The Institute began its work on July 1, 2003. In its first year, we completed the planning process; conducted extensive research and interviewing; delivered a variety of presentations about Case Western Reserve University’s history and other topics relating to research universities; mounted programs to promote awareness of the institution’s history among students, faculty, staff, and alumni; produced text to describe the University’s history for use in various electronic and printed communications; and developed a University Seminar based on the institution’s history that will be offered for the first time in Fall 2004.

The work has been a learning experience for every one of the participants in the project. Most significantly for this writer, the research and the interviews have led to insights that were unexpected, in some cases even uncomfortable. We will not ignore these fresh views into the University’s past, but rather seek to define the context for the information so we can better understand it. To do otherwise would be to short-change our shared understanding of what can be the institution’s future.

As this report is written, the University is engaged in an energetic campaign to increase its visibility and impact, to strengthen its teaching and research programs, and to re-engage its alumni and friends in advancing the institution into the very front ranks of American higher education. There is no better time to become more intimately aware of the heritage on which these efforts build. It is our privilege to be the locus of the University’s pledge to know its history better so that it can better pursue its exciting future.

Richard E. Baznik, Director
Lynice F. Willis, Project Assistant
Ruth J. Milne, Research Assistant

August 2004
Summary of Activities

Our principal activities for the past year constitute, we believe, an appropriate start for a project that will generate a new and comprehensive history of the origins and development of the University, as well as a better grasp of the role of research universities in society. This section of the report includes capsule descriptions of the year’s accomplishments in each area.

Research

Studying documents and other artifacts is essential to developing an understanding of the University’s history, and in this pursuit we have had the extraordinarily good fortune of special access to the University Archives as well as to the Library of the Western Reserve Historical Society and the Special Collections in the University’s Kelvin Smith Library. Access to these holdings has been valuable, but even more so is the advice from the professional staff associated with these collections, which in many cases has been key to our discovery of perceptions and dimensions we had not anticipated.

These three collections, along with those maintained by the Cleveland Public Library, the Rockefeller Library Center, and others, represent a truly remarkable resource to a project such as this. Our work has also led to the knowledge that in most cases such collections are maintained and managed by tiny staff groups, often working under considerable pressure and with small budgets. These characteristics of their work lead us to appreciate their contributions even more – in fact, one aspect of the ISUS project has been to seek opportunities to partner more extensively with these groups for mutual benefit.

In addition to the documents available from these formally organized collections, the project has benefited from generous offers of access to private papers by family members of a few deceased individuals who played key roles in the University’s history. This access justifiably requires careful handling of the documents, since none have been formally archived or catalogued, and citations from these materials will generally be made only if we can determine that the information is available in other, more traditional ways as well. Even with those limitations, it is very helpful to have direct access to the perceptions and communications of these important figures in the institution’s development.
Interviews

During the first year of the project we have completed more than 130 interviews, involving more than 140 people. The subjects include active and retired faculty, staff, administrators, and trustees, as well as alumni and observers of this and other universities. They are located from coast to coast in this country – though the vast majority of them reside in Northeast Ohio – and in other countries. Virtually no one we have asked to interview has declined.

Almost all of these interviews have been conducted formally, with notes and audio recordings. The interview session typically lasts about two hours. While the focus and scope of each interview necessarily reflect the subject’s involvement with the institution and willingness to discuss his or her experiences and observations, we have consistently sought links between events on campus and trends and issues in the region and the larger society. For many subjects this aspect of the interview has come easily and without effort, while others have found it more challenging. We are particularly grateful to interviewees for whom the discussions have been more difficult than they expected.

Given the candor we have requested in these interviews – and that our subjects have invariably demonstrated – the notes and recordings from the sessions are at this stage being used only for the information of the research staff. In the event that we want to share with others the comments made by an interviewee, we will show him or her for approval a transcript of the relevant portion of the conversation.

Output

Without a doubt, the most common question asked about this project is, “How’s the book coming?” It’s a logical question, even a welcome one, given that our single heaviest – though not necessarily most visible – product will be a new history of the University in book form. The accurate response, however, is to note that it’s not a book yet, that we’re still deeply involved in the research and interviewing. An updated project schedule, included in the Appendix to this report, shows the stages the project will go through during its five-year life.

