty scholarship and research.

In 1988, at the commencement exercises that awarded the honorary degree to Nelson Mandela, graduates heard John G. Healy, executive director of Amnesty International, commend the Northeastern School of Law: "We know the social consciousness of this school and its interest in grassroots work, and that you take the word 'justice' seriously." The reputation to which Healy referred had earned it nationwide acclaim. Throughout the 1980s and into the 1990s the School of Law routinely received thousands of applications for the few spaces available in its entering class. "Nor do we have to recruit faculty," said Givelber. "They recruit us."[11]

As a result of achievements during the Ryder years, in 1991, *US News and World Report* ranked the School of Law fourth nationally in terms of clinical training. Northeastern graduates also won six of one hundred coveted Skadden Arps public interest fellowships between 1988 and 1991.

Cooperative Education

If any one aspect of Northeastern education gave it "a special competence to provide professional education," it was the University's unflagging adherence to the cooperative method. Under the leadership of Vice President Roy L. Wooldridge, and with the full support of President Ryder, cooperative education continued to develop and acquire new dimensions between 1975 and 1989.

"Ken played a major part in extending cooperative education nationally and globally," recalled Peter Franks, vice president of the National Commission on Cooperative Education. "He also oversaw significant developments in the understanding and application of the method at the University itself."[12]

It was during the Ryder years, for example, that the attitude toward cooperative education began to shift from a traditional emphasis on the method's financial advantages to its educational advantages. The educational value of cooperative work was, of course, always the essential ingredient that separated co-op assignments from work study or other forms of student employment. Nevertheless, it was not until the 1980s that the educational aspect began to outstrip the economic as a reason to select Northeastern programs.

The sources of the changed attitude included an increased desire for relevancy that began in the 1960s; a rise in family income of many Northeastern students and the economic prosperity of the mid-1980s that made the financial considerations somewhat less crucial than earlier; and, paradoxically, a rise in the University's tuition, which reduced the amount co-op earnings could cover and made valuation in terms of education more important.[13]

"Ryder himself was one of the leaders in emphasizing skills transference and reinforcement of classroom experience over the earlier earn-while-you-learn emphasis," said Paul Pratt, dean of Cooperative Education, in a discussion of the changing perspective. Pratt went on to point out that emphasis on one or the other aspect of the method is very much a factor of the economic environment. "Toward the end of Ken's presidency, the growing recession was bringing the focus back to financial consideration."[14]

That Northeastern was free to conduct a dialogue in terms of educational vs. financial advantages was itself significant and was made possible only by the Department of Cooperative Education's excellent track record in meeting cooperative education employment needs. Although the 1980s were generally prosperous times, the

Vice President Roy Wooldridge, Professor Nancy J. Caruso, and President Kenneth G. Ryder watch as Governor Michael S. Dukakis signs a proclamation designating the week of April 10, 1978, Cooperative Education Week in the Commonwealth.

Ryder years did see two recessions and the dawn of a third—1975, 1982, and 1989. Even in hard times, however, the department managed to keep its unemployment rate at roughly half that of the national or state unemployment figures, which, according to Pratt "was largely due to the support and continuity of long term co-op employers and reluctance to drop the program even in difficult times."[15]

Helping the department place students in meaningful jobs was the geographical expansion of co-op placements. In the early 1970s Northeastern had begun placing students across the country and this gathered momentum in the 1980s. Even more dramatic was the growth in international placement (see Chapter 11).

Making such widespread placement possible was a result of the increasingly high profile of cooperative education in which Ryder played a major role. In the international arena he was the driving force behind the World Council and Assembly on Cooperative Education. At home he gave unstinting support to the National Commission for Cooperative Education (NCCE).

The commission, which President Knowles had been instrumental in founding in 1962, was the voice of cooperative education throughout the country. Although the commission was an independent body supported by a number of institutions, there was never any question that Northeastern, as the oldest, largest, and most interested co-op university, was its mainstay. This was true during the Knowles years and remained true during the Ryder administration.[16] Certainly it was Ryder who with trustee approval sanctioned the commission's participation—and by extension Northeastern's participation—in an Ad Council campaign for cooperative education. The Ad Council, which produces public service commercials such as those for Smokey the Bear, took on cooperative education with the NCCE's support in 1984. The first campaign opened in Fall 1985, and between that date and 1991, the council contributed some $150 million in media exposure to the cause of co-op. In return, Northeastern assisted in fielding responses from those who saw the ads and in sending them follow-up material. Although the price to the University was not small, "it was minimal in light of the overall exposure," said NCCE Vice President Franks.[17]

In addition to his support for the commission, Ryder's successful testimony before congressional committees as spokesman for cooperative education helped gain further national visibility for the

Dean Paul M. Pratt, Cooperative Education

method (again, see Chapter 11). Finally there was his authorial and coeditorial participation in the a new cooperative education text, *Cooperative Education in a New Era.*[18] In 1962 Knowles had edited the original bible of the method, *The Handbook of Cooperative Education.* Ryder's book, prepared in conjunction with James W. Wilson, Asa S. Knowles Professor of Cooperative Education and director of Northeastern's Cooperative Education Research Center, went beyond the how-to thrust of the earlier volume to present discussions by authorities in the field on worldwide applications of the system and its implications for education in the twenty-first century.

On October 3, 1984, the University kicked off a year-long celebration of the 75th Anniversary of Cooperative Education at Northeastern. Events included an opening day party in the quad, free refreshments, and a lecture by Studs Terkel, author of *Working,* who startled some listeners by sporting mismatched green and red argyle socks. (Standard advice of Northeastern counselors to co-op students was always "dress conservatively.")

The festivities reminded participants of how far the cooperative method had come from those first days in 1909 when a handful of Northeastern engineering students had ventured out on their first co-op assignments, which lasted five to six weeks and paid ten cents an hour. More significant than nostalgia was the recognition of co-op as an educational method that changed and developed over the years in response to changing professional needs.

In the remaining years of the Ryder administration the adaptations in co-op continued. Among innovations of the period was the introduction of a four-term co-op option in engineering and computer science in lieu of the standard seven co-op terms. Another innovation that did not affect the structure of co-op, but was sparked by co-op employers who complained that student workers often could not write, was an upperclass writing requirement for all students, introduced in 1987.

By the last year of Ryder's administration, Northeastern was placing some 9,000 upperclass students with upwards of 3,000 cooperating employers. The *Institutional Self-Study* of 1988, which gave these figures, also cited the following from a report on labor market activities:

> Students enrolled in professional fields of study such as computer science, nursing, education, and engineering believed that cooperative education work experience contributed substantially to their career preparation.

Commenting on employer satisfaction, the *Institutional Self-Study* asserted,

> General employer satisfaction can be inferred from the high percentage of students who are asked to return in subsequent co-op periods and from the fact that 30 percent of graduates accept permanent jobs with previous employers.[19]

Northeastern's special competence in providing professional education is defined by its programs and by its educational methodology. Cooperative education has been the cornerstone of that methodology, and Ryder continued that historic tradition. He also greatly expanded Northeastern's leadership role in co-op, serving as its spokesperson in both the national and international arena.

Part II

Broadening Perspectives

Chapter 10

Town and Gown

> Urban universities are citizens of the cities they are located in, and have the obligation to use their faculties, students, and research and service facilities for the good of the city.
>
> —Kenneth G. Ryder, October 3, 1980, commenting on President Jimmy Carter's signing of the bill reauthorizing and amending the Higher Education Act of 1965. Quoted in *Northeastern Alumni Magazine*, March/April 1986, Vol. 11, No. 4, p. 30

Of the many challenges confronting the Ryder administration, one that concerned the new president most was the relationship between the University and its neighbors. In his May 1975 acceptance speech, Ryder declared, "Northeastern University needs to look to ways in which it can serve the community in which it resides. Northeastern must proclaim that it is a good neighbor, that it is a valuable part of the Boston community."[1] A few months later he echoed these comments in his inaugural address:

> In large ways and small, we should keep closely attuned to community needs; being a good neighbor to citizens living close to our campus, and working cooperatively with city and state agencies for the betterment of society. . . . Universities and colleges can exercise significant influence if they will work cooperatively to meet social needs of the community.[2]

Ryder's stress on this theme was not accidental. For several years the relationship between the University and its immediate neighbors had shown signs of increasing strain, which by 1975 was reaching a point of crisis. Yet this had not always been so.

Conflict between town and gown is, of course, as old as universities themselves. Students and citizens clashed in thirteenth-century Bologna and nineteenth-century Paris. In the twentieth century the clash between students and the community reached legendary proportions during the Vietnam War. Most university-community conflicts, however, are not based on a battle of ideals but on far more

mundane issues—competition for real estate, mutual mistrust of motives, and a general misunderstanding of who owes what to whom.

In the past, many American universities resolved potential confrontation by simply building out of town and then withdrawing behind their gothic facades when the towns extended out to them. Up to a point, such practice worked. As the twentieth century moved toward the twenty-first, however, the strategy of withdrawal became less and less viable. Crime logs of urban universities show a sharp rise in "incidents"—assaults against university persons and property in the area surrounding the institution and often on actual university grounds—while organized efforts of local citizens become increasingly successful in blocking university expansion or tying it up in lengthy litigation. Both facts make it painfully clear that even the most elite universities can no longer remain isolated from, or immune to, their surroundings.

At Northeastern the idea of isolation or immunity from its surroundings was never a real or particularly desirable option. As a commuter college based on cooperative education, which depends on a close bond between the professional community and the university, Northeastern had no wish to wall itself off from the city with which it had a mutually beneficial relationship. Furthermore, at least

The Ryder family poses for its 1984 holiday card.

initially, there was no indication that the city was anything but pleased by Northeastern's presence.

In 1931, the University received its first building, the current Cullinane Hall, from its parent, the Boston YMCA. Despite the gift, most classes were conducted in rented rooms on Huntington Avenue and Gainsborough Street, where the University was considered a desirable tenant, a welcome anomaly in buildings whose lower floors were leased to restaurants, a bowling alley, and a night club.

Even in the mid-1930s, as the University became interested in developing its own campus and Dr. Ell began to buy scraps of property to the south of Huntington Avenue, there is no record of opposition. Indeed, according to some accounts, Northeastern was hailed as a most appropriate addition to an area characterized by such cultural stalwarts as Symphony Hall, Horticultural Hall, the New England Conservatory of Music, the Christian Science Mother Church, the Museum of Fine Arts, the Boston Opera House, the Isabella Stewart Gardner residence and Museum, and the Boston YMCA itself.

Many thought the University would help allay the more depressing aspects of the area: to the north along the avenue were a covey of marginal services and entertainment enterprises; to the south along the railroad tracks ran weed-filled lots that had been the site of the first World Series in 1903 and Billy Sunday's Tabernacle in 1916, but in 1930 hosted only wild chicory and broken bottles; in between crouched red brick factories and a storage warehouse.

Few residents in the immediate vicinity would protest the presence of faculty and students. At the border of the proposed campus a handful of low-income boarding houses catered to tenants with little invested in neighborhood pride. Further into the Fenway, more permanent householders were likely to see faculty as respectable peers, and students—albeit high spirited—as at worst temporary annoyances who would go home at night. To the south the citizens of Roxbury did not come into the picture, cut off as they were from the University not only by the railroad tracks but also by social conditions far more unbreachable than any physical barriers. Between 1938 and 1958, the University acquired fifteen acres on Huntington Avenue, constructed seven new academic buildings, and purchased and renovated several more, all without any significant problems with the neighbors.[3]

In the 1960s and early 1970s, however, the picture began to change. Contributing to a mounting tension was the explosive

growth of the University. Between 1959 and 1975 enrollments more than doubled, from 20,000 to over 40,000. The number of resident students catapulted from 100 to nearly 3,000, twelve new structures sprang up—nine academic buildings and three dorms—while the Huntington Avenue campus alone expanded to fifty acres.[4] The sudden imposition of such an enormous enterprise and such a huge transient population in a confined area along the Fenway brought all the predictable problems—noise, traffic jams, overcrowded public and private spaces—as well as catapulting property costs as the University, developers, and small businesses scrambled for a diminishing pool of available land.

Paradoxically, exacerbating the problems was a revitalization of Boston's downtown. The new city hall, the Prudential complex, and the John Hancock Tower were all products of this period, as were Quincy Market and the plans for Copley Place. While the boom put Boston on the business and tourist map, it also sent rents soaring citywide to the despair of the poor and elderly, many of whom had settled in the Fenway area.

Compounding all this were other issues peculiar to the late twentieth century. Among the most important of these, particularly for urban universities located, as Northeastern is, at the edge of the African-American community, was the growing awareness of the need for America to provide equal opportunities to all of its citizens.

At Northeastern, Dr. Knowles responded to these issues in a manner that might best be described as pragmatic, brusque, and sometimes downright impatient. Certainly, or at least initially, he had no problem meeting an obligation to the education of the African-American community. The role of Northeastern was to educate for upward mobility, and Knowles did not hesitate to extend this mission to whomever qualified.

In Fall 1963, assured by "leaders of business and industry in the Greater Boston area . . . that numerous job opportunities are available for qualified Negroes in jobs requiring a college degree," the University issued a proposal seeking financial assistance "to increase the number of Negro boys and girls in our University's cooperative program."[5]

The following year, Northeastern launched a scholarship program funded by the Ford Foundation that promised to provide not only places for "75 Metropolitan Boston Negro students who might not have otherwise gone to college," but also remedial programs to enhance their reading and language skills.[6]

This first step toward accommodating Northeastern's African-American neighbors passed without incident. A decade later, when U.S. District Court Judge W. Arthur Garrity, Jr., ordered twenty-one greater Boston colleges and universities to participate in Boston's Phase II desegregation plan, President Knowles not only complied, but also assumed a leadership role for his University. It was Dr. Knowles who designed and became chair of the steering committee of the presidents of the participating institutions to assist in carrying out the court order.

Between 1963 and 1975, Northeastern had opened its doors to Boston's African-American community, established its first remedial education programs to help many of these students, and became committed to a leadership role in desegregation. Although President Knowles had encouraged each of these initiatives, he was far less interested in, and in some cases barely tolerant of, related support structures. As regards these, his response for the University was reactive rather than proactive—a reluctant compliance with demands to establish an Affirmative Action Office, an Afro-American Institute, or more sophisticated remedial programs.

If Dr. Knowles's attitude toward the African-American community was ambivalent, his attitude toward the University's Fenway neighbors was increasingly hostile. In 1966 the U.S. Department of Housing and Urban Development (HUD) had declared the Fenway an urban renewal area and ordered the community to form a group to advise the Boston Redevelopment Authority on neighborhood interests. The result was the Fenway Project Area Committee (FenPAC) formed in 1973. Years later, Knowles was to say of this group "I never met any of them, frankly, and I never had anything to do with them—and for that I'm grateful."[7]

Although it may be impossible to excuse such an attitude, it is possible to understand it. Dr. Knowles had been part of the University in the 1930s, when its presence was perceived as upgrading the community. Furthermore, the University had consistently paid top dollar for property, which was initially perceived as a benign gesture and only later as instrumental in driving up prices. Finally, during the Knowles years the University had introduced a series of cultural, educational, and civic programs that contributed to the general quality of life for local residents.[8]

Despite these efforts, however, by 1975 Northeastern's relationship with its immediate neighbors was at best strained. An indication of the severity of the strain is clear from the response of the

community to Ryder's selection as the next Northeastern president. "[Let's hope] he'll be more responsive to the City and to the neighboring communities," said the Back Bay Little City Hall Mayor. "We're heartened by Ryder's statement that he intends to work closely with the community," said Rosaria Salerno, executive committee member of FenPAC.[9]

Educational Links, Early Community Activity, Court-Ordered Desegregation, Phase II

The most immediate community problem confronting the University in the summer of 1975 was improving Boston's schools, or more specifically, implementing court-ordered desegregation. In Spring, 1975, a Masters panel (a court-appointed group of experts on desegregation) had given U.S. District Court Judge W. Arthur Garrity, Jr., a proposal whereby twenty-one Boston area colleges and universities would be paired with certain Boston public schools in the interest of developing the educational excellence of the schools.[10]

From the beginning Northeastern was a major player in this pairing scheme. Jeptha J. Carrell, who wrote a definitive study of the effort, described the University's role:

> When the Masters invited the college presidents on March 14, 1975, to ask their reaction to a proposed pairing scheme, it was then President of Northeastern, Asa S. Knowles, who called a follow-up meeting of the presidents to discuss their responses. Knowles served briefly as the first chairman of the Steering Committee; his successor at Northeastern, Dr. Kenneth Ryder, became chairman about two years later. In size of collaborative load, the university was a leader, pairing with big Madison Park High School and sprawling District 7.[11]

Carrell went on to analyze the reason for Northeastern's leadership role, attributing it to a combination of factors that included the large numbers of students and faculty, which gave it "potential for a leading collaborative role"; the university's physical location in "a blighted section of the city" and thus self-interest in creating a positive role for itself; the cooperative plan of work and study "which makes possible the use of students for intensive periods of service"; and "certain intangibles," which Carrell identified as "the leadership skills of key university officials such as President Ryder" and the "mission of the university: 'service to the community.' "[12]

He did not add, though he well might have, that Northeastern already had experience in Boston's public schools both through a program that allowed certain high school students to take advanced

courses at the University and through its own students, some of whom served as teaching assistants in the Boston system. Whatever the reasons, Northeastern's leadership role would continue throughout Ryder's administration.

No sooner had the new president assumed office than he established an eight-person University steering committee to explore and direct possible University contributions to Phase II. Coordinating activities of the committee was Vice President John Curry, who in the fall of 1975 extended its membership to include representatives from the basic colleges, administrators, a chaplain, and even some students.

Among the most active members was Gregory Coffin, previously a professor in the College of Education, who ironically had been a major organizer of the union movement and served as vice president of NUFO in 1974–75. Undaunted by this affiliation, Ryder appointed him special assistant to the president advising on Northeastern's Phase II Desegregation in 1975, and in 1976 made him director of the operation.[13]

Northeastern's pairing with schools in District 7 gave it responsibility for a mix of elementary schools, middle schools, and high schools in a heterogeneous area that meandered from Roxbury, through the South End, to Beacon Hill, and across the river into Charlestown. The focus of attention, at least in the beginning, however, was to be on Madison Park High School.

In 1975–76 Madison Park High School did not even exist except as an idea for a magnet school—that is, a school that because of its superior programs would attract students from all over the city. The actual physical construction just south of the University campus was not scheduled for completion until 1977, at which time it would accommodate 2,500 students.[14]

The situation allowed Northeastern not only time to participate in planning the programs and the physical facility, but also time to get acquainted with staff before classes began. All this went a long way toward assuring a successful collaboration.

In the first year Vice President Curry, who was responsible for the ultimate supervision of community affairs, and Coffin were able to secure $62,700 from an available $900,000 allocated by the Board of Education for Phase II participating universities. By far the larger portion of financing, however, came from in-kind services provided by the University.[15]

Early programs included a music curriculum that was assisted by Northeastern's music department; a special education diagnostic

center; and a program called Community Resource Development, which arranged out-of-school learning experiences.[16] The second year saw the development of mathematics and bilingual curricula, a parent liaison program, and a host of extra services including the use of Northeastern facilities such as the gym and swimming pool. By the time Madison Park finally opened in 1977, many of Northeastern's colleges were actively involved in "making [it] a better school than it would be if we weren't working with them."[17]

In September 1975, as Phase II got under way, Superintendent of Schools Marion Fahey remarked of President Ryder's plans: "This is the first time we've had such a total commitment from a University president."[18] It was a commitment that did not flag. In 1976 Judge Garrity appointed Ryder to the Citywide Coordinating Council, which oversaw the continuing desegregation of the schools. In 1977 the Steering Committee of University Presidents, organized by Knowles, voted for Ryder to become its next chair.[19]

By the end of the 1970s, the interest of many of the colleges and universities involved in the initial Phase II pairings had begun to wane. Northeastern, however, continued to extend its role and remained deeply involved in Boston public schools through the Ryder years.

Urban Schools Collaborative Office (URSCO)

In a 1977 interview with *The Northeastern News* Gregory Coffin said, "I hope the process and philosophy of cooperation between the university and schools of Boston will become institutionalized."[20] The Urban Schools Collaborative Office (URSCO), established at Northeastern in 1976 and originally called the Office of Phase II, represented the University's institutionalizing of that relationship. Where many colleges and universities involved in pairing were content to leave management of the programs to a part-time appointee, from the beginning Ryder insisted on an office and full-time director—in this case Coffin—who could devote total attention to implementing Phase II.

Although the initial function of the office was to implement desegregation, it soon became clear that the real problem was the improvement of Boston schools regardless of racial mix. Under URSCO's aegis, Northeastern created a wide variety of programs to achieve this end. Among these was a Home Base program with Madison Park, which provided students an alternative to traditional education; a Parent Outreach program, which helped open lines of communication between the elementary and middle school adminis-

trators and parents; a mathematics institute hosted by URSCO in the summer to retrain elementary school teachers; and a Career Beginnings program to help inner-city youth not only find part-time jobs, but also prepare for SAT tests.

In addition, URSCO provided a host of intangible benefits, not the least of which was a sense of support. "The relationships are crucial," said former Madison Park headmaster Thomas Hennessey in an interview with the *Edition* in 1987, "I always felt I could pick up the phone and call Coffin."[21] The tradition of assistance continued after Coffin retired in 1987. Paula Clarke, the new director of URSCO, expressed her philosophy:

> Do what I can to improve education in Boston schools and be responsible to the various constituencies in these schools. Find a way to help the kids. If something can't happen without me, I'll do it. Facilitate, smooth, generate programs. . . . [22]

Under Clarke's direction, the contributions of the office expanded. By 1989, the last year of Ryder's presidency, URSCO was working not only with Madison Park but also with three high schools, five elementary schools, and three middle schools.[23]

What had begun as a court-ordered collaboration had grown into a major resource for Boston public schools. Clarke attributes much of the growth to Ryder: "He established a climate for cooperative interaction. He saw Phase II Desegregation as an opportunity for involvement in the city and established a precedent of commitment which has continued."[24]

Other Early Community Links

Northeastern's active participation in Phase II of court-ordered desegregation was a headline grabber and a major element in creating the image of the University as a concerned citizen in its community. However, it was only one of several major initiatives that began to develop in the mid-1970s.

A series of memos from the Office of Community Development, which Ryder had established in 1976 with Gregory Ricks as its director, suggests the range of these initiatives. Among them were the following: Fenway Flowerbox Day, a project particularly dear to Ryder's heart, whereby each spring, beginning in 1975, the University distributed some 5,000 plants from its Woburn greenhouse to its neighbors in the Fenway. A Thanksgiving dinner for the elderly and an elderly gift program, events that involved student volunteers providing food and gifts to older neighbors. A week-long residential

Dean Gregory Ricks, Director of Community Development, 1976–1982

camp experience for older persons and a summer camp for inner-city children, both at Northeastern's Warren Center in Ashland. An ABCD summer program, which involved some 700 participants in educational and recreational activities. These were only the tip of the iceberg, as evidenced by the many other undertakings listed by President Ryder in his testimony before the House Committee on Appropriations in June 1981, in support of funding for the Urban Grant University Program.[25]

Despite the number of community projects and the participation of a wide segment of Northeastern's faculty, students, and staff, there were problems. Most of these stemmed from a lack of organization and clear definition of goals and a subsequent overlapping of activities and inefficient use of University resources. By 1982, increasing demands on these resources made it clear to the administration that it must reorganize the Office of Community Development and bring in new leadership. In July 1982, the name of the office was changed to the Office of Community Affairs, and Dr. Joseph Warren was appointed director.

Formerly an assistant secretary of educational affairs for the Commonwealth of Massachusetts, Warren had originally come to Northeastern in 1978 to teach in the Afro-American Institute and serve as presidential assistant on urban affairs. In this role he represented Ryder and acted as chairman of two advisory councils: the

Youth Advisory Council of the City of Boston and the Access Committee for the Massachusetts Advisory Council on Vocational/ Technical Education.

Warren's expertise in public finance and public policy analysis, his knowledge of education, and his own personal history as an economically disadvantaged child growing up in Harlem gave him a unique appreciation of what education could do and how it could afford to do it. "When you say education, you're talking economics," he once said. "The Greater Boston community and the University have responsibilities to one another. We are all in it together."[26]

In the summer of 1982, Warren took over Community Affairs. He later defined its role:

> . . . to provide a means by which concerns can be identified, articulated, and programed in such a way that both the University and community feel a sense of mutual satisfaction. . . . [27]

Specifically, the challenge to the new department was to respond to the competing claims of Northeastern's many neighbors in an even-handed manner, to develop an appropriate response to a variety of concerns, and finally, whenever possible, to hand off administration of that response to the area in the University best equipped to handle it.

Office of Community Affairs Director Joseph D. Warren

Annual donation of flowers to members of the Fenway area community

In a 1986 memo to James B. King, senior vice president for public affairs, Warren charted the progress of the office during his first four years as director:

> In the past, the emphasis of the office was on human services. In most recent times, the shift has been toward community development. Ultimately the office is moving toward a central coordinating posture that will allow us to provide the leadership and technical assistance to departments within the University to do human services community development in Boston's neighborhoods.[28]

Although by no means all community projects initiated or maintained by the University during the remainder of Ryder's presidency were generated from the Office of Community Affairs, a great many could trace their roots to this source. In addition, the reorganized office served to underscore the seriousness of the administration's continuing commitment to Boston.

The Development of Further Educational Links

Northeastern's role in Boston's desegregation plan had given it a new appreciation of the depth and scope of educational problems in the Boston area. As Ryder himself would note, his experiences in

1974 and 1975 made him realize that the problem of minority education in Boston went far beyond any single issue or any single solution. It started with an attitude toward education that began in a child's earliest years in the home and the neighborhood. It had economic dimensions, and it had lifetime ramifications.[29] Bringing this recognition to his administration, Ryder encouraged the University to develop and maintain a series of innovative academic and scholarship programs.

Balfour Academy Begun in Summer 1983, under the aegis of Northeastern's Office of Community Affairs, the academy program was originally designed to help instill inner-city seventh graders with a motivation to learn. Fifty youngsters from the Mission Hill/Fenway area were selected to participate in an eight-week summer program (subsequently reduced to six weeks) that included a morning menu of academic courses in computer-based math, social science, reading and writing skills, and an afternoon menu of organized sports. During the winter the same youngsters were to be tutored after regular classes and also became part of a Big Brother/Big Sister program.

As the academy neared the end of its first summer session, Warren wrote the University steering and community advisory committees:

> Overall the program has been a great success. Miraculously, young, inner-city youth have been attending, at a 95 percent rate, a program which is both academically and physically demanding.[30]

The success of that first class in many ways conditioned the future development of the academy. The following year, it continued to offer programs to the original participants while adding a new group of seventh graders. "As the kids grew, so did we," said Carla Oblas, the academy's academic coordinator.[31] And grow it did.

By 1988, over 100 students were participating each year with programs custom tailored to meet their growing sophistication. Thus, for example, students in the tenth through twelfth grades were required to take at least one college level course at Northeastern during the winter. For those who made it through the entire program and were admitted to the University, Northeastern scholarships were available.[32]

Initially the University footed the entire bill for the academy program, rewarded by the knowledge that it was fulfilling its purpose, not only to get students who might have been lost to education

admitted to college, but also to ensure their success once they were admitted. In October 1988, the L. G. Balfour Foundation, an organization that focuses on removing barriers to education, gave the University a $1 million naming grant for the academy, which was subsequently redesignated in honor of the foundation. In the 1990s, fresh-faced youngsters sporting bright blue T-shirts with the white Balfour Academy of Northeastern University logo, can be seen strolling the campus, happy witnesses to an educational experiment that has worked very well.

Special Interest Educational Programs While Balfour was a high-profile success, no less successful were a host of other academic outreach programs. Many were initiated in and administered by specific colleges and reflected the college's special interest. Others were more general. Open Campus, for example, which originated in 1973 and expanded during the Ryder years, was a University-wide enterprise that allowed selected junior and senior high school students to enroll tuition free and earn college credit in Northeastern courses.

Among the most widely acclaimed were two programs developed by the Center for the Study of Sport in Society and designed simply to promote and underscore the value of education. National Student Athletic Day, organized in 1988, sponsored the conduct of NSAD events across the country to highlight ways for parents, communities, coaches, schools and school systems to work together to assure a quality education for the student-athlete. The School Outreach program arranged for prominent professional and amateur athletes to speak to youth, parents, and coaches in schools and civic auditoriums on topics ranging from the need for excellence in academics as well as sports, to the importance of self-esteem, to the dangers of drug and alcohol abuse.

All of these programs—and there were many—indicated the University's growing sense that it should use its educational resources not only for its own students but also for potential students and for the community.[33]

Scholarship Programs The University's educational contributions were in no way limited to academic programs. As Warren had said, "When you're talking education, you're talking economics." Acutely aware of this, the Ryder administration encouraged a substantial increase in the numbers and kinds of scholarships available to Boston students.

Since 1963 Northeastern had provided Boston citizens through the Boston Public Schools Scholarship Program with sixty full-year, full-tuition grants to highly qualified students graduating from Boston's public high schools. The program continued during the Ryder administration but was supplemented by other programs designed to reach out to students who might not qualify for the more conventional scholarships.

Among the most innovative of these was the Boston Housing Authority Scholarship Program. Announcing the program at a May 1983, news conference attended by Mayor Kevin White and Boston School Committee members, Ryder observed: "The University was first founded for and continues to serve working men and women and their children." He went on to say that in order to fulfill this mandate Northeastern was prepared to provide $885 thousand in educational opportunities to the Boston community. Included among the "opportunities" were: 100 full-tuition scholarships to be awarded each year to eligible residents of the Boston Housing Authority developments who would attend Northeastern full time, and 100 tuition-free courses per quarter for 100 part-time students who were BHA residents.[34]

Another program was designed exclusively for Mission Hill Extension residents. The Alice Taylor Grant Program, a five-year, full-tuition scholarship, was introduced in the late 1980s in memory of Alice Taylor, head of the Mission Hill Tenants' Organization, a Roxbury community leader and friend of President Ryder.[35]

Although many of Northeastern's academic outreach and scholarship programs developed during this period were geared to the needs of the University's African-American neighbors, they were not exclusively focused on this group. Continuing Education programs were particularly sensitive to market needs and offered the University's educational resources to a wide variety of constituents, and it was also during this era that scholarships for part-time senior citizen students became available.

In a *Christian Science Monitor* article in 1983, Ryder cites a sample of these more generally focused programs:

> At Northeastern we have designed courses to help the unemployed and the underemployed to retrain themselves to meet the needs of local employers. Each year we offer full tuition scholarships to 11 City of Boston employees—from a firefighter to the head of the City's handicapped services—to improve their managerial skills and earn degrees from our graduate schools. When Boston was forced to lay off public school teachers as a result of Proposition 2½, Northeastern

offered a special retraining program to assist them in reentering the job market.[36]

The elderly, the unemployed, the underemployed, or simply the intellectually curious, whatever the constituency, whatever the educational needs, Northeastern was making it abundantly clear that it was ready and willing to serve the academic appetites of its city and to provide the wherewithal for these constituencies to avail themselves of such offerings.

A Welcoming Environment Finally it must be noted that the Ryder administration felt very strongly that educational commitment to the community must go beyond academic programs and financial aid. To be truly effective as a resource, the University must also convey the sense that the community was not simply being served but being welcomed.

Ryder's close contacts with the African-American community in Phase II had given him an opportunity to meet and work with men and women whom he felt would be highly desirable additions to the University not only for their skills, but also as role models and exemplars of the University's commitment to hiring minority persons at the administrative level. Two such persons were Ellen Jackson, whom Ryder had met through his work on school desegregation when she was director of Freedom House, and John O'Bryant, who was elected to the school board while Ryder was serving on the Citywide Coordinating Council.

When the need arose for a person to direct the University's Affirmative Action office, Ryder was able to turn to Jackson. Similarly, when an opening occurred in the Student Affairs office, he was able to convince O'Bryant to join the University, which he did in 1978 as assistant dean of students, becoming vice president of Student Affairs the following year.

Several years later, in his *Self-Assessment as President of Northeastern*, Ryder himself would call the appointment of Jackson "symbolically important," noting that she was "widely known and respected in greater Boston . . . [and] brought to the University a substantial network of relationships with important black leaders both within Massachusetts and nationally."[37]

Certainly O'Bryant's presence as vice president of Student Affairs helped the neighboring African-American community feel more closely identified with and welcome at the institution.

President and Mrs. Kenneth G. Ryder join Dean Ellen S. Jackson, Office of Affirmative Action, in greeting Senator Edward M. Kennedy as he visits the Northeastern University campus on January 30, 1980.

Vice President for Student Affairs John D. O'Bryant

Although the University never attained the number of African-American faculty and administrators that it hoped for, there was no lack of trying, and concerted efforts to improve minority numbers at all levels and retain recruits was a major thrust of the period. In a 1990s interview, June Chase-Dillon, who had come to Northeastern in the 1970s and retired as assistant dean of Administration in 1989, remembered the University during the Ryder years: "It was a good place to work . . . [because of] the commitment of the administration to improving the racial climate."[38]

Chase-Dillon herself played a central role in bringing a chapter of SOAR (Society Organized Against Racism) to campus in the mid-1980s. A consortium of colleges and universities that works toward eradicating racism through lectures and workshops for students, faculty, and administrators, and through reasoned and timely intervention in cases that could explode into racial issues, SOAR proved instrumental in defusing issues before they became crises.[39]

The Afro-American Institute, founded in the late 1960s, continued as the major structure to provide minority students with the opportunity for a successful college career. Originally focused on politics, the Institute matured into an organization providing social, economic, and academic support for minority students.

Neighborhood Development: Civic Responsibility and New Alliances

A picture in a 1980s *Cauldron,* the Northeastern student yearbook, shows a smiling President Ryder, arms obviously swinging vigorously, head tilted in an attitude of listening as he strides at the side of a smiling African-American woman. To the right of the woman is a construction fence and just visible beyond that a crane. Although the viewer is not sure what the construction site is, or which of the two figures is setting the pace, it is clear that both are enjoying themselves and there is an air of accomplishment in their exchanged glance. The picture is emblematic of a relationship that Ryder tried to forge with the University's neighbors, a relationship based on mutually satisfying partnerships dedicated to neighborhood improvement. Sometimes it worked and sometimes it didn't.

The Southwest Corridor In the early 1970s, the Commonwealth of Massachusetts embarked on its largest-ever construction project, outdoing even the historic nineteenth-century filling of Back Bay. Called the Southwest Corridor project, it took place on Northeastern's boundary and was to involve the University with its urban

community at the political, economic, and social level in unprecedented ways.

The development of the Southwest Corridor comprised two main strands: (1) the improvement of Boston's transportation system by the relocation of an existing elevated railroad to a depressed 4.7 mile railway that would stretch from downtown to the city's border in Jamaica Plain and would include nine new rapid-transit stations; and (2) the development of land adjacent to the rail into residential, commercial, and light industrial enterprises that would best serve the interests of the local communities.

For Northeastern, both aspects of the project were crucial. The proposed railway lay along its southern border and the potential for disruption during construction and after was monumental. Of equal concern was development of the adjacent area in a manner that would serve the needs of all the neighbors.[40]

A January 6, 1976, letter from President Ryder to Anthony Pangaro, Southwest Corridor development coordinator under Governor Michael Dukakis, suggests the posture that the University intended to assume toward the project and which it would maintain throughout the Ryder years.

> We at Northeastern would very much like to join with you and with the community in planning the Southwest Corridor. This letter may be considered a commitment that the University representatives will participate fully in the planning and development of those areas which are of mutual concern and interest.[41]

The following year the University implemented this commitment by signing what was called a Memorandum of Agreement Creating Parcel 18+ Development Planning Task Force. The agreement identified the parties who "have an interest in the orderly development of certain parcels of land identified in the Southwest Corridor Development Plan as Parcel 18+." Included were members of local development corporations, community groups, the Secretary of Transportation, the Commissioner of the Massachusetts Department of Public Works, representatives of the MBTA and the Boston Redevelopment Authority, and, of course, Northeastern. Its charge was to develop strategies for the site.[42]

The task force was large and unwieldy. All members did not always participate with equal vigor. Certainly not all agreed. Yet the organization did work, for it provided a forum for citizens to become involved and exercise their own voices in their own welfare.

