



SPECIAL EDITION

OU NEWS

Camp Report Summary

March 17, 1982

Editor's Note

Last November, President Joseph E. Champagne formed the Committee on Academic Mission and Priorities (CAMP) to review all academic programs and to make recommendations to him concerning the academic mission of the institution and academic program priorities in a period of declining resources.

The committee, working against a March 15 deadline, now has made its report to the president. The summary section of that report is reproduced here. Each academic dean has received a copy of the full report. At this time, the evaluation processes necessary to reach decisions about the committee's recommendations have not been completely developed.

Due to the incomplete nature of the summary, readers are encouraged to review the complete report. Complete copies of the report are available in the Kresge Library.

(A companion committee, the Student and Urban Affairs Mission and Priorities Committee (SUAMP), will render its report this week. That report will be summarized in a subsequent issue of the OU News.)

Summary of the Report

For the convenience of the reader, the program recommendations of the Committee on Academic Mission and Priorities are summarized in this section of the report. Full details are given in the body of the report, particularly Sections IV. through VII.

1. The "Role and Mission" of Oakland University, in brief:

For the complete statement of Oakland University's proposed role and mission with respect to academic programs, the reader should refer to Section IV of the report.

Oakland University is a high quality public institution which is characterized in part by the following:

- a. Its students are recruited state-wide in Michigan.
- b. Its faculty are recruited on an international scale.
- c. Its public outreach extends throughout southeast Michigan.
- d. Its standards of admission, instruction, scholarship, and service are high. Access with quality is its hallmark.
- e. Its undergraduate instructional programs are marked by a strong balance between the liberal arts/general education and professional emphases. Its master's level programs meet demonstrable needs. Its doctoral programs are unique and innovative.
- f. Its goals are to provide its students with the skills, knowledge, and attitudes which are essential for successful living and active, concerned citizenship.

2. The "Criteria" which were utilized:

For the complete discussion on criteria utilized by the committee, the reader should refer to Section V. of the report.

The criteria which were utilized by the committee are:

- a. Quality
- b. Essentiality—centrality to the university's mission
- c. Environmental match—the ability of a program or unit to match its capabilities to the needs of the university's service area.
- d. Affordability

In applying these criteria, the committee assigned, where applicable, one of four priority levels for resource allocation, as follows:

- a. Increased Resource Allocation
- b. Same Level of Resource Allocation
- c. Reduced Level of Resource Allocation

In this assignment, the committee's intentions were toward the tightening of

programs and better clarification of focus and purpose. In particular, with respect to departments in the College of Arts and Sciences, the committee sought to strengthen, not weaken, the university's commitment to a foundation and integration of liberal arts for all educational programs.

d. Phasing out of the program or unit.

3. The Committee's Recommendations, in brief:

For full details on the committee's findings and recommendations, the reader should refer to Sections VI. and VII. of the report.

By school, college, or organized unit, the committee's recommendations are as follows:

a. College of Arts and Sciences:

(1) Increased levels of support should be provided to the biological sciences and to rhetoric. In the latter case, the journalism major should be phased out and communications strengthened through offerings in speech and more activities in forensics.

(2) Chemistry, linguistics, mathematical sciences, physics, political science, and environmental health should be maintained at current levels. With respect to the mathematical sciences, strengthening can occur through joint arrangements with the School of Engineering as described in Section VI. With respect to chemistry and the laboratory sciences, a significant effort should be made to seek funds for laboratory space and facilities.

(3) In accordance with the statement made in 2c. above, area studies, art and art history, English, history, modern languages, philosophy, psychology, and sociology/anthropology should receive reduced levels of resources. Staffing needs in philosophy can be met through the partial reassignment of foundations faculty from SHES. Degree programs in area studies should be phased out, and the program should be renamed in a more recognizable manner.

(4) Secondary education programs, in which both SHES and arts and sciences are involved, and the journalism major should be phased out. The rhetoric, communica-

tions, and journalism department should be renamed rhetoric and communications.

b. School of Human and Educational Services

(1) Increased support should be given to the Lowry Center, with the proviso that access should be improved.

(2) Reading, guidance and counseling, early childhood, special education, the Continuum Center, school services, and the instructional materials center should be maintained at current levels. Means should be found for sharing the I.M.C. materials and facilities with other units to enhance their instructional programs.

(3) Reduced levels of resources should be given to human resource development and curriculum, instruction, and leadership. Foundations faculty can be partially reassigned to assist the philosophy department in arts and sciences to strengthen its offerings.

