

Minutes of the Meeting
of the
Oakland University Board of Trustees Retreat
December 2, 1993

Present: Chairman James A. Sharp, Jr.; Trustees David Handleman, Rex E. Schlaybaugh, Jr., Stephan Sharf, and Howard F. Sims

Present: President Sandra Packard, Mr. Paul E. Bissonnette, Mr. John De Carlo, Mr. David S. Disend, Ms. Suzanne O. Frankie, Ms. Wilma Ray-Bledsoe, Mr. Gary D. Russi, and Ms. Rhonda G. Saunders

Absent: Trustees Larry Chunovich, Andrea L. Fischer, and David T. Fischer

Chairman James A. Sharp, Jr. convened the open retreat meeting at 11:35 a.m. in the Gold Rooms of the Oakland Center.

Chairman Sharp stated that the focus of the strategic planning retreat is to review and comment on the draft reports from the six Strategic Planning Task Force Committees consisting of about 167 Oakland faculty, staff, students, alumni, and trustees. There has been significant dialogue by the committees on the future of the university. He noted that the reports represent many hours of work by the committees. The issues contained in the reports are founded on the best future interests of the university. No final decisions have been made on the plan. The trustees are active members and partners in the development of the strategic plan, which does not supersede or attempt to remove the Board's responsibility for setting policy for the institution. He noted that the trustees will have to reserve time each month to stay apprised of the process and to participate in the creation of the plan. Ultimately, the Board will be asked to endorse the final plan.

The purpose of the retreat is to review and discuss draft statements and materials and to provide a trustee perspective to the Strategic Planning Steering Committee.

Chairman Sharp announced that Dr. Suzanne Frankie, Chair of the Steering Committee, is present to respond to questions or concerns. He stated that the following are the draft statement topics for discussion:

1. **Vision Statement**
2. **Excellence and Distinction**
3. **Undergraduate Education**

4. Graduate Education
5. Student Development
6. Campus Family
7. Community Outreach

Vision Statement

Dr. Gary D. Russi, Vice President for Academic Affairs, presented the following proposed Vision Statement from the Steering Committee:

Oakland University will be recognized by its constituencies as an institution of excellence, responsive to their needs, and nationally preeminent in selected areas of teaching, learning, research, and service.

The statement was presented for consideration and discussion. Dr. Russi stated that the Vision Statement should establish the long-term future goal for the university.

Chairman Sharp added that the Vision Statement has been refined and condensed representing the best efforts of the committee.

Trustee Rex E. Schlaybaugh, Jr. inquired if this statement suggests that Oakland University currently is not recognized for excellence.

Dr. Russi responded that the institution is not nationally recognized in some areas in which it is preeminent. In certain areas the university is recognized, however, the goal is to be oriented toward national recognition. It also suggests that all constituencies will recognize the university for excellence.

Trustee Howard F. Sims asked for a definition of "excellence" and the measures the institution will use to determine "excellence."

Dr. Russi responded that routine surveys and feedback from the constituents that are served by the university would be one means of measurement.

Trustee Sims inquired if there is any contradiction between "nationally" and "constituents" since the constituents tend to be "regional."

Chairman Sharp responded that the word "nationally" was heavily debated, but was included in the Vision Statement due to Oakland's "national recognition" in U.S. News and World Report as a "best buy" which is an economic standard. The Steering Commit-

tee is suggesting that Oakland should strive to achieve this status in the areas of teaching, learning, research, and service.

There was a general discussion on the measures that will be used to determine excellence in the particular disciplines at the university.

Dr. Frankie informed the Board that the Steering Committee is drafting the conceptual framework for the strategic plan relating to the vision and mission of the university based on the values of excellence, collaboration, and diversity. The committee will be discussing the measures to be used in determining the excellence of individual programs.

President Packard added that there is an article by Dr. Paul J. Olscamp, President of Bowling Green State University, on quantitative measures of quality and the standardized measures to assess quality in institutions. There are standardized mechanisms that can be used to measure progress and achievement. She offered to find the article for Board review.

Trustee Sims recommended that the university establish "baseline data" to begin the measuring process for excellence.

Trustee Schlaybaugh then suggested changing the wording in the Vision Statement from "will be recognized" to "shall be recognized." Chairman Sharp agreed with this suggestion. Trustee Schlaybaugh also asked for information on "what do we give up fiscally in certain areas to be nationally recognized as opposed to being recognized regionally."

There was a general discussion on the allocation of resources to achieve national prominence in selected disciplines and the process for the selection of those areas.