Northeastern's participation and cooperation with the group cannot be overestimated. In 1978, the University began to make available "in-kind staff or faculty services and cash funds totalling $20 thousand for feasibility studies to be performed at the discretion of the Parcel 18+ Task Force."[43] In 1979, Ryder, as an active member of the task force, was deeply involved in the design process of the Ruggles Street MBTA station, and in the 1980s Office of Community Affairs Director Joseph Warren assumed an ongoing participatory role in the Parcel 18+ task force to ensure that both the needs of the community and the University would be well served.

By May 1987, the rail and station portion of the Southwest Corridor Development was completed and the Ruggles Street station, a tubular structure of stately arched glass and steel, had become Northeastern's new door to the city. While the opening of the station and the completion of the rail portion of the corridor were of enormous importance to the University, they in no way marked the end of Northeastern's involvement with the project. In many ways, in fact, this involvement increased as focus shifted from transportation to development issues.

From the very beginning, one of the University's ongoing concerns had been parking. Through a long and arduous process of land swaps, compromises, and negotiations with the MBTA and community, the problem was finally resolved, and in 1986 Northeastern was able to open a 900-car garage on land abutting Carter Playground. The garage, however, was only a part of a much larger issue: by whom, and how should Parcel 18+ be developed? Aside from agreement that a major tenant must be a city department and that developers should reflect the African-American community, development plans were still in abeyance when Ryder left office. This was not for lack of effort or cooperation on the part of the University.

In 1987, largely as a result of the continued efforts of Warren, the MBTA awarded Northeastern's Centers for Labor Market Studies and Regional and Urban Economic Studies a $75,000 one-year contract to research needs of potential employers for development of Parcel 18+ and to determine how area residents could best serve these needs. The University also encouraged its own dean, Ellen Jackson, to become chair of the Governor's Community Development Coordinating Council to advise the governor on economic issues pertaining to the African-American community. In this role Jackson had direct input in development ideas for the area.

In terms of time, money, and effort Northeastern's participation in the Southwest Corridor project marked a new era in the University's relationship with the city. The idea that what was good for Northeastern would automatically be good for its neighbors was no longer the controlling policy. Under Ryder, the principle had become instead that what was good for the neighborhood would be good for Northeastern.

Mission Hill Extension Closely and to some extent inextricably related to the University's involvement with the Southwest Corridor project was Northeastern's growing relationship with Mission Hill Extension.

The programs of scholarships for BHA residents and also Mission Hill Extension residents has been noted above. These grants were not fortuitous largesse, sparked by some unfocused sense of philanthropy, but rather were part of a much larger package grounded in the administration's sense of responsibility and indeed sense of obligation to improve the life of its immediate neighbors.

Through the years, even before Ryder took office, Northeastern had served this community in several basic ways, most often by providing staff, facilities, and some monetary assistance for programs that either directly—or more often indirectly—helped the residents. For example, in 1980 the University's Community Development report shows "in-kind contributions" of $1,650 to the Mission Hill Planning Commission, and this figure represents only a fraction of in-kind contributions that went to area activities and agencies that affected life in Mission Hill.[44]

It was not until the Southwest Corridor project got fully under way, however, that a truly meaningful partnership began. The spark was the potentially competing interests in the area. In June 1981, responding to charges that the University in making plans with the MBTA was indifferent to the safety of the Extension residents, Ryder wrote to Alice Taylor, then head of the Mission Hill Extension Tenants' Organization:

> We want in every way possible to cooperate and collaborate with the Parcel 18+ Task Force and concerned Mission Hill residents in seeing that this major change is beneficial to surrounding neighborhoods as well as the University. Northeastern wishes to remain a good neighbor.[45]

The letter set the tone for the new and much more personal relationship that would come to exist between the University and the

President Kenneth G. Ryder with children attending Northeastern University's Camp Mission Express, Summer 1982

Extension. On December 29, at Taylor's request, President Ryder took a tour of the project. It was a tour that opened his eyes to the needs, fortitude, and potential of the residents.

Working with Taylor, and later with her successor Hattie Daniels, the University shaped its actions to these needs. One of the results was the aforementioned Taylor scholarships. The University also began to work closely with the project on plans for improving the physical setting. The result of these efforts was the creation of a series of town houses that both improved the quality of life for Mission Hill residents and created a far more aesthetically pleasing context for Northeastern's new door to the south.

Fenway Neighborhood Activities Throughout his administration President Ryder was determined that the Office of Community Affairs must serve the needs of the entire community and not come to be identified with any one single service or constituency. While there was never any question that the problems of the areas bordering Northeastern's campus were very different and demanded different solutions, administrative policy and approach to the community remained constant: "dismantle the walls . . . encourage a new partnership between town and gown."

To the degree that the University implemented this policy by making more educational and cultural opportunities available there were few dissenters. Particularly appealing to a new upwardly mobile professional group, which began to move into gentrified areas of the Fenway during the 1980s, were the many cultural events sponsored by the University.

Included among these were the African-American Artists-in-Residence and the Artists-in-Residence programs, both of which provided not only long- and short-term residencies for Boston artists, but also art programming for the community at moderate prices; the nuArts Contemporary Performance series, introduced in 1982 and described by the *Boston Globe* as the "leading presenter for new work in Boston"; and the many library exhibits first in Dodge and then in Snell, as well as the special music events sponsored by Northeastern's Music Department.

Also well received were the health and human services that the University promoted and that were particularly useful to the poor and elderly in the Symphony Towers, located at the corner of Huntington and Massachusetts Avenues.

One major source of assistance for this constituency was Northeastern's student-run Fenway Project, which in the words of Nancy Taylor, the 1983 Director:

> . . . gives students a chance to give something back to the community instead of just consuming. . . . It tries to promote a good relationship between the University and the community."[46]

Other human service projects that helped break down the walls between the University and the elderly were the continuing Senior Citizens Thanksgiving Dinner; the new Senior Citizen Contact Program, through which Northeastern's Division of Public Safety maintained a list of area elderly and regularly contacted them to ensure their well being; and the Senior Citizen Annual Hot Lunch conducted each spring for residents of the East Fenway and Huntington/Massachusetts Avenue areas.

Not every Fenway neighbor, however, welcomed the break in the walls. This was particularly true when that break came in the form of too many students for too little real estate. Since the mid-1960s, when the Fenway had been declared an urban renewal area and HUD had insisted on a community organization to represent its interests before the Boston Housing Authority, there has been at least one and sometimes more groups in the Fenway area claiming to represent the best interest of its citizens. Among these, the most

important to the University in the decade 1973–1983 was the Fenway Project Area Committee (FenPAC).

Formed in 1973, FenPAC gave a unified voice to those neighbors who felt the University was encroaching into residential areas. Although FenPAC ceased to exist in February 1983, when the city cut off its funding, neither its ideas nor the voice of citizens organized against some specific action of the University have ever been completely stilled.

During the Ryder years, the administration worked hard to keep the adversarial tone down and the volume subdued. Dr. Knowles had also worked toward this end, but his approach was to confront the community with bold economic facts calculated to justify the University, if not endear it to its neighbors.

When Ryder assumed office, the administrative attitude became much more benign. His approach was to resolve tension through evidence of goodwill rather than good argument, through service rather than speech. His "good neighbor policy" was to be founded on cooperation rather than confrontation, and up to a point this was successful.

Certainly early on it was quite successful. In February 1976, a group of Fenway citizens met in the Ell Center to air some of their disagreements with the University. Robert Cord, Northeastern professor and Fenway resident, moderated the discussion. If no hard decisions were reached, at least a new era of hearing and listening had begun.

The following year, in October 1977, Northeastern and FenPAC signed a "Memorandum of Understanding." According to this document, Northeastern would stop buying property in and eventually pull out of certain residential areas in the Fenway and any expansion would occur only with community approval. Two buildings were sold to individuals on St. Stephen's Street following the signing of this agreement.

The community was ecstatic. An article in *The Northeastern News* in October 1978, quoted Thomas J. Weikle of FenPAC: "The community can breathe easier because of Northeastern's commitment not to buy property in residential areas." *The News* went on to relate that "All agreed that community relations have improved since Ryder became president. 'Lines of communication are wide open with Ken.' "[47]

However, peace was not destined to last. In the fall of 1980, the community charged the University had violated the memorandum by leasing 84 The Fenway as a student residence. Although this problem was eventually resolved, in retrospect the charge appears as

only the first volley in a growing series of dissensions. Exacerbating the real estate issue was a continuing problem of student behavior.[48]

Throughout the decade the University strove mightily to contain student rowdiness. The Student Court system under the direction of Associate Dean of Students Harvey Vetstein, was reorganized and improved, dealing with cases of rowdiness with increasing efficiency and dispatch. Punishment for transgressors increased and positive steps such as turning problem dorms over to honors students hallmarked the era, but problems persisted and neighborhood attitudes hardened.

In 1989, the Joint Neighborhood Committee, a coalition of six Fenway groups, rejected Northeastern's move to build a dormitory at the corner of Forsyth and Huntington on grounds that it could no longer tolerate students on the north side of the avenue. At this point, some University officials began to question the motives of certain neighborhood advocates and to wonder if the "economies of gentrification" did not figure as largely as concern for poor householders in protests against the student presence. Said one unidentified University official in 1989:

> The landlords in the area realize that if students are moved out of the area, their property will depreciate. The leadership of the community groups has changed as the neighborhood has changed and become more gentrified.[49]

Whatever the reason, it is unfortunately true that Ryder's good-neighbor policy did not always meet with unqualified success.

Advocacy

To hear, to act, to serve were three of four compass points in Northeastern's orientation to the city under Ryder. The fourth was advocacy. Ryder declared, "Universities need to become strong advocates in state and federal legislatures for measures that will improve the quality of urban life."[50]

In 1977, Ryder became a member of the executive council of a new Washington-based organization, the Committee of Urban Program Universities (CUPU). The role of CUPU, which represented thirty-four urban-based public and private universities, was to work with single-minded zeal for the passage of the Urban Grant Act and subsequent funding of its provisions.

Appearing before the Senate Subcommittee on Education, Arts and the Humanities in October 1979, Ryder, at the time vice president of CUPU, described the purpose of the act:

> As we envision it the Urban Grant Act (commonly known as Title XI) will permit and encourage a collaborative effort between the city and the university.[51]

Shortly thereafter Title XI was signed into law.

In 1981, Ryder again appeared on Capitol Hill, this time before a subcommittee of the House Committee on Appropriations. Introducing himself as president of Northeastern and of CUPU, the latter a post to which he had been elected that spring, Ryder testified in favor of funding of Title XI, which he said

> . . . will encourage collaborative efforts between the city and the university, providing an incentive and focus for a broader and more formalized partnership.[52]

Four years later, representing the Association of Urban Universities, which CUPU had been renamed in December 1982, he urged extension of Title XI:

> Title XI recognizes that the urban university is a distinct kind of institution located in but also committed to serving a city of middle to large size.[53]

In addition to advocating passage of Title XI, Ryder in partnership with Mayor Theodore Mann of nearby Newton cosponsored a bill calling for Massachusetts to reimburse cities and towns for revenue lost due to property tax exemptions for nonprofit institutions such as universities. Although the bill never passed—it was introduced several times—it did demonstrate that at least one urban university president was aware of and cared about the financial problems of the cities.

Finally, it was during these years that Northeastern appointed its first advocates in city hall. These were university representatives whose role was to be aware of proposed city legislation that might affect the University and to become informed about potential problems that the University might assist the city in solving.

President Knowles's strategy in defining Northeastern's role within the city had been based on a belief that what was good for the University would ultimately be good for the community. It was his sense that a large institution, offering a variety of professional programs based on the cooperative plan of education, was by its nature a good neighbor, providing by its very growth increasing opportunities for increasing number of citizens.

President Ryder reversed this approach. It was his feeling that the University had an obligation to its community, an obligation to help

it flourish, and that only in this context could the University achieve its own educational goals.

The response of the city to this philosophy is exemplified in the Chamber of Commerce award given to Ryder on May 24, 1989. At that time he became the first university president inducted into the Academy of Distinguished Bostonians of the Greater Boston Chamber of Commerce. In a fitting tribute, the citation lauds Ryder for "his extraordinary contribution to the quality of life in Boston."[54]

Chapter 11

Public Affairs/ Government Relations

> I came to office with the feeling that there was a need for much attention to be paid to achieving a national recognition of the importance of Northeastern, [and] a better working relationship with leaders of city, state and national government . . . "
>
> —Kenneth G. Ryder, *Self-Assessment as President of Northeastern University 1975–1989*, p. 56

President Ryder's appearance before the U.S. Senate and House in support of Title XI was no isolated occurrence. From the moment he took office, Ryder was determined that Northeastern should become a visible university, an institution with a high profile and national identity, one that could speak authoritatively not only for itself, but also for a large segment of higher education.

If this were a tall order, it was nevertheless shaped by a realistic appreciation of late-twentieth-century educational conditions. In brief, Ryder's perception was that the educational market was growing increasingly competitive, increasingly national, and increasingly complex and that the need to project a strong visible image in that competitive marketplace was as necessary to an educational institution as to a presidential candidate or the corporate purveyor of consumer products.

To meet the objectives of achieving national recognition and a voice for the University, the new administration established two new offices: the Office of Public Affairs, which was to consolidate under one director all the departments dealing with public affairs, and the Office of Government Relations, which was to represent the University's concerns in city, state, and national political arenas.

The Office of Public Affairs—the Early Years

In 1977 the Office of Public Affairs was set up, and in 1978, following a nationwide search, Arthur Brodeur arrived from Cornell's Office of

Public Relations to become Northeastern's first vice president of Public Affairs. Brodeur's new territory comprised seven areas: the old press bureau, now renamed the Office of Public Information; Alumni Relations, previously under the Development office; the Sports Publicity Department, previously under the Athletic Department; the Publishing Group; Special Events; and a General Information Office. Mail services were also included in his jurisdiction. The idea behind the new office was that Northeastern had many untapped, or at least unorganized, sources of public relations and that bringing them under a single roof would not only help develop them, but also help the University project a unified image. Up to a point this was true.

Office of Public Information In its new administrative context, the Office of Public Information expanded rapidly. Its function was to meet internal and external communication needs, and to achieve these ends, Brodeur authorized Public Information Director Chris Mosher to add staff writers, a photographer, and a radio/TV specialist.

Internal communications in particular benefited from the new attention. In 1979, encouraged by Brodeur, Mosher launched *Northeastern Edition*, a bimonthly newspaper that described itself as North-

Public Affairs Vice President Arthur W. Brodeur

eastern's "major communication enterprise." The purpose of the paper was further outlined in the April 5, 1979, debut issue:

> To better inform those who make up the University in order to develop a sense of the university, a sense of community of purpose that is Northeastern. . . . [It] is intended to serve as a means of communication for all members of the University . . . and to provide a forum for discussion among University members.[1]

Public Information also took over responsibility for the *Northeastern Magazine,* which became progressively shinier and more sophisticated, with class notes taking a back seat to in-depth articles on a wide range of topics. The perception that alumni might be interested in subjects other than sports scores and the marriage, death, or employment adventures of their classmates demonstrated a new understanding of Northeastern graduates that had been reflected in the shift of Alumni Affairs from the Office of Development to the Office of Public Affairs.

Still another internal publication that came about during the period was *Re:Search,* the quarterly newsletter that debuted in May of 1982 and focuses on research and creative activity at the University. Even as internal communications thrived, however, external public relations lagged and later reorganizational efforts would be targeted toward upgrading this area.

Alumni Relations During the Ryder years Alumni Relations was to achieve an entirely new dimension. Operating on the principle that alumni were as important to the University as potential spokespersons as they were for potential monetary contributions, Ryder removed Alumni Relations from the Development office and transferred it to the Office of Public Affairs in 1978. At this point Paul Cowan, who had previously been with University Functions, became director, initially reporting to Brodeur, but eventually reporting directly to the president's office.

Under Cowan's direction, Alumni Relations shifted its orientation from a concentration on social and athletic activities to a concentration on the avocational, cultural and professional interests of alumni. Special seminars, a stepped-up travel program, and a host of peripheral benefits became the order of the day. Frequent visits by Ryder to major alumni clubs reinforced a sense of community and identification of graduates with their alma mater.

"We did the whole bit," said Cowan. "The Northeastern mugs, the calendars, the furry mascots. We also encouraged alumni to meet on

campus, introduced new educational programs, and made available a special insurance program just for alumni. The idea was to cultivate a sense of identification with the University but also to be useful and to provide alumni with services they couldn't get elsewhere."[2]

During the period, the Alumni Association, apparently jolted to action by the new attention, revised its constitution, instituted a new elective executive committee, and organized an advisory council that began bringing alumni regional leaders to campus for workshops on recruiting and counseling.

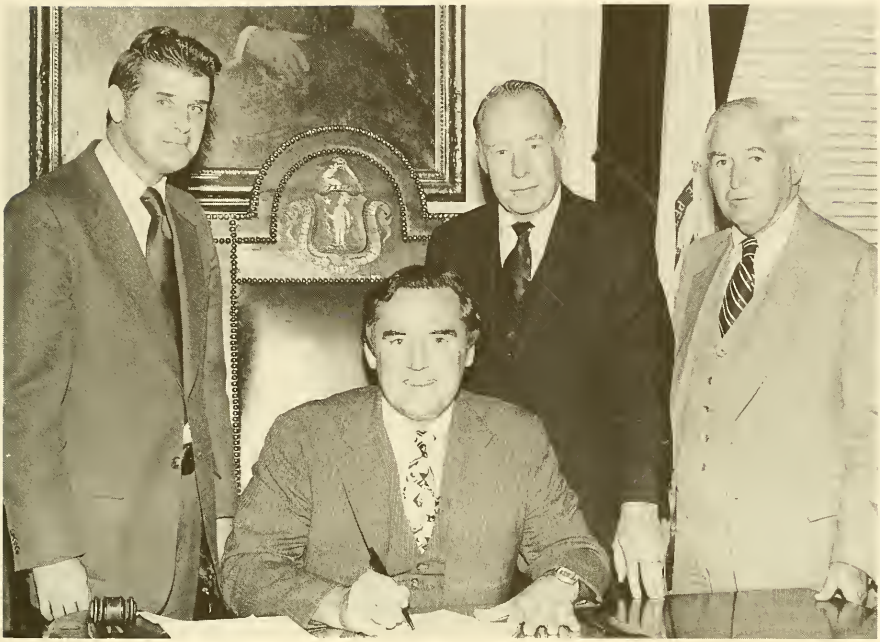
How effective was the approach? To the degree that statistics are indicative of a sense of identification and pride, the evidence is good. In 1989, Northeastern had 143,285 living alumni, 112,117 of whom were considered active. Of these, 63,784 had graduated during the Ryder years and of these, 57,225, or almost 90 percent, participated in some way in the fortunes of their alma mater.[3]

Sports Publicity Until 1976, publicity about Northeastern sports had been a function of the Athletic Department, with releases pretty much limited to schedules and a brief recap of events. The moving of the area to Public Affairs in 1978 suggested that Husky teams had unexploited publicity value and, as it turned out, they did indeed.

The shift from relative obscurity toward the limelight that Northeastern athletics experienced during the Ryder years was not, of course, simply a product of new publicity or coincidence but of a new commitment to athletics.

Although Ryder himself was not particularly a sports fan, no American college president can be unaware of the publicity value of a winning team, and John Curry, who was eager to see an expansion of athletics, encouraged the president to take new initiatives. What the Four Horsemen had done for Notre Dame in the 1920s and Doug Flutie was to do for Boston College in the 1980s was not likely to be reenacted on the playing fields of Brookline, where Northeastern had its football field, but there were other areas where the University might well grab headlines.

Shortly after Ryder took office, Curry advised him to appoint a committee on athletics to consider where the University might best spend its money to create the winning teams that would bring the University not only more money for even better athletic facilities, but also the kind of name recognition that has meaning far beyond individual athletic endeavors. President Ryder followed through, and the movement of sports publicity into Public Affairs was a part of the whole package of increased commitment and expectations.



Vice President John A. Curry, President Kenneth G. Ryder, and Vice President Daniel J. Roberts, Jr. watch Governor Edward J. King sign legislation authorizing the Metropolitan District Commission to sell the Boston Arena to Northeastern University, June 5, 1979.

One of the University's first and most dramatic moves in the sports area was purchase of the Boston Arena from the state in 1979. The arena's rich history, combined with the University's pledge to develop it not only for its own use but also that of the community, generated pages of good publicity. Ryder negotiated with state legislators and secured transfer of the building to the University for a bargain price of $250,000.

One reason for the low price was the recognized need for substantial repairs and remodeling to make the facility usable. Over the next few years the University invested hundreds of thousands of dollars to modernize the building and make it into an outstanding center for various sports and University events. Alumni donations were forthcoming in large numbers and a very substantial naming gift was presented to the University by George Matthews. In recognition of his generosity the building was designated the George and Hope Matthews Arena in 1982.

Speaker of the U.S. House of Representatives Thomas P. O'Neill, Jr., and President Ryder with Trustee George J. Matthews and his wife, Hope, at the dedication of the Matthews Arena on November 14, 1982

During the late 1970s and early 1980s the University also began renovating its own sports facilities. Although these acts had small news value beyond Huntington Avenue, they boded well for the future of varsity sports and certainly attracted alumni attention. Alumni contributions to sports facilities, equipment, and athletic scholarships catapulted, rising from a modest $870,000 in the 1970s to $5.3 million in the 1980s.[4]

Unfortunately, a headline grabber that didn't materialize was a proposed sports center that was to be shared with the state. Announced in November 1980 as a goal of the Century Fund Phase I, the center attracted considerable attention, only to fall afoul of other priorities. The University, however, did add a state-of-the-art track at its new Dedham campus, which garnered praise and attention when it was dedicated on April 27, 1986, in honor of Bernard and Jolanne Solomon.

Improvement in facilities coincided with improvement in teams. Whether it was the smell of fresh paint, the vision of applauding crowds, the euphoria of a new home, or just the practical advantage

of having a place to practice, Northeastern's basketball and hockey teams flourished in Matthews Arena.

Between 1980 and 1986 the Husky hoopsters went to the North Atlantic Conference finals five out of six years, and between 1980 and 1987 won the ECAC six out of seven times. In the meantime Husky hockey won the coveted Beanpot four times, a string of victories made all the more remarkable because it followed on a twenty-seven-year dry spell dating back to the 1950s.

It is also possible that it wasn't just new and improved settings but Northeastern coaches who were making the difference. According to George Makris, director of Athletic Development, rumor had it that word had gone out early in the Ryder years that coaches had to start winning if they were to keep their jobs. True or not, wins increased not only in arena-based sports but also in track; in basketball, where the women's teams won Seaboard Conference championships in 1985, 1986, and 1987; and in women's ice hockey where the Beanpot was awarded for the first time in 1987.

These were the years when individual athletes were also making news for their alma mater. Among the most famous were the following: In basketball, Reggie Lewis, Criminal Justice, who took time out from his college career to play with the Boston Celtics and whose tragic death from heart disease in 1993 cut short a life of great promise. In hockey, Chris Nilan, a student affiliated with the Center for Sports and Society, went on to play for the Boston Bruins. In football, D. Sean Jones, Business Administration '85, later with the Houston Oilers; Keith Willis, Bouve '88, later tackle for the Pittsburgh Steelers; and Danny Ross, Criminal Justice '82, who would show up in the 1982 Super Bowl with the Cincinnati Bengals. Northeastern's Scott Pladel, Arts and Sciences '85, Bouve '90, appeared at the 1988 Olympics in bobsledding, although it is a challenge to imagine where he honed his skills on the urban campus.

The symbiotic relationship that came to exist between sports, sports publicity, and development at Northeastern began in the Ryder years. George Makris, who had worked part time for Development beginning in 1977 and came on full time in July 1978 to raise money for sports-related events, describes the change: "Initially it was hard to raise money for Northeastern athletics. We had no name, no visibility. But all that began to change as word got out that Northeastern was serious."[5]

The results of the change were new facilities, new sports scholarships and even new faculty. In his *Self-Assessment*, Ryder tells the story:

> We have discovered that a successful basketball team not only achieves name recognition for the University but we know of at least two instances in which promising young faculty members applied to our College of Business after seeing a Northeastern basketball game on television.[6]

Printing and Publications In addition to Public Information, Alumni Relations, and Sports Publicity, the new Public Affairs Office was also given responsibility for the University Publishing Group. Created early in Ryder's tenure, even before the Office of Public Affairs, the group was to gather together the various publishing, production, and printing functions previously scattered throughout the University.

William Frohlich was hired as director. His jurisdiction would rapidly encompass six major areas. Two of these were new operations calculated to convey the image of Northeastern as a serious intellectual stronghold. These were the Northeastern University Press, founded in 1977, which by the end of the Ryder years was publishing some ten to thirteen scholarly works annually with prestigious distribution; and Northeastern Records, established shortly thereafter, which focused on producing high-quality compositions—particularly ones by Boston-area and women musicians—that could not be issued profitably on commercial labels.[7]

Also under the University Publishing Group came a new Custom Textbook Program, designed both to give faculty an opportunity to offer materials not found in existing textbooks and to put an end to illegal use of copyrighted material in classrooms. Still a fourth unit in the University Publishing Group was Northeastern Publications, which was designed to handle a wide variety of University publication needs ranging from the annual corporation directory to complex marketing pieces. Finally, Printing/Copier Services also became part of the group.

Although the development of Northeastern Publications and Printing/Copier Services cut down on the need for the University to go to outside agencies for the production of many of its publications, it did not and could not resolve all of Northeastern's publications problems. It was logistically impossible for any one or two units, even with an expanded staff of designers, editors, graphic artists and with new composing and printing equipment, to monitor—much less produce—every flyer, brochure, and admissions piece that was issued. What the new operation did do, however, was set

a standard for quality that forever banished purple ink and gray xerox to the attic of old memories.

The inclusion of the University Publishing Group with its diverse production and printing capabilities in the Office of Public Affairs underscored a new perception, namely that all Northeastern publications, whether books, records, or simply internal communications, played a significant public-image function.

Special Events "Not counting commencement, the biggest and best Northeastern event was the annual outing to Norumbega Park." In 1979, William White, who had been vice president and provost under Dr. Ell and was the University's first executive vice president under Dr. Knowles, recalled a time when the entire University—students, staff, and faculty—would take the trolley out to the turn of the Charles, where the Newton Marriott now stands, for a day of softball, canoeing, cold chicken, and lemonade.[8] "It was great fun," reminisced White. "But after the war we got too large for that."

By 1975, of course, the University was far too large for picnics in the park. During the later Ell years, and certainly under Knowles, special events—or University functions, as they had come to be called—grew increasingly specialized and in many ways increasingly parochial. Individual departments ran their own holiday parties, while presidential functions—dedications, precommencement receptions—were little more than nonalcoholic wine and cheese and cracker events at which the president might or might not be present and certainly not for long.[9]

Ryder was determined to change this. On one hand, despite the size of the University, he wanted to bring back the "family feeling" of the prewar picnic days. On the other, he wanted to make University functions *special* and consistent with a presidential style.[10] "I don't want to see a blue mimeographed announcement ever again," Ryder groaned early in his presidency and sent out the word that henceforth all functions were to be considered as representative of the University and conducted in a manner that projected an appropriate image of the University.

"The change," recalls Suzanne Leidel, who came to the Department in 1978 and became its director in 1980, "was dramatic. Whether it was a reception at the president's own home or a Christmas party for the entire University at Matthews Arena, the invitations were printed, the refreshments were catered, and unless

they were out of town, Ken and Terry always welcomed guests personally."[11] University events also became publicity or media events—the press was invited—and yet because of the particular charm and talent of the Ryders they retained a personal flavor.

During these years not only the style, but also the number and kind of events increased. In addition to the new all-University Christmas party, the University launched a year-end barbecue for all staff in the mid-1980s, a party reminiscent in tone of the long-since defunct Norumbega Park picnics.

On a more formal level, there was Founders' Day, begun in 1987 to celebrate the founding of Northeastern by honoring those who contributed to the University in the past and to recognize those whose current contributions were part of Northeastern's living history.

Because these events served a publicity as well as a social function, the office that directed them was initially included as part of the new Public Affairs Office. Eventually, however, Special Events, like Alumni Relations, began to report directly to the president's executive assistant, Barbara Burke, an administrative move that reflected Ryder's sense that certain areas, to be effective, must show a personal touch.

Campus/Visitor Information Finally, it was during the Ryder years that campus/visitor information services were dramatically upgraded. Daily telephone recordings were introduced to keep callers aware of University events, and maps and directional kiosks became part of the local landscape.

Not all of the services and changes mentioned here occurred the moment the Office of Public Affairs was established in 1978. They were the product of long and continuous development and, in fact, the configuration and responsibilities of the office itself were to change dramatically, particularly after Arthur Brodeur left in 1983 and a new director assumed control. What did not change, however, from 1978 and throughout the Ryder years, was the perception that certain kinds of activities had a significant impact in conveying the idea of Northeastern to the public at large.

Whether that activity was a dinner preceding Northeastern Night at the Pops, a winning hockey team, a news release about something happening on campus, an alumni gathering, or just a voice on the telephone, what Ryder saw was that each contributed to the image of Northeastern, and what he wanted to ensure was that the Univer-

sity controlled that image. This was the role of the Office of Public Affairs.

Government Relations—the Early Years

Even as the new Office of Public Affairs was taking shape in 1978, Ryder conceived the idea for another new office, the Office of Government Relations, which would work to increase the image and influence of Northeastern in the public policy arena. A 1983 report summarized the function of the office:

> The Office of Government Relations works to promote a public policy perspective that recognizes the vital functions of higher education, the unique mission of Northeastern University, and the legitimate interests of the students. We work to influence legislative and administrative actions of federal, state, and local governments and to enhance the reputation of Northeastern by involving its president, faculty, and administration in the resolution of important policy issues. We provide information to all areas of the University and support President Ryder in the development and advocacy of the University's major public policy positions.[12]

Charles Coffin was recruited from Boston University to establish and direct the new office. A talented writer with a keen sense of political reality, Coffin included among his friends several professionals who were highly skilled in making and maintaining influential contacts. Shortly after assuming command, Coffin persuaded two of his former colleagues—Mary Healy, who had handled federal relations at Boston University, and Michael Tighe, who had an excellent background in city relations—to join him at Northeastern. These three, along with Vincent Lembo, who was to handle state relations, made a dynamic quartet.

As the makeup of the Government Relations team indicated, the focus of its energies was to be on three fronts: federal, state, and municipal affairs. In each of these areas the office was to act:

> . . . as a facilitating agency, not as a planning or strictly policy-making one. . . . We perform this facilitating role primarily by cultivating relationships with governmental leaders.[13]

The key issues to be confronted on all three levels were similar: student financial aid, cooperative education, and the support of legislation that might be expected to improve the welfare of higher education in general and Northeastern in particular. Strategy was dictated by one overwhelming fact that Coffin immediately

Director of Government Relations Charles W. Coffin

perceived and on which he capitalized: President Ryder was a natural in the political arena—a man who spoke easily and well and who could articulate the cause of higher education convincingly, a person who, given the opportunity, could showcase the University in a leadership role.

Between 1979 and 1983, Ryder made over a dozen appearances before state and federal legislative committees addressing issues of student financial assistance, the role of cooperative education, and the responsibility of an urban university to its city. Enhancing the authority of his presentations was the fact that Ryder belonged to, and had a central role in, a variety of highly influential educational organizations. Thus his statements carried the weight not only of his own institution, but also of the many private and public institutions that shared similar concerns.

Federal Level: Financial Aid Probably no single issue, with the possible exception of cooperative education (to which it is closely related) so galvanized the attention of Northeastern during the Ryder years as financial aid.

> Almost one-half of Northeastern's operating budget for the Basic Colleges comes from the federal government, and most of this comes in the form of financial aid. If Northeastern is to maintain its character as a unique source of educational opportunity for students from low and

moderate income families, it is essential that it do all it can to ensure the continued supply of funds.[14]

The challenge for Government Relations was to find and exploit opportunities for Ryder to address this issue and express his ideas in the halls of power.

Even before the new office had been founded, the University had been making its position on financial aid well known. At the state level, Charles Devlin, assistant to the vice president of Finance and administrator of Financial Aid, had appeared sporadically on Beacon Hill seeking augmentation of state scholarship aid and matching funds. At the federal level, Ryder had joined other college presidents in 1977 to pressure President Jimmy Carter to reject proposed reductions in supplemental grants to higher education institutions, and in 1978, through the Office of Financial Aid, the University had given its full support to the Middle Income Student Assistance Act.[15]

When Coffin came on board these kinds of activities intensified and focused. When President Reagan threatened deep educational cuts, the efforts redoubled again. At the federal level probably the single most important act of the Office of Government Relations during its early years was securing the appointment of President Ryder to the National Commission on Student Financial Assistance. Founded in 1981 to analyze federal government loans and grant programs that assist college students and to make recommendations to the president, the commission was to consist of senators, representatives, and educators. Through the careful planning and contact-making of Coffin and Healy, Ryder became one of these.

The importance of Ryder's appointment to the National Commission on Student Financial Assistance cannot be overestimated. Suddenly the University was a presence on the public policy map with access to the inner sanctum of power, the opportunity to make its ideas known in places that mattered, and, not least of all, the chance to make and solidify political friendships.

Shortly after his appointment, Ryder further enhanced his position by becoming chair of the commission's Subcommittee on Sources of Funds. In this role he appeared in June 1983 before the Task Force on Education and Employment of the House of Representatives, which was designed to study the effectiveness of federal financial assistance for college students. In his testimony Ryder proposed four general revisions in student-aid policy based on a principle that he himself strongly embraced as a cornerstone of Northeastern's mission: "no academically qualified person [should] be denied a college education because of financial exigencies."[16]

Five months later, in November 1983, Ryder testified again, this time in support of more money for Pell grants, which went largely to disadvantaged students and which he saw as disproportionately underfunded. Again Ryder presented evidence from his point of view as chair of the commission's Subcommittee on Sources of Funds, and again this position closely reflected that of Northeastern, which was historically committed to the lot of the less economically advantaged.[17]

In the meantime, and largely as the result of the work of the Office of Government Relations, Northeastern's president was becoming nationally recognized even in the popular media for his political position. Thus in March 1982, Ryder, who had been asked to testify before the House of Representatives on the impact of proposed budget cuts for fiscal year 1983, was invited to appear on the "Today" show. Responding to host Bryant Gumbel's questions, Northeastern's president promptly stole the limelight from fellow guest, NYU President John Brademus, with his disarming frankness. "The cuts," he said, "would be disastrous. The future is longer than a fiscal year."

Ryder's successful performance on "Today" was followed by a luncheon meeting with the editorial board of the *New York Times*, a meeting with the editors of *Time* magazine, a radio appearance on WBZ's "Dave Finnegan Show," a taped interview with WEEI, Boston, and a follow-up op-ed piece in the *Boston Globe*.

Federal Level: Reauthorization of Higher Education Act and Cooperative Education In addition to speaking out for favorable appropriations for student financial assistance, Ryder also assumed a high profile in pushing for reauthorization of the Higher Education Act of 1965, particularly as the act involved legislation dealing with cooperative education.

Here again Ryder's participation in nationally recognized associations enhanced his role as spokesperson for continuation of the Higher Education Act. As a member of the National Association of Independent Colleges and Universities (NAICU)—he would later become its chair—Ryder was well-qualified to speak to this issue. NAICU, after all, had been founded in 1976 largely for the purpose of improving the Higher Education Act.[18]

Ryder was also an active participant in the Council for Advancement and Support of Education (CASE), another organization that represented the interests of a great many colleges and universities. Both affiliations gave him the opportunity to know and understand

President Ryder appears with New York University President John Brademas on NBC's "Today" show to discuss financial aid for students, March 1982.

what his peers saw as priority issues and added authority to his presentations before congressional legislators.

No single affiliation, of course, was more important when it came to testifying for the cooperative education provisions of the Higher Education Act than Ryder's own position as president of the nation's largest cooperative education institution. From the beginning of his administration, Ryder had made clear that he would be an active advocate of the cooperative education method and that Northeastern would create opportunities to support this issue in places where it mattered.

Thus in February 1978, even before congressional discussion of the Higher Education Act had heated up, Ryder summoned a news conference at the Parker House in Boston to propose the cooperative education model as the way to finance higher-education costs. As blizzard conditions mounted outside, threatening to imprison the conferees, Ryder outlined his plan to open new doors to higher education through cooperative education.

