

Oakland University Planning Documents

Volume 1: University Plans September 1978

Table of Contents

Preface	i
List of Figures	in process
List of Tables	in process
Section I: Oakland University and Its Setting.....	I-1
Section II: University History	II-1
Section III: The Role and Mission of Oakland University.....	III-1
Section IV: Recommendations for the 1978-1993 Period	IV-1
Section V: Five-Year University Goals and Objectives	V-1
Section VI: Historical Data on Oakland University.	in process
Section VII: Background and Data on Constraints and Assumptions	in process
Section VIII: Academic Projections, 1978-79 to 1992-93	in process
Section IX: Budget Projections, 1978-79 to 1992-93	in process
Section X: Analysis of the Projections	in process
Appendices	in process

PREFACE

The material contained in the Oakland University Planning Documents is a collection of interrelated documents that have been assembled by Oakland University as part of its planning process. The evolution of the planning process over the past five years has produced a variety of documents, and here they are published in two volumes. In addition to serving the university in its planning process, these documents (along with some supplemental material) are being used by Oakland and the North Central Association in the decennial reaffirmation of accreditation of the university. This material replaces the traditional self-study.

Volume I contains materials related to university-wide planning documents, while Volume II is devoted to division plans.

The first two sections of Volume I place Oakland in perspective. Section one describes Oakland's setting and details the planning efforts of the 1970s, while section two is a short narrative history of the university.

Section three is the university role and mission statement. The university Board of Trustees first approved this document in 1971 as part of a state-wide effort to define roles and missions of the 13 Michigan public baccalaureate institutions. The role and mission statement was revised substantially in 1978 as part of the planning process. The document evolved from the five-year Management by Objectives planning program and integrated the five-year and the long-term planning programs.

Section four is the 15-year planning document that has been developed over the past two years. It was first published in draft form in spring 1978, and it will be revised periodically in the years ahead.

Section five is the five-year university goal statement. The first such five-year statement was written in 1975 and revised during the 1977-78 academic year as part of the total planning process. This statement will be revised again in 1979-80.

Sections six through ten provide additional data that relate to the 15-year plans, including enrollment projections, faculty projections, and budget data.

Volume II contains the five-year plans for each of the operating divisions of the university, the Office of the President, and the major academic units (schools, colleges, centers). Each division publishes a five-year plan annually, and each department and unit within a division also produces five-year plans. These five-year plans (initially called Management by Objectives) contain both five-year goals and one-year objectives.

Without a doubt, there are inconsistencies in the various documents assembled in this publication. The university is not a monolithic enterprise, nor is it static. While every attempt has been made to integrate the documents in their preparation, it is neither possible nor desirable for them to be totally consistent.

Finally, the editors acknowledge that many will wish to examine only part of this publication, and we have tried to organize the material to permit easy reading of the various sections. All of the sections will be updated periodically, and the format of this publication allows it to be used as a permanent reference document.

The Editors

OAKLAND UNIVERSITY AND ITS SETTING

Geographic Location

Oakland University is located in Oakland County in the northern tier of suburbs of the Detroit metropolitan area. The university is situated on 1,500 acres about five miles east of Pontiac, five miles west of Rochester, and 28 miles north of the Detroit central business district. Oakland County has one of the highest per capita incomes in the United States, and there is substantial industrial and commercial enterprise within commuting distance of the campus. The immediate area around the campus is undergoing intense residential and commercial development.

The campus itself is a wooded tract that once was the estate of Alfred and Matilda Wilson. There are 17 buildings on the main part of the campus, the estate buildings left from the Wilson farms, a music pavilion, an 18-hole golf course, and athletic and recreation fields.

Higher Education in Michigan

Oakland University is one of 13 public state colleges and universities in Michigan, each of them governed autonomously. Three of these institutions are large doctoral institutions. The University of Michigan at Ann Arbor, Michigan State University in East Lansing, and Wayne State University in Detroit all enroll more than 30,000 students, all have medical schools, and all have a comprehensive set of undergraduate and graduate programs.

The remaining 10 state colleges and universities are a diverse group of institutions, and their development parallels that of public state colleges and universities throughout the country.

Four of the schools—Western, Eastern, Northern, and Central Michigan universities—had their beginnings as teacher training colleges and have evolved into regional state universities with enrollments of 8,000 to 20,000 students. Two other schools—Ferris State College and Michigan Technological University—have their roots in specialized programs, while the remaining institutions (Grand Valley, Saginaw Valley, Lake Superior, and Oakland) were formed as comprehensive state colleges in the postwar era. In addition to these 10 institutions, The University of Michigan has two relatively autonomous branch campuses in Dearborn and Flint that are comparable in size and scope with the other state colleges. This group of institutions has enrollments between 2,000 and 10,000 students.

Oakland is a distinctive institution in this group of 10 or 12 state colleges and universities. While it is one of the newer universities, its size and scope of programs is more reflective of the older regional institutions. The division between graduate and undergraduate student populations is also weighted much more heavily toward graduate education at Oakland than at any of the other state colleges and universities in this grouping.

In addition to the four-year colleges and universities, there are 29 public community college districts in the state. These schools range in size from 700 to 18,000, with Oakland, Macomb, and Wayne county colleges the largest.

More than 400,000 students are enrolled in public institutions in the state, divided evenly between the two- and four-year schools. Michigan also has several excellent private institutions, ranging in size from the small

liberal arts colleges to The University of Detroit with several graduate programs. The state now provides direct grants to the private schools for each Michigan resident they enroll.

Within this state system of higher education, Oakland provides both undergraduate and graduate education. The undergraduate programs cover most of the traditional liberal arts and sciences majors, education majors for preschool through secondary education, and professional programs in engineering, computer science, management, nursing, medical technology, medical physics, environmental health technology, and human resources development. At the master's level, Oakland offers programs in area studies, English, history, clinical and developmental psychology, mathematics, management, engineering, music, biology, chemistry, physics, and education. At the doctoral level, Oakland sponsors a Ph.D. program in systems engineering and is starting a program in reading education. New master's programs approved for 1978 and 1979 include computer and information science, linguistics, public administration, and medical physics.

The Planning Process at Oakland

After several attempts to launch a systematic planning program had ended in frustration, the university president instituted a Management by Objectives (MBO) planning program in 1973. Each unit of the university produced annual statements of five-year goals and one-year objectives. There were several deficiencies in the MBO process—it did not involve much participation by faculty, its effectiveness varied widely between units, and it was never successfully integrated with the budget process—but it did serve as a start for a comprehensive planning program, and it remains an integral part of the planning process at Oakland today.

In addition to the MBO program, there is active planning in individual units and the normal budgetary process. The budget process is, of course, dictated by state appropriations patterns and essentially integrates the plans of the university in a quantifiable resource (money) on an annual basis.

What was missing in the process was something that could integrate the MBO program, the budget cycle, and other planning activities into a coherent picture of the plans for the university. What was also lacking was a concrete planning framework that extended beyond five years.

The University Planning Committee was established in 1976 to examine the long-range future of the university (five to 15 years). Impetus for establishment of the committee came from a desire to expand the planning program that was initiated in 1973, from renewed faculty interest in planning triggered by suspension of the classics major and the Academy of Dramatic Art in 1974, and from concern about the future because of the rapidly changing state demographic patterns.

The university president selected UPC members from nominees submitted by several representative bodies. Six faculty, three students, and two administrative-professional staff were named to the committee through this nomination process, and several academic administrators were also appointed to the committee. Two alumni representatives joined the committee in 1977.

During academic year 1976-77 the UPC looked at basic data on enrollment projections, student curricular choices, faculty characteristics, and budgets. The UPC reviewed various constraints and assumptions that could be used in the planning process and agreed on a set of constraints and assumptions for the 15-year plan. Early in the 1977-78 academic year the UPC agreed on a basic university growth pattern of one to two percent annually. Based on the work of the UPC, President O'Dowd generated a set of plans in January 1978. For the remainder of the academic year, the UPC helped revise those plans.

The University Planning Committee has approved the recommendations for the next 15 years, as detailed in section four. These recommendations, along with the

role and mission statement and the five-year plan for the university, have been circulated throughout the university community during the past several months. In response to feedback at several open meetings, each of the statements has been revised significantly.

The University Senate has accepted these statements as initial efforts in a continuing process of analyzing, debating, and shaping the future of Oakland. The first University Senate agenda item for fall 1978 is to examine the planning documents in detail.

Other interested parties will also have the opportunity to review the documents as part of a continual revision process. Planning documents—both short- and long-range—will be updated and revised annually to reflect new information and changes in the goals and objectives of Oakland and its various components.

UNIVERSITY HISTORY

Origins

Noting that Oakland County was the second most populous county in the state and projecting substantial growth in the second half of the century, the county planning commission decided in 1955 that an institution of higher education should be located in the county. Several community leaders suggested the idea for a new college to Matilda R. and Alfred G. Wilson, hoping that the Wilsons would donate part of their 1,400-acre Meadow Brook Farms in Avon Township to establish a new campus. The Meadow Brook estate was an ideal location for a new college, and the Wilsons had a long involvement in area civic and education matters.

Meadow Brook Farms was established at the turn of the century by John Dodge, Mrs. Wilson's first husband and one of the Dodge brothers who had helped found the Ford Motor Company and whose Dodge Motor Company ultimately became a principal part of the Chrysler Corporation. Following Dodge's death, Matilda Dodge married Alfred G. Wilson. A participant in Republican Party activities, Mrs. Wilson served briefly as lieutenant governor of the state and was also a long-time member of the State Board of Agriculture, the governing board of the Michigan State College of Agricultural and Applied Sciences, progenitor of Michigan State University. Through her role as a board member, Mrs. Wilson developed a high regard for Michigan State President John A. Hannah.

The planning commission suggestion convinced Mrs. Wilson that MSU would be interested in developing a new campus on Meadow Brook Farms, some 75 miles from the main campus in East Lansing. After satisfactory negotiations with President Hannah and MSU Vice-President Durward B. Varner, the gift of the entire estate and \$2,000,000 was announced publicly on January 3, 1957.¹

Construction on the first buildings started in 1958,² and the first classes—noncredit continuing education—were offered in a converted chicken coop that same year.

EDITOR'S NOTE: The narrative and statistics in section two should be regarded as simply a chronicle of curricular and administrative development from 1957 to 1978. A full narrative and analytical history of Oakland University has yet to be written.

1. On January 13, 1957, the Michigan State University Board of Trustees accepted the gift; on January 23 and 24, 1957, the Michigan House of Representatives and the Michigan Senate, respectively, pledged support and earmarked the land to establish an institution of higher education. MSUO was the first state-supported four-year institution of higher education established since 1903. Since 1957, the state has recognized and supported five additional baccalaureate institutions: the Dearborn and Flint campuses of The University of Michigan, Grand Valley State Colleges, Lake Superior State College, and Saginaw Valley State College. The fact that the idea of establishing a college in Oakland County originated with the county planning commission led to certain confused local expectations; some thought in terms of a community college, a hope not realized until 1964 with the founding of Oakland Community College. The resemblance of names still serves a conflation of two quite different institutions.

2. North and South Foundation halls were built with the funds donated by Mr. and Mrs. Wilson; Oakland Center was made possible by the Oakland County Board of Supervisors and bonds. These buildings were followed by Kresge Library (1961, gift of the Kresge Foundation), Hannah Hall of Science (1961,

Concurrently, the MSU board made the fundamental decision that the new campus, known as Michigan State University-Oakland (MSUO), would not be regarded as a branch, but as an autonomous institution. The two institutions were governed by the MSU Board of Trustees. The new campus was to be headed by a chancellor who would report to the MSU president. D.B. Varner became the first chancellor of MSUO in 1958.

General Development, 1957-1977

During late 1957 and 1958, several MSU faculty-staff planning committees were charged to establish the basic principles and developmental guidelines for the new institution. The committees made fundamental academic/curricular decisions: professional programs at the highest level of intellectual quality should be established in business administration, education, and engineering; all programs should be suffused with the spirit and substance of the liberal arts, both as support to professional subjects and as general education; all instruction should be characterized by devotion to basic academic principles rather than to immediate job application; narrow professional specialization and traditional academic departments should be avoided; continuing adult education should be closely associated with the credit-bearing curriculum; and extracurricular distractions (such as ROTC, fraternities and sororities, intercollegiate athletics) should not be encouraged. Along with many technical suggestions concerning the academic program—such as the exclusion of freshman English composition and subcollegiate mathematics as unsuitable to higher education, course credits,³ schedules, grading system, teaching loads, admissions, and initial academic organization—these fundamental ideas were submitted to the Meadow Brook Seminars to be shaped into a single curriculum.

Nationally prominent education leaders in the various fields participated in the five seminars—engineering science, business administration, teacher preparation, liberal arts,⁴ and continuing education.⁵ While in sub-

state-funded), Sports and Recreation Building (1963, self-liquidating funds), Kettering Magnetics Laboratory (1965, gift of the Kettering Foundation), Wilson Hall (1966, state-funded), Dodge Hall of Engineering (1968, state- and federal-funded), Graham Health Center (1968, gifts and bonds), Central Heating Plant (1971, state-funded), Observatory (1974, Oakland University Foundation), and Public Safety and Services (1975, state-funded). In addition, seven residence halls were built between 1961 and 1968.

3. The original curriculum was based on the quarter system, with three five-credit courses per quarter considered normal student load. This was changed to a semester system with four four-credit courses per semester regarded as normal in 1961; this system remains in effect today. Moreover, MSUO originally was committed to year-round education; the 1961 conversion was to a trimester system. By 1969, however, efforts to maintain the spring (summer) trimester on a par with fall and winter were abandoned and the present pattern of fall/winter semesters with spring/summer sessions was adopted.

4. These were the designations used by the seminars.

5. The career of adult, continuing, credit-free education at Oakland University will not be dealt with here, but the faculty coolly ignored its potential and its programs developed in almost complete isolation from the academic curricula considered in this brief history, not the only example of the highly selective application of the founding principles.

stance the seminars only ratified decisions already made by the MSU committees, they served to strike the sophisticated academic tone and set the rigorous, intellectual style which many felt distinguished MSUO/OU in its early years. They fostered a faculty ethos and motivated students to accept a mystique of uniqueness, which while expressing more an aspiration than a reality, provided a self-confident energy which sustained the institution for more than a decade. The formulations of the Meadow Brook Seminars resulted in the *MSUO Curriculum of 1959*, a mimeographed publication which provided the framework for institutional development for at least 10 years.

The initial group of 24 faculty was appointed in early 1959; about 570 students, all freshmen and entirely commuter, were admitted and registered in September 1959. During the next few years MSUO was entirely an undergraduate college, primarily preoccupied with the problem of inventing and unrolling each succeeding element of a four-year curriculum and secondarily concerned to create a campus ambience appropriate to its presumed collegiate style.⁶ During the first several years, the professional programs central to both the MSU and Meadow Brook Seminar planning were treated as concentrations or majors within a common liberal arts curriculum. The initial unitary structure gave way in 1961 to a three-division structure of humanities, social sciences, and mathematics and science. Supervision for the engineering science program came from the science division, while the social science division was responsible for the professional and administrative elements of the programs in elementary and secondary education and business administration. In 1963, conventional disciplinary departments in the liberal arts and sciences were authorized.

In the same year, just before the first commencement, the name MSUO was formally changed to Oakland University. The first graduates received baccalaureates in spring 1963. A total of 146 undergraduate degrees were conferred: 137 Bachelor of Arts, and nine Bachelor of Science (engineering science). Of the Bachelor of Arts degrees, seven were in business administration; 40 in elementary education; 34 in eight different secondary teaching concentrations; and the remainder were in 12 disciplinary liberal arts majors from art through sociology, programs included in neither the original MSU committee plans, nor the Meadow Brook Seminar reports, nor the *MSUO Curriculum of May 1959*.⁷ The founding faculty—those appointed between 1959 and 1963—clearly had had a profound impact on the shape of the institution.

Consistent with Meadow Brook Seminar recommendations, the disciplinary or professional majors which the first graduates presented for degrees had been formulated within a highly structured university-wide liberal arts matrix, which initially assigned half of the baccalaureate curriculum to prescribed general liberal education. Rather than the traditional upper and lower division of

studies, general education extended through all four years of the standard curriculum and preempted more than half of a student's first and second years, and about a quarter of the third and fourth years. The subject areas included arts, humanities and languages (including a two-year language requirement), social sciences, area studies, and mathematical and natural sciences. Courses were especially designed for general education, either on an interdepartmental basis (area studies or Western institutions) or on a departmental basis (social psychology or science). This array of general education, known as the University Course Program, persisted from 1959 to 1970, although it was modified almost constantly toward enhanced student choice, greater departmental freedom, and less total curricular time devoted to general education.

By 1970, the original institutional consensus on general education had eroded considerably. Rapidly expanding enrollments, a much more diverse student population, and more complex structure had combined with the turbulence of the times and the restlessness of both students and faculty to make the characteristics of the *MSUO Curriculum of May 1959* obsolescent. In addition, the 1960s saw emerging dominance of traditional departmental and professional concerns. In the early 1960s, the views of faculty who championed the original conception of a coherent, pervasive, deliberately designed general education as a necessary complement to professional studies had dominated. In the late 1960s and early 1970s the attitudes of faculty committed to departmental and professional concerns, reinforced by an upsurge of student demand for career-related education, prevailed.

While considerable creative energy was still being devoted to general education in the late 1960s (freshman exploratories, senior colloquia, and the special general education "inner colleges" were products of this time), the formal, organizational development of the university tilted the institution in a more conventional direction. The building of professional schools and disciplinary departments received primary administrative and budgetary emphasis and absorbed most of the intellectual energy of faculty. General education failed to secure a place within the academic administrative and governance structure comparable to that of the disciplinary units. Thus by 1970 at least one important dictum of the original conception of MSUO/OU was seriously attenuated: that a common liberal education permeate all specialized and professional programs for all students, freshman through senior. Efforts to reformulate university-wide general education in terms appropriate to the 1970s failed. University general education ebbed⁸ and faculty and administrative attention focused elsewhere.⁹

From early 1970 to about 1976, curricular attention was fixed almost exclusively on construction of professional, career-oriented undergraduate programs and graduate studies and their necessary administrative-governance vehicles. By 1977, there were signs of a resurgence of interest in general education. In 1977 the

6. Residence-hall construction started in 1961 and ended in 1968 with a final capacity of about 1,800 beds and associated dining, student activity, and recreational facilities.

7. In 1960 the Academic Senate, including all faculty and central administrators and chaired by the chancellor, voted to include a disciplinary major as part of baccalaureate requirements.

8. On December 10, 1970, the University Senate, unable any longer to agree on the dimension or weight of an all-university general education program, abdicated its responsibility for general education to the college and schools, which were directed to develop their own general education degree requirements. The Academic Policy Committee-prescribed general education

component, which throughout the 1960s had been one of the institution's claims to academic fame and which had provided a common faculty ground for institutional interest and discourse, was abruptly discontinued. The resulting intellectual and educational vacuum was only partly filled by the general field distribution systems adopted by most of the academic units. The 1970 position of the senate was reconfirmed April 20, 1972.

9. Much of the attention of the senior faculty—particularly in Arts and Sciences—many of whose institutional roots reached into the common soil of the pre-1965-1966 MSUO/OU, concentrated on the problems of faculty unionization, contract negotiation, and finally a faculty strike in fall 1971.

Honors College (within the Faculty of Arts and Sciences) was established with emphasis on rigorous general education to complement a disciplinary major for "superior" classical students.¹⁰

New Charter College (an amalgam of the old New College and Charter College, the "inner" colleges of the 1960s) regrouped in the mid-1970s to provide a special general education program for nontraditional students.¹¹ Various other curricular initiatives bearing upon general education, especially within the College of Arts and Sciences, were also taken. Early in 1978, the University Senate, supported by the administration, directed its Academic Policy and Planning Committee to review the state of general education throughout all undergraduate degree programs and to make recommendations in this regard. That process is under way at the time of this writing, and it is difficult to predict the result.

The years 1965-1966 were critical in the development of Oakland University. They marked transition from conception of the institution as an undergraduate liberal arts college with three professional programs to the vision of a university in substance as well as in name. In 1963 the decision to change the name Michigan State University—Oakland (MSUO) to Oakland University (OU) had been accompanied by a campus debate centering not so much on whether the name should be changed, but whether the new name should include the title *College* or *University*. Acceptance of the latter was symbolic of future developments.¹² On May 1, 1965, the MSU board authorized dissolution of the divisional arrangement of 1961 and the institution was reorganized in a conventional university pattern: the College of Arts and Sciences, with nearly a full range of disciplinary departments and majors (including undergraduate elementary and secondary teacher education),¹³ the School of Education (with original emphasis on graduate study), and the School of Engineering all were authorized and implemented. At the same time the School of Economics and Management and the School of Performing Arts were authorized, but their implementation was delayed. Coincident with these administrative-governance changes, Oakland University embarked on master's-level graduate studies in selected disciplines in 1965. These various developments seemed to preclude the possibility that Oakland should remain small.

The new structural arrangements, coming at a time of explosively expanding student demand for admission at all levels, in turn raised urgent questions concerning the university's direction and thrust of growth. The need for a new consensus among faculty on the one hand, and for a new official definition of role on the other, became apparent. The latter need, at least, was satisfied by the MSU board.

After wide consultation on campus, Chancellor Varner presented to the board in spring 1966 three options or

models of Oakland University in the future. The first model was that of a relatively small liberal arts college, limited in enrollment, selective in admissions, with perhaps a modest range of master's-level graduate studies. The second was that of a large rapidly expanding "regional"¹⁴ university, relatively unselective in admission, almost unlimited in enrollments, but with only master's-level graduate studies. The third model was:

"... that of a rapidly growing institution destined to be a large and complex University with a 1975 enrollment of from 12,000 to 14,000. The curriculum would be expanded; degrees would be offered at the bachelor's level, moving rapidly to master's level work in most, if not all, departments; and plans initiated to offer the Ph.D. in certain areas in the five- or ten-year period ahead. Business administration, performing arts, special education, nursing education, public administration, and possibly some professional programs would inevitably develop in the years ahead under this plan. Graduate assistants would be necessary to help manage the teaching responsibilities at the undergraduate level and for furthering the research activities of the senior faculty. The public and community activities of the University would be substantially expanded under this plan, with a great deal of involvement in research and community action related to the urban and suburban problems of Metropolitan Detroit."¹⁵

Upon recommendation of Chancellor Varner, endorsed by President Hannah, model three was adopted formally by the MSU board on June 12, 1966, as the goal toward which Oakland University should aim; this is the fundamental mandate under which Oakland University has functioned since that date. Opinions may differ on the proportion of its successes and failures, but until this mandate is changed, Oakland University is still charged to develop as a large, comprehensive, and complex public university serving the state as a whole as well as its immediate environs. This means a university with several student bodies: classical and nontraditional; resident and commuter; day and evening; a range of programs: baccalaureates through doctorates, liberal arts and professional; with emphasis on teaching and scholarship, yet committed to service related to the urban and suburban problems of the northern metropolitan Detroit area.

Progress toward substantiation of its university status between 1965 and 1972 slowed because much of the university energy was absorbed in the rapid expansion of student enrollment and the consequent growth in faculty and administrative staff. Nonetheless, major developments supported the direction that the university had taken in 1965. Meadow Brook Music Festival (1964)¹⁶ and Meadow Brook Theatre (1967)—both spectacular examples of community service—were initiated, and both

10. The resemblance in spirit between the Honors College and the old MSUO/OU general education curriculum has often been remarked upon; some have even suggested the unit be called Lazarus College.

11. At about the same time, the Allport College program became an undergraduate concentration under the auspices of the Center for Health Sciences, established in 1976.

12. The fact that 1963 was also the year of the decision to fashion departments around conventional academic disciplines should be recalled.

13. Before 1972, only one new department—Linguistics in 1970—was added to the College of Arts and Sciences, although there was one change of name: Biology became Biological Sciences in 1969. In 1972, the Department of Art became the Department of Art and Art History; in 1975, the Department of

Mathematics became the Department of Mathematical Sciences.

14. The use of the term "regional" here refers to the supposed "style" of several other Michigan public institutions which in the 1950s and 60s had moved from the status of normal colleges to universities serving (putatively) a region of the state; Oakland faculty generally felt that to be classified as a "regional university" was ignominious. The use of the term has since dropped out of the state's lexicon of higher education, but the word still inspires dread in Rochester.

15. Letter, March 9, 1966, Chancellor D.B. Varner to President J. Hannah.

16. Basic construction of the Meadow Brook Festival facilities—the pavilion, the concert shell, and Trumbull Terrace—was complete by summer 1965.

brought with them some complementary curricular development. The Meadow Brook School of Music was formed in 1965, and in 1967 the School of Performing Arts was activated with establishment of the Academy of Dramatic Art. While both have since closed, plans currently are under way for new formulations of these programs.

In 1967, the Institute of Biological Sciences, a major scientific research agency, was established; in the same year, the Urban Affairs Center was formed with the purpose of relating the university to the racial and socio-economic problems of its immediate environs. That year the university also made its first systematic attempts to assume an obligation to educate students from disadvantaged backgrounds,¹⁷ but efforts to expand educational opportunity for adult students was thwarted when the University Senate defeated a plan to develop a predominantly evening School of General Studies. Finally, in 1969 the School of Economics and Management, one of the programs authorized in 1965 by the MSU board, was organized.

The development of graduate study also moved forward during this period. The university moved into master's-level instruction in 1965,¹⁸ and preparation for doctoral programs was under way. A doctorate in engineering was authorized in 1969 (but not implemented until 1971), and in the same year the Graduate Council, governing body for graduate study, was formalized. But plans to begin an interdisciplinary doctorate in natural sciences were frustrated by various external obstacles and internal departmental intransigencies.

Accreditation of the academic programs by the North Central Association also occurred during the 1965-72 period. Oakland was awarded independent undergraduate accreditation in 1966,¹⁹ and in 1971 North Central granted full accreditation at the master's level and preliminary accreditation at the doctoral level.

In 1970, by Act #35, Public Acts of 1970, Oakland University was established as an independent public university, under the authority of its own appointed Board of Trustees; the 13-year formal association with Michigan State University ended. Almost simultaneously, Chancellor Varner resigned to assume duties elsewhere. Donald D. O'Dowd was named chancellor and later became president. The thrust of development evident since at least 1965 continued under the new governing board and the new president,²⁰ but the aca-

democratic climate had changed. Faculty unionization accompanied by a 10-day strike in fall 1971 enveloped the campus with increased uncertainties; precipitous drops in teacher education enrollments threatened the stability of major areas of arts and sciences and graduate study, and declines in engineering enrollments followed. Legislative appropriations were not as generous as they had been during the 1960s, both because of a generally tight state budget and because changing state priorities had shifted larger proportions of state resources in other directions. Marked demographic and socio-economic changes in the student body, long in almost underground development, surfaced in 1971-1972. Massive shifts occurred in students' curricular orientation that demanded applied, immediate career-related, and professional programs—creating grave problems of internal resource reallocation.²¹ A more rapid and urgent development of model three (large, complex institution) than had existed since 1966 seemed called for, now in circumstances as unfavorable as those of the 1960s had been favorable.

Between 1971 and 1977, articulation of the university's formal academic structure and corresponding programs accelerated. On March 18, 1971, the first credit physical education courses were authorized.²² In 1972, the departments of Communication Arts (in the College of Arts and Sciences and containing journalism, theatre arts, and speech programs) and Learning Skills (at first located directly under the provost) were approved and new evening and off-campus programs²³ designed to attract adult students were launched. In 1973, students were admitted to degree programs in computer and information science (in the School of Engineering) and human resources development (in the School of Education). A Center for Community and Human Development was also charged to develop "outreach" courses in community service. In the same year curricular responsibility for elementary education shifted from the College of Arts and Sciences to the School of Education, and the program received full baccalaureate status. In 1974 the School of Nursing was established and authorized to offer the B.S.N. degree. In 1975 the Center for General and Career Studies was created to house the B.G.S. degree program and 2 + 2 programs for community college associate degree holders, along with the evening, off-campus programs, the Department of Learning Skills, and New Charter College. In 1976 the Center for Health Sciences was authorized to offer health professional degree pro-

17. The agency established in 1967 was called Project Twenty; today it continues as Special Services to Disadvantaged Students (TRIO) within the Department of Special Programs.

18. Both the MSU planning committees and the Meadow Brook Seminars explicitly assumed that MSUO/OU would develop graduate studies, but their primary concern had been with laying the proper undergraduate foundations first.

19. In 1967, the Department of Chemistry achieved professional accreditation, followed by the School of Engineering in 1969.

20. MSUO/OU has been notable in the stability of its highest level of administration; it has had only two chief executives, Chancellor Durward B. Varner from the founding to 1970 and President Donald D. O'Dowd since 1970. Further, Mr. O'Dowd had served as dean or provost since 1961 and served briefly as chancellor after Varner's departure.

21. A three-day faculty strike in fall 1976 was not unrelated to administrative attempts to grapple with these problems.

22. Although the MSU planning committees and the Meadow Brook Seminars advocated that MSUO not include physical education in its curriculum, sports and recreation activities were not ruled out. By 1963, a sports and recreation building was constructed and an initial athletics staff assembled. In 1964 the university entered intercollegiate teams in cross-country and

swimming, followed by soccer, tennis, and golf in 1965. In 1966, men's basketball (to the dismay of many faculty) and baseball were added, followed by women's basketball in 1968. But from the founding to 1971, MSUO/OU offered no credit courses or programs in physical education. Even after 1971, the institution chose not to offer a "major" in that area, credit programs being confined to teacher education "minors" and elective courses. Meanwhile, addition of new intercollegiate athletics continues. In 1973, men's wrestling and women's volleyball were added, followed by synchronized swimming and softball in 1975 and 1977. In 1978, the university was a member of Association of Intercollegiate Athletics for Women, Great Lakes Intercollegiate Athletic Conference, and National Collegiate Athletic Association.

23. From its curricular beginning in 1959, MSUO/OU offered some evening credit courses, but the enterprise was widely regarded as peripheral to the institution's main concerns and only sparse resources were devoted to it; finally in 1966, the effort was abandoned. The establishment of an evening program, vigorously supported by the administration, was a genuine new departure in 1972. Much the same may be said of the off-campus program; however, some faculty resisted the extension program at first.

grams such as medical technology and various medical and health-related activities. Graduate studies in various fields have expanded, with 11 new master's programs introduced between 1970 and 1977. In early 1978 plans for five more and a doctorate in reading education were awaiting state authorization to admit students.

These curricular developments, along with various administrative steps, fended off a potential collapse in student enrollments. Reliable estimates indicate that without the new programs the university would have suffered a decline of more than one-third of its fiscal year equated student (FYES) count during 1970-1977; instead, enrollments have exhibited over this period sustained, moderate growth. Since 1972, 43 credit-bearing programs have been established. At the same time, studio art, classics, and the Academy of Dramatic Art were suspended for a net gain of 40 new programs.

Table 2-1 following is an inventory of all Oakland University credit-bearing degree programs in 1977-1978.

Majors within the B.A. and B.S. degrees offered by the College of Arts and Sciences are treated as degree programs, but concentrations—important programs of less than major status such as area studies or the Honors College—are not listed. Concentrations in degree programs offered by other academic units also are not listed. These include such programs as early childhood education in the human resources development B.S. degree program of the School of Education, or the four engineering concentrations within the B.S. degree program of the School of Engineering. Table 2-1 also indicates the years degree programs were introduced, number of graduates in each program, number of graduates in 1976-1977, and number of majors in fall 1977.

Table 2-2 following presents an inventory parallel to Table 2-1 of degree programs and majors offered at Oakland University in the past which have either been suspended or experienced name and administrative-location changes sufficient to warrant inclusion.

TABLE 2-1: Inventory of current degree programs (and majors within degree programs) offered at Oakland University, 1977-78.

Degree and Major	Year Started ¹	Responsible Unit ²	Number of Majors Fall 1977	Number of Graduates 1963- 1976- 1977 1977	
A. BACHELOR OF ARTS (B.A.)					
Liberal Arts Majors:					
Art (History & Studio)	1960	A&S	41	311	6
Biology	1962	A&S	556	474	58
Chemistry	1960	A&S	135	122	2
Communication Arts	1976	A&S	226	18	18
Economics	1960	SEM	59	311	20
English	1960	A&S	257	542	36
History	1960	A&S	126	402	26
Linguistics	1966	A&S	16	19	3
Mathematics	1960	A&S	107	123	1
French	1960	A&S	24	66	7
German	1960	A&S	17	26	4
Russian	1960	A&S	7	16	1
Spanish	1960	A&S	32	41	3
Chinese Languages & Civilizations	1968	A&S	9	3	5
Latin Amer Languages & Civilizations	1970	A&S	1	10	1
Russian Languages & Civilizations	1971	A&S	2	5	1
Music	1962	A&S	246	41	7
Philosophy	1960	A&S	31	111	3
Physics	1960	A&S	46	63	
Political Science	1960	A&S	311	601	54
Psychology	1960	A&S	639	1150	128
Sociology	1960	A&S	212	343	59
Sociology & Anthropology	1961	A&S	36	139	3
Anthropology	1969	A&S	51	64	9
Journalism	1976	A&S	6	4	4
Independent Major	1971	A&S		46	6
Secondary Teaching Majors:					
Biology	1962	A&S	29	73	12
Chemistry	1960	A&S	10	26	1
Language Arts	1975	A&S	2	2	2
Mathematics	1960	A&S	25	143	4
French	1960	A&S	11	46	3
German	1960	A&S	4	37	
Russian	1960	A&S	3	4	
Spanish	1960	A&S	8	57	3
Physics	1960	A&S	4	15	
Social Studies	1966	A&S	94	383	28
English	1960	A&S	57	527	20
B. BACHELOR OF SCIENCE (B.S.)					
Pre-professional Majors:					
Biology	1974	A&S	*	57	19
Chemistry	1970	A&S	*	55	19
Mathematical Sciences	1975	A&S	*	18	6
Music	1972	A&S	*	8	3
Physics	1971	A&S	*	33	1
Secondary Teaching Majors:					
Biology	1974	A&S	*		
Chemistry	1970	A&S	*		
Physics	1971	A&S	*		
Mathematical Sciences	1975	A&S	*	1	1
Music Education	1972	A&S	50	6	

Professional Degrees:					
Management	1969	SEM	1203	639	139
Engineering	1960	EGR	514	575	54
Computer & Info Sciences	1973	EGR	164	22	13
Elementary Education	1973	ED	480	257	111
Human Resource Develop	1973	ED	371	181	78
Environmental Health	1973	HS	24		
Medical Physics	1973	HS	30	3	3
Medical Technology	1973	HS	159	7	7
C. BACHELOR OF SCIENCE IN NURSING (B.S.N.)					
	1974	NRS	450		25
D. BACHELOR OF GENERAL STUDIES (B.G.S.)					
	1975	CGS	74	21	21
E. MASTER OF ARTS (M.A.)					
Area Studies	1974	A&S	13	1	
English	1965	A&S	67	90	16
History	1969	A&S	46	23	13
Mathematics	1965	A&S	15	39	5
Clinical Psychology	1966	A&S		53	15
Developmental Psychology	1966	A&S		18	6
Guidance & Counseling	1972	ED	381	368	135
F. MASTER OF ARTS IN TEACHING (M.A.T.)					
English	1965	ED & A&S	30	47	3
Mathematics	1965	ED & A&S	37	23	3
Early Childhood Education	1973	ED	168	73	32
Elementary Education	1968	ED	649	740	112
Reading/Language Arts	1968	ED	541	856	186
Special Education	1969	ED	361	269	133
G. MASTER OF SCIENCE (M.S.)					
Biology	1974	A&S	14	3	2
Chemistry	1965	A&S	9	22	3
Physics	1966	A&S	6	8	
Engineering	1966	EGR	45	75	9
H. MASTER OF SCIENCE IN MANAGEMENT (M.S.M.)					
	1973	SEM	95	42	9
I. MASTER OF MUSIC (M.MUS.)					
	1977	A&S			
J. DOCTOR OF PHILOSOPHY (Ph.D.)					
Engineering	1969	EGR	5		

¹Department or disciplinary majors within the B.A. degree were first formally included in the curriculum in 1960; dates subsequent to 1960 indicate when students first entered the program.

²Unit Code A&S = College of Arts and Sciences

ED = School of Education

EGR = School of Engineering

SEM = School of Economics and Management

HS = Center for Health Sciences

CGS = Center for General and Career Studies

*Enrollment data does not make B.A./B.S. distinction.

TABLE 2-2: Inventory of degrees and majors offered at Oakland University in the past, but suspended prior to 1977.

Degrees and Majors	Year Started ¹	Year Suspended	Number of Graduates	
			1963-77	1976-77
A. Bachelor of Arts (B.A.)				
Liberal Arts Majors:				
Studio Art	1960	1976	30	2
Business Administration (now B.S. in Management)	1960	1969	144	
Classical Civilization	1974	1976	1	
Classical Languages	1962	1976	9	2
Latin	1962	1976	1	
Modern Languages	1960		54	
Speech Communication (now Communication Arts)	1973	1976	47	7
Secondary Education Majors:				
History—Secondary Education	1960	1971	316	1
Latin—Secondary Education	1963	1976	11	
Modern Languages—Secondary Education	1960		66	
Elementary Education (New B.S. in Elementary Education):				
Foreign Language	1960	1973	45	
General	1960	1973	169	
History/Social Science	1960	1973	941	
Language Arts		1973	306	
Modern Languages	1960	1973	4	
Science/Math	1960	1973	219	
B. MASTER OF ARTS (M.A.)				
Psychology (now split into Clinical and Developmental Psychology)	1966		49	
C. ACADEMY OF DRAMATIC ARTS PROGRAM*	1967	1976	134	8

¹Department or disciplinary majors within the B.A. degree were first formally included in the curriculum in 1960; dates subsequent to 1960 indicate when students first entered the program.