That said, ISUS has nonetheless already produced a considerable body of written and visual information in both hard copy and electronic forms. A few examples of this output include:

- Text (about 8,000 words) for major portions of The Little Blue Book, a new publication being produced this year for presentation to incoming freshmen and their families. Covering all significant areas
Winners. Top finishers in the two editions of “Campus Markings” contests in spring 2004 were (left to right):

Charles Budde, undergraduate student from Alexandria, VA, 1st place in first edition.
Paul Larson, Research Associate, Department of Physics, 2nd place in first edition, and 3rd place in second edition.
Raymond Tomorowitz, Media Technician, Information Technology Services, 3rd place in first edition.
William Wright, undergraduate student from Chesterland, OH, 1st place in second edition.

of academic life and campus culture and traditions, the book is reminiscent of the student handbooks that were routinely produced by both Case Institute and Western Reserve University in the past.

- The ISUS web site (www.cwru.edu/artsci/isus/isushome.htm), with extensive information about the University’s history as well as about the project itself. Special thanks for this effort goes to the ISUS Webmistress, Project Assistant Lynice Willis, who has also received considerable assistance from the Web Development Office.
- An extensive and heavily annotated prose outline of the first portion of the new history, covering roughly the nineteenth century. This is not a draft of a portion of the book to be published, but rather a guide to ensure that we focus on and complete the research necessary for the basic presentation in the months ahead. We are currently working on comparable drafts for the second and third portions of the book, corresponding to the first and second halves of the twentieth century.
- Invited testimony before the Governor’s Commission on Higher Education and the Economy, in tandem with trustee Allen H. Ford. The Commission requested a presentation about planning and decision making at the University going back into the 1960s as it affected the mix of academic programs here.

Awareness Activities

An important goal of the Institute’s program is to increase awareness of Case Western Reserve University’s remarkable history among members of the on-campus and off-campus communities. While many are at least lightly informed about the institution’s traditions and origins, the complexity of the topic – involving predecessor institutions and other wrinkles – is a challenge. Three examples:

- As referred to briefly on page 1, ISUS began running a series of contests known as “Campus Markings” in spring 2004. Each edition of the contest, of which there have been two thus far, features twelve photographs of architectural details from the campus, and contestants are asked to identify them by location and, if possible, by name. A total of nine contestants identified all twelve images in
the first edition, and five did so in the second edition. Two more editions are queued up for the fall semester, 2004.

- In the area outside the ISUS offices on the fourth floor of the Sears Library Building, we have developed a small gallery of information relating to the history of the University. Along one wall are arrayed large placards featuring “Stories of the University,” vignettes from the institution’s history designed both to inform and to invite further conversation. Along the other wall is the current edition of the “Campus Markings” contest. We have plans to expand to other wall areas in the vicinity, and ultimately hope the University can identify a central site that could host such information.

- Over the past year, the director has been asked on several occasions to make presentations to on-campus and off-campus groups concerning the history of the University. These range from participating in the 2003 fall “Family Weekend” program and the 2004 orientation for new members of the Board of Trustees to presentations to alumni, staff, and community groups.

These awareness activities have also helped the ISUS project by bringing us into contact with additional people and information that are relevant to our work. These are not simply one-way streets.

Collaborations

From the outset, ISUS was designed to feature collaboration with a wide range of people and programs both within and outside the University, and this has in fact been the case. Developing these relationships has not been difficult, although maintaining them does require time and effort. Without question, however, the resulting benefits are well worth it. Examples of our collaborations include:

- As noted earlier, University Archives is a tremendously valuable resource for the University in many ways, and in very specific ways for our work. From summer 2003 until spring 2004, for example, it was a particular pleasure to be able to work directly with Dennis Harrison, who was Director of the University Archives for about two decades. He had been designated as an Executive-on-Loan to this project by his division, Information Technology Services, until the major lay-off of ITS staff in spring of this year. He is now working as a consulting archivist for non-University clients, but remains in touch with this project. After his departure, his former colleagues Jill Tatem, Helen Conger, and Tom Steman have stepped forward eagerly and effectively to work with us and the collaboration continues to be strong.
Well before the ISUS project actually began formally, the Library of the Western Reserve Historical Society had already agreed to provide special access to their holdings for research into the history of the University and related regional topics. Key contacts in this relationship have been John Grabowski, who holds a joint appointment in the University’s Department of History and Research Director for WRHS, and Anne Sindelar, Reference Supervisor at the WRHS Library.