The plan, already endorsed by the National Commission for Cooperative Education (of which Ryder was a director and vice

chair) urged more support for cooperative programs and the modification of Work/Study to support jobs in the private sector. Northeastern's president also pledged that he would find congressional support for its provisions. By March this part of the task was already accomplished when three congressmen from Massachusetts expressed their confidence in the plan.[19]

The theme sounded in that February 1978 Parker House news conference was repeated the following year in Washington when Ryder made two Capitol Hill appearances before congressional subcommittees. At both these sessions, he proposed revisions in Title VIII of the Higher Education Amendments Act of 1976 and Title IV-C of the Higher Education Act of 1965.[20]

Fourteen months later, in July 1980, came the first taste of victory when the Senate approved a bill that included allocating 75 percent of unused funds from college Work/Study programs to higher education institutions for encouraging cooperative education. This was followed by a similar House bill. In October 1980, President Carter signed the bill into law, opening the way for Northeastern to receive $200,000 in sustaining money for cooperative education. This was only the first of a decade of annual distributions.

While the 1980 legislation gave Northeastern much of what it wanted in relation to a better position for cooperative education, much still remained to be done. Throughout the Ryder years, the Office of Government Relations remained active in pursuing the interests of cooperative education at the federal level.

Other Federal Issues As noted in the Chapter 10, Ryder was an active spokesman for the Urban Grants Act, representing the interests not only of Northeastern but also of the Committee of Urban Program Universities, CUPU (later renamed Association of Urban Universities).[21]

He also spoke out in one-on-one meetings with senators and representatives on other issues involving the University. Such informal but personal meetings deserve a large part of the credit for the $13.5 million federal grant that went toward Northeastern's library (see Chapter 14).

State Level: Financial Aid If, at the federal level, holding back the tide of proposed cuts was a major concern, at the state level augmenting existing appropriations was the central issue. Here again its Office of Government Relations moved Northeastern into a leadership position and Ryder into the role of spokesman for the cause.

Working with Northeastern toward this end was the Association of Independent Colleges and Universities of Massachusetts (AICUM) on which Ryder served first as a member of the executive council and then as chair. Thus, when addressing state legislators on the issue of financial assistance, Ryder spoke not only as president of one of the state's most influential educational institutions, but also as a representative of over sixty colleges and universities statewide.

Of course, no one person, organization, or institution can take all the credit for success in increasing state appropriations for student financial aid during the period. In 1978, when the Massachusetts House approved a $500,000 addition to funding for matching grants, Frank "Sandy" Tredinnick, executive vice president of AICUM, wired his constituency, "This increase was the result of many AICUM presidents and we shall need your renewed efforts to increase the amount in the Senate."[22]

Northeastern's own state government relations people also worked long and steadily to secure appropriations, preparing testimony, drafting bills, and meeting the right people at the right time. The results of all these efforts tell in the figures. Between 1975 and 1983, state scholarship funding to private higher education catapulted from less than $15 million to $35 million. Of this amount, Northeastern students usually took about 10 percent, although in 1983 a record 14 percent scholarship money and 6.3 percent of matching grant funds went to Husky students.[23]

State Relations: The Ryder/Mann Bill Still another area of state relations where Ryder's personal involvement was an important ingredient was the Ryder/Mann Act mentioned in Chapter 10. Despite the failure of the bill to gain legislative approval, it nonetheless served an important political purpose by demonstrating Northeastern's ongoing concern for the city. The concern was underscored by Ryder's testimony in favor of the bill before the Joint Committee on Taxation in February 1980, and the continued appearance of his name in connection with the legislation over the next several years.

City Relations: Boston Public Schools and Other City Matters As a member of the Steering Committee of University Presidents and later as chair of this group, Ryder proved an effective spokesman for the desegregation and the improvement of Boston's public schools. Furthermore, as indicated in Chapter 10, he worked very closely with city leaders in various different communities on a wide range of city issues.

Further Early Government Relations Activities While it would be a mistake to overestimate the role of Ryder's personal charisma and political savvy in achieving state and national legislation favorable to the University, it would also be a mistake to underestimate it. There is no question that Northeastern's fourth president was a valuable political resource and that the Office of Government Relations knew how to use this resource.

The office also explored, promoted, and supported many other initiatives in which the president played only a peripheral role: constant work for the reelection of supporters of higher education at federal, state, and local levels; ongoing review of past, current, and proposed legislation to determine what could be changed, modified, or introduced to improve the position of the University; drafting new bills; supporting organizations and initiatives that would help Northeastern; and cultivating influential friends at all levels of government.

Among the major early triumphs, in addition to those we have noted, were the successful move to close a gap in federal and state legislation that would have allowed Northeastern School of Law graduates to seek unemployment compensation from co-op employers and could have seriously weakened the co-op program of the school, and the successful spadework that led to the eventual inclusion of Northeastern on a federal Defense bill that made the new library possible.

Ironically, the successes of Government Relations in establishing Northeastern's leadership role in the political arena played a significant part in the reorganization of both the Office of Government Relations and the Office of Public Affairs in the latter half of Ryder's presidency. Under Arthur Brodeur, a man with a flair for the written word and an eye for quality publications, Public Affairs had given the University an increasingly polished tone. What it had not done, however, was give it a louder voice or more assertive presence in the marketplace. Instead, these qualities were being fostered by Government Relations. Yet clearly, Ryder felt, this was the role that Public Affairs must assume if the University were to be heard in the harsh and educationally indifferent environment that the decade was becoming.

In 1983, Ryder encouraged Brodeur to step aside and shortly thereafter appointed a new director of Public Affairs, James B. King. This time the appointment was at the senior vice-presidential level, underscoring the importance Ryder attached to the position as central to the future of Northeastern.

Government Relations/Public Affairs—The King Years

James B. King, who came to Northeastern from Harvard's Office of State and Community Affairs, was a sharp contrast to Arthur Brodeur. "They had only one thing in common," an administrative assistant in the office later remarked. "They were both very nice men."

Where Brodeur was quiet, introverted, and deliberate, King was outspoken, extroverted, and spontaneous. Brodeur was concerned primarily with internal media matters; during his tenure both Alumni Affairs and Public Information won over two dozen of the coveted Case awards, including the Grand Award in periodical publishing for improvement of the alumni magazine. King's strength lay in his ability to make friends, his host of influential political and media contacts, and—perhaps most of all—in his energetic and unreserved commitment to Northeastern and his capacity to generate ideas to embody this commitment.

"King," said a colleague, "was an enthusiast. He never took up a cause he didn't believe in, but if he believed, he would go to all ends to communicate that belief." King believed in Northeastern.

State Scholarships If there was one cause above all others in which James B. King was totally invested it was the idea of increasing state

Senior Vice President for Public Affairs James B. King

aid to qualified students. As associate vice president for State and Community Affairs at Harvard, he had served as that university's representative to AICUM, pushing for increased state scholarship assistance, and it was in this role that he had met Kenneth Ryder.

The two men had established a rapport immediately. In Ryder, King saw a college president whose concern for students was not only a top priority but also totally selfless. "State scholarship aid, after all, did not go to an institution but rather to students themselves, permitting them to make their own higher education choices," explained King. "Supporting such aid could be risky for a college president because it increased competition. After all, a student could take an award and go anywhere, but Ryder never hesitated."[24]

In King, Ryder saw a person whose interest in student welfare and belief in the University's responsibility to its community echoed his own commitments. In addition, Ryder saw a person whose boundless energy, as well as knowledge of and dedication to the political process, could only be an enormous asset to a university that wanted to be seen and heard. It was for these reasons that Ryder asked King to join Northeastern, and King accepted.

The major project when the new senior vice president came aboard was continuing to exert pressure on the legislature to increase financial assistance to students. Several years later, King summed up the situation:

> *De facto* Northeastern was the city college of Boston. In the mid-1980s annual parental income there was around $52,000. At UMass Amherst it was $62,000. Ken anticipated that rising costs could put the private sector out of the market for a great many students. The public sector couldn't and wouldn't pick up the slack. Ken never forgot where he came from, and he never forgot the importance of access to education. He believed the question must always be how much does a person want an education? It must never be how much can that person pay? Together we pulled every string to be sure that the right question could be asked.[25]

In 1983, state scholarship aid to students had risen to a substantial $35 million. By 1989, it had reached $85 million.[26] Translated into access figures, this meant that students who might well have gone nowhere were able to receive some $8.5 million in 1989 alone toward their education at Northeastern. No small part of the credit for this rise must go to Ryder and to the University's new senior vice president.

Reorganization: Getting Out the Word In addition to securing state aid to education, another major project in 1983 was simply getting Northeastern better known. In February 1984, six months after taking office, King gave a report to the Board of Trustees designed to orient them to the Office of Public Affairs. In this report the new senior vice president outlined his basic approach to Public Affairs, the shape of the office, and some of its priorities.

Citing an article entitled "Corporate Image Advertising," King noted that "image advertising [which] resists definition . . . [is] gaining importance as a powerful marketing strategy for colleges and universities." He went on to list some of its uses:

> It can help enhance a university's identity with the public as a good citizen or advocate of important social issues. . . . It often serves as a foundation for the rest of the [communications] program, which includes media relations, employee communications and marketing research. . . . should enhance reputation through the marketing of ideas. . . . creates a reservoir of good will. . . .[27]

The operative words here are "image" and "marketing," terms that shift emphasis from focus on a product to public perception of that product. It was from this position that King reorganized the Office of Public Affairs.

Into its orbit he first drew the previously independent Community Affairs and Government Relations offices. The move did not particularly affect day-to-day activities of the offices: Joe Warren continued to run his own shop, focusing on projects and groups to form liaisons with Northeastern's neighbors; Charles Coffin did give over the direction of Government Relations in 1986 to assume an active role in strategic planning, but Mary Healy, Vincent Lembo, and Michael Tighe continued to approach political leaders and problems pretty much as they always had.

The main purpose of the reorganization was not so much to change activities as to enhance and intensify their political and public relations potential. Mission Hill Extension, Parcel 18, and the new Northeastern garage, for example, were not seen as discrete Community Affairs problems but as projects demanding the political savvy of state and city relations representatives and public relations savvy of that group.

Significantly, it was at this time that Northeastern's state relations position, which Lembo had handled part time from the late 1970s until he became Northeastern's University counsel in 1987, became a full-time post. The change reflected the increasing weight King

placed on keeping up with the State House. It also anticipated future pressure. Theodore Speliotis, Northeastern graduate and former state representative from Peabody/Danvers, who took the position, described the role of the government relations representative:

> People assume that the role of a government relations person is just to know the right people. Not so. What we have to do is convince the legislator that a position is the right one, the one he wants to vote for. As a legislator during the Ryder years, it was very heady to have Vinny talk to me. So often a politician has to vote for something he's not totally convinced about. Ryder would present us with issues, like increasing access to education, that you wanted to vote for, that made you feel good about yourself. Now as full-time government relations person representing the University I know what a legislator wants; it isn't a buddy, it's a cause he can believe in.[28]

During his first years, King also reorganized the Office of Public Information. Recognizing that the office played to "two totally different publics," he divided it into University Relations, which would concentrate on internal communications, and Public Relations, which would concentrate on external relations. Because internal relations had such a good track record in the early years of the Ryder administration, there was little change in that operation, which remained under the direction of Christopher Mosher. External relations, on the other hand, was extensively overhauled.

In 1985 King appointed Paul Davis Jones to direct the Office of Public Relations. Describing the function of that office several years later, Jones wrote:

> [Its] mission is to promote Northeastern through various managed communications formats that enhance and strengthen public perception and understanding of the goals and missions of Northeastern.[29]

In that same memo, Jones cites among the accomplishments of the office between 1985 and 1989 "a 1000 percent increase in national print coverage . . . and a 2000 percent increase in broadcast coverage." Included in the latter were three major public relations coups.

The first, negotiated through Professor Suzanne Greenberg's Physician's Assistant Program, showed "St. Elsewhere"'s Luther Hawkins, played in the nationally broadcast TV show by actor Eric Laucerville, attending Northeastern's Physicians Assistant Program. In full living color, coast to coast, there was Luther and there was Northeastern for all to see.

The second placed Robert Parker's famous detective, Spenser, first on Northeastern's Huntington Avenue campus and then at

Henderson House for an episode of his TV series "Spenser for Hire." (Robert Parker is himself a former Northeastern English professor whose first few novels were written even as he corrected papers and taught class.)

Still a third coup was the appearance of Northeastern's new flying "N" logo on the World Cup and Olympic bobsled of Northeastern's own Scott Pladel. The new logo itself, although not a product of Public Relations but of University Publications, deserves mention here. The stylized "N," described by the communications committee that selected it as "dynamic, contemporary, bold, innovative, and pragmatic" was part of a new visual identity program for the University.[30]

The program included not only the "N," which replaced the old torch/scroll symbol, but also a bolder red for the school color, and design and type specifications to be used on all University communications. "The new, unified identity should override the notion of the University as simply a collection of disparate colleges and schools," said Executive Vice President John Curry in December 1986, when the program was launched.[31]

Positioning the University: New Ideas Among the most valuable contributions that King was to make to the Ryder administration were simply ideas. Some worked, some didn't, but all bespoke a free spirit and an imagination that dared see the University in new and brighter lights. It was a vision that was contagious.

The following are among the projects on which the Office of Public Affairs worked during the King years.

The Softening of the Campus. These were the years that saw Northeastern complete its transition from a commuter city college to a residential college. Essential to this transition was creation of a campus that residents would want to call home. Playing no small part in that creation was Jim King.

King felt strongly that the real face of the University should be on the Fens, the sixty-acre jewel in Frederick Law Olmsted's Emerald Necklace. He felt so strongly about it, in fact, that one Sunday afternoon, after months of futile discussion with Boston's park commissioner, King snatched a machete and set to work himself to liberate the area from the invasion of cat tails and trash that had long obscured it. After several months of continuous clearing on his part, the park commission finally did come through with a professional cleanup crew. Although the Fens never did become Northeastern's

new front door, crime dropped and for the first time in years the famous Muddy River, where once Northeasterners had held an annual tug-of-war, reemerged to the delight of new Northeasterners.

Cultural Alliances. Before 1983, Northeastern student participation in events at the neighboring Museum of Fine Arts was almost nil. Working in conjunction with the new Division of Fine Arts and encouraged by Ryder, the Office of Public Affairs participated in negotiations for the museum pass for students that catapulted Northeastern student attendance from the lowest to the highest of area institutions. Furthermore, as an active member in the cultural community—chair, Massachusetts Cultural Alliance; president, Urban Arts; member, Boston Youth Theatre—James King worked to assist the University in establishing its identity in the cultural community.

The Boathouse and the Schoolboy Track. Two other major projects of the Office of Public Affairs during these years were securing legislative approval for construction of a Northeastern Boathouse on the Charles and construction of a schoolboy track that would be shared by the University and the public.

In the first instance the problem was to resolve conflicting neighborhood interests and get MDC approval for a ninety-nine-year lease on the last piece of Charles River land available for such an enterprise. Government Relations, particularly in the person of Lembo, spent long days convincing, compromising, and explaining Northeastern's position to neighbors and officials. Finally, approval was given for what would become the Gund-designed Northeastern Boathouse, dedicated in honor of Mary Louise and Ernest Flagg Henderson III, in November 1989.

The problem of the schoolboy track was even more complex. The University proposed giving the land to the state, if the state would finance construction of an appropriate facility and contract with the University to manage the track for combined University and public use. An all-out effort on the part of Government Relations finally put Northeastern within a hair of ultimate victory. Legislation was passed authorizing the construction of the track, but separate legislation to provide funding was delayed. Election of a new governor and growing economic hard times snatched the goal from sight.

Other Public Affairs projects that didn't materialize included a rather grandiose scheme to light the tops of Northeastern's buildings. "You have to have lights anyhow," reasoned King. "If we just have

them high enough, people flying up the northeast corridor are going to look down and notice the University like a jewel in the night—like the Sydney Opera House."[32]

Somewhat less dramatic was the move by the University to acquire Thompson's Island, the last private island in Boston Harbor. If all had gone according to plan, Northeastern would have paid nothing for the land on condition it rebuild and maintain a school currently standing there and use the remaining space for ecologically sound educational purposes. Although state officials were sympathetic to the idea and support was lining up, economics had the final say.

> The project would have taken at least twenty-five years for the university to amortize its investment in developing and maintaining the property even with no purchase price. With the looming recession we couldn't afford it.[33]

If lights did not illuminate the top of the University's buildings and if islands faded into the mist of economic reality, the Ryder years nevertheless evoked a clear image of the University emerging in the public mind. In 1975 the Offices of Community Affairs and Government Relations were revolutionary concepts for an institution used to keeping a low profile on Huntington Avenue. What Ryder had perceived, however, was that a low profile was no longer an option for an institution that was willing to accept the responsibilities of maturity. Northeastern had grown up. It had something to say and the courage to say it. The Offices of Public Affairs and Government Relations as introduced and developed during the Ryder years became the means by which to get that message out.[34]

Chapter 12

A Global View

> One of the challenges that I have is to continue a major effort to gain a measure of national and international recognition for Northeastern.
>
> —Kenneth G. Ryder, "Address to the General University," *Northeastern Edition*, September 27, 1979, p. 10

The first year of President Ryder's administration coincided with the American Bicentennial and a rush of visitors from around the globe eager to help the republic celebrate. A great many of these visitors came to Boston to see where it had all begun. A significant few came to Northeastern to see where cooperative education, which was steadily gaining global attention, had been nurtured.

Ryder's calendar for that year shows a host of encounters with visiting dignitaries: coffee with Russian delegates, lunch with the Venezuelan consul, a reception for the ambassador of the Federal Republic of Germany, and a meeting with Brigadier Percival Philip Jackson from the Royal Melbourne Institute of Technology. There are innumerable "moments"—that is, seconds borrowed from a busy day to shake hands and proffer greetings to visiting educators from around the world, many of whom had come to see Northeastern's Center for International Higher Education Documentation (CIHED).[1]

Not all encounters, of course, were on Huntington Avenue. One of the most prestigious took place on England's royal yacht, where the Ryders were invited to meet the Queen of England. "I didn't get much time to talk to her," Ryder recalled in an interview many years later, "but I did talk quite a bit to Prince Philip, who seemed genuinely interested in cooperative education, which the British call 'sandwich education.' "[2]

There's something charming in the image of Northeastern's president and the British prince leaning on the yacht rail, watching the Boston skyline and discussing sandwich education over tea sandwiches, but the incident had more serious implications. From the moment he took office and throughout his tenure, Ryder was

President and Mrs. Ryder greet Ireland's Consul General Carmel B. Heaney (second from left) and Minister of Education John Wilson (right) at the time of their visit to Northeastern, October 25, 1978.

determined that Northeastern should become internationally recognized and lost no chance to make that happen.

Ryder's interest in developing the University's international dimensions had two sources. One was a pragmatic response to demographics: as the number of traditional American students declined, international students could help fill the gap.

> I am absolutely convinced that given the nature of our institution, its location, and our experience, we can easily replace any decline in American students with students from Japan, Taiwan, China, western Europe, and South America.[3]

The other was ideological and based on the recognition that in an age of instant communication and an increasingly global economy no person, much less a university, could afford to stand apart.

The 1985 first edition of *Northeastern International*, a newsletter devoted to international affairs at the University, makes this point explicit:

> Northeastern, a world leader in cooperative education, acknowledges the increased interdependence among nations, and, therefore, identifies its mission as preparing its graduates to live and work in an interdependent world.[4]

Northeastern Abroad—Establishing Relationships

The cordial reception of visiting dignitaries during the Bicentennial year set a welcoming note that persisted throughout the Ryder years. International policy during the period, however, was not limited to greetings on the home turf.

In an interview with *The Northeastern News* in late 1987, Ryder stated that he spent a great deal of time off campus carrying the message of Northeastern abroad. The comment was meant quite literally. The University's fourth president traveled extensively, visiting areas of the globe that only a few years earlier would have been considered irrelevant or not of great moment to Western universities. In this way Ryder's travels foreshadowed his commitment to a global point of view that was to become a major academic issue of the 1990s.

More significant for his own administration, however, was the impact such travel had on University attitudes and initiatives. An exponential increase in international cooperative education assignments, overseas programs, student and faculty exchanges, as well as student recruitment abroad can be traced to this period. If Ryder did not directly put these programs in motion, his global commitment helped create the environment that made them possible.

The China Connection Probably no single action more profoundly affected the shape of Northeastern's international policy than the trip of twenty-five Northeastern delegates to the People's Republic of China in the Spring of 1980. The sheer drama of this adventure only a year and two months after Washington had officially established diplomatic relations with Beijing (Peking) was bound to attract public attention and it did. In June 1980, the *Boston Globe* noted:

> When the Chinese become impressed with an American institution that institution must be doing something right. That can now be said for Northeastern. Last fall a delegation from Peking visited the United State for a nationwide tour of about a dozen educational institutions, including Northeastern. What impressed this group about this urban institution was its cooperative education . . . The cooperative program sold them.[5]

President and Mrs. Ryder, with daughters Amy and Julie, are surrounded by members of the People's Republic of China who stayed with them at Henderson House in September 1979.

The report went on to discuss the return visit of Northeasterners to China. The following January, the paper devoted an entire feature to the arrival of students from Beijing at the University.[6]

Northeastern's China connection, however, did not begin suddenly with these events. Its roots in fact can be traced to May 1977, when the first official delegation of Chinese scholars to the United States visited the University's Institute of Chemical Analysis, Applications, and Forensic Science during a program organized by the institute's director, Barry Karger.

Two years later, and directly after the formalizing of relations between Washington and (then) Peking, the embassy of the People's Republic of China became the first to receive a set of Dr. Asa Knowles's recently published *The International Encyclopedia of Higher Education*. The event occurred when Joy W. Viola, then director of the Center for International Higher Education Documentation, presented the set to the embassy's Office of Cultural Affairs.

May 1979 saw three additional contacts between the University and the People's Republic of China. The first was a meeting between

Chinese scholar Sun Xin, a professor of physics at Fudan University, Shanghai, and Fa Wu, Northeastern professor of physics. Sun Xin's visit, which was made possible by the reopening of diplomatic relations, was part of an educational exchange program, with Fa Wu slated to go to Fudan University sometime early in the 1980s.

A second contact was a reception honoring ambassador Chai Zemin of the People's Republic of China given at the Museum of Fine Arts and attended by representatives of Northeastern. The third was a tour of Madison Park High School attended by twenty-five Chinese educators and hosted by Greg Coffin, director of Northeastern's Urban Schools Collaborative.

Shortly after these events, Northeastern established a committee to explore "areas of mutual interest between Northeastern and the higher education community in the People's Republic of China," and shortly after that, President and Mrs. Ryder extended an invitation to the first delegation of the Chinese People's Association for Friendship with Foreign Countries (YOUXIE) to stay with them when the delegation visited Boston in September.

The invitation was accepted, and the delegation established its headquarters at Henderson House in the fall of 1979. Here for four days the members met with Massachusetts educators, legislators, and Chinese scholars and enjoyed the Ryders' unstinting hospitality. From this encounter came a return invitation for Northeastern to visit China.

The initial goal of Northeastern's proposed visit to mainland China was to discuss education exchange programs and the feasibility of establishing sister-institution links with Chinese higher education institutions. Because the People's Republic was most interested in exchanges in scientific, technological/engineering, and business fields, Northeastern's delegation was largely made up of representatives from these areas as well as from cooperative education and the international staff.[7]

On March 15, 1980, the group left Logan Airport for what was to be a fourteen-day tour of five Chinese cities and the opening of new University doors across the world. Joy W. Viola, international coordinator and a member of the Northeastern delegation, kept a diary of that tour. Her report tells of a series of receptions, sightseeing adventures and, most important, visits to potential sister institutions.[8] As University officials met with their counterparts at these institutions, spouses, led by Terry Ryder, often took time out from University sessions to visit kindergartens and local elementary schools.

The trip was not all work, however. Social life began with a welcoming reception. Representatives of YOUXIE and Ambassador Wang Bingnan, who had stayed with the Ryders at Henderson House, greeted the Northeasterners on the day of their arrival with an elaborate dinner and accepted a Polaroid camera from Ryder as a symbol of friendship.

Tours included the Forbidden City, the Imperial Palace, and the Great Wall. "Our hosts were incredibly gracious," said Philip McDonald, acting dean of the College of Business Administration, who had come to discuss the possibility of Chinese graduate students participating in an internship program at the college.[9]

Other visits included one to the small town of Changsha, where few inhabitants had ever seen Westerners. "They circled around us in wary curiosity," Ryder remembers. "Then Terry pulled out her kazoo and began playing. The crowd knew bad music when they heard it and laughed uproariously. Everyone joined in. It was a moment of kazoo diplomacy."[10]

On March 30, the Northeastern delegation left for home. "We planted a lot of seeds," said Roy L. Wooldridge, vice president of

In March 1980, President and Mrs. Ryder led a Northeastern University delegation on a two-week visit to the People's Republic of China.

Cooperative Education, "and will just have to wait and see what happens."[11] Trustee George Matthews assessed the importance of this visit: "It seems obvious to me that once things get squared away in China, the country will become a major force in the world."[12]

The results of Northeastern's China trip cannot be simply assessed. Some were direct and immediate; some were indirect and took many years to develop. Nevertheless, events that can trace their roots to March 1980 include the following:

- An increase in the number of students coming to Northeastern from the People's Republic of China, which jumped from 2 in the fall of 1979 to 237 in the fall of 1988.[13]
- An opportunity for Northeastern professors to do research and add to their professional credentials by participating in conferences and giving papers at Chinese universities.[14]
- The Fall 1981 introduction of a basic Chinese language program, largely for business majors, in the College of Arts and Sciences.[15]
- The establishment of sister-institution relationships with four Chinese universities by the end of 1981: Beijing Polytechnic, Hunan University, Qinghua University, and Shanghai University of Science and Technology.
- The opening of a door into the Far East that set the stage for international student recruitment in the entire area later in the decade.

Israel, Nepal, Greece, Egypt, and Indonesia Three months after returning from China, President Ryder left Logan Airport again, this time headed for Israel. In an address to the General University Meeting on October 2, 1980, Ryder discussed both visits:

> Our goal has been increased visibility for Northeastern in the nation and even beyond our national borders. For this purpose we led the delegation to the People's Republic of China in the late spring. I think we established there some broad recognition of the importance of Northeastern as a major university. In the same spirit I joined with some twelve college presidents in July to travel to Israel, visiting major universities, attempting to get an understanding of the Israeli system and help them understand American institutions.[16]

This same year, Ryder signed a statement of understanding with Dr. Mahendra Prasad, vice chancellor of Tribhaven University, Katmandu, Nepal, to explore the feasibility of establishing a sister relationship with that institution. The following year the University set up still a sixth sister-institution agreement, this time with the American College of Greece, the oldest and largest independent American-sponsored college in Europe.

By this time the press of international relationships was such that it justified the founding of a new Office of International Affairs that was to act as a central coordinating agent for all the University's international programs.

In 1981, Joy Viola, previous director of CIHED, was appointed dean to coordinate the administration of the six sister-institution linkages and to manage and maintain University off-campus international contacts with foreign governments, the international corporate community, and internationally oriented community organizations.[17]

Still other visits abroad by Northeastern administrators, although not by Ryder himself, resulted in a 1988 agreement with a key Indonesian Ministry of Research and Technology to send up to thirty sponsored students a year to Northeastern and an agreement with Alexandria University in Egypt for an exchange of faculty and administrators. The latter did not materialize until after Ryder left office, but the groundwork was accomplished during his tenure.

Cooperative Education Goes Global

The 1980 visit to China had established the theme of internationalization for Northeastern. Cooperative education was one area where that theme was to be most dramatically realized.

When Ryder became president in 1975, cooperative education was a nationally recognized educational method. This was not always the case. In 1960, fewer than sixty higher-education institutions throughout the country were using the co-op system. Fifteen years later over 1,000 subscribed to it in whole or in part. Much of the credit for this growth must be given to Dr. Asa Knowles, who throughout his tenure at Northeastern consistently spearheaded new efforts to bring attention to cooperative education (see Chapter 9).

The founding of the National Commission for Cooperative Education in 1962, the Northeastern Center for Cooperative Education in 1965, and the publication of Knowles's *Handbook of Cooperative Education* in 1971 went a long way toward achieving this end. The recognition of the cooperative education method in the Higher Education Act of 1965 and the subsequent 1968, 1972, and 1976 revisions, all of which Knowles supported, further accomplished his purpose. By the time he left office, it would be safe to say that cooperative education was considered a highly respected instructional method in the United States.

As Dr. Knowles's many activities had helped increase the national stature of cooperative education, so Ryder was determined that his activities would promote its international stature. Toward this end,

he became an active participant in international organizations devoted to promoting co-op and encouraged the University to explore new ways of taking cooperative education abroad.

World Cooperative Education Conferences and the World Council on Cooperative Education In 1979 the First World Conference on Cooperative Education was held at Brunel University, England. Both President Kenneth Ryder and Vice President Roy Wooldridge attended. Although several hundred professionals in the field had gathered in London to exchange ideas and compare notes on how the system worked in their home countries, most representatives were from small or state-run institutions. Certainly Ryder was the pivotal college president at the meeting and the only one who could unhesitatingly pledge the funds and make the commitment to cover the expenses of the next meeting.

Two years later, when the Second World Conference on Cooperative Education convened, Northeastern served as host. On the agenda for discussion this time was the relationship of education to society's needs and strategy for linking education and the world of work.

The second conference opened in Boston on April 22, 1981. For three days, educators and business, labor, and government representatives from twenty-seven nations wrestled with the problem of how the cooperative method could provide training and job experience to meet worldwide shortages of professionals, technicians, and managers. If there were no easy answers, there were a host of ideas and experiences as speakers from countries as diverse as Oman, Ireland, Denmark, and Brazil recounted their experiences.

The third conference convened in Melbourne, Australia in September 1983, with President Ryder giving the keynote address. It was at this conference that Ryder was named founding chair of a new World Council on Cooperative Education. The council was to act as the governing body of a World Assembly, a group composed of those who had made distinguished contributions to the development of cooperative education. The major function of the council and the assembly (later renamed the World Association of Cooperative Education) was to develop an awareness throughout the world of this instructional method as an educational tool and strategy for human development.

At the Fourth World Conference on Cooperative Education in Edinburgh, Scotland, in 1985, the council and assembly also met. There the council presented Robert Vozzella, director of Northeastern's

International Cooperative Education Department, with the Don MacLaren Award in recognition of high achievement in the enhancement of international cooperative education.

On the agenda for the council/assembly meeting was determination of priorities. Among those strategies adopted was publication of a regular newsletter to supply a much-needed communications link among the many organizations involved in cooperative education in different countries of the world.

Vozzella, who would become editor of the publication, credits Ryder with making the newsletter a reality. "He made Northeastern funds available for the publication. It was a major contribution to the globalization of cooperative education."[18]

Another contribution made by Ryder to the council was the establishment of a travel-expense fund, also financed by Northeastern, which made it financially possible for members from developing countries to attend council meetings.

In the remaining years of the Ryder administration there was one more biennial World Cooperative Education conference, held in Amsterdam in 1987. A sixth in Hamilton, Ontario, occurred in August 1989 and, strictly speaking, belongs to President John A. Curry's administration, although preparations for it certainly took place earlier.

At each of these world conferences, issues affecting education, training, and employment of men and women around the globe were carefully scrutinized and compared with the goal of developing a better understanding and closer educational links among the participating countries. At each conference, Northeastern delegates took the opportunity to share their experiences and to push for wider adoption of the method.

Cooperative Placements Abroad The world conferences on cooperative education created an atmosphere of understanding for the method that eased the task of universities interested in securing co-op placements for their students in other countries. More specifically, they spawned a number of exchange programs as delegates from different countries discussed mutual interests.

"Such exchanges are essential to student placements abroad," said Vozzella. "Imagine what would happen if Northeastern wanted to place a student in a country with a very high unemployment rate. A local company could hardly be expected to employ such a student when its own nationals needed work. If, however, we could assure the company that we would place students from their local universi-

ties in the United States, then the chances for us would be much greater."[19]

Another advantage of such reciprocal exchanges was cost effectiveness. Instead of a university having to send its own cooperative education staff abroad to develop work opportunities in a strange land and deal with foreign immigration and work regulations, universities with exchange agreements could simply "swap" students, allowing the placement country's international staff to locate work placement and cope with documentation. "Reciprocity," said Vozzella, "was the key."[20]

During the Ryder years, reciprocal relationships proliferated. In 1982, when Vozzella took over Northeastern's International Cooperative Education Department, there were ties with Austria, the Federal Republic of Germany, France, Ireland, and the United Kingdom. By 1989 Sweden, Holland, and Australia had been added. The number of students on such placement had also almost doubled from forty-two in 1983–84 to nearly eighty by the end of the Ryder years.[21]

While exchanges dominated international cooperative placements in the 1980s, they were not the only type. There were also direct placements, although these were almost exclusively reserved to Israel, where Associate Professor of Cooperative Education Stephen Kane had developed his own contacts and where Northeastern had been placing students since the mid-1970s.

The idea of working abroad as it developed during this period was attractive to many students, but the pay was not good and the selection process was always rigorous. To qualify, a student had to be fluent in the language of the country of employment, have completed two years at Northeastern, and have a dean's list average. "They go because it's extremely important to them to add some sort of international dimension to their overall college experience."[22]

In his final year as President, recognizing the educational advantages that co-op abroad offered and knowing that some students could not afford to avail themselves of these opportunities, Ryder initiated a $100,000 financial aid fund to help them. According to stipulations of the fund, qualified students would receive money to help cover air fare and make up salary differences.

Home Country Placement Another dimension of international cooperative education placement that was developed at Northeastern during the Ryder years was Home Country Placement. The roots of the program can be traced to an international conference

sponsored by the University in 1982. At this conference President Ryder, as keynote speaker, asked his audience—the executives of major international agencies and firms—for assistance in providing the growing number of international students with the same opportunities to develop professionally through cooperative work placements that American students enjoyed. Recognizing that international student placements were difficult to come by, very often because of security clearance problems in the technological fields where they sought employment, Ryder urged his listeners to consider alternatives.

Out of this conference came Northeastern's Home Country Placement program, which was developed by Professor Leonard Zion working in conjunction with Vozzella. The program encouraged international students to apply for positions with U.S. multinational corporations that had branches in the student's home country. The expectation was that permanent employment would follow after graduation. In 1985 the first placements were made.

From the beginning, the advantage of such placements was clear. Problems with language, with culture, with security dissolved. The very elements that made the international student difficult to place in the United States suddenly became advantages.

Participating companies in the first years included Ingersoll Rand, AT&T, and Johnson and Johnson, with offices in Taiwan, the People's Republic of China, and Indonesia respectively. Digital Europe also provided placements for foreign national students of France and the United Kingdom, although the program was largely aimed at developing nations. By 1989, Home Country Placement was firmly established with successful placements not only in the preceding countries, but also in Malaysia, Singapore, and Pakistan as well as in the Federal Republic of Germany.

Assisting International Students Among the interesting byproducts of the growth in international cooperative education was the development of new academic programs that were specifically designed to assist visiting students from around the world. The most innovative of these was called Working in the United States, a one-quarter, credit-bearing course introduced in 1983. Designed to help international students compete for co-op positions with their American peers, the course was taught by foreign student advisors in the International Cooperative Education office and offered an intensive training in understanding American culture and the American work ethic.

Among more conventional programs were language courses developed in the College of Arts and Sciences to meet the needs of those traveling abroad. Thus a course in Chinese was introduced in the early 1980s as Northeastern began to develop exchange ties in that area. Two other new language courses were initiated in 1982 when the Department of Cooperative Education, in collaboration with the Modern Language Department, submitted a proposal to the federal government for Department of Education funds under Title VIII of the Higher Education Act. The money secured from this grant went to the further development of corporate ties in foreign countries and for the development of two language courses, one in business French and the other in business German.

Study Abroad For many, the idea of study abroad conjures the image of a junior year in Paris, Oxford, or Barcelona, generally under the sponsorship of some elite college in the States. Northeastern did not have this tradition. In the late 1970s, however, the University did begin to develop a wide variety of programs that gave students the chance to study overseas.