President Packard informed the Board that a Resources Task Force, composed of Mr. Bissonnette and division budget administrators, will be convening shortly to determine the possible sources of funding for the recommendations and what reallocations or allocations would need to occur.

Trustee David Handleman suggested removing the word "nationally" and "just say preeminent in selected areas of teaching, learning, research and service." He expressed concern that the university is attempting to proceed in "a lot of directions that cannot be achieved" because of limited fiscal resources.

Trustee Sharf suggested that the university should propose several different outlines of the Vision Statement for future review by the Board.

Trustee Schlaybaugh inquired about the decision making process that will occur among competing interests to become the nationally preeminent area that the university will promote and support. He asked "How are we going to sort out the process that will be used?" He stated that one could assume that everyone would want a special allocation of resources and the opportunity to advance their particular school or program.

Chairman Sharp stated that he did not think that this problem is any different than what currently exists but that the plan would be more focused in the future. The Finance and Personnel Advisory Committee will recommend which departments will be supported. If we have a planning document, "it would be presumed that the Board's resources would follow the planning document."

Trustee Schlaybaugh inquired if the Board would determine which areas are to be selected.

President Packard responded that she thinks that it is most appropriate for this decision to be a Board decision.

Dr. Russi shared the thought that a strategic intent statement should establish targets or direction for a university and as a result the institution channels its energies and resources in that direction. The target setting is critical in establishing a vision statement, and so the notion of being nationally preeminent sets that target.

Trustee Sims reiterated the importance of developing the measures of determining excellence.

There being no further decisions or discussion on this subject Chairman Sharp asked that the next report be considered.

Excellence and Distinction Task Force

Dr. Russi stated that the Excellence and Distinction Task Force has done a fine job reviewing every program throughout the university. Their process included an evaluation of each program at the university with some comparison with other institutions. In terms of recommendations for excellence and distinction at Oakland, the task force proposed the following areas for consideration for national preeminence:

1. **Arts Heritage**
 - a. **Meadow Brook Art Gallery**
 - b. **Meadow Brook Hall**

- c. Meadow Brook Theatre
- d. Department of Music, Theatre and Dance
- 2. Beginning School of Mathematics Project, Institute for Action Research and Professional Development, School of Education and Human Services
- 3. Biomedical Research
 - a. Eye Research Institute
 - b. Institute for Biochemistry and Biotechnology
- 4. Selected Aspects of the Department of Biology, College of Arts and Sciences
- 5. Selected Aspects of the Department of Chemistry, College of Arts and Sciences
- 6. Center for Robotics and Advanced Automation, School of Engineering and Computer Science
- 7. Department of Counseling, School of Education and Human Services
- 8. Honors College, College of Arts and Sciences
- 9. Department of Mathematical Sciences, College of Arts and Sciences
- 10. Meadow Brook Health Enhancement Institute
- 11. Physical Therapy, School of Health Sciences
- 12. Department of Physics, College of Arts and Sciences
- 13. Professional Development Schools (PDS), School of Education and Human Services
- 14. Department of Reading and Language Arts, School of Education and Human Services
- 15. Secondary Teacher Education Program (STEP), School of Education and Human Services
- 16. Student Athletics
- 17. Undergraduate Research, Scholarship, and Artistic Expression

There was a general discussion on how the excellence and distinction recommendations in these selected areas of teaching, learning, research, and service related to the goals of the Vision Statement.

President Packard stated that the Excellence and Distinction Task Force has recommended these programs for Board feedback and direction as to which programs relate to the university-wide mission and should be advanced.

The trustees expressed concern over the prioritization of the list and the effect the process would have on other "second tier" programs in terms of reallocation of resources.

President Packard noted that the Strategic Planning Task Force process has stages. One of the next stages is to determine the economic cost of pursuing and developing specific programs toward national recognition and to evaluate the implications on other programs.

Trustee Schlaybaugh stated that it would be helpful to the Board to learn if any of the programs mentioned already meet the Vision Statement objectives.

Chairman Sharp commented that what is being asked of the Board is whether the trustees believe that the task force is "in sync" with what the trustees consider is the correct direction for the university. The trustees are now participating in a planning process that has gone on for the last eight months and the Board is being asked at this point for its input. The Board input will then go back to the Steering Committee and to the task forces and then come back again to the Board for further input.

Trustee Schlaybaugh inquired when the report comes back to the Board, after going through the process described, and there is a final narration of university excellence and specific programs, are those programs that the Board then approves to receive special effort and resources to be nationally preeminent?

Chairman Sharp replied affirmatively.