The Special Collections Room in the Kelvin Smith Library has been an important resource for the project, providing both research documents as well as materials and suggestions that will prove useful in the educational activities of ISUS. Susie Hanson, who directs the Special Collections, is a key collaborator, with strong support from University Library Director Joanne Eustis.

The Department of History has been very supportive of ISUS, initially under the chairmanship of Carroll Purcell, now succeeded by Alan Rocke. David Hammack of the Department has been an active advisor from the initial planning stages for the project, offering suggestions for approaches, information resources, and contacts of individuals working in related areas. Miriam Levin has also been generous with her time and advice.

Thanks to a suggestion from Anne Sindelar of WRHS, we have developed a continuing dialogue with Naomi Lamoreaux of the National Bureau of Economic Research and UCLA’s Departments of History and Economics. Professor Lamoreaux has been studying Cleveland as a center of “inventive behavior” during the Second Industrial Revolution, 1870 to 1920. This period corresponds to a surge in the development of programs at our predecessor institutions, as well as the period during which a number of institutions nationally are considered to have moved decisively toward what we today consider the “research university” model.

Others who deserve mention in this area include John Glasson and Jen Puin, formerly of the Office of Corporate and Foundation Relations; Laura Tanksi Lockledge of the University Budget Office; John Phillips, formerly of the University Attorney’s Office; William Barrow, Special Collections Librarian at Cleveland State University; and Richard Morgan, proprietor of the Morgan Library of Ohio Imprints.

**Education**

Central to the plan for the Institute is an interest in providing content and leadership for learning relative to the University’s history and the
role of research universities in society. During the past year, this commitment took two forms:

- Guest lectures in two graduate courses: Mandel 401, Introduction to the Nonprofit Sector (both fall and spring), taught by Professor Hammack; and History 451, Graduate Seminar in the History of European Technology (fall), taught by Professor Levin.

- Preparation for USSO 215, Forever Young: A Social History of the University, which this writer will offer for the first time in fall 2004 as a University Seminar in the SAGES program. Students enrolled in the seminar will be asked to conduct research into selected issues in the University’s history, with the expectation that some share of their work will be reflected – with attribution, of course – in the updated history. A syllabus is included in the Appendices.

**University Service**

After 36 years in the University’s central administration, this writer feels almost embarrassed to mention continued involvement in some similar activities now that his locus of activity is the College of Arts and Sciences. A few examples of such activities are:

- Membership on the Steering Committee for the self-study being prepared for the 2005 re-accreditation visit by the Higher Learning Commission of the North Central Association of Colleges and Schools. This writer also serves as Steering Committee Liaison to the Subcommittee on Partnerships and Collaborations.

- After leading the development of a successful proposal to the Commission on Presidential Debates, this writer has participated in planning for the Vice Presidential Debate to be held on the University’s campus in October 2004.

- Participation as a resource for strategizing such initiatives the proposal to the National Science Foundation for the Alliance for Graduate Education and the Professoriate (AGEP), led by the Provost’s Office, and the internal proposal for a “Vision Investment Center” in sustainable energy technology and policy, an activity led by the Dean of the Case School of Engineering.

In addition, Project Assistant Lynice Willis continued her earlier role as overall administrative coordinator for the campus wide Charity Choice Campaign. This extraordinary service, which led to important improvements in the program, was recently recognized with a presentation and expressions of gratitude from the institution.
What We’re Learning

As the research and interviews involved in producing an updated history of the University have proceeded, the staff of ISUS has begun to glean new perceptions of the institution’s development. Many of these are incomplete at this time and cannot effectively be presented here, but some are summarized below to suggest the scope and depth of the inquiry being undertaken.

Overall Theme

Emerging from our research and interviews as well as this writer’s years of experience at the institution is an overall theme for the history. It is not yet fully refined, and is subject to change based on research not yet completed, but it appears to have considerable merit:

Two institutions, each created almost entirely by and for this region, have emerged as a single, complex university addressing national and global priorities while continuing a heritage of strong regional citizenship.