One such early program was sponsored by Boston Bouve's Department of Recreation and Leisure Studies in 1979. Entitled Swiss Studies, it allowed students to spend five weeks in Lucerne, Switzerland, under the direction of Boston Bouve professor George Atkinson. Still another program, which was instituted in 1981, gave students the chance to take summer courses in Greece or China, with Professor Martin Ring from the Department of History leading a tour to these areas.

In 1982, study abroad became more formalized when the College of Arts and Sciences put in place a master's degree program in economic policy and planning in conjunction with the Italian National Council on Research in Rome. Gustav Schachter, professor of Economics, served as the director. Two years later, in March 1984, Northeastern became coordinator of a three-month political internship program in London. Timothy Perkins, assistant dean in the College of Arts and Sciences, acted as supervisor of the internship, which in its first years served twenty-four students from across the country, four from Northeastern.

In the summer of 1985, the College of Business Administration also began providing opportunities for its students in the international arena with a three-week program in Paris for M.B.A. candidates. By 1986, the College had established an advanced international exchange program with Sup de Co in Reims, France, to give

M.B.A. students the chance to work with students from all over Europe.

Setting the pace for a new kind of bicultural program was Ireland: North and South, which was developed by Associate Dean Ronald J. McCallister of the College of Arts and Sciences in Spring 1988, for implementation that fall. Ireland: North and South, was considered by some as Northeastern's answer to "junior year abroad." It was, however, only a six-month study program, relatively small in size and highly focused in intention. During the fall quarter, students were to study at Dublin's Institute of Public Administration and intern with members of the lower house of the Irish Parliament. In the winter quarter they were to attend Queens University in Belfast.

The program opened the doors for other similar pairings. At the end of the Ryder administration, the College of Arts and Sciences was exploring possibilities in Eygpt, Israel, Spain, Mexico, the United Kingdom, and the Soviet Union.

Internationalization on Huntington Avenue

By 1989 the image of young Northeasterners, passports around their necks and backpacks securely in place, heading out through Logan Airport to work or study around the world had become commonplace. In somewhat smaller but still significant numbers were the Northeastern professors, cooperative education coordinators, and staff who were also headed toward the four corners of the globe to lecture, confer, and recruit.

The movement through Logan, however, was not all one way. The Ryder years also saw an explosion in the international population on Huntington Avenue. In 1975–76 the total international student population was 858. Fourteen years later it was 2,100.[23] During this period Northeastern remained consistently among the top thirty of all higher education institutions in the country in terms of total enrollment of foreign students. By 1980, it was eighth on that list.[24]

Later in the decade, when state universities began to increase their international populations, Northeastern's numerical ranking dropped. In terms of private institutions, however, it remained a university of choice. In 1988–89 Northeastern was seventh in foreign enrollments among leading private institutions, and in 1989–90 had risen to fifth place.[25]

International Policies and Procedures: Recruiting While the growth in international student enrollments across the decade was enormous, it was not entirely unanticipated. Between 1971 and

1975, international enrollments at Northeastern had risen from 555 to 858, or 65 percent.[26]

Thus the new administration was aware that it must begin establishing policies and procedures to deal with this phenomenon. In 1977, Ryder appointed the University's first International Coordinating Board, which was chaired by Joy Viola and charged with examining the rapid expansion of international student enrollment.

Out of the recommendations of this board came the Office of International Affairs, instituted in 1981 to organize and coordinate the University's international efforts. Both the board and the subsequent office were designed to deal with a situation that existed. It was not until 1982 that the University began to assume a more proactive stance.

In his address to the General University Meeting on September 20, 1982, Ryder recognized that the University had by and large acted passively in relation to burgeoning international enrollments and suggested that a more active role might be in order:

> One of the most critical questions is the role of international students in the future of Northeastern. Without promotion, in fact with very poor coordination, we have suddenly found that we house 2,300 [*sic*] students from 100 countries. Largely through word of mouth with our students letting friends back home know about Northeastern, hundreds of international students are finding Northeastern an attractive place to study. . . . I am absolutely convinced that given the nature of our institution, its location and our experience, we can easily replace any decline in American students with students from Japan, Taiwan, China, Western Europe and South America. But we must decide if we want to do it, to what extent and in what programs.[27]

Ryder went on to recognize that international enrollments caused problems: "the large concentration of students from particular countries, especially those with political instability, have presented difficulties." In conclusion, he suggested the University take more control of its destiny. "I want to plan recruitment and decide what countries to recruit from."[28]

Two years later, in June 1984, Executive Vice President Curry announced that a more formal recruiting program would begin that fall with Joy Viola, dean of International Affairs and Paul Dube, director of the Center for Cooperative Education, traveling to six major geographical areas to recruit graduates and undergraduates. In announcing this program, Curry made clear that it was not numbers but qualifications and diversity that were of prime importance.

> The aim of increasing international recruiting is not to bring more international students to Northeastern but rather to attract international students with stronger academic qualifications, to increase the diversity of the home countries, and to increase the diversity of majors and programs that international students choose to study at Northeastern.[29]

The principle of diversity that came to characterize Northeastern's international policy is significant. "Our international student population is very closely tied to world economic patterns," said Sally Heym, director of International Students.[30] Statistics bear out her contention. When OPEC was at its peak and those countries needed trained manpower, Northeastern's international student body reflected that need. Thus in 1979–80, three OPEC countries—Iran, Venezuela, and Nigeria—accounted for 40 percent of Northeastern's international students and scholars. When the oil market collapsed, so also did these numbers. By 1988, the number of Iranians at the University had dropped from the 1979–80 peak of 475 to 69, the number of Venezuelans from 169 to 36, and the number of Nigerians from 95 to 31, for a total of 6 percent of the international population.[31]

As well as numbers, course choices were also affected by external circumstances. OPEC, for example, depended on manpower trained in engineering/technology skills. It is not surprising, then, that in 1982, 63 percent of international undergraduates were enrolled in the College of Engineering.[32]

To remain passive in face of these conditions would have been to leave Northeastern highly vulnerable to global changes beyond its control. In 1984–85, Viola visited the Far East and Southeast Asia to promote Northeastern and take advantage of a shifting economic epicenter, which was beginning to tilt away from the Middle East and toward the Pacific. She also visited many Western European countries with a view to establishing the University's presence in this more traditional and more stable arena.

During the same period, Dube visited some seventeen countries in an attempt to develop co-op jobs for nationals in their own countries, while Dean of Admissions Philip McCabe and Associate Dean and Director Mary Ann Zammitti also traveled abroad on recruiting ventures.

How influential these efforts were is difficult to assess. There were problems in communication between the recruiters and the basic colleges at home. According to Viola, it was difficult to convince faculty back on campus that new kinds of programs could help attract international students in fields other than engineering, busi-

ness, and science. Failure to follow through was also a problem, with a recruiter proposing contacts with representatives from the colleges that ultimately the college could not or would not fulfill.[33]

Whatever the shortcomings of the initial international recruiting efforts, they clearly established the foundation for enrollment growth that occurred later in the decade. In 1987, international recruitment became an official part of the Office of Admissions, a move that recognized its official mainstream function.

Adding further credibility to Northeastern's active international posture, was the formation of an International Policy Committee in 1985. Organized by Executive Vice President Curry, the committee served as the chief advisory arm to the executive vice president and to the Acting Provost Philip Crotty. Its specific functions were to coordinate policies and procedures relevant to international students and recommend policies on international education, faculty exchanges, and international affairs in general. Finally, the committee was responsible for Northeastern's international mission statement published in 1985 and cited earlier.

Serving the International Student As the international student body expanded, so also did those structures designed to help such students adjust to their new environment. In 1974 an English Language Center had been established. Here non-native speakers were tested for English proficiency and those deemed to have inadequate skills were provided with tutoring.

In 1975 the Office of International Students, previously considered as a part of the Student Center, became an entity in its own right. The move underscored the importance the new administration placed on international students. The office was given its own director and staff. Its function was to manage services and programs provided for international students, to promote understanding of their needs throughout the University, and to serve as a liaison with international student sponsors such as the Latin American Scholarship Program for American Universities, the Association of Mideast International Institutions of Higher Education, and a variety of home country and international agencies and governments.

Included among ISO's programs and services were orientation, counseling, workshops on American culture, and seminars on tax and immigration rules. Not least of the office's tasks was ensuring that students had the proper documentation to allow them to study. On the lighter side, ISO cohosted a variety of activities for international students with the International Student Forum (ISF), the

student-run organization. Among activities was International Week, begun in 1978, which featured fashion shows, dances, and lectures designed to inform and entertain the entire student body.

Still other significant services that did not come under ISO, but were begun during this period included the International Career Placement Service, which helped international students find jobs in other countries after graduation; the Office of International Cooperative Education; and the Center for International Higher Education Documentation, which evaluated international student credentials. On the academic side was the innovative International English for Foreign Students, designed by Jean Mullin Smith in the College of Arts and Sciences, which allowed an international student to study the language and literature of the United States in a credit course adapted to the student's limited English language skills.

In summary, the Ryder years saw a tripling of the international student body, an exponential increase in service for such students, the establishment of policies and procedures to facilitate their assimilation into the University, and the deliberate diversification of the countries from which students were enrolled. All of this, even apart from Northeastern's own travels abroad, would be sufficient grounds to characterize the Ryder years as ones of growing internationalization. A third element, however, remains to round out that picture.

Global Awareness

> . . . Northeastern actively . . . encourages all colleges to continually expand course offerings to include international issues and cross-cultural aspects. . . .[34]

The extent of Northeastern's commitment to the world beyond Huntington Avenue is in some ways most clearly evidenced by what was happening in the classrooms and in the conference rooms on Huntington Avenue.

Since its beginning, Northeastern was committed to serving its community, to educating its students to assume roles within that community. During the Ryder years that word "community" was reinterpreted to mean not simply the immediate neighborhood but the global neighborhood as well. To achieve this educational end, the colleges were encouraged to be innovative and to introduce courses and programs that would expose students to new perspectives within the classroom itself.

Early initiatives included programs such as the 1980 College of Pharmacy and Allied Health Profession's Third World Medical Technical and Reentry Transition Program. Designed by Associate Professor Britta Karlsson, the program boldly confronted the social and psychological problems that students could face in adjusting to life in another country and in returning home from assignments abroad.

Entirely different kinds of offerings, but also ones that recognized that the globe was not a homogeneous place and that students must be exposed to different points of view, were those developed by the College of Business Administration. In 1982–83 winter quarter, the College's Graduate School played host to a group of Executive M.B.A. students from Ulster Polytechnic in Northern Ireland, which, according to Dean Philip McDonald, "afforded the College's graduate students occasion for an exciting exchange of views and some lively classroom discussion of international business issues and practices."[35]

In 1984–85 a group of French students from the Institute Franco Americaine de Management (IFAM) arrived for the first of four terms of study leading to an undergraduate degree, awarded jointly by IFAM and Northeastern. While the program might be seen as simply a unique recruitment strategy, equally important was the international dimension the French students provided their American peers. "By having international students in class, we hope to show that business in the United States is not the same as in other countries," said Thomas E. Moore, associate dean of Business Administration.[36]

Still another initiative undertaken by the College of Business Administration to bring a more international perspective to classes included arrangements for a professor from the Soviet Union to join its Human Resources group in Fall 1989. At the undergraduate level, honors students in business were able to take such courses as Japanese Financial Markets.

Further helping to bring an international perspective to Huntington Avenue at this time was a Center for International Politics and Administration initiated in the College of Arts and Sciences in Fall 1985 by Robert Gilbert of the Political Science Department. "The department [political science] strongly supports the initiative of President Ryder in developing the international outreach of the University," said David E. Schmitt, professor of Political Science and chair of the center. "The Center improves the opportunity for

students to learn about and understand international and comparative policies."[37]

The impact of internationalization on Northeastern as it occurred during the Ryder years cannot be overestimated. The presence of international students profoundly affected the University's graduate education. In 1988, 18.2 percent of all graduate students, exclusive of the School of Law, were international students.[38]

"If we didn't have international students to serve as teaching assistants in our physics and chemistry labs, I'm not sure we could manage," admitted Alfred Viola, professor of Chemistry. "American students simply aren't going into the sciences. We depend on our international students."[39] So dependent, in fact, were the colleges with large laboratory courses that ISO began providing a special course for international teaching assistants to acculturate them to the American classroom and American students' expectations.

International graduate students also played an increasingly important role in research. For example, the Center for Electromagnetic Research, under the direction of Michael Silevitch, instituted an exchange with the Royal Institute of Technology in Sweden whereby two students came to the center to assist in research while taking graduate courses here. Northeasterners in their turn assisted at the Royal Institute.

Internationalization also affected faculty and faculty research. In 1982, when faculty and scholarly exchanges began to bloom, sixty-eight visiting faculty and researchers came to Northeastern. Six years later, seventy-two came. A more informative comparison might be made with earlier years. Significantly, there are no earlier figures—a fact that suggests the earlier numbers were too few to count.[40]

Unfortunately, there are also no statistics available on how many Northeastern professors engaged with their peers abroad in research projects, but anecdotal evidence suggests the number grew steadily.

Internationalization sent Northeasterners abroad to work and study and brought international students here. It affected what was taught and why. Perhaps most important, however, it affected the way Northeastern perceived itself. "The United States is becoming the schoolhouse of the world," said Ryder at one time. That he envisioned the University as being an important part of that schoolhouse is unquestionable. That his administration set in motion the policies, structures, and procedures that would assure it such a role is also unquestionable.

Part III

Coming of Age

Chapter 13

Meeting the Bills: Fiscal Management, The Century Fund

Northeastern does not waste money. It only spends what it has.
—*A Study of the Fund Raising Potential of Northeastern University*. Conducted by Ketchum, Inc., Boston, October 24, 1986, p. 8

"In the area of fiscal management, I claim no great expertise," Ryder admitted quite candidly to his Board of Trustees.[1] Nor did he lay claim to any passion for fundraising, a skill in which Asa Knowles had excelled. Despite Ryder's disclaimers, however, Northeastern did manage to maintain a surprisingly even financial course in the treacherous waters of the 1980s.

Costs during the period were heavy: salaries, particularly faculty salaries, had to be increased if the institution were to remain competitive. Plant costs rose even more rapidly. Under Knowles, the University had expanded exponentially. Many of the buildings that had been built during this period were already aging and needed renovation. More important, as the University continued to grow not simply in size, but also sophistication, new and more costly facilities were required, especially to accommodate new research and new computer technology.

The fiscal problems confronting Ryder, of course, were no different from those confronting any other college president—to meet operational costs and to expand the plant. What made Northeastern's position somewhat different from that of its peers in the Boston area was the university's long and deeply ingrained tradition of fiscal conservatism based on a balanced budget. Knowles and Ell before him were deeply opposed to coming anywhere near the limit of the institution's borrowing power, while the very notion of deficit spending was anathema.

Ryder inherited this caution, but he did not inherit with it the sheer joy that the other two men derived from meeting the challenge

of balancing figures or wresting funds from a wide variety of sources. Wise enough to know his limits in this direction, however, he delegated much of the daily responsibility for fiscal management and development to people he knew and trusted to fulfill these tasks in keeping with the traditions of the University.

Fiscal Management

Throughout the Ryder years Daniel J. Roberts, first as vice president for Business and then as senior vice president and treasurer, guided the fiscal fortunes of the University keeping a careful eye on the budget, weighing and measuring projected income against expenses, and shrewdly bargaining with budget heads to assure that requests for funds could be rationalized against a clear vision of what was good for the University as a whole.

" 'Danny supported the idea,' meant 'this will work,' " according to Ryder " 'Danny wasn't enthusiastic' meant 'back to the drawing boards.' " Not that such decisions were made without presidential input.

"Danny had a fine sense of those critical decisions that must be made only with presidential input and those routine matters which may be properly decided at his level and subsequently reported to me," said Ryder.[2] Regular meetings between Roberts, Curry, and Ryder were devoted to reviewing potential fiscal problems, mapping strategies, and laying plans.

From such sessions evolved several procedural changes. In the early 1980s, for example, Roberts began asking budget heads to project and submit anticipated costs several months earlier than they had in the past. In a time when tuitions nationwide were rising sharply, the extended lead time gave Northeastern a clearer sense of what it would have to charge and what it could avoid charging to meet projected costs. The estimate of available revenues was also made available to budget heads earlier than before, giving them more time to make necessary cost adjustments. Finally, in deference to increased efficiency, the administration initiated a new monitoring system requiring budget heads to submit monthly reports on the financial status of their unit. If dollars were weapons in a war for the future, Roberts wanted to be sure there would be no surprise attacks, and there weren't.

Still another significant strategy implemented in the early 1980s was a detailed planning study that required each administrative office budget head to develop alternative budgets. The budgets were to reflect a drop in revenue of 5, 10, 15, and 20 percent and to show

the steps that would have to be taken to meet these reductions. There was nothing theoretical about this exercise. As a tuition-driven institution, Northeastern was particularly vulnerable to the attrition of traditional college-age students.

In 1987, the combination of high costs and a drop in enrollments did in fact prompt the University to enact a freeze on wages and hiring. That same year fifty administrative positions were phased out in accordance with the earlier belt-tightening recommendations.

Not all strategy was devoted to containing costs. In 1984, Roberts recommended and received approval to institute a "depreciation account." The idea, he frankly admitted, was borrowed from the Reverend Donald Monan, president of Boston College, whose adroit handling of that university's problems had pulled it back from the edge of the financial precipice where it teetered in the late 1960s.

The concept behind the "depreciation account" was to earmark a certain percentage of income for deposit in a special account that would be used to provide for inevitable property maintenance or to replace damaged goods. These funds could also—and significantly—be used for emergencies. In brief, the funds, which acted as endowment but were far more liquid than invested or restricted endowment, served as a reserve fund, a hedge against uncertain times ahead.

In 1976, a member of the Board of Trustees Funds and Investments Committee, discussing the endowment, remarked that Ell would "squirrel away" certain funds into endowment and Knowles added to it with funds received as a result of the population explosion."[3] The depreciation account served the Ryder administration much like Ell's "squirreling." "It allowed us to put aside five or six million a year as a safety valve," said Ryder several years later. "During the whole period we probably set aside twenty-five million, which was reflected in the endowment."[4] Also contributing to the endowment were fundraising, any surplus that the University might have at year's end, and the interest on investments—many of which Roberts managed, working in close conjunction with the Board of Trustees.

In October 1979, the Board of Trustees, recognizing that the role of treasurer should be full time, approved the transfer of the title "Treasurer" from a governing board member to a staff administrator appointed by Ryder, who promptly appointed Roberts. Actually many functions of that role, including making short-term investments, were already being carried out by the senior vice president, so the trustees' move largely made *de jure* what already existed *de facto*.[5]

At that same October meeting, the board's Committee on Funds and Investments was redesignated the Committee on Finance, which explicitly recognized that its real role went far beyond investment to setting financial policy. During the Ryder years, two men chaired this committee: D. Thomas Trigg, 1973–1980, and John LaWare 1980–1987. During their years of service in this capacity both were also president and CEO of The Shawmut Corporation, with which the University had retained a close relationship since the early 1960s, and both supported a prudent but nonetheless highly effective investment policy.

Because of the skillful work by Roberts and the committee, endowment rose from a market value of $30.6 million in 1975 to $126.6 million in 1989. During that same period the operating budget rose from $56 million to $212 million annually.[6] Overall indebtedness remained far below that of neighboring institutions. According to a report to the board in March 1987, Northeastern's debt was roughly $50 to $60 million. This was well below federal guidelines, which had established a $150 million maximum limit for universities to borrow through tax exempt bonds, a limit that Harvard, Boston University, and Boston College had far exceeded.[7]

Fundraising: The Century Fund—Phases I and II

Since the days when Dwight Eisenhower was named president of Columbia University, the notion of a college president as someone who primarily attracts funding has been an important part of the academic psyche. Ironically it was this aspect of the position that had made Ryder most hesitant about competing for the presidency.

With a wry smile he would remember his first sales experience—a harrowing tale of a young graduate student attempting to sell silver to prospective brides. "I would go door to door with samples of the company's product, which I had had to buy. In sixty-five calls I made one sale, and by the time I returned home, she had canceled it."[8] Haunted by the image of his younger self trailing door to door through Cambridge with his battered satchel of unwanted silver, Ryder recoiled at the notion of calling on corporate heads to solicit funds for the University. "I thought I was doomed as a salesman."

In times to come, Ryder would recognize that a vast difference yawned between a young silver salesman peddling wares for a company in which he had no interest and a spokesman for a major university for which he cared passionately. Ironically, with this recognition he became a record fundraiser. Initially, however, the

prospect of launching a major capital campaign in which he would play a central role held no allure whatsoever.

As an alternative strategy, Ryder focused on reorganizing the Development office to give it more autonomy than it had under Knowles and to shift the burden of planning to the professionals whom he felt were far better equipped to handle it than he. As part of the reorganization process, Ryder separated alumni fundraising from alumni relations, putting the latter under the newly formed Office of Public Affairs (see Chapter 11). The thinking behind the move was that, at this point, *friend*raising was as important as fundraising and that this could be better achieved by making clear that alumni were important in and of themselves quite aside from their contributions.

At the same time, alumni fundraising, which had existed as a separate unit under the direction of Vice President Royal K. Toebes, was consolidated with fundraising from foundations, corporations, and friends under the direction of Donald G. Porter, both reporting to Vice President Eugene Reppucci. Both men had been Knowles appointees with each reporting directly to the president. Ryder altered this hierarchy, appointing Reppucci to provide overall supervision of a unified single Development office, with a reporting line of Toebes and Porter to Reppucci and Reppucci to Senior Vice President John Curry. Onto Curry's shoulders devolved the task of meeting on a weekly basis with Reppucci to develop a staff and strategy consonant with fundraising needs.

Initially and undeniably, the restructuring and delegation of responsibility caused some shivers of concern among those who were used to the strong and controlling hand of Dr. Knowles. "We'd come off the enormous success of the Diamond Anniversary Development Campaign and there were no immediate plans for what would happen next. We were raising money on an ad hoc basis, which is never an easy thing to do because it doesn't give prospective donors a case for support and a menu of choices. Then, slowly, priorities began to come together, and plans for a new and record breaking fund drive—The Century Fund—began to take shape."[9]

The Century Fund—Phase I, 1980–1985 The first phase of Northeastern's Century Fund campaign was announced to the public by President Ryder at the annual Corporation meeting on November 21, 1980. George Matthews was to serve as chairman of Phase I. The goal was $43.25 million to be raised by 1985. Of the total,

Annual Giving Program Director Anne Haney and Royal K. Toebes, Vice President for Alumni Development

$27.25 million was to be the product of fundraising and $16 million was to be self-amortizing.[10]

The projected allocation of funds was $3.5 million for endowment and unrestricted use, $6.5 million for physical plant improvements, with the remaining $33.5 million slated for new facilities. Of this amount, $19 million, or over half, was to go into academic facilities, while $14.5 million would go toward new housing, recreation, and sports facilities.

Among the projected academic facilities, some of which were depicted in eye-catching artist's renditions in a special edition of *The Northeastern News*, were an engineering building, an addition to the School of Law, a classroom facility, and a library. Still other new facilities under consideration included a recreation complex, a student apartment residence, and a parking garage.

Initial goals in capital campaigns are designed to capture the imagination of potential donors and are subject to new demands and new contingencies. Rarely, if ever, are all original goals fulfilled, and it is a credit to the foresight and planning of the Development office and the Committee on Development of the Board of Trustees that so many of The Century Fund's Phase I goals were actually achieved.

The big disappointments were the library and, to a lesser extent, the recreation complex. Ryder's interest in the former goal, however, never flagged and despite massive problems and setbacks it was finally achieved in the next phase (see Chapter 14). From the beginning, the recreation complex was more a wish than an immediate need, and emerging priorities made it more practical to delay that project to the further future.

On June 30, 1985, The Century Fund—Phase I officially drew to a close. At the time of its announcement five years earlier, Chairman of the Board Robert H. Willis had called it the "most ambitious campaign that the university has ever undertaken."[11] The results exceeded expectations.

Among the campaign's achievements were the addition of $3.9 million to endowment and $5.7 million to unrestricted funds. The figures were almost three times the earlier goal, and the Development office was justifiably proud of its accomplishment. Two professorial chairs at $500,000 each, one in Engineering and one in Analytical Chemistry, and eight professorships at $150,000, including one in Business Administration, and others in Law, Allied Health Professions, Engineering, and Chemical Engineering enhanced Northeastern's academic position. In addition some $7.9 million had been secured for program support. In the area of physical facilities, $12.1 million had been raised from sources other than governmental for new construction and plant improvement.

As a result of The Century Fund—Phase I, Northeastern added four new structures: a classroom building dedicated as George S. and Ellen Kariotis Hall, December 5, 1982; an addition to the School of Law dedicated to Thomas E. Cargill, April 23, 1983; an engineering building dedicated as the George A. and Lorraine C. Snell Engineering Center, September 9, 1984; and an outdoor track at the newly purchased center in Dedham, dedicated as the Bernard and Jolanne Solomon Outdoor Track Facility, April 27, 1986. Major renovations were the Boston Arena, dedicated as George and Hope Matthews Arena, November 14, 1982; and the $500,000 renovation of Northeastern's oldest building, Botolph, dedicated September 22, 1985, as David and Margaret Fitzgerald Cullinane Hall.

All told, the projected goal of $27.2 million from private sources had been exceeded by $2.4 million, to come in at $29.6 million. Of this, $13.7 million had come from alumni, $3.4 million from friends, $9 million from corporations and $3.5 million from foundations. Add to this the $17.1 million in the "self-amortizing" category, and Northeastern had exceeded its total goal of $43.25 million by $3.5 million for a total of $46.7 million in five years.

While Ryder had delegated much of the responsibility for fundraising in Phase I to the Development office, he had in no way dealt himself out of the loop. Although the responsibility to assess individual fundraising proposals had become the province of Reppucci, Toebes, Porter, and ultimately Curry, wherever presidential participation was deemed appropriate, Ryder was there.

"It is pleasing to me that fundraising has truly become a group effort," he would say in 1984 as the first phase drew to a close.[12]

If he did not hesitate to acknowledge those situations where it was clear that the presidential presence had been essential in acquiring a grant, neither did he hesitate in giving credit to the Development office for preparing the way for these visits and "for raising millions of dollars without any direct participation by the University President."[13] Ryder's assessment of the office's fundraising triumphs is significant: "I believe that this augurs well for future fundraising, since a professional staff is in place with a clear sense of direction and increased confidence in their own fundraising abilities."[14]

The Century Fund—Phase II, 1987–1991 Ryder's prediction for the future did turn out to be well founded, although the second phase of The Century Fund was to prove a far greater challenge than the first. Central to that challenge was the goal itself, a formidable $175 million. In addition, lead gifts—that is, pace-setting contributions—were projected as one gift of $5 million, and two of $2.5 million. Although such numbers might not elicit a blink in the Ivy League, Northeastern's lead gift in the Phase I had been $960,000, while in the Diamond Anniversary Campaign—1962–1975, a $100,000 contribution had been considered worthy of having a building named after the donor.

What accounted for the change? Certainly inflation played a role. A contribution of $100,000 in 1962 would be worth roughly $328,700 in 1988.[15] What figured even more prominently than inflation in determining the new goal was the maturity of the University not only in terms of its expectations, but also in terms of its own alumni, who now might be expected to give such large gifts.

Reflecting this maturity was the very style of the campaign itself. Eugene Reppucci, now senior vice president for Development, identified three major initiatives which played a major part in the new campaign: the use of outside consultants, a new "inside-out top-down" philosophy of solicitation, and a change from a staff-driven to a more volunteer-driven campaign.

The Century Fund—Phase II was not the first time Northeastern had turned to professionals for fundraising advice. In 1931 and again in 1934, Ell had secured the services of John Price Jones, a New York consulting firm, to advise on the feasibility of raising money for a Northeastern building. Partially as a result of that firm's warning that money would not be forthcoming if Northeastern remained under the yoke of the YMCA, steps were taken that resulted in the

formation of the University as a separate corporate entity. In the early 1960s, Knowles also had turned to outside consultants, this time Barton Gillette Company, for assistance in designing brochures and writing copy—in other words, for assistance in developing and marketing.

In the mid-1980s Reppucci requested and received approval to use consultants far more broadly. A consultant group was to determine the feasibility of the development program, including $60 million from philanthropic sources and $40.5 million in loans and government grants. Counsel would also provide ongoing assistance during the campaign and a resident director during the campus campaign, which solicited contributions from staff, administrators, and faculty.

Consultants were expensive, admitted Reppucci, but more than worth it. Only an outsider, he felt, could provide the disinterested professional judgment absolutely necessary for embarking on such a large campaign; only an outsider could convey the urgency that such an effort would entail.

In the spring of 1986, the University retained Ketchum, Inc., one of the country's leading fundraising counseling organizations, to conduct the study. Their findings were comprehensive and insightful. "If we didn't follow every suggestion, and we didn't," said Reppucci, "it was because we knew more about certain aspects of our constituency than counsel ever could. On the other hand they were able to bring a cool appraisal of potential to make us stretch in ways that no insider could suggest."[16]

Among the judgments of Ketchum, Inc. was that meeting the goals would not be simple. Given the history and tradition of the University, however, the consultants urged the University to proceed with Phase II. Northeastern did, and in September 1988, Ryder made the public announcement of The Century Fund—Phase II. Before the announcement, however, two other changes in campaign tactics were instituted. One was strategic. Aptly called the "inside-out top-down approach," this strategy meant that before attempting to solicit funds from alumni, corporations, and foundations, the inside family—faculty, staff, and indeed all the University employees—must demonstrate their commitment through a successful campus capital campaign. Top-down meant that trustee solicitation and obtaining larger gifts would be a first priority.

Finally, partly at the recommendation of the consultants and partly as the result of an analysis of Phase I, the Development office determined that this time the major burden of solicitation must fall on the shoulders of volunteers. "Fundraising is most effective,"

Reppucci explained "when peers ask peers, when trustees solicit trustees."[17]

In March 1987, inside solicitation began. Ketchum had advised, "The goal and the campaign should not be publicly announced until a nucleus of gifts has been developed which validates and assures the credibility of a $60,000,000 objective."[18] It also recommended delaying public announcement until key gifts were solicited. Furthermore, given the size of the goal, Ketchum had suggested a lead gift of $12 million to be followed by a lesser one of $8 million. Knowing its constituency, however, the Development office rejected this idea, proposing the more conservative lead gifts mentioned above of $5 million and $2.5 million. The ensuing gap would be bridged by the number of less substantial donations that the office was confident would be forthcoming.

As it turned out, securing the lead naming gift even at $5 million was not easy, although the overall generosity of donors more than exceeded expectations. Complicating the difficulty was the decline in the Massachusetts economy, which began and rapidly worsened less than six months after the campaign was publicly announced in September 1988.

Ironically, although the Development office and consultants had originally decided to delay announcement until after obtaining the lead gifts, the precampaign was going so well and spirits were so high that such a delay was deemed not only unnecessary but counterproductive. By the time of the official opening of Phase II, Northeastern had already secured $78 million of a final goal of $175 million. Included in this figure was the $13.5 million from the federal government for the new library. By January 1987, $24.5 million had been raised, including the library money; by March there was $27 million.

In April, Ryder stepped up his solicitation of corporate contributors. Essential to the success of his endeavors was the interest and concern of corporate leaders and many rapidly proved their mettle.

Frank L. Farwell, Northeastern trustee and long-time chairman of the board of Liberty Mutual Insurance Companies, was a staunch proponent of the University and played a major role in convincing his company of Northeastern's worthiness to benefit from Liberty's generosity. Gary Countryman, president of Liberty and also a trustee, shared Farwell's enthusiasm.

In 1987, at Countryman's urging, Liberty upped its contribution to a recordbreaking $425,000. It was the largest single corporate grant ever given the University, but its significance went beyond that. The

grant made clear that corporations could and would contribute to Northeastern. In the words of one trustee "It will encourage the University to establish higher targets for other major corporations."[19]

With the Liberty gift, Northeastern launched into an aggressive new program of corporate solicitation. Working from the principle that "fundraising is most effective when peers solicit peers," together Ryder and Countryman called on several potential corporate donors. Among these was Thomas Phillips, chairman and CEO of Raytheon Company, whom they confronted with the challenge: "If Liberty can give $425,000 to Northeastern, shouldn't Raytheon, which is many times larger, give a million and a half?" The visitors bolstered their argument with an impressive fact: twenty-three hundred professional employees at Raytheon, six at the vice presidential level, were Northeastern graduates.

Whether Phillips was more impressed by the boldness of the request—Raytheon had never given any charitable gifts of more than $300,000—or with recognition of the pragmatic partnership that existed between the two organizations is moot. The fact is, Raytheon gave a record $1 million, establishing a new standard for corporate contributions.

Following a similar strategy of establishing a benchmark and using that to leverage higher donations from similar kinds of organizations, Countryman, Ryder, and the development team went on to solicit and achieve still other record gifts. William Brown from Bank of Boston, for example, was successfully convinced to increase to his company's donation to $250,000. That left John Hamill, president of Shawmut Bank of Boston, little choice but to match the offer. While the corporate community was demonstrating vigorous generosity, it was not to be outdone by Northeastern's own. Under the direction and leadership of Vice President Toebes, alumni dug deep into their pockets. In 1975, annual giving was $477,000; by 1986, it had crossed the $1 million mark for the first time, and by 1989 had reached a gratifying $4.96 million.[20]

Over the next year and a half other large gifts began to come in. By any measure the goal was still a daunting one, but the Phase II leaders—Harvey "Chet" Krentzman, Engineering '49, chair for Phase II; John J. Cullinane, Business Administration '59, Advance Gifts chair; and Robert Marini, Engineering '54, Leadership Gifts chair, were convinced that the future of the University depended on its achievement. In the Phase II announcement brochure, appropriately subtitled *Setting the Pace for Tomorrow*, the three articulated the campaign's significance:

> Achieving our goal of $175 million will strengthen academic programs, attract and retain quality faculty and excellent students, improve the environment for learning, and strengthen our financial stability.

Of the $175 million, $62 million was to be allocated for new and modernized facilities, $93 million was to go to program support, and $20 million for endowment and unrestricted funds.

Included among the new facilities were a library/resource center, engineering/science research facilities, a boathouse, and student housing. Modernization meant renovation of laboratories, classrooms and research areas, and improved accommodations for handicapped students. The $93 million for program support would go toward "further research in technical fields, development of scholarly research regarding the integration of business and technology, faculty enrichment, enhancement of academic programs through the acquisition of scientific equipment and library resources." The $20 million in endowment and unrestricted funds was to support "the recruitment and retention of outstanding scholars, the honors program, the development of college and departmental curriculum, special projects, community outreach, student recruitment, and campus beautification projects."[21]

Of the required sums, $60 million was to come from fundraising—that is, from private sources—and $35 million from government grants. Contributions from sponsored research/Division of Research Management grants/contracts were also to be included for $80 million. This was the first time the sponsored research source had been included in a Northeastern campaign. The goal of $175 million was a recordbreaking goal for Northeastern and clearly established the University among the major institutions not only in terms of what it had to offer but what it could expect.

The Century Fund—Phase II was conducted under two Northeastern presidents, and its success stands to the credit of both. In June 1989, when President Ryder retired, $89,436,000, or roughly 51 percent of the total goal had been achieved. Building on this momentum, President Curry was able to realize and exceed the originally projected $175 million to reach a final goal of $181,728,200 by the official completion date on June 30, 1991.

Chapter 14

Fulfillment:
Snell Library, the End of an Era

> The University libraries, their collections and learning resources, reflect the strength of the University's commitment to high quality academic and research programs. . . .
>
> —*Strategic Directions for Northeastern University*

Confronted with the chance to select the one achievement that best expressed the Ryder years, a colleague was unhesitating: "The library. Ken promised it; he never flagged in his commitment no matter what the problems, and he got it. The library gave us maturity. It gave us academic respectability."

The story of Northeastern's new library began in the 1960s. Although the old library, Dodge, was hardly into its teens—it had opened in 1953—its plan and construction had preceded Northeastern's development as a graduate and research institution, and by 1966 students were already clamoring for a new facility. In 1968, a Library Learning Resource Center was one of thirteen demands presented to the administration by students sitting in at the president's office. In 1969, the accreditation team of the New England Association of Schools and Colleges reported back to the administration that current library facilities were indeed inadequate.