Trustee Sims stated that by focusing on these programs, we leave other programs unaddressed and presumably in a lower tier. He asked Dr. Russi to speak to the programs that are not included and what the university's future would be given this action.

Dr. Russi stated that the tier structure has been actually taken out of the report. These are the only programs being advanced using the task force definition of excellence and distinction. What that means is that the other programs are not in the category to become preeminent at the national level.

Trustee Sims inquired as to the impact of that decision with respect to offerings to students.

President Packard stated that the Trustees were addressing a very good point. Some of these programs are very different in size and scope and in what they seek to achieve. A long list has been submitted, but it is not possible with current resources to meet the needs of the entire list. There are some areas which have been historically emphasized. The Meadow Brooks are an example. "Should we continue to maintain that historical emphasis and advance even further?" Undergraduate research, scholarship, and artistic expression, if adopted, will impact all programs. All programs would be asked to provide these opportunities for students within those programs. There would be a university-wide impact. Other programs like the Meadow Brook Health Enhancement Institute, Physical Therapy, and Beginning School Mathematics are fairly confined to small groups of students and have the opportunity for national prominence or may have already achieved this status. The Physical Therapy Program has already achieved this status. There would not be major shifts of resources, but to insure that the university maintains and continues to support established quality, and where necessary, given the competitive edge to get to the next level.

Trustee Schlaybaugh stated that these assumptions raise the same issue previously addressed relating to capital expenditures. These conclusions suggest that "while this is a fine list, it is lacking one thing and that is we do not have a recommendation from the task force on priority."

President Packard commented that the question of priority is an appropriate matter for Board discussion. She added that the question relates to "what is really central to our mission and what are the issues the Board wishes us to consider in making our decisions."

Trustee Schlaybaugh inquired if the list submitted today covers only existing programs. He asked if there was a "debate about programs that currently are not offered, but should be considered."

Dr. Russi responded that the graduate program report considered new programs.

Trustee Sims stated that there is still some lack of clarity on just what is to be accomplished today, and what sort of advice we are giving to the Strategic Planning Task Forces. It was his opinion that what was being done was to identify an "A" group and a "B" group of programs and suggesting that there needs to be some prioritization within group "A" programs which have potential for excellence and by default leaving a group of programs in

a second tier position. He added that, "I hope we are not doing that at this time."

Chairman Sharp stated that in his opinion the institution has programs that are either in that "A" category right now or "with a little nudge" could move into that category or special "nitch."

Trustee Sims observed that if that statement means with a "little bit" of extra resources these programs could be very special, that would fine. If it means reallocation of resources away from other programs, then he would be a little less certain about the direction that is being suggested.

Trustee Schlaybaugh commented that the university should not only ask where it can excel, but also what should be done differently and what should be eliminated.

Trustee Handleman questioned whether the institution should "become so specialized," which could be detrimental to the needs of the community and to the students.

Chairman Sharp stated that it is critical to understand that what is being presented are the current offerings and what should be emphasized. The university has an opportunity, if it chooses to do so, to bring certain programs up to a national level.

Trustee Sims stated that it would be very helpful for this discussion if it were framed as accepting information and feedback, but without any suggestions that this represents approval at this time.

President Packard responded that Trustee Sims was correct. It is also important to note that the task force reports are not the final documents, there will be other stages in the development of the final document which will be presented to the Board.

Trustee Sims summarized by stating "so this is a feedback period for questions and not decisions?"

Chairman Sharp stated that the Board is being brought into the review process. Many of the issues raised by the Board have been considered. This is an effort to seek the Board's input to assure that all issues are considered before final action. Final decisions are not to be made today.

President Packard responded that Board input is a part of the process. The task force reports are not the final plan. There is an Authorship Committee, which in cooperation with the Steering Committee, will consider the task force reports and bring them together in a cohesive unified set of recommended priorities for the institution.

Trustee Sims inquired if the results of the university self-study were used as background material for the task force studies. Dr. Russi stated that the information from the self-study has been presented to the Steering Committee.

Dr. Russi noted that once a Vision Statement is developed, the institution must test program decisions against that statement and ask if the decision moves the institution toward realizing the Vision Statement goal.

Trustee Schlaybaugh referred to Trustee Handleman's comments "about what is wrong with just doing what we do a little bit better. "Why don't we reach out more and broaden our base even further than we have in the type of education system we have created at the university?" His personal view was that "it is too easy to manage by slogan, and it is much more difficult to implement reality." He added that, "If you are looking for some feedback, I think if we had more than a half a dozen areas, in addition to what we believe we already recognize, my concern would be how are we going to get there, and where are the resources?" In addition, how long is it going to take us?" If the university ends up with a list of 20 to 40 areas that are to be nationally recognized, then "we are kidding ourselves."