The regional origins of both Western Reserve and Case have taken on new importance as we seek to understand their early and continuing development. This can be illustrated by comparing their origins with those of Oberlin College. Oberlin was established in 1834 by leaders of the Presbyterian Church from the east coast who were associated with the Second Great Awakening and who were seeking to start a denominational college as far west as possible. From the beginning, therefore, Oberlin was part of a national movement, not a response to local needs and interests, and it has retained that character throughout its existence. Western Reserve and Case, on the other hand, owed their lives to donors whose interests were local, and the institution we know today remains closely linked to regional priorities and values.

A second aspect of the University’s history that has gained importance as our work has progressed is the interplay among undergraduate education, graduate education, professional education, and research and other scholarly activities. The vast majority of members of the institution see it primarily as one or another of these elements, not as the integration of all. Yet it is the powerful impact of the integration of all these elements that shapes the expectations of the University on the part of the larger society and those who are concerned with the institution’s future.
Tradition of Pedagogical Leadership

Within the University’s multiple heritages are impressive examples of pioneering educational programs at all levels and in many disciplines. Some examples of these are:

- Early trustees of the Case School of Applied Science sought national expertise to design the institution, bringing in Benjamin Gould (a founder of the National Academy of Sciences) as a consultant.

- Charles Franklin Thwing, WRU’s president from 1890 to 1921 (not a typo), founded several schools here during his term (law, dentistry, nursing, graduate studies, library science, and social work).

- James Cutler, whom Thwing recruited as chair of sociology, designed a social work school that would meet emerging national and international criteria for “professional” programs and would clearly be designed for a university setting. It was in fact the first social work school to be based in a university.

- William Elgin Wickenden, CSAS president from 1929 to 1947, authored the definitive report on engineering education in the U.S. in 1929 when he was chief staff member of the Society for the Promotion of Engineering Education. It is an encyclopedic study, focusing on the culture of engineering and its relationship to national identities as well as on the details of the programs.

- Joseph Wearn, Thomas Hale Ham, and John Caughey led the development of the “new curriculum” for the medical school, announced in 1952. Harland Wood, chair of biochemistry, was a key contributor as well because the new curriculum required a very different role for the basic sciences.

- Rozella Schlotfeldt, dean of the Frances Payne Bolton School of Nursing in 1960s and early 1970s, led the school to develop a research-based model that set the standard for all of nursing education.

- David Kolb, professor of Organizational Behavior, developed a competency-based MBA curriculum for the Weatherhead School of Management in the 1980s and 1990s that has become a model for professional school curricula in a number of fields.

- Current efforts to extend the impact and role of liberal learning to encompass the full range of intellectual pursuits in the institution and to make it a lifelong force in the lives of students, faculty, staff, and alumni will be noted in future histories.
**Unexpected Dimensions**

Amid these uplifting and affirming streams of information, there also lurk historical anomalies and surprises that will help to make this retelling of the University’s story more than a simple recitation of known facts. Some may not survive the research of the coming year, but others will certainly find their way into the published history:

- **Why Hudson?** Many have asked why Western Reserve College was founded in Hudson and not 26 miles north in Cleveland, which became the population and business center of the region. Population maps from about 1800 suggest the real question should be why the campus wasn’t located even further south. Westward expansion into the region had followed the rivers, which meant the southern two-thirds of present-day Ohio was much more heavily populated than the northern third.

- **Mission “creep?”** The avowed goal of the founders of Western Reserve College was to “prepare young men for the ministry,” yet the College’s 1826 charter specifies only that it should offer instruction in the “liberal arts and sciences” – and any other fields the trustees might decide to add. But elements of religion permeated the life of the nation during the nineteenth century, and the College was believed by many to be “dominated” by the Presbyterians until as recently as the early twentieth century, long after it had adopted all the trappings of a secular institution.

- **Leadership and change.** We find a number of cases in which strong, long-serving faculty and administrative leaders seem to have delayed non-evolutionary change in their institutions or disciplines. But there are as many others in which similar leaders have guided significant changes in their fields, even late into their careers. These examples of campus leaders are worth noting for the lessons they offer in planning and executing innovative programs.