The administration had no argument with any of these findings and encouraged solutions. Between 1966 and 1976 hardly a year went by without some proposal for a new building, but changing priorities, rising costs, a flagging economy, and finally inability to settle on a plan routed each. In fact the plans themselves became a metaphor of the economy. One proposal soared sixteen stories, with costs mounting with the stories; another plunged four stories below the quad—although in that case costs did not follow.[1]

By the time Ryder took office, the library—or rather the lack of a new one—had come to symbolize for many a lack of serious academic commitment. The Master Campus Plan unveiled in 1973 gave

more attention to a proposed sports center," said Gerry Herman. "The faculty was livid and the library became another spark igniting union sentiment."[2]

Ryder was well aware of these hopes and frustrations, and library construction was a high priority of his administration, but construction was not the only issue.

Dean Alan Benenfeld, director of University Libraries, who came to Northeastern in 1984 to replace the retiring Roland Moody, saw the problem from another perspective: "When I arrived, it seemed as if construction, or rather lack of construction, had people so preoccupied they were forgetting everything else. After all, there is nothing more central to the educational mission of a library than the collection. If we don't have that, we aren't a library, we're just a big study hall. And the collection was in bad shape."[3]

The fact was, however, that the two issues—collection and construction—were inextricably linked. To increase the collection without increasing space was a little like encouraging a plant to grow without providing a larger container. Dodge's collection strained against its walls: to shelve acquisitions was difficult, to find them once they were shelved was harder, and to study in the library itself was almost impossible. Thus Ryder faced two challenges that were no less intractable for him than for his predecessor.[4]

Until a totally new course was mapped, however, there was little that could be done except struggle on along the path previously carved. That meant continue membership in the library consortium that gave Northeastern students access to other area collections; continue conversion of the library collection to microfiche to save space (by 1975, 50 percent of Northeastern's collection was on microform); and set sights no higher than minimal acquisitions. How minimal was made painfully clear by Benenfeld:

> The best libraries—the Harvards, the Yales—plan on buying ten books annually for every full-time-equivalent student; the top small liberal arts colleges think in terms of six to one; while the Syracuses, the NYUs, places roughly comparable to us, count on two or three to one full-time equivalent ratio. In 1984, Northeastern's acquisitions ratio had sunk to 0.15 per full-time-equivalent student.[5]

Still a fourth step on the old path involved stop-gap measures: in 1977 Roland Moody, dean of Northeastern libraries since 1953, announced that the University planned to spend at least $1 million to enlarge Dodge. Even though plans called for renovation of the top floors to add more stacks and 160 to 170 seating spaces, no one truly

believed that this would be anything but a temporary measure. In fact, two years later, with renovations still not done, Moody admitted that even if they were, "there would still be a space crisis in another two years."[6]

In the meantime the Faculty Senate had organized a Library Operations Committee to put pressure on the administration. "I know Ryder supported us," said Bill Fowler, professor of History and member of that committee, several years later. "But not all administrators did, and it was never easy."[7]

By Fall 1979, plans were being considered for a 50,000 square foot Dodge annex to be built under the quad. Subsequent studies made it clear, however, that even this $5 million addition would not provide enough space.

In July 1980, John Curry, who chaired the Library Operations Committee, announced that the committee had found the Hayden parking lot next to Ell to be the only feasible place for building and added, "We're talking eventually about a $20 to $25 million building." Curry went on to say that "a major stumbling block in constructing the new library is raising funds to pay for it" and expressed serious reservations whether the money could be raised at all. Charles Collazzo, Jr., professor of Marketing and also a member of the faculty library committee, however, disagreed: "I don't see it as beyond the capability of the school to raise the money."[8]

Ryder's sentiments echoed Collazzo's. He was determined the library would come about no matter what the difficulties, and encouraged inclusion of the project among the goals of the $43 million Century Fund announced in November 1980:

> New academic facilities which are being planned or studied include an engineering building, an addition to the school of law, a new library, and a classroom facility.[9]

Significantly, the announcement was not accompanied by an artist's projection of the library, nor were there clearly ticketed monies for its achievement. The fact was that, while funding was already accumulating for the other major projects—the engineering center, the Law School addition and a new classroom building—the magnitude of the library project left it in a limbo of high hopes.

Despite the money problems, the Library Operations Committee, encouraged by Ryder, pressed ahead. In August 1981, it launched a design competition, culminating in January 1983 with the selection of a five-story 270,000-square-foot structure by Architects Collaborative of Cambridge.

In the meantime the search was on for funding. Although a tentative timetable circulated in early 1981 called for groundbreaking ceremonies in Spring 1983, it soon became clear that this was unrealistic. In November 1981, Ryder told the Library Operations Committee that the ceremony would have to be postponed until Spring 1984, and even then "will not become a reality until the University can raise more money under The Century Fund."[10]

The following spring he called for an "all out effort to reach everybody out there who might be able to contribute even $10," and admitted that "we may have to borrow a significant part of the cost of the library."[11] At this point, despite Curry's earlier projection of a cost between $20 and $25 million, the administration seemed secure in the belief that the total project cost would be about half that, in the range of $12 to $15 million. With the acceptance of the Architects Collaborative plan in 1983, which bore a price tag of at least $22 million for construction and additional millions for equipment, it was clear Curry had been on target. Nevertheless, at least according to Student Government Vice President John Flynn, "Everyone seems pretty optimistic about the plans, especially President Ryder."[12]

One idea that may have sparked Ryder's optimism was the possibility of obtaining federal assistance. "We looked around and saw that other universities were successful in getting federal funding for their projects. We decided to pursue that route," said Ryder years later.[13] In early 1984, Charles Coffin, director of Government Relations, and Mary Healy, associate director for Federal Relations, began to lobby congressmen for funds that would support "a research/learning resources project," but the process was not simple.

Obstacles emerged from every corner. Not least of these was the indignant protest of certain prominent research institutions that objected to federal funds for research being distributed outside the "peer review" process by which fellow scientists—not members of Congress—traditionally determined how funding related to research should be disbursed. The protest against so-called pork-barrel politics roused an unexpected ally, Boston University's John Silber, who successfully counterattacked with charges that the allotment of federal grants had become the preserve of "an old boy network." Another setback that surfaced at the very threshold of early success was the Gramm-Rudman-Hollings Law. The law, which limited the size of the federal budget deficit, was suddenly thrust forward at the eleventh hour to stop passage of the appropriation that would have benefited Northeastern but not certain other constituents that concerned congressmen favored.

One of the most frustrating reversals occurred on the very brink of apparent triumph. Because the Department of Defense appropriation was virtually veto-proof, Senator Edward M. Kennedy and House Speaker Thomas P. O'Neill, Jr., had included Northeastern's project in the Air Force appropriations bill. Congress approved—and President Reagan signed—the legislation in December 1985, and for one brief, shining moment it looked as if Northeastern's library was on the way to receiving $13.5 million allocated to it.

Even before the champagne could be poured, however, Air Force officials were objecting to the disbursement, noting that wording of the bill suggested that money allocated for research would be used for construction, and this was not allowed. If Healy and Coffin groaned in frustration, they nevertheless rallied their forces and perhaps their thesauruses. The offending phrases were altered, language was inserted to *require* the Air Force to disburse the money—no strings attached—and finally, in June 1986, Kennedy and O'Neill managed to shepherd through Congress a $55.6 million package to pay for research activities at nine educational institutions. Of this package, Northeastern's share of $13.5 million was the largest.

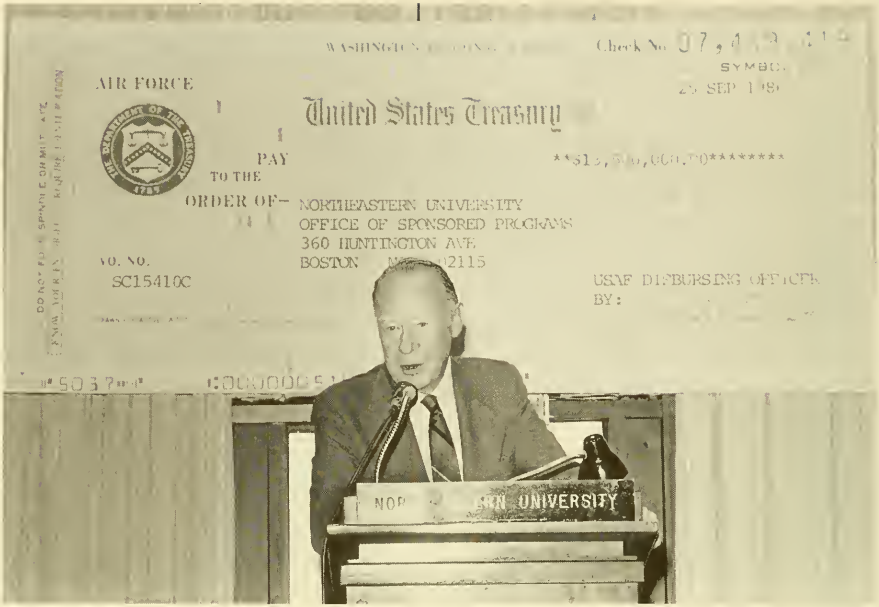
"After the more than two years that we've struggled through the ups and downs of seeking this money, it's stunning—the magnitude of the grant and the great leap forward in terms of Northeastern University's capacity to provide educational quality for its students," said Coffin.[14]

On September 25, 1986, the United States Air Force Disbursement Office signed a $13.5 million check payable to Northeastern's Office of Sponsored Programs. A year and a week later, on October 4, 1987, groundbreaking ceremonies were launched with a laser light show and new age music in the Hayden parking lot, a high-tech celebration for what was to be a high-tech library.

In the meantime, and even as the building was taking shape, the library organization and collection were undergoing dramatic changes. In 1984, following a nationwide search, Alan Benenfeld, who had previously served as coordinator of the Psychological and Technological Libraries at UCLA, was selected as Roland Moody's successor as dean of Northeastern Libraries.

Benenfeld's perception of what needed to be done at Northeastern was simple and forthright:

> As I see it, a library has one very simple mission: to provide access to information, whether that information is print or nonprint. To fulfill this mission, we had to concentrate on upgrading five areas:



President Ryder announces the receipt of a $13.5 million federal government grant toward the construction of a new library.

> organization, collections, automation, the physical facility, and a liaison with the academic community. And, of course, we had to get money.[15]

During his first years as dean, Benenfeld focused on reorganization. It was his assessment that the prevailing system "which had evolved in response to the rapidly changing conditions of the sixties and seventies and which was made up of eighteen relatively autonomous units, was far too cumbersome to continue if the library were to attain its potential maturity."[16] One of his first moves was to reorganize along functional lines. Toward this end he created two units. One dealt with user services and brought together under an associate dean all those areas concerned with the public: circulation, collection development, and liaison with faculty. The second, also under an associate dean, dealt with technical services: cataloguing, acquisition, and systems development.

With the reorganization under way and the new building in process, the need to update the collection became ever more imperative. Taking into account Northeastern's unique situation as a co-op institution with only half the upper-class student body on campus at any one time, as well as the large percentage of evening students, Benen-

feld presented the administration with a target goal of 40,000 volumes to be acquired annually. Such a goal, he asserted, could be reached over a period of time in distinct phases, but it must be reached.

The 1988 accrediting team of the New England Association of Schools and Colleges agreed. Noting the library's "new and vigorous leadership," their report stated:

> . . . the Library's needs are being prudently assessed. Goals have been established for acquisitions which also take into account the present levels. A plan to repair the damage to the collection that has occurred over the years has also begun within the University community.[17]

The report also affirmed the need for more funding. Observing that the new building "will become a physical symbol of the University's commitment to education research and academic excellence," it went on to predict that "students and faculty will then expect library services and the collection to improve to match the quality of

September 27, 1988: Board of Trustees' Development Committee Chairman Harvey "Chet" Krentzman, President Kenneth G. Ryder, and Senior Vice President for Development Eugene M. Reppucci, Jr., review plans for the Library-Resource Center at the construction site.

the new facility. . . ." The report ended with the stern injunction: "To meet these expectations the University will have to devote a higher percentage of its budget to the Library."[18]

In May 1988, the first of the heavy earth-moving equipment rumbled onto the Hayden parking lot and began munching asphalt toward the foundation of the new library. By June 1989, when Ryder left office, the superstructure was already etching its steel outline against the sky. Perhaps, recalling this image, Benenfeld was to remark:

> During the Ryder years the hope and expectation of a new building served as a catalyst for change. It raised expectations which seemed to mount with the steel. My job during that period—1984 to 1989—was not so much to fill those expectations as to position the library at the point where when the last granite slab was laid and last computer connected we were ready to fill them.[19]

Although Northeastern's new library was not completed and dedicated until the fall of 1990, it serves as an appropriate symbol for the administration that planned, designed, and oversaw its development. Physically the building gave visual dimension to many of the themes that characterized the Ryder years. Its exterior design expressed the continuity between past and present: The pale gray facade echoed without imitating the older glazed brick exteriors. The rose tones, particularly in the pink granite stairs, provided an easy transition to the newer red brick campus.

The library was also one of the first buildings where a handicap ramp was an integral part of the design—an aesthetically satisfying link between the front plaza and the portico as well as a visual statement of Northeastern's commitment to all qualified students.[20]

The plaza of the library itself, which was to be paved in a mosaic of rose and gray stone, landscaped with trees and flowers and walls for sitting, was a further statement of the link between past and present. Even more important, it underscored Ryder's commitment to the beautification of the campus and to creating spaces where a student might think, study, and reflect away from, and yet within, the urban environment.

Inside, the visual language of the structure continued to express these and other familiar themes. The idea of open space for thought, study, and reflection was here realized by the provision of 2,700 seating spaces, including 500 carrels. The latter, built to accommodate personal computers, made their own statement about the character of thought, or at least the tools of thought, in the late twentieth

century. The recognition of the absolute importance of high technology was in fact an essential aspect of the new library.

Microcomputer clusters, using the latest software, put Northeastern's library catalogue and other highly sophisticated databases at the fingertips of students, researchers, and scholars. "In some ways we were blessed by coming into the computer age as late as we did," said Benenfeld. "We could invest in the newest technology without having to divest of elaborate systems already several years old."[21]

Still other facilities to enhance teaching, research and scholarship were a University archives area, a faculty reading room, music listening facilities, and audiovisual services. Most important of all, however, were the literally miles of bookshelves that left no question of the University's educational commitment to building an appropriate library collection.

While the building itself bespoke familiar Ryder themes, so also did the very way that it had come about. From the moment Ryder assumed office the library had been conceived as a collegial enterprise, the shared concern of faculty, staff, students, and administrators.[22] It was also perceived as a community enterprise, one for which the University could justifiably ask assistance from the national community because of what the University had to offer that community. Senator Edward Kennedy, speaking before the Senate on June 26, 1986, sounded this note:

Dean Alan R. Benenfeld, University Libraries

> This redevelopment project will have a beneficial impact on the economy of a poor community. It will have the short term effect of creating construction jobs, and it will have the long term effect of promoting further economic development. Through its unique cooperative educational program, Northeastern University has proven its commitment to the community by providing an equal educational opportunity to all people—regardless of race or income.[23]

Finally, throughout his tenure Ryder had stressed the importance of alumni to the continued success of the institution. He had understood their importance not simply in financial terms, but also in terms of their psychological commitment. Both were clearly evident in alumni support of the library. While the government grant had provided almost half of the cost, millions remained to be raised from alumni and friends, and both came through with unprecedented enthusiasm and donations. Nowhere was this support more clearly expressed than in the name gift given by George Snell, the largest single alumni donation ever received by Northeastern, which the University recognized by naming the new library in his honor.

In September 1988, Ryder, who would reach his sixty-fifth birthday in April 1989, announced to the Board of Trustees his intention to retire in June 1989. At the same time Board of Trustees Chairman Robert Willis, who had assumed that post in 1973 and worked closely with Ryder throughout his tenure, also expressed his intention to retire. If any two persons could be singled out for credit in guiding Northeastern to its maturity, Ryder and Willis deserve the accolade. Both, however, were always insistent that theirs was a team effort and that the future of the institution lay in the continued participation of all of its members in that future.

In May 1989, the search for a new president and chairman of the board was completed. Both John A. Curry, who was elected president, and George Matthews, who was elected chairman of the board, were alumni of the University, and both had worked long and enthusiastically in its service. In a sense these appointments recognized that the University had achieved its maturity and no longer needed to go beyond its own borders for leadership.

The 1980s had been good to Northeastern. Despite the prediction of demographers, enrollments had been generally high and in some years had reached record heights. The physical campus had bloomed quite literally as new landscaping had transformed the old urban factory image into an urban garden. Nine new facilities had been constructed, eleven buildings had been purchased or given to the University, a satellite campus had been added in Dedham, and

the $35 million library/resource building would be the largest academic library in the City of Boston. During these years the University had upgraded its academic programs, vastly increased its research, extended cooperative education, and broadened its reputation from the national to international arena. If its athletic teams had not become national powerhouses, many had become winners, taking top honors in national and regional competitions.

Yet even during these prosperous years, there had been an awareness that much of what contributed to the institution's prosperity depended on external political and economic conditions that the University could not control. At the urging of the trustees, the administration had undertaken an exhaustive self-study in the mid-1980s to determine its strengths and weaknesses and determine its course for the future. Prepared by John A. Curry, the document was accepted by the Board of Trustees in June 1987, as *Strategic Directions for Northeastern University*.

As Matthews and Curry assumed their new posts in the summer of 1989, the economic/political future, particularly for private educational institutions, was by no means certain. As one Northeastern economist observed: "In the 1980s you had projected enrollment problems but the economic trends worked against the demographics. Now the economy is working in concert with demographics to drive down enrollments."[24]

Despite the predictions of heavy weather ahead, the new leadership had its map and it had an institution that, despite many changes and innovations, had remained strongly rooted in its commitment to quality education and to its community. This, perhaps, was the true legacy of the Ryder years: to strengthen the institution's roots, to plant seeds for its future, and "not so much to fulfill expectations as to position the University where it was ready to fulfill them."

Notes

Unless otherwise noted, all interviews cited in the text are with the author. Notes on these and some tapes are available in the Manuscript file, Ryder Archives, Snell Library

All the offices specified in the endnotes are located at Northeastern University, 360 Huntington Avenue, Boston, Massachusetts. All catalogues, bulletins, and annual reports, unless otherwise specified, have been published at Northeastern in the year included in the title; this information has not been provided for individual citations.

Introduction

1. For more detailed accounting of the early history of Northeastern, see Everett C. Marston, *Origin and Development of Northeastern University 1898–1960* (Boston: Northeastern University, 1961); and Antoinette Frederick, *Northeastern University, An Emerging Giant: 1959–1975* (Boston: Northeastern University, Custom Book Program, 1982).
2. Harold Underwood Faulkner, *The Quest for Social Justice 1898–1914* (New York: Macmillan, 1981), p. 110.
3. Buildings constructed during the Ell years were Richards, 1938; Science Center, 1941; Carl S. Ell Student Center, 1947; Dodge Library, 1952; Churchill, 1959. Northeastern also owned the Botolph building.

Chapter 1

1. Minutes of the Board of Trustees, May 13, 1975, p. 1. Office of the Board of Trustees.
2. *The Northeastern News*, May 17, 1975, p. 1.
3. Ibid.
4. The Ryder quotations throughout this chapter, unless otherwise credited, are from the author's interview with Kenneth G. Ryder, September 15, 1990.
5. Letters to KGR, May 1975. Inaugural file, Ryder Archives, Snell Library.
6. Raymond Robinson, interview, May 18, 1991.
7. Norman Rosenblatt, *Kenneth Gilmore Ryder* (retirement booklet), November 3, 1989, p. 6.
8. Letters. Inaugural file, Ryder Archives, Snell Library.
9. *The Northeastern News*, May 17, 1975, p. 3.

Chapter 2

1. Kenneth G. Ryder, *Self-Assessment as President of Northeastern University 1975–1982*, p. 1.

2. Ryder, interview, July 11, 1990.
3. *Annual Report of the President 1969*, p. 9.
4. *NUFO Notes*, September 26, 1975.
5. Quoted in *The Northeastern News*, October 23, 1975, p. 1.
6. Statement from Executive Vice President Kenneth G. Ryder to *The Northeastern News*, May 8, 1974. Union file, Ryder Archives, Snell Library.
7. Quoted in *Self-Assessment as President of Northeastern*, p. 3.
8. William Fowler, interview, December 4, 1990.
9. Ryder, Inaugural Address, October 28, 1975, p. 16.
10. *The Northeastern News*, October 30, 1975, p. 4.
11. Robert Cord, "Cord for Unionization," *The Northeastern News*, October 23, 1975, p. 8.
12. Letter from Martha E. Francois, Professor of History, *The Northeastern News*, October 23, 1975, p. 9.
13. "Nix the Union," Editorial, *The Northeastern News*, November 13, 1975, p. 4.
14. Suzanne Greenberg, interview, December 16, 1990.
15. Executive Board of the Student Federation, "Feds Collective bargaining will hurt students," *The Northeastern News*, October 23, 1975, p. 9.
16. *The Northeastern News*, October 30, 1975, p. 3.
17. Inaugural Address, p. 16.
18. *The Northeastern News*, October 23, 1975, p. 1.
19. Open Letter to Faculty Colleagues from Kenneth G. Ryder, President, November 4, 1975. Union file, Ryder Archives, Snell Library.
20. Ibid.
21. *The Northeastern News*, November 13, 1975, p. 1.
22. Ibid.
23. Letter to Faculty Members from Kenneth G. Ryder, President, November 19, 1975, p. 2. Union file, Ryder Archives, Snell Library.
24. Memo from James Hekimian, Acting Provost, and Sid Herman, Dean of Academic Affairs to KGR, February 2, 1976. Union file, Ryder Archives, Snell Library.
25. *Boston Globe*, May 18, 1975, p. 16.
26. Teresa Ryder, telephone interview, October 21, 1990.
27. Ibid.
28. Greenberg, interview, December 16, 1990.
29. Letter from Jerome Medalie, Counselor at Law, Widett and Widett, to Sidney Herman, Dean, Office of Academic Affairs, December 12, 1975. Union file, Ryder Archives, Snell Library.
30. Ryder, Inaugural Address, October 28, 1975, p. 15.
31. Barbara Burke, interview, August 15, 1990.
32. Memo to Members of the University Community, re Faculty Union Election, March 16, 1976. Union file, Ryder Archives, Snell Library.
33. *The Northeastern News*, March 18, 1976, p. 3.

34. Letter from Jerome Medalie to Ken, September 7, 1977. Union file, Ryder Archives, Snell Library.
35. *Self-Assessment*, p. 30.
36. AAUP Collective Bargaining Survey, May 29, 1979. Union file, Ryder Archives, Snell Library.
37. *NAICU News Legal Services Supplement*, March 1980.
38. Serving as a stimulus to equity adjustments was an AAUP Committee complaint about male-female salary ratios. A subsequent U.S. Department of Labor/ Northeastern consent agreement focused and accelerated the move toward equity adjustments.
39. The overall equity issue was resolved through a system of salary analyses at "match-mate" institutions—Boston College, Drexel, Rensselaer Polytechnic Institute, Tufts, and the University of Cincinnati—by 1982 it could be demonstrated that Northeastern was at least equivalent or higher than the match-mates. Susan Molino, "Faculty Salaries," *Northeastern University 1975–1982*, unpublished, 1982, n.p. Ryder Archives, Snell Library.
40. *The Northeastern Voice*, March 8, 1990, p. 1.
41. Molino, "Benefits," op. cit., n.p.
42. Northeastern's daycare center opened in September 1977 and was renamed in 1982 in honor of Boston Bouve Professor Russell E. Call.
43. Philip LaTorre, interview, March 6, 1991.
44. *Newsletter*, Vol. 15:3, p. 1.
45. Statistics Office of Human Resources.
46. Fred M. Heckinger, *New York Times*, April 22, 1973.
47. Open Letter to Faculty Colleagues from Ken Ryder, November 4, 1975. Union file, Ryder Archives, Snell Library.

Chapter 3

1. Joseph Meier, "Address to the University General Meeting, September 22, 1986, *Northeastern Edition*, September 25, 1986, p. 13.
2. Carl S. Ell, President Emeritus, *The Northeastern News*, October 23, 1975, p. 3.
3. Asa S. Knowles, interview, December 10, 1979.
4. Joseph Meier, interview, January 7, 1991.
5. Kenneth G. Ryder, Inaugural Address, October 28, 1975, p. 7.
6. List of Changes, July 1975–July 1976. Administration file, Ryder Archives, Snell Library.
7. Memo from Concerned Faculty to President Knowles, re Faculty Participation, March 23, 1974. Faculty file, Knowles Archives, Snell Library.
8. "Report on Proposed University Goals," Minutes of the Board of Trustees, September 14, 1979, p. 10. Office of the Board of Trustees.
9. Minutes of the Board of Trustees, May 15, 1985, p. 2. Office of the Board of Trustees.
10. Ryder, Address to the General University, September 17, 1979.
11. "NEASCI Summary," Minutes of the Board of Trustees, September 14, 1979. p. 3. Office of the Board of Trustees.

12. Compilation of comments: Suzanne Greenberg, Robert Lowndes; Charles Ellis, interview, December 16, 1990, January 14, 1991.
13. Minutes of the Faculty Senate, December 12, 1975. Senate Office, Ryder Hall.
14. Charles Ellis, interview, January 9, 1991.
15. Memo to the University Faculty, from Suzanne B. Greenberg, Chair, Senate Agenda Committee, re Final Report 1975–76, June 16, 1976, Resolution #17, p. 7. Faculty Senate file, Ryder Archives, Snell Library.
16. Faculty Senate Final Report, 1979–80, Robert Lowndes, Chair, p. 4. Faculty Senate Office.
17. Memo to the Faculty Senate from Michael T. Vaughn, Secretary, 1989–90 Agenda Committee, re Senate Resolutions 1979–1990, Resolution #1, #2, October 3, 1983, p. 23. Faculty Senate Office.
18. Ibid., Resolution #2, January 28, 1985, p. 30.
19. Ibid., Resolution #3, June 9, 1986, p. 35.
20. Minutes of the Faculty Senate, June 27, 1986. Faculty Senate Office.
21. 1988–89 Faculty Senate Annual Report, William L. Faissler, Chair, September 15, 1989, p. 5. Faculty Senate Office.
22. Minutes of the Faculty Senate, February 6, 1978, p. 3. Faculty Senate Office.
23. Charles Ellis, interview, January, 1991.
24. Office of the Registrar.
25. 1979–80 Faculty Senate Final Report, Robert Lowndes, Chair, p. 3.
26. Minutes of the Faculty Senate Agenda Committee, October 3, 1983, p. 6. Faculty Senate Office.
27. Meier, Address. . . , *Northeastern Edition*, September 25, 1986, p. 2.
28. *Report to the Faculty, Administration, Trustees, Students of Northeastern University by the Evaluation Team of the New England Association of Schools and Colleges*, March 27, 1989, p. 13. It is relevant to note here that Northeastern's Faculty Senate consists of thirty faculty elected from the basic colleges and ten administrators chosen by the president, but always including the provost who acts as chair of the senate. In the absence of the provost the Senate Agenda Committee chair assumes this role. During the union-fight year, 1975–1976, when the position of provost had yet to be filled, SAC Chair Suzanne Greenberg also presided over the senate. The presence of a faculty member in this role was felt by many to create a stronger sense of collegiality than was possible with an administrator in this position.
29. Harvey Vetstein, interview, October 19, 1990.
30. See Chapter 4 for the role of student evaluations at Northeastern.
31. SGA in contrast with the Student Federation provided for representation not only of basic college students but also for specific constituencies such as foreign, handicapped, and minority students.
32. Income figures are from *Northeastern University Trends for 1971–1990*. Expenses come from *Northeastern University Bulletin 1975–76*, p. 179.
33. *Northeastern University Bulletin 1988–1989*.
34. Minutes of the Executive Committee of the Board of Trustees, March 14, 1986, p. 9. Office of the Board of Trustees.

35. Summary of the *NEASCI Reevaluation Report*, Minutes of the Board of Trustees, September 14, 1979, p. 3. Office of the Board of Trustees.
36. Karl Weiss, former chair of the Chemistry Department, assumed responsibility for graduate programs and research. Philip Crotty, former associate dean and acting dean of the College of Business became responsible for budget development and administrative undergraduate programs. Dr. Katherine Luttgens of Boston Bouve had oversight of the coordination of health science programs, while Dr. Arthur Smith, former acting dean of the College of Education, took over direction of faculty personnel matters.
37. Minutes of the Academic Affairs Committee of the Board of Trustees, June 5, 1986. Office of the Board of Trustees.
38. Minutes of the Board of Trustees, May 29, 1983. Office of the Board of Trustees.
39. Summary of the NEASCI Reevaluation Report, Minutes of the Board of Trustees, September 14, 1979. Office of the Board of Trustees.
40. Standing Committees in 1975 were Executive, Academic Affairs, Facilities, Development, Funds and Investments, and Student Affairs. In 1989 they were Executive, Academic Affairs, Audit, Budget, Commencement, Compensation, Development, Facilities, Finance, Governance, Long Range Planning, Nominating, and Student Affairs.
41. In 1975 there were 165 members of the Northeastern Corporation, 70 of whom were alumni; in 1989 comparable figures were 239 and 125. Corporation Directories, 1975 and 1989.

Chapter 4

1. Kenneth G. Ryder, *Self-Assessment as President of Northeastern University 1975–1982*, p. 18.
2. Richard Freeland, *Boston University, Boston College, and Northeastern University in the 1970s*, unpublished manuscript. Author's permission to quote pp. 874–75.
3. Norman Rosenblatt, *Kenneth Gilmore Ryder* (retirement booklet), November 3, 1989, p. 6.
4. Raymond Robinson, interview, May 6, 1991.
5. Ryder, "Welcome to Freshmen, 1979," *The Northeastern News*, September 16, 1979, p. 6.
6. *The Northeastern News*, May 1, 1985, p. 1.
7. *Faculty Handbook*, 1983, p. 78.
8. Ibid.
9. *Faculty Handbook*, 1983, p. 85.
10. Ibid.
11. *Faculty Handbook*, 1983 p. 140a.
12. Ibid.
13. Memo to Faculty Senate from Michael Vaughn, Secretary 1989–90 SAC, re Senate Resolutions 1979–1990, Faculty Development Committee Resolution #5, June 6, 1983, p. 22.
14. Memo to Faculty Senate from Michael Vaughn, Resolution #4, June 6, 1983, approved by the president October 28, 1983, p. 22.

15. *The Northeastern News*, May 27, 1976, p. 3.
16. *Results: Teacher Course Evaluation 1974*, NU College of Business, p. 1.
17. *The Northeastern News*, May 22, 1985.
18. *The Northeastern News*, May 27, 1976, p. 3.
19. *The Northeastern News*, January 12, 1983.
20. The first form, the Student Government Association Teacher Course Evaluation Form, consisted of ten questions designed to assess presentation, student/teacher interaction, course materials, and difficulty. Results were to be published by the registrar and made available to students. The second, the Teacher Course Evaluation Project (TCEP), incorporated the ten SGA questions and added 30 more. This form was designed to present a comprehensive picture of the instructor, the course, and the student in relation to the course and would be totally confidential with results going only to the instructor.
21. *The Northeastern News*, April 24, 1985.
22. In 1984, OIDE had obtained a $235,000 grant from the Project for the Improvement of Post-Secondary Education to help develop material for teaching improvement and evaluation. Jennifer Franklin, computer and instructional development specialist, who had come to OIDE to work with director Michael Theall and Ghattas on evaluations and instructional development resources, saw the grant as a way for the Office to fulfill its mission: "to develop a synergy between evaluations and better teaching skills. We didn't want evaluations to be seen as punitive but diagnostic. The grant would help us design resources to meet the problems that were diagnosed" (J. Franklin, interview, March 7, 1991). For a variety of reasons, however, the University cut back on OIDE in 1985 and most of the grant went toward continued development of evaluations. The office renamed Center for Instructional Technology did play a major role in the preparation and design of the Handbook, however, with Lauren Pivnik and Franklin providing invaluable service obtaining material and formatting it for accessibility.
23. *Handbook for Teaching Assistants*, Northeastern University, Center for Instructional Technology, 1987.
24. Anthony Badjek, telephone interview, December 6, 1991.
25. Focus on Freshmen Proceedings, November 6–7, 1987, p. 1.
26. Task Force Report, p. 14.
27. Ibid.
28. Carol Owen, interview, April 12, 1991.
29. Ibid.
30. Despite agitation on the part of many college deans and faculty for more rigorous admissions standards, Northeastern has historically tried to provide an education not only to the traditionally qualified high school student but to those "whose promise suggests that they can benefit from a Northeastern education." ("Mission and Objectives," *Strategic Directions for Northeastern*). As a consequence, there was considerable diversity in educational background and preparedness among Northeastern students.
31. Northeastern University Progress in Minorities in Engineering (NUPrime), run under the aegis of the College of Engineering, is a comprehensive program that

seeks to expand educational opportunities for minorities and includes extensive advising and tutorial services. Ujima, begun in 1973, assists minority students who have demonstrated an ability to succeed in college but need additional academic assistance. The Alternative Freshman Year provides students whose high school grades or test scores do not reflect their potential abilities with a prescribed curriculum designed to meet individual needs.

32. *Arts and Sciences Chronicle,* Autumn/Winter 1988, p. 5.
33. *Northeastern University Undergraduate Bulletin 1990,* p. 18.
34. *Honors at Northeastern.*
35. Admission into Northeastern's honors program was competitive and based on a student's demonstrated ability and academic promise. Students could be invited into the program when they entered the University or at any point during their college careers. The honors residence hall accommodated 200 students in suites and included a meeting room, study room, and computer lab designed by the honors program. An honors lounge in Lake Hall provided a center for commuter honors students.
36. Michael Lipton, "The Honors Program in Arts and Sciences," *Arts and Sciences Chronicle,* Spring 1991, p. 3.

Chapter 5

1. *Annual Rate of Support 1975,* Office of Research Administration. Available from the Office of Sponsored Research.
2. Barry Karger, *The Northeastern News,* April 12, 1978, p. 1.
3. *The Northeastern News,* April 12, 1978, p. 1.
4. *Northeastern Edition,* April 5, 1979, p. 6.
5. Ibid.
6. Ibid.
7. Melvin Mark, provost, *Northeastern Edition,* May 31, 1979, p. 3.
8. James E. Nagel, interview, November 7, 1990.
9. *Faculty Handbook,* 1983, p. 61.
10. Karl Weiss, vice provost for Research, "Research and Scholarship," *Northeastern Edition,* December 13, 1979, p. 1.
11. *Northeastern Edition,* Arpil 5, 1979, p. 6; Office of Sponsored Research.
12. *The Northeastern News,* July 25, 1984.
13. Figures, *Northeastern Edition,* August 16, 1984, p. 1.
14. *Northeastern Edition,* August 16, 1984, p. 1.
15. Ibid.
16. *The Northeastern News,* January 15, 1985.
17. *Northeastern Edition,* May 10, 1984, p. 3.
18. "Annualized Research Funding," *Fact Book 1989–1990.* Northeastern University: Office of Marketing and Institutional Research and Planning, 1990, p. 119.
19. Richard McNeil, Jr., interview, April 3, 1990.
20. Ibid.
21. *The Northeastern News,* May 9, 1984.

22. Karl Weiss, *Strategy for Increasing Extramural Support of Research at Northeastern University*, 1987, p. 8.
23. *Northeastern Edition*, February 4, 1988, p. 3.
24. Faculty Development Committee Resolution #4, December 15, 1980, *Faculty Senate Resolutions 1979–1990*, p. 34.
25. Approved by the Board of Trustees, September 17, 1982, *Faculty Handbook*, 1983, p. 44.
26. *Institutional Self-Study Prepared for the New England Association of Schools and Colleges Inc.*, Vol. 1, (Boston: Northeastern University, 1988), p. 51.
27. "Re:Search Makes its Debut," *Re:Search*, May 1982.
28. *Northeastern Alumni Magazine*, April 1989, p. 5.
29. *Northeastern Edition*, November 3, 1983.
30. William Bowers, interview, October 9, 1991, and *Northeastern Alumni Magazine*, January/February 1985, p. 18.
31. "The Mission of Northeastern University," *Strategic Directions for Northeastern University*, June 1987, p. 6.
32. Ibid.
33. *Re:Search*, May 1982, p. 18.
34. *The Northeastern News*, April 12, 1978.
35. *The Northeastern News*, February, 1980, p. 12.
36. David C. Wharton, "Message from the Dean," *Arts and Sciences Chronicle*, Autumn/Winter 1988, p. 2.
37. *The Northeastern News*, March 1, 1978.
38. Accreditation Report, NEASCI 1988, p. 21.
39. NEASCI Evaluation Team, *Report to the Faculty, Administration, Trustees, Students of Northeastern University*, March 27, 1989, p. 19.