*This is the only less than degree (or major) program presented in either Table 2-1 or 2-2; it is, however, an exception that must be noted.

THE ROLE AND MISSION OF OAKLAND UNIVERSITY

Introduction

Oakland University provides high-quality education at the baccalaureate, master's, and doctoral levels primarily to citizens of Michigan. The university has a commitment to emphasize liberal education for each of its undergraduate students within the context of presenting preprofessional and professional studies as well as traditional liberal arts curricula. Special encouragement is given to research and scholarship by faculty members with emphasis on the inclusion of students as research colleagues whenever possible. The university serves southeast Michigan by bringing the skills of faculty and staff to bear on the solution of area-wide problems. A unique service of the university is sponsorship of professional performing arts programs for area citizens.

The location of Oakland University in the northern section of the Detroit metropolitan area gives it great advantages. It can provide for faculty and students in a relatively small geographic area the stimulation of growing and changing urban, suburban, and rural environments. Very few U.S. universities have such immediate access to a full spectrum of the issues, problems, and opportunities of a changing society.

The northern section of metropolitan Detroit is transforming from a set of separated exurbs and aging towns to a matrix of expanding urban concentrations linked by a network of transportation and communication facilities. The area of primary engagement for Oakland University—embracing Oakland, Macomb, and Wayne counties—is more rich and varied than many states of the federal union. Exceptional features of the area include a wealth of industrial and commercial installations; a complete range of governmental, social, and medical facilities; strong cultural institutions; and ethnic and socioeconomic diversity. In addition, the area is experiencing marked shifts in population and growing political significance in the state. Oakland and Macomb counties contain a varied set of community and four-year colleges in addition to Oakland University, the only graduate-level institution, but the area does not have a surplus of facilities or services for postsecondary students.

The characteristics of the area provide students with opportunities to observe and work during the course of their studies in many nearby industrial, governmental, and social-service settings. Faculty and staff research can draw upon area resources, and faculty and staff service can bring knowledge to bear on the inevitable problems generated by growth and change.

Oakland University is situated ideally to provide students from throughout Michigan and the nation with a challenging education based in a dynamic metropolitan area. The university is shaped by its location in a rich and complex social context and, in turn, acts on its environment to assist in ameliorating the pressures of social change.

Guiding Principles

Two major themes converge and blend in the university. One theme is maintaining high academic standards in teaching and scholarship. The other theme is extending the intellectual and professional capabilities of the university to serve the complex surrounding area. There is an inherent tension between these two purposes. One derives from the long tradition of objective scholarship

while the latter is based in the service obligation of a public university. A major challenge to the university is to preserve both of these principles and to attain a constructive and reinforcing balance between them.

When the credit instructional program of the university began in 1959, limited to undergraduate students enrolled primarily in arts and sciences courses, a series of guidelines was discernible in the academic program. First priority was given to selecting a faculty of young persons who were dedicated to teaching, capable in research, and eager to shape a new university. The new faculty designed a curriculum that required most students to devote a large part of their course work to a limited set of courses and thereby share a common academic experience. Academic standards were high, moderately selective admission criteria were established, and traditional extracurricular activities were discouraged. In 1965 the university established instruction at the master's level. In 1966 a further decision was taken to expand the university to a medium-size comprehensive status that would embrace—in addition to the College of Arts and Sciences—a series of professional schools. These latter two decisions increased emphasis on research and scholarship as essential pursuits of faculty members, who would foster disciplined academic inquiry in their students. In addition, the obligation of public service became more central as increasing numbers of faculty members who were closely allied to professional practitioners joined the staff.

The developing complexity of the university, in terms of levels of instruction and growing breadth represented by new fields of study, was accompanied by rapid growth in enrollment. By the late 1960s, two features of the early emphases were changing. First, the requirement of a common academic experience for all students was dropped gradually and the need for extracurricular opportunities was acknowledged. Otherwise, the earlier commitments to excellent faculty, rigorous standards, and student selectivity were joined successfully to newer emphases on scholarship and service.

Both earlier and later values of the university were expressed in the search for effective ways to attract and educate economically or educationally disadvantaged students and nontraditional students. In both situations an obligation to the area required extraordinary effort to adapt curricula to students and prepare students for academic challenges.

The university today persists with its original philosophy. Underlying its endeavor for balance and its setting of priorities is recognition of principles about the functions of a university and about the relationship of Oakland University to the society that created and maintains it.

Collectively, the principles that express both what Oakland University is and what it continually strives to become may be summarized by the following formulations:

1. Among the numerous institutions of society, the university is unique in its commitment to and active engagement in the processes of systematically creating, preserving, and transmitting knowledge. The university recognizes orderly inquiry by students as well as by faculty as primary activities and recognizes organized intellectual discourse as its distinguishing character.

2. Distinctions between the pure and the applied, while useful in some analytical contexts, are harmful if they serve to separate the liberal and professional modes of education and research. The university values equally the acquisition of knowledge and the effort to use that knowledge to solve problems that affect individuals and polities. Thus, while academic discipline is primary in the university, the definition of "academic" is not constricted. Rather, the university construes a continuum of disciplines that includes the professional with the liberal.
3. Utmost attention to enhancing the qualities and uses of disciplined intelligence is required in formal education. The basic educational strategies of the university are traditional, but its tactics must be flexible so that the educational process is responsive to the transience of student and societal needs. In close student-faculty relationships that occur outside as well as within the classroom, the instructional process must respect the high degree to which learning is personal and to which it occurs most readily in settings as well-suited as possible to the individuality of the students.
4. Students who have had limited opportunities for intellectual and cultural development but who have a desire to learn can acquire valuable skills and attitudes from a broad, general education and from emphasis in learning placed on conceptual as well as on practical formulations. Ideally, these educational emphases prepare students for broader career opportunities and richer lives and impart competencies that prepare students to aspire to and succeed in future endeavors not yet envisaged during the college phases of formal education.
5. The differences within the student body are a great asset to the university and are fully as deserving of attention and care as the similarities. The university must welcome and nurture the rich variety of its students and student groups so that they better understand themselves and those around them and so that they grow in compassion as well as in competence.
6. The university is very much of and within its society; as such, it has a responsibility to respond thoughtfully to the needs of that society and to bestow its resources as generously and equitably as possible as long as its primary academic function not only is preserved but facilitated.
7. The university has concern for the personal and emotional growth of its students, especially since their university years frequently coincide with critical developmental periods. It is appropriate that a variety of programs and services be maintained in the university to assist in the growth of personal integration in the lives of students in order that they be prepared for learning and ultimately to serve society.

Role and Mission

Oakland University is a state-supported institution of higher education. The key elements of its role in the state are:

1. To offer instruction leading to degrees at the baccalaureate, master's, and doctoral levels, and in non-credit continuing education. Programs will be offered as determined by social and academic needs, as its resources permit, and as consistent with its educational principles.
2. To serve primarily student populations from the state of Michigan; to make its offerings accessible to all who have the ability and desire to benefit from them; and to provide encouragement and support for the special needs of minority, part-time, working,

commuting, transfer, and handicapped students.

3. To sustain and encourage scholarship and research as essential components of the learning environment at all levels of the university.
4. To promote and participate in cooperative undertakings with other educational, governmental, commercial, community, and labor organizations in order to provide appropriate instruction and services that would not otherwise be available and to avoid unnecessary duplications of effort.
5. To serve its area and the state as a cultural, intellectual, and recreational resource; to provide leadership in the development of cultural and civic endeavors as the special competencies of the faculty and staff can be brought to bear on local, state, and national concerns.

Several elements give Oakland University a distinctive character and, together with the traditional aspects of its program, constitute an exciting blend of features. Among the special characteristics of the university are these:

1. Only students of good academic potential are admitted to the university.
2. The student body is heterogeneous with a stimulating mixture of persons from different racial, ethnic, and cultural backgrounds as well as persons of different ages and geographic origins.
3. The university stresses high academic standards.
4. The university has a powerful tradition that emphasizes liberal education in all undergraduate programs.
5. Courses at the undergraduate level are taught by faculty members except in special circumstances.
6. The faculty is dedicated to creating new knowledge through active participation in scholarship and research.
7. Faculty frequently include undergraduates as junior colleagues in research and in other scholarly endeavors.
8. The location of the university in northern metropolitan Detroit provides an advantageous environment for education.
9. The Meadow Brook cultural activities, including the festival, theatre, art gallery, and hall, are unique assets of the university as are the 1,500 acres of scenic grounds that it occupies.

The Future

It is a goal of Oakland University to grow slowly but steadily in enrollment in the years ahead. A modest projected growth rate leads to the expectation of an enrollment of 10,000 full-year equated students (FYES) in the early 1980s and 11,000 FYES by 1993. This growth is predicted despite awareness of an anticipated sharp decline in the number of high school graduates after 1980. Growth is possible for Oakland University because of the quality and continuing development of its course and program offerings and because rapid population shifts are bringing to the area large numbers of people who need education services.

A parallel goal is to examine every academic offering of the university to assure that standards of quality are high. Simultaneously, an energetic program has been launched to attract to the university a large percentage of undergraduate and graduate students who have high academic potential.

A third major theme of future university development is a commitment to increase its impact on the metropolitan area. A series of curriculum developments, research programs, and public-service institutes will be designed to bring faculty and student capabilities to bear on important local issues.

These three general goals can be summarized by stating that Oakland University plans in the immediate

future to strengthen its programs, services, staff, and student body during a period of gradual growth.

In the undergraduate program, there will be some growth in the traditional, daytime student enrollment, but most of the growth will come from nontraditional students who will seek evening and weekend learning opportunities. The College of Arts and Sciences will develop new departmental emphases responding to students' current career orientation, and it will generate interdisciplinary concentrations that will greatly enrich the scope of its program alternatives.

The human-service programs of the School of Education will continue to attract growing enrollments as the public demand for highly specialized teaching and counseling continues to grow. Considerable growth is also expected in the School of Engineering and the School of Economics and Management, which have yet to add some of the major professional concentrations to their programs.

The School of Nursing is just beginning to address the needs of the less-than-baccalaureate registered nurse for further education. The Center for General and Career Studies has a large area of service to nontraditional students that it is also just beginning to explore. In addition, the health sciences and industrial safety areas are in the early stages of development and have noteworthy growth potential.

Several additional areas of program development are under study and may be initiated within the next few years.

In noncredit continuing education, many new programs will be developed in response to the needs of professional persons for refresher and enrichment course work to meet continuing licensure requirements.

Oakland University will also change in its postgraduate activities because both external and internal needs are pressing. Some existing master's programs are now undergoing study and modification. New master's programs will appear in some measure to fill lacunae in

traditional areas and to reflect adjustments for new needs and priorities. More prominently, the new programs will be of a practitioner type, designed especially for job-holding, part-time students.

For a decade Oakland University has deliberately constrained its aspirations for traditional doctoral programs. It is seeking, instead, a form of institutional specialization calling for broadly interdisciplinary programs designed not only to make the best use of university strengths, but to address prevailing needs and problems. Oakland University is by now expert in the knowledge that such programs are not created easily, but it will persist because it believes the concept is sound. The existence of such programs would enhance scholarship and, by design, assure that its graduates would be distinctive and useful citizens.

It is anticipated that a number of campus building remodeling and construction projects will be undertaken in the next few years. Plans are complete for a new classroom-office building, planning is well under way for a major expansion of the library building, and preliminary work has been done on a new building to accommodate several science departments. Additional remodeling and construction projects will be developed to accommodate the increasing size and scope of the university. Part of this expansion of facilities will be financed from private and corporate contributions to be raised in a future capital fund campaign.

Oakland University recognizes both the enterprise and the uncertainty implied by these predictions. Nonetheless, it believes the directions to be rational and correct and that the outcomes will be realized. The general objectives of the university have remained intact over the years, and its educational principles have proved durable and valid. The task before the university is to continue its response to the ever-changing needs of the metropolitan area while seeking fulfillment as a vital and distinctive center of learning for the state.

Fifteen-Year Plan

This 15-year plan is a series of recommendations that has been divided into eight parts. Each part represents an important aspect of the university, and all of them together are the university. The parts entwine and interact, and therefore the separation of parts is artificial and is being used only for clarity of presentation. In many cases, a curricular change in part one relates to an enrollment change in part two, which requires faculty and staff adjustments based on budget trends described in yet another part of the document. Great effort has been taken to maintain consistency among the parts, but surely a careful reader will find inconsistencies.

The parts follow a general pattern: a brief introduction, a statement of guiding principles, constraints and assumptions containing estimates of external forces and internal university trends, and a set of plans for specific areas of the university. The constraints represent best guesses concerning forces beyond university control, such as state enrollment trends, the existing physical plant, or the national economy. The assumptions are best guesses about trends, sentiments, budget limitations, and related matters that appear to have certain inexorable directions but are—in part—controllable by the university.

The plans are not detailed proposals for future programs and changes in certain activities; rather, they are general statements about what should occur in future years. Although the main era covered by the document is 1983 to 1993, many of the plans could be initiated during the next five years, and some of them certainly will be.

In some instances detailed studies already exist for future programs (such as program statements for new buildings). In most cases, however, it would be futile to develop a detailed plan because the factors that will shape a particular program are unknown. For example, it is not possible to describe the admissions program of 1985 in any detail because the attitudes and aspirations of the high school graduate of that era are as yet unformed. The admissions staff will have to adapt its activities to the characteristics of schools and students as they evolve continually.

The key items in the planning documents are the plans listed in this section. These plans should serve as indicators to faculty, students, and administrative staff about the shape of the university in 1985 or 1990. They are designed to reduce uncertainty for all persons wishing to know "where is Oakland University going?" These general features have been endorsed by the Board of Trustees. They will command the energy of those administrators who are charged with university development in the broad sense.

The emergence of these plans has served to illustrate the great opportunities that exist for Oakland University in the next 15 years. Because of accidents of time and place, Oakland University is one of the few American universities that can contemplate growth in size and quality without appearing completely unrealistic. Given reasonable stability in the economy and the body politic, Oakland University can continue to generate new programs and new opportunities during this period if the people who are the university have sufficient energy and imagination.

It must be noted that the plans recommended for the future are based on projections from the current state of the university, from goals contained in the latest five-year plan, and from guesses concerning the shape of the future. Data are presented throughout this report on university trends, future developments, and guesses about social needs for the balance of this century. It is hoped that many members of the university will be able to provide additional data that can help shape future versions of this 15-year planning document. While recognizing the uncertainty of the data for the future, these plans do present targets of development that can engage the creative energies of all members of the university.

I. CURRICULUM

"The curriculum" in this context refers to the complex of degree programs, less-than-degree credit programs, and noncredit programs of instruction that are offered in all university academic units. The curriculum can be conceived as a map of the formal educational activities of the university. It evolves gradually as new teaching programs are added, as existing programs are altered, and occasionally as a course of study is phased out.

This section of the 15-year plan describes possible future curricular changes. These changes require concurrence of many internal agencies such as a college or a school, one or several university committees, the Graduate Council, the University Senate, and the Board of Trustees. External groups such as the academic officers of the President's Council of State Colleges and Universities and the legislature also participate in the approval process. Therefore, the curriculum plans are stated very tentatively, recognizing the sensitive process which influences their unfolding. In administrative policy development it is possible to make positive commitments, but in curricular matters tentative predictions are more realistic.

The curricular developments described here also depend on many factors spelled out later in this section. It is obvious that the potential of enrollment must exist for a new program to be offered. State or private sources of funding must be found to permit new degree programs to be initiated. Some programs may depend on availability of specialized equipment or completion of a new building. Although the plans here and in later parts of this section have been organized into discrete units for ease of comprehension, they are all part of a single process, the building of the university.

The history of university growth must be understood before this statement on further curriculum development can be appreciated fully. The preceding section summarizes the policy decisions and curriculum directions that lead to the next stages in the evolution of Oakland University.

Principles

A set of general principles can be adduced from past curricular developments at the university and can be viewed as guides for future curricular changes. If these principles are followed, the basic character of the university can be preserved even in times of rapid change. The principles noted below derive from the "Meadow Brook Seminars" (see *Michigan State University-Oakland Curriculum*

lum, May 22, 1959; cataloged in Kresge Library) and from key faculty and board actions taken over the 20-year history of the university.

1. All courses of study are offered in accordance with high standards of organization and instruction. In turn, students must be held to a high, but attainable, performance level in all courses.
2. The university offers credit courses only at the baccalaureate or higher levels of instruction or in recognized professional disciplines.
3. All undergraduate curricula leading to a baccalaureate require a basic segment of instruction in general education courses as recommended by the University Senate and determined by the Board of Trustees.
4. The university must maintain programs and policies to assure that its students acquire the basic skills of reading, writing, and using numbers. It cannot be assumed that a secondary school graduate or a transfer student from another college is proficient in these fundamental academic skills even if the student has high academic potential.
5. The principal commitment of the university is to the education of undergraduate students. The curriculum is designed to maximize the opportunities for meaningful educational contacts between students and faculty. Wherever possible, undergraduate students are encouraged to work with faculty members as research assistants and colleagues.
6. Graduate instruction is an important curricular aspect designed to serve a relatively small and select student enrollment. The existence of graduate study stimulates the professional development of the faculty and provides a richer learning context for advanced undergraduates.
7. The university has a commitment to continuous development of the curriculum in response to discernible educational needs of the citizens of the state within the limits established by available resources. However, the university also has a commitment to preserve and nurture those curricular aspects which traditionally have been part of a university education. One of its obligations is to maintain sensitivity to changing social and educational needs and to design academic offerings that will meet the changing requirements of society.

Some of these principles can be monitored by an active and vigilant academic administration. Other principles depend on the integrity of the individual faculty member and on the forcefulness of academic colleagues. The application of these guidelines is a responsibility of all academic personnel and will succeed if everyone accepts and uses them.

Constraints and Assumptions

Several constraints and assumptions affect curricular development, and the sense of limitation on university flexibility in curriculum will likely increase in future years. Nevertheless, compared with other aspects of university development, this is an area in which the university has some freedom to grow and innovate.

1. External agency approval of new degree programs will become more complex and more restrictive. The Executive Office of the Governor, the State Legislature, the State Board of Education, and other universities will exert energy to monitor, evaluate, and limit both course changes and course approvals. Some

elements of such review processes are already in operation.

2. Most degree program development at the university will be in graduate programs and in career and professional curricula because the arts and sciences offerings are essentially established.
3. The current pattern of academic programs and degrees will continue in its present form for the next 15 years. The undergraduate and graduate programs now in operation will persist with only minor changes. A few small degree programs may be discontinued or altered materially, but this will be exceptional.
4. The noncredit continuing education course program will continue to be offered, varying continually as public interest and preferences change.

Plans

Plans for curricular development can be outlined only in a general form. Specific course and curriculum details will be developed over years of extensive research and discussion by groups of qualified faculty. The purpose of this section is to describe what new programs should be considered and in what order.

In some cases, close examination may reveal that no need exists for proposed areas of study. In other cases, it may be discovered that start-up and operating costs for a specific program would be prohibitively high. In any case, a direction is specified for the university that can be evaluated and responded to by all observers.

The plans are divided into two categories. The first category describes general plans that affect the structure or emphases in the curriculum and apply to many degree programs. These plans emphasize general directions rather than specific areas.

The second category, specific plans, put forth defined offerings within existing academic units and in units not yet begun. This latter section charts the curricular ground that Oakland University may be able to enter in the future. The new areas have emerged for consideration from many years of speculation, beginning early in university history.

Program development efforts during the next decade and a half may well see Oakland University emerge as a model university for the future with an exciting balance of undergraduate and graduate, liberal arts and professional, and teaching and research emphases in its curriculum.

General Plans

1. The university should develop and sustain emphasis on cooperative education, work-study plans, and career-related internships in the College of Arts and Sciences and in every school in which these programs are not already developed. All recent studies of attitudes of high school seniors and college students have revealed deep student concern for meaningful contacts with the world of work while studying for a degree. Evidence suggests that availability of fully developed course-related work opportunities in all curricula would strengthen greatly the attractiveness of Oakland University to those young persons who enter college directly from high school. The value of such a program to transfers and non-traditional students is not known because there are so few studies of these groups of students. The cost of a course-related work-opportunity program is

- quite high, but it will return the investment in quality and quantity of students.
2. The combination of growing interest of non-traditional students in the university and the present and projected shortage of space for on-campus instruction will make it necessary to establish new credit and noncredit course extension centers, at least in the regions west and south of Pontiac and east of Utica. These centers will offer late afternoon and evening courses and will be staffed on a regular basis.
 3. The university should strive to integrate the use of the computer into every aspect of the curriculum. The computer is likely the most powerful new technological force that will influence business and professional life in America in the next generation. Its pervasiveness and immense power combined with declining unit cost are making it an important feature in most fields. Every student should understand the role of the computer in academic and professional fields and be comfortable using it or directing its use by others. This proposal envisions the computer as an instrument of great power that most students should be able to use with confidence by the time they earn a baccalaureate.
 4. The course components of all professional programs should be reviewed to be certain that adequate experience in the world of learning through general education is required of all baccalaureate candidates. Where programs are found to be too limited in general education, appropriate changes should be made.
 5. All designated general education courses should be scrutinized carefully and monitored to see that they serve their avowed purposes. For example, an introductory-level general education course must be constructed with the understanding that many students will take only one course in that field. Students must go away from that course with some understanding of the discipline and some meaningful insight into life and society as a result of having taken the course. Plan 4 above depends on the application of this plan. Plan 5 can occur without plan 4, but not vice-versa.
 6. The honors program concept should be generalized to other curriculum areas including departmental courses and less-than-degree programs. As the professional schools grow, each should consider the merits of a school honors program. Such developments will be costly and will be feasible only with a fairly large overall school enrollment.
 7. Careful thought should be given to constructing a contemporary general education program for the College of Arts and Sciences which not only fulfills the obligation to pass on a cultural tradition but also requires students to confront modern forces such as the computer, statistical analysis, the world economy, mass media, and the environment. Too often, general education programs are structured around established disciplines rather than around the issues and skills needed to live effectively in a changing world.
 8. New master's-degree programs should be developed that strengthen the skills of persons employed full-time in professional fields. These programs would be tailored for government employees, business and industrial personnel, and independent professionals.
- The courses would be offered at a time of day, week, and year and in formats that fit the work and life rhythm of the students.
9. The university should develop three to five new doctoral programs in the 15-year period. The doctorates will not duplicate other programs in the state, there will be a demonstrated need for them, and they will be designed to serve small numbers of students.
 10. Careful thought should be given to devising doctoral programs that can be meaningful to the employed part-time student. There are many qualified persons in southeast Michigan who would seek to obtain a doctorate if they could do so without leaving their employment.
 11. The university should continue to strengthen its programs of basic skill training in reading, writing, and using numbers for all new students who need such help. The program should be compulsory, effective, and personally rewarding to students.
 12. More attention should be given to tailoring course offerings in content and form to the needs of various potential student populations. For example, the emergence of teacher development centers will change the structure of graduate study in teacher education. Similarly, it may be desirable to use a weekend college-format for graduate courses in management. There is also a growing need for courses and programs in professional licensure maintenance in many fields where there is no need for added degree certification. Other new patterns will almost certainly apply in other areas.
 13. The university should seek to replace the current four-credit course module with a three-credit module. Such a change will make possible curricular modification that will add breadth and more meaningful general education to all curricula; at the same time, the integrity of the various majors and professional programs will be maintained. In moving to a standard three-credit course, the university must be assured that the faculty teaching load does not increase and that the university will not be penalized by the legislature in its funding.
 14. An entry-year program should be developed in the college and in each school to orient new students to the university and its programs; to advise students on the range of career opportunities available to them; to strengthen the basic reading, writing, and mathematical skills of students; and to improve student retention.
- ### Specific Plans
1. A number of changes in scope, emphasis, and program will occur in the established college and schools. Many of these changes are under way and will continue to unfold during the planning period. The following is a summary of directions for the college and schools:
 - A. College of Arts and Sciences: There likely will be only one new undergraduate department, geology or earth sciences, established in the college. However, a number of interesting and attractive interdisciplinary concentrations, bringing together complementary fields, should emerge in the next few years. Several additional master's programs and at least one doctorate should win approval in the college. Because the College of Arts and Sciences is the oldest and most devel-

oped academic unit, it has less need to create new degree programs than have the newer and smaller schools.

- B. School of Economics and Management: Several new undergraduate special fields, an expanded master's program with many new courses, and possibly a doctoral program should develop in the School of Economics and Management on a rapid timetable. The major impediment to the establishment of new programs will be the limited availability of qualified faculty.
- C. School of Education: The undergraduate education program will not change markedly for a number of years, but it should be organized in a manner that will enable it to respond quickly to improvement in teaching placement opportunities in the 1980s, if such improvement materializes. Several new concentrations in the human resources development area of the school will be established as state human service needs change. New graduate programs will develop gradually, closely matching legislative mandates for new education services and changing demands for special in-service education.
- D. School of Engineering: New specializations should be introduced at the bachelor's and master's levels in the near future to expand the course range of the School of Engineering. A master's program in computer and information science will add a new dimension to an already expanding area of study.
- E. School of Nursing: A master's degree should be offered within a few years while the undergraduate program adjusts to provide courses for increasing enrollments of registered nurses who do not hold baccalaureates.
- F. School of Performing Arts: B.F.A. and M.F.A. programs in music, theatre, and dance can all develop during the next 15 years. Facilities limitations will create difficult but not insuperable problems. High demand for professional degree training in these fields is evident. In addition, a Meadow Brook Summer School of the Arts should be re-established based on the skills of an expanding performing arts faculty.
- G. Center for General and Career Studies: The attraction of nontraditional students to a general studies degree should lead to a growing importance of the B.G.S. degree in the curriculum. The number of two-plus-two options for community college graduates should increase as the university finds new points of contact with specialized community college curricula. Finally, the teaching of basic skills through the Department of Learning Skills must become a highly organized and central element in the curriculum and should be designed to conquer a wide range of limitations with which even potentially gifted students arrive at college.
- H. Center for Health Sciences: Several additional health science specialties should be established in future years. Each of these specialties must be chosen carefully with attention to cost, clinical training opportunities, and continuing demand. The program in industrial health and safety will be in operation quite soon, while physical therapy is proceeding now toward final internal approv-

als. It is anticipated that the center will become a school of health sciences in five years or less.

2. School of Design: It is proposed that careful study be given to the desirability of establishing a school of design. Such a school would offer baccalaureate and master's degrees in fine arts, crafts, architecture, landscape design, and urban and suburban planning. The value of such a school would be proportional to the inventiveness expressed in its design. The university is impoverished today by the absence of a fine arts faculty. This is an area of study that should return to the curriculum in an exciting new form.
3. School of Medicine: The concentration of medical personnel and resources in northern metropolitan Detroit has led to periodic discussion about the need for a medical school in Oakland County. In recent years the discussion has escalated, but no careful survey has been made to measure the need or to suggest a medical education format suited to the area. A careful professional feasibility study should be commissioned to determine whether and how a medical school might be established at the university. If Oakland is chosen as a medical school site, planning, construction, and inauguration of a medical education program should occur over a 10-year period. This would be the most elaborate effort the university has ever attempted, and it would require full energies of many persons in the university.
4. Medical and Health Science Research Institute: A research institute should be formed to sponsor research in the medical and health sciences. The first element of the institute will be the clinical research laboratory. Additional medical and health research programs will be inaugurated as space and personnel become available. The institute will have a small administrative staff, and funds will be sought to support a permanent research staff. Most of the funding for the institute likely will be received from federal and foundation sources. It is also anticipated that many area physicians will become associated with the institute. The institute will be affiliated with the Center for Health Sciences and will offer extensive research internship opportunities for undergraduates and assistantships for graduate students.

The general and specific curriculum plans set goals that would make Oakland University a remarkable, high-quality, medium-size, public university at the end of the 15-year period. The plans appear attainable, given dedicated effort and good luck. With the publication of these plans, the direction of the university is clear. Generating excitement and involvement in the execution of these plans is essential to their success.

II. STUDENT ENROLLMENT

The university has experienced continuous enrollment growth since its beginning in 1959. Following a relatively slow growth rate in the early 1960s, a period of rapid growth occurred in the late 60s and was followed by a slower but steady growth rate in all but one year in the 1970s. Enrollment is projected to continue growing in the next 15 years, particularly at the undergraduate level. At the same time, it is intended that the quality of students will improve. In order for enrollment growth to occur, the university must modify existing academic programs as societal needs change, develop new programs of significance to students, and make the existence and high quality of its programs widely known.

Principles

Several principles should guide any action designed to bring about changes in enrollment.

1. Balanced enrollment growth is desirable for the university. New enrollments generate the resources needed to modify established programs and to initiate new ones without the necessity of reducing prematurely some established programs. Enrollment growth facilitates the enrichment of departmental course offerings by bringing new faculty members with new skills to the departments. In addition, new enrollment that permits faculty expansion improves tenure opportunities for newer faculty.
2. Within the constraint that some majors and degree programs are limited in size by such factors as cost of instruction, size of faculty, or availability of clinical training positions, the university has an obligation to the state to accept all students it can accommodate and who meet its standards.
3. A heterogeneous student body is desirable. Learning is enhanced by the presence in a classroom of students of both sexes, and differing races, ages, geographical origins, and experience. Every student at a university should have meaningful contact with persons from diverse backgrounds. Such contact may call into question for the first time the student's assumptions about other people.
4. Enrollment growth should be accompanied by more selective undergraduate and graduate admissions so that the average potential for academic accomplishment and personal growth of the students entering the university increases.

Constraints and Assumptions

The constraints and assumptions below are actual forces or likely events that will affect enrollment. In many instances, they are outside university control. In some cases these constraints must be overcome, in other situations strategies must be found to balance these constraints, and in still other cases the assumptions and constraints may be used to advance university plans.

1. The pool of high-school graduates in the state from which new students would be attracted to all universities will increase slightly until 1980 and then will decline continuously by some 35 percent by 1993.
2. The proportion of high-school graduates entering four-year colleges and universities immediately after high school will remain at present levels.
3. The current decline in the average number of credits carried per student will continue.
4. The "economic differential" conferred by a college degree will continue to decline. This will probably discourage some recent high-school graduates from entering college.
5. Although the "economic differential" value of a degree will decline, there will be increased emphasis on college degrees in job retention and promotion. This trend will increase the pressure on non-traditional students to obtain degrees.
6. Tuition, room and board, and incidental costs will continue to rise at a rate equal to that of national inflation.
7. Students at Oakland will continue to work at least part-time in order to offset the rising cost of education.
8. Students in the college and schools will continue to move in greater numbers toward degrees that prom-

ise career and professional preparation.

9. Academic preparation of high school graduates will improve as public concern over the quality of elementary and secondary education increases.
10. Each existing school and college faces challenges that affect future enrollments. These challenges stem from internal structures and external conditions.
 - A. College of Arts and Sciences: The college will probably experience a gradual decline in traditional humanities and social science undergraduate majors and constant enrollment in mathematics and science majors reflecting job market conditions. Undergraduate service course loads will continue to climb as the professional schools expand. Graduate enrollments have small but steady growth potential.
 - B. School of Economics and Management: This school has substantial undergraduate and graduate enrollment growth possibilities.
 - C. School of Education: Enrollment in education programs will continue to decline because of the poor job market for baccalaureate-degree holders in most teaching areas. In addition, the graduate program will continue to shrink as fewer persons enter teaching and most in-service teachers acquire master's degrees. An increase in the number of births and the declining number of persons receiving teacher certification may combine to generate a new teacher shortage after 1985. Preparation of human services personnel at both the undergraduate and graduate levels will attract added enrollments for some years.
 - D. School of Engineering: The considerable demand for engineering and computer science degrees will probably continue for many years. The graduate program should grow rapidly in the next several years.
 - E. School of Nursing: The number of undergraduate students working toward a baccalaureate and registration will not change markedly because of the limited number of clinical training positions for nurses. The number of registered nurses who have been trained in diploma programs and community colleges is quite large, and it is anticipated that many of these persons will seek bachelor's degrees in the future. In addition, there is an acute shortage of nurses holding advanced degrees.
 - F. School of Performing Arts: The demand for degree programs in the fine and performing arts is very high throughout the nation and it will probably continue to grow. Oakland University does not currently have an organized professional program in this area.
 - G. Center for General and Career Studies: The growing interest in higher education manifested by nontraditional students will result in steady enrollment growth for the center.
 - H. Center for Health Sciences: This area of professional training is just developing at the university. Existing programs in medical technology, medical physics, and environmental health are fully subscribed. There will likely be need for bachelor's- and master's-level persons in many health science specialties for at least a decade.

Plans

The plans here represent the growth goals of the university and means of achieving these goals, taking into account the constraints and assumptions bearing on the next 15 years:

1. University enrollment will grow at an average rate of two percent per year from 1978 to 1982 and will attain a minimum full-year equated student (FYES) enrollment of 10,000 in 1982-83. Beginning in 1983, the annual enrollment growth rate will be one percent leading to a minimum enrollment of 11,000 FYES in 1992-93. In order to achieve the projected growth in view of a rapidly declining pool of high school graduates, Oakland University will undertake a series of activities:
 - A. The university will strive to increase its share of the Michigan graduates entering college immediately after high school by 50% over the current level in the 15-year period.
 - B. The university will endeavor to increase the number of nontraditional undergraduate enrollments by at least 65 percent from the 1977-78 level. This action recognizes the growing interest of more mature persons in further education and the declining high school graduate population.
 - C. A major increase in nontraditional student enrollments will require allocation of new resources for evening and weekend courses and new instruction formats. Administrative organization will have to be structured to recognize the growing percentage of students who are on the campus at other than weekdays and daytime hours.
 - D. Residence hall occupancy of undergraduate students will be maintained at 1,500 until Classroom-Office Building No. 2 is completed. It will then rise to 1,850 over two years. Later in the 1980s, student apartment units will be built to accommodate additional undergraduate and graduate students on campus.
 - E. In recognition of the intense competition that will exist for student enrollment, it will be necessary to strengthen constantly the undergraduate admissions effort. All university groups, faculty, staff, students, and alumni will have to accept a role in the admissions process.
 - F. It will be necessary to continue to concentrate on improving the retention of enrolled students. Every device that encourages a good student to finish a degree program must be explored and utilized.
 - G. A full-scale graduate admissions effort will be required to identify new clientele for existing and developing graduate offerings.
2. Every effort will be made to stabilize or increase enrollment in each college, school, or special program, and to maintain an appropriate balance of enrollment between the various programs. This effort will occur in response to changing student interests, fluctuating job opportunities, and new legislative initiatives. Enrollment trends in the academic units indicate that the following patterns must be developed:
 - A. College of Arts and Sciences: Undergraduate enrollments must increase in service courses, new majors, and interdisciplinary programs. Graduate enrollments will increase in existing degree areas and in new master's and doctoral offerings.
 - B. School of Economics and Management: The development of new undergraduate specialties and extended graduate offerings will be accompanied by steady enrollment growth.
 - C. School of Education: New graduate offerings closely matched to changing demands for special in-service education will attract new enrollment. The undergraduate program should be organized so that it can respond quickly to a change in job opportunities in the 1980s if it materializes. The human services programs will continue to change and grow as the person-oriented society develops changing needs for service.
 - D. School of Engineering: Enrollments in engineering and computer and information science will grow steadily at both undergraduate and graduate levels. The introduction of new specialized offerings will accelerate the growth.
 - E. School of Nursing: Enrollments of less-than-baccalaureate registered nurses and nurse candidates for advanced degrees will grow steadily.
 - F. School of Performing Arts: New enrollment can be anticipated in all areas in which professional programs can be established.
 - G. Center for General and Career Studies: The center will grow steadily in enrollment as it offers a greater array of courses in more locations principally to nontraditional students.
 - H. Center for Health Sciences: There is strong demand for training in the health science special fields. As new fields are presented, enrollments will quickly fill to capacity.
3. The diversity of the student body will be preserved during the coming era of steady growth. Special effort will be made to maintain a mix of ages; racial, ethnic, and religious backgrounds; geographic origins; and life and family status in women and men students. Special programs will be maintained in several areas for this purpose:
 - A. The university will continue its program to recruit each year a number of minority students equal to 15 percent of its entering nonminority students coming directly from high school.
 - B. The university will strive to identify increasing numbers of minority students in the undergraduate transfer and entering graduate student group.
 - C. The effort to identify potential students in out-state Michigan, out-of-state, and other countries will be expanded.
 - D. In view of career advantages, program initiatives must continue to attract men and women into sex-stereotyped fields where their numbers are low, e.g., women in engineering and men in elementary education.
 - E. Older individuals and persons with family obligations will be attracted by offerings at times and in formats that mesh well with their lifestyle needs.
4. The average potential for academic accomplishment and personal growth of all students will rise as enrollment expands in the 15-year period. This can be accomplished in spite of a declining supply of students through a series of special initiatives:
 - A. The minimum criteria for acceptance into undergraduate and graduate programs should be raised

gradually where entrance requirements are not limited by outside agreements.

- B. The number and size of merit scholarship awards will increase substantially in the future.
- C. The concepts embodied in the Honors College should be studied for possible inclusion in the programs of several other schools.
- D. The university will work closely with its major feeder schools in search of ways to strengthen the preparation of students for college-level studies.
- E. The learning skills program will be extended to provide basic learning assistance to a substantial segment of the new freshmen and transfer students.

The result of all this effort will be that Oakland University will grow larger in student enrollment at a very gradual rate. Its major programs will change in size and in distribution of students, but the existing general enrollment patterns will survive. The student body will become more heterogeneous than it is today, and it will grow better as it grows larger.

III. FACULTY AND ADMINISTRATIVE-PROFESSIONAL STAFF

From the inception of Oakland University, it was recognized that the institution could be only as good as the quality of its faculty and staff. It was believed, also, that able people would attract other able people, thus establishing a tradition of adding strong and capable persons to an outstanding nucleus of faculty and staff. Accordingly, an exceptional effort was made in the first several years to identify for every position the most competent individuals who could be found in the country.