(4) The physical education minor and certification program, the Office of Field Services, the education specialist program, and secondary education programs should be phased out.

(5) Exercise physiology and the cardiac rehabilitation laboratory should be made a part of the health sciences program (see e. below).

c. School of Engineering

The School of Engineering should receive increased resources for both its engineering and its computer and information sciences programs. As described in Section VI., through joint arrangements, mathematical sciences can also be helped to increase its resources as the engineering resources are increased.

d. School of Economics and Management

The School of Economics and Management should receive increased resources for its undergraduate programs, but significant expansion of the evening MBA program should be discouraged. Details of this decision should be reviewed in Section VI.

e. Center for the Health Sciences and the School of Nursing

The Center for Health Sciences, as an administrative structure, should be phased out. In its place there should be created a School of Nursing and Health Sciences, with the current Dean of Nursing as chief officer. Within this framework, the present School of Nursing should receive its current level of resources. The medical technology program should receive increased resources, while the physical therapy program should continue at current levels, but with stronger admissions standards for FTIAC's, preferably at the same level as nursing.

The Medical Review Program should be run as a continuing education credit

offering. The health behavioral sciences program should be run as a concentration within the College of Arts and Sciences.

The industrial health and safety program should be phased out, with possibly a concentration in that area developed as part of a future labor studies program.

The exercise physiology program and cardiac rehabilitation laboratory should be part of the new school.

f. School of Performing Arts and Meadow Brook Functions

As an administrative structure, the School of Performing Arts should be phased out. The Department of Theatre Arts and Dance should be phased out with faculty who are retained becoming part of the communications group in arts and sciences. The Department of Music should be transferred to the College of Arts and Sciences and given reduced resources. General fund support for the Meadow Brook Art Gallery should be phased out.

Increased interaction between the Meadow Brook functions and academic activities should be encouraged and developed. Other suggestions are provided in Section VI. of the report.

g. Kresge Library

All evidence indicates that the Kresge Library is in a sad state. The university's number one priority for any fund-raising campaign should be in the direction of rebuilding its library holdings and resources. This is mandatory if the university is to maintain its position as a high quality institution. Reduced resources and tightening of programs, as recommended in a variety of areas, might assist in freeing funds which could then be designated to library development.

h. Institute of Biological Sciences

The Institute of Biological Sciences should be maintained at current levels of funding.

i. Graduate School

The committee recommends that the Graduate School, as an administrative structure, be diminished in size and resources. It recommends that the provost serve as graduate dean and that the graduate council become a standing committee of the University Senate. Graduate advising, admissions, and record keeping should be fully coordinated with the corresponding undergraduate services.

j. Continuing Education and General Studies

Both the Bachelor of General Studies (B.G.S.) and New Charter College should be phased out. The B.G.S./community college relationship should be replaced by high quality structured alternatives within the organized schools, so as to strengthen the university's relationships

with the community colleges. Extension sites should be evaluated and quality control should be maintained at them. There should not be a proliferation of sites.

Labor education should be continued at current levels. Cable TV should be studied carefully and either done well with a strong commitment or not at all.

Continuing professional education should be decentralized, with strong school and college involvement and revenue sharing to provide incentives for the building of strong and attractive programs.

k. Special Programs

With or without federal support, special program efforts on behalf of the disadvantaged should be continued. Special efforts to attract Hispanic students should be made. Better coordination with academic units, higher standards, and better evaluation processes should accompany these efforts.

l. Academic Services

High quality programs cannot be maintained without strong support in academic service areas. A computerized student record system must have the highest priority. Admissions standards should be raised, particularly for transfer students.

High priority should be given in fund raising to obtain funds to increase the university's scholarship and financial aid capacity.

Strong coordination should be achieved in advising and placement of students. Cooperative education ventures should be encouraged and supported.

4. Conclusion

Of the 52 programs or units to which priority levels were assigned, 8 would receive increased resources, 19 would stay at current levels, 12 would be reduced, 10 programs would be phased out, and 3 school or center administrations would be eliminated, if the committee's recommendations were accepted.

Three priority areas for major fund raising were identified. These are the library, laboratory space and facilities, and funds for scholarships and financial aid.

In the remaining program areas, the committee was unable to determine priority levels, because, at present, the Division of Academic Affairs does not have primary control over the activities or because the activities interface with activities in other divisions. An inter-divisional analysis will have to be made to provide appropriate recommendations in these cases.

The list of specific and general recommendations, as well as suggestions for future study, is too long to be summarized here. The reader is referred to Sections IV., VII., and VIII. of the report.

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