Chapter 6

1. The 1974 yearbook, of which Ryder's daughter Jeanne was editor, was dedicated in LeBeau's memory with due note taken of the "inconsequential but beautiful planting that was done in the Spring, 1973, in the mall between Hayden Hall and the Ell Center."
2. Visiting Committee, Reevaluation Report Prepared for the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, May 7, 1978, p. 10.
3. Quoted in Institutional Self-Study Report (Boston: Northeastern University, Fall 1978), p. 128.
4. Kenneth G. Ryder, Inaugural Address, October 28, 1975, p. 7.
5. Reevaluation Report, NEASCI, 1979, p. 13.
6. Ibid., p. 13.
7. Ibid., p. 10.
8. Melvin Mark, "Greetings to Freshmen," *Northeastern Edition*, October 2, 1980.
9. "Name Change College of Arts and Sciences," *Northeastern Edition*, April 17, 1979.

10. NEASCI Evaluation Team, *Report to Faculty, Administration, Trustees, Students of Northeastern University*, March 27, 1989, p. 22.
11. *Undergraduate Bulletin 1990–1991*, p. 88.
12. Ibid., p. 89.
13. *Boston Sunday Globe*, September 1984, p. 78.
14. Only Biology, Psychology and Sociology out of a field of 20 possible majors in the college did better. *Northeastern Cauldron*, 1975.
15. LaRue Gilleland, interview, April 30, 1991.
16. David C. Wharton, "Message From the Dean," *Arts and Sciences Chronicle*, I:1, Winter/Spring 1988.
17. Wharton, "Message From the Dean," *Arts and Sciences Chronicle*, I:2, Autumn/Winter 1988, p. 2.
18. *Northeastern University Fact Book 1989–1990*, p. 34.
19. Dana Chandler, interview, May 14, 1991.
20. Dana Chandler, interview, March 7, 1991.
21. Ibid.
22. "Tribute to Martin Luther King, January 9–February 28, 1990," *Broadside.*
23. Ryder Calendar, September 19, 1980.
24. Ibid., February 2, 1981.
25. Ibid., April 12, 1982.
26. Ibid., March 29, 1983.
27. *Northeastern Alumni Magazine*, September/October 1982, p. 5.
28. *At Northeastern the Arts Matter!* Division of Fine Arts, Northeastern University, 1989, p. 27.
29. Sergei Tschernisch, interview, November 21, 1990.
30. *Guide to the Arts 1989–1990*. NU Division of Fine Arts, p. 3.
31. *Boston Globe*, October 5, 1987, p. 24.
32. Postcard advertising Ethan Berry Monotypes, Renee Lewingter Print Collages, March 1–April 30, 1988.
33. *NuArts Bulletin Art Venture series 1987–1988.*
34. Interview, November 21, 1990.
35. "NU's Own Style," *Northeastern Edition*, September 1981, p. 3.
36. Ibid., p. 3.
37. "Redesigning Public Places: Art and Design and Policy," *Northeastern Edition*, January 29, 1981, p. 4.

Chapter 7

1. *Northeastern Alumni Magazine*, September/October 1980, p. 1.
2. James Botkin, Dan Dimancescu, Ray Stata, *Global Stakes* (Cambridge, Mass: Ballinger, 1982), p. 4.
3. Ibid., p. 192.
4. *Northeastern Alumni Magazine*, September/October 1980, pp. 1–2.
5. Minutes of the Board of Trustees, June 13, 1980.

6. Paula Leventman, telephone interview, May 30, 1991.
7. Kenneth G. Ryder, *Self-Assessment as President of Northeastern University 1975–1982*, p. 16.
8. Karl Weiss, interview, January 10, 1991.
9. The college's leadership role in the development of high-tech/computer programs is evident in much of the material covered in this chapter. Additional evidence of its computer/high-tech focus include the following: 1976 Computer Engineering option announced in Electrical Engineering; 1979 Department of Industrial Engineering and Graphic Science merge into Industrial Engineering and Information Systems; 1980 Department of Electrical Engineering becomes Department of Electrical Engineering and Computer Engineering; 1981 Department of Chemical Engineering becomes one of the first in the country to use in-house simulation programs.
10. Weiss, interview, January 10, 1991.
11. *Northeastern University Fact Book 1989–1990*, p. 37.
12. Paul Kalaghan, interview, March 4, 1991.
13. *Northeastern University Fact Book 1989–1990*, p. 37.
14. Cullinane, whose parents had come to the United States just as the Great Depression began, was a man of whom Northeastern was inordinately proud, for his career exemplified exactly what the University was all about—opportunity. An indifferent high school student and economically strapped, Cullinane admits that he might never have come to college without the personal concern of a Northeastern admissions officer who recognized latent potential and gave him a chance. His co-op experience in local engineering firms revolutionized his thinking and gave him a direction. The direction led to his founding of Cullinet, a $500 million Corporation, and a substantial gift to the University that helped to finance the remodeling of what was to be renamed Cullinane Hall.
15. Kalaghan, interview, March 4, 1991.
16. Botkin, et al., *Global Stakes*, p. 90.
17. Ryder, testimony in support of H-3834, Joint Committee on Taxation, Massachusetts General Court, February 26, 1980.
18. Ryder, testimony before U.S. House Subcommittee on Science, Research, and Technology, November 24, 1981.
19. Ryder, testimony before Joint Committee on Commerce and Labor, Massachusetts General Court, May 18, 1982.
20. M2C brochure, 1989, p. 1.
21. Ray Williams, interview, October 30, 1990.
22. *Northeastern Edition*, September 29, 1983, p. 1.
23. Statistics from Network Northeastern office.
24. Susan Kryczka, interview, June 12, 1991.
25. Ibid.
26. Ibid.
27. *Northeastern Edition*, August 18, 1984.
28. Ibid.
29. *Northeastern Edition*, September 13, 1984.

30. *Northeastern Edition*, December 10, 1981, p. 10.
31. *The Northeastern News*, January 17, 1985, p. 1.
32. *Northeastern Edition*, November 7, 1985.
33. Minutes of the Board of Trustees, September 13, 1985. Office of the Board of Trustees.
34. *Northeastern Edition*, November 7, 1985.
35. "Academic Computer Service At Northeastern," *Institutional Self-Study*, Vol. II, Appendix F, 1988, p. 35.
36. Glen Pierce, interview, June 3, 1991.
37. *Northeastern Edition*, September 27, 1980, p. 3.
38. *The Northeastern News*, October 29, 1980, p. 1.
39. *Northeastern Edition*, April 9, 1981.
40. "Academic Computer Science at Northeastern," *Institutional Self-Study*, Vol. II, Appendix F, 1988, p. 36.
41. Ibid.
42. "A Report of the Provostial Committee on Academic Computing at Northeastern," August, 1990, p. 7.
43. "Academic Computer Service at Northeastern," *Institutional Self-Study*, Vol. II, Appendix F, 1988.
44. *Northeastern Edition*, October 8, 1987, p. 4.
45. Report of the Provostial Committee, August 1990, p. 1.
46. *The Northeastern News*, January 25, 1984, p. 2.
47. *The Northeastern News*, August 19, 1987, p. 4.
48. Melvin Mark, 1967–79; Thomas E. Hulbert (acting dean), 1978–80; Harold Lurie, 1980–85; Elisabeth M. Drake, 1985–86; and Paul King, 1986–present.
49. *Northeastern University Fact Book 1989–1990*, pp. 39, 67.

Chapter 8

1. Kenneth G. Ryder, Inaugural Address, October 28, 1975, p. 7.
2. Ryder, *Self-Assessment as President of Northeastern University 1975–1982*, pp. 12, 15.
3. Daniel Givelber, interview, October 3, 1991.
4. Memo from Juanita Long to Antoinette Frederick, re the College of Nursing during the Ryder years, August 29, 1991. Manuscript file, Ryder Archives, Snell Library.
5. *A Decade of Progress 1975–1985*, Northeastern University, 1985, p. 18; *Fact Book, 1989–1990*, p. 36.
6. *College of Business Administration Annual Report 1983–1984*, p. 5.
7. *CBA Annual Report 1982–1983*, p. 2.
8. Ibid., p. 15.
9. *A Decade of Progress*, p. 18.
10. *CBA Annual Report 1988–1989*, p. 14.
11. Paul Dickson, *Time Lines*, Reading, Mass.: Addison-Wesley 1990, p. 312 ff.
12. David Boyd, interview, March 6, 1991.

13. *Northeastern University Fact Book 1989–1990*, pp. 47, 36.
14. William Kelly, telephone interview, March 28, 1991.
15. Letter to Antoinette Frederick from Dean David P. Boyd, November 1, 1991, Manuscript file, Ryder Archives, Snell Library. Faculty figures, *College of Business Administration Annual Report 1985–1986*, p. 18.
16. *CBA Annual Report 1985–1986*, p. 18; *Fact Book 1989–1990*, p. 113.
17. For merger approval dates, see Memo to Faculty Senate from Michael T. Vaughn, Secretary, re Senate Resolutions 1979–1990, September 28, 1990, pp. 5, 9. Faculty Senate Office.
18. Paul Lepley, interview, March 4, 1991.
19. Boston Bouve College of Human Development Professions provided graduate programs in the Counseling Psychology, Rehabilitation and Special Education Department; the Speech Language and Audiology Department; the Department of Education; the Health, Sport, and Leisure Studies Department; and the Physical Therapy Department.
20. Begun in 1973 as part of Northeastern's Good Neighbor effort, The Fenway Project was taken over by the Human Services Program in 1986.
21. *Faculty Directory, Boston Bouve, 1988*, Northeastern: Boston Bouve, 1988, p. 1.
22. Lepley, interview, March 4, 1991.
23. Memo from Professor Robert Sheehan to President Asa Knowles, re [their] conversation of April 26, 1964. College of Criminal Justice file #1, 1960–1966, Knowles Archives, Snell Library.
24. An interdisciplinary master's program in forensic chemistry instituted in the early 1970s in conjunction with the College of Liberal Arts was dropped in the mid-1980s on recommendation of the Graduate Council, which felt there was neither sufficient demand, interest or funding to justify the program.
25. William Bowers, interview, October 8, 1991.
26. Because of a threat by the Boston Police Officers Association to institute a strike against the college on the grounds of reverse discrimination, the venue of the police examination program was shifted from the campus to Freedom House in Roxbury, and teaching and administration were conducted on a volunteer rather than a paid basis. Ironically, although the program was pitched at minorities, enrollment was open, thus the charges were at best questionable.
27. Robert Croatti, interview, October 8, 1991.
28. *Northeastern University Fact Book 1989–1990*, p. 38.
29. An anomaly in the latter pattern was an inexplicable sharp rise in graduate enrollments in 1983, followed by a return to 1982 level in 1984, when the decline pattern resumed.
30. James Fox, Interview, October 8, 1991.
31. Ibid.
32. Norman Rosenblatt, interview, October 19, 1990.
33. Memo from Juanita Long, August 29, 1991.
34. Ellen Daly, interview, October 10, 1991.
35. Daly's observations are documented in a series of papers of the period: *Nursing Shortage A Briefing Paper*, American Nurses Association, 1987; "Where Have All

the Nurses Gone?" *Reader's Digest*, June 1989; "This Nursing Shortage Is Different," *The Wall Street Journal*, November 11, 1987.

36. Memo from Juanita Long, p. 3.
37. Ibid.
38. *Annual Report of the University Graduate Council, 1987–1988*, p. 2.
39. Memo to Faculty Senate from Michael T. Vaughn.
40. *Northeastern University Fact Book 1989–1990*, p. 51.
41. Gerald Schumacher, interview, October 18, 1991.
42. By 1987, enrollment had dropped to 525, less than half the 1979 peak. Graduate enrollment shows a similar pattern with the drop coming in 1988 from a peak of 318 in 1979 to a low of 171 in 1988 and then a subsequent rally in 1989. *Northeastern University Fact Book 1989–1990*, pp. 41, 52.
43. *Northeastern Edition*, June 16, 1988, p. 3.
44. **Provosts** 1975 through 1989
    Sidney Herman (acting), 1974–75; James Hekimian (acting), 1976; Harry Allen, 1976–78; Walter Jones (acting), 1978–79; Melvin Mark, 1979–84; Philip Crotty (acting), 1984–85; Anthony Penna, 1985–88; Robert Lowndes (acting), 1988–90.
    Deans 1975 through June 1989
    College of Arts and Sciences: Robert Shepard 1968–76; Walter Jones (acting), 1976–77; Richard Astro, 1978–85; J. Edward Neighbor (acting), 1985–86; Robert Lowndes (acting) 1986–87; Ronald J. McAllister (acting), 1988–89; David C. Wharton (acting), 1989–. *College of Business Administration:* James S. Hekimian, 1968–76; Philip Crotty (acting), 1976–77; Geoffrey P.E. Clarkson, 1977–79; Philip McDonald (acting), 1979–80; David H. Blake, 1980–83; Philip McDonald, 1983–87; David Boyd (acting), 1987–88, Dean, 1988–. *Boston Bouve College of Human Development. College of Education:* Frank Marsh, 1966–77; Ronald J. B. Goddu, 1977–79; Arthur Smith (acting), 1979–80. *Bouve:* Catherine Allen, 1967–77; Paul Lepley, 1977–1980. *Combined:* Paul Lepley, 1980–. *College of Computer Science:* Paul M. Kalaghan, 1982–88; Alan L. Selman (acting), 1988–. *College of Criminal Justice:* Norman Rosenblatt, 1969–90. *College of Engineering:* Melvin Mark, 1967–79; Thomas E. Hulbert (acting), 1979–80; Harold Lurie, 1980–85; Elisabeth M. Drake (acting), 1985–86; Paul H. King, 1986–. *College of Nursing:* Juanita Long, 1968–89. *College of Pharmacy and Allied Health Professions:* Albert H. Soloway, 1974–77; Victor D. Warner (acting), 1977–78; Gerald E. Schumacher, 1979–1988; Judith Barr (acting), Summer 1988; James J. Gozzo, 1988–. *University College:* Kenneth W. Ballou, 1969–78; John W. Jordan, 1979–. *School of Law:* John C. O'Byrne, 1967–78; Philip Boyd (acting), 1978; Michael Meltsner, 1979–84; Daniel Givelber, 1984–.
45. *Strategic Directions for Northeastern University*, June 1987, p. 6.
46. That Speare was thinking not in philosophical but in practical, material terms is clear from any study of his work or ideas. See Everett Marston, *Origin and Development of Northeastern University* (Boston: Northeastern Univeristy, Custom Book Program, 1961), and A. Frederick, *Northeastern University, An Emerging Giant: 1959–1975* (Boston: Northeastern Univeristy, Custom Book Program, 1982).

Chapter 9

1. "Founding and Development of University College," *Northeastern University, an Emerging Giant* 1959–1975 (Boston: Northeastern University, Custom Book Program, 1982), p. 95.
2. John Jordan, interview, June 24, 1991.
3. Ibid.
4. Ibid.
5. Daniel Givelber, interview, October 3, 1991.
6. Ibid.
7. Memo to Dr. Melvin Mark, Provost, from Michael Meltsner, Dean, May 24, 1982. Ms. Program file, Ryder Archives, Snell Library.
8. Ibid.
9. Givelber's long acquaintance with the School undoubtedly contributed to his greater tolerance of its constitution, which had been adopted in 1972 and gave students significant rights in decision making. Meltsner had characterized this document as "bizarre" and tried unsuccessfully to overturn it, which played a part in his final decision to step down.
10. By Fall 1989, 55 percent of students were female (301 of 511), and 16 percent were African-American, Asian or Hispanic (*Fact Book 1989–1990*, p. 58). By 1989, 30 percent of full-time faculty were women; at least 15 percent were ethnic minorities (p. 111).
11. Givelber, interview, October 3, 1991.
12. Peter Franks, telephone interview, November 26, 1991.
13. "Average co-op earnings in 1987 equaled about 90 percent of tuition and fees at Northeastern, although there is considerable variation among fields of study. Owing largely to sharp tuition increases, this percentage has declined by about half during the past decade." Cooperative Education, *Institutional Self-Study*, prepared for the New England Association of Schools and Colleges, Inc., Vol. 1, September 1988.
14. Paul Pratt, interview, November 26, 1991.
15. Ibid.
16. In 1973 the commission had moved to Huntington Avenue, with Northeastern's own Roy Wooldridge as its executive director. Later Ralph Porter, another Northeasterner, became president. Both Knowles and Ryder served on the commission board.
17. The Ad Council's objective was to create awareness of cooperative education among three target groups: students, people who influence students (parents, guidance counselors), and business and community people who may get their organizations to participate in co-op programs. Saatchi and Saatchi Compton, Inc., Advertising Council Program for National Commission for Cooperative Education.
18. Kenneth G. Ryder and James W. Wilson, *Cooperative Education in a New Era* (San Francisco: Jossey-Bass, 1987).
19. *Institutional Self-Study*, pp. 71, 72.

Chapter 10

1. *The Northeastern News,* May 22, 1975, p. 1.
2. Kenneth G. Ryder, *Inaugural Address*, October 28, 1975, p. 12.
3. By 1958, Northeastern also had four residences (one on Marlboro Street and three on Hemenway), housing 100 students, and a playing field in Brookline for a total campus of 28 acres at a total worth of $15.4 million. *Northeastern University, an Emerging Giant: 1959–1975* Boston: Northeastern University, Custom Books Program, 1982).
4. By 1975, Northeastern had added four satellite campuses for a total of 337 acres in the Greater Boston area. Figures from *Northeastern University Master Plan,* June 1, 1976, p. III.1
5. "Proposal to Increase Economic Activity for Negro Youth Through Higher Education on the Cooperative Plan," quoted in *Northeastern University, an Emerging Giant: 1959–1975*, p. 344.
6. *Northeastern University Alumni Magazine,* Winter 1964.
7. *The Northeastern News,* October 4, 1978, p. 5.
8. Included among these were Northeastern's Speech and Hearing Clinic, a service to the community opened in 1965; a summer camp for inner-city kids begun in the early 1970s at the Warren Center, and a host of cultural events such as Ford Hall Forum, which became affiliated with the University in 1968.
9. *The Northeastern News,* May 22, 1975, p. 4.
10. In 1974 Judge Garrity had ordered Boston schools desegregated and busing had begun. The pairing plan was designed to further the desegregation efforts and was known as Phase II.
11. Jeptha J. Carrell, *An Earnest Effort* (Boston: Northeastern University, 1981), p. 240.
12. Ibid., p. 241.
13. Ryder's appointment of Coffin was another good example of his belief that the best people to have on your side are those who once opposed you. It was also firmly based on Coffin's qualifications, which included his role as superintendent of schools in Evanston, Illinois where, long before coming to Boston, he had achieved a modicum of fame working for voluntary desegregation in that school district (Carell, p. 242).
14. Some students did enroll in Madison Park in 1975 and 1976 and took classes in temporary facilities before the doors opened.
15. Subsequent years brought further Board of Education funding under Title #636, but never a great deal.
16. Carrell, p. 241.
17. John Curry, *The Northeastern News,* November 13, 1975, p. 3. College projects included the following: from Business Administration, projects to help the school evaluate off-campus experience; from Boston Bouve, oversight of swimming and other athletic activities; from the College of Education, personnel and know-how for a reading clinic. The Student Federation also contributed, running a drive to get books for the Madison Park library and providing volunteer tutors. Adding to the generally felicitous arrangement was the fact that

Madison Park's headmaster, Thomas Hennessey, turned out to have been a graduate student at Northeastern under Dr. Coffin and the two worked well together.

18. *The Northeastern News*, September 25, 1975, p. 5.
19. The committee was later renamed The Higher Education Partnership. Ryder remained active in the group until the final year of his administration.
20. *The Northeastern News*, October 12, 1977.
21. *Northeastern Edition*, January 22, 1987, p. 9.
22. Paula Clarke, interview, July 31, 1991.
23. Ibid. As of 1991, URSCO continued to be funded by Mass. Gen. Law 636. Most of the money went directly to the schools; only a small portion went to participating colleges and universities. According to Clarke: "If one looks at the return measured in programs and scholarships, to say nothing of faculty, staff, and student participation in programs, the return on investment is many thousandfold."
24. Ibid.
25. Memo from Vice President Curry to Members, Community Development Committee, June 12, 1978; Memo from June Hatfield to Jack Curry, July 16, 1979; Memo from Ricks to KGR, Community Projects for 1980–1981. Community Relations file, Ryder Archives, Snell Library. Among community activities listed by Ryder in his testimony were many academic, research, and civic projects. For excerpts from the text, see *Northeastern Edition*, October 2, 1980, p. 11.
26. *Northeastern Edition*, December 13, 1979, p. 9.
27. *The Northeastern News*, February 1, 1984.
28. Memo from Joseph D. Warren to James B. King, November 17, 1986. Community Relations file, Ryder Archives, Snell Library.
29. Ryder, interview, September 15, 1990.
30. Memo from Joseph D. Warren to University Advisory Steering Committee and Community Advisory Committee, August 8, 1983. Community Relations file, Ryder Archives, Snell Library.
31. *The Northeastern News*, November 2, 1988, p. 5.
32. The first to take advantage of this were seven students who had entered with the original group in 1983 and became Northeastern freshmen in 1988.
33. For information on Northeastern community programs see *Northeastern University's Outreach to Boston* (Boston: Office of University Relations, 220 Huntington Plaza, 1991). Characteristic programs cited in this catalogue that were sponsored by specific colleges and that were initiated or expanded during the Ryder years include the following:

    From the College of Criminal Justice: *The Law Day Program*, designed to give students, many of whom were likely to encounter into problems with the law, a better understanding of it. *Police Training*, a program through which the College provided academic assistance to the Boston Police Academy. CJ also played host to the *George Lewis Ruffin Society*, whose members are minority professionals in criminal justice. Working with the society, the college began providing promotion examination training to Boston police officers and other programs to develop opportunities for minority professionals in criminal justice fields.

From the College of Engineering came several programs particularly for minority students: In 1974 it had developed NUPrime as part of a nationwide effort to increase the number of qualified minorities in engineering. In 1978, in conjunction with Tabor Academy and two corporate partners, it added *Pre-NUPrime*, designed to introduce minority high school students to engineering career possibilities and assist them in upgrading skills necessary for college-level engineering programs. In 1980 it began to sponsor the *Summer Institute for Minority Students*, a two-week residential program designed to give members of minority groups exposure to the engineering profession and "motivate those who express an interest to explore this field." The University was also provided financial support for the *Massachusetts Pre-Engineering Program* (MassPep), which works with Boston and Cambridge high school students to prepare them for careers in science and engineering.

From the College of Pharmacy and Allied Health Professions: *The Health Career Opportunity Program*, launched in tandem with the Action for Boston Community Development (ABCD) in 1981 to help identify, recruit, and train disadvantaged students for matriculation in college-degree health programs.

34. At a later date 25 of 100 BHA scholarships would be reserved for transfer students from Roxbury Community College. Also included in the $885,000 cost were Northeastern Academy and the Madison Park Community School Program, which was part of Phase II.

35. Mission Hill Extension was the BHA project at Northeastern's southern entrance. Built in 1954 to accommodate young low-income families on the way to a better life, it became increasingly the home of single-parent minority welfare families on a slide into urban despair. The Tenants Organization was established in the late 1960s to help halt this slide.

36. *Christian Science Monitor*, May 19, 1983.

37. Ryder, *Self-Assessment*, p. 39.

38. June Chase-Dillon, interview, September 15, 1990.

39. SOAR files, Office of Administration.

40. Included among Northeastern's concerns were parking—the plan would absorb at least 25 percent of the University's permanent parking and take even more during construction; noise pollution—initially from bulldozers and jackhammers, later from commuter trains; aesthetic and practical considerations—Northeastern owned land on both sides of the proposed rail line and would need air rights to allow simple crossing; destruction of the University's protective fencing; and finally, the scheduling of work so that the University could plan accommodations. Letter from Jerome Medalie, Widett & Widett (Northeastern attorneys), to Kenneth Kruckelmeyer, acting manager, Southwest Corridor Development, September 22, 1980. Southwest Corridor file, Ryder Archives, Snell Library.

41. Letter from Kenneth G. Ryder to Anthony Pangaro, Southwest Corridor Development Project Office, January 6, 1976. Southwest Corridor file, Ryder Archives, Snell Library.

42. Memorandum of Agreement Creating Parcel 18+ Development Planning Task Force, September 6, 1977. Southwest Corridor file, Ryder Archives, Snell Library.

43. *Southwest Corridor Project Newsletter,* No. 4, March 1978, MBTA publication. Southwest Corridor file, Ryder Archives, Snell Library.
44. Among those receiving in-kind contributions were ABCD, the Elma Lewis School, the Roxbury Comprehensive Health Center, and even Freedom House. Report, Office of University Administration, Community Projects 1980–1981. Community Relations file, Ryder Archives, Snell Library.
45. Letter from Kenneth G. Ryder to Alice Taylor, June 15, 1981. Southwest Corridor file, Ryder Archives, Snell Library.
46. *The Northeastern News,* January 19, 1983, p. 4. Originally established in 1973 in response to local tensions, the project began with a handful of student volunteers working with two local agencies to provide recreation for area youth, the elderly, and the handicapped. By 1983, 15 volunteers were working in 11 agencies, and by 1989 the numbers had almost tripled for both volunteers and agencies, which were no longer exclusively in the Fenway but scattered throughout the city. Student volunteers now worked in medical, social, and educational as well as recreational environments.
47. *The Northeastern News,* October 4, 1978, p. 1.
48. Salted among the arguments were some happy, if somewhat anomalous incidents. Thus, for example, FenPac actually supported the University's purchase of Museum Villa on Huntington Avenue in 1981, knowing the University would honor leases of elderly tenants, which a condo developer would not.
49. *The Northeastern News,* February 8, 1981, p. 11.
50. *Christian Science Monitor,* May 19, 1983.
51. Ryder, Testimony before U.S. Senate Labor and Human Resources Subcommittee on Education, Arts and Humanities, October 4, 1979. Government Relations file, Ryder Archives, Snell Library.
52. Ryder, Testimony before U.S. House Appropriations Subcommittee on Labor, Health, and Human Services and Education, June 23, 1981. Government Relations file, Ryder Archives, Snell Library.
53. Ryder, Testimony before U.S. Senate Labor and Human Resources Subcommittee on Education, Arts and Humanities, October 1, 1985. Government Relations file, Ryder Archives, Snell Library.
54. *Northeastern University Alumni Magazine,* August 1989, p. 29.

Chapter 11

1. *Northeastern Edition,* April 5, 1979, p. 1.
2. Paul Cowan, interview, October 16, 1990.
3. *Northeastern University Fact Book 1989–1990,* p. 133.
4. George P. Makris, director of Athletic Development, interview, November 6, 1990.
5. Ibid.
6. Kenneth G. Ryder, *Self-Assessment as President of Northeastern University 1978–1982,* p. 58.
7. The title Northeastern University Press originally referred to the entire publishing group. In 1977–78, however, the editorial board of the newly founded press determined that a distinction should be made between its activities and that of

the group. The name Northeastern University Press then became attached to that enterprise and the title Northeastern University Publications was coined to refer to the larger umbrella structure.

8. William White, interview, March 7, 1979. Knowles Archives, Snell Library.
9. While Dr. and Mrs. Ell religiously attended most University events, including every first night of Silver Masque, in the disarray of the late 1960s and early 1970s it became increasingly difficult, if not inappropriate, for Dr. Knowles to host or attend many affairs.
10. Significantly, the name of the office managing such affairs changed from University Functions to Special Events shortly after Ryder took over.
11. Suzanne Leidel, interview, February 27, 1991.
12. *One, Three, and Five Year Plans*, Office of Government Relations, October 1983, p. 1. Government Relations file, Ryder Archives, Snell Library.
13. Ibid.
14. Ibid., p. 3.
15. The Middle Income Student Assistance Act, HR 11274, which extended eligibility and increased funding for existing student assistance programs including the basic grants, supplemental grants, work study, and guaranteed student loans, passed both houses in the final hours of the 95th Congress.
16. Ryder, Testimony before U.S. House Budget Committee Task Force on Education and Employment, June 21, 1983.
17. Ryder, Testimony before U.S. House Education and Labor Subcommittee on Post-Secondary Education, November 10, 1983.
18. Founded in 1976, NAICU was the national equivalent of the Association of Independent Colleges and Universities of Massachusetts, which had been cofounded in 1967 by a group of private university presidents, including Northeastern's Asa Knowles, to support legislation favorable to private higher-education institutions. NAICU's primary agenda was improvement of the Higher Education Act of 1965 as amended.
19. The National Commission on Cooperative Education, headquartered at Northeastern, was established with the assistance of Asa Knowles in the 1960s to promote the interests of cooperative education. Throughout his presidency, Ryder served as a director of the commission, which was made up of college presidents and executives from national corporations.
20. Ryder, Testimony before U.S. Senate Committee on Health, Education and Welfare, February 1, 1979; testimony before U.S. House Education and Labor Subcommittee on Postsecondary Education, April 26, 1979.
21. CUPU was originally established in the late 1970s to promote a partnership between urban universities and their local governments in the interest of solving local problems. With the passage of Chapter XI of the Education Act in 1980, CUPU's initial goal was achieved. However, a lack of funding prompted its members to reorganize on a permanent basis as the Association of Urban Universities and to expand its agenda to include advocacy of all issues relevant to urban universities. Ryder remained an active member of the organization appearing before a Senate subcommittee in October 1985, to press for funding of Title XI.

22. F. Tredinnick to KGR, telegram, May 11, 1978. Government Relations File, Ryder Archives, Snell Library.
23. *One, Three, and Five Year Plans*, p. 9.
24. James B. King, interview, August 28, 1991.
25. Ibid.
26. Theodore Speliotis, interview, August 29, 1991.
27. James King, *Trustee Orientation to the Office of Public Affairs*, February 3, 1984. Public Relations File, Ryder Manuscript Archives, Snell Library.
28. Speliotis, interview, August 29, 1991.
29. Memo from Paul Davis Jones, to Senior Vice President King, July 1989. Public Relations File, Ryder Manuscript Archives, Snell Library.
30. *Northeastern University Alumni Magazine*, February 1987, p. 5.
31. Ibid.
32. King, interview, August 28, 1991.
33. Speliotis, interview, August 29, 1991.
34. This chapter has focused on the image of Northeastern as it was conveyed through the offices of Public and Government Relations. Note should also be taken that individual units within the University also increased their contacts with the public during this period through increasingly sophisticated brochures and advertising. In 1979, Northeastern initiated its first TV commercials, 30-second spots promoting undergraduate programs at University and Lincoln colleges. In the late 1970s, Admissions began using videos on a regular basis for recruitment and in 1987 began sending prospective students both videos and diskettes to augment printed material. In 1985 the Advertising Council, which regularly promotes public interest themes, launched a multimillion dollar campaign to promote cooperative education (see Chapter 10).

Chapter 12

1. The Center for International Higher Education Documentation was established in 1976 to maintain, update, and make available to the public the files used in the compilation of Dr. Asa S. Knowles's *The International Encyclopedia of Higher Education*. The center became an integral part of Dodge Library and served as a hub of international activities, arranging conferences on international education and programming international visitors on campus.
2. Kenneth G. Ryder, interview, September 15, 1990.
3. Ryder, "Address to General University Meeting," *Northeastern Edition*, September 30, 1982, p. 12.
4. *Northeastern International*, Fall 1985, p. 1.
5. *Boston Globe* editorial, March 24, 1980, quoted in *Northeastern Edition*, June 15, 1980, p. 2.
6. *Boston Globe*, January 25, 1981.
7. Among those making the trip in addition to President and Mrs. Ryder were Ann W. Hilferty, director of the English Language Center; Thomas Hulbert, acting dean, College of Engineering; Kenneth Golden, Electrical Engineering; Welville Nowak, Mechanical Engineering; John Casey, Mathematics; Philip LeQuesne, Chemistry; Fa Wu, Physics; Robert Lowndes, Physics; Philip

McDonald, acting dean, Business Administration; Wesley Marple, Finance; John Neumeyer, Medicinal Chemistry; and Roy Wooldridge, vice president, Cooperative Education.

8. Among the latter were Beijing (Peking) Normal University and Beijing (Peking) Polytechnic, where Ryder signed statements of understanding; Qinghua (Tsinghua) University; Nanking University; Fudan University in Shanghai; Shanghai Institute of Technology; Shanghai University of Science and Technology; Hunan University in Changsha; and Chungsan University in Guangzhou.
9. "China Trip," *Northeastern Edition,* June 15, 1980, p. 9.
10. Ryder, interview, September 15, 1990.
11. *The Northeastern News,* April 9, 1980, p. 8.
12. *Northeastern Edition,* June 15, 1980, p. 9.
13. In Fall 1979, the first two students from the People's Republic had arrived (*Northeastern Edition,* September 13, 1979, p. 3). In 1981–82 the number of students and scholars had risen to 56 or 2.6 percent of the total international enrollment; by 1982–83 it was 71 or 3.4 percent; and by 1988–89 it had reached 237 or 8.8 percent. David A. Enderlin, *Statistics on International Students and Scholars, Fall 1983,* p. 13; *Statistics International Students and Scholars, Fall 1988,* p. 6. Northeastern University International Student Office, February 1984 and December 1988.
14. Among professors who availed themselves of these new opportunities were two who had been in the March delegation: John Neumeyer, distinguished university professor and director of graduate studies in Pharmacy and Allied Health, toured China for ten days in 1981, examining medical facilities and the research and pharmaceutical industry and presenting four research papers. Thomas Hulbert returned to China in 1981 as acting dean of the College of Engineering to lead a delegation of industrial planners and economic systems engineers. By 1987, Hulbert had made four trips and was working with Hofel Polytechnic in an exchange that involved ten Northeastern faculty teaching in China and Hofei graduate students coming to Northeastern. Others from the original delegation who returned included Suzanne Ogden, who later published a book on China; Ann Hilferty, who was invited to become a member of the first ELS program run by the U.S. at Guangzhou University; and Ken Golden, who returned to Nanking.
15. *Northeastern Edition,* December 11, 1980, p. 5.
16. Ryder, address to the General University Meeting, October 2, 1980, p. 7.
17. Solveig Turner became director of CIHED, replacing Viola. Under Turner's direction, CIHED activities continued to expand: During this period the center received a number of grants and also became the locus for international credentials evaluations not only for Northeastern but also for other area universities and agencies. It also worked on the development of Northeastern's International Paper and International Mission Statement. In 1986, due to economic retrenchment, the center was closed.
18. Robert Vozzella, interview, September 26, 1991.
19. Ibid.
20. Ibid.
21. Ibid.

22. Robert Vozzella, *International News*, September 1, 1985, p. 1.
23. David A. Enderlin, *Statistics on International Students and Scholars, Fall 1983*, p. 12; *Statistics on International Students and Scholars, Fall 1988*, p. 2. Northeastern University International Student Office, February 1984 and December 1988.
24. *Fact File, 1980–81*, Northeastern University International Student Office.
25. *Open Doors Report on International Educational Exchange 1989–90*, Institute of International Education, 1990, p. 64.
26. *Statistics on International Students, Fall 1983*, p. 12.
27. Ryder "Address to General University Meeting," *Northeastern Edition*, September 30, 1982, p. 12.
28. Ibid.
29. John Curry, "International Recruiting," *Northeastern Edition*, June 28, 1984, p. 3.
30. Sally Heym, interview, September 27, 1991.
31. *Statistics on International Students and Scholars, Fall 1983, p. 13; Fall 1988*, pp. 10, 11.
32. *Statistics on International Students and Scholars, Fall 1983*, p. 8.
33. Joy Viola, interview, June 15, 1991.
34. Mission Statement, *Northeastern International*, Vol. 1:1 (Fall 1985), p. 1.
35. *College of Business Administration Annual Report, 1982–83*, p. 5.
36. *International Newsletter*, Vol. 1, No. 2., (Winter 1986), p. 1.
37. Ibid.
38. In the colleges with the greatest numbers of international graduate students the proportions were as follows: College of Arts and Sciences, 307 of 852, or 36 percent; Pharmacy and Allied Health, 59 of 171, or 34.5 percent; Computer Science, 52 of 150, or 34.7 percent; Engineering, 272 of 1359, or 20 percent. *Statistics on International Students and Scholars, Fall 1988*, p. 5.
39. Alfred Viola, interview, August 5, 1991.
40. *Statistics on International Students and Scholars, Fall 1982*, p. 27, and *Fall 1988*, p. 1.