The original faculty members were young, dedicated to teaching, adept in research, and deeply committed to sound curriculum design. The first administrative-professional (AP) staff was also young and relatively inexperienced, but energetic and completely devoted to building a new university. The early appointees set out to attract like-minded colleagues to join them in a pioneering venture. The faculty and staff of today emerged from that early effort. This employee body has been shaped by the views and values of the charter appointees, many of whom are still at Oakland University.

The university has maintained a strong tradition of faculty and staff development. Sabbatical leaves have been available from the earliest years at Oakland University; travel funds have always been provided for attendance at professional meetings; a faculty research grant fund was established in 1962; and recently, research equipment and materials, grants, summer research fellowships, and an education development grant fund have been instituted. In addition, substantial funds have been obtained to encourage research activities from NSF and NIH institutional grants. Administrative staff members are accorded professional development leaves for study and research, they participate in staff-development seminars, and they are supported for attendance at professional meetings and seminars.

From its first year, Oakland University was noted for its high percentage of faculty who held earned doctorates. Generally, 80 percent or more of the full-time faculty held doctorates, a high index in the 1960s. The faculty has been active in scholarship and research throughout the brief university history as measured by publications, creative activities, awards and fellowships

won, and federal funding of research.

An important feature of the staff development effort of the university was the establishment in 1973 of an administrative-professional staff review and appointment procedure. This procedure offers to AP staff term appointments that can culminate in a continuing contract. The appointment procedure, modeled after a traditional faculty tenure-track system, gives administrative employees job security if they meet the criteria for reappointment at either two- or three-year intervals, according to their classification.

Principles

A number of principles must guide relations with university personnel. Human and institutional relations are sensitive; the effectiveness of the educational programs of the university depends on them. The principles that govern this area are:

1. The university must attract, retain, and nurture the most highly qualified and talented faculty and staff possible.
2. The faculty and staff should grow in number to keep pace with changing enrollments, workloads, and program directions or emphases.
3. As an equal opportunity employer, the university will support affirmative action in faculty and staff recruitment, development, and advancement with the goal of achieving an integrated work force.
4. Faculty and staff must be assisted by every device available to become more skilled in their basic professional functions.
5. In an era of rapidly changing enrollment patterns and institutional priorities, attention and resources should be given to assist displaced faculty and staff to learn new skills and move to departments and functions where opportunities for service are expanding.

Constraints and Assumptions

Faculty and staff members—to varying extents—participate in local, regional, and national professional systems that influence their roles in the university. These wider relationships affect professional practices within the university and are the source of constraints and assumptions about the future status of faculty and staff relations. Other behavior patterns that condition faculty and staff development have local origins. Drawing on national data and on observations at Oakland University, the following constraints and assumptions are believed to apply to faculty and staff at the university:

1. The mobility of faculty at Oakland University will be quite low during the next 15 years because of the declining national demand for faculty.
2. Highly qualified young persons will be readily available to fill faculty positions as a result of the weak hiring market.
3. Program planning at the university is constrained in part by the skills, interests, and areas of expertise that characterize the current faculty and staff.
4. There will be gradual increase in the average age of the faculty and a gradual shift to an increasing proportion of faculty higher ranks.
5. The faculty will continue to be represented by a collective bargaining agent.
6. Approximately 70 percent of the present bargaining-unit faculty members will remain at Oakland University until they retire from teaching.
7. The current AP appointment and retention policy

will remain in effect.

8. AP turnover will be higher than faculty turnover because of greater mobility in administrative positions from which many persons can transfer to business and government agencies.
9. Because there are few academic programs that prepare university administrative personnel, AP staff will continue to acquire their specific skills primarily through in-service training.
10. The available pool of qualified minority group members and women for faculty and staff positions will grow steadily.

Plans

A series of actions will be taken over a 15-year period to strengthen the faculty and staff and, thereby, the entire university. Most of the plans are extensions of existing activities and do not represent major departures from the status quo at Oakland University. Nevertheless, it is desirable to detail the steps that must be taken in personnel areas to achieve the general goals of growth and increasing quality in teaching, research, and service.

1. The university will continue to recruit, strive to retain, and seek to enhance the competence of all faculty and staff. In order to attain these ends, the following devices (among others) will be stressed:
 - A. In recruitment, emphasis will be placed on identifying and attracting exceptionally able people whose qualifications coincide with university goals. This emphasis requires attention to the balance of teaching, research, or service potential of a faculty member in relation to the specific needs and emphasis of a given academic unit. In staff recruitment, the balance of technical and public-service skills must be selected to coincide with the requirements of a specific role.
 - B. Faculty and staff retention will depend partly on the work environment. Every effort will be made to create a supportive and harmonious work setting for all employees. Among the qualities that must be attained are fair compensation, protective benefits, and the best labor relations climate attainable.
 - C. All employees will be given fair assessment and careful evaluation during probationary periods. Successful completion of the probationary process will lead to job security to the maximum extent possible.
 - D. In order to strengthen the university faculty and staff standards and criteria for reappointment, attainment of tenure (or job security) and promotion will be raised to higher levels.
 - E. The university will continue to promote from within the university whenever possible. This policy will require faculty and staff development and training efforts to be a continuous feature of the university. Among the devices that will be used to strengthen faculty and staff credentials for more demanding assignments will be visiting appointments, exchange positions, and internal apprenticeship opportunities.
 - F. The university will strive to recognize and reward merit.
2. The faculty and staff will grow in size, at least in proportion to the growth in enrollment. For the next five years the faculty will grow at an average annual rate of two percent, assuming that enrollment grows

at that rate. An average annual growth rate of one percent for faculty can be anticipated for the subsequent 10-year interval. Administrative staff expansion should be at approximately 75 percent of the average annual growth rate, or 1.5 percent for five years and 0.75 percent for the following 10 years, if student enrollment projections materialize. The more modest growth rate for staff is based on the assumption that some administrative economy-of-scale can be realized.

3. In view of the limited employment opportunities for faculty, the resulting low rate of faculty turnover, and the small growth in numbers of faculty that can be anticipated, the university will establish policy goals to assure the continuous flow of some new persons into the faculty. It is desirable to continue the current pattern in which 25 percent of the FTE faculty are nontenured. This percentage does not imply a lowering of the percentage of new faculty that can attain tenure, but the development of devices that will stabilize the proportion of faculty who hold tenure. The following programs will be developed to guarantee some faculty renewal:
 - A. Early retirement options for faculty will be developed to encourage voluntary retirements that will create openings for new appointments.
 - B. Part-time and visiting faculty will supply approximately 14 percent of fall and winter FTE teaching needs continuing the 1977-78 percentage.
 - C. Up to five percent of the tenured faculty will be encouraged to seek external grants to permit them to concentrate on research and service activities.
4. The university will continue its program to achieve an integrated work force with appropriate representation in all areas and all levels of faculty and staff. The following programs will be implemented:
 - A. Goals and timetables for achieving work-force integration will be reviewed and updated regularly in all administrative units.
 - B. Improved personnel selection and advancement procedures will be established and appropriate training structures will be maintained to assist all employees to attain their professional potential.
 - C. A sensitive monitoring structure will be developed to measure progress toward designated goals. Also, a parallel structure to identify and attract talented persons in under-represented areas will be established.
5. There is a growing need in both the academic and administrative areas for organized attention to the professional development of faculty and staff. One or more persons will be designated to work with faculty on retraining to fit skills to new areas of academic growth so the existing faculty can be assisted to move from areas of declining enrollment to growth areas. Administrative staff will continue to receive help in refining skills for current assignments and in acquiring added competencies for advancement opportunities.

When all these actions have been implemented, Oakland University will have a larger, better-trained, and more effective faculty and staff. The work force should approach an acceptable level of integration at all levels, and there should be a continuous flow of able, young faculty into the academic units.

IV. STUDENT LIFE

Student life activities are as dynamic as any feature of university life. The programs change from year to year as they mirror the current interests and enthusiasm of each group of students. No other segment of the university staff must have the flexibility and adaptability that is essential in student life administration.

Reviewing the short history of Oakland University, the distinguishing characteristics of students in several eras can be seen in the student life enterprises. For example, the early 1960s were characterized by such traditional events as proms, yearbooks, and winter carnivals. By the late 1960s and early 1970s, those activities had been supplanted by counter-culture activities such as rock concerts, sit-ins, and protest marches. In recent years a neotraditional pattern has emerged, reviving older patterns in the "Meadow Brook Ball," retaining some of the more recent innovations in modified rock concerts, and adding some new all-university events such as the "Beer Bash" and "Newcoming Week." It is impossible to predict the future direction of student life activities, since the views of future students are not yet formed.

Another evolution of practices in student life ran almost full circle in the past generation. In the early 1960s the university provided limited counseling services for students. It was believed generally that students would find ways to resolve their personal and emotional problems. Then for several years the university became the primary source of all counseling, often with specialized counselors to deal with narrow issues. Many universities provided psychological counseling, marriage counseling, drug counseling, alcohol counseling, legal counseling, sex counseling, etc. That era has now passed as universities—including Oakland University—have found it impossible to afford such narrowly focused services, no matter how desirable.

Presently students are more insistent on the need for excellent academic, career, and placement counseling. These emerging areas will very likely be the focus of new developments in counseling services for the next several years.

Given the uncertainties associated with the changeable but extremely vital student life aspect of the university, plans will necessarily be less specific than they are in other sections of this document.

Another change in the university has also had profound effect on student life programs. Since the 1960s an ever-larger proportion of the student body has been made up of older, married, part-time, and evening students. Today it is useful to think of the student body as separated into graduate and undergraduate students and to separate the undergraduates further into traditional (younger, unmarried, full-time, daytime) and nontraditional students. Each group has distinctive life patterns and needs and is served best by distinctive programs.

Principles

The basic principles of student life activity are easy to articulate; it is the expression of the principles in any era that is most elusive. The following principles should guide student life policy:

1. Student activities will be designed so that students can obtain preprofessional work experience and performing opportunities in the arts that complement academic and professional studies. Such activities as a newspaper, radio station, and theatre group

provide valuable training for future professional roles.

2. Activities, events, and organizations must be made available to provide personal growth experiences for students in ways that are beyond the scope of the curriculum. Students benefit from working in voluntary groups, playing on athletic teams, acquiring leadership skills, and from being responsible for organizing events and managing funds.
3. University programs will be organized so that students have many opportunities to meet other students. One important value of the university is to broaden the acquaintances of students. In particular, students should meet persons from different places and who have different backgrounds and outlooks.
4. The university is obligated to provide a stimulating cultural and recreational environment, particularly for residential students. Ideally, the environment will benefit all students by providing lectures, seminars, concerts, films, exhibitions, plays, and athletic events that entertain and enlighten all members of the university.

Constraints and Assumptions

The constraints and assumptions must be qualified by noting that the student life program applies almost exclusively to undergraduate students and that within the undergraduate group its impact varies. Most participants in student life activities will be traditional undergraduates, with the residential students being more active than those students who live in off-campus apartments or at home with parents or other relatives.

1. The ratio of residence hall students to commuter undergraduates will not change essentially from the current ratio of one-to-five based on fixed residence hall size and limited enrollment growth projections.
2. The percentage of traditional students in the undergraduate group will continue to decline from the current 55 percent because of shrinkage in the number of high school graduates and the growing attraction of older persons to Oakland University.
3. Women will become an increasing majority of the undergraduate student body as women continue to be attracted to higher education in growing numbers because (among other reasons) of the excellent job opportunities for women graduates.
4. The proportion of minority students will grow steadily as the university becomes more proficient at identifying potential students and retaining those who enroll.
5. Most Oakland University undergraduates will continue to be employed at least part-time during the academic year.
6. The enrollment goal of increasing the outstate, out-of-state, and international representation in the student body will be attained.
7. The enrollment goal of maintaining fully occupied residence halls will be realized. This goal implies a stable residence hall population and the addition of a small component of apartment units for student occupancy later in the 1980s.
8. Students will continue to be oriented toward career and professional education until the mid-1980s, when the declining growth of the youthful labor pool may initiate a new value-and-attitude pattern.
9. Students will be short of funds and will be unable to

spend much money for either services or entertainment.

10. The characteristics of the student body will lead to a small rate of student participation in any on-campus activity regardless of the quality or form of the activity.

Plans

Many programs described here are extensions and refinements of present activities rather than new departures. The current student life program contains a reasonably complete range of services and activities, but the emphases will shift over time.

1. In addition to providing an academic program, the university assumes responsibility for offering a wide range of personal growth experiences for students who wish to take advantage of them. The components of a personal growth program are:
 - A. The university will offer noncredit courses, seminars, and conferences designed to strengthen the personal skills of all interested students. These activities will include programs to strengthen communication skills, build self-confidence, free creative abilities, and solve problems. Both faculty and administrative staff will offer such courses, and visiting experts will be used as needed.
 - B. The university will continue to sponsor many different clubs, sports teams, organizations, and activities in which students can develop valuable personal skills. These groups will offer the experience of cooperative endeavor, leadership, organizing events, managing budgets, setting and meeting timetables, and all the other skills needed to be effective as a citizen. In addition, settings of this nature encourage persons to acquire self-confidence, learn to be resourceful, develop a sense of honesty and integrity, and generally form a character by working with fellow students. In this era, the extracurriculum must do for some students what once was the responsibility of the curriculum in the small, residential colleges.
 - C. The university will nurture a spectrum of activities outside the curriculum but will also give vital preprofessional training to students. Among these activities are student newspapers, literary magazines, concert and lecture series, radio stations, theatre groups, film societies, and dance and music organizations.
2. The university provides students and the community with educational and cultural experiences beyond the scope of the curriculum. These programs will be improved and expanded in future years. Program developments will include the following activities:
 - A. The President's Club Lecture Series will continue. A more popularly oriented lecture series should be developed, cosponsored by University Congress.
 - B. A professional artist concert series was re-established in 1978 by the Department of Music. This series will expand to bring more artists to the university and the community during the academic year.
 - C. When an auditorium is built on campus, a new era of programs can be instituted to bring a
3. The university will work diligently to develop devices that strengthen personal and social ties within the student group. The successful projects should be given institutional status. A number of activities will be explored:
 - A. More emphasis will be given to student clubs that are organized around a departmental or school curriculum and have active faculty sponsorship.
 - B. Clubs that bring men and women together socially and develop a self-perpetuating structure will be encouraged. These might be social clubs or eating clubs, or they might have a residential focus on a residence hall floor.
4. More use will be made of students in the future in a variety of official roles to advance university goals. Programs of this kind are beginning, and they can proceed much further. In general, students should be employed and welcomed as volunteers in residence hall management, admissions, fund-raising, community relations, and general administration. Every area of the university will develop programs for direct use of student talents.
5. Both the recreational sports program and the intramural sports competition program will continue to develop as a result of a series of future actions:
 - A. Additional staff will be appointed to organize and supervise recreational sports and to provide instruction that will assist interested persons to attain enough skill to enjoy sports activities.
 - B. The growing interest among faculty, staff, and students in health maintenance and physical conditioning will be used to induce many persons into guided conditioning routines.
 - C. New sports facilities will be obtained to meet the recreational needs of faculty, staff, and students and to provide better space for athletic teams. Among the urgent needs are four to eight additional tennis courts and an all-weather running track. A 50-meter swimming pool would add greatly to the summer amenities of the campus and could make it a summer training center for competitive swimmers. Financing for an outdoor pool will be sought. The most crucial need is for a large, versatile field house that would provide a large indoor space to accommodate many simultaneous recreational activities. A properly designed building could be used for physical education courses, intramural sports, and recreational sports. Many excellent models for such a building can be found on other campuses.
6. The intercollegiate athletic program will be maintained to benefit the men and women participants, to represent the university throughout the state, and to provide entertainment for interested staff, students, and the general public. Several features of the athletic program will receive special attention:
 - A. The university will provide the support, coaching, and facilities needed to present approximately eight intercollegiate sports for both men and women at a level appropriate for National

strong slate of lecturers, soloists, and performing groups to the university and the community. The auditorium program will require professional management to give exclusive attention to booking, organizing, and publicizing programs.

Collegiate Athletic Association Division II and Great Lakes Intercollegiate Athletics Conference competition.

- B. The university will continue its policy of seeking to identify and attract to Oakland University sports teams men and women who have excellent athletic ability and high academic potential. The scholar-athlete should remain a feature of university athletics.
- C. The university will strengthen its program of athletic awards, since a student competing in intercollegiate sports is not able to accept employment to help meet education expenses during the sports season.
- D. The university will develop programs to attract persons from the surrounding communities to home games of the sports teams. There is a large potential area audience that would enjoy the level of play now developing at the university if they were aware of it and made welcome at the games.

The plans for student life have been designed to broaden the learning opportunities for all students beyond those addressed in the curriculum. Social skills, attitudes, values, personal attributes, and professional talents of individual students all are a concern of the university and will be nurtured to the extent that students wish to be helped in personal growth. In addition, intellectual, cultural, and athletic programs will be expanded to create a more varied and stimulating campus environment.

V. ACADEMIC SUPPORT SERVICES

Support services are essential to the maintenance of academic programs. An excellent faculty, a beautiful physical plant, and a superb and original curriculum could all be wasted if adequate—or better than adequate—support in the form of library service, academic advising, computing service, acquisition of instructional equipment, and other critical support services were not provided. These services are expensive and indispensable. They require professional organization and diligent management if their full value is to be utilized by faculty and students.

A deep economic recession in Michigan lowered the quality of the academic support services at Oakland University between 1973 and 1977 compared to preceding years. The support programs represent an element of the budget that becomes particularly vulnerable in difficult economic times. Only in 1977-78 has it been possible to begin to rebuild this important aspect of the teaching and research programs. In this section of the report, plans for the continued strengthening of these programs that complement—or even permit—excellent teaching and research will be described.

Support services tend to be championed vigorously by only one part of the faculty and staff. For example, the School of Engineering faculty may lobby enthusiastically for computer support, but other colleges may be somewhat indifferent on that issue. At another time the honors program may be very closely allied with the admissions office while many departments and schools have no interest in either the success or the existence of admissions. Thus, during poor economic times there is a tendency for other needs to overshadow the support services of a university. More generally, any aspect of a university that does not produce credits is fair game for budget limitations, even in the best of times.

Obsolescence is a constant factor in the maintenance of well-run academic support activities. For example, equipment may wear out from heavy use, but more frequently it will become supplanted by newer, faster, more sophisticated instruments that are necessary if students are to be well-prepared in a discipline and if faculty are to be competitive in research.

Traditionally, the first obligation of the university is to provide the best learning environment possible and the necessary services and materials to create it. A secondary responsibility is to assist faculty to initiate research activities by providing basic instrumentation, technical support, and library materials. At a later stage of professional development, a researcher or scholar is expected to locate external support for specialized equipment and to travel to research libraries to use extensive collections or to examine rare print materials. The university will provide all the help it can, but it is not in a position to provide the support that is often found in older institutions having a full range of advanced graduate programs.

Academic support services in the ensuing discussion will be divided arbitrarily into "direct" and "indirect" support services. The direct services are those that directly affect the teaching and research functions of the university daily. The "direct academic support services" are the library, the computing center, and instructional and research equipment and its maintenance structures. Without these services, whole segments of the educational program could not exist. "Indirect academic support services" are also vital to the success of the academic program. These indirect services do not affect teaching and research directly, but they strongly influence students, faculty, and the academic setting. These programs are admissions, registration, academic advising, student special programs, career advising and placement, and personal services. Each of these functions is essential to the teaching program, and the quality of each service significantly affects every department and school.

Principles

The diverse activities discussed in this section do not lend themselves to the formulation of a set of unifying principles. Essentially, the university seeks to provide the best academic support service possible to faculty, staff, and students in order to enhance the teaching program, to promote scholarship and research, and to strengthen the total performance of the university. Each area of support will, in turn, describe a set of goals that deal with how its services will be delivered.

Constraints and Assumptions

The main constraints and assumptions for the several services under consideration concern the continual wearing out and obsolescence of the library, computing, and equipment inventory of the university. A related assumption is that the rate of equipment obsolescence has been accelerating for many years and it will continue to do so. A second major assumption is that the cost of academic materials will continue to rise at a rate higher than the cost-of-living. A third assumption is that the ever-changing faces of the university and higher education will require continuous review and change of the organization, procedures, and strategies for delivering services to all persons in the university.

Plans

Direct Academic Support Services

1. University Library

The university began in 1959 without a book on the shelves. The collection of today has been built from annual operating funds and gifts and grants from many sources. A great deal of progress has been made toward assembling an adequate collection, but the rapid expansion of the curriculum in recent years has added to the strain on university library resources. A higher level of library funding must be established, partially to offset the damage caused by inflation and partially to catch up with curricular development. The university will make a concerted effort to expand the library holdings so as to provide much more adequate support for its developing academic programs. The following table lists in major categories the acquisition goals that will govern library allocations:

Year	Bound Cataloged	Microform	Series Titles	Government Documents
	Volume			
1977	275,000	275,000	1,750	35,000
1978	300,000	300,000	1,750	37,000
1983	400,000	350,000	2,000	50,000
1988	550,000	400,000	2,500	70,000
1993	700,000	450,000	4,000	120,000

Attainment of the acquisition goals would be almost meaningless without the prospect of an addition to the Kresge Library building. The existing building would not be able to house even the 1983 targets. Any numbers beyond that would be inappropriate with current space limitations. There is every reason to believe that the addition to the library building will be completed before 1983.

Several service goals are important aspects of the future of the library:

First, the library will continue to pursue active participation in regional consortia that promise to increase the effectiveness of the medium-size libraries, such as Ohio College Library Center. Also, the library will participate in the regional and national data-retrieval systems for which there are enough inquiries to justify membership costs. The development of new national data-handling technology promises to strengthen library resources considerably by the 1990s.

Second, the library will strive to develop workable division and department library arrangements—not necessarily physical spaces—that will acknowledge the concerns of certain disciplines to have optimal access to library materials. These considerations will grow more important as graduate study intensifies.

Third, with completion of the library building addition, the library will be able to assign appropriate space to faculty and advanced students for study and research. Unfortunately, the library has lacked quiet and convenient study carrels. When the building addition is completed, there will be ample space to supply good study facilities for the foreseeable future.

2. Office of Computer Services

Computer Services has a dual role: providing computing services to students and faculty in support of teaching and research and providing data processing services for all administrative needs. The university has, as a matter of policy, operated with a centralized computer. The program was quite satisfactory within the limits of the present equipment. The present configuration of a Burroughs B-5500 dedicated to academic computing and an IBM 360/40 for administrative uses is now aging without grace and must be replaced soon. A contempo-

rary computing system will be ordered and probably installed during 1978. This new computing system should be able to meet all reasonable university computing needs until the mid-1980s. At that time, another thorough system study will be needed to decide the next stage in keeping computing services in line with university needs and the state of explosive technological development.

The service goals of the new equipment are carefully detailed in specifications that have been sent to the manufacturers. During the next five years, 80 to 100 interactive terminals that have rapid response times will be available for teaching and research use if the demand meets current expectations. In addition, the new equipment will permit full implementation of the "Long-Range Systems Study" (1976) that will modernize all administrative data-processing applications of the university. The accomplishment of these academic and administrative plans of computer services will represent sizable improvement in the university computing environment.

3. Instructional Equipment

Every year a substantial sum is allocated to the academic units to replace old equipment and to purchase new materials for laboratories, studios, practice rooms, and other locations housing specialized instruction. Trying to keep up with the needs is an endless race. In recent years Oakland University has been falling behind in the figurative marathon. Beginning in 1978, a special effort is under way to reverse the deterioration of the basic stock of teaching equipment. During 1977-78, and for the next two years, \$100,000 per year will be provided from other than general fund sources to supplement the regular allocations for department instructional equipment needs. Beyond the three years, a new level of equipment expenditures will be attained from a combination of sources.

Proposed Annual Equipment Expenditures

Year	General Fund	Supplemental	Total
		Fund	
1977-78	\$ 95,000	\$100,000	\$195,000
1978-79	\$100,000	\$100,000	\$200,000
1979-80	\$125,000	\$100,000	\$225,000
1982-83			\$250,000
1987-88			\$400,000
1992-93			\$550,000

This expenditure level will permit major improvement in the teaching environment for all students and faculty. It will be necessary from time to time to obtain major pieces of equipment—such as the newly acquired nuclear magnetic resonance spectrometer—from government agencies, charitable foundations, and other special sources.

Indirect Academic Support Services

1. Admissions Office

The admissions staff has the responsibility of informing in detail potential students, parents, and secondary school and community college personnel of the academic and student life programs of the university. The staff must be fully informed about all programs of instruction, and they need to be convinced of the quality and importance of these programs. They must be able to convince others of the superb educational opportunity Oakland University offers potential students. The admissions staff has to be creative in developing new and distinctive ways to convey a message to a changing audience. Of particular importance will be the develop-

ment of ways to involve faculty, staff, students, and alumni in building a better university through attracting a promising student body.

Part two of this report on student enrollments describes the challenge to the Admissions Office for the next 15 years. The office will be staffed and supported so as to achieve these demanding goals.

2. Registration and Records

There are three special ways in which registration and records can extend its services to better serve the entire university.

First, there is a great need for a transcript or record-audit process that gives a continuing picture of a student's progress toward a degree and the requirements that must still be met. The student records system of the "Long-Range Systems Study" provides for such a procedure. During the next five years, this system should become part of the regular registration services for faculty, advisers, department chairpersons, and students.

Second, the university will adopt a registration procedure that takes full advantage of contemporary technology and can be accomplished without the arena process that prevails in the fall semester. The form of future registrations is not clear. It may be feasible to use computer terminal enrollment, late summer mail enrollment, or another method that will minimize the amount of arena registration.

Third, the schedule of classes for fall and winter semesters will be established and held firm at a much earlier date than is now the practice. Large universities have been able to benefit students by early scheduling, and Oakland University can do so as well with strong support and cooperation from faculty and staff.

3. Academic Advising

One of the reasons for student attrition is the lack of meaningful contact with university faculty and professional staff. Another reason that students drop out is that they lose their way in the curriculum. Both of these problems could be alleviated by an effective faculty advising system similar to those maintained by the smaller liberal arts colleges. Oakland University will develop a reliable, caring, and informative faculty academic advising system for students in the college and each of the schools. It must give special attention to new students and undecided students. Establishment of a workable advising system will improve enrollments in all programs and benefit all parts of the university.

4. Student Special Programs

Each year a group of students with high academic potential is admitted to the university from secondary school experiences that have not prepared them fully for life or work in the university. These students need special preparation, counseling, and tutoring to assist them in adapting to the university, which they receive as part of special programs. Without carefully planned help and encouragement, few of these students would remain at Oakland University beyond the first semester. The university has a commitment to strengthening special programs so as to increase the retention rate among students entering the university through this route.

Much of the funding for the Office of Special Programs comes from federal sources. The university is prepared to assume as much as possible of these costs if federal funding is withdrawn. This program has played a vital role in developing opportunities for young persons, who

can benefit themselves and society by earning a degree and entering the work force at a high level.

5. Career Advising and Placement

Since the establishment of the Office of Career Advising and Placement in 1963-64, the importance of its services to students and later to alumni has grown steadily. The influence of career advising on students, faculty, the advising process, and curriculum design must grow in the future. No university agency is in a better position to articulate the educational experience of college and the characteristics of the work world for the majority of all graduates who seek new employment opportunities. The office staff must grow as it seeks to serve students from college entry until they achieve full career and professional maturity.

6. Personal Services

The university will maintain and extend its programs to give personal and emotional support to students to enhance their academic work. The central activities will include:

- A. Personal support services will be maintained and adapted to new needs. The health service, psychological services, and personal counseling services will be supported adequately.
- B. A series of services that permits students to pursue academic work with minimal distractions will be developed further. The services are the residence hall and residential food services, the Oakland Center, and the financial aid office.

VI. BUDGET

The attainment of budgetary goals is crucial in accomplishing the ambitious growth and development plans of the university. At the same time, it is extremely difficult to predict future revenues and expenditures. Therefore, this section of the long-range planning document will be general but also realistic. Because of fluctuations and cycles in the state and federal economies, year-to-year projections are quite suspect; however, five-year trends will likely be quite valid. A great deal will depend on the validity of the assumptions about higher education financing listed below. Fortunately, these figures are subject to review and revision every few years.

Principles

Several basic principles must guide the university approach to budget development as it plans for the future:

1. The university must obtain sufficient state funds to expand the curriculum, respond to the needs of a growing student body, compensate the staff fairly, and improve the quality of its total program. The state will always be the principal source of university funds. Only with strong funding from the state can the university attain its goals.
2. Substantial financial support must be obtained from federal, foundation, and private individual sources to develop and maintain programs of great distinction in a number of areas of university activity. Among the projects needing private funding are merit scholarships, acquisition of teaching and research equipment, construction of new buildings, and establishment of endowed chairs.
3. Tuition and fees should be kept as low as possible to permit access to the university for the maximum number of persons. High tuition works a special hardship on persons of moderate income who are

beyond the income limits that qualify a student for federal and state financial aid.

4. Continuous efforts must be made to assure that only the funds needed to deliver a selected level of service will be expended. Every dollar saved in this manner can be used to strengthen further the quality of all programs.
5. The university should encourage the development and continuation of essential programs that respond to educational and service needs and that can be entirely supported with revenue from the programs through tuition, fees, and other service charges.

Constraints and Assumptions

The constraints and assumptions described here specify some probable future budgeting limitations. The plans are generated in light of these projections and predictions:

1. Some form of "formula budget" or "investment needs analysis" will be the state budgeting process for the next 15 years.
2. The general level of state support for higher education in Michigan will lag slightly behind the rise in the cost of education.
3. The general level of state support will not be designed to accommodate enrollment growth in Michigan public higher education.
4. The state will be reluctant to fund new programs because of a stable or declining state enrollment base.
5. The general level of inflation will average five percent per year for the next 15 years.
6. Utility costs will grow at a rate of 10 percent per year for the next 15 years.
7. There will be no increase in federal support of public higher education.
8. Bond indebtedness on the existing university residence halls will require annual average payments of approximately \$600,000 throughout the 15-year period.
9. The rate of increase in the cost of education will exceed the rate of inflation during the next 15 years.
10. Generally, students in Michigan will be required to pay through tuition and fees an increasing proportion of the cost of education. This trend has been developing for a decade in American public higher education, and it is likely to continue.

Plans

The following plans envision a period of growth in size and quality for the university. For this growth to occur, Oakland University will need to move against some major currents in the economy and in the funding of higher education. There is a good reason to believe that the university has the reputation, the recognized potential, and the momentum to succeed in overcoming negative economic factors that will be evident in national higher education. The following plans, if pursued with energy and full university commitment, will result in a stronger university.

1. The general fund¹ of the university, which supports all credit education activities, must grow at a rate that will permit steady strengthening of the quality of teaching, research, and service activities. This growth of the general fund will require that infla-

tionary cost increases be offset each year, that growth in enrollment and growth of high-cost programs be funded, and that additional funds be obtained to increase quality in some parts of the total program each year. In order to expand resources, a series of special goals will be pursued:

- A. The state appropriation increase should annually approximate at least six percent to cover the anticipated cost of inflation, three percent to cover enrollment growth and program cost increases, and two percent for improvements in the education program.
 - B. Increased effort must be made to keep the Executive Office of the Governor and the legislature fully informed of the accomplishments and needs of the university. The state agencies can be expected to make good decisions only when they are fully aware of university needs.
2. Tuition and fees represent 30 percent of general fund revenue and can be expected to rise steadily if the university is to maintain education services to students. Every effort should be made to moderate the effects of cost increases on students since students' resources are always limited. Tuition and fee increases will be held at or below the level of inflationary cost increases.
 3. As new management techniques become available, the university will adopt them to control costs and insure that the best possible service is being provided for every dollar expended. Among the activities that should be implemented are the following:
 - A. Improved budget control programs will be developed, providing earlier and more accurate data on revenues and expenditures for operations planning.
 - B. Energy conservation efforts must continue. Additional, more sophisticated automatic controls will be installed to control energy use. Facility remodeling in many areas will improve the heating and cooling efficiency in buildings.
 - C. Continuous monitoring of all administrative systems must be maintained to ascertain ways in which new procedures, technological innovations, and reorganization can increase the effectiveness and lower the cost of university functions.
 - D. As the university grows in size and complexity, administrative systems must be revised to compensate for order-of-magnitude increase in service obligations. The expansion of offices in size alone to meet needs often will not be sufficient to answer the challenges of growth.
 4. The systematic program to increase support for the university from federal, foundation, and private individual sources will be expanded to reflect the changing nature of the university and its clientele. There will be several interconnected elements in the fund-raising programs:
 - A. Gifts from alumni can be expected to increase at an average 30 percent per year for at least five years in recognition of the growing maturity, accomplishments, enthusiasm, and size of the alumni group. In the second five-year period, a 20-percent annual growth rate is likely because the total alumni body will be growing more slowly. A 15-percent annual growth rate is projected for the last five years of the plan. The

¹ The basic university budget consisting of the state appropriation, tuition and fees, and some miscellaneous revenue that support the programs of instruction.

general pattern of alumni contributions should be approximately as follows:

Year	Contributions
1978	\$ 40,000
1983	150,000
1988	350,000
1993	700,000

The figures demonstrate the important role of alumni in the development of the university as an institution of exceptional quality.

- B. Fund raising from community sources for general fund activities can be expected to grow 10 percent per year throughout the period. This growth rate will require continuous effort since the contributors will all be persons who have no alumni ties with the university:

Year	Contributions
1978	\$150,000
1983	240,000
1988	390,000
1993	630,000

The annual fluctuation in these figures could be very large. A single gift could affect annual results markedly.

- C. The university has never undertaken a systematic capital fund-raising program. Such a program should be launched in the next three years. This activity will require appointment of a specialized staff to organize a campaign. A series of project goals will be identified as fund-raising targets. Special corporate gifts, bequests, and life income donations will constitute funds sought from friends of the university. A campaign goal of 15 to 25 million dollars by 1985 to 1988 seems reasonable. The funds will be allocated to current purposes, facilities, and endowment according to a planned schedule.
- D. Fund raising will continue to support non-general fund programs that must be partially or totally self-sustaining, such as the Meadow Brook Festival or the Katke-Cousins Golf Course. The current annual rate of fund-raising for such activities is approximately \$300,000. This level of external support is expected to grow annually as these activities continue to develop.
- E. Support from state and federal agencies and national foundation sources for teaching, research, and service programs will continue to grow at approximately 10 percent per year for the next five years. The growth rate is expected to slow to seven percent for the second five years. In the final five years of the plan, a rate of five percent per year is anticipated as university growth slows in the period after 1982-83. These growth levels will represent continued accomplishment against level governmental and foundation funding at the national level for support of higher education.

Year	Support Level
1978	\$3,000,000
1983	4,800,000
1988	6,700,000
1993	8,500,000

The attainment of these funding levels requires very aggressive action on the part of faculty and staff to develop proposals that will attract sup-

port in state and national competition. The administration must provide support services to sustain the high research and development level proposed.

Fund raising from nonstate sources in support of key university programs is a cornerstone of all future development plans. The fund-raising effort to attract tens of millions of dollars must be staffed with substantial numbers of highly skilled professionals. The many programs described in this section, from alumni development to federal relations, will require great coordination and excellent orchestration. If it is to experience fund-raising success, the university must begin to invest in an appropriate staff early in the 15-year period.

VII. PHYSICAL PLANT

The establishment of plans for physical plant growth may be the most uncertain set of predictions in the entire planning document. On a large campus in particular, new buildings represent multimillion-dollar expenditures. Funds for each building must be assembled over many years of negotiating with state agencies, preparing grant applications, and fund raising. There exists a good sense of what ought to be built, but exact timing is uncertain.

For a series of historical reasons, Oakland University has a very limited physical plant in view of its size and the variety of its programs. A number of activities are housed in cramped or unsuitable quarters. The university has minimal space for its program, and—to a degree—students, faculty, and staff are all denied a satisfying balance of good space for work, study, and relaxation. For example, it has not been possible to establish lounges for study and relaxation in the classroom buildings, where students spend so much of their time. Commuters dominate the student population, yet they lack adequate areas to make time between classes more productive. Moreover, the space shortage has necessitated inefficient organization such as the splitting of departments into noncontiguous areas, the wide separation of closely related departments, and the scattering of associated administrative functions throughout the campus.

Oakland University has made the best possible use of limited space, but continued growth of enrollment, faculty, and staff continue to cause serious problems. Space shortages severely hamper quality of university growth.

Principles

These principles should govern the facilities construction and remodeling activities of the university as well as the property that was entrusted to the university by Mr. and Mrs. Wilson:

1. The university is obligated to provide housing for all of its programs and people. In particular, specialized spaces must be provided for studio, clinical, and similar activities. Ideally, a small measure of space should be available for program expansion. The space should be well-lighted, comfortable, and climate-controlled. Classroom design should stress warm, comfortable spaces with good visual and acoustical qualities and include the best available technological equipment to enhance teaching and learning.
2. Campus construction and landscaping should adhere to the "University Physical Development Plan" adopted by the Board of Trustees on December 4, 1971. The plan calls for establishment of a compact

grouping of buildings to be built within the limits proscribed by the existing campus buildings, for preservation of a pedestrian precinct, for convenient but nonintrusive parking, and for building sites which provide weather protection for pedestrians.

3. The best building and landscaping designs available should be sought.
4. Periodic remodeling of buildings will be required as space uses change and as technology generates new teaching and research opportunities.
5. Easy access for the handicapped must be included in all new building and space designs. Existing spaces must be adapted to accommodate handicapped persons more effectively.
6. All new and old buildings must be treated to minimize energy use, both for conservation and economic reasons.
7. The campus property is a priceless legacy, and every effort will be made to preserve and enhance the quality of the land and the natural environment.

