

Blumberg

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and gets aggregated within the university and finally ends up as a budget request to the state legislature," said Blumberg.

Even if the division gets the money to recruit new faculty, it faces another problem. "There's a tremendous shortage of qualified faculty in a lot of different areas. For example, in Information Systems . . . there are approximately ten open positions for every available faculty person, and that's roughly true in Marketing, Finance, just about every field except Management, where there are only two open positions for each available faculty . . ."

"It's not that we're insensitive or uncaring," he said.

Another student said that he knew a Marketing major who had needed to take some required courses and had found those courses all offered during two time slots.

"It's one thing that when we schedule we look for, and we try to avoid, but we may not," said Blumberg. He warned that a case such as that of the Marketing major sometimes is contingent upon the individual's situation. When he handles a complaint, he first verifies the facts. "Sometimes people--honest and honorable people--will look at the same thing and see something different," he said. The fact may be that the person cannot take a course offered in a different time slot because he or she chooses to work afternoons. Dr. Blumberg said that he would

have to investigate the specific case to arrive at a solution.

Still another student questioned why some required courses are offered only at night.

He pointed out that often full-time students wish to work part-time at night. Dr. Blumberg stated two reasons why a course is scheduled at night: First, if sufficient enrollment is not anticipated in a day class, the course may be offered at night in order to pick up additional enrollment. Second, the division may not have a full-time faculty member available for that course. Consequently, a part-time professor is hired, and the course can only be offered at night.

" . . . Another criticism I hear a lot: Some people don't like certain of our faculty," Blumberg contemplated. One student clarified, "Well, they would like a choice. They would like to know that they could get around a certain teacher if they wanted to." The student noted that if a particular person is the only one teaching the course for the next three years, "then you have to take him."

"That's a fair statement," replied Blumberg. "For example, if someone were to take a course with a particular person and fail that course, there's no good justification, I think, for having to take that course again with that person, that professor. . . . Sometimes we just don't have anybody else qualified on the staff . . ."

The student countered,

"I've heard a couple complaints from people who have had like a personality clash with a certain professor, withdrawn from the class after several weeks, and then find out that they have to take this guy." Blumberg answered, "Let me look at that again. I think that's a fair thing . . ."

If a student questions a grade, "You're entitled to know what your grade was based on, you're entitled to see all your papers, you're entitled to know what the grading formula is," said Blumberg. " . . . but you reach a point . . . where it becomes a matter of professional judgment." For example, if the student claims that he deserves fifteen more points than the professor gave him, that becomes a matter of professional judgment, unless it is a case of discrimination or is incorrect, said Blumberg, adding that he must weigh the facts of a situation involving discrepancy over a grade. "I just want you to know I take that very seriously," he said.

One student questioned, ". . . there's not necessarily a consistency between how much is expected in various courses. . . Math and sciences, and I even find them interesting, always seem to be disproportionate in the amount that is expected. . . Is that taken into account, you know, how when a course is structured how much effort needs to be put forth in one as opposed to how much effort needs to be put forth in others?"

Dr. Blumberg replied, "That's one thing in fact we're talking about as a faculty--the expectations that we have for our students, and in general we're talking about the fact that they're too low . . . and that not only should they be increased but we should convey and communicate them much better . . . but you're right, there's a lack of uniformity."

The student also noted that some professors seem to be teaching on a much higher level than the students' level.

"Part of what you're

talking about, that's what professors do; they try to motivate their students . . . try to challenge you and push you beyond because a large part of what you learn in college is learning how to learn," responded Blumberg. He noted that the student will have to be able to dig for information on the job; the information will not be handed to the student. ". . . the other part, I think you're right, we need to get some uniformity in our expectations. Some professors don't demand enough and some are too demanding, and we're working on that; we're talking about it, trying to get uniformity in our syllabi and our expectations."

To develop better communications and break down barriers between students and faculty, a student suggested holding informal, open forums with faculty members. Dr. Blumberg said that, in his experience, such forums have not worked. He said, "I think that when you schedule something like that formally, it becomes something formal." But, he added, "It wouldn't hurt to try it." Dr. Khosrowpour said that although he would personally be in favor of the forums, faculty attendance should be voluntary. One student said the he did not feel students would attend because he feels that many students are apathetic.

Another problem, said one student, is that students are complaining that they cannot get in to see Dr. Blumberg. Blumberg questioned if the complaining students could not get in at the exact time they happened to be there or if it was totally impossible to get in to see him.

"See, in my own defense, I have to admit that you can't always get in to see me when you want to, but remember that the division of Business has 275 graduate students. It has 565 undergraduate students. We have 30 full-time faculty and about 8 part-time faculty, and so on and so on, and then I'm involved in scheduling all these other things

. . . scheduling courses and classes, working on the strategic plan. We're trying to revise our curriculum. . . . I have outside meetings and a number of things, administrative duties, within the division. But what I'm trying to say is that I'm a very busy person. That's no excuse, but it just means that like with any other executive that you sometimes just can't walk in to see him," countered Blumberg.

He admitted, "Sometimes the secretaries get very protective of me because they know that I'm working against a very tight deadline [on the schedule]. But I think . . . it's unfair to always say that at any given time that anybody should be able to walk in my office to see me."

Blumberg added, "In addition to that, anyone should be able to see me--by appointment. And in some cases they haven't been able to make appointments, and that I think is pretty well resolved now."

Jeanette Brinker, SGA president, said that, taking a bet, she attempted to get an appointment with Dr. Blumberg. She succeeded. She said that she feels that students who really want to get an appointment can. "You just have to be persistent," she said.

Stating that the Business division is larger than many small colleges and that he has limits, Blumberg said, "We're not mean. Believe it or not we care very much about our student, most of us. We really do. But you get stretched awfully thin sometimes. . . . So, again, it's a matter of allocation of scarce resources, which is what Economics and Business is all about."

". . . A lot of people just want to talk to the guy in charge . . . and other people most of the time are better able to resolve the problems anyway than I am. . . . The person in charge doesn't always know the

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