Chapter 13

1. Kenneth G. Ryder *Self-Assessment as President of Northeastern University 1975–1982*, p. 53.
2. Ibid., p. 51.
3. Minutes of the Meeting of the Committee on Funds and Investments, November 18, 1976.
4. Ryder, interview, July 11, 1991.
5. The change in the treasurer status required a change in the corporation bylaws to make the treasurer an officer of the University rather than of the corporation. The change was effected November 14, 1979. Roberts became the treasurer at that point.
6. F. C. Nicholson, "The Presidential Years," *Northeastern University Alumni Magazine*, August 1989, p. 23.
7. Report of the Committee on Budget and Finance, March 16, 1987. Office of the Trustees.

8. Ryder, interview, July 11, 1990.
9. Eugene Reppucci, interview, July 8, 1991.
10. The term "self-amortizing" referred to funds received from government grants or from loans that would be paid back by user fees. It had been first used in the 1960s during the Diamond Anniversary Development Program.
11. *The Northeastern News*, Special Edition, November 24, 1980, p. 1.
12. Ryder, *Self-Assessment*, p. 55.
13. Ibid., p. 55.
14. Ibid. In *Self-Assessment as President of Northeastern 1975–1982*, Ryder lists some of the presidential visits and the grants secured: $400,000 Charles A. Dana Foundation; $400,000 The Kresge Foundation; $200,000 Raytheon Company; $200,000 New England Telephone and Bell subsidiaries; $150,000 Cabot Corporation; $100,000 First National Bank of Boston.
15. *Handbook of Labor Statistics*, (Washington, DC: U.S. Department of Labor, Board of Labor Statistics, 1989), p. 476.
16. Eugene Reppucci, interview, July 8, 1991.
17. Ibid.
18. *A Study of Fund-Raising Potential of Northeastern University* (Boston, MA: Ketchum, Inc., October 24, 1986), p. 44.
19. Minutes of the Board of Trustees Executive Committee, April 10, 1987. Office of the Board of Trustees.
20. *Northeastern University Alumni Magazine*, August 1989, p. 24.
21. *Setting the Pace for Tomorrow.*

Chapter 14

1. Plans for the 16-story library were accepted by the Board of Trustees in 1970, with an estimated cost of $6.3 million for the first phase. When final estimates rose from $8 to $9 million the project was canceled. Test boring for the underground library took place in Winter, 1980.
2. Gerald Herman, interview, October 24, 1990.
3. Alan Benenfeld, interview, November 13, 1990. The situation Benenfeld describes was a phenomenon of the 1970s and 1980s. In contrast, the 1960s were a golden age for Northeastern's collection. Under the direction of Roland H. Moody, who shaped Harvard's Lamont collection and been hired to shape Northeastern's, University holdings jumped from 84,000 items in 1959 to 700,000 in 1975, with major additions made to accommodate graduate/research and new professional programs. During the same period the library budget went from $130,000 to $1,332,000. A. Frederick, *Northeastern University, an Emerging Giant: 1959–75*, (Boston: Northeastern University Custom Book Program, 1982), pp. 273, 279.
4. By 1980 the University was putting 10,000 books in storage for every 10,000 acquired (*The Northeastern News*, January 13, 1982, p. 1). Furthermore, according to a report of Northeastern's Library Operations Committee, the New England Association of Schools and Colleges had stipulated that a university library should be able to seat 20 percent of students, but Dodge could accommodate no more than 10 percent (*The Northeastern News*, May 16, 1979, p. 1).

5. Alan Benenfeld, interview, November 13, 1990.
6. *The Northeastern News*, May 4, 1977, p. 3 and May 16, 1979, p. 1.
7. William Fowler, interview, December 4, 1990.
8. *The Northeastern News*, July 23, 1980, p. 7.
9. *Northeastern Edition*, Vol. 3, Special Edition, November 24, 1980, p. 1.
10. *The Northeastern News*, November 4, 1981, p. 4.
11. *The Northeastern News*, January 12, 1983, p. 3.
12. *The Northeastern News*, January 12, 1983, pp. 3, 6.
13. *The Northeastern News*, May 28, 1987, p. 11.
14. *Northeastern Edition*, July 17, 1986, p. 1.
15. Benenfeld, interview, November 13, 1990.
16. Ibid.
17. *Report of New England Association of Schools and Colleges*, May 10, 1989, p. 28.
18. Ibid., p. 27.
19. Benenfeld, interview.
20. Access for the handicapped to higher education institutions had been federally mandated in the late 1970s. During the 1980s the University made a concerted effort to modify old buildings to meet new requirements. Efforts transcended merely living up to the letter of the law, however. In 1978 the University had put in place an Office of Handicapped Services and by the late 1980s was recognized as the foremost higher-education institution for training in American Sign Language.
21. Benenfeld, interview.
22. Particularly active in the planning process, which involved a succession of University and faculty committees, were members of the College of Arts & Sciences, especially Robert P. Lowndes, Charles Ellis, and William Fowler. Lowndes, who was chair of the Senate Agenda Committee in 1989–80, played a key role in establishing the Senate-University Library Planning Committee, which had a central role in planning for the library and in design choice. Ellis and Fowler were both members of the committee. Fowler went on to become chair of the campus campaign for the Century Fund II, which raised further funds for the building, while Lowndes served as co-chair for the advance phase of the campus campaign. *Arts and Sciences Chronicle*, Vol 1:1 (Spring 1988), p. 5. Throughout the entire process Curry was a key player, as were the library directors, particularly Benenfeld.
23. *Northeastern Edition*, July 17, 1986, p. 1.
24. Paul Harrington, *Boston Globe*, April 11, 1991, p. 8.

Northeastern University Chronology 1975–1989

1975 Kenneth Gilmore Ryder is elected by Northeastern University Board of Trustees to succeed Asa Smallidge Knowles as President, May 13.

President Ryder assumes office, July 1.

Kenneth G. Ryder is inaugurated as the fourth president of Northeastern, October 28.

First election is held to determine whether a majority of the faculty favor establishing a faculty union, November 6. (No group receives an adequate vote, so another election is scheduled.)

1976 John A. Curry is appointed Vice President of Administration. (Other vice presidents: Provost, Business, and Cooperative Education.)

Second election is held to determine faculty support for a union. The union movement is defeated, March 16.

Harry Allen is appointed Provost, replacing Acting Provost James Hekimian.

Master Plan for Campus Development is approved by trustees, June 1.

Alternative Freshman Year program is initiated by University College.

1977 Paul Lepley is appointed Dean of Bouve College (replacing Catherine Allen).

Geoffrey Clarkson is appointed Dean of College of Business Administration (replacing Philip Crotty, who served as Acting Dean, 1976–77).

Ronald Goddu is appointed Dean of College of Education (replacing Frank Marsh).

Northeastern opens a Day Care Center, named in honor of Professor Russell E. Call.

The Northeastern University Press is established.

1978 Richard Astro is appointed Dean of Liberal Arts (replacing Walter Jones, who served as Acting Dean, 1976–77).

Arthur Brodeur becomes first Vice President of Public Affairs.

New Government Relations Office is established under leadership of Charles Coffin.

A new dormitory is dedicated in honor of Robert and Betty Willis.

The Executive MBA Program is initiated by the College of Business Administration.

Northeastern purchases the Boston Arena.

1979 Vice President Daniel Roberts is appointed Treasurer of the University.

Dean Melvin Mark becomes Provost (replacing Acting Provost Walter Jones).

Professor Karl Weiss is appointed as the First Vice Provost for Research and Graduate Programs. He joins a reorganized provost staff that will include Philip Crotty (Budget and Undergraduate programs), Kathryn Luttgens (Health and Science programs), and Arthur Smith (Faculty Personnel Affairs).

John O'Bryant is appointed Vice President of Student Affairs.

Gerald Schumacher becomes Dean of Pharmacy (replacing Acting Dean Victor Warner, 1977–78).

Michael Meltsner is appointed Dean of the School of Law (replacing Acting Dean Philip Boyd, 1978).

John Jordan becomes Dean of University College (replacing Kenneth Ballou).

George Harris is appointed Director of Administrative Computer Services.

The renovated United Realty Buildings are dedicated and named to honor Dean Wilfred Lake, Professor Harold Meserve, Professor Frederick Holmes, and Professor Winthrop Nightingale.

The College of Liberal Arts is renamed the College of Arts and Sciences.

The Excellence in Teaching Awards program is initiated.

A Research and Scholarship Development fund is established.

The Distinguished Professor Awards program is begun.

The First World Conference on Cooperative Education is held at Brunel University in England.

Publication of *Northeastern Edition* begins.

1980 The College of Education is merged with Boston Bouve College, and Paul Lepley is appointed Dean of the combined colleges.

Phase I of The Century Fund is announced, with a fundraising goal of $43.25 million to be raised by 1985.

Harold Lurie is appointed Dean of Engineering (replacing Thomas Hulbert, who served as Acting Dean, 1978–80).

The Office of Sponsored Research is established.

David Blake is appointed Dean of the College of Business Administration (replacing Philip McDonald, who served as Acting Dean, 1979–80).

A 25-member Northeastern delegation visits the People's Republic of China.

1981 The Division of Fine Arts is established. (In 1988, it will be renamed Performing and Visual Arts.)

The New England Quarterly headquarters is relocated from Bowdoin College, with Northeastern assuming responsibility for editorial supervision.

The Women in Engineering and Women in Science programs are initiated.

The Academic Computer Services Department is established with Paul Kalaghan as Director.

Kathryn Luttgens is appointed Vice Provost for Graduate Studies.

A new Office of International Affairs is established, with Joy Viola as Dean.

Northeastern serves as host of the Second World Conference of Cooperative Education.

1982 The College of Computer Science is established, with Paul Kalaghan serving as the Dean, 1982–88.

The Boston Arena is remodeled and dedicated in honor of George and Hope Matthews.

A new classroom building is dedicated in honor of George and Ellen Kariotis.

A new Publication named *Re:Search* is initiated.

The High Technology M.B.A. Program is begun.

The Instructional Development Fund is established.

President Ryder is appointed to membership on the National Commission on Student Financial Assistance.

1983 James B. King is appointed Senior Vice President and Director of Public Affairs (replacing Arthur Brodeur).

Philip McDonald is appointed Dean of the College of Business Administration.

Karl Weiss is appointed Vice President for Research (1983–87).

The Massachusetts Microelectronics Center is established.

Northeastern acquires a new campus in Dedham.

A new School of Law Building is completed and named in honor of Thomas E. Cargill.

The World Council on Cooperative Education is established at a world conference held in Melbourne, Australia, and President Ryder is designated Founding Chairman of the Association.

Network Northeastern begins TV Broadcasts of educational programs to local corporations.

Northeastern begins its Summer Academy programs for local youth (later renamed the Balfour Academy).

1984 Daniel Givelber becomes Dean of the School of Law.

Allen Benenfeld is appointed Dean of the Northeastern Libraries (replacing Roland Moody).

The Center for Electromagnetic Research is initiated.

The Center for the Study of Sport in Society is established.

The new engineering building is dedicated in honor of George and Lorraine Snell.

The State-of-the-Art Engineering program is administratively linked to Network Northeastern.

1985 The trustees vote to establish a Board of Overseers, and the new board holds its first meeting in June.

Anthony Penna begins his term as Provost (replacing Acting Provost Philip Crotty, 1984–85).

Richard Astro resigns as Dean of Arts and Sciences, with J. Edwards Neighbor taking over as Acting Dean (1985–86).

Paul Jones is appointed Director of the Office of Public Relations.

The former Botolph Building is dedicated in honor of David and Margaret Cullinane, parents of trustee John Cullinane, a generous donor of funds and computer software to the University.

The Home Country Placement program for international students is initiated.

The first phase of The Century Fund program is completed, with a total of $46.7 million raised.

1986 Congress approves a grant of $13.5 million to Northeastern for construction of a new library; ground breaking is scheduled for October, 1987.

The Department of Journalism is reorganized and renamed the School of Journalism.

Paul King begins service as Dean of the College of Engineering, replacing Elizabeth Drake, who served as Acting Dean (1985–86).

The Dedham Campus track is completed and dedicated in honor of Bernard and Jolanne Solomon.

The University trustees approve divestiture of stocks in companies that do business in South Africa.

1987 The second phase of The Century Fund is announced with a goal of $175 million. (This Phase II program is completed in 1991, and a total fund of $181.7 million is obtained.)

Northeastern establishes a new Honors program.

The long-range planning report entitled *Strategic Directions for Northeastern University* is approved by the trustees.

A new parking garage is completed.

David Boyd is appointed Acting Dean of the College of Business Administration.

Robert Lowndes becomes Dean of Arts and Sciences.

Alumni Auditorium is renamed to honor Professor Eugene Blackman, who served as Chairman of the Drama Department (1947–88).

Northeastern joins the National Technological University and begins broadcasting nationwide TV courses.

1988 Paul Kalaghan replaces Karl Weiss as Vice Provost, and Alan Selman takes over as Acting Dean of the College of Computer Science.

David Boyd becomes Dean of the College of Business Administration.

James Gozzo is appointed Dean of the College of Pharmacy.

Robert Lowndes becomes Acting Provost, replacing Anthony Penna.

The Center of Communications and Signal Processing is established.

The Division of Research Management assumes overall responsibility for research sponsorship, under the direction of Donald Helmuth.

An agreement is negotiated with the Indonesian Ministry of Research and Technology, which provides financial support for many Indonesian students enrolling at Northeastern.

The College of Arts and Sciences begins a program called Ireland: North and South, giving students a chance to work and study in both parts of Ireland.

Chairman Robert Willis and President Kenneth Ryder announce to the Board of Trustees that they both plan to retire in June 1989.

1989 James Gozzo becomes the Dean of the College of Pharmacy, replacing Gerald Schumacher.

Eileen Zungolo becomes the Dean of the College of Nursing, replacing Juanita Long, who is retiring.

A new graduate program in the College of Nursing is established, with a number of faculty members from Boston University transferring to Northeastern.

George Matthews is elected Chairman of the Board of Trustees to succeed Robert Willis, who completes a long and extraordinarily successful term of service to the University.

After a nationwide search, the selection process is completed, and the trustees elect John A. Curry as the next President of Northeastern University. He assumes office on July 1, 1989, and President Ryder becomes Chancellor.

Members of the Corporation and Board of Trustees, 1975–1989

Abrams, Julius, President, Poley-Abrams Corporation; President, J. Abrams Construction Co., Inc.; Chairman of the Board (retired), Abrams Construction Corp. Member of the Corporation, 1960–.

Adams, Charles F., Chairman of the Board, Raytheon Co. Member of the Corporation, 1953–1978.

Alden, Vernon R., Chairman of the Board, Chairman of the Executive Committee, The Boston Company, Inc. Member of the Corporation, 1969–1978.

Alexander, William T., President (retired), Webb Institute of Naval Architecture. Member of the Corporation, 1968–1984.

Allen, William F., Jr., President, Chairman of the Board, Stone & Webster Engineering Corp.; President, President and Chief Executive Officer, Chairman and Chief Executive Officer, Stone & Webster, Inc. Member of the Corporation, 1976–; Board of Trustees, 1984–.

Anderson, O. Kelley, Chairman of the Executive Committee, Real Estate Investment Trust of America. Member of the Corporation, 1945–1947, 1957–1978.

As'Ad, Yousef A., Director General, General Manager, Dar Engineering Works and Contracting International Co. Member of the Corporation, 1983–.

Auger, Diana J., Partner, Kane, Dalsimer, Kane, Sullivan and Kurucz; Trademark Counsel; Senior Trade Affairs Counsel, Syntex (USA) Inc. Member of the Corporation, 1971–; Board of Trustees, 1972–1979; Honorary Trustee, 1980–1987; Lifetime Trustee Emerita, 1988–.

Awkward, Robert J., Senior Human Resources Manager, Wang Laboratories, Inc. Member of the Corporation, 1989–.

Ballou, Kenneth W., President, Wellesley Motor Coach Co.; Senior Operations Manager, Ryder Systems. Member of the Corporation, 1987–.

Barletta, Vincent, President, The Barletta Co., Inc. Member of the Corporation, 1979–; Board of Trustees, 1979–.

Barnett, Louis H., Investments, Chemical and Plastic Consultant; Investments Consultant. Member of the Corporation, 1984–; Board of Overseers, 1986–.

Barry, Allen G., Director, Chairman of the Board (retired), New England Telephone & Telegraph Co. Member of the Corporation, 1966–1989.

Bateson, Lincoln C., Vice President, Business (retired), Northeastern University. Member of the Corporation, 1959–.

Beal, Thomas P., Directors Advisory Board, State Street Bank and Trust Co. Member of the Corporation, 1936–1978.

Beaton, Roy H., Vice President and General Manager, Energy Systems and Technology Division, General Electric Co.; Vice President and General Manager, Senior Vice President and Group Executive (retired), Nuclear Energy Group, General Electric Co. Member of the Corporation, 1970–; Board of Trustees, 1971–1984; Lifetime Trustee Emeritus, 1985–.

Behrakis, George D., President and Chief Executive Officer, MURO Pharmaceutical, Inc. Member of the Corporation, 1989–.

Bell, Alan D., President, Bell Associates Inc. Member of the Corporation, 1987–.

Bemis, F. Gregg, Chairman (retired), Bemis Co., Inc. Member of the Corporation, 1936–; Board of Trustees, 1939–1978; Lifetime Trustee Emeritus, 1979–.

Bendekgey, Beverly Ann, Research Associate, International Encyclopedia of Higher Education; International Economist, Office of Foreign Economic Policy, U.S. Department of Labor; International Relations Specialist, European Office; Evaluator, U.S. General Accounting Office. Member of the Corporation, 1972–1988.

Berkowitz, Robert P., Vice President, Manufacturing, Prime Computer, Inc.; Chairman of the Board, Mosaic Technologies, Inc.; President and Chief Executive Officer, Ontologic, Inc. Member of the Corporation, 1979–1989.

Bertocchi, Alfred M., Senior Vice President, Finance and Administration (retired), Digital Equipment Corp. Member of the Corporation, 1977–.

Bigelow, Edward, Chairman of the Board, State Street Bank and Trust Co. Member of the Corporation, 1959–1975.

Black, Robert D., Chairman of the Executive Committee, Honorary Chairman of the Board , Black & Decker Manufacturing Co. Alumni term member of the Corporation, 1963–1966; member of the Corporation, 1966–1981.

Black, Scott M., Chairman and President, Delphi Management, Inc. Member of the Corporation, 1988–.

Blakeley, Gerald W., Jr., President, Chairman of the Board, Cabot, Cabot & Forbes Co.; Managing Partner, Blakeley-King Investment Co. Member of the Corporation, 1975–1985.

Blanchard, Raymond H., President (retired), B. F. Goodrich—Hood Rubber Co. Member of the Corporation, 1956–1977.

Bradley, S. Whitney, Senior Vice President (retired), Eaton & Howard, Inc. Alumni term member of the Corporation, 1960–1964; member of the Corporation, 1964–.

Bradshaw, Melvin B., President, Chairman of the Board (retired), Liberty Mutual Insurance Co. Member of the Corporation, 1978–.

Bready, Richard L., President and Chief Operating Officer, Nortek, Inc. Member of the Corporation, 1989–.

Bristol, Rexford A., Chairman, Executive Committee, The Foxboro Company. Member of the Corporation, 1964–1985.

Brodsky, Frederick, President, International Investment Advisors. Member of the Corporation, 1987–; Board of Overseers, 1988–.

Brooke, Edward W., former U.S. Senator from Massachusetts; Of Counsel, Csaplar & Bok; Partner, O'Connor & Hannan. Member of the Corporation, 1969–1989.

Brown, Frederick L., Associate Justice, Massachusetts Appeals Court. Member of the Corporation, 1977–; Board of Trustees, 1978–.

Brown, George R., former Chairman of the Board, USM Corp. Member of the Corporation, 1949–1983; Board of Trustees, 1952–1978; Lifetime Trustee Emeritus, 1979–1983.

Brown, Martin, President, J. & M. Brown Co., Inc. Term member of the Corporation, 1959–1964; member of the Corporation, 1964–1981.

Brown, Michael A., Partner, Grayer, Brown & Dilday. Member of the Corporation, 1987–.

Brown, William L., President, Chairman, The First National Bank of Boston; Chairman of the Board (retired), Bank of Boston. Member of the Corporation, 1971–; Board of Overseers, 1987–.

Bruce, William H., Jr., Associated Consultant, formerly President and Director, Parsons, Brinckerhoff, Quade & Douglas, Inc. Member of the Corporation, 1957–1986.

Budd, Wayne, President, Budd, Wiley & Richlin, P.C.; U.S. Attorney, District of Massachusetts. Member of the Corporation, 1986–.

Burns, John L., President, John L. Burns and Co. Member of the Corporation, 1957–.

Burstein, Hyman H., President, M. Burstein & Co., Inc. Member of the Corporation, 1972–1984.

Bynoe, Victor C., State Director of Selective Service, Commonwealth of Massachusetts; Attorney at Law. Member of the Corporation, 1969–.

Cabot, Louis W., Chairman of the Board; Director, Cabot Corp. Member of the Corporation, 1953–; Board of Trustees, 1954–.

Cahners-Kaplan, Helene R. Member of the Corporation, 1987–; Board of Trustees, 1987–.

Cahners, Norman L., Chairman of the Board, Honorary Chairman of the Board, Cahners Publishing Co., Inc. Member of the Corporation, 1961–1986; Board of Trustees, 1962–1986.

Cail, Milton L., President, Cail Realty & Investments. Member of the Corporation, 1987–.

Call, Charles W., Jr., President, Springbrook Associates, Inc. Member of the Corporation, 1969–1975.

Callahan, Henry F., Senior Vice President (retired), GTE Sylvania. Alumni term member of the Corporation, 1961–1965; member of the Corporation, 1965–1981.

Canham, Erwin D., Editor Emeritus, *The Christian Science Monitor*. Member of the Corporation, 1965–1979.

Cargill, Thomas E., Jr., Senior Partner, Cargill, Masterman & Cahill; Senior Partner, Cargill & Masterman; Senior Partner, Cargill, Masterman & Culbert; Senior Partner, Cargill Associates. Member of the Corporation, 1976–; Board of Trustees, 1978–.

Carlin, James F., Treasurer, Consolidated Group; Chairman, Carlin Consolidated Inc. Member of the Corporation, 1984–; Board of Overseers, 1986–1987.

Chapman, Richard P., Chairman (retired), New England Merchants National Bank. Member of the Corporation, 1956–1988; Board of Trustees, 1966–1983; Lifetime Trustee Emeritus, 1984–1988.

Chapman, Richard P., Jr., President, Brookline Savings Bank. Member of the Corporation, 1977–; Board of Overseers, 1986–.

Chase, Theodore, Partner, Palmer & Dodge. Member of the Corporation, 1956–1981.

Chick, Robert F., President (retired), John H. Pray & Sons Co.; Investor. Member of the Corporation 1965–1989.

Chigas, Vessarios G., Vice Chairman of the Board, Microwave Associates, Inc.; Founder-Director, M/A-COM, Inc. Alumni member of the Corporation, 1965–1966; member of the Corporation, 1966–1988; Board of Overseers, 1986–1989.

Christiansen, Carl W., Founding Partner, Christiansen and Co., Certified Public Accountants. Alumni term member of the Corporation, 1962–1966; member of the Corporation, 1966–1982.

Chrusz, Philip M., Senior Vice President, Wear-Guard Corporation; Senior Vice President Finance and Administration, Ames Department Stores, Inc. Member of the Corporation, 1986–; Board of Overseers, 1989–.

Clayson, Robert, Associate Director, Bear, Stearns & Co., Inc. Member of the Corporation, 1982–.

Clarke, Logan, Jr., President (retired), Shawmut Bank of Boston, N.A. Member of the Corporation, 1976–1985.

Coakley, Livingstone N., Bahamian Minister of Education and Culture; Minister of Tourism; Minister of Health and National Insurance; Minister of Labor; Minister of Labor, Youth, Sports and Community Affairs. Member of the Corporation, 1977–.

Cofield, James E., Jr., President, Malmart Mortgage Co., Inc.; President, Cofield Properties Inc. Member of the Corporation, 1986–.

Cogan, David H., Vice Chairman of the Board, Sheller-Globe Corporation. Member of the Corporation, 1970–1985; Board of Trustees, 1972–1983; Lifetime Trustee Emeritus, 1982–1985.

Collier, Abram T., Chairman of the Board (retired), New England Mutual Life Insurance Co. Member of the Corporation, 1968–.

Cone, Carol L., President, Cone Communications, Inc. Member of the Corporation, 1989–.

Connolly, T. Paul, Executive Vice President (retired), Spaulding Co., Inc. Member of the Corporation, 1979–; Board of Overseers, 1986–.

Connolly, Walter J., Jr., Chairman, Bank of New England Corp. Member of the Corporation, 1988–.

Cook, William E., President, Signal Technology Corp. Member of the Corporation, 1986–.

Coolidge, William A., Member of the Corporation, 1960–1979.

Costello, James J., Vice President and Comptroller, General Electric Co. Member of the Corporation, 1981–.

Cotter, William J., Vice President–Sales, Kidder, Peabody Co., Inc. Member of the Corporation, 1989–.

Countryman, Gary L., President, President and Chief Executive Officer, and Chairman, President and Chief Executive Officer, Liberty Mutual Insurance Co. Member of the Corporation, 1984–; Board of Trustees, 1986–.

Creiger, Edward B., Chairman of the Board (retired), Foster Grant Co., Inc. Member of the Corporation, 1971–.

Cronin, Michael J., President and Chief Executive Officer, and Chairman, President and Chief Executive Officer, Automatix, Inc. Member of the Corporation, 1984–; Board of Overseers, 1986; Board of Trustees, 1988–.

Crossan, H. James, Jr., President and Director, Vice Chairman (retired), Loomis, Sayles & Co., Inc. Member of the Corporation, 1972–.

Cullinane, John J., Chairman of the Board, Cullinane Database Systems, Inc.; Chairman of the Board, Chairman of the Board and Chief Executive Officer, Cullinet Software, Inc.; Consultant. Member of the Corporation, 1982–; Board of Trustees, 1983–.

Curry, John A., President, Northeastern University. Member of the Corporation, 1989–; Board of Trustees, 1989–.

Curvey, James C., Senior Vice President, Senior Vice President and Managing Director, Fidelity Investments. Member of the Corporation, 1986–.

Daley, James A., President, Copley Plaza Hotel. Member of the Corporation, 1989–.

Dalton, Marshall B., Honorary Chairman of the Board, Arkwright-Boston Manufacturers Mutual Insurance Co. Member of the Corporation, 1945–1976.

Damon, Roger C., Former Chairman, First National Boston Corp. and The First National Bank of Boston; Chairman of the Board (retired) Bank of Boston Corp. Member of the Corporation, 1960–1985.

Dana, Edward, Transit Consultant. Member of the Corporation, 1942–1981; Board of Trustees, 1945–1977; Lifetime Trustee Emeritus, 1978–1981.

Daniels, Harry T., Senior Partner, Hale & Dorr. Member of the Corporation, 1986–; Board of Overseers, 1989–.

Dantas, Carl E., President, President and Chief Executive Officer (retired), Compugraphic Corp. Member of the Corporation, 1984–; Board of Overseers, 1986–.

Darling, Nelson J., Jr., Director and Trustee, C/O Woodstock Corp. Member of the Corporation, 1979–1983.

Davis, J. H. Dow, Vice President, The First National Bank of Boston; Vice President, Bank of Boston. Member of the Corporation, 1982–.

Dean, Dr. Melanie, Bio-Scientist, Teacher, Author; President, Inter-Tech Consulting Services, Inc. Member of the Corporation 1973–; Board of Overseers, 1986–.

Devine, Virginia Schenkelberger, Staff Physical Therapist, Cardinal Cushing General Hospital; Physical Therapist, Boston City Hospital. Member of the Corporation, 1977–1989.

DiPietro, William O., Senior Engineering Consultant, GCA/Vacuum Industries; President, Spectro-Film, Inc.; President, TEK Specialties, Inc. Alumni term member of the Corporation, 1965–1966; member of the Corporation, 1966–.

di Scipio, Alfred, President and Chief Executive Officer, Magnavox Consumer Electronics Co.; Corporate Director and Management Consultant; President, Cape Cod Inc. Alumni term member of the Corporation, 1963–1966; member of the Corporation, 1966–.

Dockser, Mrs. Estelle, Member of the Corporation, 1969–.

Doyle, David F., Senior Vice President, Camp Dresser and McKee, Inc. Member of the Corporation, 1989–.

Driver, William R., Jr., Partner, Brown Brothers Harriman & Co. Member of the Corporation, 1964–; Board of Trustees, 1964–1980; Honorary Trustee, 1981–1986; Lifetime Trustee Emeritus, 1987–.

Edgerly, William S., Chairman of the Board and President, Chairman of the Board, State Street Bank and Trust Co. Member of the Corporation, 1978–.

Egan, Richard J., Chairman and Chief Executive Officer, EMC Corp. Member of the Corporation, 1987–.

Elfers, William, Corporate Director and Trustee, Corporate Director, Greylock Management Corp. Member of the Corporation, 1979–; Board of Trustees, 1981–1983; Board of Overseers, 1985–.

Ell, Carl S., President Emeritus, Northeastern University. Member of the Corporation, 1936–1981; Board of Trustees, 1940–1977; Lifetime Trustee Emeritus, 1978–1981.

Elliott, Byron K., President and Chairman (retired), John Hancock Mutual Life Insurance Co. Member of the Corporation 1954–; Board of Trustees, 1955–1984; Lifetime Trustee Emeritus, 1984–.

Ellison, William P., President, Proctor Ellison Co. Member of the Corporation, 1941–1988; Board of Trustees, 1944–1983; Lifetime Trustee Emeritus, 1983–1988.

Erickson, Joseph A., Trustee and Corporate Director. Member of the Corporation, 1953–1980.

Erickson, Robert, Executive Vice President (retired), Beckman Instruments, Inc. Alumni term member of the Corporation, 1957–1961; member of the Corporation, 1961–1989.

Farwell, Frank L., Chairman of the Board (retired), Liberty Mutual Insurance Co. Member of the Corporation, 1956–; Board of Trustees, 1958–1987; Lifetime Trustee, Emeritus, 1987–.

Feaster, Joseph D., Assistant Counsel, Prudential Insurance Co. of America; Assistant Secretary/General Counsel, Commonwealth of Massachusetts, Executive Office of Administration and Finance; Assistant Director of Real Estate, Massachusetts Turnpike Authority. Member of the Corporation, 1979–; Board of Overseers, 1987–.

Felton, Ruth S., Member of the Corporation, 1980–; Board of Trustees, 1981–.

Ferber, Mark S., Senior Vice President, Lazard Freres and Co. Member of the Corporation, 1989–.

Fetchero, James V., Vice President-Finance, Senior Vice President-Finance (retired), Arkwright-Boston Manufacturers Mutual Insurance Co. Member of the Corporation, 1972–; Board of Trustees, 1974–1987; Honorary Trustee, 1987–.

Field, Eldred L., Partner, Field & Drury Counsellors at Law. Member of the Corporation, 1973–1984; Board of Trustees, 1979–1984.

Fine, Phil David, Senior Partner; Of Counsel, Fine and Ambrogne. Member of the Corporation, 1978–; Board of Overseers, 1986–.

Finnegan, Neal F., Senior Executive Vice President, Vice Chairman, Shawmut Corp.; President and Chief Operating Officer, The Bowery Savings Bank; Executive Vice President, Bankers Trust Co. Member of the Corporation, 1982–; Board of Overseers, 1985–1989; Board of Trustees, 1989–.

Fisher, Kenneth G., President and Chief Executive Officer, Chairman and Chief Executive Officer, Encore Computer Corp. Member of the Corporation, 1983–; Board of Trustees, 1985–1987; Honorary Trustee, 1988–.

Ford, Joseph F., President and Treasurer, Ford Manufacturing, Inc. Member of the Corporation, 1945–1984.

Frager, Albert S., Senior Vice President (retired), The Stop and Shop Companies, Inc. Member of the Corporation, 1980–; Board of Overseers, 1986–.

Friedman, Arnold I., President, AIM-CHEM Enterprises Inc. Member of the Corporation, 1987–; Board of Overseers, 1989–.

Furlong, Brenda J., Vice President and Treasurer, Sheraton International, Inc.; Vice President, Vice President and International Treasurer, The Sheraton Corp. Member of the Corporation, 1980–; Board of Overseers, 1986–.

Galligan, Thomas J., Jr., President, Chairman and Chief Executive Officer, Boston Edison Co. Member of the Corporation, 1972–1981.

Garcia, Frieda, Executive Director, United South End Settlements. Member of the Corporation, 1986–.

Gart, Murray J., Chief of Correspondents, *Time* Magazine; Editor, The *Washington Star;* Senior Editor, Editorial Consultant , Time Inc. Member of the Corporation, 1977–.

Garth, William W., Jr., President, Compugraphic Corp. Member of the Corporation, 1955–1975.

Gavin, James M., Chairman of the Board, Director and Consultant, Arthur D. Little, Inc. Member of the Corporation, 1962–1979.

George, Judy, Chairman of the Board and Chief Executive Officer, Domain. Member of the Corporation, 1989–.

Gifford, Charles K., Vice Chairman, President, Bank of Boston. Member of the Corporation, 1988–.

Glennon, Paul W., U.S. Bankruptcy Judge (retired); Attorney–Financial Consultant, Collins Associates; Attorney–Financial Consultant, Kressler, Kressler and Pitnof. Member of the Corporation, 1980–.

Glidden, Lloyd S., Jr., Vice President and Treasurer, Senior Vice President and Treasurer (retired), Liberty Mutual Insurance Co. Member of the Corporation, 1972–; Board of Trustees, 1977–1989; Lifetime Trustee Emeritus, 1989–.

Gordon, Elliott M., Chairman, Towle Manufacturing Co.; Corporate Director. Member of the Corporation, 1962–1979.

Gorin, Rosalind, President, H. N. Gorin Associates, Inc. Member of the Corporation, 1985–.

Grady, Joseph A., President and Chief Executive Officer, Elizabeth Grady Face First. Member of the Corporation, 1989–.

Grande, Corinne P., Associate Justice, Superior Court of Rhode Island. Member of the Corporation, 1986–.

Grandin, John L., Jr., Trustee. Member of the Corporation, 1948–.

Greer, Don S., Chairman of the Board, J. W. Greer, Inc. Member of the Corporation, 1962–1978.

Grimes, Calvin M., Jr., President and Chief Executive Officer, Grimes Oil Co., Inc. Member of the Corporation, 1989–.

Guy, Donald B., President (retired), Bellows International, Ltd. Alumni term member of the Corporation, 1962–1966; member of the Corporation, 1966–; Board of Trustees, 1968–1979; Honorary Trustee, 1979–1986; Lifetime Trustee Emeritus, 1987–.

Hale, Allan M., Chief Justice (retired), Massachusetts Appeals Court. Member of the Corporation, 1972–; Board of Trustees, 1977–1987; Lifetime Trustee Emeritus, 1987–.

Harte, Richard, Jr., Vice President, Kidder, Peabody & Co., Inc. Member of the Corporation, 1977–1978.

Hawley, Edmund Blair, Educational Consultant. Member of the Corporation, 1977–.

Haynes, Rev. Michael E., Minister, Second African Meeting House of Boston; Minister, Twelfth Baptist Church of Boston. Member of the Corporation, 1980–.

Hearth, Donald P., Director, National Areonautics & Space Administration; Director, Space Science Technology. Member of the Corporation, 1981–1985.

Hekimian, Dr. James S., President, The Mugar Group, Inc. Member of the Corporation, 1980–; Board of Overseers, 1985; Board of Trustees, 1986–.

Hellman, William, Executive Vice President, Phillips-Van Heusen Corporation; President and Chairman of the Board, Bond Stores, Inc.; President, Cornwall Equities, Ltd.; President, Goldblatt Bros. Inc.; President and Chief Executive Officer, J. G. Industries, Inc. Member of the Corporation, 1962–.