Constraints and Assumptions

The constraints and assumptions below describe both physical limitations on future facilities growth and fiscal realities that will influence university construction. As in every other area of university development in the 1980s and '90s, a formidable number of obstacles could impede university facilities growth and improvement. Some concerns and limits are:

1. Oakland University will remain in its present location, and most of its programs will be housed in the existing buildings.
2. The existing buildings are inefficient users of energy because of the architectural practices that prevailed in the era in which they were built.
3. New buildings will be located only in the northwest academic precinct of the university property, in the east campus Meadow Brook Estate quadrant, and in the Early Childhood Education and Continuum Center complex on the southeast corner of the property. This distribution of building locations is consonant with the campus plan, with the availability of utilities, and with environmental preservation goals. This program leaves about 900 acres of the campus available as recreation, farming, and wildlife areas.
4. No new student residence halls will be built.
5. The cost of building construction will continue to rise at a rate well above the increases in cost-of-living indicators.
6. The state will be reluctant to fund new buildings on this campus when there is surplus space on some other campuses and in other public buildings in the state.
7. There will be only limited federal funds available for higher education facilities construction.
8. Any new buildings will be required to meet rigid safety, accessibility, and energy efficiency standards.
9. Energy will be in short supply, and it may be difficult to obtain energy allocations for new buildings. In addition, the rapidly rising cost of energy will be a limiting factor in new construction.

Plans

This section is divided into two categories of proposals: general plans that apply to all buildings, and spaces and specific plans for buildings and delimited areas.

General Plans

1. The university will follow the University Physical Development Plan in the locating of buildings, roadways, parking areas, recreation areas, and other facilities. The main principles of the campus plan have served the university and they will be adhered to in the future.
2. All construction (new buildings and remodeling) will adhere to the highest feasible standards of energy conservation, handicap access, safety and health, environmental preservation, and aesthetic enhancement of the campus.
3. Continued effort will be made to improve access for handicapped persons to all buildings and areas of the campus, and to meet all building and property occupational health and safety standards.
4. Good functional and aesthetic design will be incorporated in all new structures and landscaping projects.
5. Special attention will be devoted to development of high-quality classrooms in new buildings and upgrading of existing classrooms. Classroom spaces must be made more supportive of good learning experiences and much better equipped with contemporary teaching equipment.

Specific Plans

The buildings and projects listed below are described annually in detail—with a few exceptions—in the Capital Outlay Budget of the university, prepared for the Department of Management and Budget in the Executive Office of the Governor. For the sake of brevity, only the projects and the envisioned scope will be listed in this plan.

Academic Buildings (listed in priority order):

	Estimated Size in Gross Square Feet	Estimated Year for Beginning Construction
1. New Buildings		
A. Classroom-Office Building No. 2	105,000	1978
B. Science Building (including Hannah Hall remodeling)	100,000	1982
C. Basic Science Research Building	120,000	1984
D. Clinical Research Laboratory	10,000	1980
E. Physical Education Building (Fieldhouse)	100,000	1982
F. Auditorium	150,000	1986
2. Additions and Remodeling		
A. Hannah Hall Remodeling		1978
B. Library Expansion	169,000	1979
C. Varner Hall Addition	40,000	1983

Auxiliary Program Buildings (listed in priority order):

	Estimated Size in Gross Square Feet	Estimated Year for Beginning Construction
1. New Buildings		
A. Golf Clubhouse	4,000	1978
B. Residential Building for Meadow Brook Hall (75 rooms)	25,000	1980
C. Faculty-Staff-Student		

Apartment Complex (100 units)	75,000	1983
2. Additions and Remodeling		
A. Village Project		1978
B. Tennis Courts (8)		1979
C. All-Weather Track		1980
D. Oakland Center Addition	50,000	1982
E. Remodel Meadow Brook Theatre (Add a fly-loft)	10,000	1982
F. Outdoor Swimming Pool		1980

It should be noted that the dates when funding might become available for various construction projects do not always conform to the priority listing. Since funds come from many sources, their availability for specific projects will not always follow the exact objectives of the university.

VIII. PUBLIC-SERVICE PROGRAMS

As a public institution, Oakland University has an obligation not only to encourage high-quality teaching and research, but also to provide the best public services its faculty and staff can bring to the state. It is a responsibility of the university to search out ways to improve the quality of life for the citizenry. The university must do more than respond to requests for service; it must take the initiative, based on the special talents it has assembled, to provide valuable services where it perceives they are needed.

Patterns of university service vary greatly from one university to another. Some public universities relate to their communities through sports programs more than through academic endeavors. Some universities provide expert advice to schools, government agencies, business, and industry, while others specialize in cooperative extension services. One of the most valuable concomitants of these community services is the building of a public acceptance and identification with "their" university.

In the early days of Oakland University, many service activities were initiated by individual faculty and staff who served in a wide variety of community service roles on an ad hoc basis. These services included consulting, public speaking, holding public office, and volunteer activities. There was little systematic institutional effort to coordinate these service activities because the major emphasis within the university was devoted to curriculum design and institutional development.

Oakland University decided from its beginning to offer an extensive noncredit continuing education program of courses and conferences to meet the needs of citizens in the immediate area and to provide services to industry, labor unions, churches, government agencies, and other organizations. In the middle 1960s, an examination of public service opportunities for the university identified a service that was not represented in the environs of the university, that would appeal to large numbers of people, and that was consistent with the curricular emphases of the university: the sponsorship of the highest quality of professional programs in the performing arts. This analysis led to the formation of the Meadow Brook Festival, Theatre, and Art Gallery and, later, to the development of Meadow Brook Hall as a conference and tour facility.

Another expression of community service activity was

the establishment of the Center for Urban Affairs. With limited staffing and funding, this center has developed programs of important community benefit such as the Oakland Prep School in Detroit, internships in Oakland and Macomb county governmental units, the ACTION volunteer program, Community Service Program activities, and seminars and conferences for special community groups.

Throughout the university, students in such programs as human resource development, counseling and guidance, early childhood education, nursing, sociology, political science, and psychology have served in many agencies, hospitals and organizations without pay. Faculty and staff have continued to serve on their own initiative in voluntary positions as advisors, consultants, and in other leadership roles.

The richness of the geographical setting of the university in terms of both people and institutions has provided many challenging opportunities for faculty, staff, and students to work with community service groups in the past, and will continue to do so in the future.

Principles

Four general principles guide program development in public-service activities:

1. The university is obligated to use its resources to serve the society that sustains and supports the institution by developing activities that will enrich the quality of life for all. Public service must be recognized as an essential dimension of the work of a public institution of higher education.
2. Any group seeking assistance to improve the public welfare should have access to the university, but priority in selecting service activities must be given to those concerns that are compatible with the academic strengths and traditions of the university.
3. The university should strive to operate all public service programs at the highest level of quality attainable, bringing to bear its resources on those issues that will enhance a democratic society.
4. Since community needs are dynamic and changing, and undergo constant redefinition and analysis, the university must create flexible organizational arrangements to meet the variety of public service needs. The heterogeneity of demands will require creative and sometimes particular responses of limited duration.

Constraints and Assumptions

Only general constraints and assumptions will be noted in this section. The diversity of the public-service programs would suggest a list for each area of activity, which involves more detail than is necessary for a general analysis. The principal constraints and assumptions are:

1. Public-service programs will continue to be funded primarily from program revenues, gifts and grants, and designated general fund monies.
2. It will be difficult to establish long-range programs and organizational strategies in public service activities because of the ever-changing character of community needs.
3. Demand for university public services will remain high.
4. Flexibility in responding to community needs is essential, making it difficult to establish long-range programs and organizational strategies.

5. Program costs for the performing arts will rise, but state and federal funding of the arts also will continue to increase for several years. Audiences for live professional arts programs will continue to grow in numbers.
6. Increased state funding will be available for public service programs that serve large numbers of people, strengthen the economy, or promise to ameliorate a recognized social problem.
7. New opportunities for public service program development will be available for partnerships between the university and local governments and service groups. These partnerships may require restructuring of university arrangements with students, staff, and the public.

Plans

Plans for existing public service areas will be listed by area, and then important potential areas for service development will be noted.

1. Continuing Education

The most apparent area of development in continuing education will be providing specialized courses for those professional persons who require continuing licensure. All professions will likely come under such revitalization legislation within a decade. The opportunities to provide required education services are certain to be quite high. Refresher courses and programs will be developed in professional areas as needs arise.

Regular course enrollments will not change markedly as many courses already favor the systematic acquisition of special job-related skills.

Conference programs will continue to grow as people acquire more leisure time and are drawn to more extensive analyses of personal interest areas than a television program or newspaper article can provide.

Opportunities for new programs of learning using telephone networks, television, small group meetings, and short term residential courses will lead to more experimentation and diversification in continuing education offerings.

2. The Meadow Brook Festival

The summer concert program is essentially fully developed. The finest artists and ensembles available in the world are presented at Meadow Brook every summer. The festival management will experiment with specialty series at other campus sites that will run concurrently with the Baldwin Memorial Pavilion programs. The programs may include chamber concerts, music theatre, concert opera, and other musical forms. The goal will be to generate a more complete festival atmosphere by presenting several different musical events concurrently.

The other direction the festival will take will be to include more commissioned works in the annual program as a university contribution to the continued renewal of musical repertoires. The Meadow Brook Festival plans to have its own music director in the near future.

During the next several years, elements of the Meadow Brook Summer School of Music will be reestablished to link the festival more closely to university academic programs.

3. The Meadow Brook Theatre

Future Meadow Brook Theatre developments

include the presentation of more actors of national stature and the periodic use of leading New York set and lighting designers. The theatre will strive to present a new play each year and, if possible, sponsor an occasional playwright-in-residence. If the current level of audience interest can be maintained, it will be desirable to extend the season from 32 weeks to either 35 or 40 weeks by moving to a five-week run for seven or eight plays.

The Meadow Brook Theatre touring company will strive to broaden its annual tour to visit other states and regions of the country.

Efforts to integrate the theatre program into the academic programs of the university will continue.

4. The Meadow Brook Art Gallery

The quality of gallery programs has been maintained at a high professional level. It would be desirable to present one additional gallery show each academic year. In order to do so, the fund-raising efforts of the gallery must double (from \$10,000 to \$20,000 annually) in the next two years and then be sustained at the new level.

In addition, an outdoor exhibition should be organized every summer on the Meadow Brook Festival grounds. Such exhibitions would usually be of sculpture, but there may be ways of displaying other art as well in conjunction with the music programs. Such a combination would provide a more complete artistic experience during the festival season.

The gallery will continue its successful acquisition program, concentrating on adding to the collections of pre-literate and contemporary art. The existing Art Gallery Associates group will be key to the continuation of a successful program of attracting works of art as gifts.

5. Meadow Brook Hall

In order for Meadow Brook Hall to succeed in its principal function as a conference center, it must have adequate residential space. A high-priority construction project is the addition of a residential building in the vicinity of the hall. The new building must be able to provide rooms for up to 150 persons and to offer a large meeting space to complement the superb facilities of the hall. With this new facility, Meadow Brook Hall will be able to attract medium size residential conferences for corporate and professional groups. The principal purpose of the hall can be fulfilled when the addition has been completed.

Meadow Brook Hall is beginning co-sponsorship of a series of annual scholarly conferences to benefit the academic departments of the university. Also, various plans are being explored to determine the types of sponsored seminars or conferences that would be of service to the Detroit area. Plans should include public issues conferences if a good format can be developed.

6. Urban Affairs

The Center for Urban Affairs was designed to bring university talent and energies to bear on urban problems in southeastern Michigan. The Urban Affairs charge is to work with faculty and staff to identify roles they can play in assisting community agencies and, in turn, to relate to the community by identifying those problems that can be responded to by university personnel. In a way, the office plays a brokerage function that can provide consulting chal-

allenges for faculty, develop learning and earning opportunities for students, and benefit the area by making highly skilled persons available to resolve community problems.

The Center for Urban Affairs constantly seeks targets of opportunity in which the university may be of service. Consequently, a detailed long-term plan would deprive it of spontaneity and flexibility. Its programs will, ordinarily, lead to short-term ventures that will run their course, or to new programs that will be stabilized and generally made an on-going operation of another department or division.

The principal plan for the future is to add more technically skilled personnel to the staff.

7. New Public-Service Agencies

It is desirable and there has been legislative encouragement to found one or several community-service institutes that will be based on the special skills of university departments and schools. Several possible directions of institute development need to be carefully researched and then implemented if they appear feasible.

Faculty participation in such institutes should be "in-load"; that is, faculty should be paid from the institute budget and have their teaching duties reduced accordingly.

A. Center for Community Economic Assistance

The center, to be located within the School of Economics and Management, will be designed to make management skills available for short-term assistance, training, and planning to civil jurisdictions, public and quasi-public institutions, and small businesses. In addition, the center will provide a locus for students and faculty in Economics and Management to do applied research. A third function of the center will be to work with the state Office of Economic Development to assist new business ventures to locate in the area. In particular, it would be desirable for this center to work to attract high-technology enterprises into the general vicinity of the university.

B. Center for Technical Assistance

The technical assistance program will be located in the School of Engineering. At moderate cost, it will make available to small industrial organizations technical engineering and scientific assistance for the solution of problems, development of products, testing and related functions. The purpose of the agency will be to strengthen local industry, to provide consulting opportunities for faculty and students, and to serve as an applied research facility.

C. Center for Civic Planning

An agency related to the social science, management, and engineering disciplines will be designed to work in the general area of urban and suburban development. Such a center will assemble expert skills in population, land use, transportation, public opinion, and related topics. It will work with municipalities, counties, regional and state government agencies, and it will be of special service to planning bodies at all levels. Faculty should be drawn from many university departments to serve in the center on a part-time or rotating basis. Training opportunities for students should be excellent in such an agency.

D. Industrial Health and Safety Laboratory

This laboratory will be an agency of the Center for Health Sciences. The laboratory proposed is being included in this section because it would be primarily a service agency. The purpose of the laboratory will be to provide testing services of great sophistication to industry, government, citizen groups, labor unions, and other users. The laboratory will be unbiased and operated at a high level of scientific integrity. Staff of the laboratory will carry on a research program in industrial health and safety. Faculty and students in physical and health sciences will have an applied research center at their disposal and will be able to gain excellent experience in solving health and safety problems. It is probable that most industrial health and safety faculty and some of the students would be affiliated with the laboratory.

UNIVERSITY FIVE-YEAR PLAN GOAL STATEMENT 1978-1982

Introduction

Oakland University has developed—and since 1974 annually revised—a five-year plan to serve as a device for communication within the university on current goals and objectives. Each year, all operating units of the university prepare plans that outline five-year goals and one-year objectives.

The university-wide goal statement is an outgrowth of the annual division statements. It reflects the sum of the goals of many of the divisions, and it provides a framework for continual adjustment of the division statements. The university goal statement is not intended to be a rigid document, but rather one that indicates the direction in which the university plans to move during the next five years.

This document is the second university five-year plan goal statement, and it will continue to be modified as needed. It is intended to operate within the framework of the university role and mission statement (adopted by the Board of Trustees in 1971 and revised in 1978).

Goals

- I. The development and maintenance of high quality in the teaching, research, and public-service programs of the university is of paramount importance in serving the needs of students and the State of Michigan. To this end, the university will review its programs through systematic and timely evaluation procedures. Every effort will be made to attract a higher percentage of undergraduate and graduate students who have high potential for academic work and to increase selectivity in the admission of all students.
- II. The university must strive continuously to employ and support a faculty and staff of excellence. It will do so through the following means:
 - a. Appointment and retention of faculty who best exemplify through their work the multiple roles of teaching, scholarship, and service.
 - b. Appointment and retention of administrative staff personnel who demonstrate that they can provide the leadership and support required by an institution of high quality.
 - c. Appointment and retention of clerical, maintenance, and service employees and police officers who possess the necessary skills to provide for the efficient operation of the university.
 - d. Increased recognition by the entire university of its responsibility and commitment to affirmative action under the concept of equal opportunity.
 - e. Further development of programs designed specifically to encourage all personnel to improve their competencies and increase their effectiveness.
- III. The university will continue to devote resources and imagination to the enrichment of the established curriculum and administrative activities that serve traditional students. At the same time, new program development must be oriented to meet the needs of nontraditional students who are entering higher education in increasing numbers. New program development should be shaped to serve minority group members, men and women who have family obligations, the handicapped, older persons, and other groups who have special needs. This emphasis should include the modification of existing programs as well as the initiation of new ones, and it must be concerned with content, structure, delivery systems, location, calendar, etc. Special attention should be given to discovering the appropriate role and form of general education in the intellectual development of the new students in higher education.
- IV. Oakland University has made a commitment to expand curricular options as a measured response to the needs of the citizens of the state and, in particular, to the residents of southeastern Michigan. Consistent with its role and mission statement, the university will preserve its academic traditions and develop new schools, degree programs, concentrations, and noncredit programs to meet discernible state needs.
- V. Assuming the existence of adequate funding for both instruction and support costs, the university plans to expand its enrollment of students taking courses for credit at a rate of approximately two per cent per year for the next five years. This predicted enrollment growth takes into account demographic trends in both the immediate area and the state. It is anticipated that by 1982 the university will have an enrollment of at least 10,000 full-year-equated students (FYES).
- VI. In order to respond to contemporary opportunities to give undergraduate students distinctive academic experiences, the university will undertake to expand two general aspects of its program.

First, every student should be given the opportunity to earn a place in a curriculum-related work experience such as an internship, a cooperative education placement, or a clinical practicum.

Second, in recognition of the role of the computer as a central instrument in industry, government, and most large-scale endeavors, as many courses of study as possible will be encouraged to introduce students to the use of the computer.

Also, in the interest of making educational opportunities more accessible to students, new extension sites will be opened in western Oakland and eastern Macomb counties.
- VII. Oakland University should continue to develop its commitment to be a university that is centered in undergraduate education and that emphasizes the role of faculty as contributors to knowledge through research and scholarship. An important

university tradition has been the creation of opportunities for undergraduate as well as graduate students to participate as junior colleagues of faculty members in research programs. Efforts will continue to be made to increase the volume of sponsored research and the university support of faculty scholarship.

- VIII. The university will strengthen joint cooperative efforts with other colleges and universities and with business, industrial, governmental, and service agencies.
- IX. Oakland University believes that the quality of life on campus is an important factor in the performance of the university and intends to make it a more attractive and satisfying place in which to study, work, and live. The university will seek to:
 - a. Foster ways in which all members of the community can interact with even greater trust and civility.
 - b. Identify outstanding individual achievements and institutional characteristics and give them appropriate exposure and recognition.
 - c. Enhance the quality of involvement of all segments of the community in both the intellectual and social life of the institution.
 - d. Use the physical environment creatively to enrich campus life.
- X. Recognizing that the quality and vitality of both new and exiting programs are at least partially dependent upon the level of funding, the university will concentrate on developing special funding for university programs. The university will seek—in addition to funding from the state—to develop new sources of revenue, both public and private, while holding student tuition rates to a reasonable level.
- XI. The university will strive to obtain new buildings and modify existing facilities so that it can fulfill properly its educational objectives for both current and developing programs. Included in this capital development list are new buildings such as the classroom-office building, the library building expansion, and the science building; equipment for laboratories and other instructional areas; and modification of existing space for more efficient use, such as adapting facilities for use by the handicapped.
- XII. The university will continue its strong commitment to public-service programs and develop its programming in such a way as to integrate more fully the Meadow Brook Festival, the Meadow Brook Theatre, Meadow Brook Hall, the Meadow Brook Art Gallery, conferences, and noncredit instruction into the total life of the university.
- XIII. Energy will be devoted to the continued strengthening of the general administration of the institution with particular concern for improving management information systems, university planning efforts, and the integration of traditional academic governance mechanisms with labor-management relationship to create an administrative system best suited to enhance university leadership in the next decade.

Compiled from the university goals submitted to the University President by the divisions of Academic Affairs, Board of Trustees and General Counsel, Business Affairs, Campus and Student Affairs, Continuing Education, Special Projects and Cultural Affairs, Public and Information Services, and Urban Affairs.

Table of Contents

Preface

Section I: Division of Academic Affairs

Section II: Academic Units with Division of Academic Affairs

1. College of Arts and Sciences
2. School of Economics and Management
3. School of Education
4. School of Engineering
5. School of Nursing
6. Center for General and Career Studies
7. Center for Health Sciences
8. Graduate Study
9. Library

Section III: Office of the President

Section IV: Administrative Divisions

1. Board of Trustees
2. Business Affairs
3. Campus and Student Affairs
4. Continuing Education
5. Public Relations and Information Services
6. Special Projects and Cultural Affairs
7. Urban Affairs

Preface

This publication is the second of two volumes dedicated to Oakland University planning documents. The first volume was devoted to university-wide documents. Included in that volume were: a chapter on the setting of Oakland University, a chapter on the history of the university, the role and mission statement, the 15-year plan, and the five-year plan.

This volume contains the one- and five-year goals and objectives of each of the divisions of the university, plus the one- and five-year goals of each of the major academic units.

Many departments have also developed one- and five-year plans. Those readers who are interested in the plans of a specific department should contact the department directly.

Readers are encouraged to obtain a copy of volume one of the Oakland University planning documents. The publication is available in the public relations office, 109 NFH. Additional copies of volume two are also available in the public relations office.

The Editors

September 25, 1978

Oakland University

Volume II

Planning Documents

Section I

Division of Academic Affairs

Five-Year Plan

Oakland University
Planning Documents
Volume II, Section I
September, 1978

Division of Academic Affairs
Five Year Plans 1978(79) - 1982(83)
and
One Year Plan 1978-79
Frederick W. Obear
Provost

Role Statement

The Division of Academic Affairs through the instrumentality of the faculty and its several academic units bears sole responsibility to maintain at and to initiate and develop to the highest level of academic quality possible within the limits of resources made available to it all credit instructional programs at all degree and less-than-degree levels throughout the University.

1. Currently (1978-79) the following academic units are engaged in this primary educational function:

Degree Programs

College of Arts and Sciences: B.A., B.S., M.A., M.A.T. (in cooperation with the School of Education), M.S.

School of Economics and Management: B.S., M.S.M.

School of Education: B.S., M.A., M.A.T., Ph.D.

School of Engineering: B.S., M.S., Ph.D.

School of Nursing: B.S.N.

Center for General and Career Studies: B.G.S.

Center for Health Sciences: B.S., M.S.

Faculty Council for the School of Performing Arts: M.Mus.

Less-Than-Degree Credit Programs

College of Arts and Sciences

Honors College
Center for Community and Human Development
Community Service Course Program
Center for General and Career Studies
Department of Learning Skills
New-Charter College
Center for Health Sciences
Medical Review Program
University Committee for Applied Statistics

2. In direct support of this fundamental instructional responsibility, the Division maintains the following academic units regarded as integral to the educational purposes of the University:

The Graduate Council (and the Office of the Dean of Graduate Study) which does not offer degree programs or courses in its own name, but which provides academic-governance, leadership, and administrative support for the development and maintenance of the University's post-graduate activities. The University Library (including the Audio-Visual Center) which does not offer a degree program or courses in its own name but which is considered integral to all educational purposes.

3. Further in support of the educational role of the Division, the following agencies are maintained:

Office of Research and Instructional Services

Teaching and Learning Committee: Educational Development Fund

The Instrument and Electronics Shops

The Division of Academic Affairs bears major responsibility to encourage and support the efforts of faculty and students throughout the several academic units of the Division to engage in productive scholarship in the total spectrum of academic activity represented in the Division, i.e., the liberal arts and

sciences, the professions and the presentational arts:

1. In keeping with this responsibility all academic units foster scholarship, scientific research and creative performance among their respective faculties and student bodies.

2. Further to fulfill this responsibility, the Division as a whole sponsors two specialized, non-instructional research entities:

The Institute of Biological Sciences

The Clinical Research Laboratory

3. The Division maintains two units offering major support to the Divisional and University-wide scholarly and scientific activity:

University Library

Office of Research and Instructional Services

Research Committee: Faculty Research Fund

An additional, important responsibility of the Division of Academic Affairs (shared partly with other agencies of the University) is to seek to enrich the quality of campus life through the public use of faculty, staff and student talents and professional knowledge. The presentation of musical and theatrical performances and exhibitions of art and sponsorship of lecturers, symposia and conferences on subjects of scientific and general public interest are integral to the educational and scholarly activities of the Division.

The Division as a whole and its several academic units assume the obligation to offer its academic resources prudently in the service of its several extramural publics, so long as its primary responsibility to formal education and scientific inquiry is not obscured or distorted.

Finally, the Division of Academic Affairs recognizes that its unique role is to represent to the institution at-large and to the society that sustains it,

quietly but insistently, the centrality of academic instruction and scholarship in all its modes -- liberal, presentational and professional -- to the life of Oakland University and their critical importance to the region, the state and the nation.

Oakland University
Planning Documents
Volume II, Section I
September, 1978

Division of Academic Affairs
Office of the Provost
Frederick W. Obear
Provost

Role Statement

1. The primary responsibility of the Office of the Provost is to provide academic leadership and administrative support to the academic deans and directors of the several college/schools/centers, the dean of graduate study and the dean of the University Library and to the officers of academic administration responsible for support and service units. Currently (1977-78) the Office of the Provost consists in:

The Vice President for Academic Affairs and Provost to whom report directly the academic deans (including the Dean of the Library) and the Director of the Center for Health Sciences, and who is responsible for the overall direction of the Division.

The Vice Provost to whom reports directly the Director of the Center for Community and Human Development, the Director of the Center for General and Career Studies (including the Department of Learning Skills, New-Charter College, the Evening Program, Summer Institutes, Credit Extension Program), the University Committee for Applied Statistics, and the Faculty Council for the School of Performing Arts; the Vice Provost also serves as the Secretary of the University Senate and as Chair of its Steering Committee.

The Associate Provost for Academic Support to whom reports the administrative heads of the Office of Admissions and Scholarships,

Financial Aids, Registrar and Student Records, and the Office of Research and Instructional Services.

The Assistant Vice President for Academic Affairs whose responsibilities include Budget Control, Collective Bargaining, Divisional Personnel Management, Space Allocation and the Office of Institutional Research.

2. The Office of the Provost is concerned to sustain and strengthen the University's instructional thrust and to insure that all academic programs and their supporting services continue to meet University and student needs; to admit students to and retain students in all curricula; to coordinate and encourage the University's scientific and scholarly research effort, to facilitate and urge continuous faculty development; and to maintain and increase the Division of Academic Affairs' contribution to the University's public service mission.

3. To these ends, the Office of the Provost seeks to organize, coordinate and give direction to the multi-faceted internal activities of the Division of Academic Affairs and to relate those activities to other elements of the University. In this particular, the Office is deeply involved with the Office of Student Services (Division of Campus and Student Affairs) on student advising and counseling matters, with the Office of Employment Relations (Office of the President) on faculty and staff personnel concerns, with the Office of the Budget (Division of Business Affairs) on budgetary affairs and with the Office of the President on all matters of direct academic concern.

Division of Academic Affairs
Preface to Five and One Year Plan(s)
Fiscal Year 1978

Frederick W. Obear
Provost

Goals

(1978-1983)

The following divisional five-year goals (five year plans) are organized into five sets and are presented in italics. Since they are all part of an inter-dependent system, the order of presentation should not be taken as an order of priority; no one set is of higher priority than another. However, particular goals within each set are presented in order of priority. The sets are:

Goals A. Academic Program Development : Curricular, Instructional,
Public Service

Goals B. Students: Enrollments, Admissions, Financial Assistance

Goals C. Faculty: Qualitative and Quantitative Dimensions, Research Support

Goals D. Resources: Academic Organization, Budget and Planning and Facilities

Goals E. Support Services: Academic and Administrative

Objectives

1978-79 objectives (one-year plans) are presented in regular type immediately following the goal to which they are most closely applicable. In general objectives are in order of priority, although in some cases the discrimination is so fine that the logic is more presentational than linear.

Both Goals and their accompanying Objectives are of two sorts: Those adopted by the Division as a whole, generally represented by the academic deans and directors and those adopted ex officio by the Provost; the harmony between the two is not unrelieved by some counterpoint. Formal planning is not without its ironies

and occasionally serves to cover rather than to disclose.

Division of Academic Affairs

Frederick W. Obear

Set A. Goals 1978-1982 and

Provost

Set A. Objectives 1978-1979

Academic Program Development: Curricular, Instructional and Public Service

Consistently with its role as the central academic agency of Oakland University, the several college/schools/centers/councils of the Division of Academic Affairs will continue to act vigorously to maintain and improve the quality of their existing undergraduate and post-graduate curricular offerings, instructional modes and public service engagements and during the 1978-1982 planning period will enrich, diversify and develop the institution's academic programs consonantly with the University Planning Document-1978 and in prudent response to student and public needs. Accordingly, the Division of Academic Affairs and its several academic units and administrative offices, adopt the following curricular, instructional and public service developmental goals for the 1978-82 planning period and objectives for the academic and fiscal year 1978-79.

Curricular

The Division of Academic Affairs adopts the following curricular developmental five year goals and one year objectives:

Goal A 1. Undergraduate Degree Programs: Currently twelve undergraduate degree programs (or majors within degree programs) are projected for development and implementation between 1978-79 and 1982-83. The Division of Academic Affairs adopts their development and implementation as a fundamental goal, but subject always to continuous study, systematic review and revision by the responsible academic officers and agencies of the University:

1.1 *Baccalaureate programs fully approved internally and funded for implementation in the fiscal year 1978-79:*

Public Administration: Arts and Sciences (B.S.)

Theatre arts: Arts and Sciences (B.A.)

Physical Therapy: Health Sciences (B.S.)

Objective A 1.1. During 1978-79 the Office of the Provost will assist the Dean of Arts and Sciences and the Director of Health Sciences to implement programs listed in Goal A 1.1. for 1978-79 starts.

1.11 The Director of Health Sciences will be encouraged to develop a core curriculum for programs in the health sciences to be implemented 1978-80.

Goal A 1.2. *Baccalaureate programs requiring internal approvals for which funding will be sought in fiscal year 1979-80:*

Area Studies: Arts and Sciences (B.A.)

Biochemistry: Arts and Sciences (B.S.)

Industrial Health and Safety: Health Sciences (B.S.)

Objective A 1.2. During 1978-79 the Office of the Provost will assist the Dean of Arts and Sciences and the Director of Health Sciences to gain internal approvals and to seek state funding for programs projected in Goal A 1.2. for 1979-80 starts.

Goal A 1.3. *Baccalaureate programs requiring internal development for which funding may be sought in the fiscal year 1980-81:*

Respiratory Therapy: Health Sciences (B.S.)

Gerontological Associate: Health Sciences (B.S.)

Objective A 1.3. During 1978-79 the Office of the Provost will assist the Director of the Center for Health Sciences in planning programs projected in Goal A 1.3. for 1980-81 starts.

Goal A 1.4. *Baccalaureate program requiring internal development for which funding may be sought in either the fiscal year 1981-82 or*

1982-83:

Earth and Solar System Sciences: Arts and Sciences (B.A.)

Objective A 1.4. During 1978-79 the Office of the Provost will encourage the Dean of Arts and Sciences to explore the possibility of establishing new major(s) in the field of Earth and Solar System Sciences (final designation to be determined) tentatively projected in Goal A 1.4. for a 1981-82 or 1982-83 start; application for planning money for this purpose will be entertained for the 1979-80 budget year.

Goal A 1.5. *The Office of the Provost will request the Faculty Council for the School of Performing Arts to plan for the establishment of the following new baccalaureates, (degree designations to be determined in the latter two cases) for implementation when funded but tentatively projected for:*

(Winter) 1979: *Music (B.Mus.)*

1980: *Dance*

1981: *Theatre*

Objective A 1.5. During 1978-79 the Office of the Provost will make available to the Faculty Council for the School of Performing Arts modest resources to begin planning baccalaureate curricular development in the professional performing arts as projected in Goal A 1.5.

1.51 The Provost suggests that the B.Mus. degree should be approved internally by the end of the fall semester 1978 so as to enter students into this program in winter semester 1979.

1.52 The Provost suggests activation of the Dance (DAN) rubric and establishment of a less-than-degree undergraduate program in that art for implementation fall 1979.

Goal A 1.6. The Director and the Faculty Council for General and Career Studies will broaden the 2+2 career studies options within the Bachelor of General Studies degree program available to community college associate degree holders.

Objective A 1.6. During 1978-79 the Director and Faculty Council for General and Career Studies will study the possibility of adding 2+2 options based on computer science, urban studies and technical writing community college programs to the present array of business studies, labor studies and science and industrial technological studies and recommend a course of development during fall 1979. The Council will also study the possibility of granting "credit for experience" in the 2+2 career studies program.

Goal A 2 Undergraduate General Education Curriculum: Consistently with the University Planning Document, the Office of the Provost will continue to work with the University Senate and its standing committees and with the deans and directors and their committees on instruction to institute appropriate General Education undergraduate degree requirements on an all-University basis. A rethinking of the role and substance of General Education in the several college/schools/centers curricula will be encouraged.

In order to assist the Division of Academic Affairs in its effort to reformulate a coherent, meaningful policy of general education as a component of all undergraduate curricula, the Office of the Provost and the deans and directors adopt the follow 1978-79 objectives:

Objective A 2.1. All responsible undergraduate curricular authorities should review the General Education component of the degree programs under their control with a view to reformulating policies where appropriate and to cooperating with University-wide

agencies in their study of all University requirements in this particular.

Objective A 2.2. The Academic Policy and Planning Committee (and its standing subcommittee, the University Committee on Undergraduate Instruction) will be requested formally to authorize an ad hoc Study Committee on General Education, broadly representative of all interested constituencies, and charged to study and recommend to the Academic Policy and Planning Committee and the University Committee on Undergraduate Instruction at least provisionally by fall 1979, a University policy in regards to general education. Among other areas of concern the Office of the Provost suggests that the Study Committee ought:

- 2.21 Attempt to define a general education program in terms of academic substance and curricular function.
- 2.22 Study the implications of general education requirements on the University's several undergraduate student bodies; "vertically" in terms of the several degree programs, liberal arts and professional; "horizontally" in terms of traditional (largely young adult, exclusively day) and non-traditional (largely adult, exclusively evening) students.
 - 2.221 In this connection the role of the Honors College (Faculty of Arts and Sciences) in addressing general education for selected traditional (largely day, under 23) students should be taken into account (see Goal B 2.3.).
 - 2.222 In this connection the role of New-Charter College (Center for General and Career Studies) as an institutional unit prepared to offer programs of instruction in general education designed for adult, non-traditional students should be studied.

- 2.23 Study the role of the conventional domains of academic knowledge -- arts, letters, mathematical, natural and social sciences -- in relation to Oakland University's policy of University-wide general undergraduate education.
- 2.24 Consider the possible connections between the development of general skills in reading, speaking and writing the common language and the development of competencies in the conventional domains of knowledge and consider the inclusion of numerical competency within those general skills for curriculum planning purposes.
- 2.241 The UCUI will be requested to review present policy and practice regarding the Writing Proficiency undergraduate degree requirement in cooperation with the ad hoc Study Committee and the Department of Learning Skills (Center for General and Career Studies).
- 2.242 The Department of Learning Skills (Center for General and Career Studies) will be supported in its study of the feasibility of developing a Writing Center and Tutorial Program within the Division of Academic Affairs.
- 2.25 Consider the possible inclusion within a University-wide general education curriculum of organized instruction designed to provide students with an understanding of the theory and application of the computer as an aid to linear-analytical thinking.
- 2.26 Consider the possible connection between the concepts of "career" education and general education and both with the concept of generalizing field experience,

practica, internships, cooperative education and similar extra-classroom/laboratory instructional experience throughout the undergraduate curriculum. (see Goal A 8. and Objective A 8.1.)

Objective A 2.3. The UCUI will be requested to complete its study of undergraduate degree requirements with a view to presenting to the Senate its findings no later than winter semester 1979, since the outcome in this area has implications on all general education objectives.

Goal A 3. *Post Graduate Degree Programs: Currently twenty-five new masters and five new doctoral programs are projected for development and implementation between 1978-79 and 1982-83. The Division of Academic Affairs adopts their development and implementation as a fundamental goal, but subject always to continuous study, systematic review and revision by the responsible academic officers and agencies of the University:*

3.1 *Graduate programs fully approved internally and funded for implementation in the fiscal years 1978-79 or 1979-80:*

Linguistics: Arts and Sciences (M.A.) [1978-79]

Reading Education: Education (Ph.D.) [1978-79]

*Computer and Information Science: Engineering (M.S.)
[1978-79]*

Medical Physics: Health Sciences (M.S.) [1978-79]

Public Administration: Arts and Sciences (M.P.A.) [1979-80]

Objective A 3.1. During 1978-79 the Office of the Provost will assist the Dean of Graduate Study and the Dean of Arts and Sciences, the Dean of Education, the Dean of Engineering and the Director of Health Sciences to implement programs (except Public Administration) listed in Goal A 3.1. for 1978-79 starts.

Goal A 3.2. Graduate programs requiring internal approvals for which funding will be sought in the fiscal year 1979-80:

Applied Mathematics: Arts and Sciences (M.S.)

Sociology: Arts and Sciences (M.S.)

Statistics: Arts and Sciences (M.S.)

Applied Economics: Economics and Management (M.S.A.E.)

Education Specialist: Education (Spec.Deg.)

Liberal Studies: Graduate Council (M.L.S.)

Health Sciences: Health Sciences (M.S.H.S.)

Objective A 3.2. During 1978-79 the Office of the Provost will assist the Dean of Graduate Study and the Dean of Arts and Sciences, the Dean of Economics and Management, the Dean of Education and the Director of Health Sciences to gain internal approvals and to seek state funding for programs scheduled in Goal A 3.2. for 1979-80 starts and to implement the program in Public Administration (Goal A 3.1.) in fall 1979.

Goal A 3.3. Graduate programs requiring internal development for which funding may be sought in the fiscal year 1980-81:

Bilingual Education: Education (M.S.)

Health and Movement Science: Education (M.S.)

Nursing: Nursing (M.S.N.)