- **Early Circle.** The 1903 adoption of the “Group Plan” for Cleveland, which called for clustering similar institutions in selected areas of the city, clearly was a major factor in encouraging educational, cultural, and health care institutions to relocate to the Circle, where they became neighbors of the Case School of Applied Science and Western Reserve University. The University Improvement Company, formed in 1918 by the Cleveland Chamber of Commerce, bought, sold, and transferred land for use by institutions located in or planning to move to University Circle. In these ways the community acted to support the creation and growth of what is today a most remarkable setting for a research university.
Early computing. In 1950, Professor Helen Focke of the School of Library Science offered a new course in “documentation,” which seems to have been a pioneering look at the phenomenon that soon after became known as “computing.” A few years later, the school launched the Center for Documentation and Communication Research, a national leader in designing and demonstrating computer applications – notably the WRU “Searching Selector,” which could be programmed to perform multiple searches. In the early 1980s, Professor Thomas Grundner of the School of Medicine and his colleagues developed Freenet, which revolutionized access to the Internet for millions of people around the world and is still in use in several communities in the U.S. and elsewhere.

Who’s in charge? At various times, the trustees of both Case and Western Reserve appointed senior financial officers for their institutions who were functionally more powerful than the presidents of the era. Eckstein Case, a cousin of CSAS founder Leonard Case, Jr., was Secretary-Treasurer of Case from 1887 to 1939. At WRU, Colonel Frank A. Scott, who was also a trustee, served as Fiscal Director from 1930 to 1942, a period that included the Great Depression, during which the university was unable to continue regular salaries for faculty.

“Rosie the Researcher?” During World War II, when large numbers of male scientists from industrial research laboratories were called into military service, it seems that a significant number of women with degrees in chemistry and other physical sciences from institutions such as Mather College were recruited to fill their places. Research Assistant Ruth Milne is investigating the impact of this large-scale shift in the population and direction of the nation’s industrial research effort.

Additional Issues

Researching the history of any complex institution illustrates the importance of context in understanding key issues and events. The intricate history of this institution is no exception, made even more complicated because the University is at this time devoting energy and resources to reshaping the way it is perceived both internally and externally. To the University’s great credit, it has recognized the value of understanding its past more clearly as it focuses the vast majority of its effort on its future. Two examples will illustrate the issue:

There is a tendency to focus our research on the backgrounds of the programs and activities that exist on the campus now, an approach that a cynic might describe as writing the “history of what’s left.”
Certainly one of the oldest student traditions on the campus, the Hudson Relays are held every spring to commemorate the 26-mile move of Western Reserve College from Hudson to the present campus in Cleveland. Winning classes are recorded on two rocks located on the lawn in front of Adelbert Hall, this being the newer of the two rocks. The race, which dates from 1910, originally was run along roads connecting Hudson and Cleveland, but in 1990 safety concerns prevailed and the route is now a 26-mile course in and around University Circle, ending at the rock.

Unfair as such a characterization would be, it illustrates a situation in which there are few other advocates for recognition of the histories of such programs as Pharmacy, Library Science, Architecture, Education, the University Press, and even Adelbert, Flora Stone Mather, and Cleveland Colleges, none of which exists on the campus in its prior form. Yet these programs, invisible though they may be today, represent decades of effort and investment by thousands of people, and their legacies are unquestionably part of the collective impact of the institution and its predecessors. Therefore, even in the absence of large number of advocates, we are working hard to include them in our research and writing.

Similarly, there is good reason to use the language of today when talking about the University, though this occasionally produces more confusion than clarity. For example, it is standard practice as of this writing to refer to the entire institution as “Case” as an informal designation. While this writer is in agreement with this decision, and in fact was instrumental in moving the University toward making that decision, using “Case” as a general designation for the institution can be a problem when the context for the discussion includes the University’s predecessor institutions and its component parts. There are, for example, at least four valid institutional definitions for the simple word “Case:”

- The entire institution, per the modern form of second reference.
- Case Institute of Technology, the institution which federated with Western Reserve in 1967. Until 1947, CIT had been known as the Case School of Applied Science since it was founded in 1880.
- Case Institute of Technology, the unit of the federated institution that consisted of the Undergraduate College of Case Institute of Technology and the faculty divisions of Engineering and Mathematics and Natural Sciences.
- The Undergraduate College of Case Institute of Technology.