Henderson, Ernest III, President, Henderson Houses of America, Inc.; President, Fidelity Products Corp. Member of the Corporation, 1967–; Board of Trustees, 1967–.

Heney, Joseph E., President and Chairman of the Board, Chairman of the Board and Chief Executive Officer, Vice Chairman, Camp Dresser & McKee, Inc. Member of the Corporation, 1978–; Board of Trustees, 1984–.

Henneberry, Walter F., Attorney, Hale, Sanderson, Byrnes and Morton. Member of the Corporation, 1965–1976.

Hennessey, Edward L., Jr., Chairman and Chief Executive Officer, Allied-Signal, Inc. Member of the Corporation, 1985–.

Herbert, James S., Executive Vice President (retired), Western Electric Co., Inc. Member of the Corporation, 1973–.

Hersey, Frederick T., President and Chief Executive Officer, Anson Inc. Member of the Corporation, 1989–.

Hewitt, Colby, Jr., Chairman of the Board, Frank B. Hall & Co. of Massachusetts, Inc. Member of the Corporation, 1983–; Board of Overseers, 1987–.

Hiatt, Arnold S., President and Chief Executive Officer, Chairman of the Board and Chief Executive Officer, The Stride Rite Corporation. Member of the Corporation, 1979–; Board of Trustees, 1983–.

Hill, Richard D., Chairman and Chief Executive Officer, Chairman of the Board, The First National Bank of Boston Corp.; Director, Honorary Director, Bank of Boston Corp. Member of the Corporation, 1969–.

Hodges, Charles E., Honorary Chairman, American Mutual Liability Insurance Co. Member of the Corporation, 1948–1979.

Hodgkinson, Harold D., Chairman of the Executive Committee, Wm. Filene's Sons Co. Member of the Corporation, 1945–1979; Board of Trustees, 1964–1976; Lifetime Trustee Emeritus, 1977–1979.

Hollis, Thomas, Jr., President and Chief Executive Officer, The OK Tool Company, Inc. Member of the Corporation, 1978–1985.

Holmes, D. Brainerd, President (retired), Raytheon Co. Member of the Corporation, 1977–; Board of Trustees, 1984–1988.

Holmes, Robert W., President (retired), Holmes & Associates; Vice President, Folger & Company; President, Holmes & Associates. Member of the Corporation, 1968–.

Hood, Harvey P., Director, H. P. Hood Inc. Member of the Corporation, 1944–1978.

Howe, Hartwell G. (retired). Member of the Corporation, 1963–.

Howe, John S., President, Chairman of the Board and Chief Executive Officer (retired), The Provident Institution for Savings in the Town of Boston. Member of the Corporation, 1962–.

Hubbard, Howard M. President (retired), Greenfield Tap and Die Co. Member of the Corporation, 1936–1988.

Hurley, John J., Jr., Partner, Peat Marwick Main & Co. Member of the Corporation, 1987–; Board of Overseers, 1989–.

Hurtig, Carl R., Executive Vice President and Director, Damon Corporation; President and Director, Encor Limited. Member of the Corporation, 1968–; Board of Trustees, 1977–.

Jacobson, Eli, Chairman of the Board, Idle Wild Foods Inc. Member of the Corporation, 1967–1975; Board of Trustees, 1973–1975.

Johnson, Edward C. III, Chairman of the Board and Chief Executive Officer, FMR Corp. Member of the Corporation, 1984–.

Johnson, Richard P., President, Brigham's Inc.; President, Hickory Farms of Ohio; Investor. Member of the Corporation, 1977–.

Johnson, Robert L., President and Chief Executive Officer, Chairman and Chief Executive Officer, Chairman of the Board (retired), Arkwright-Boston Manufacturers Mutual Insurance Co. Member of the Corporation, 1953–; Board of Trustees, 1953–1988; Lifetime Trustee Emeritus, 1988–.

Johnston, Philip, Executive Director, CARE World Headquarters. Member of the Corporation, 1986–.

Jones, Henry C., Honorary Chairman (retired), Arkwright- Boston Manufacturers Mutual Insurance Co. Member of the Corporation, 1952–; Board of Trustees, 1965–1983; Lifetime Trustee Emeritus, 1983–.

Kariotis, George S., Chairman of the Board and Chief Executive Officer, Chairman of the Board, Alpha Industries, Inc.; Secretary of Economic Affairs, Commonwealth of Massachusetts; Chairman of the Board and Chief Executive Officer, Alpha Industries, Inc. Member of the Corporation, 1969–; Board of Trustees, 1980–.

Kazmaier, Richard, President, Kazmaier Associates, Inc. Member of the Corporation, 1989–.

Kelley, Walter B., Senior Vice President (retired), American Telephone & Telegraph Co. Member of the Corporation, 1981–.

Kenerson, Frances (Comins), Member of the Corporation, 1968–; Board of Trustees, 1971–1977; Liftetime Trustee Emerita, 1978–.

Kenna, E. Douglas, President, National Association of Manufacturers; Executive Vice President, Carrier Corporation. Member of the Corporation, 1964–1978; Board of Trustees, 1965–1977.

Kennedy, Edward M., U.S. Senator from Massachusetts. Member of the Corporation, 1965–.

Kerry, John F., U.S. Senator from Massachusetts. Member of the Corporation, 1987–.

Keyes, Fenton G., Senior Partner and General Manager, Partner, Senior Partner-Consultant, Keyes Associates, Architects/Engineers/Planners. Alumni term member of the Corporation, 1963–1966; Member of the Corporation, 1966–.

King, Calvin A., President (retired), Bird Machine Co., Inc. Alumni Term Member of the Corporation, 1964–1966; member of the Corporation, 1966–.

Knowles, Asa S., Chancellor, Chancellor Emeritus, Northeastern University. Member of the Corporation, 1959–; Board of Trustees, 1959–1981; Lifetime Trustee Emeritus, 1982–.

Kramer, Donald J., Partner, TA Associates. Member of the Corporation, 1989–.

Krentzman, Harvey C., President, Advanced Management Associates, Inc. Member of the Corporation, 1976–; Board of Trustees, 1984–.

LaBonte, C. Joseph, President and Chief Operations Officer, Reebok International Ltd. Member of the Corporation, 1987–; Board of Overseers, 1989–.

Lane, Evelyn M., Business Executive. Member of the Corporation, 1977–.

Langford, Dean T., President, Electrical Products Group, GTE Products Corp. Member of the Corporation, 1985–.

LaWare, John P., President, Chairman, Shawmut Bank of Boston, N.A.; Chairman of the Board, Shawmut Corp.; Chairman of the Board, Shawmut National Corp. Member of the Corporation, 1979–1989; Board of Trustees, 1982–1988.

Lawler, Joseph C., President, President and Chairman of the Board, Chairman of the Board, Camp Dresser & McKee, Inc. Alumni term member of the Corporation, 1964–1966; member of the Corporation, 1966–1982; Board of Trustees, 1977–1982.

Lawler, Joseph C. III, Executive Vice President, CML Group, Inc. Member of the Corporation, 1988–; Board of Overseers, 1989–.

Lazarus, Maurice, Chairman of the Finance Committee, Federated Department Stores, Inc. Member of the Corporation, 1959–.

Lee, Bertram M., Chairman and President, BML Associates Inc. Member of the Corporation, 1987–.

Leeman, John R., President, Leeman Labs, Inc. Member of the Corporation, 1989–.

Levy, Allyn, Chairman of the Board, Patriot Bancorporation; Chairman of the Board (retired), Bank of New England Commercial Finance Corp. Member of the Corporation, 1982–.

Lewis, Elma, Founder and Director, Founder and Artistic Director, Elma Lewis School of Fine Arts, Inc. Member of the Corporation, 1975–.

Lin, Chan K., President, Lin Associates. Member of the Corporation, 1989–.

Loftman, Kenneth A., Marketing Manager CAB-O-SIL Division, Corporate Manager Community Relations, Corporate Director Government Relations (retired), Cabot Corp. Member of the Corporation, 1969–; Board of Trustees, 1971–.

Loring, Edward A., President, CEW, Inc. Member of the Corporation, 1963–1986.

Lovejoy, George, M., Jr., President, Chairman, Meredith & Grew, Inc. Member of the Corporation 1983–.

Low, K. Prescott, Publisher, the *Patriot Ledger*. Member of the Corporation, 1989–.

Lowell, John, Partner, Welch & Forbes. Member of the Corporation, 1958–; Board of Trustees, 1960–.

Lowell, Ralph, Trustee of the Lowell Institute. Member of the Corporation, 1950–1978.

Lupean, Diane H., Director of Physical Therapy, Director of Rehabilitation Services, Mt. Auburn Hospital. Member of the Corporation, 1971–; Board of Trustees, 1977–.

MacDougall, Roderick M., President, Chairman of the Board, New England Merchants National Bank; Chairman of the Board, Bank of New England, N.A.; Treasurer, Harvard University. Member of the Corporation, 1976–1988; Board of Trustees, 1978–1988.

Madden, Peter E., Vice Chairman of the Board, President, State Street Bank and Trust Co. Member of the Corporation, 1983–; Board of Overseers, 1985–.

Mann, Maurice, Vice Chairman, Warburg Paribas Becker Inc.; Vice Chairman, A.G. Becker Paribas, Inc.; Vice Chairman, Merrill Lynch Capital Markets; Chairman of the Board and Chief Executive Officer, The Pacific Stock Exchange Inc. Member of the Corporation, 1982–.

Marini, Robert C., President Environmental Engineering Division, Executive Vice President, President, Camp Dresser & McKee, Inc. Member of the Corporation, 1981–; Board of Overseers, 1985–1989; Board of Trustees, 1989–.

Marran, Mrs. C. Charles. Member of the Corporation, 1978–1989.

Martin, Lawrence H., Director, Chairman (retired), Shawmut Bank of Boston, N.A.–Shawmut Association. Member of the Corporation, 1953–; Board of Trustees, 1955–1979; Honorary Trustee, 1980–1986; Lifetime Trustee Emeritus, 1987–.

Massy, M. Dorothy, Professor and Graduate Faculty Member, Professor Emerita, University of Rhode Island. Member of the Corporation, 1977–.

Matthews, George J., General Partner, The Matthews Group; President, Chairman, Matthews Associates Ltd. Member of the Corporation, 1978–; Board of Trustees, 1978–.

Mattson, Walter E., President and Chief Operating Officer, The New York Times Co. Member of the Corporation, 1980–; Board of Overseers, 1989–.

Matz, J. Edwin, President, Chairman and Chief Executive Officer (retired), John Hancock Mutual Life Insurance Co. Member of the Corporation, 1971–1982; Board of Trustees 1972–1983.

McCormick, Peter H., Senior Vice President, President, New England Merchants National Bank; President, Chairman of the Board and Chief Executive Officer, Bank of New England, N.A.; President, Bank of New England Corp. Member of the Corporation, 1972–1988.

McCune, William J., Jr., Chairman of the Board, President and Chief Executive Officer, Chairman of the Board and Chief Executive Officer, Chairman of the Board, Polaroid Corp. Member of the Corporation, 1980–.

McDermott, Terence P., Attorney at Law. Member of the Corporation, 1987–.

McElwee, John G., Chairman and Chief Executive Officer (retired), John Hancock Mutual Life Insurance Co. Member of the Corporation, 1981–1988.

McHugh, Katherine Seay, Attorney, Partner, Of Counsel, Sugarman, Rogers, Barshak & Cohen. Member of the Corporation, 1978–; Board of Trustees, 1983–.

McIntosh, Percy M., Secretary and Treasurer (retired), United Elastic Corp. Member of the Corporation, 1963–1985.

McKim, Alan S., Chairman and Chief Executive Officer, Clean Harbors, Inc. Member of the Corporation, 1989–.

McNeice, John A., Jr., Chairman and Chief Executive Officer, Colonial Management Associates, Inc.; Chairman and Chief Executive Officer, The Colonial Group, Inc. Member of the Corporation, 1983–.

McNeill, Andrew J., President, Uniroyal Chemical; Group Vice President, Industrial, Plastics & Textile Division Uniroyal, Inc.; Executive Vice President, Uniroyal, Inc.; President and Chief Executive Officer, Mansfield Tire and Rubber Co. Member of the Corporation, 1966–1980.

Meo, Dominic, Jr., Consultant & Director, Salem Oil & Grease Co.; Chairman of the Board, Old Colony Bank & Trust Co. of Essex County; Assistant Chairman, Bank of Boston, Essex; Consultant (retired), A. C. Lawrence Leather Co. Alumni term member of the Corporation, 1955–1959; member of the Corporation, 1965–.

Mercer, William C., President, New England Telephone & Telegraph Co. Member of the Corporation, 1972–1982.

Mitchell, Don G., Corporation Management Adviser. Member of the Corporation, 1954–1987.

Mock, Harold A., Partner (retired), Arthur Young & Co. Alumni term member of the Corporation, 1953–1957; member of the Corporation, 1959–1977; Board of Trustees, 1962–1976; Lifetime Trustee Emeritus, 1977–1978.

Moore, Donald H., President and Chairman of the Board, Chairman of the Board (retired), Philadelphia Manufacturers Mutual Insurance Co. Member of the Corporation, 1977–.

Morgan, Jasper W., Jr., Vice Chairman, Shawmut Bank of Boston, N.A. and the Connecticut National Bank. Member of the Corporation, 1989–; Board of Overseers, 1989–.

Morris, Frank E., President, President and Chief Executive Officer, Federal Reserve Bank of Boston. Member of the Corporation, 1969–1987.

Morris, James A., Distinguished Professor of Economics, University of South Carolina; Economic Consultant. Member of the Corporation, 1968–.

Morton, E. James, President and Chief Operations Officer, President and Chief Executive Officer, Chairman and Chief Executive Officer, John Hancock Mutual Life Insurance Co. Member of the Corporation, 1982–.

Moscone, Donald S., President and Treasurer, Moscone, Inc. Member of the Corporation, 1989–.

Moses, William B., Jr., Chairman (retired), Massachusetts Financial Services, Inc. Member of the Corporation, 1966–1981.

Moulter, Lawrence C., President and Chief Executive Officer, New Boston Garden Corp. Member of the Corporation, 1989–.

Mugar, Stephen P., Private Investor. Member of the Corporation, 1960–1982; Board of Trustees, 1965–1973; Honorary Trustee, 1973–1982.

Nagle, N. Laurence, Group Vice President (retired), Burlington Industries, Inc.; Vice President, Knoll International Holdings, Inc.; Executive Vice President, President and Chief Executive Officer, Color Tile, Inc. Member of the Corporation, 1981–.

Nichols, William H., Jr., President; Chairman of the Board and Chief Executive Officer, W. H. Nichols Company; President, WHNCO Inc. Member of the Corporation, 1968–.

Nicholson, Kathryn A. (MacKinnon), Manager, Executive Development for Women, Jewel Companies, Inc.; Manager of Personnel Policy and Planning, Vice President of Human Resources, Star Market Co.; Director of Human Resources, NOVA Biomedical. Member of the Corporation, 1973–; Board of Trustees, 1983–.

Noonan, John T., Lawyer–Of Counsel (retired), Herrick, Smith, Donald, Farley & Ketchum. Member of the Corporation, 1950–1979.

Ockerbloom, Richard C., President and Chief Operating Officer, the *Boston Globe*. Member of the Corporation, 1986–; Board of Overseers, 1988–.

O'Connell, Peter, President, O'Connell Bros. Construction Co.; President, O'Connell Management Co., Inc.; Partner, O'Connell Bros. Construction Co. Member of the Corporation, 1984–; Board of Trustees, 1986–.

O'Keefe, Adrian, Former Chairman, First National Stores, Inc. Member of the Corporation, 1954–1977.

O'Keefe, Bernard J., President and Chairman of the Board, Chairman of the Board, Chairman–Executive Committee, EG&G, Inc. Member of the Corporation, 1967–1988.

Olins, Harry, Lawyer and Trustee. Member of the Corporation, 1965–1980.

Olmsted, George, Jr., President (retired), S. D. Warren Company. Member of the Corporation, 1945–1976.

Olsen, Stanley C., Vice President, Digital Equipment Corp.; Chairman, Hampshire Capital Corp.; President, Cynosure Corp.; President, Gulf to Lakes Corp. Member of the Corporation, 1976–.

Orr, James H., Chairman of the Board (retired), Colonial Management Associates, Inc. Member of the Corporation, 1959–.

Orr, Robert G. Member of the Corporation, 1985–1987.

Owens, Edward O., Vice President, President, Henry F. Owens, Inc.; President, Owens Companies. Member of the Corporation, 1982–; Board of Overseers, 1986–1987; Board of Trustees, 1988–.

Oztemel, Ara, President and Chairman of the Board, Chairman and Chief Executive Officer, Satra Corp. Member of the Corporation, 1972–.

Palmer, Paul J., Vice President and Area Manager, IBM Corp. Member of the Corporation, 1987–.

Pappas, Sophia H., Director, Thomas Anthony Pappas Charitable Foundation. Member of the Corporation, 1989–.

Parker, Augustin H., Chairman of the Board (retired), Old Colony Trust Co. Member of the Corporation, 1939–1983; Board of Trustees, 1939–1983.

Parsons, Edward S., Vice President for Business (retired), Northeastern University. Alumni term member of the Corporation, 1956–1960; Member of the Corporation, 1960–.

Peabody, Amelia, Sculptress. Member of the Corporation, 1967–1984; Board of Trustees, 1970–1984.

Peary, Theodore R., Senior Vice President and Director, Director Emeritus and Special Assistant to the President (retired), Ludlow Corp. Term member of the Corporation, 1951–1953; alumni term member of the Corporation, 1954–1958; member of the Corporation, 1964–1987.

Perera, Lawrence T., Partner, Hemenway & Barnes, Counselors at Law. Member of the Corporation, 1979–.

Petrou, Nicholas V., President–Defense & Electronic Systems Center, Westinghouse Electric Corp.; Vice President of Human Resources, Vice President and Senior Consultant (retired), Westinghouse Electric Corp.; Consultant, President, Petrou Associates Ltd. Member of the Corporation, 1972–.

Phillips, Edward E., Chairman and President, Chairman and Chief Executive Officer, New England Mutual Life Insurance Co.; Chairman and Chief Executive Officer, The New England. Member of the Corporation, 1980–.

Phillips, Thomas L., Chairman of the Board, Chairman and Chief Executive Officer, Raytheon Co. Member of the Corporation, 1965–; Board of Trustees, 1968–1984; Honorary Trustee, 1984–.

Phinney, Edward D., Vice President (retired), International Telephone and Telegraph Corp. Member of the Corporation, 1947–.

Picard, Dennis J., Senior Vice President and General Manager–Missile Systems Division, President, Raytheon Co. Member of the Corporation, 1988–; Board of Overseers, 1989–.

Pierce, Rudolph F., U.S. Magistrate, U.S. District Court; Associate Justice, Superior Court, Commonwealth of Massachusetts; Partner, LeBoeuf,

Lamb, Leiby & MacRae; Partner, Goulston & Storrs. Member of the Corporation, 1977–.

Powell, Jerome M., President, Loyal Protective Life Insurance Co.; Business and Financial Consultant; Business Consultant. Member of the Corporation, 1962–.

Pratt, Albert, Vice Chairman and Director, Paine, Webber, Jackson & Curtis, Inc.; Chairman, Paine Webber International S.A. and Consultant, Paine, Webber, Jackson & Curtis, Inc.; Advisory Director, Blyth Eastman Paine Webber, Inc.; Consultant. Member of the Corporation, 1958–.

Prendiville, John F., Vice President–Network Services, New England Telephone & Telegraph Co.; Vice President, Technical Planning (retired), NYNEX Corporation; Consultant, JPP Associates. Member of the Corporation, 1981–.

Princi, Peter W., Judge/U.S. Magistrate, U.S. District Court; Attorney at Law, Garnick & Princi, P.C. Member of the Corporation, 1975–1984.

Pruyn, William J., President, Boston Gas Co.; President and Chief Administrative Officer, President and Chief Executive Officer, Chairman and Chief Executive Officer, Chairman, Eastern Gas and Fuel Associates; Chairman, Eastern Enterprises. Member of the Corporation, 1971–; Board of Trustees, 1976–.

Putnam, George, Chairman, The Putnam Management Company, Inc. Member of the Corporation, 1967–; Board of Overseers, 1987–.

Quaid, Blanche M., Associate, Ropes and Gray. Member of the Corporation, 1971–1987.

Quirico, Francis J., Associate Justice (retired), Supreme Judicial Court of Massachusetts. Member of the Corporation, 1969–; Board of Trustees, 1970–1983; Lifetime Trustee Emeritus, 1983–.

Ramirez, W. Warren, Senior Vice President, Bank Five For Savings. Member of the Corporation, 1987–.

Rand, William M., President (retired), Monsanto Co. Member of the Corporation, 1942–1978.

Raye, William H., Jr., Senior Vice President, The First National Bank of Boston (retired). Member of the Corporation, 1955–.

Rice, Dr. Kathleen M., Consultant—College Entrance Examination Board, Dean of Students, Dean of Student Affairs, Saint Mary's College; Vice Provost, Seton Hall University; Vice President, Pratt Institute. Member of the Corporation, 1973–.

Rich, D. Paul, Vice President, BBI Communications; Vice President, Worldwide Sales and Marketing, Metromedia Producers Corp.; Executive Vice President, Television Division, De Laurentis Entertainment Group; President and Chief Executive Officer, Rich International Inc. Member of the Corporation, 1981–.

Riesman, Joseph G., Trustee. Alumni term member of the Corporation, 1959–1963; member of the Corporation, 1963–1980; Board of Trustees, 1963–1980.

Riesman, Robert. Member of the Corporation, 1981–; Board of Overseers, 1986–1987.

Roberson, R. Earl, President; Chairman of the Board, American Mutual Insurance Co. Member of the Corporation, 1969–1985.

Roberts, Daniel J., Vice President for Business; Senior Vice President and Treasurer (retired), Northeastern University. Member of the Corporation, 1974–.

Robinson, Dwight P., Jr., Consultant, Massachusetts Financial Services, Inc. (Adviser to Massachusetts Investors Trust, Massachusetts Investors Growth Stock Fund, Inc., Massachusetts Capital Development Fund, Inc., Massachusetts Income Development Fund, Inc., and Massachusetts Financial Development Fund, Inc.); Limited Partner, Massachusetts Financial Services Co. Member of the Corporation, 1952–1988; Board of Trustees, 1954–1978; Lifetime Trustee Emeritus, 1979–1989.

Rogers, Ralph B., Chairman of the Board, Texas Industries, Inc. Member of the Corporation, 1967–.

Roosevelt, Mark, Massachusetts State Representative. Member of the Corporation, 1986–.

Rossetti, Ronald L., President, Nature Food Centers, Inc. Member of the Corporation, 1980–.

Ryder, Kenneth G., President; Chancellor, Northeastern University. Member of the Corporation, 1975–; Board of Trustees, 1975–.

Saltonstall, Leverett, Former U.S. Senator from Massachusetts; Former Governor of the Commonwealth of Massachusetts. Member of the Corporation, 1936–1979.

Sargeant, Ernest J., Partner, Ropes and Gray. Member of the Corporation, 1977–.

Scott, David T., Consultant. Member of the Corporation, 1963–1982.

Seager, Donald W., Vice President of Operations, Harris Corp. Printing Press Divison; Vice President and General Manager, Senior Vice President of Manufacturing and Planning; Senior Vice President of Operations (retired), Harris Graphics Corporation. Member of the Corporation, 1969–.

Shaftman, Sydney, Executive Vice President, Treasurer, and Director (retired), American Motor Inns, Inc. Alumni term member of the Corporation 1964–1966; member of the Corporation, 1966–.

Shanahan, James L., Vice President–Public Affairs, Americana Hotels Inc.; Director of Special Events, Vice President, Senior Vice President, Carl Byoir & Associates, Inc.; Public Relations Consultant. Alumni term

member of the Corporation, 1965–1966; member of the Corporation, 1966–; Board of Trustees, 1973–1976.

Siegfried, Robert E., President and Chief Executive Officer, Chairman of the Board and Chief Executive Officer (retired), The Badger Company, Inc. Member of the Corporation, 1976–1988.

Simon, Dorothy M., Vice President–Research (retired), AVCO Corp. Member of the Corporation, 1977–; Board of Trustees, 1980–1988.

Singleton, Philip A., Chairman Finance Committee, Compo Industries, Inc.; President, Chairman and Chief Executive Officer, Singleton Associates International. Member of the Corporation, 1962–1989.

Slater, Paul D., President, Chairman of the Board, The Slater Company. Member of the Corporation, 1979–.

Smith, Charlotte B. (Mrs. Gordon Smith), Proprietor; Independent Consultant. Member of the Corporation, 1978–; Board of Trustees, 1979–.

Smith, Donald W., Chairman of the Executive Committee (retired), The Singer Company. Member of the Corporation, 1968–; Board of Trustees, 1969–1981; Honorary Trustee, 1982–1986; Lifetime Trustee Emeritus, 1987–.

Smith, Farnham W., President, Chairman of the Board, Chairman and Treasurer, Katahdin Iron Works, Corp. Alumni term member of the Corporation, 1954–1958; member of the Corporation, 1959–; Board of Trustees, 1965–1983; Lifetime Trustee Emeritus, 1984–.

Smith, John F., Senior Vice President–Engineering and Manufacturing, Digital Equipment Corp. Member of the Corporation, 1989–.

Snell, George A., President, Snell Construction Corp. Member of the Corporation, 1967–; Board of Trustees, 1970–.

Snowden, O. Phillip, Co-Director (retired), Freedom House, Inc.; Partner, Snowden Associates. Member of the Corporation, 1977–.

Solomon, Bernard, Vice President, The Stop & Shop Companies, Inc.; Vice Chairman of the Board, Patriot Bancorporation; Executive Vice President, Bank of New England Corp. Member of the Corporation, 1971–; Board of Trustees, 1980–.

Sorgi, Peter V., Attorney, Sullivan, Sorgi and Dimmock. Member of the Corporation, 1989–.

Sprague, Robert C., Chairman of the Executive Committee; Honorary Chairman, Sprague Electric Co. Member of the Corporation, 1953–.

Stata, Ray, President, Analog Devices, Inc. Member of the Corporation, 1986–.

Stearns, Russell B., Chairman of the Executive Committee; Trustee, Colonial Stores Inc.; Trustee. Member of the Corporation, 1957–1981; Board of Trustees, 1958–1981.

Stern, Milton, Executive Vice President, Kennecott Copper Corp.; Senior Executive Vice President, Vice Chairman (retired), Stauffer Chemical Corp. Member of the Corporation, 1977–.

Stevenson, Earl P. Member of the Corporation, 1939–1978; Board of Trustees, 1939–1978.

Stone, David B., President, Chairman, North American Management Corp. Member of the Corporation, 1959–.

Stone, Galen Luther, Trustee; Associate Director, Tucker, Anthony & R. L. Day, Inc. Member of the Corporation, 1983–; Board of Overseers, 1986–.

Stone, Robert G., Trustee. Member of the Corporation, 1951–1980; Board of Trustees, 1956–1980.

Storer, George B., Chairman of the Board, Storer Broadcasting Co. Member of the Corporation, 1966–1975.

Sullivan, Garrett A., President, HT&T, Inc.; President, Granada Hospital Group, Inc. Member of the Corporation, 1986–.

Sweeney, Stephen J., President, Chairman and Chief Executive Officer, Boston Edison Co. Member of the Corporation, 1984–; Board of Trustees, 1987–.

Taylor, H. Patricia (Kincade), Vice President–Administration and Finance, Houghton Chemical Corp. Member of the Corporation, 1981–; Board of Overseers, 1985–1988; Board of Trustees, 1988–.

Templeman, Lawrence I., Executive Vice President and Director (retired), Commercial Union Assurance Co. Member of the Corporation, 1969–.

Tenney, Charles, H., II, Chairman of the Board, Brockton Taunton Gas Co.; Chairman of the Board and President, Chairman of the Board, Bay State Gas Co. Member of the Corporation, 1955–.

Thompson, Almore I., Partner, Harvard Management Company; President, Thompson Associates. Alumni Term Member of the Corporation, 1965–1966; Member of the Corporation, 1966–1986.

Thompson, Milton A., President, Thompson Enterprises. Member of the Corporation, 1967–.

Thorndike, W. Nicholas, Chairman of the Board, Managing Partner, Wellington Management Company–Thorndike, Doran, Paine & Lewis; Chairman, Board of Trustees, Massachusetts General Hospital. Member of the Corporation, 1977–; Board of Overseers, 1986–1989; Board of Trustees, 1989–.

Tobin, Alan D., CPA Senior Partner, Tobin & Waldstein. Member of the Corporation, 1980–; Board of Overseers, 1985–1988; Board of Trustees, 1988–.

Trigg, D. Thomas, Chairman of the Board and Chief Executive Officer, Shawmut Bank of Boston, N.A.; Director (retired), Shawmut Corp. and the Shawmut Bank of Boston, N.A. Member of the Corporation, 1966–; Board of Trustees, 1967–1988; Lifetime Trustee Emeritus, 1988–.

Tsongas, Paul E., Former U.S. Senator from Massachusetts; Partner, Counsel, Foley, Hoag & Eliot. Member of the Corporation, 1979–.

Tuffin, Wilson B., President and Treasurer, President and Chief Executive Officer, Nuclear Metals, Inc. Member of the Corporation, 1985–.

Turley, Joseph F., President (retired), The Gillette Company. Member of the Corporation, 1981–.

Tyler, Chaplin, Consultant. Alumni term member of the Corporation, 1956–1960; member of the Corporation, 1960–; Board of Trustees, 1966–1977; Lifetime Trustee Emeritus, 1977–.

Tyler, William, Director, Rackermann, Sawyer & Brewster. Member of the Corporation, 1985–.

Uhrich, Carole J., Vice President, Polaroid Corp. Member of the Corporation, 1989–.

Vataha, Ransel E., Executive Vice President and Chief Operating Officer, Bob Woolf Associates. Member of the Corporation, 1986–.

Wade, Dorothy (Carmarota/Dodge), Speech Pathologist, Hudson Public Schools. Member of the Corporation, 1973–1989.

Wakeman, Samuel, Trustee. Member of the Corporation, 1945–1986.

Walsh, Martin F., Director and Senior Vice President, The Franklin Mint Corporation; Consultant. Member of the Corporation, 1972–; Board of Trustees; 1982–.

Wang, An, President, President and Chairman of the Board, Chairman of the Board and Chief Executive Officer, Wang Laboratories, Inc. Member of the Corporation, 1972–; Board of Trustees, 1979–.

Waring, Lloyd B., Trustee. Member of the Corporation, 1971–1989.

Waters, James L., Chairman, Waters Associates, Inc.; President, Waters Business Systems, Inc. Member of the Corporation, 1978–; Board of Trustees, 1983–.

Wax, Edward L., President and Chief Executive Officer, Saatchi & Saatchi DFS Compton, Inc. Member of the Corporation, 1985–; Board of Overseers, 1987–.

Weeks, Edward A., Consultant and Senior Editor, Atlantic Monthly Press. Member of the Corporation, 1950–1979.

Wendell, David T., Senior Vice President, David L. Babson & Co., Inc.; Investment Counsel, Wendell, Safford & Co., Inc.; Investment Counsel, David Wendell Associates, Inc. Member of the Corporation, 1977–.

Whiston, Donald F., Chairman of the Board and President, The First National Bank of Ipswich. Member of the Corporation, 1983–.

White, Catherine A., Partner, Burns & Levinson; Associate Justice, Massachusetts Superior Court. Member of the Corporation, 1986–; Board of Overseers, 1988–.

White, William C., Executive Vice President (retired), Northeastern University. Alumni term member of the Corporation, 1952–1956; member of the Corporation, 1956–1986.

Williams, John T., Composer and Conductor, The Boston Pops Orchestra. Member of the Corporation, 1989–; Board of Overseers, 1989–.

Willis, Robert H., Chairman and President, Chairman and Chief Executive Officer, Chairman of the Executive Committee, Chairman of the Board and Chief Executive Officer (retired), Connecticut Natural Gas Corp. Alumni term member of the Corporation, 1961–1964; member of the Corporation, 1964–; Board of Trustees, 1965–.

Wright, Alfred K., Professor of Mathematics (retired), Windham College. Alumni term member of the Corporation, 1961–1965; member of the Corporation, 1965–1975.

Yanoff, Seymour L., President and General Manager, WNEV-TV. Member of the Corporation, 1985–.

Young, Richard W., Senior Vice President–President of the International Division, Executive Vice President, Polaroid Corp.; President, Houghton Mifflin Company; Chief Executive Officer, Mentor O&O, Inc. Member of the Corporation, 1968–.

Ziegler, Vincent C., Chairman of the Executive Committee, Chairman of the Board (retired), The Gillette Company. Member of the Corporation, 1966–1979.

Zises, Alvin C., President (retired), PruLease, Inc. Member of the Corporation, 1965–; Board of Trustees, 1966–1977; Honorary Trustee, 1977–1986; Lifetime Trustee Emeritus, 1987–.

Zraket, Charles A., Executive Vice President; President and Chief Executive Officer, MITRE Corp. Member of the Corporation, 1985–.

Northeastern University Honorary Degree Recipients Through 1990

NAME	*DEGREE*	*YEAR*
Abrahamson, Shirley S.	LL.D.	85
Alexander, Joyce London	LL.D.	80
Allen, Catherine L.	L.H.D.	80
Anrig, Gregory R.	L.H.D.	78
Appley, Mortimer H.	L.H.D.	83
Asner, Edward	D.H.	89
Athanas, Anthony	L.H.D.	81
Avery, Mary Ellen	L.H.D.	81
Baird, Charles O.	D.Eng.	77
Baker, Chester P.	D.Eng.	78
Barnett, Louis	D.Eng.	77
Batson, Ruth Marion	Ped.D.	89
Bazelton, David L.	LL.D.	82
Bell, Derrick A. Jr.	LL.D.	85
Bell, Terrel H.	D.P.S.	83
Beranek, Leo L.	D.P.S.	84
Bernays, Edward L.	D.P.S.	89
Bernstein, Marver H.	L.H.D.	78
Bickerstaff, Sister Anne Marie	L.H.D.	77
Bleicken, Gerhard	L.H.D.	77
Bloch, Julia Chang	L.H.D.	86
Bombeck, Erma L.	L.H.D.	88
Bradstreet, Raymond	D.Sc.	88
Branson, Herman, R.	D.Sc.	85
Brest, Paul	LL.D.	80
Bromsen, Maury A.	L.H.D.	87
Brooks, John G.	LL.D.	84
Brown, Martin	D.Eng.	75
Brown, William L.	L.H.D.	89
Bulger, William M.	LL.D.	86
Cabot, Maryellen	L.H.D.	81
Cahners, Norman L.	L.H.D.	83
Caldicott, Helen M.	LL.D.	86
Cargill, Thomas E. Jr.	LL.D.	87
Carter, Robert L.	LL.D.	88

NAME	*DEGREE*	*YEAR*
Chambers, Julius LeVonne	LL.D.	86
Cherne, Leo	L.H.D.	77
Chisholm, Shirley A.	LL.D.	84
Clark, Ramsey	LL.D.	83
Cochran, Jacqueline	D.Mil.S.	77
Cogan, David H. E31	L.H.D.	82
Cohen, Morris	D.Sc.	89
Conte, Silvio	D.P.S.	79
Cooperstein, Louis	Litt.D.	79
Cox, Archibald	LL.D.	78
Cross, K. Patricia	D.Sc.	75
di Scipio, Alfred	LL.D.	75
Dole, Elizabeth H.	D.P.S.	86
Duff, John B.	L.H.D.	83
Dukakis, Michael S.	D.P.S.	84
Early, Joseph D.	D.P.S.	81
Edelman, Marian Wright	D.P.S.	81
Eisner, Sister Janet	L.H.D.	84
Elfers, William	L.H.D.	89
English, James F., Jr.	L.H.D.	83
Essigmann, Martin W.	D.Eng.	83
Everett, Robert R.	D.Eng.	85
Fanning, Katherine	L.H.D.	84
Farwell, Frank L.	D.H.	85
Feingold, Murray,	D.Journ.	84
Ferretti, Alfred	D.Eng.	77
Flynn, Raymond L.	D.P.S.	86
Fontein, Jan	D.F.A.	78
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