Objective A 3.3. During 1978-79 the Office of the Provost will assist the Dean of Graduate Study and the Dean of Education and the Dean of Nursing to complete plans and start the process of seeking internal approvals for programs scheduled in Goal A 3.3. for 1980-81 starts.

Goal A 3.4. Graduate programs for which planning is in progress for possible funding in the fiscal year 1981-82:

Environmental Science: Arts and Sciences (M.S.)

Interdisciplinary Natural Sciences: Arts and Sciences (Ph.D.)

Applied Systems Analysis: Economics and Management (M.S.)

Management: Economics and Management (Ph.D.)

Early Childhood-Spec. Education: Education (M.S.)

Fine Arts Education: Education (M.S.)

Secondary Education: Education (M.S.)

Clinical Social Worker: Health Sciences (M.S.)

Objective A 3.4. During 1978-79 the Office of the Provost will assist the Dean of Graduate Study and the Dean of Arts and Sciences, the Dean of Economics and Management, the Dean of Education and the Director of Health Sciences to start plans and the process of gaining internal approval for programs projected in Goal A 3.4. for 1981-92 starts. The Deans of Economics and Management and Engineering should consider the possibility of offering jointly the M.S. in Applied Systems Analysis projected for 1981-82.

Goal A 3.5. Graduate programs for which planning will begin 1978 for possible funding in the fiscal year 1982-82:

Energy Sciences: Arts and Sciences (Ph.D.)

Interdisciplinary Behavioral Sciences: Arts and Sciences (Ph.D.)

Interdisciplinary Humanities: Arts and Sciences (Ph.D.)

Human Resources Development: Education (M.S.)

Objective A 3.5. During 1978-79 the Office of the Provost will assist the Dean of Graduate Study and the Deans of Arts and Sciences and Education in studying the feasibility of graduate programs tentatively projected in Goal A 3.5. for 1982-83 starts.

3.51 The Office of the Provost will assist the deans of Graduate Study and the Library in planning for adequate initial and continuing Library resources to support

graduate programs projected for 1982-83 starts.

Goal A 3.6. The Office of the Provost will request the Faculty Council for the School of Performing Arts and the Dean of Graduate Study, to plan for the establishment of the following new masters programs (degree designations to be determined) for implementation when funded, but tentatively projected for:

1981: Dance

1982: Theatre

Objective A 3.6. During 1978-79 the Office of the Provost will encourage the Faculty Council for the School of Performing Arts to study the feasibility of masters level programs in dance and theatre arts, tentatively projected in Goal A 3.6. for 1981 and 1982 starts.

Goal A 4. Planning for New Programs: All projected programs, their course to implementation and funding and the curricular planning process itself will be continuously reviewed by the Provost and the deans and directors. Modifications or additions to the undergraduate list will be made where appropriate; interdepartmental and interdisciplinary programs will be especially encouraged. Modifications or additions to the post-graduate list will be made where appropriate; new master's programs responsive to the needs of persons employed full-time in professional fields needing to strengthen skills, and of governmental employees, business, health and medical and industrial personnel will be encouraged; new doctoral programs of an interdisciplinary or of a problem/issue focus will be encouraged.

In order to refine and yet make more general the process of planning new program development, the Office of the Provost adopts the following 1978-79 objectives:

Objective A 4.1. Establish a regular process for the review of new program

development with the deans and directors and establish a better internal reporting system in this regard.

Objective A 4.2. Establish a more refined mode of relating internal new program projections to:

4.21 External Agencies: The Bureau of the Budget (PRRs), the Legislative Fiscal Agencies, the State Board of Education.

4.22 Internal Agencies: The President and the Secretary of the Board, the various college/schools/centers assemblies (and their committees), the University Senate and its committees, the Office of Institutional Research.

4.23 Attempt to simplify and make more useful the processes of internal program review and approval.

Objective A 4.3. Urge all deans and directors carefully to consider and reconsider their own planning processes in regards to the development of new programs.

4.31 Begin to plan a way in which central staff assistance may be offered the deans and directors in this particular.

4.32 Find ways in which the information gathered by the Director of Admissions about the needs and interests of prospective students may be used as a guide to curriculum development.

4.33 Continue to bring to bear on program development the information about students and curricular patterns prepared by the Office of Institutional Research.

4.331 In cooperation with the Office of Institutional Research study ways in which the "induced course matrix" technique of curricular analysis may be used systematically to estimate the total

curricular impact of introducing new degree level programs upon existing programs of the college/schools/centers.

4.34 Find ways of working with the Division of Campus and Student Affairs to insure institutional follow-up on admitted students as a guide to curricular and instructional development.

4.35 In cooperation with the Academic Policy and Planning Committee and the deans and directors find ways to develop a meaningful meshing of the Five and One-Year Divisional Plans with the Fifteen Year Plans of the University Planning Committee.

Goal A 5. Consistently with the University Planning Document, the Office of the Provost will seek to establish, in coordination with the Division of Special Projects and Cultural Affairs (Meadow Brook Festival, Gallery and Theatre), the Faculty Council for the School of Performing Arts and other relevant college/schools/centers, as an organized academic feature of the spring and summer sessions a set of credit programs in dance, music, theatre and visual arts, tentatively called the Meadow Brook Summer Academy of the Arts.

Objective A 5.1. In order to progress toward attainment of this goal, the Provost will assume administrative responsibility for development of the Meadow Brook Summer Academy of the Arts and will request the Faculty Council for the School of Performing Arts to assume academic governance responsibility for its programs.

Goal A 6. Review and Evaluation of Existing Programs: The Provost will attempt to have operating by 1982-83 a systematic, regular, cyclical process of internal program review by college/schools/centers/departments

and, where appropriate, of external evaluation (including formal accreditation where needed) at both the undergraduate and post graduate levels.

In order to progress toward achievement of this goal, the Office of the Provost adopts the following 1978-79 objectives and will:

Objective A 6.1. Achieve North Central Association accreditation in 1978-79.

6.11 Finish required Institutional Self-Study of which the University Planning Document and these present Five and One-Year Plans will form the core.

6.12 Prepare the University generally (in cooperation with the Office of the President) and the Division of Academic Affairs particularly for the late October 1978 accreditation site visit.

Objective A 6.2. Take the occasion of the NCA reaccreditation activity to study the experience of other institutions with program review and evaluation techniques and make recommendations to the President and the deans and directors in this regard.

Objective A 6.3. Assist the Dean of Graduate Study and the Graduate Council in conducting a thorough review of at least one of the established graduate programs in conjunction with the Committee on Graduate Review.

Objective A 6.4. Assist the appropriate deans to achieve or maintain accreditation or reaccreditation of programs under their control as follows:

6.41 Assist the Dean of Nursing as she prepares for National League of Nursing accreditation in 1979-80.

6.42 Assist the Dean of Engineering as he prepares for the Engineer's Council for Professional Development reaccreditation in late 1978.

6.43 Assist the Dean of Arts and Sciences and the Chair of the

Department of Chemistry to maintain American Chemical Society accreditation.

- 6.44 Support the Dean of Education in his relations with the National Council for Accreditation of Teacher Education.
- 6.45 Assist the Faculty Council for the School of Performing Arts and the Department of Music as they prepare for the National Association of Schools of Music accreditation in music.
- 6.46 Cooperate with the Dean of Economics and Management as he considers a post 1982 application for accreditation with the American Assembly of Collegiate Schools of Business.
- 6.47 Assist the Dean of the Library in his relations with the Oakland County Library Board, the Michigan Library Consortium and the National Council on Library and Information Science.

Objective A 6.5. Urge all deans and directors and their committees on instruction to develop a systematic review of individual course offerings, with a view to lessening redundancy, to increasing the appropriateness of courses in relation to program goals, and maintain and improve the academic quality of all classroom/ laboratory instruction.

- 6.51 Complete the renumbering of 100 and 200 level courses to 300 and 400 levels where appropriate.
- 6.52 Review the practice of cross-numbering and cross-enrolling graduate with undergraduate courses.

Instructional

The Division of Academic Affairs will continue to strengthen existing modes of instruction and instructional support services. Accordingly the following five year goals and one-year objectives are adopted:

Goal A 7 Consistently with the University Planning Document, the Office of the Provost in cooperation with the academic deans and directors will seek to establish a three-credit (and variable-credit) per semester course rating initially for general education courses and subsequently throughout the Division.

In order to progress toward this goal, the Division of Academic Affairs and the Office of the Provost adopts the following 1978-79 objectives:

Objective A 7.1. In cooperation with the Office of the President, an ad hoc administrative-faculty committee will be established and charged to study all facets of this issue and to report no later than winter, 1979 its recommendations to the President and the Provost. Among other concerns the committee should examine the consequences of such a change in course-credit rating upon the educational effectiveness of the University, upon faculty work loads, upon external funding formulas and upon internal allocation of resources among the several academic units.

Objective A 7.2. The Office of the Provost will request the UCUI in connection with its Degree Requirement Study, to develop alternate degree requirements, one based upon the present four credit per semester course system, one based upon a three credit per semester course system, one based on a four credit per quarter course system so as to judge the curricular gains and losses of each system and to present its findings to the University Senate.

Objective A 7.3. The Provost will attempt to discern the attitude of the faculty bargaining unit in regards to this question.

Goal A 8. Consistently with the University Planning Document, the Office of the Provost will seek to develop a meaningful "cooperative" educational program within appropriate undergraduate instructional programs.

In addition to exploring the possible connection between general education and "cooperative" education (Goal A 2., Objective A 2.26) the Office of the Provost adopts the following 1978-79 objectives in this particular and will:

Objective A 8.1. Request the Faculty Council of the Center for Community and Human Development and its Chair/Director to assume initial responsibility to study the concept of generalizing extra classroom/laboratory credit-educational experience throughout the several undergraduate curricula and to recommend a course of action to the President and the Provost in fall, 1979. In the course of the study the experience of other institutions in this field of activity should be systematically examined (see also Goal A 15.).

8.11 Assist the Director of the Center for Community and Human Development to complete a comprehensive inventory of University practice in the areas of internships, field experience, practica, off-campus study, and other examples of extra-classroom/laboratory credit educational ventures already existing; attention should be paid to the varying funding modes of the several examples.

8.12 In cooperation with the Division of Campus and Student Affairs, with the Placement Office, and with the Office of Institutional Research, assist the Director in an attempt to discover patterns of employment among: Day, classical students and non-traditional students; evening,

adult non-traditional students.

Goal A 9. *Consistently with the University Planning Document, the Office of the Provost will cooperate with the Division of Campus and Student Affairs, the deans and directors, and appropriate University Senate Committees to develop a more responsive student advising and counseling system within the context of an organized (or set of organized) Entry Year Program(s).*

In order to progress toward achievement of this goal, the Office of the Provost adopts the following 1978-79 objectives and will:

Objective A 9.1. Request the President to establish an inter-divisional Study Commission, representative of the Division of Academic Affairs, the Division of Campus and Student Affairs and the Senate's Committee on Academic and Career Advising to recommend, no later than fall, 1979, on the question of establishing an Entry Year Program for the University (or set of Entry Year Programs, one for each college/school/center). The Commission should explore the relations of academic advising and career counseling, should consider the possibility of combining orientation and advising with credit courses in some instances, should examine the relation between General Education and Skill Development (see Goal A 2., Objectives A 2.24 and 2.25) and Entry Year(s) and the bearing of all upon a possible "internal" admissions policy.

Objective A 9.2 Request the deans and directors (or their chief academic advisors) to review with the Committee on Academic and Career Advising the workings of the Unified Undergraduate Academic and Career Advising System approved by the Senate April 15, 1976, with a view to assaying its strengths and weaknesses.

Objective A 9.3 Explore ways in which faculty advising (in certain of its dimensions) might be credited as in-load teaching.

Goal A 10 *The Office of the Provost and the deans and directors of the college/schools/centers/councils will seek to expand undergraduate and post-graduate courses and program offerings within the Evening Program and to improve academic advising of adult, evening students.*

Objective A 10.1. During 1978-79 the Office of the Provost will make a systematic study of all evening offerings in cooperation with the Dean of Graduate Study and the Director of the Center for General and Career Studies with a view to recommending additions where needed to the deans and directors.

Objective A 10.2. During 1978-79 in conjunction with Objective A 9.2.. the academic advising services to evening students will be given special attention. (see also Goal D 5.)

Goal A 11. *The Provost adopts as a five year goal, the administrative integration of the credit-free adult continuing education programs (on and off-campus) of the Division of Continuing Education with the credit-bearing programs (on and off-campus) of the Division of Academic Affairs, where appropriate and feasible.*

Objective A 11.1. During 1978-79 the Provost will formally request the President to initiate discussions between the appropriate officers of the two Divisions with a view to the development of a plan whereby Goal A 11. may be achieved.

Goal A 12. *The Office of the Provost will continue to explore instructional formats alternative to the traditional classroom-leboratory modes; competency-based instructional programs; team-teaching experiences, the use of various media technologies suitable for instructional purposes.*

In order to progress toward achievement of this goal, the Office of the Provost adopts the following as 1978-79 objectives and will:

Objective A 12.1. Explore withthe deans and directors on the one hand, and with budget authorities on the other, ways in which alternative

instructional formats may be financed from the general fund.

Objective A 12.2. Continue to send responsible academic officers and faculty to national, state and regional conferences to gather information in this area.

Objective A 12.3. Cooperate with the Division of Continuing Education as it seeks ways to use media technology in instruction.

Objective A 12.4. Explore the possibility of extending the instructional use of the computer from specialized programs (e.g. engineering) to general academic programs (see also Goal A 2.).

Objective A 12.5. Encourage the Department of Learning Skills to explore the application of programmed learning and computer technologies in the remedial teaching of Basic Skills.

Objective A 12.6. Assist the University Library as it seeks to promote the value of library instruction, data base services, and instructional media among the faculty and to offer courses to students in general and discipline oriented bibliography as well as instructional media.

Goal A 13. *The Office of Research and Instructional Services will continue to assist faculty, and the deans and directors, to increase outside support for educational and instructional development: From a current \$2,000,000 thus secured, such funding should grow to about \$2,700,000 in 1982 and the current \$4,000 level of University funds available to the Teaching and Learning Committee (administered by the Office of Research and Instructional Services), should increase to \$15,000 in 1982. Accordingly during 1978-79:*

Objective A 13.1. The Office of Research and Instructional Services will work with responsible individuals and units to increase outside support for educational development by \$200,000

Objective A 13.2. The Office of Research and Instructional Services will seek

to initiate a more comprehensive approach to the administration of grants and contracts so that budgetary and staff determination may be based on programmatic as well as fiscal considerations.

Objective A 13.3. The University funds available to the Teaching and Learning Committee for educational development will increase from \$4,000 (current) to \$7,500 in 1978-79.

Goal A 14. The Office of the Provost will continue to work with the University Senate and the Graduate Council to improve and make responsive to instructional needs, all University academic regulations.

In addition to measures outlined in Goal A 2., and appropriate A 2. Objectives the Office of the Provost adopts the following 1978-79 objectives and will:

Objective A 14.1. Cooperate with the UCUI in refining undergraduate academic regulations.

Objective A 14.2. Cooperate with the Graduate Council in refining graduate academic regulations.

Objective A 14.3. Request the Academic Policy and Planning Committee to undertake a study of the University's use of degree terminology.

Public Service

In order better to fulfill the Division's role in respect to academic public service and consistently with the University Planning Document, the Office of the Provost will undertake to:

Goal A 15. Support and enhance the Center for Community and Human Development in the execution of its mandate to coordinate off-campus and field placement programs (except in special professional fields such as Education, Nursing and the Health Sciences), to identify and coordinate faculty interest in applied community research, to seek out new opportunities for public interest in applied community research, to seek out new opportunities for public service programming based upon faculty interests and concerns as well as upon community needs, to coordinate its activities with the Office of Urban Affairs (Office of the President) and to offer credit courses in Community Services. (see also Goal A 8. and Objective A 8.1.)

In addition to assigning the Center for Community and Human Development initial responsibility in regards to "cooperative" education (Goal A 8., Objective A 8.1.) during 1978-79, the Director of the Center will be encouraged during 1978-79 to:

Objective A 15.1. Develop the Community Service Course Program; explore the possibility of obtaining research grants in the area of community service; clarify the relationship between the Office of Urban Affairs (Office of the President) and the Center for Community and Human Development; submit a regular budget request for the Center for the 1979-80 budget year.

Goal A 16. Facilitate the installation of an Industrial Health and Safety Laboratory as an agency of the Center for Health Sciences with a view to implementation in 1980. Accordingly, the Office of the Provost will:

Objective A 16.1. Encourage the Director of the Center for Health Sciences to begin planning during 1978-79 the development of an Industrial Health and Safety Laboratory.

16.11 Request funds in the 1979-80 budget for such a project.

Goal A 17. *Consistently with the University Planning Document, the Office of the Provost will provide planning support for the Center for Community Economic Assistance as an agency of the School of Economics and Management with a view to implementation in 1981.*

Objective A 17.1. During 1978-79 the Provost will formally request the Dean of Economics and Management to begin planning for a Center for Community Economics Assistance. The possibility of funding under the Small Business Center Act (HR 11445SB972) should be explored.

Goal A 18. *Consistently with the University Planning Document, the Office of the Provost will provide planning support for a Center for Technical Assistance as an agency of the School of Engineering with a view to implementation in 1982.*

Objective A 18.1. During 1978-79 the Provost will formally request the Dean of Engineering to consider establishment of such a Center.

Goal A 19. *Consistently with the University Planning Document and in conjunction with a feasibility study of a School of Design to be implemented post 1982, (see Goal D 2.) the Office of the Provost will explore the possibility of a Center for Civic Planning.*

Objective A 19.1. The concept of a Center for Civic Planning will be included within the projected feasibility study of a School of Design (which would offer Architecture and Environmental Planning among its several curricula areas) as procedures for the feasibility study are considered during 1978-79.

Goal A 20. *In cooperation with the Office of the President, the Provost will*

seek to establish state funding for faculty engaged in the activities of the several Public Service Centers as well as to encourage faculty and administrative officers to seek funding from local and federal sources, and from private foundations.

Objective A 20.1. During 1978-79 the Office of the Provost will survey funding practices for similar units in the various state universities of Michigan and will explore sources of federal and local support.

Division of Academic Affairs

Frederick W. Obear

Set B. Goals 1978-1982

Provost

Set B. Objectives 1978-1979

Students: Enrollments, Admissions and Financial Assistance

Consistently with the University Planning Document, the Division of Academic Affairs adopts the following enrollment, admissions and financial assistance five year (1978-82) goals and on year (1978-79) objectives:

Enrollments

Goal B 1. Total Enrollments: The Division of Academic Affairs through the efforts of the Office of Admissions and Scholarships and the Office of Graduate Study will attract to, and through the efforts of all instructional units and in cooperation with the Division of Campus and Student Affairs, will retain in its several curricular programs, sufficient number of students at all levels to sustain an annual average growth rate of two and one-half percent, such that total FYES enrollment will grow from 8,825 in 1977-78 to about 10,000 in 1982-83.

In order to progress toward attainment of this total enrollment goal, the following 1978-79 objective is adopted:

Objective B 1.1. The Office of Admissions and Scholarships and the Office of Graduate Study will attract to, and the Division of Academic Affairs will retain in its several curricular programs undergraduate and post-graduate sufficient students at all levels such that total FYES enrollment will grow from 8,825 in 1977-78 to at least 9,100 in 1978-79, or an increase of

about three percent over 1977-78.

Goal B 2. *Undergraduate Enrollments: On the basis of the present and currently projected array of undergraduate programs (see Goal A 1. and 2.), it is estimated that of the 10,000 total FYES enrollment projected for 1982-83, 8,150 or about 82 percent should be undergraduate, a change from 7,288 or 83 percent of the 1977-78 total. This enrollment growth should be accompanied by growth in the average potential for academic achievement on the part of new students admitted.*

The Division of Academic Affairs through the Office of Admissions and Scholarships adopts the following general 1978-79 objectives in regards to general undergraduate enrollments:

Objective B 2.1. Increase general undergraduate enrollments from 7,288 FYES (1977-78) to at least 7,520 an increase of about 3 percent.

To achieve this objective, the Office of Admissions, in conjunction with all academic units will:

- 2.12 Attract to the University during the year at least 1,600 (headcount) new freshmen largely in the FTIAC category.
- 2.13 Attract to the University during the year at least 2,000 (headcount) community/senior college transfer and non-traditional students.
- 2.14 Attract students into all departments of the College of Arts and Sciences, with special emphasis on those concerned with arts and letters.
- 2.15 Attract students into academic programs of high priority (i.e., engineering, management and other professional programs).
- 2.16 Accomplish the enrollment growth of objective B 2.1. while

improving the quality of the students' ability and motivation to learn.

Goal B 2.2. Residence Hall Undergraduate Enrollments: A high priority goal of the Office of Admissions and Scholarships will be to attract to the University sufficient new residence hall students (largely in the FTIAC category) each year, so that the total residence hall population will be about 1,500 (headcount) until the west tower of Vandenberg Hall is released for occupancy (1981) and 1,850 thereafter. Until 1981 residence students should be about 12 percent of the total student body on a headcount basis and about 18 percent of the undergraduate student body.

Objective B 2.2. Attract 600-700 new (headcount) students to the Residence Hall Programs for 1978-79.

2.21 The Office of the Provost will work directly with the Office of the Director of Residence Halls (Division of Campus and Student Affairs) and with the deans and directors to encourage greater faculty participation in residence hall activities so as to enhance to co-curricular educational experience of residence hall students.

2.22 The Office of the Provost will begin a study of curricular and co-curricular arrangements designed to provide the University with a residence hall learning-living environment attractive to FTIACs in the highly competitive post 1982 year, without sacrifice of the quality of education made available to other components of the undergraduate student body.

Goal B 2.3. Honors College: The Office of Admissions and Scholarships will work directly with the Honors College director and faculty to

attract to the Honors College sufficient students of the highest possible academic caliber such that by 1982-83, the College will have a stablized enrollment of about 200 (headcount).

Objective B 2.3. Accordingly, the Office of Admissions and Scholarships and the director of the Honors College will increase enrollment in the Honors College from a 1978-79 figure of about 85 (headcount) to a 1979-80 figure of about 145 (headcount) by retaining students already admitted and by admitting a new class of 60 (headcount) in fall 1979.

2.31 Increase the number of qualified Honors College students in the fields of arts and letters.

2.32 Increase minority student enrollments in the Honors College.

Goal B 2.4. *Evening and Off-Campus Undergraduate Enrollments: In order to achieve the general undergraduate enrollment goals projected for 1982-83 (Goal B 2.), and in addition to measures adopted in Goals B 2.1. and B 2.2., it will be necessary to:*

Goal B 2.41 *Increase the exclusively evening enrollment (after 4:00 p.m. but including weekend enrollments) of undergraduates FYES from 590 or 8.5 percent of the 1977-78 undergraduate total to about 978 or 12 percent of the 1982-82 undergraduate total.*

Objective B 2.41 Accordingly, during 1978-79 enrollment of exclusively evening on-campus FYES undergraduates will increase from 590 (1977-78) to 650.

Goal B 2.42 *Increase the off-campus enrollment of undergraduate FYES from 390 or 5 percent of the 1977-78 undergraduate total to about 650 FYES or about 8 percent of the 1982-83 undergraduate total.*

Objective B 2.42 Accordingly during 1978-79 enrollment of off-campus undergraduate

FYES will increase from 390 (1977-78) to about 450, this objective to be accomplished in part through the development of two new off-campus sites, one in Macomb County by fall 1978 and one in western Oakland County by winter 1979.

Goal B 2.43 In consequence of Goals B 2.4. among other factors the percentage of adult (23 or more years old) non-traditional students in the general undergraduate student body (35.6 percent in winter 1977 and 37.2 percent in winter 1978) should substantially increase, especially from 1979-80 onward. Therefore, it is a goal of the Division to amplify its efforts to accommodate and so to attract further this important element of teneral undergraduate enrollments.

Objective B 2.43 Accordingly, during 1978-79 the Director and the Council for General and Career Studies will continue to develop ways of attracting non-traditional students to all degree programs, including the Bachelor of General Studies and of retaining such students in the University; the B.G.S. degree program should attain a headcount of 240 undergraduates in 1978-79, largely in the evening, both on and off-campus (see also Goals A 2., A 10., D 5. and associated objectives).

Goal B 3. Post Graduate Enrollments: A fundamental goal of the Division is to increase substantially the percentage of post-graduates in the total student body in 1982-83. Accordingly a target of 20 percent has been adopted and efforts will be made to achieve this mark. The undergraduate/post-graduate projection estimated in Goal B 1. and 2. will be studied each successive year in the light of efforts made to achieve the 20 percent post-graduate goal and the 1982-83 projection will be modified, at both undergraduate and post-graduate

levels on the basis of the success of those efforts.

The Division of Academic Affairs adopts the following as 1978-79 objectives in regards to post-graduate enrollments:

Objective B 3.1. Increase post-graduate enrollments from 1,536 FYES (1977-78 total on- and off-campus) to 1,580 FYES (1978-79) an increase of about 3.0 percent with a view to ending the decline of recent years and providing a base for more significant increases in 1979-80 and thereafter. To this end, the Office of the Provost, in cooperation with the Dean of Graduate Study will:

3.11 Continue Support of off-campus graduate programs at a level of 300 FYES.

3.12 Work with the Graduate Enrollments Committee to prepare a long term plan for the development of post-graduate enrollments qualitatively as well as quantitatively.

3.13 Encourage the deans and directors to develop the post-graduate degree programs as scheduled in Goal A 3.

Goal B 4. *Oakland University is committed to providing educational opportunity to minority students at all levels of instruction: It is a goal that at least 15 percent of each entering undergraduate freshman class consist of minority students and that the percentage representation of Black and other minorities should increase.*

Objective B 4.1. The Office of Admissions and Scholarships in cooperation with all appropriate University agencies will seek to increase the percentage representation of Black and other minorities in the total student body from about 8 percent of 1977-78 degree program (FR/SO/JR/SR) undergraduates to 8.5 percent (headcount) in 1978-79.

Goal B 5. *The Office of the Provost will assist the Office of Admissions and*

Scholarships, the Office of Graduate Study, the deans and directors of the college/schools/centers to achieve their 1982-83 enrollment goals and will cooperate with other University officers in the total institutional effort to this end.

Accordingly during 1978-79 the following objectives will be achieved and to this end the appropriate offices will bend every effort:

Objective B 5.1. The Offices of the Provost, of Admissions and Scholarships and of Graduate Study will contribute to the development of a sharper focus to each of the several academic images, both undergraduate and post-graduate, which the University projects to its numerous publics and continue to explore new approaches to publicizing the excellence of the University's academic offerings with a view to attracting students of high promise at all levels to all programs:

5.11 New audio-visual aids designed to help the Office of Admissions and Scholarships better to relate the University to prospective traditional undergraduates, their parents, and to high school and community college counselors and teachers will be produced.

5.12 Means of identifying potential post-graduate students in professional and vocational settings will be developed and a "marketing" plan tailored to post-graduate programs will be devised.

5.13 In conjunction with the Alumni Relations Office, mechanisms to utilize alumni in ongoing student recruitment activities will be developed.

5.14 In an effort to maintain (and increase post 1981) the residence hall population and to add needed diversity of background and experience to the student body special

attention will be paid out-state and out-of-state recruitment; accordingly University events and programs will be publicized via broadcast media in special targeted outstate areas, so as to enhance the recruiting opportunities of the Office of Admissions and Scholarships beyond the tri-county area.

5.141 Initiatives to recruit out-of-state undergraduates begun in 1977 will be expanded.

5.15 The Office of Public Relations will be assisted in a wide variety of promotional activities.

Objective B 5.2. The Office of the Associate Provost for Academic Support will maintain liaison with Michigan two-year colleges for the purposes of fostering articulation between their programs and Oakland's programs, and will:

5.21 Continue periodic evaluations of articulation between Oakland's courses and programs and those of local community colleges.

5.22 Publish a semi-annual newsletter reporting on program changes and additions at Oakland.

Objective B 5.3. The Office of Admissions and Scholarships will utilize University scholarship resources to attract undergraduates of high promise to its academic program.

5.31 Increase Student Life Scholarship from a level of 160 in 1977-78 to 180 in 1978-79.

5.32 Seek to extend the Oakland Foundation Scholarship Program from two students at \$2,500 per year (a total of \$20,000) to three students at \$2,500 per year (a total of \$30,000).

Objective B 5.4. The Office of Graduate Study will utilize graduate assistantships

to attract post-graduate students of high caliber to the University.

Objective B 5.5. The Provost and the Dean of Graduate Study will seek to increase the number of graduate assistantships and the size and number of awards and fringe benefits.

Objectives B 5.6. The Provost and the Dean of Graduate Study will explore the possibility of obtaining internal and external support for post graduate fellowships and scholarships.

Financial Aid

Goal B 6 *The Office of Financial Aid will seek to make need based financial aid available to students whose own and whose families' resources are inadequate to permit their pursuing an academic program.*

The Office of Financial Aid adopts the following 1978-79 objectives in this particular:

- Objective B 6.1. Maintain a financial aid calendar which will permit timely notifications to all students of aid awards.
- Objective B 6.2. Inform prospective students and their families of financial resources available to them in meeting the costs of higher education, thereby assuring equal access to post-secondary study.
- Objective B 6.3. Provide students and their families with assistance in connection with completing the various fiscal reports required of applicants for financial aid.
- Objective B 6.4. Insure participation in all federal aid state-supported financial aid programs for which the institution is eligible.

Division of Academic Affairs

Frederick W. Obear

Set C. Goals 1978-1982

Provost

Set C. Objectives 1978-1979

Faculty: Qualitative and Quantitative Dimensions, Research Support

Faculty Dimensions

To more than substantial degree, the success of the University's instructional, research and public service missions depend upon the faculty, both in respect to its professional quality and in respect to its quantity. One fundamental aim of the Division of Academic Affairs in the 1978-1982 time frame is to maintain and improve the total professional competence of the faculty. To this end:

Goal C 1. The Provost will continuously support the responsible deans and directors in their efforts to assure a constant improvement in the quality of their faculties; to this purpose the new faculty appointment process, and the processes of review, reappointment, promotion and grant-of-tenure for existing faculty will be used.

Accordingly, the Provost, the deans and directors adopt the following 1978-79 objectives and will:

Objective C 1.1. Continue to recruit the intellectually strong, talented and institutionally committed members of the faculty, in both junior as well as senior ranks.

Objective C 1.2. Reappoint, promote and grant tenure to those eligible faculty members who demonstrate strong performance in the areas of teaching, research and service (as appropriate) and who display high potential for continued growth and development.

Objective C 1.3. Continue to refine the review and evaluation procedures of the Provost's Personnel Committee and to insist upon continual

refinement of college/schools/centers procedures regarding reappointment, promotion and grant-of-tenure within the terms of the Faculty Agreement in force.

1.31 Develop policies to be applied in the tenure review process to assure that an upgrading of faculty quality continues.

Objective C 1.4. Continue to study the terms of the Faculty Agreement in regards to appointments, reappointments, promotion and grant-of-tenure to the end of negotiating improvements where needed.

Objective C 1.5. Continue to support a program of sabbatical and research leaves and of in-service training and educational projects within the terms of the Faculty Agreement in force.

Objective C 1.6. Appoint a committee of deans to study the possibility of establishing a system of individual faculty development and redevelopment.

Objective C 1.7. Continue to support the Oakland-Haifa Exchange Program.

Objective C 1.8. Appoint one visiting distinguished scholar to the faculty for 1978-79.

Objective C 1.9. Continue in conjunction with all responsible officers to administer fairly the terms of the Faculty Agreement in force.

Objective C 1.10. The Provost and the Assistant Vice President for Academic Affairs will attempt to negotiate a new Faculty Agreement in spring 1979 which will serve the University's best interests and the interests of its several constituencies.

Goal C 2. *The Provost will attempt to increase the overall number of faculty over the five year period at least proportionately to the increase in general enrollments as stated in Goal B 1. At the same time the Provost will attempt to reduce the overal total FYE Student/FTE*

Faculty ratio from its 1977-78 level of about 20.2/1 to 19.7/1 in 1982-83 subject to the provisions of the Faculty Agreement(s) in force during this period.

In order to progress toward achievement of this goal, the Provost adopts the following 1978-79 objectives and will:

Objective C 2.1. Increase faculty by at least 3 percent over the 1977-78 level, provided enrollments warrant.

Objective C 2.2. Reduce the overall FYE Student/FTE Faculty ratio from its 1977-78 level of 20.2/1 to about 20.1/1 in 1978-79.

Goal C 3. Consistently with the University Planning Document the Division of Academic Affairs will continue to act vigorously to affirm and implement the principles of equal opportunity in faculty appointments to the end of achieving an equitably integrated faculty representative of all elements in the general academic population. The current (1977-78) percentage distribution of faculty minorities and women among full-time (including visiting) ranks is:

	<i>Untenured</i>	<i>Tenured</i>	
	<i>Faculty Positions</i>	<i>Faculty Positions</i>	<i>All Positions</i>
<i>Minority</i>	18%	8%	12%
<i>Women</i>	36%	11%	22%

On the same basis the following goal for 1982-83 (not to be interpreted as a quota) seems attainable:

	<i>Untenured</i>	<i>Tenured</i>	
	<i>Faculty Positions</i>	<i>Faculty Positions</i>	<i>All Positions</i>
<i>Minority</i>	20%	12%	14%
<i>Women</i>	40%	18%	28%

In order to achieve this goal, the Provost and the academic deans and directors adopt the following 1978-79 objectives and will:

- Objective C 3.1. Continue to publicize faculty and academic administrative positions in publications ready by minorities and women.
- Objective C 3.2. Continue to seek recommendations from Oakland minority and women faculty and staff members for open positions.
- Objective C 3.3. Continue to work with department chairs and other responsible officers to sensitize faculty to issues surrounding this goal.
- Objective C 3.4. Develop and gain approval for department and school plans to further this goal.

Goal C 4. In order to assure a continuous flow of new persons into the faculty, the Provost, the deans and directors should endeavor to maintain the approximately current 25 percent non-tenured faculty out of the total FTE faculty over the five-year term.

In order to maintain a flow of new persons into the faculty, the Provost and the deans and directors will work to achieve the enrollment goals stated in Goals B 1., 2. and 3. and the quantitative changes in faculty stated in Goal C 2. Further, the following operational objectives in this regard are adopted for 1978-79 and the Provost and the deans and directors will:

- Objective C 4.1. Adopt provisions to assure that part-time and visiting faculty will continue to supply about 14 percent of the fall and winter teaching needs.
- Objective C 4.2. Adopt provisions to encourage up to 5 percent of the tenured faculty to seek external grants to permit them to concentrate on research and service activities in the 1978-79 year.
- Objective C 4.3. Continue to support efforts to develop a viable early retirement option for faculty.

Research Support*

Goal C 5. The Office of Research and Instructional Services will assist faculty to increase outside support for research and presentational activities: From a current (1977-78) \$1,000,000 thus secured, such funding should grow to at least \$1,500,000 in 1982.

The Office of Research and Instructional Services adopts the following 1978-79 objectives:

- Objective C 5.1. In conjunction with the faculty, the Office of Research and Instructional Services will seek to increase the amount of outside support for research and presentational activity from \$1,000,000 (1977-78) to \$1,200,000 (1978-79).
- Objective C 5.2. The Office of Research and Instructional Services will initiate a more comprehensive approach to the administration of grants and contracts so that budgeting and staffing determinations will be based on programmatic as well as fiscal considerations.
- Objective C 5.3. The Office of Research and Instructional Services will conduct a full review of the involvement of human subjects in all University research projects with the advise and guidance of the University Committee on Human Subjects.

*Although it is a goal of the Division to encourage and support original student scholarship, to a marked degree such student activity is a function of faculty engagement in research and performance and so is subsumed by this section of Goal Set C.

Objective C 5.4. The Associate Provost for Academic Support will improve communications among academic computer users and between such users and the professional computer staff so as to increase research and instructional effectiveness.

Goal C 6. *The Office of Research and Instructional Services will continue to administer, with the guidance of the Research Committee, the University Research Fund (\$70,000 current level) made available according to the terms of the Faculty agreement in force and will continue to administer the annual Meadow Brook Hall Seminar Series Grant (\$5,000 current level).*

The Office of Research and Instructional Services adopts the following objectives for 1978-79 and will:

Objective C 6.1. Continue to identify and support faculty research projects to be supported by the University Research Fund with particular emphasis on the needs of investigators new to Oakland University.

6.11 Continue to identify and support with funds provided by the Alumni Association (about \$3,000 in 1977-78), capable student investigators.

Objective C 6.2. Continue to identify those academic units whose research-seminar proposals qualify for annual support by the Meadow Brook Hall Seminar Series Grant.

Objective C 6.3. In connection with Goal C 6., the Provost will seek, within the overall conditions of contract negotiations at any one time, to increase the level of the University Research Fund stipulated in the Faculty Agreement.

Goal C 7. *The Provost will allocate, with the guidance of the Bio-medical Sciences Advisory Committee, and the Office of Research and Instructional Service will administer funds derived from the Bio-medical Research Support Grant (NIH and NIMH Institutional Grant)*

so as to initiate and/or expand research programs which are likely candidates for external support, thereby generating new research grants and maintaining such institutional grants at least at the current level of \$48,000.

Objective C 7.1. During 1978-79 the Provost will wisely allocate the \$48,000 available so that individual faculty researchers in the fields covered will be awarded new grants.

Goal C 8. *The Division of Academic Affairs will continue to support the Institute of Biological Sciences and the Clinical Research Laboratory.*

Objective C 8.1. General fund support for the Institute of Biological Sciences during 1978-79 will continue at the level of about \$145,000 with assurance that the Institute's level of federal grant support will at least cover that amount.

Objective C 8.2. The Center for Health Sciences will continue to offer administrative and logistical support to the Clinical Research Laboratory, primarily designed for the use of the five participating hospitals and the University.