President Packard remarked that Trustee Schlaybaugh raised a good question about why not go on with business as usual. There are two answers. First, the institution does not have the money to go on doing everything at an equal level and at a national level. The day when there will be ample money in higher education is not foreseeable. No matter what is done, it will not be business as usual. The university will be making choices. The second answer is that often in universities the choices are made by "happenstance." A faculty member may be hired who is very gifted and talented in his or her area. This individual brings in grants, students, and faculty with them to study in a special area of expertise. Or, a particular program opportunity with great student demand, such as physical therapy, develops. The question that the university has to determine is what is central to the mission and what is important. Focus on those areas is needed, and major shifts in the university cannot be left to happenstance. The institution should take advantage of opportunities, but also have a central purpose, hold to that central purpose, and not be shifted off that purpose. These considerations become more important in times of diminishing resources. Understanding the central mission and holding to it is very important.

Trustee Schlaybaugh stated that the "basic vision that you have put on the table is that we are recognized by our constituencies as an institution of excellence -- that everything that we do, we will do well." The focus is starting on those areas to be identified to go beyond doing well. That takes the Board to the planning standpoint of being convinced about our opportunities,

how these goals are going to be attained, and the tradeoffs to achieve these objectives. He agreed with Trustee Sims in the sense that the Board is not being asked for approval at the expense of something else. "We may in the context of our future planning decide that we do not want to do something we have done before for strategic reasons." The "bottom line" is that everything that is done will be at "a level of excellence" that the Board would be willing to support.

There was no further discussion on this topic. The Board retreat meeting recessed for lunch at 12:45 p.m.

The Board retreat reconvened at 1:32 p.m.

Chairman Sharp stated that now we are going to take up the issues of the Undergraduate Education Task Force.

Undergraduate Education Task Force

Dr. Russi stated that the Undergraduate Education Task Force identified four areas of concern in the following recommendations:

1. **Support and strengthen excellence in teaching at Oakland University.**
 - a. **Establish a Center for Learning and Teaching to facilitate on-going instructional development, staffed with professionals knowledgeable in pedagogy, contemporary educational technology, and faculty skills assessment and development.**
 - b. **Increase the commitment to quality undergraduate teaching while maintaining excellence in scholarship.**
2. **Expand and assess student support systems and implement an on-going assessment of the student experience at Oakland University.**
3. **Aggressively recruit, support, and retain minority students, faculty, and staff.**
4. **Create and maintain a comprehensive effective academic management information system.**

Dr. Russi stated that the Undergraduate Task Force is recommending four approaches. The first recommendation is to support and strengthen the efforts for excellence in teaching. The committee suggested establishing a Center for Learning and Teaching to facilitate ongoing instruction and increasing the commitment to quality undergraduate teaching while maintaining excellence in scholarship. The second recommendation is to expand and assess

student support systems. The third recommendation is to aggressively recruit, support, and retain minority students, faculty, and staff. The fourth recommendation is to create and maintain a comprehensive effective academic management information system. This task force went beyond the basic four recommendations and they suggested some "tactics in the form of an action plan for each of these recommendations" which are outlined in the reports.

In considering these issues, Trustee Schlaybaugh requested a marketing analysis on student profiles to assist in developing better decisions.

Dr. Russi responded that the university does have a survey of students, both those that attended Oakland and those that did not and why.

Trustee Sims noted that the format of this task force report and the attention toward recognizing teaching excellence is commendable.

There was a general discussion on the importance of establishing a Center for Learning and Teaching to assist faculty in developing teaching skills.

President Packard stated that new faculty, just completing their doctoral studies, have most recently studied in very small high-level seminars. They graduate and come to a university and teach freshmen in large lecture courses. They now must take very complex concepts in their discipline and put them into some format and structure for lower-level undergraduate students who are not majoring in the discipline. If you have on campus faculty who are experts in the teaching-learning process at the college level, they can help new faculty, and other faculty members that are interested, in developing their teaching skills. They can help them understand the learning process that college students go through. Centers can help faculty learn how to organize materials, make presentations to students at their level of intellectual development and utilize visual materials.

Dr. Russi stated that in the few months that he has been here, he has had calls from faculty inquiring where they could turn to for help in this area. There is a need to support faculty in teaching.

Trustee Sims stated that this is a traditional problem for beginning faculty and there are materials available for beginning instructors that would offer tips to aid in the development of teaching skills.

President Packard stated that another service that a teaching learning center often provides is a "classroom audit" by a neutral observer.