Since distinctions among these referents are important in our research and in communicating our findings, we continue to use the more traditional nomenclature to describe the institution and its components.
While we hope that the work of the Institute will have a broad impact on the University’s understanding of itself and the role that institutions such as this play in society, it is a small program compared to many others, with a small staff, relatively little physical space, and a modest budget. Given these constraints on its scale, we feel even more strongly motivated than otherwise to ensure that the resources assigned to the project are well managed.

**People**

During 2003-04 there were four people assigned entirely or in part to the work of the Institute:

- Richard E. Baznik, Director (full-time). Principal researcher, writer, and presenter for the project. Designated a Presidential Fellow starting in Fall 2004, and will teach a University Seminar in the SAGES Program.

- Lynice F. Willis, Project Assistant (half-time, shared with the Center for Institutional Research). Provides administrative support for the project and serves as administrator of the ISUS web site.

- Ruth J. Milne, Research Assistant (half-time). Researches topics as assigned. Ms. Milne is a Ph.D. student in History, with considerable experience in economic development and public policy work.

- Dennis I. Harrison, University Archivist and ITS Executive-on-Loan (about two-thirds time – without cost to the Institute – through April 2004, when he was laid off from the University).

In addition, we have had the benefit of excellent transcription work by Sharmon Sollitto, a lawyer and editor who also serves as an adjunct faculty member at the School of Law.

As noted earlier, Dennis Harrison’s departure from the University was a setback to the project, although his former colleagues in University Archives are working diligently to fill the gap. His availability to consult on special problems is limited because he has a consulting project that is occupying him on a full-time basis.
Space

The Institute is located on the fourth floor of the Sears Library Building, a location that is relatively convenient and adaptable to our changing needs and opportunities. Our space includes two fully enclosed offices, plus space in the suite that houses the Center for Institutional Research to accommodate the Project Assistant we share with CIR, and a storage room on the fifth floor that we also share with CIR.

As noted earlier in the report, we have used the open wall space in the corridor adjacent to our offices to create a gallery of sorts. The corridor, which connects Sears Library Building to Nord Hall, serves as a kind of student lounge area and is thus amenable to use as a gallery.

We hope the future will bring an opportunity to consider development of a well-sited campus “welcome center” that could also serve as a source of information about the University’s history and traditions. The offices of the Institute need not be relocated to such a center, but we would be eager to provide information and displays for it.

Resources

The five-year budget approved for the Institute’s launch presumes that we will begin identifying partial external funding for the project starting with the 2004-05 fiscal year. The process of seeking support from foundations and other prospective sources is under way at this writing, with hopes that we can receive multi-year commitments before the end of the calendar year. Preliminary approaches to potential sources have resulted in encouraging responses.

This has been a year of good progress toward developing an updated history of the University and a better understanding of the role of the research university in society. We would be pleased to respond to any questions about the topics covered in this report or about any other matters pertaining to the Institute’s work.

REB

August 2004
Appendix A: Staffing Plan

The initial five-year plan for the Institute projected a mix of several activities for the staff to handle the evolving requirements of the program. This projection in turn drove the financial plan. One year into our work, we have made some adjustments to the plan to reflect changes in our environment and in the expectations of others. For example, the initial plan assumed the Director would also be teaching during the first year, but that assignment will now start in fall 2004. It also assumed more use of external consultants in the first year than has been the case.

The table immediately below is the plan as we have modified it after our first year of operation. Note that we expect the published history of the University in book form to appear during 2006-07. “REB” refers to Richard Baznik, Director of the Institute, who will reduce his status to half-time as of July 1, 2006. “Staff” refers to the Project Assistant, the Research Assistant, and others who may be involved in the project.

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Appendix B: Roster of Interviewees, 2003-2004 (attached)

Appendix C: USO 215, “Forever Young: A Social History of the University” (abridged syllabus attached)
From the portico over the campus-side (west) entrance to Adelbert Hall. When Western Reserve College moved to this campus in 1882 as a result of a major gift from Amasa Stone, one of the conditions he set was that its undergraduate program would be named for his late son, Adelbert, who had died years earlier while a student at Yale. Western Reserve began to identify itself as a university at the time of the move, and Adelbert College became the name of the undergraduate college for men, parallel to the College for Women, which in turn was later named for one of Stone’s daughters, Flora Stone Mather.