Goal C 9. *The Division will continue to increase the national visibility of the University's teaching, scientific and scholarly research, presentational and service programs by encouraging faculty participation in regional, national and international professional activities.*

The Division of Academic Affairs adopts the following 1978-79 objectives in order to achieve this goal and will:

Objective C 9.1. Continue to encourage faculty participation in national and international meetings and in professional associations.

Objective C 9.2. Provide funding for five national academic figures to participate in an on-campus lecture series sponsored by the President's Club.

Objective C 9.3. Encourage the development and submission of proposals in support of University-wide educational projects.

Objective C 9.4. Seek opportunities for faculty to serve on accrediting teams, proposal review panels and the like.

Division of Academic Affairs

Frederick W. Obear

Set D. Goals 1978-1982

Provost

Set D. Objectives 1978-1979

Resources: Academic Organization, Budget and Planning and Facilities

In order to strengthen present academic operations and to plan for future developments, the Office of the Provost will, within the 1978-1982 time frame, undertake to achieve the following goals and objectives:

Organizational

Well designed academic-administrative and governance vehicles are essential to the smooth operation of the Division's educational programs. Accordingly, the Office of the Provost adopts the following as organizational goals and objectives:

Goal D 1. Work with the Faculty Council for the School of Performing Arts to develop a plan for the reactivation of the School of Performing arts consistently with the University Planning Document and Goals A 1.5. and 3.6.

In connection with this goal, the Office of the Provost adopts the following 1978-79 objectives and will:

Objective D 1.1. Assist the Faculty Council to organize.

Objective D 1.2. Assist the Faculty Council to convert the B.S. with a major in music to a B.Mus.; to gain approval of Senate and Board; to develop academic-governance for it and the M.Mus.; to plan a program in dance to enter students in fall 1979.

Objective D 1.3. Assist the Faculty Council to establish power of appointment in dance and theatre within the Council and School and develop appointment and reappointment criteria and procedures.

Objective D 1.4. Assist the Faculty Council to conceptualize a fully articulated School and to develop five-year plan for its reactivation with degree programs in dance, theatre and music; to prepare a 1979-80 budget request; to secure approvals from the President and the Board for the plan; to secure budgetary support for the development of the School, its programs and its administrative structure.

Goal D 2. Consistently with the University Planning Document, the Provost will undertake a feasibility study for a proposed School of Design tentatively envisioned as including degree programs in architecture, environmental and urban planning, commercial design, craft and studio art with a view to submission of a recommendation to the President and the Board no later than 1980-81.

Objective 2.1. The Vice Provost will be assigned to make preliminary studies in the fields of visual design during 1978-79.

Goal D 3. Consistently with the University Planning Document the Provost will cooperate with the Office of the President in undertaking a feasibility study for the tentatively proposed School of Medicine.

Objective 3.1. The Provost will cooperate with the President in this matter.

Goal D 4. The Provost will assist the deans and directors to strengthen the internal organizations of their respective college/schools/centers.

The Provost adopts the following 1978-79 objectives in this regard and will:

Objective D 4.1. Assist the Director of the Center for Health Sciences to strengthen the internal academic-governance and administrative organization of the Center.

4.11 Appoint program directors for Medical Technology,
Physical Therapy and Industrial Health and Safety.

4.12 Improve the governance functions of the Council for
Health Sciences.

4.13 Improve communications between the Director of the Center and the rest of the Division.

4.14 Assist in development of instructional programs for the Gross Anatomy Laboratory if funded.

Objective D 4.2. Assist the Director and the Council for Community and Human Development to organize its activities.

4.21 Clarify relations with the Office of Urban Affairs (Office of the President).

4.22 Establish firm budget for the Center and prepare 1979-80 budget request.

4.23 Improve appointment procedures.

Objective D 4.3. Assist the Dean of Education to reorganize the School of Education.

4.31 Assist in the effort to change the name of the School to one consonant with its several academic programs and purposes.

4.32 Assist in the effort to regroup the faculty into sensible academic-administrative units.

4.33 The Provost will consider the appointment of one additional Associate Dean in the School of Education.

Objective D 4.4. Assist the Dean of Arts and Sciences to effect organizational-administrative changes within the College of Arts and Sciences and between that unit and the School of Economics and Management and the Graduate Council.

4.41 The Dean will attempt to develop a viable administrative arrangement for Arts and Sciences graduate studies in cooperation with the Dean of Graduate Study.

4.42 The Dean will attempt to clarify the organizational position of the Department of Economics in cooperation

with the Dean of Economics and Management.

4.43 The Provost will urge the Dean to consider establishment of a Department of Earth and Solar System Sciences (working name only) at the end of this five-year planning term.

4.44 The Provost will consider the appointment of two new additional Associate Deans in the College to permit the Dean to distribute his work load more effectively.

Objective D 4.5. Assist the Dean of Economics and Management to strengthen the organization of the School of Economics and Management.

4.51 The Dean will establish a Board of Advisors in 1978-79.

4.52 The Dean will study internal administration-organization of the School and recommend appropriate changes for implementation 1979-80.

Objective D 4.6. Assist the Dean of the Library to develop an organizational plan which will permit a more efficient and flexible allocation of existing manpower in response to changing technologies, service needs and financial conditions; allow the planning and implementation of large scale tasks through a task force approach utilizing Library faculty and staff as well as other members of the community; and enhance the Library's contributions and visibility throughout the campus.

4.61 The Dean of the Library will assist in the development of audio-visual services policy for the entire University community satisfying present and future requirements as well as in developing a University Archives Program.

Objective D 4.7. Assist the Dean of Nursing to establish a Board of Visitors for the School of Nursing.

Objective D 4.8. In order to strengthen the overall administration of the Division,

the location of departmental chairpersons within the Faculty Bargaining Unit will be reconsidered and efforts made to have them reclassified as academic administrators.

Goal D 5. The Provost will develop ways in which academic and administrative support services will be made more readily available to the Center for General and Career Studies, (Evening and Off-campus Programs) and to non-traditional students generally.

To this end, the Provost in cooperation with the Director of the Center for General and Career Studies and all responsible divisional and non-divisional officers adopts the following 1978-79 objectives and will:

Objective D 5.1. Develop ways by which substantive services to adult students will become a regular element in the activities of Admissions and Scholarships, Registrar's Office, Advising, Library, Financial Aids, Placement and Public Relations.

Objective D 5.2. Coordinate the Center's counseling program with those of other such services (Continuum Center, Special Programs, Psychological Services, Undergraduate Advising, Admissions and Scholarships and Placement).

Objective D 5.3. Work with the Continuum Center and the Director of the Center for General and Career Studies to coordinate their activities in regards to adult non-traditional students.

Objective D 5.4. Work with the Division of Continuing Education and the Director of the Center for General and Career Studies to better coordinate off-campus activities.

Budget and Planning

A systematic internal budgeting and planning process is critical to the organized development of the Division of Academic Affairs. Accordingly the Division adopts the following 1978-1982 goals and 1978-79 objectives in this regard.

Goal D 6. The Provost will strengthen the internal divisional planning process and relate it more effectively with the University Planning Committee (Office of the President), the Academic Policy and Planning Committee (University Senate) and the Executive Budget Committee (Office of the President).

To this end the Provost adopts the following 1978-79 objectives and will:

- Objective 6.1. Improve the 1979-80 Divisional Five-Year Plans Document and have it used as a guide for the college/schools/centers/Library/Graduate Study Five-Year Plans.
- Objective D 6.2. Time submission of Five-Year Plans to budget requests and review such requests in the light of the one year element of the Five-Year Plans (i.e., the 1979-80 budget request should reflect the 1979-80 objectives in some detail).
- Objective D 6.3. Improve unit annual reports with a view to making them statements of accomplishment and short-coming in relation to the objectives of the same year (i.e., the 1979-80 annual report submitted in July 1980) should have direct relation with the 1979-80 objectives submitted in May of 1979.
- Objective D 6.4. Relate the one year objectives, and the internal budget requests to the academic program plans and projections on the one hand, and the external State Program Revision Requests (PRRs) on the other.
- Objective D 6.5. Improve staff support to the deans and directors in preparing Five-Year Plans, Annual Reports and Budget Requests (external and internal).

Goal D 7. The Provost will refine internal budgetary procedures with a view both to effecting efficiencies and to keying budget requests to five-year goals and one-year objectives.

To this end the Provost adopts the following 1978-79 objective and will:

Objective D 7.1. Establish a Divisional Budget Advisory Committee analogous to the University Executive Budget Committee to make more efficient divisional input into the Executive Budget Committee.

Goal D 8. The Provost will maintain and seek to increase the Division's share of the University's total resources.

To this end the Provost adopts the following 1978-79 objective and will:

Objective D 8.1. Organize the Division's budget and planning powers so he will be well armed for the contest.

Facilities

Critical to the University's development is provision of adequate general and specialized academic space. Planning for and supplying and maintaining such space is an all-University function to which the Office of the Provost, the deans and directors, the faculty and the Assistant Vice President for Academic Affairs all must make appropriate contributions. Accordingly the Division of Academic Affairs adopts the following five-year goals and one-year objectives:

Goal D 9. Continuously review space allocation within all structures with responsible and interested parties.

To this end the Provost adopts the following 1978-79 objectives and will:

Objective D 9.1. Advise the deans and directors that all plans for academic program development should include considerations of space allocation and that the Assistant Vice President for Academic Affairs should be informed of all program changes affecting space allocation.

Goal D 10. Cooperate with the Division of Campus and Student Affairs in regards to the planning, completion and occupancy of major new academic facilities.

To this end, the following 1978-79 objectives are adopted:

Objective D 10.1. The Dean of the Library will seek to obtain approval for preliminary plans for a new Library facility and proceed to final drawings and bid documents while continuing to maintain and improve the adequacy of existing facilities in terms of user access, comfort and safety.

Objective D 10.2. The Assistant Vice President will cooperate with the Director of the Center for Health Sciences in planning the new Gross Anatomy Laboratory if funded.

Objective D 10.3. The Assistant Vice President will plan for smooth occupancy of COB II when (and if) that building is completed (1981) and

plan with the Faculty Council for Performing Arts, for efficient use of Varner Hall as a home for the School of Performing Arts when Varner Hall is free for that purpose.

Objective D 10.4. The Provost will assure continued faculty involvement in the planning of the projected new Science Building and the proposed new Basic Science Building.

Objective D 10.5. The Provost will be alert to projected Capital Outlay budget requests to assure an ordering of priorities sensitive to planned academic development needs in the 1980's.

Division of Academic Affairs

Frederick W. Obear

Set E. Goals 1978-1982

Provost

Set E. Objectives 1978-1979

Support Services: Academic and Administrative

Academic

Clearly all agencies and activities of the Division are supportive of the academic enterprise. But certain of them have so intergral a role in both instruction and research that they must be singled out. These are as follows:

University Library

The University Library is both an instructional and a research asset indispensable to all academic goals. Accordingly the Provost will undertake to make available to the Dean of the Library resources such that the following five year goals of the Library may be achieved:

Goal E 1. Collections are projected to grow as follows:

<i>Form</i>	<i>1976-77 Data</i>	<i>Basis</i>	<i>1982-83 Projections</i>
<i>Cataloged Volumes</i>	<i>228,000</i>	<i>5%/year</i>	<i>305,600</i>
<i>Periodicals</i>	<i>38,000</i>	<i>5%/year</i>	<i>50,900</i>
<i>Documents</i>	<i>33,000</i>	<i>5%/year</i>	<i>44,200</i>
<i>Microform Material</i>	<i>319,000</i>	<i>5%/year</i>	<i>427,500</i>
<i>Phonoforms</i>			
<i>(Discs & Tapes)</i>	<i>7,000</i>	<i>5%/year</i>	<i>9,400</i>

The Dean of the Library, with the assistance of the Provost, adopts the following as 1978-79 objectives and will attempt to:

Objective E 1.1. Establish a minimal base of general fund support for Library books and periodicals acquisition of \$250,000 with additional support for new undergraduate and graduate programs from general funds and other sources.

1.12 Increase by 33 percent the number and by 25 percent the amount of faculty contributions in support of Library acquisitions.

Objective E 1.2. Increase Library collections, in all holdings categories, by 5 percent.

Goal E 2. The Audio-Visual Center will be reorganized and made more efficient and responsive to University needs.

The Dean of the Library adopts the following as an objective for 1978-79 and will:

Objective E 2.1. Develop and audio-visual services policy for the entire University community satisfying present and future requirements.

Goal E 3. Effect efficiency in all areas of the Library's organization and operation.

In order to effect efficiencies in the Library's operations, the Dean of the Library adopts the following 1978-79 objectives and will attempt to:

Objective E 3.1. Provide support for the completion of an automated circulation central system which is reliable for daily monitoring purposes and capable of providing information to assist in the development of the collections.

Objective E 3.2. Provide support for the further development of the Library bibliographic instruction program.

Computer Services

The computer capacity of the University is not located administratively within the Division of Academic Affairs, nor is it used exclusively as an instructional or research tool. But so important is it to have computer capacity available for academic purposes that:

Goal E 4. The Office of the Associate Provost for Academic Support will continue to organize faculty knowledge and interest so that the Division may optimally use the new computer facilities scheduled for installation during 1978-79.

The Associate Provost for Academic Support adopts the following as 1978-79 objectives in this regard and will:

Objective E 4.1. Utilize the Academic Computer Council to advise on ways to avoid instructional and research disruption during the period of transition from the old to the new machine during 1978-79.

Objective E 4.2. Contribute academic input to the Office of Computer Service on the use of the new machine and of the professional resources of that office for instructional and research purposes.

Electronics and Instrument Shops

These installations are critical to instruction as well as research in Engineering and the Sciences.

Goal E 5. The role of the Electronics and Instrument Shops will be reviewed and improvements in their effectiveness both in instruction and research in engineering and the sciences will be made.

The Provost adopts the following as a 1978-79 objective and will:

Objective E 5.1. Appoint a joint Arts and Sciences/Engineering Committee to study the administrative location, budgetary resources and organization of these instructional/research support units and to recommend changes in their operation (if needed) by winter 1979.

Instructional Equipment

Classroom/Laboratory/Studio instructional equipment is essential to the educational activity of the Division; accordingly the following goals and objectives are adopted:

Goal E 6. The Office of the Provost will in the 1978-1982 planning term make every effort wisely to allocate the following funds designated for the purchase of new instructional equipment in all areas of the Division:

Proposed Annual Equipment Expenditures

<i>Year</i>	<i>General Fund</i>	<i>Supplemental Fund</i>	<i>Total</i>
<i>1977-78</i>	<i>95,000</i>	<i>100,000</i>	<i>195,000</i>
<i>1978-79</i>	<i>100,000</i>	<i>100,000</i>	<i>200,000</i>
<i>1979-80</i>	<i>125,000</i>	<i>100,000</i>	<i>225,000</i>
<i>1982-83</i>	<i>(combined general & supplemental)</i>		<i>250,000</i>

The Provost undertakes the following 1978-79 objectives and in this regard and will:

Objective E 6.1. Provide at least \$200,000 for the purpose of upgrading divisional instructional equipment, exclusive of computer facilities.

Objective E 6.2. Equitably and prudently and with the advise of all responsible officers, allocate these sume to the purpose of purchasing and installing instructional equipment, in accordance with the formal budget requests.

Administrative

Clearly all functions of the Division of Academic Affairs depend upon an organized set of administrative-information services, i.e., accurate and readily available records of all sorts and accurate and speedy systems for the delivery of critical information.

The Office of the Registrar and Student Records

This office is an administrative support service to the instructional enterprise that is indispensable to all educational activity. It must operate a student registration system which meets the service needs of both academic programs and the student clientele; it must also maintain a student records system for purposes of documenting student achievement and of assessing the utilization of University resources. The following are five-year goals and one-year objectives of this vital service:

Goal E 7. Provide the full-range of student registration and records administrative services necessary for operation of the University's academic programs and for planning of future University development.

The Registrar adopts the following as 1978-79 objectives for attainment of this goal and will:

Objective E 7.1. Improve further the University's "hold" system on student records and future registrations currently employed to enforce financial responsibility and other instructional policies.

Objective E 7.2. Prepare staff training manuals for the assistance of new and part-time personnel in the performance of registration tasks and in the uniform administration of institutional policies.

Objective E 7.3. Facilitate further the registration process from the perspective of student participants.

Goal E 8. Consistently with the University Planning Document the Office of the Registrar will attempt to develop a transcript or record-audit

process to yield a continuing picture of a student's progress toward a degree and the requirements to be met which may become a part of the regular registration for faculty, advisors, academic units heads and students.

The Registrar and the Associate Provost for Academic Support adopts the following as the 1978-79 objective for this goal and will:

Objective E 8.1. In conjunction with the computer specialists, study systems in use at other institutions (see also Goal E 11.).

Goal E 9. *Consistently with the University Planning Document, the Office of the Registrar will develop a plan to permit a late summer mail and walk-in registration.*

The Registrar adopts the following as an objective for 1978-79 in this regard and will:

Objective E 9.1. Study the dimensions of this goal and propose a system for subsequent implementation.

Goal E 10. *Consistently with the University Planning Document and with the Office of the Provost and the academic deans and directors, the Office of the Registrar will develop and implement a plan such that fall and winter course schedules be made final and permanent at least six months before the registration for each semester.*

Objective E 10.1. The Provost and the deans and directors will work with the Registrar to accomplish this goal.

Information and Accountability Systems

Accurate, speedy and flexible systems for the delivery of critical information of all sorts, is essential to effective divisional administration. Only a portion of the elements of the University-wide system(s) are located within the Division of Academic Affairs, yet the Division is dependent upon the whole.

The interest of the Division in this matter is therefore high. Accordingly:

Goal E 11. The Associate Provost for Academic Support will contribute to the development of a University-wide, computer-based management information and accountability system responsive to both operational and planning needs.

The Associate Provost for Academic Support adopts the following 1978-79 objectives in this regard and will attempt to:

- Objective E 11.1. Establish specifications for the performance of a completely reorganized student record data system. (see also Goal E 8.)
- Objective E 11.2. Improve the articulation between academic affairs inputs and Budget Office inputs to University reporting, planning and budgeting activities (HEGIS reports, cost studies, formula appropriations, etc.; see also Goals D 6. and 7.).

Academic Unit Five Year Plans

Colleges of Arts and Sciences

School of Economics and Management

School of Education

School of Engineering

School of Nursing

Center for General and Career Studies

Center for Health Sciences

Graduate Study

Library

Oakland University

Planning Documents

Volume II, Section II

September, 1978

College of Arts and Sciences

Reuben Torch

Dean

Role Statement

The basic responsibility of the College of Arts and Sciences is to offer programs of instruction leading to the undergraduate liberal arts degree of Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) and, in cooperation with the Graduate Council, programs of instruction leading to the degrees of Master of Arts (M.A.) and Master of Science (M.S.). Jointly with the School of Education, the College offers programs of instruction leading to the degree of Master of Arts in Teaching (M.A.T.).

Currently the College offers undergraduate majors (and other organized programs) and graduate programs through the following departments and committees serving in lieu of departments.

I. Undergraduate programs; majors and concentrations.

A. Departments sponsor the following majors:

1. Art and Art History

major in Art History (B.A.)

2. Biological Sciences

major in Biology (B.A., B.S.)

3. Chemistry

major in Chemistry (B.A., B.S.)

4. Classics
majors in Classical Languages, Latin, Classical Civilization (B.A.,
5. Communication Arts
majors in Communication Arts, Theatre Arts, Journalism (B.A.)
6. Economics
major in Economics (B.A.)
7. English
major in English (B.A.)
8. History
major in History (B.A.)
9. Linguistics
major in Linguistics, Secondary Teaching Major in Language
Arts (B.A)
10. Mathematical Sciences
major in Mathematics (B.A), major in Mathematical Sciences (B.S.)
11. Modern Languages and Literatures
majors in French, German, Russian, Spanish, Chinese Language
and Civilization, Latin American Languages and Civilization,
Russian Language and Civilization (B.A.)
12. Music
major in Music (B.A., B.S.)
13. Philosophy
major in Philosophy (B.A.)
14. Physics
major in Physics (B.A., B.S.)
15. Political Science
major in Political Science (B.A.)
major in Public Administration and Public Policy (B.S.)

16. Psychology

major in Psychology (B.A.)

17. Sociology/Anthropology

major in Sociology, Anthropology, Sociology/Anthropology (B.A.)

B. Committees sponsor the following majors:

1. Independent Major (B.A.)

2. Secondary Teaching Major in Social Studies (jointly with the
School of Education) (B.A.)

C. Committees sponsor the following concentrations:

1. African Studies
2. Afro-American Studies
3. East Asian Studies
4. South Asian Studies
5. Slavic Studies
6. Latin American Studies
7. American Studies
8. Archaeology
9. Comparative Literature
10. Economics
11. International Economics
12. Environmental Studies
13. Computer and Information Science (jointly with the School of
Engineering)
14. Film Aesthetics and History
15. Journalism
16. Linguistics
17. Preprofessional Studies in Medicine, Dentistry, and Optometry
18. Public Management (jointly with the School of Economics and
Management)

19. Religious Studies
20. Social Justice and Corrections
21. Social Services
22. Theatre Arts
23. Women's Studies

II. The College offers graduate programs leading to the degrees of Master of Arts (M.A.) and Master of Science (M.S.)

A. Programs lead to the Master of Arts degree in:

1. Area Studies
2. English
3. History
4. Mathematics
5. Psychology

B. Programs lead to the Master of Science degree in:

1. Biology
2. Chemistry
3. Physics

III. The college jointly with the School of Education offers programs leading to the Master of Arts in Teaching in English and in Mathematics

Under the direction of the College's Committee on Instruction, the College requires all major department and interdepartmental undergraduate programs to function within a prescribed program of general liberal education which it is the obligation of the College to maintain and improve.

The College also has a major responsibility to provide courses and programs of instruction which will support the degree programs of other schools and academic centers of the university.

The College has the further responsibility to encourage and facilitate original scholarship in the liberal arts and sciences on the part of its faculty and students.

The College has the final responsibility to represent to the University at-large the values of the liberal arts and sciences in all its endeavors: The value of academic freedom within the context of rational discussion; the value of critical and autonomous inquiry for its own sake; the value of inherited systematic knowledge and of its transmittal from generation to generation; the value of liberal studies in the shaping of a satisfactory life for individuals and for the polities of which they are and will be a part; the value of academic discipline in the individual's preparation for careers and vocations.

Within the context of this role statement for the College, the role of the Office of the Dean is to provide administrative support for, and leadership in, the development and maintenance of superior academic programs in the liberal arts and in certain preprofessional curricula which are compatible with the concept of a liberal education. This role incorporates several types of service, including:

1. Academic Program

The Office of the Dean monitors, through the Committee on Instruction, departmental, interdepartmental, and general education programs under its jurisdiction. In particular, the Office supervises the general education curriculum which provides courses to satisfy the general education requirement in the College and the other schools in the University. The Office of the Dean, through the Committee on Instruction and through direct contacts with faculty and departments, encourages and often initiates the development of new programs within the College and organizes the review and coordinates the evaluation of existing programs, both at the undergraduate and graduate levels. The development of such programs

must be consistent with the goals of a liberal education and the ultimate goals of the institution. As interdisciplinary programs develop and as different departments begin to explore the same subject areas from their specialized perspectives, the Office plays an ever larger role in settling jurisdictional questions among departments and between the College and other major academic units.

2. Faculty Development

The Office plays a role in cooperating with departments in identifying, hiring, and retaining a faculty of excellence. In carrying out this duty, the Office

- a. represents the interests of the administration to the faculty and keeps the faculty informed of changes in policies and procedures and of important academic data;
- b. keeps itself informed of faculty opinions and interests and represents them to the other administrative offices;
- c. seeks open and amicable relations with the faculty and offers assistance and counsel whenever appropriate;
- d. promotes effective departmental leadership through the selection and appointment of chairpersons.

3. Allocation of Resources

One of the most important roles of the Office is to assess the budgetary and space needs of the various programs within the College, to secure the needed resources, and to allocate the resources in a manner that will benefit the College and the institution.

4. Administration

The Office represents the College as a whole in administrative business and planning on a University-wide basis. The Office coordinates and supervises departmental responses to University administrative activities in class scheduling, compilation of catalog copy, and a variety of reports necessary for internal and external offices and agencies.

Division of Academic Affairs
College of Arts and Sciences
Five Year Plans
1978(79) - 1982(83)

Reuben Torch
Dean

Goals

1. Provide an undergraduate general education program in the liberal arts tradition for the College and provide appropriate courses for the general education programs required by the other major academic units in the University.
2. Expand and improve undergraduate degree programs in disciplinary and interdisciplinary studies within the College.
 - a. Develop career-oriented and preprofessional programs which are consistent with the basic educational mission of the College; establish an ad hoc committee in 1978 to recommend areas in which such programs can be developed and plan to have at least three such programs ready to begin the internal approval process by 1981.
 - b. Complete planning for a Biochemistry major to be instituted in 1979, if funded.
 - c. Complete planning for a major in Area Studies to be instituted in 1979, if funded.
 - d. Institute a major in Public Administration and Public Policy in 1978, if funded.
 - e. Institute a Theatre Arts major in 1978, if funded.
 - f. Seek approval for location of Environmental Health program in the College.
 - g. Begin planning for a major in Earth and Solar System Sciences to be

instituted in 1982.

3. Assist College departments and the Graduate Council in expanding and improving graduate degree programs in disciplinary and interdisciplinary studies.
 - a. Encourage all College departments to offer M.A./M.S. work if compatible with their role.
 - i. Institute a Master's program in Linguistics in 1978, if funded.
 - ii. Implement a Master's program in Public Administration and Public Policy in 1979, if funded.
 - iii. Institute a Master's program in Sociology in 1979, if funded.
 - iv. Complete planning for a Master's program in Applied Mathematics to be instituted in 1979, if funded.
 - v. Plan for a Master's program in Environmental Science to be instituted in 1981, if funded.
 - b. Assist and encourage development of interdisciplinary Ph.D. programs in Science, Humanities, and Social Sciences.
 - i. Begin planning in 1978 for a Ph.D. program in Interdisciplinary Natural Science to be instituted in 1981, if funded.
 - ii. Begin planning in 1978 for a Ph.D. program in Energy Science to be instituted in 1982, if funded.
 - iii. Begin planning in 1978 for a Ph.D. program in Behavioral Science to be instituted in 1982, if funded.
 - iv. Begin planning in 1978 for a Ph.D. program in Humanities to be instituted in 1982, if funded.
4. Maintain College size proportionate to growth in the University.
5. Maximize faculty research and professional development activities.
6. Improve communications and planning with all programs external to the College which depend upon basic knowledge and skills imparted by the several disciplines in the College.
7. Strengthen the leadership of chairpersons in the departments of the College.

8. Through appropriate appointments, reappointments, promotions, and tenure decisions, continue to build and retain a faculty of excellence and to advance toward equal opportunities goals by encouraging the appointment, reappointment, promotion and tenure of qualified women and minority persons.
9. Distribute Dean's work load more effectively to release time for planning and leadership and to accelerate responses to problems.
10. Assist in planning and obtaining approval and funding for a new Science Building which will provide adequate physical facilities and equipment for all programs.
11. Establish on a long-term basis the relationship between the College and the Learning Skills program, including agreement on the College faculty's commitments to teaching LS courses.
12. Achieve by 1980 a clarification of the organizational position of the Department of Economics in the College, with College jurisdiction over the department and the faculty offering a degree program in the College.
13. Work with representatives of the School of Education to resolve problems with accreditation for the secondary teaching certificate.
14. Promote special programs to enrich teaching and learning.
 - a. Seek funds for additional scholarship awards based exclusively on academic achievement which will be offered in particular departmental disciplines.
 - b. Seek funds for endowed chairs in the College to be allocated to departments on a rotating basis.
 - c. Establish a program of exchange professorships with other universities.
 - d. Seek discretionary funds to support curricular enrichment (speakers, conferences, experimental courses).
 - e. Cooperate in the development of academic and instructional support centers/services for students and faculty.

15. Assist efforts of departments to maintain good relationships with their counterparts in Community Colleges.
 - a. Exchange information about programs.
 - b. Facilitate student transfer from the Community Colleges to Oakland University.
 - c. Provide support for meetings and conferences of mutual academic and scholarly benefit between the faculty members of the Community Colleges and of the College of Arts and Sciences.
16. Organize a systematic administrative and curriculum review based on department one- and five-year plans.

Division of Academic Affairs
College of Arts and Sciences
One-Year Plan 1978-79

Reuben Torch
Dean

Objectives

Goals	Objective	
1,6	1	Seek in cooperation with other major academic units to provide a better general education component for all degree programs in the University through a study of those requirements currently in force in the various degree programs, and work with all appropriate agencies to develop a suitable set of general education courses with a strong liberal arts-humanities emphasis for University-wide requirements.
1,4	2	Study the educational, economic, and staffing implications of developing general education courses on a three-credit per course basis, and commence implementing such a program if studies prove the change beneficial to the College and University in enrollments and educational objectives.
2	3	Develop new undergraduate programs of single-disciplinary, departmental liberal arts minors, probably involving the creation of 10-15 minors.
2	4	Establish common criteria for credit requirements, inter-disciplinary methods, and definition of function for all existing concentrations in the College, and revise concentration

as necessary to ensure conformity.

a. Develop new concentrations not yet offered by the College in areas such as Gerontology and Urban Studies.

1 5 Revise and improve the general education segment of the liberal arts curriculum.

a. Develop a common emphasis on general education through Committee on Instruction supervision of the content and style of enumerated general education courses.

b. Encourage departments to develop courses especially designed for general education.

2 6 Define degrees now offered (B.A./B.S) by instituting requirements that clearly denote the difference.

3 7 Encourage the development of graduate programs in Linguistics, Public Administration, and Sociology, and seek approval for start in 1979, if funded.

2 8 Develop the Area Studies program by promoting the planning of an Area Studies major and seek approval for start in 1979, if funded.

2 9 Seek internal approvals for a major in Biochemistry to be instituted in 1979, if funded.

2 10 Establish a major in Environmental Health to be instituted in 1978.

5 11 Seek return of percentage of grant overhead money to departments which obtain external project support.

9 12 Appoint two Associate Deans to assume specific administrative responsibilities on behalf of the Dean.

8 13 Develop an orientation program to improve adjustment

		of new faculty members to the University.
7	14	Develop an orientation program for new chairpersons to help them learn the job quicker and to perform it more effectively.
7,8	15	Improve administrative efficiency of faculty and chairpersons by developing a Policies and Procedures Handbook for Faculty and Chairpersons in the College of Arts and Sciences.
6,9	16	Initiate course schedule planning on a full-year cycle, with spring-summer course offerings selected on the basis of students' curricular needs.
2	17	Improve advising systems within the departments to implement the four-stage program planning system mandated by the Senate.
8	18	Continue development of an affirmative action plan for hiring faculty in the College.
4	19	Study and develop student/faculty ratios proper for each department and consistent with the Faculty Agreement.
2	20	Re-evaluate policy of accepting up to 16 credits in Learning Skills towards Arts and Sciences degree; study implications of reducing or eliminating the number of remedial credits now offered by various academic units and accepted toward the baccalaureate offered in the College.
2,6	21	Cooperate with the School of Education and with departments within the College to strengthen the secondary education programs, including the development of revised requirements for the secondary education teaching major programs.

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|-----|----|---|
| 16 | 22 | Organize the Five-Year Plan and department annual reports into one document, incorporating comments on what has or has not been achieved, changes in objectives and goals, etc. |
| 6 | 23 | Work with the Center for General and Career Studies to provide courses appropriate for the General Studies degree program. |
| 6 | 24 | Establish better coordination with the Evening Program in scheduling and budgeting for on- and off-campus courses, in having department advisors available for evening students, and in providing College and departmental administrative services on a limited basis in the evening. |
| 6 | 25 | Continue to work with the Center for Health Sciences in providing course work (including basic science instruction and general education) for programs offered through the Center. |
| 2 | 26 | Encourage departments to establish closer relationships with the Career Advising and Placement Office to facilitate job placement of graduates and to make curricular revisions effective in achieving vocational as well as academic objectives. |
| 2 | 27 | Continue to build the Honors College by supporting recruitment activities and promoting favorable publicity. |
| 7,8 | 28 | Improve communications between the Dean and the departments by increasing the number of scheduled meetings with chairpersons and with faculty members by department and division. |

- 11 29 Seek approval to appoint a faculty member with released time to assist in planning for the Science Building if the legislature appropriates planning money.
- 15 30 Continue to foster cooperation between the Community Colleges and the College of Arts and Sciences by providing support for two meetings during the academic year at which College departments will arrange programs of an academic and scholarly nature that will include faculty members, (and, where appropriate, students) from the several institutions.

6/14/78

Oakland University
Planning Documents
Volume II, Section II
September, 1978

Division of Academic Affairs
School of Economics and
Management
Norton C. Seeber
Dean

Role Statement

A. Management Education

The primary role for the School of Economics and Management at Oakland University is to educate students for managerial careers, i.e., those involving goal-setting, problem-perception, problem-solving, decision-making, and effective performance in any kind of organizational setting, whether this be in private business (usually corporate), not-for-profit organizations, health care organizations, educational institutions, or governmental agencies. Accordingly, the School of Economics and Management offers the following degree programs:*

Undergraduate: Bachelor of Science in Management (B.S.)

Graduate: Master of Science in Management (M.S.M.)

The educational experience at Oakland is designed to prepare individuals to operate in the world of practice. Specific first jobs of graduates will vary from broad-based managerial functions to highly specific activities in such areas as information processing, personnel development, accounting, marketing systems analysis, etc. Our role is to prepare individuals for entry into a

*Through the College of Arts and Sciences, the School's Department of Economics offers a major in Economics within the Bachelor of Arts (B.A.) degree program.

a variety of these possible areas and to provide future occupational flexibility and mobility. This is accomplished best by providing a foundation on which the student can build the particular specialized competencies he or she will need, plus sufficient specifics to insure entry-level success. We recognize the fact that not all graduates (even of master's programs) will become company president, but most will become middle managers (i.e., above first-line supervisor). These students must have acquired varying skills to allow them to function in lower-level occupation. In fulfilling this part of the SEM's role, programs at both the bachelor's and master's level are important parts of our enterprise.

B. Economics Education:

A basic component of the education of managers is a strong foundation in economic analysis. Thus, a second role of the SEM is to provide a quality education in economics both as a foundation for the undergraduate and graduate programs in economics and management, and as a preparation for further education in programs in economics, management, law, or other disciplines at Oakland University or other schools.

C. Research:

Another role is research in economics and management in order to further our understanding of the work in which we operate and to better understand the ways in which organizations identify, order, and achieve goals. Questions of social importance, e.g., unemployment, discrimination, and environment, are of equal importance to more traditional activities in our research functions. To a large extent, research activities are linked more or less closely with the instructional activities of the School, and we recognize the need to continue to integrate such activities.

D. Community Service

A part of the SEM's role is to provide the various "communities" or constituencies of the University with appropriate educational and research capability so as to improve the manner in which the market areas of the University can adapt and grow.

E. Management Support to OU:

A part of our future role, not presently much in evidence, is to assist in the implementation of various management techniques within the University, whenever this is appropriate.

Division of Academic Affairs
School of Economics and Management
Five Year Plans
1978(79) - 1982(83)

Norton C. Seeber
Dean

Goals

Goals for the School of Economics and Management for the academic year 1982-1983, in some cases to be achieved earlier, flow partly from the roles with which the SEM is associated, partly from goals inferred for the University at large (e.g., overall excellence for the broader market), and partly from the need to function effectively in serving general University and community objectives without unnecessary duplication of education effort vis-a-vis other Michigan institutions of higher education. The following goals are broadly stated and lead to the more specifically explicated one- to five-year objectives of the next section.

1. To Achieve Excellence as a School of Economics and Management.

A major goal of the SEM is to achieve "excellence" as a school. Excellence is difficult to define or measure.

The first approach to defining and measuring "excellence" would be in terms of the SEM's performance in fulfilling each of its roles.

In addition, we look to the evaluation of outside observers as to the "excellence" of the total performance of the SEM.

This goal is consistent with the overall goals of Oakland University and, as we see it, is a necessary condition in order for both the School and the University to flourish, given our various (potential) clienteles and the nature

of the competition, both as four-year institutions and at the community-college level in our several market areas. The competition has mass traditional education, vocationally oriented, and it behooves us to differentiate our product positively.

More specifically, this goal presumes that we will become the "best" School of Management in the State within the indicated time period. Barring the development in the near future of effective output measures - and especially measures of value-added in higher education - "best" in this connotation might be evaluated by a (randomly) selected panel of knowledgeable academic, business, and government leaders.

2. To Achieve Viable Size.

The School aims at achieving a size, with respect to student body and staff, adequate to support the various activities of the School and as required to support the various goals enumerated in these pages. At this time, such a viable size is postulated to be approximately 1000 FYES, with a faculty FTE in the neighborhood of 40. This size for the academic year would be achieved over the next 15 years and would be distributed as approximately 700 undergraduate FYES and 300 graduate FYES. Those magnitudes and proportions roughly accommodate known demographic trends relative to traditional undergraduates and take into account growing non-traditional student bodies, particularly at the graduate level.

3. To Produce Graduates who Perform Effectively as Managers.

One measure of the "excellence" of the SEM program is in terms of the success its graduates have in obtaining positions in their chosen line of activity and their performance as managers in this activity. The SEM will work to improve the quality of its program and placement activity so as to increase the ability of graduates to obtain initial employment leading to managerial

careers. The evaluation of these graduates in managerial positions related to their graduate training should be "excellent".

4. To Diversify the SEM's Programs.

This goal is a recognition of the diverse and changing markets for graduates of higher education. We propose to develop a variety of programmatic alternatives at both the undergraduate and graduate levels which will reflect "excellence," while exploiting appropriate markets, local and national.

At the graduate level in Management, diversification goals include:

a. Expansion of the M.S.M.