Dr. Russi added that the university "can build on the best materials available throughout the country."

Trustee Sharf stated that the process undertaken today is valuable in that the most important areas are being identified for future action. He noted that the Board must ultimately consider "what we really can do and can afford." "When will we make these decisions?" "There is no way that we can do everything for everyone." How will "we finally weed" these matters out?

Chairman Sharp stated that the Steering Committee will meet and consider the Board's discussion of today, and they will incorporate these considerations into yet another document which will go back to the task forces. The Steering Committee then hears the presentation from each task force at the same time as the Authorship Committee. A document will then come out of that process for consideration by the Board.

Dr. Frankie added that the Steering Committee will meet on Saturday morning, and she would provide feedback on the trustees' comments which will be "very helpful." There are 122 separate recommendations in the six task force reports. The Steering Committee will identify some "overarching objectives" and then cluster these recommendations based on these objectives and the Vision Statement.

Trustee Sharf suggested that the Steering Committee should prioritize the main areas that the university should concentrate on out of the 122 recommendations presented by the task forces.

President Packard stated that the Authorship Committee will eventually consolidate and prioritize the task force reports into a final document which will be presented to the Board for approval.

Trustee Schlaybaugh recommended that it should be the Board's function to prioritize the recommendations of the task forces.

There was an extensive discussion at this time on the process of "sorting, clustering, and condensing" the 122 recommendations of the six task forces.

Chairman Sharp stated that the current process is attempting to "bring the task forces, the Steering Committee, and the Board forward at the same time for the creation of a final document.

Trustee Schlaybaugh stated that he sees two very distinct processes. One is the task force developing and sorting and coming up with their recommendations with the rationale for their conclusions. The second is a strategic plan to identify a course of action for the university. There is a need to synthesize this

information for consideration taking into account the strengths, weaknesses, and opportunities for each recommendation.

Trustee Schlaybaugh then asked if it was the administration's view that all 122 recommendations should be incorporated into the final strategic plan or if there is to be a sorting process.

President Packard responded that there needs to be a sorting process which she felt was occurring at this meeting. These task force reports have been made available to the campus community and to the Board. The task forces are now getting feedback from respective groups, and from that feedback there will be a sorting process. Most of the recommendations that have come forward in terms of the larger issues, are fairly generic and are well accepted on campus.

Trustee Schlaybaugh stated that at the end of the day, it was his hope that the strategic plan makes a clear statement and that "we as a Board make a clear statement" on priorities.

Trustee Sharf noted that there is a need to condense the 122 recommendations and to determine which items require Board action.

Dr. Russi stated that in looking at the 122 items, there is overlap. The number will be decreased substantially.

President Packard stated that there is an issue of resources, energy, and time. The "campus cannot go in 122 directions at the same time." "Sorting has to occur."

There being no further discussion, Chairman Sharp asked to move to the next report.

Graduate Education Task Force

Dr. Russi stated that the Graduate Education Task Force has clearly presented the rationale, detailed information, and prioritization on the recommended programs. The task force recommendations are divided into two categories--Strategic Recommendations and Tactical Recommendations. The following are those recommendations:

Strategic Recommendations

- 1a. The pay level for masters and Ph.D. stipends should be substantially increased. The task force recommends that for full-time masters students, the minimum stipend be \$6,500 with a range of \$6,500 to \$8,700. For full-time Ph.D. students, the minimum recommended stipend is \$9,000 with a range of \$9,000 to approximately \$11,000. The task force

also recommends a significant increase in the number of stipends available to Oakland graduate students.

- 1b. The task force recommends that tuition awards accompanying stipends cover tuition for the minimum number of hours required for completion of a program. Furthermore, Oakland should provide tuition awards for those students supported by external grants that generate overhead for the university. Oakland should also provide additional assistantships to departments on a matching basis for each assistantship that is funded from an external grant. Monies for matching stipends should come from overhead produced by external grants and priority for the awarding of these matching stipends should be given to grants that generate overhead. The task force recommends that Oakland also provide special tuition awards not associated with stipends. These special tuition awards would be granted on the basis of merit to promising students who (1) did not receive a stipend, (2) were ineligible to receive a stipend because they worked part-time, or (3) received a stipend from a grant that did not generate overhead for the university.
- 1c. Upon implementing the recommended increases in stipend levels and numbers of stipends, Oakland should vigorously publicize both its new and previously existing graduate programs.
2. Oakland should increase its library resources in those areas with graduate programs, and in particular, those areas with Ph.D. programs.
3. Oakland should increase its efforts to attract and retain minority students.
4. For initiating new graduate programs, Oakland should focus primarily on those programs that involve collaboration between disciplines or between Oakland and other institutions. These collaborative programs should be innovative programs that do not directly compete with surrounding institutions that have superior resources.
5. Each Oakland graduate program should examine its clientele and its schedule of graduate course offerings to determine if it should and can offer more graduate courses in the evening, on Saturdays, or off-campus (including on site) to accommodate those students who have day jobs.
5. (Tied ranking with 5. above.) Budgeting, review and planning processes for graduate programs should include both the costs and the benefits associated with each program as well as assessments of the quality and distinction of each program.