Development of various concentrations for students in the Master of Science in Management (M.S.M.) program (including some of those developed for undergraduates) and exploitation of alternative markets where these are profitable (e.g., expansion of the evening sections of our M.S.M. courses).

b. A Master's of Science in Applied Economics (M.S.A.E.)

To provide education in Economics for students with degrees in other disciplines and additional work for graduates in economics, the SEM proposes the development of a terminal Master of Science in Applied Economics by 1979.

c. A Ph.D. Program in Management

A Ph.D. in Management will be developed by 1981 with a marketable product complementing the other activities of the School.

d. A Master's of Science in Systems Analysis (M.S.S.A.)

The SEM plans to take the lead in the development of an interdisciplinary Master's of Science in Systems Analysis by 1980.

5. To Continue Providing Economics and Management Education to Students Outside of the SEM

The SEM plans to continue and expand its programs in economics and management for non-majors.

6. To Produce Significant Research.

The SEM will foster an environment in which research in both theoretical and applied issues will be encouraged. The dissemination of the research efforts of the faculty will be used to encourage research and to increase the visibility of the School.

7. To Provide Educational, Research, and Consulting Services to the Local Community.

The SEM will continue to make available to the limits of our resources, educational, research, and consulting services. As a part of a state institution and as a method of advertising the School's programs, the SEM will initiate activities and respond to requests from the community. The goal is to build the image and reality of the SEM as an institution active in educating all the citizens of the local community and helping in the analysis of local and national issues.

8. To Assist in the Analysis and Implementation of Various Management Techniques at the University.

To provide technical assistance to various offices at Oakland University in the analysis of their operations and in the implementation of new techniques.

9. To Increase the Representation of Minorities and Women in the SEM.

This goal recognizes the social necessity as well as the educational appropriateness of increasing the roles of minorities and women within the School. These ends will be pursued both with respect to faculty and students, while recognizing the realities imposed upon us by market forces which may

constrain the numbers of persons available, dictate price differentials (for faculty), and otherwise vary from "normal" market mechanisms applicable to white male Caucasians.

10. To Increase the Visibility of the SEM.

Partly to assist in the achieving of the earlier goals and partly for added visibility for the University, the SEM is developing instruments, brochures, etc., which, in conjunction with programmatic activity, will enhance the visibility of the School both locally and nationally. Increased visibility will allow for more effective recruitment of faculty and students and will improve the position of the School and the University with respect to greater external research and program development support. Markets within which greater visibility is desired include the various local and national potential student clienteles, academia in general, the corporates sector, particularly in the local market areas, and government and not-for-profit enterprises, all of which are our natural domain.

11. To Achieve Accreditation by the American Assembly of Collegiate School of Business.

Accreditation serves several purposes, including increased visibility. The accreditation process leads to thorough review of the activities of a school and provides a means for continually updating educational efforts. The accreditation standards and procedures imply, we believe, a greater degree of autonomy with respect to budgetary matters, curriculum, and hiring practices than is presently the case. Greater autonomy leads also to increased responsibility in identifying and achieving the various goals postulated for the School, with the concomitant penalties for failure. We are willing to accept the potential risks as well as the gains, believing that organizations as diverse as modern universities can operate effectively only within a significantly decentralized structure

and with responsibility as well as authority more clearly identified. A university is a highly diverse enterprise or series of enterprises. As such, it cannot be directed as a single-purpose corporation (most corporations cannot either). Rather, the university has more in common with research and development operations of business firms wherein suborganizational autonomy is essential for the development and maintenance of creative effort.

12. To Produce Graduates in Economics who Enter Graduate Programs.

The Economics program is designed as an excellent liberal arts education and intellectual background for students interested in obtaining specific graduate training in economics, management, business, the law, public policy analysis, health care administration, etc. Forty percent of the graduates in economics who are full-time students should be entering graduate programs of this type and performing "excellently" in these programs.

13. To Develop an Organizational Structure to Achieve the Above Goals.

Heretofore, the organization of the SEM has been described by some faculty (not unfairly) as organized chaos. This organizational nonform has been adopted to better achieve an innovative, interactive, and responsive organization. The School is now becoming too large to continue with such a fluid organizational structure. It is our goal to develop organizational structures which will continue to allow for educational innovation and excellence, while accommodating increased numbers and diversity. These structures will include continuous monitoring processes for curriculum as well as systems for appraising the ability and effectiveness of the organization to pursue its more general goals.

Objectives

Although, for the purpose of this statement, objectives are defined to relate to 1978-79, some of the important objectives have a somewhat different timetable. Many of the short-term objectives noted can be related to the more general goals described earlier, but this is not always the case (an objective may be important in a one- or two-year period, but it may be completed before the time horizon implied by the goal structure). The objectives noted below are not necessarily listed in order of their importance.

Goals	Objectives
-------	------------

- | | | |
|---|---|---|
| 1 | 1 | To Achieve Excellence as a School of Economics and Management |
| | | To establish a Board of Advisors: The purposes of the Board of Advisors are to review and evaluate the program of the SEM, to suggest changes that are necessary, and to increase the visibility of the SEM. The Board of Advisors would be initiated through the efforts of a small number of persons serving on an ad hoc committee for this purpose. |
| | 2 | To survey a sample of randomly selected "users" (employees and supervisors) of the graduates of the SEM: The purposes of the survey would be: a) to gain comparisons of SEM graduates with those of other schools; b) to identify areas where the SEM program is already strong and where |

it could be improved; and c) to increase the visibility of SEM programs.

3 To continue to recruit excellent faculty: Our objective is to recruit excellent faculty, as we have been doing. We expect to continue to follow the policy objective of recruiting first-rate faculty year-by-year. "Excellent" in this context means that the individuals have substantial interests in the teaching-learning process, have promise of being effective researchers, and are comfortable with the philosophy of the SEM. In general, we expect to continue to recruit faculty in competition with the better schools nationwide. We are working on the accounting, finance, marketing, and human resources management fields as representing important market potential, and our recruiting effort is being concentrated in these areas.

4 To produce research on and to innovate in the teaching of economics and management courses and subject matter.

2 5 To Achieve Viable Size

To increase the enrollment in the SEM and to change the student mix: The student body should be shifted from undergraduate to graduate and from extension to on-campus. As the anticipated drop in the 18-24 year-old population occurs, the enrollment mix will shift to the graduate program. The SEM will move on-campus courses now being offered at off-campus extension sites as additional funds and faculty are made available.

Table 1 suggests some enrollment and student mix objectives for the next 15 years. This long-term strategy suggests the objectives for 1978-1979 of 760 FYES in the academic

year, of this total, 90 FYES, 12 percent, will be in the M.S.M. program.

6 To continue to develop pamphlets and brochures for the recruitment of students, both at the undergraduate and master's levels: We plan to continue to update various materials annually and to develop additional single-page statements concerning some of the more important concentrations or cross-disciplinary programs available.

7 To work to improve community-college relations and articulation: To produce a set of "typical programs" for 2+2 programs with the local community colleges as devices to increase the quantity and quality of community college transfers.

3 8 To Produce Graduates who Perform Effectively as Managers
To improve the placement of graduates: In 1978-79, an objective is to develop improved placement procedures for all SEM graduates.

We expect to work in cooperation with the University Placement Office, while recognizing that the placement of professional school students, particularly at the graduate level, presents problems significantly different from those facing the normal B.A. output. A plan will be developed by the beginning of the 1978-79 academic year to improve the placement of SEM graduates.

9 To expand the Cooperative Education program: Many local industrial firms anticipate hiring significant proportions of their college students through the cooperative education programs of the local colleges. During 1978-79 the SEM will work with other offices of the university to expand the

present skeleton cooperative education program. A reasonable objective is to expand the SEM majors in the program from the current eight to 30 students by the end of 1978-79.

10 To organize the SEM undergraduate alumni: The purpose of organizing the alumni is to provide the feedback about the SEM program, financial support for a variety of purposes, and support for SEM graduates in the world of work. We will make revisions to SEM programs as they appear necessary from the data obtained from the above activities in order for SEM students to perform more effectively in the future.

4 11 To Diversify the SEM's Programs

To continue to offer concentrations for management majors: The SEM will continue to offer to management majors concentrations in accounting, economics, finance, human resources management, international management, health care management, computer and information sciences, public management, and statistics. In addition, the SEM will develop undergraduate concentrations according to the following timetable:

	Year of Development	Start Offering
a. Operations Research	1978-79	Fall 1979
b. Marketing	1978-79	Fall 1979

To these ends we seek additional faculty in such areas as accounting, finance, marketing, operations management, organizational sociology, etc., to support these activities.

12 To develop concentrations for MSM students: To develop concentrations in Health Care Management, Finance,

Accounting, and Human Resource Management.

13

To continue development of a Ph.D. Program in Management:

The SEM will complete the development of a program leading to a Ph.D. in management and gain approvals of the program.

The program will be introduced in the Fall of 1981.

Although it is too early to determine the specific nature of the Ph.D. program, our decision will rest on sound analysis and the demonstrated marketability of any potential program. The area that is the most promising is a multidisciplinary approach to operating information systems, involving accounting, systems analysis and design, information system implementation, and the behavioral impact of system implementation and/or alteration on organizational behavior, goals, or even survival.

14

To initiate a Master's of Science in Applied Economics:

The SEM will complete the development of a program leading to a Master's of Science in Applied Economics during 1977-78. The proposal will be steered through the approval process for a start in the Fall 1979. This program will provide education in economics for students with economics undergraduate work as well as students with undergraduate work in other disciplines.

15

To continue the development of a Master's of Science in Systems Analysis: The SEM will continue to take the lead in the development of an interdisciplinary Master's of Science in Systems Analysis. This program is expected to be available in the Fall of 1981.

In developing new curricular variations and alternatives, it is our

objective to lead from strengths - both for the University and the School - and to exploit these rather than jump into areas where greater competence exists elsewhere. This is not to suggest that we should not do new things - far from it. We should, however, build on what we have institutionally; namely, location, a reputation for excellence, and a faculty, most of whom are willing to help if given the chance.

- 5 16 To Continue Providing Economics and Management Education
to Students Outside of the SEM
To continue to provide and develop Economics and Management courses
for non-majors: (ECN 100, 208. 221, 222, 225, 251; MGT 100).
- 17 To continue to provide the Concentrations for non-majors:
To continue to offer, develop, and promote concentrations
in Economics, International Economics, Management, and
International Management for non-majors.
- 18 To increase the number of "Five-Year Track" M.S.M. students:
To increase the number of full-time day M.S.M. students
and to increase the awareness of the "Five-Year Track"
among Oakland majors in other disciplines, the SEM will
engage in a variety of promotional efforts.
- 19 To initiate a Master's of Science in Applied Economics:
To provide an economics education for majors in other fields,
especially psychology, political science, sociology,
education, and history, a Master's of Science in Applied
Economics will be started in the Fall of 1979.
- 6 20 To Produce Significant Research
To Produce a set of "SEM Working Papers": To encourage
research, publicize the results, and increase the
visibility of the SEM the school will publish a set of
"SEM Working Papers."

- 21 To obtain outside research funds: The SEM will encourage SEM faculty to create research proposals and to generate at least three outside research grants each year over the 1979-93 period.
- 22 To encourage SEM faculty to apply for OU Faculty Research Grants.
- 23 To encourage faculty research leaves: The SEM will encourage faculty research by facilitating the use of leaves by faculty who obtain research grants requiring their work away from OU.
- 7 24 To Provide Educational, Research, and Consulting Services to the Local Community
To provide various analyses (by faculty) of selected current issues, for distribution to local papers.
- 25 To respond to requests for research from local industry by using faculty or M.S.M. students or their M.S.M. projects.
- 26 To develop an Economics Development and Research Institute: This structure would be developed to handle the research requests from local organizations and to build up date and economic research capability. This institute would use faculty and students in the SEM programs as the basic resources.
- 27 To develop a Bureau of Health Management: This structure would be developed to coordinate research, seminars, non-credit education courses, and other activities related to the improvement of the management of health care institutions in the Oakland County area.
- 8 28 To Assist in the Analysis and Implementation of Various Management Techniques at the University

To provide technical, computing, and other support for the University's long-range planning effort.

9 29

To Increase the Representation of Minorities and Women in the SEM

To actively recruit and hire additional female and minority faculty and staff: This hiring will have the following specific objectives:

- a. Female faculty should be hired into SEM with the objective of maintaining a proportion of females on the SEM faculty that is equal to or greater than the proportion of females with doctorates in the appropriate disciplines. Currently 17 percent of the faculty are female.
- b. Minority faculty should be hired into the SEM with the objective of maintaining a proportion of minority status faculty on the SEM staff that is equal to or greater than the proportion of minority status individuals available in the appropriate disciplines.

30

To actively recruit and support additional minority majors in SEM programs.

31

To provide support to female and minority students through various organizations such as:

- a. Women in Management;
- b. Project Dialog;
- c. The Economics and Management Community;
- d. Society of Management and Economics Students (SOMES).

10

32

To Produce Graduates in Economics who Enter Graduate Programs

To increase to 40 percent the proportion of full-time

economics graduates entering graduate schools.

11

33

To Increase the Visibility of the SEM

To increase the contacts with local and national industries, government, and not-for-profit organizations as a means to:
(1) improve the visibility of the School, (2) assist in the attracting of graduate students, (3) to assist in the placement of graduates, and (4) to develop potential sources for funds.

34

To refine the mechanisms for faculty development: One such mechanism is a working paper series, already begun; others include improved feedback flows from our Committee on Appointments and Promotions to faculty on both teaching and research efforts. These objectives will continue to be refined in each of the years to come.

35

To produce a SEM newsletter for distribution to SEM alumni, students and friends or potential "friends" as a method of increasing the knowledge of the program and support for it and its graduates.

5/26/78

Oakland University
Planning Documents
Volume II, Section II
September, 1978

Division of Academic Affairs
School of Education
Laszlo J. Hetenyi
Dean

Role Statement

The role of the School of Education is that of a professional educational and service division of the University. Its mission can be summarized in six points. The School of Education functions appropriately when it provides:

1. pre-service education for prospective teachers in early childhood, elementary, and secondary school settings;
2. appropriate training, leading to graduate degrees, for teachers in pre-kindergarten programs and K-14 grades;
3. in-service training for teachers, administrators, and auxiliary personnel in school settings;
4. programs, leading to undergraduate and graduate degrees, for professionals working in human service and educational settings outside the school systems;
5. professional assistance to agencies in society which are engaged in education in the broadest sense of the term -- this includes, but is not restricted to, institutions of formal schooling;
6. basic and applied research required not only as an intellectual foundation for the educational programs, but also in the advancement of knowledge mission of the University.

Division of Academic Affairs

Laszlo J. Hetenyi

School of Education

Dean

Five Year Plans

Fiscal Years 1978(79) - 1982(83)

Goals

1. Ever since its inception rapid growth and diversification have characterized the School of Education. This was a necessary response to the societal needs this professional school is required to serve. At this time the requirement to cope with constantly growing quantitative demands is at last behind us, but the rapidly shifting needs continue unabated. Thus, the School of Education must now catch up with the requirements it had to neglect in the past decade, while continuing to maintain a posture of great flexibility in programs and structure.
2. Among the existing Master's programs Special Education and Early Childhood still appear to retain growth potentials if they are to meet the demands placed upon them. Reading and Guidance seem to be at, or slightly past their peak, while Elementary Education shows clear signs of shrinkage. As a whole, therefore, these programs must now concentrate on qualitative upgrading and adaptation to new trends in the field.
3. At the Master's level we should be ready to institute new, or modify existing, programs for professional personnel as conditions demand. Thus, for example, legislated changes (as in the case of mainstreaming of exceptional children), changes in agency structure (as in the case of substance abuse), demands for service from new publics (as in the case of community colleges and adult educators) should find us ready to develop new degrees.

4. Within the next five years, the School of Education must offer programs leading to the Specialist and Doctor's degrees. The demand picture in our primary service area pointed in this direction for years and the size and quality of our faculty suggest that we now are ready to take this step.
5. The in-service activities of the School of Education should become more diversified. In addition to expanding the variety of offerings through the Office of School Services new approaches, in line with State and National trends, must be taken. In the future, such organizational and delivery systems, such as Teacher Development Centers, district consortia, etc. will have to receive major emphasis while traditional course patterns may well diminish in importance.
6. The undergraduate teacher education program should continue the process of re-orientation begun several years ago. In the early years of Oakland University we had to respond both to an acute teacher shortage and educational priorities of the post-sputnik era. Unless a drastic unanticipated re-ordering of societal priorities takes place, the need will be for a small number of new teachers who, however, are expected to function in ways far more complex than the limited academic orientation of the 1950's. They will also be subject to accountability to an extent never before envisioned. It is difficult to estimate the optimum size of our future pre-service teacher education program. It may very well be that a quota system established in Lansing will give us little choice in the matter. Clearly our emphasis will have to be on quality not quantity. Programs not yet oriented towards a field-based approach must be modified in this direction. In addition, administrative changes should take place to counter the pressures developing from teacher groups. If undergraduate certification

in early childhood is instituted by the State Department of Education, a program leading to such certification should be instituted with a target of approximately fifty (50) graduates per year.

7. The growth area in undergraduate programs is likely to be in Human Resources Development. Here the programmatic flexibility alluded to earlier becomes critical. In the broad categories of Early Childhood Education (not leading to certification), Human Interaction, and Manpower Development we can anticipate a steady growth which should exceed the decline in pre-service teacher education. This program serves a mixed clientele of transfer students, currently employed evening students, women returning to education, as well as the traditional undergraduates who wish to emphasize applied social sciences. Potentially, or so it would seem, Human Resources Development may grow very fast. Currently, supportive and corrective guidance and rehabilitation for the unemployed, under-employed, and disadvantaged, are expanding needs which have to be met by an expanding educated work force. As the need picture changes, continuous program evaluation and modification, as well as new program development must take place to keep offerings and manpower requirements in a proper balance.
8. To develop the research base appropriate to the kind of professional school implied by the previous goals, current resource investments are both inadequate and improperly patterned. A way must be found to allow faculty appropriate load relief for productive research and funds must be channeled into research activities even at a time when the national administration fails to offer adequate support. The creation of a Graduate Center for the Study of the Education of Man, mobilizing private, University, and foundations support (and also entrepreneurial activities of the faculty)

would be a promising beginning. Likewise, the research capability of the School of Education must be built up and fiscally supported to meet the kind of evaluation research demands demanded by state agencies and the profession.

Division of Academic Affairs

Laszlo J. Hetenyi

School of Education

Dean

One-Year Plan 1978-79

Objectives

Goals	Objective	
4	1	Admit students into the doctorate in Reading Education program.
4	2	The internal approval for the Specialist in Education degree and carry the external approval processes as far as possible.
2,3	3	Develop a concentration in mainstreaming of exceptional children as part of the Elementary Education Master's program.
2,3	4	Develop a concentration in Bilingual Education as part of the Elementary Education and Early Childhood Master's programs.
2,3	5	Develop a Fine Arts concentration as part of the Elementary Education program.
2,3	6	Develop a Middle School Endorsement (and possibly Master's program).
2,3	7	Develop additional offerings in the Health-Physical Education Area.

- | | | |
|---|----|--|
| 2 | 8 | Evaluate all existing Master's programs, especially the one in Elementary Education, to see what changes are required to bring them in line with teacher demands and rising standards in the profession. |
| 2 | 9 | Re-evaluate all Master's programs in light of the state's emerging quality-assurance program. |
| 2 | 10 | Modify the Special Education Master's program to provide service for a greater diversity of age groups. |
| 5 | 11 | Take an active role in developing Teacher Development Centers in Oakland and Macomb counties. |
| 5 | 12 | Experiment with a wider array of institutes, short courses, non-credit activities, field-based mini-courses, etc. to meet the in-service needs of teachers who, in this area, generally (80% and up) already hold Master's degrees. |
| 6 | 13 | Re-evaluate the pre-service Elementary Education program in the School of Education to insure that a competency and field-based characteristics are adequately translated into reality. |
| 6 | 14 | Bring to closure with the College of Arts and Sciences to insure that the secondary programs are either brought into line with acceptable standards (as promulgated by the state and the School of Education) or phased out within the next three years. |
| 7 | 15 | Continue the development of the Human Resources Development program in line with new legislation and principles developed by the Department of Labor and similar agencies. |

Encourage the growth of these programs in light of societal needs.

7 16 Appoint a senior faculty member in the Human Resources Development Area to strengthen the academic side of the program.

7 17 Strengthen the Advising Center, especially its funding, to insure that students receive adequate assistance in coping with the increasingly complex undergraduate programs.

8 18 Establish a (modest) financial base to encourage and assist faculty in research activities.

8 19 Encourage faculty to apply for research grants, summer research stipends, and facilitate whenever possible leave applications or load relief for research purposes.

8 20 Develop a systematic, financially sound research program devoted to evaluation of the School's offerings.

1 21 Continue to seek a new name which accurately describes the activities of this school.

1 22 Complete the reorganization of the administrative structure by appointing a second associate dean.

Oakland University
Planning Documents
Volume II, Section II
September, 1978

Division of Academic Affairs
School of Engineering
Mohammed S. Ghausi
Dean

Role Statement

The role of the School of Engineering is to provide modern engineering and computer and information science programs at the undergraduate and graduate levels which are consistent with the needs of Oakland County and the State of Michigan. These programs must be correlated with programs of local and national industries, government agencies as well as with local and national educational institutions. The programs must reflect the desires of students and prospective students which are in accord with local, state and national trends. Accordingly, the School of Engineering offers the following degree programs:

1. Undergraduate - Bachelor of Science in Engineering (B.S.)
with Concentrations in Computer, Electrical, Mechanical
and Systems Engineering.
Bachelor of Science in Computer Information Science (B.S.)
2. Masters - Master of Science in Engineering (M.S.)
3. Doctorate - Doctor of Philosophy in Engineering (Ph.D.)

To successfully fulfill its role the School of Engineering requires a faculty of highly qualified teachers and researchers. To maintain and enhance the academic levels which have been established, the School of Engineering faculty must make continuing efforts to develop and improve its laboratories and pedagogical skills while maintaining a high level of productivity.

Simultaneously, a parallel effort in research is necessitated because of the rapidity with which technology develops and changes which must be reflected in our programs. Quality in teaching programs in engineering are heavily dependent on a substantial number of the faculty being engaged in high technical-level research. This dualism necessitates that the goals of the School of Engineering be viewed as parallel categories of teaching and research, each with equal weight. Although individual faculty member may emphasize one interest over the other, a conscious effort must be made to keep a balance of research and teaching capabilities within the faculty as a whole.

The faculty of the School of Engineering accepts its part of the University's commitment to minority and disadvantaged groups while maintaining the School's commitment to high academic standards.

Division of Academic Affairs

Mohammed S. Ghausi

School of Engineering

Dean

Five Year Plans

Fiscal Years 1978(79) - 1982(83)

Goals

Students enrolled in the School of Engineering should find that the programs offer an intellectually rewarding, stimulating, and profitable experience. This requires a faculty of excellence working in an environment which is conducive to innovative teaching and scholarly endeavor. The following goals are therefore appropriate.

1. Develop a faculty of excellence.

Our foremost goal is to develop a faculty of excellence by expanding the present faculty of highly qualified teachers and researchers to a reasonable size. A critical mass in faculty size, especially in engineering, is necessary in order to permit the flexibility in teaching assignments, research activities, laboratory upgrading and our graduate course offerings. In recent years the faculty size has not kept pace with increasing enrollments. This has resulted in heavier teaching loads and a decline in scholarly productivity. This situation is in the process of being corrected during the current year by the recruitment of four new faculty members, two of whom are earmarked for the CIS program. The following year at least four more faculty members will be added. We must increase our enrollment and external support to a point where it can support approximately thirty-five faculty members.

2. Implement the graduate program in computer and information science

A proposal for a Master of Science program in Computer and Information Science is being processed this term. It is anticipated that the program will be ready for implementation in the Fall of 1978. The proposed program is broad based, blending software and hardware elements into a single curriculum, and fulfills a strong need existing in the Metropolitan Detroit area and the State. Our goal is to carry through the implementation of this attractive program with a very high academic standard.

3. Stimulate the development of the engineering graduate programs

The Master of Science and Ph.D. programs in engineering have a sound base but have not had adequate attention in recent years because of staffing and funding shortages. The stimulation of these programs is a priority item this year. Course offerings are in the process of being broadened, while options are being more clearly defined and made more cohesive. Graduate assistantships are being increased in number and the stipends are being raised. Our continuing goal is to attract highly qualified students from the state, out-of-state, and the international community by increasing the stature of the graduate programs in terms of an increased commitment of faculty and resources.

4. Enhance the stature of the undergraduate engineering and computer and information science programs

The undergraduate program in engineering has been the particular strength of the School over the years, but the computer and information science program has gained prominence since its inception in 1973. The undergraduate program in engineering is undergoing revision this year to give more visibility and emphasis to the speciality areas of computer engineering, electrical engineering, mechanical engineering, and systems engineering while maintaining the solid core program in the basics of engineering. Our goal is to enhance the stature of the undergraduate programs, and this will be achieved chiefly by modest growth which will permit controlled diversification. Efforts to increase

visibility and thereby to attract more highly qualified students to our programs will be resumed.

5. Improve the undergraduate and graduate instructional laboratory facilities

One of the unique features of the undergraduate programs in the School of Engineering has been the strong commitment to laboratory instruction. Engineering students at Oakland receive at least twice as much laboratory experience as students in other programs around the country, a fact which is popular with prospective employers. The university-wide space shortage along with the scarcity of equipment funds in recent years has made it difficult to maintain this commitment. However, an upturn has occurred this year due to the infusion of equipment money and the increased annual equipment budget commitment. Our goal is to improve the instructional laboratory facilities, with emphasis on modernizing equipment holdings so that our graduates will be confident and productive when they encounter modern instrumentation on the job.

6. Increase level of external funding for research

Efforts are being made at the administrative level and by individual investigators to identify new and potentially productive areas of research consistent with our academic programs. Funding support will enable us to increase our research assistantship, purchase sophisticated research equipment and acquire additional expertise for specialized courses. The areas of research must be correlated with existing faculty interests and capabilities and must be considered when making faculty appointments. Thus, our goal is to increase the level of external funding for research consistent with the faculty interests and programs of the School.

7. Improve the electronic and laboratory services shop

The Electronic and Laboratory Services Shop has been a one-man operation over the past decade. Enrollment growth and program diversification have

created demands that exceed the capabilities of one man and the concomitant method of operation. An assistant laboratory manager is now being recruited. His presence will provide expertise in Mechanical Engineering augmenting the capability we now have in electronics. A computer technician will be needed in the near future to service our growing computer installations and laboratories. Our goal is to improve the Electronics and Laboratory Services Shop by increasing the technical support staff and expanding the services available to faculty and students.

Viability of the Machine Shop: Although the university instrument shop is a separate facility, attention is also directed to improve the present machine shop which is hopelessly inadequate for our needs. The size and scope of the shop are too small for Oakland University. Experimental and laboratory programs, which are essential in engineering, will not be able to flourish unless some remedial steps are taken to improve the current situation.

8. Seek external sources of funding for the school of engineering

The general fund support for the School of Engineering is not always adequate to support quality programs nor does it permit investments in activities which permit achievement of national and international recognition. Since the University is new and of medium size the level of alumni giving has not yet reached a point where their contributions have a sizeable impact on the budget of the School. It is our desire to raise funds from mainly industrial sources to provide for special needs of the School of Engineering. Timing is critical, since the automotive industry has been in excellent shape in 1977 and the outlook for 1978 remains good. Other schools which have commenced fund raising have been successful in attracting monies for engineering. A majority (80%) of our graduates remain in the Southeastern Michigan area; a substantial percent (35%) work for one of the major automobile companies in this area, and a sizeable number are scattered among large companies in

the state. Our goal is to mount an immediate fund-raising drive to acquire additional resources for the School of Engineering.

9. Increase cooperation with local industry

The School of Engineering maintains contact with local industry through its Board of Visitors. The Board provides assistance on program recommendations. Our goal is to increase cooperation with local industry, particularly between individual faculty members and research groups in industry.

10. Reorganize the Office of the Dean

The overall administration of the School of Engineering is handled by the Dean and the Associate Dean. The engineering school is not departmentalized and there are no administrative positions for chairmen. The Office Manager handles bookkeeping and management of secretarial support services while also serving as Secretary to the Dean. The Secretary to the Associate Dean is responsible for student records and preliminary advising. There is an urgent need for an Assistant to the Dean. In 1971-72 the Office of the Dean had this position in addition to having two assistant deans and a research administrator when student enrollment was half the present size. The duties of Assistant to the Dean would include bookkeeping, grants and contract administration, thereby releasing the Office Manager to serve full-time as secretary to the Dean and Manager of secretarial support services. The Assistant to the Dean would also assume routine administrative duties such as scheduling, space management, inventory control, security, preparation of brochures, etc. This would permit the Dean and the Associate Dean to allocate more time to primary functions such as faculty development, program direction, recruiting students, fund raising, identifying funding sources for research support, cultivation of contacts with industry, government agencies, professional organizations, other educational institutions and the community. These are activities necessary to improve the stature

of the School of Engineering. Thus, our goal is the reorganization of the Office of the Dean with the key factor being the authorization of the new position of Assistant to the Dean.

11. Increase the national visibility of the school of engineering

Publications in nationally circulated journals describing research and teaching programs are the best single means for developing a national reputation. Participation of faculty members in national engineering society meetings and officiating in professional organizations are also desirable routes of achieving visibility. Seminars at Oakland University by well-known national figures serve to enhance our reputation. Our goal is to increase national visibility by actively supporting research and publication, encouraging travel to present papers, expanding participation in professional societies, expanding our seminar series and distributing brochures about our programs.

12. Continue to investigate additional programs

Programs which appear to be academically sound and fulfill a need in the area should be investigated. Possible programs must be identified and their chances of success on a continuing basis be estimated. For programs which are promising, pilot programs will be introduced to better measure their potential. Federal, state, and private funding should be sought to assist in the development of promising programs.

Division of Academic Affairs

Mohammed S. Ghausi

School of Engineering

Dean

One-Year Plan 1978-79

Objectives

- | Goals | Objective | |
|-------|-----------|---|
| 1 | 1 | Develop a faculty of excellence <ul style="list-style-type: none">a. Recruit new research oriented faculty members.b. Formulate a plan for workloads to achieve a balance between teaching and scholarly activities.c. Begin work towards achieving a critical faculty size of 35 by 1982. |
| 2 | 2 | Implement the graduate program in computer and information science <ul style="list-style-type: none">a. Offer the first graduate courses in Computer and Information Science in 1978-79.b. Vigorously recruit highly qualified graduate students for the 1979-80 year.c. Increase cooperation with the Department of Mathematical Sciences and the School of Economics and Management for faculty participation in the program. |
| 3 | 3 | Stimulate the development of the engineering graduate programs <ul style="list-style-type: none">a. Complete the work on program development and schedule more graduate courses in the evenings.b. Seek additional funding sources for graduate assistantships and research assistantships. |

- c. Intensify graduate student recruitment by faculty and administration.
- d. Investigate cooperative educational ventures with industry.
- e. Work towards integrating research into graduate teaching.

4

4

Enhance the stature of the undergraduate engineering and computer and information science program

- a. Prepare for ECPD site inspection due early in 1979.
- b. Increase the undergraduate enrollments in engineering and computer and information science in the concentration areas.
- c. Publicize the speciality areas in high schools and community colleges so as to attract more highly qualified.
- d. Re-examine the cognates for the computer and information science program and modify as necessary to meet the demands of computer science employment.
- e. Expand access to computer terminal facilities and consultation services beyond normal working hours.

5

5

Improve the undergraduate and graduate instructional facilities

- a. Complete the equipment needs studies and procure some of the needed equipment.
- b. Implement a plan to permanently affix equipment in assigned laboratories.

6

6

Increase level of external funding for research

- a. Encourage faculty to write proposals for sponsored

research compatible with School of Engineering interest.

- b. Facilitate proposal preparation with increased secretarial support and detailed procedures.
- c. Identify sources of support and respond to requests for proposals.

7

7

Improve the electronic and laboratory services shop

- a. Identify laboratory personnel with specialty areas for purposes of check out and requisition.
- b. Continue maintenance of equipment for teaching laboratory and research.
- c. Expand the-computer science and computer engineering facilities and gain authorization for a computer technologist.
- d. Make the Machine Shop a viable operation by hiring another machinist and reorganizing the Shop.

8

8

Seek external sources of funding for the school of engineering

- a. Interest persons outside the University in spear-heading a fund-raising effort for the School of Engineering.
- b. Formulate goals and methods for fund-raising.
- c. Begin the fund-raising campaign.

9

9

Increase cooperation with local industry

- a. Increase interaction with the Board of Visitors.
- b. Identify potentially cooperative research groups in Southeastern Michigan.

10

10

Reorganize the Office of the Dean

- a. Formulate a broad plan for assignment of duties in the Office of the Dean.

- b. Seek authorization for redefining existing jobs as well as for new position(s).
- c. Implement the plan.

11 11 Increase the national visibility of the school of engineering

- a. Provide an atmosphere conducive to high quality research so that faculty may publish and present papers in national journals and symposia.
- b. Expand the seminar series by providing a budget and by inviting nationally and internationally known educators and engineers.
- c. Prepare and distribute informative brochures about engineering programs.

12 12 Continue to investigate additional programs

- a. Assess the educational needs of Oakland County and the State of Michigan and to expand our programs to fill the needs which are consistent with our role.
- b. Monitor the specialty areas on a continuous basis to reflect local and national trends.

5/22/78

Oakland University
Planning Documents
Volume II, Section II
September, 1978

Division of Academic Affairs
School of Nursing
Geraldene Felton
Dean

Role Statement

On May 22, 1974, the Oakland University Board of Trustees, acting on the recommendation of the President and the University Senate, established the Oakland University School of Nursing and the Faculty of Nursing effective July 1, 1974.

The purposes of the School of Nursing are to: represent the discipline of nursing at Oakland University; offer a program of instruction leading to the Bachelor of Science Degree in Nursing and such other appropriate university degrees and programs in the discipline of nursing as may be authorized by the Graduate Council as appropriate, the University Senate, the Board of Trustees, and approved by the Michigan Board of Nursing; conduct research in the development of the theory and practice of nursing; contribute the specialized knowledge of nursing to the orderly development of health science disciplines at Oakland University; provide opportunities for continuing education in nursing; and foster collaboration with health care disciplines in order to improve delivery of health services to people in Michigan and the nation.

Division of Academic Affairs

Geraldene Felton

School of Nursing

Dean

Five Year Plans

Fiscal Years 1978(79) - 1982(83)

Goals

1. To develop the school into a viable educational unit of academic excellence, scholarship, and productivity.
2. To assure a faculty of quality, educational excellence, academic distinction, and ethnic diversity.
3. To assure the protection and expansion of academic freedom.
4. To obtain support for research and educational activities.
5. To continue to improve the program to attract, retain and graduate minority students and students from disadvantaged backgrounds.
6. To establish a board of visitors for consultation, advice, and evaluation.
7. To develop an undergraduate research and independent study option.
8. To initiate a continuing education program for registered nurses in the community to meet identified needs.
9. To improve the degree completion program for diploma and associate degree R.N. graduates.
10. To initiate graduate study in nursing.
11. To give evidence of commitment to the community's health through demonstrations of faculty's involvement in private nursing practice.

Division of Academic Affairs

Geraldene Felton

School of Nursing

Dean

One Year Plan 1978-79

Objectives

Goals	Objective
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- | | | |
|---|---|---|
| 1 | 1 | To develop the school into a viable educational unit of academic excellence, scholarship, and productivity. <ul style="list-style-type: none">a. Foster the research function as integral to nursing.b. Increase visibility of the program by encouraging faculty participation in local, regional and national activities.c. Initiate on-going program evaluation to determine the effectiveness of the curriculum on the graduate as measured by activities following graduation, satisfaction with being a nurse, commitment to nursing, employment status, and performance in the work setting.d. Maintain a coordinated advising program for students.e. Develop support systems which encourage faculty and staff to improve their competencies.f. Reinforce cooperative relationships with health agencies that provide clinical/laboratory settings by the mechanism of an annual recognition reception.g. Obtain recognition and credit for faculty and staff accomplishments. |
|---|---|---|

- h. Shape research findings into concepts and behaviors to improve teaching and the quality of nursing care.
- i. Make curriculum changes based on student evaluation data.
- j. Further, interdisciplinary cooperation by meeting with liberal arts faculty at regular intervals each academic year in order to discuss curricular concerns.
- k. Act as social critics of public and professional nursing practices and theories.

2

2

To assure a faculty of quality, educational excellence, academic distinction, and ethnic diversity.

- a. Develop support systems to assist faculty to be able to meet the qualifications for reappointment and tenure.
- b. Improve procedures to elect student perceptions of faculty performance after each clinical rotation and each skills laboratory semester.
- c. Improve procedures for evaluation of faculty and staff performance.
- d. Seek opportunities for faculty to serve on proposal review committees, state and national professional committees, NLN accrediting teams, etc.
- e. Recruit and hire qualified minority applicants for vacant faculty and staff positions to correspond with their representation in the labor force.
- f. Promote the position of "joint appointee" for the nurse clinician.

- g. Improve guidelines, criteria and review procedures to be applied for reappointment, promotion, tenure, and capability for future achievement in:
 - 1. Teaching
 - 2. Scholarship activities
 - 3. University, School and other professional services.
- h. Stimulate incorporation of the research function into on-going teaching activities.

3

3

To assure the protection and expansion of academic freedom.

- a. Improve the formal orientation and development program so that nursing faculty will know what university benefits and services are rightfully theirs, what are guidelines and criteria for reappointment, how research can be incorporated into on-going teaching activities, and how a portfolio is organized and maintained so as to give evidence that nursing faculty are an equal and significant part of the university.
- b. Assist faculty to engage their needs, values and abilities on the job and seek realistic yet challenging levels of aspiration.
- c. Engage in consciousness-raising regarding cultural stereotypes and sexual discrimination practices as they contribute to devalue women at Oakland University.