Tactical Recommendations

1. New Programs

a. Formal Proposals

- 1) Ph.D. in Applied Mathematical Sciences - The task force recommends the implementation of the Ph.D. in Applied Mathematical Sciences as outlined in the formal proposal for the program.**
- 2) M.S. in Physical Therapy - The task force recommends the implementation of the M.S. in Physical Therapy as outlined in the formal proposal for the program.**
- 3) Ph.D. in Early Childhood Education - The Department of Human Development and Child Studies has submitted a proposal for a Ph.D. in Early Childhood Education that is currently under review by the faculty in the School of Human and Educational Services.**

b. Informal Proposals

- 1) M.A. in Training and Development - The task force recommends that the Dean of the School of Education and Human Services initiate a study to examine the feasibility of implementing an M.A. in Training and Development.**
- 2) M.S. in Science Education - The task force recommends that the Deans of Arts and Sciences and the School of Education and Human Services appoint a joint committee of faculty from education, mathematics, and the sciences (biology, chemistry, and physics) to examine the feasibility of implementing an M.S. in Science Education.**
- 3) M.S. in Software Engineering - The task force recommends that the Dean of the School of Engineering and Computer Sciences initiate a study of the feasibility of implementing a master's program in software engineering.**
- 4) Ph.D. in Computer Science - The task force recommends that the Dean of the School of Engineering and Computer Science initiate a study of the feasibility of implementing a Ph.D. in Computer Science.**

- 5) M.S. in Accounting - The task force recommends that the Dean of the School of Business Administration appoint a committee to examine the feasibility of developing an M.S. in Accounting.
- 6) Ph.D. in Administrative Sciences - The task force recommends the formation of a committee to examine the current interest and feasibility of a Ph.D. in Administrative Sciences, a proposal that was developed in 1984.
- 7) Ph.D. in Applied Physics - The task force recommends that the Dean of the College of Arts and Sciences appoint a committee to examine the feasibility of developing a Ph.D. in Applied Physics.
- 8) M.S. in Information Management - The task force recommends that the Dean of the School of Business Administration initiate a study to explore the feasibility of developing an M.S. in Information Management.
- 9) M.S. in Industrial Health and Safety - The task force found that the brief proposal for an M.S. in Industrial Health and Safety was not sufficiently complete to conduct a meaningful analysis of the program.
- 10) Law School - The task force recommends that the university not give serious consideration to establishing a law school unless substantial resources from outside the university are identified.

2. Expansion or Strengthening of Existing Programs

- 1) M.A. Counseling - The task force recommends that the M.A. in Counseling program be expanded.
- 2) M.A.T./Ph.D. in Reading - The task force recommends that the Ph.D. and M.A.T. programs in reading be strengthened by adding at least two faculty as well as additional graduate stipends.
- 3) M.S. in Biology - The task force recommends that the Department of Biological Sciences and the Eye Institute collaborate more extensively in graduate training.
- 4) Master of Physical Therapy - The task force recommends that the Master of Physical Therapy program be expanded.

- 5) **Ph.D. in Biomedical Sciences: Medical Physics - The task force recommends that the Ph.D. program in medical physics be strengthened.**
- 6) **M.Ed. in Early Childhood - The task force recommends the expansion of the M.Ed. in Early Childhood program by supporting the Department of Human Development and Child Studies' request for an additional faculty member.**
- 7) **M.B.A. with Environmental Management Concentration - The task force recommends that the Dean of the School of Business Administration initiate a study to examine the feasibility of developing an M.B.A. concentration in environmental management.**

President Packard stated that as background information in the last university planning process there was a debate about what should take precedence--graduate education or undergraduate education. For that reason, she separated the two task forces. On a campus of Oakland's size and complexity, there is no need to have that debate on a university-wide level. Clearly within a department a choice must be made as to whether it will emphasize graduate education or undergraduate education. "We are never going to become an all graduate institution." "We have already made the decision many years ago to become an undergraduate institution with selected graduate programs." Since graduate programs are more expensive to offer than undergraduate programs, one has to think very carefully in advance of adding new programs. However we can grow in graduate program offerings.

Trustee Sharf commented that in his opinion it is the Board's function to determine and approve the funding resources for these types of recommendations and the administration's function to recommend what programs are needed.

Dr. Russi responded that once a report is produced that reflects commonality, it will be given to the Resource Committee to determine the cost implications for each program and identify sources of potential funding.

Trustee Sims noticed that "neither of the two task force reports speak to the balance between undergraduate and graduate education." He inquired if it is presumed that the current ratio would be maintained if the recommendations of the Graduate Education Task Force for expansion were adopted.

Dr. Russi responded that there are currently 67 undergraduate programs and 30 graduate programs at Oakland, and, if the graduate program recommendations were approved, a change in the mix would result.

Trustee Sims stated that since the graduate programs attract a national and international student body, the undergraduate programs may be sacrificed which essentially serve students in the region. He questioned whether or not the university, which has principally served its traditional students from this area, would be reversing its past role by serving students from outside the state. The university must ask "are the students the market or do the employers' needs determine the market?" He concluded that it is the students.

President Packard remarked that this is a "very good value statement for the task force to consider."

Dr. Frankie added that a definition of "constituencies," which is a key word in the Vision Statement, needs to be addressed and clarified.

President Packard stated that it should be understood that including the aspiration to have a graduate program in the final strategic plan does not constitute final Board approval or even state approval to offer the program. The university would still have to go through the same internal, Board, and state governance processes for review and approval of the program before it is offered.

There being no further discussion, Chairman Sharp suggested that the Board consider the next report.

Student Development Task Force

Ms. Wilma Ray Bledsoe, Vice President for Student Affairs, stated that the Student Development Task Force has reviewed both the student services and facilities available at the university. The following are the recommendations of the task force:

- 1a. Provide service to minority students and strive toward a non-hostile environment.
- 1b. Build a student recreation/activities building that is financed through student fees and centrally located on campus.
- 1c. Conduct comprehensive university-wide faculty and staff training to provide a common/shared understanding of the goals of the institution and an understanding of the needs of both our traditional and non-traditional students.
- 2a. Broaden the composition of the student body.
- 2b. Provide appropriate and essential services for traditional and non-traditional students.

3. Increase child care opportunities for students, faculty and staff.
4. Require a one or two credit freshman seminar/orientation class for all incoming freshmen.
5. Develop creative relationships between the Department of Music, Theatre and Dance and the Meadow Brooks.
6. Expand the resident student population.
7. Conduct a feasibility study regarding our current affiliation with the National Collegiate Athletic Association (NCAA) Division II.

The trustees then addressed the recommendation to expand the residential student population.

Ms. Ray-Bledsoe noted that the "quality of campus life" outside the classroom is highly improved with a larger residential component. She added that today there is less preference for high-rise multiple-occupancy rooms and suites and more preference for apartment-style living.

Trustee Sims asked if the recommendation about expanded residential activities "was a wish or a need." He stated that the university has residential halls that are essentially empty. The university serves principally a commuter population. He asked, "By providing residence halls, does that mean the institution will actually have more students living on campus or will there be more empty residence halls?"

Ms. Ray-Bledsoe responded that she would certainly be among those who would think that the latter is not what the university would wish to have occur.

Trustee Sims stated that in his opinion it is a question of whether or not given the institution's traditional student population, those students want to come and live on campus.

Ms. Ray-Bledsoe noted that there are some changes that are being undertaken that might improve the current program.

Trustee Schlaybaugh stated that "more scientific data is needed in order to make judgments about incurring major capital costs in building new living accommodations."

Dr. Russi added that the demand for residence halls relates today to the recruiting market. If the market is limited to two counties of residence, the pattern probably will continue as it has in the past. However, recruiting students that are 50, 100, or 250 miles away would increase the demand for residence halls.

Chairman Sharp informed the trustees that the current problem is that there are too many vacancies in the buildings on campus creating a need to expand the residence student population in order to maintain the buildings properly. Without the increased dormitory population, at some point the buildings will be operating at a net loss.

President Packard added that the university has been losing enrollment in the residence halls for the last eight years. The university has not been able to renovate the buildings. The residence halls have been subsidized by placing academic units in the buildings.

Trustee Sims stated that one of the early expectations at Oakland was that a certain amount of the student population would be housed in privately developed housing and that is the way it has occurred.

Trustee Handleman commented that "the university should not be in the rental business." It is "in the educational business, and with a demographic area of 4.5 million people the university can draw upon students who live at home or live where they want to live." It should not be the university's concern or function to get a student 200 miles away to attend Oakland to live in a residence hall.

Trustee Sharf concurred with Trustee Handleman.

Trustee Schlaybaugh commented that the question should be "how important is residency and could the university put the assets dedicated to such an operation to another use more effectively?"

Trustee Sims inquired if there are reserves to bring the residence halls up to acceptable standards.

Ms. Ray-Bledsoe responded that there are some limited reserves, but not enough to adequately cover changing the halls into the preferred apartment style of living.

Trustee Schlaybaugh stated before any decision is made there needs to be a cost study. He recommended that Mr. Bissonnette initiate a study on the cost to the university to make the residence halls attractive including the funding options, projected time frame to complete the project, and the proposed student charge to make it revenue neutral.

Mr. Bissonnette responded that this is a self-liquidating fund/auxiliary enterprise with the students bearing the burden of the cost. The university has to look at it in terms of the marketplace and what the students are willing to pay.

President Packard stated that the Oakland loses many "great" students to other campuses who go out of the region because they want the campus lifestyle not currently offered by the university. There are many bright, talented, and able students that are going to the University of Michigan or Michigan State University because they want a certain kind of on-campus lifestyle.

Trustee Sharf noted that there is no disagreement, but he asked "where do you want to put your money first?" "Do we put it in housing or programs?"

President Packard stated that residence halls should be self-funding.

Chairman Sharp commented that this question is unanswered and it is going to have to be answered.

Trustee Sharf stated that if the demand is that great for specialized housing, then the project may be of interest to a developer.

Chairman Sharp stated that he is not promoting construction, he is suggesting to the Board that it will have to answer the question of "where are we going to go with our residence halls?" "Either we are going to continue to let them decline and not have students living in them, and have maintenance costs, or we are going to have to take steps to close them up or to fill them up." This issue is going to come back in the form of a vote.

Trustee Sharf repeated that it is a question of money.

Trustee Sims asked if the residence halls can at some level be self-sufficient, and the President responded that they can and should be operating with a balanced budget.

Trustee Schlaybaugh stated that the issue relates to the capital costs required to put them in a condition that would be attractive to meet the contemporary living needs of young adults.

Chairman Sharp asked what should Mr. Bissonnette consider. Trustee Handleman is suggesting that the institution should not be in the residence hall business. That is a policy issue, and there is the question of whether to expand and/or improve the facilities. Costs are needed on these issues.

Trustee Schlaybaugh commented that he would take as a "baseline case" Trustee Handleman's position that the institution currently has a certain number of residence halls, and should not plan on building more, but reconfigure what it has into a form to be attractive to students. "What are the costs?" "What are we going to have to charge to have a balanced budget?"

President Packard noted that Trustee Schlaybaugh's statement is what is under consideration.

Trustee Schlaybaugh stated that the university would not be building new residences, but would basically be reconfiguring the current facilities.

President Packard noted that the university has some residence halls that are attractive and in very high demand. The married student housing units have at least a year's waiting list.

Trustee Schlaybaugh stated that the issues are "do we want to keep all of the residence halls, and do we want to remodel them." If these are positive, then the university needs to determine what to do to fill them up and how much it is going to cost to put them in a form that will attract students.

President Packard stated that the university would return with a plan.

Chairman Sharp stated that at this time he wished to bring the meeting to a close with a special note of appreciation to everyone who has participated in the process. The Steering Committee will appreciate the Board's reactions.

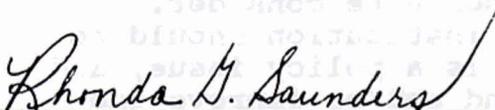
Trustee Schlaybaugh suggested that the Community Outreach Task Force evaluate the "role the university could play as a sponsor of charter schools." Universities with strong educational programs are viewed as being prime chartering organizations.

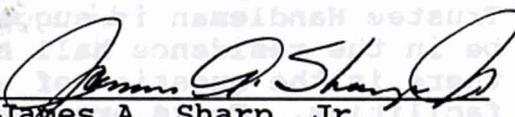
President Packard responded that some preliminary conversations on this subject have taken place with the Dean of the School of Education. The university has also been approached by outside groups who are interested in developing different kinds of charter schools. The university will follow up on the issue.

The retreat meeting was adjourned at 3:00 p.m.

Submitted,

Approved,


Rhonda G. Saunders
Acting Administrative Assistant
Board of Trustees


James A. Sharp, Jr.
Chairman
Board of Trustees

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