4

4

To obtain support for research and educational activities.

- a. Explore possibilities for funding under the Nurse Training Act, Division of Nursing Research, Special Project Grants, American Nurses' Foundation, Sigma Theta Tau, and private foundations.

- b. Explore possibilities of joint cooperative efforts with other educational institutions, service agencies and academic units in the University.

5

5

To continue to improve the program to attract, retain and graduate minority students and students from disadvantaged backgrounds.

- a. Provide counseling and financial assistance to minority and disadvantaged students.
- b. Institute specific curriculum content in theory and clinical practice which acquaints students with the distinct perspectives and health needs of ethnic minority groups in this community.
- c. Develop sensitivity to the special needs related to transcultural differences and minority life styles.

6

6

To establish a Board of Visitors for consultation, advice, and evaluation.

- a. Seek out distinguished consumers, nurses, and others in health education and health services to serve as a Board of Visitors.

7

7

To develop an undergraduate research and independent study option.

- a. Continue to better integrate nursing research into the curriculum.
- b. Facilitate participation of students in faculty research projects.
- c. Arrange for students to serve preceptorships to explore in depth an area of special interest through concentrated individualized study.

- 8 8 To initiate a continuing education program for registered nurses in the community to meet identified needs.
- a. Seek and secure funding for implementing continuing education services.
- 9 9 To improve the degree completion program for diploma and associate degree R.N. Graduates.
- a. Assess needs for improving the R.N. degree completion program.
- b. Obtain planning funding.
- c. Identify appropriate faculty.
- 10 10 To initiate graduate study in nursing.
- a. Assess community needs and resources.
- b. Seek funding for planning.
- 11 11 To give evidence of commitment to the community's health through demonstrations of faculty's involvement in private nursing practice.
- a. Assess community needs and concerns.
- b. Facilitate efforts of faculty to engage in private practice.
- c. Explore resources for establishing a nursing community project.
- d. Support opportunities for cooperative progress and services in the community.

5/31/78

Oakland University
Planning Documents
Volume II, Section II
September, 1978

Division of Academic Affairs
Center for General and Career
Studies
Billie C. DeMont
Director

Role Statement

The Center for General and Career Studies is an administrative, instructional and research unit for the advancement of nontraditional education -- especially for adults who wish to pursue degree programs at the University. To achieve this broad goal, the Center initiates academic and administrative services, coordinates its programs with academic and non-academic services in other offices of the University, and promotes the study and development of University policies that affect adult clientele and nontraditional education.

Through the Faculty Council for General Studies, the Center cooperates with organized faculties, departments, and support services to study, design, and implement appropriate programs. This major objective is achieved through evening degree programs and extension offerings, special institutes for individualized instruction, innovative course offerings and subject matter experimentation and instruction in reading and composition. The Center includes:

1. Bachelor of General Studies Degree Program
2. New Charter College
3. Department of Learning Skills
4. Evening Program

The faculty of New Charter College represents other colleges and schools in the University community. Their offerings are interdisciplinary courses which are designed to personalize teaching and learning. The Department of Learning Skills serves freshmen and transfer students who need to develop proficiency in entry-level reading and writing skills. The Department also administers the University writing proficiency requirement.

The Evening Program includes all instructional and special services to undergraduates attending on-campus and extension classes after 4:00 p.m.

The Bachelor of General Studies degree program is a university-wide baccalaureate that offers maximum flexibility for student choice in selecting educational objectives, fields of study and academic courses. The degree program includes a 2+2 option for community college graduates with associate degrees in applied science, business administration and labor studies.

Division of Academic Affairs
Center for General and Career Studies
Five Year Plans
1978(79) - 1982(83)

Billie C. DeMont
Director

Goals

1. Services to adult students will be fully intergrated into the planning and decision making of each administrative and academic unit of the campus:
 - A. Some evening and/or weekend hours will be provided on a weekly basis by academic departments and each major administrative unit.
 - B. Credit and non-credit instruction and counseling will be coordinated for adult clientele.
 - C. In consultation with the Faculty Council for General Studies, academic departments, colleges and schools will systematically plan course offerings and academic programs of direct interest to adult students.
 - D. Substantive services to adult students will be provided in the regular programming of Admissions, Registrar's Office, Advising, Library, Financial Aids, Placement, and Public Relations.
2. A process of administrative consultation and planning, faculty involvement, and program evaluation will be established for decision making about academic and counseling services to adult students.
3. A program of outreach counseling for adult students will be operational.
 - A. The program will include career, academic, and personal counseling.
 - B. The counseling program will be coordinated with services of each counseling office on the campus and will incorporate the resources of those offices whenever possible.

- C. Adult counseling will provide services for professional and career development programs of business, industry, community interest groups, and other agencies of employment.
4. Academic and support services to degree-seeking adult students will be a growth area for the University. Academic policies for program growth will be subject to collaboration across several administrative and advisory groups including the University Planning Committee and the Faculty Council for General Studies. The growth rate during the five-year period will be 10 percent for FYES production by off-campus students and exclusively evening students on campus.
5. The administrative unit for adult programming will achieve capability for a variety of instructional technologies and delivery systems including (1) television teaching, (2) computer-assisted instruction, (3) programmed learning and (4) field-based programs. In the Department of Learning Skills, remedial teaching in basic skills will be based on personalized systems of instruction including programmed learning devices and computer technologies.

Division of Academic Affairs
Center for General and Career Studies
One Year Plan 1978-79

Billie C. DeMont
Director

Objectives

Goals	Objectives	
4,5	1	The Center will expand the off-campus credit offerings by initiating two new extension sites in Macomb County and West Oakland County. a. Academic offerings and programs for new extension sites will be established. b. Community advising groups will be created to assist in program planning and marketing. c. Facilities will be identified as permanent off-campus sites. d. The Center's administrative structure will be expanded for management, administration, counseling, and secretarial services at off-campus sites.
3,4	2	The Center will expand counseling services to adult students. a. Counseling services for adult students will be provided at all extension sites. b. The Center's counseling program will be coordinated with the work of other counseling services (Continuum Center, Special Programs, Psychological Services, Undergraduate Advising, Admissions and Placement).

c. Counseling services will be coordinated with student recruitment within community organizations, business, and industry.

1. The Center will develop systematic counseling/marketing for the labor constituency and for returning women students.

2. The Center will sponsor two university-wide conferences for these constituencies.

1,2,3 3

The Faculty Council for General Studies will commission study groups to investigate and recommend program development for six curricular areas which would serve adult students. For each area of study, the Dean's Offices will be invited to name representatives who will coordinate the committee's work with program development in the respective college or schools.

- a. Labor education
- b. Credit for experience
- c. Technical or intermediate writing
- d. Urban studies
- e. Applied science and technology
- f. Computer Science

2 4

The Center will coordinate the work of the Affirmative Action Committee with staffing procedures for filling openings or new positions within the Center's program.

2 5

The Steering Committee of the Faculty Council will conduct a self evaluation of the internal academic programs and administrative services of the Center and will disseminate a summary report to the University:

- a. Review of Faculty Council's by-laws and proceedings.

- b. Administration of the Center.
- c. Educational programs of the Center including Learning Skills, New Charter College and other educational or research activities of the Center.
- d. Administrative relationships between the Center and other administrative units.
- e. Developing programs within the Center.
 - 1. Special projects and institutes
 - 2. Writing Center and Tutorial Program in Learning Skills
 - 3. New Charter College courses for freshmen students

2 6

The Center will expand the administrative framework for faculty involvement

- a. Create a Steering Committee of the Faculty Council
- b. Implement the work of the Steering Committee to include:
 - (1) introduction and review of motions brought before the Faculty Council,
 - (2) coordination of ad hoc and standing committees,
 - (3) direction of the Center's self-study and
 - (4) consultation concerning administrative staffing or reviews within the Center.

1,3 7

In coordination with the Center's self study, New Charter College will assess the effectiveness of its services to freshmen and daytime students and determine the feasibility of further specialization for teaching and counseling adult students.

2,5 8

The Department of Learning Skills will complete a one year research study on the feasibility of a Writing Center.

4,5 9

The Department of Learning Skills will implement a teaching load policy which includes six courses for the academic year with an average class size of twenty-five students.

Oakland University
Planning Documents
Volume II, Section II
September, 1978

Division of Academic Affairs
Center for Health Sciences
Moon J. Pak
Director

Role Statement

1. The Center for Health Sciences bears responsibility to maintain, plan, and develop undergraduate and post-graduate degree programs leading to licensure in the allied health science professions (except nursing) and degree programs in other, non-licensed, health and medically related fields. The Center also offers less-than-degree credit programs in health and medically related fields. Currently (1978-1979) the Center sponsors the following programs:

Undergraduate Degree Programs:

Medical Technology (B.S.) [licensure]

Physical Therapy (B.S.) [licensure]

Medical Physics (B.S.)

Less-Than-Degree Program:

Concentration in Health Behavioral Sciences

Graduate Degree Program:

Medical Physics (M.S.)

Less-Than-Degree Program:

Medical Review Program

2. The Center for Health Sciences aspires to serve as a focal point for scientific research in health and medically related fields both within the University and the neighboring medical community. Partly to this end the Center and its Director are administratively responsible for the University's

Clinical Research Laboratory.

3. The Center for Health Sciences serves as the University's vehicle for the development of health and medically related fields of instruction and scholarship on-campus and services as one of the principle avenues of interchange between the University and the several county, state, and regional health, medical, and clinical agencies.

Division of Academic Affairs

Moon J. Pak

Center for Health Sciences

Director

Five Year Plans

1978(79) - 1982(83)

Goals

1. To maintain and improve instruction in all programs within the Center's sphere of responsibility.
2. To develop new curricular programs at both the undergraduate and graduate levels of instruction. The following programs are in various stages of planning:
 - a. Programs projected for implementation in fiscal year 1979-80, for which internal approvals and funding are required:
 - Industrial Health and Safety (B.S.)
 - Health Sciences (M.S.H.S.)
 - b. Programs being planned for implementation in fiscal year 1980-81, for which internal approvals and funding will be needed:
 - Respiratory Therapy (B.S.)
 - Gerontological Associate (B.S.)
 - c. Program for which planning will begin in 1978-79 for possible implementation 1981-82:
 - Clinical Social Work (M.S.)
 - d. Program for which a feasibility study will be undertaken if present uncertainty at the state level regarding licensure requirements can be settled. Implementation would be post 1981.
 - Physician's Assistant (B.S.)

3. Attract to the Center's academic programs highly qualified faculty specialists in each of the several health professional, licensure programs, e.g., physical therapists, medical technologists both for instructional as well as administration purposes and to appoint, where needed, highly qualified adjunct and clinical faculty.
4. Strengthen and complete the internal academic governance and administrative organization of the Center for Health Sciences.
5. Attract external support for the Center's instructional and research programs.
6. Strengthen ties between the Center for Health Sciences and the surrounding health and medical community.
7. Centralize the physical space occupied by the Center in one building location.

Division of Academic Affairs
Center for Health Sciences
One Year Plan 1978-79

Moon J. Pak
Director

Objectives

Goals	Objectives
-------	------------

- | | | |
|---|---|---|
| 1 | 1 | Maintain and Improve Instruction

Develop for implementation beginning fall, 1979, a common core curriculum for the first and second years of the Center's undergraduate licensure degree programs and explore the possibility of establishing a Health Sciences Entry Program including admission to a general health science major from which upper class students could branch into the specific professional specilizations, e.g., Medical Technology or Physical Therapy. |
| 2 | 2 | New Curricular Development

Complete curricular design of and seek internal approvals and funding request for:

a. Industrial Health and Safety baccalaureate program, developed in response to OSHA legislation requiring new professionals in this critical area of industrial life. In connection with this program, planning for the Industrial Health and Safety Laboratory will be completed.

b. Health Sciences, a masters program designed for medical practitioners in need of scientific training in specific areas. |

- 3 Develop plans for implementation of programs in:
- a. Respiratory Therapy, a licensed profession for which baccalaureate specialization is required.
 - b. Gerontological Associate, a new allied health profession for which licensure requirements are being studied at the state level.

4 Explore the possibility of offering masters level work leading to an M.S.W. with a specilization in Clinical Social work.

5 Continue to be alert to state process of clarification regarding the new allied health profession of Physician's Assistant.

6 Contribute to the planning and completion of the Gross Anatomy Laboratory developed initially for use in the Physical Therapy Program, but designed to serve all allied health professional programs as well.

3 7 Faculty Appointments

- a. A medical technologist.
 - b. A physical therapist.
 - c. A specialist in the industrial health and safety field.
- These appointees will also serve as administrative heads of the specialized programs.

4 8 Complete Internal Organization of the Center

 The Health Science Faculty Council will establish for approval by the appropriate University agencies, procedures for appointment, reappointment, promotion, and grant-of-tenure for regular allied health professional faculty within the Center. To this end, a committee on appointments and promotions will be assembled which shall study and make

recommendations to the Council in this regard. The committee will also explore the feasibility of joint appointments with other academic units and "honorary" appointments in the Center.

9 Internal governance and administration will be thoroughly examined with a view to a general tightening of the Center's operations.

10 Efforts will be made to integrate the Center, its programs, and its faculty and staff into the broader University community.

5 11 Attract external support

Seek out and secure federal and private funding for Center programs.

6 12 Strengthen ties with surrounding health/medical community
Define the Center's role in the Oakland Health Education Program (OHEP) sponsored by participating hospitals.

13 Strengthen the association of the Center with local hospitals through support and development of programs of mutual interest, such as the M.S. in Health Sciences.

14 Establish with participating hospitals a strong research program for the Clinical Research Laboratory.

7 15 Centralize physical space

Explore with the Provost and the Assistant Vice President for Academic Affairs ways in which this goal may be achieved.

5/30/78

Oakland University
Planning Documents
Volume II, Section II
September, 1978

Division of Academic Affairs
Office of Graduate Study
G. Philip Johnson
Dean

Role Statement

The Office of Graduate Study is responsible for development and regulation of the university's graduate activities. In its developmental role it must promote and assist planning of new programs which are in keeping with general objectives for Oakland's graduate studies and guide the plans through several approval stages. It must also help academic units in modifying existing offerings to suit changing needs and fashions, and it must persist in its concern that graduate programs be adequately supported. The regulation function calls for recording of data on students and programs; monitoring transfers of credit, academic standing, course offerings, and fulfillment of graduation requirements; reviewing program operations; and enforcing regulations and standards of the Graduate Council.

All admissions and dismissals of graduate students are done here. So also are allocation of assistantships and fellowships, analysis of enrollments, and counseling of students. Catalog preparation, registration, and student recruitment are mainly lodged in other university offices, but they constitute significant responsibilities of the graduate office as well.

The office is obliged, above all, to provide leadership and bring well being to the graduate undertaking. It is in keeping with that obligation that it

must work steadily to promote the quality of offerings and of the faculty and to advance the university's scholarship.

Division of Academic Affairs
Office of Graduate Study
Five Year Plans
1978(79) - 1982(83)

G. Philip Johnson
Dean

Goals

1. Program Development

No other goal will receive greater attention than this one. The university's publics require new graduate programs. The university needs them for enrichment of its intellectual climate and for a more nearly complete academic structure. We will undertake to bring into being as many as fifteen programs during the next four years, in addition to six programs now awaiting final approvals. Two or three of the fifteen would be at the doctoral level and one at the specialist level. Many of the remainder, the master's programs, would be of a practitioner type, designed especially for job-holding, part-time students. The doctoral programs would be as fully interdisciplinary as they can be made.

2. Program Evaluation and Improvement

There must be development also in existing programs. Each should periodically be subjected to a thorough internal review, which will examine mission, standards, costs, effects on students and benefits to faculty. More regularly, there will be greater effort given to overseeing and coordinating offerings. These combined processes should be capable of producing radical correction, and if need be dissolution, in any programs which are in trouble.

3. Student Body Modification and Growth

Graduate enrollments should account for twenty percent of the university's total by 1982 -- and soon thereafter for at least twenty-five percent. One-third

of the students should be full-time and on the order of one in fifteen should be enrolled in programs beyond the master's level. Nearly half should be in programs outside the School of Education--in Arts and Sciences, Management, Engineering, Nursing or unattached to an organized faculty. A growing number should be drawn from outside the immediate environs of the university.

4. Faculty Development

Graduate instruction and research should become a major source of stimulation and growth for a larger segment of the faculty. To the end that scholarship be companion to instruction at all levels, the graduate and research offices must press for increases in faculty activity and external support.

5. Graduate Assistants

In order to attract very able students and to enlarge the role of teaching and research assistants in the educational process, the size and number of awards must be increased substantially. And the timing of the awards must be advanced. The university should soon employ upwards of 200 assistants, more than a third of whom would be supported by grants.

6. Other Student Support

Fellowships for deserving students with special needs and talents--including and expressly women and those of minorities--should be provided more systematically than at present and in forms other than tuition. Academic and career advising services in the graduate office and by the faculty should be extended, especially for evening and off-campus students.

7. Service and Support to the Academic Units

The graduate office should transcend its traditional lobbying role to become a more ready source of financial and informational sustenance to the graduate programs. It should be capable of meeting incidental and special needs for supplies, equipment and library materials; and it

should be capable of assuring that ongoing program needs are adequately met in the appropriate areas of the university. Data on programs should be enlarged and made conveniently available. Developmental grants for various graduate-related activities should be sought directly and vigorously by the office.

8. Interdisciplinary Structure

The university is not overly adroit in handling programs which cross department, college and school boundaries. Better means must be found if graduate programs now in planning, especially the advanced ones, are to have most favorable effect.

9. Inter-Institutional Cooperation

The Michigan council of Graduate Deans labors to ensure that the State's collective graduate offerings are of the highest possible quality and to promote resource sharing among the graduate institutions. Our goal is that the Council succeed in these difficult endeavors.

Division of Academic Affairs
Office of Graduate Study
One-Year Plan 1978-79

G. Philip Johnson
Dean

Objectives

Goals	Objective
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1	1	Program Development
---	---	---------------------

- a. To obtain authorization for, and to start as quickly as possible thereafter, a doctoral program in reading education and master's programs in medical physics, linguistics, sociology, public administration and computer science.
- b. To complete proposals for master's programs in health sciences, applied mathematics, statistics, liberal studies and applied economics and a specialist program in education and to obtain resources and authority to begin them as early as the fall of 1979.
- c. To continue work on master's programs in health and movement science, bilingual education and nursing and to spur work on other prospective programs.
- d. To stimulate ideas and plans for new, unorthodox and attractive graduate programs and to solicit such ideas from the external community through a marketing-recruiting officer.

- e. To contribute to more expeditious means for State approval of programs and to accelerate internal proposal review without sacrifice to its thoroughness.
- f. To obtain additional operating funds for the development effort.

2

2

Program Evaluation and improvement

- a. To obtain the Graduate Council's approval of a plan for internal program review and to set the plan in motion.
- b. To provide funds, particularly for outside consultants, needed to insure the review's efficacy.
- c. To collect and organize information on program operation and outcomes.

3

3

Student Body Modification and Growth

- a. To provide guidance and aid and to educate a (new) marketing-recruiting officer.
- b. To encourage departmental participation in recruiting.
- c. To pay special heed to the development of programs in divisions of the university inadequately represented in the graduate enterprise.

4

4

Faculty Development

- a. To allocate assistantships and such other resources as can be found so that the faculty efforts toward professional growth and improvement in graduate instruction are encouraged and rewarded.
- b. To develop and establish more direct allowances in time and resources to individual faculty for the special demands of research and graduate instruction.

- c. To promote research, as well as instruction, in the sciences and engineering through capital planning for these areas.
- d. To strengthen the bond between the graduate and research offices and thereby intensify the quest for external support.

5

5

Graduate Assistants

- a. To increase assistants' contributions to undergraduate credit delivery and research.
- b. To obtain internal funding to support 60 assistantships in 1979-80.
- c. To require provision for assistants in all grant proposals where such provision is appropriate.
- d. To improve the mechanism for allocation of assistantships and the timeliness of the allocation.

6

6

Other Student Support

- a. To develop, and provide funds for, affirmative-action recruitment and student support.
- b. To devise with the Financial Aid Office a method for meeting needs of graduate students.
- c. To effect regular and consistent budgetary provisions for tuition support.
- d. To work toward better accommodation of evening and off-campus students.
- e. To bring students into significant participation in the Graduate Council and its committees.

7

7

Service and Support to the Academic Units

- a. To establish and fill an associate deanship of graduate study.

- b. To enlarge funds for program support.
- c. To make data files efficient and convenient.

8

8

Interdisciplinary Structure

- a. To facilitate joint appointments of faculty.
- b. To explore the possibility of creating a small, independent corps of faculty for the staffing of advanced, interdisciplinary programs.

9

9

Inter-Institutional Cooperation

- a. To resolve questions on the relationship of the Michigan Council of Graduate Deans to the Presidents' Council of State Colleges and Universities.
- b. To put to use arrangements between the deans' council and the North Central Association for inhibiting dubious graduate offerings in the State.
- c. To restore prospects for a State-wide external graduate university to be operated through the deans' council and by the public graduate institutions.

5/15/78

Oakland University
Planning Documents
Volume II, Section II
September, 1978

Division of Academic Affairs
Oakland University Library
George L. Gardiner
Dean

Role Statement¹

Most simply stated the role of a library is to interface its users with recorded information. This is accomplished by identifying and acquiring relevant materials, often with assistance from its primary users; by making the information acquired accessible to its users through the systematic processing and arrangement of materials as well as through a variable program of instruction capable of accommodating the considerable variance in the skills with which users solicit information from a library's collection; by fulfilling special user needs through interlibrary resource sharing and other cooperative activities; and by regulating the use that is made of the library, e.g., the control and monitoring of materials circulated by the library.

The faculty, students and staff are the primary users of a university library; members of the local community and other libraries comprise secondary clienteles. The library serves its primary clientele by (1) making collections of books, journals, microforms and other media in the various disciplines accessible for classroom assignments, scientific and scholarly research, report and term paper assignments (2) instructing students and faculty on the use of reference materials and methods of library research both on individual and group bases and (3) making materials from other collections accessible locally.

¹ Approved by the library faculty November 23, 1977

The library serves its secondary clientele as a regional resource in both materials and personnel.

Librarians comprise the library faculty. A statement on the role of the library is incomplete without articulating, in part, the role of the faculty. Like other faculties their role is to further the educative process, a process having the dual objectives of disseminating present knowledge and developing new knowledge.

It is clear that the approach of librarianship in the dissemination of present knowledge differs from that of other disciplines. The concern is with students, in the broadest sense, their interest and their needs; with books and other means of communicating recorded information; with the environments in which readers and media come together. The approach is universal; it cuts across many disciplines. Librarians select and organize materials diverse in form, language and orientation in anticipation of the interests, needs and competencies of a variety of readers. The library's principal task in disseminating current knowledge is to facilitate learning through reading and related learning processes.

The approach of librarianship in the development of new knowledge also differs from that of other disciplines. The concern is with students, their habits and mental processes; with information, its storage and retrieval; with libraries as cultural institutions, as dynamic systems, as nodes in information networks. The approach is eclectic. Librarians freely share and borrow from the paradigms of the physical and behavioral sciences as well as from the humanistic studies. The task in developing new knowledge is to describe the phenomena underlying this unique experience and establish the general principles which underlie it. Under fortuitous circumstances the development of new

knowledge enables librarians to improve the dissemination of current knowledge.

Within this framework, the University Library participates in, furthers and supplements the diverse aims of the university community. Its role may be analyzed as a set of multi-faceted but interrelated goals as detailed below.

Division of Academic Affairs
Oakland University Library
Five Year Plans
1978(79) - 1982(83)

George L. Gardiner
Dean

Goals

1. Personnel.

To assemble and maintain a library faculty and staff of the highest quality, through such efforts as the following:

- a. Rendering of judicious initial appointment, re-employment, tenure and promotion decisions.
- b. Involvement of the faculty in research and publication, community and professional service activities, visitation with authorities in librarianship or related fields, as well as professional exchange programs.
- c. Participation of the staff in career development and such other programs which will promote growth and the potential for advancement.
- d. Development of rigorous professional standards, formulation of equitable and effective personnel policies and procedures, and implementation of the library's guidelines on affirmative action.

Personnel Projections

	<u>1977-78</u>	<u>1982-83</u>
Administrative		
Professional	4	6
Clerical/Technical	24	27
Faculty	16	17
Hourly (FTE)	2.5	0
Students (FTE)	<u>16</u>	<u>20</u>
Totals	62.5	70

2. Facilities.

To continue both short and long-range library facilities planning.

This planning will encompass:

- a. Basic maintenance and capital improvements for existing library facilities.
- b. Implementation of a remote (on-campus) storage system.
- c. Participation with the firm of Rossetti Associates in the design of the proposed library expansion.

Facilities Projections¹

<u>Space</u>	<u>Assignable Square Feet</u>	<u>Units/Volumes Shelved</u>	<u>FTE Staff Work Stations</u>	<u>Student/Faculty Study Stations</u>
Administration	1,400	NA	8	NA
Materials				
Processing	9,900	NA	34	NA
Seating & Study	52,100	NA	NA	1,820
Shelving	31,300	497,000	NA	NA
Staff & Service	<u>39,900</u>	<u>103,000</u>	<u>48</u>	<u>375</u>
Totals	134,600	600,000	90	2,195

¹These figures project full working capacities by 1986.

3. Collections.

To create a primary learning resource for the educational and intellectual advancement of students as well as for the teaching and research development of faculty. This will be accomplished in these and other ways:

- a. By defining the scope of library collections in terms of forms of materials, fields to be covered, and the depth of coverage within the several fields.
- b. By building, with the assistance of the University's faculties, collections of books, journals, microforms and other media for use in classroom assignments, scientific and scholarly research, research and term paper assignments, as well as learning materials for independent study and self development.
- c. By reviewing and evaluating the library's collections in terms of current and planned curricula offerings, use by students and faculty, needs articulated by specific groups of students and faculty and the availability of library resources in neighboring institutions.

Collection Projections

<u>Form</u>	<u>1976-77 Data</u>	<u>Basis</u>	<u>1982-83 Projections</u>
Cataloged Volumes	228,000	5%	305,600
Periodicals	38,000	5%	50,900
Documents	33,000	5%	44,200
Microform Material	319,000	5%	427,500
Phonoforms (Discs & Tapes)	7,000	5%	9,400

4. Services.

To provide the means by which users can access and utilize recorded information through a variety of routes, levels and areas in a highly efficient and effective manner. They include the means by which library collections are systematically built and their use regulated, materials are processed for accessibility with least effort by the user, users are assisted and instructed in the solicitation of information from the collections, instructional media productions are created, and materials as well as discrete pieces of recorded information are acquired from remote sites.

Services are developed and offered to the library's primary and secondary clienteles:

- a. By examining and evaluating the needs of students, faculty and staff in terms of current and prospective curricular programs, effective use within the University community, and needs articulated by specific groups of students and faculty.
- b. By examining and evaluating the interdependent needs of the library profession, including those of other libraries and library systems, as well as the public and business communities.

5. Funding.

To obtain maximal library funding from:

- a. State sources through the offices of the Provost and President.
- b. Federal and State grant agencies with the assistance of the Office of Research and Instructional Services.
- c. Private foundations with the assistance of the Office of Special Projects.
- d. The alumni through the Office of Alumni Affairs.
- e. The local public community through the Friends of the Library organization.
- f. The Oakland County Library Board.

During this period of reduced State and Federal funding of higher education, greatest emphasis in seeking funding will be placed on private funding sources, innovative ways of securing funding, and new, untapped sources of funding.

6. Management.

To organize the library's budgeting, planning and reporting functions in the most productive manner possible in order to:

- a. Achieve optimal utilization of library personnel and fiscal resources.
- b. Implement improved library organizational structures and technological innovations.
- c. Monitor the progress of Oakland's library in terms of its development over time and in relation to other libraries within the state and nationally.

7. Cooperation.

To advance and participate in local, regional and national library cooperative and networking ventures in the collection and dissemination of information, the processing of information and information media, and the development of information services. Greatest emphasis will be placed on local and regional networking activities, building upon those which are presently in operation, including the Oakland County Hotline, the Union List of Selected Serials of Southeastern Michigan, and the Michigan Library Consortium.

Objectives

Goals	Objective
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	Personnel.
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- | | | |
|---|---|--|
| 1 | 1 | To provide additional and new competencies in the library faculty and staff by: <ul style="list-style-type: none">a. Filling the position of library systems analyst, to serve as a resource to the faculty, assist in evaluation and planning of automated systems, and apply systems analysis techniques to nonautomated projects.b. Filling the position of audio-visual services librarian, to integrate non-print media into the instructional programs, serve as a resource to the faculty, and develop new media applications.c. Creating and filling a position of archivist, to develop a university archives program including the collection and processing of the official records of the institution which will serve to document Oakland's history and contribute to its administrative efficiency (salary for which is given in point 24 under Funding).d. Creating and filling a position of audio visual services clerk, to provide essential support to audio visual services by setting equipment and personnel schedules, |
|---|---|--|

maintaining service records, and handling all routine service requests (salary for which is given in point 24 under Funding).

e. Creating and filling a position of shelf list conversion clerk, to complete the project, initiated under Kellogg grant funds, of converting the library's shelf list into machine readable form (salary for which is given in point 24 under Funding).

2 To clarify library criteria for re-employment, promotion, and tenure, especially in response to recently accorded ten-month appointment schedules for library faculty.

3 To work towards a greater sense of commitment to library goals, cohesiveness in library planning, and support of library programs by conducting a faculty retreat covering MBO, budgeting and staffing among other topics.

4 To expose the library faculty assembly to new developments in other units of the university and new trends in librarianship and related fields through a program of periodic visitations with the Provost, deans, and others from within the university as well as noted scholars and leaders from outside the university.

5 To review and update classification descriptions for all clerical and AP personnel through the appropriate administrative channels.

Facilities.

2 6 To improve library facilities and procedures in consideration of human comfort and safety by:

a. Providing emergency lighting and a public alerting system in the Kresge Library building (costs for which

are given in point 25 under Funding).

- b. Developing building evacuation procedures including the periodic conduct of evacuation drills.
- c. Studying the needs of handicapped users with a view to meeting these needs through changes in physical facilities or the provision of alternative service delivery systems.
- d. Providing directional graphics at essential points in the Kresge Library building (costs for which are given in point 25 under Funding).
- e. Developing plans and cost estimates for the enhancement of student study stations in the Kresge Library building.

7 To provide immediate relief for crowded conditions in the Kresge Library building by:

- a. Identifying additional remote storage area(s) and developing plans and cost estimates for completing the storage of little used materials in the library's collections.
- b. Continuing the review of the general collections for purposes of withdrawal and remote storage.

8 To complete the detailed planning of the proposed library addition in cooperation with the firm of Rossetti Associates, contingent on state capital improvement funds.

Collections.

3 9 To improve the process of allocating the library materials budget by:

- a. Reviewing and adjusting the factors of the Departmental Allocations Formula, as necessary, to assure optimum distribution of the monograph budget.

- b. Studying the feasibility of and implementing, if appropriate, a discipline oriented allocation formula for the library materials budgets except that portion designated for reference, documents, performing arts and general purchases.

10

To enhance collection development activities by:

- a. Developing a plan for library-wide faculty participation in collection development.
- b. Reviewing all serial subscriptions, with special emphasis on reference, education and English, adding or deselecting as judged appropriate.
- c. Developing a subject oriented acquisitions policy statement covering all types of library materials in cooperation with the faculty in the academic disciplines.
- d. Developing a process and set of procedures for systematically evaluating the ability of the library's collections to support current academic programs of the university.

11

To fulfill the collection development recommendations for those academic disciplines with new undergraduate or graduate programs (costs for which are given in point 23 under Funding), contingent upon the availability of both supplemental funding and the recommended materials.

12

To study the feasibility of further developing the library's film collections in support of the various academic programs of the university.

Services.

4

13

To examine the value of selected library services and their impacts on students by:

- a. Determining student awareness and preference for a range of existing and potential library services through the application of appropriate survey instruments.
 - b. Evaluating the results of this study in terms of cost commitments and other resource implications.
- 14 To expand the scope and flexibility of Oakland's access to bibliographic data by providing on-line computer search services initially in the areas of education, engineering, medicine, the sciences and the social sciences.
- 15 To keep the Oakland community well informed on the availability of library services through:
 - a. The publication of a library instruction guide series.
 - b. The continued publication of the collections and services guide series.
- 16 To exploit the library as a teaching and research instrument by:
 - a. Developing a plan for library-wide faculty participation in instruction.
 - b. Improving instructional competency among library faculty members.
 - c. Promoting the educational value of library instruction among the teaching faculty with emphasis on programs in the health fields, humanities and social sciences.
- 17 To facilitate user access to library collections and services by:
 - a. Redesigning the layout of major portions of the second and parts of the fourth levels of the Kresge library building, including:
 - 1. The centralization of periodical indexes, the

relocation of the public card catalog and the reference service desk, and the installation of an electronic security system on the second level.

2. The relocation of the student lounge area to the fourth level (costs for which are given in point 25 under Funding).

3. Implementing procedures for retrieval of materials from remote storage facilities and for monitoring use of materials in reference and remote storage.

18 To provide color production capability through the TV Studio for a number of programs or aspects of programs which are more clearly or powerfully stated in chromatic as opposed to non-chromatic display (costs for which are given in point 24 under Funding).

Funding.

5 19 To institute a program jointly with the Oakland student body to provide for the continued high level development of the reference collection through a five-year fund-raising effort of \$100,000.

20 To seek, through the office of the President, funds to match those raised by students to provide supplemental growth for the general collections.

21 To develop an endowment fund plan of no less than \$250,000 for supplemental support of the serial collection, the principal and interest of which will be expended over a fifteen to twenty-year time frame.

22 To request funds in the amount of \$75,000 jointly from the Council on Library Resources and the National Endowment

for the Humanities as well as matching funds in the amount of \$25,000 from Oakland, for support of a five-year program in library instruction in the humanities.

23 To request supplemental funding from the office of the Provost for:

a. First-year support of new graduate and undergraduate programs upon their final approval, including:

Baccalaureate in Journalism	\$ 500
Baccalaureate in Physical Therapy	1,200
Master's in Computer Science	3,089
Master's in Linguistics	3,395
Master's in Medical Physics	7,280
Master's in Music	1,500
Master's in Public Administration	3,200
Master's in Social Organization	3,267
Ph.D. in Reading	<u>750</u>
Total	\$24,181

b. Inflationary costs on library materials:

Books	\$ 3,000
Serials	20,000
Standing orders	<u>6,000</u>
Total	\$29,000

c. Limited development of film collection \$19,580

24 To request funding from the office of the Provost to support the following new personnel and equipment resources:

Archivist	\$17,500
Audio-visual services clerk	8,500
Shelf list conversion clerk	<u>3,700¹</u>
Personnel Total	\$29,700
Installation of electronic circulation security system	\$12,250
Installation of TV color production set	<u>62,455</u>
Equipment Total	\$74,705

¹This is a part-time casual position, i.e., 19 hours per week, an arrangement necessitated by the fact that the incumbent must have the constant use of the OCLC terminal which is, for purposes of catalog card conversion, only available 19 hours a week.

25 To request funds from the offices of the University Engineer and Physical Plant Services for the alteration and improvement of the Kresge Library building, including:

Redesigning the layout of the second level	\$ 1,000
Providing a student lounge on fourth level	2,400
Providing emergency lighting	2,800
Providing a public alerting system	4,200
Adding directional graphics and other environmental improvements	<u>4,600</u>
Total	\$14,800

Management.

- 6 26 To implement a library management plan that will:
- a. Simplify the library's organizational structure by integrating the academic governance and administrative components.
 - b. Eliminate the divisional framework of library organization which has tended to inhibit effective communication, interaction and planning across the faculty.
 - c. Permit the planning and implementation of large scale tasks through a team or task force approach, utilizing library faculty and staff as well as other members of the university community.
 - d. Achieve greater flexibility and creativity in allocating library personnel resources in response to changing technologies, services orientations and fiscal conditions.
 - e. Require the sharing of responsibility across the library faculty of core services, initially cataloging, collection development, computer search services, government documents, library instruction and reference.

- 27 To implement a library governance plan which complements the management plan and will:
- a. Provide for the orderly review of library administrators.
 - b. Broaden the base of library and university representation in the assembly.
 - c. Simplify the standing committee structure.
 - d. Require a review of the Constitution of the Library at least once every five years.
- 28 To support the Friends of the Library in reorganization by:
- a. Broadening its role from that of a single to a multi-purpose organization.
 - b. Updating the Friends' constitution.
 - c. Planning a series of activities the primary purpose of which is cultural and educational enrichment.
 - d. Planning activities which will result in greater interaction between members of the Friends' Board and library faculty and staff.
- 29 To improve the cost effectiveness and efficiency of selected library operations by:
- a. Installing an electronic security system (first-year costs for which are given in point 24 under Funding).
 - b. Resolving problems inherent in the automated circulation control system.
 - c. Studying the feasibility of integrating the acquisitions and processing of documents into the appropriate technical units of the library.
 - d. Consolidating the periodical collections, general and science, into a single alphabet.
 - e. Adding a limited number of film titles which are frequently

requested, curriculum oriented or not generally
available from university film library collections
(costs for which are given in point 23 under Funding).

30 To initiate the first phase of a three-year study, in
accordance with the recommendation of the ad hoc committee
to study library holdings, to determine if the annual rate of
loss of library materials warrants corrective action.

3 31 To review with the Library Council established and proposed
policies of the library on instruction, resources and services.
Cooperation.

7 32 To expand the level of Oakland's participation in cooperative
network planning and projects by:

- a. Adding Oakland's serials holdings to the Union List of
Selected Serials of Southeastern Michigan through a
grant from the State Library agency and providing for
the systematic updating of these entries.
- b. Determining the feasibility of instituting a plan of
reciprocal library privileges for students and faculty
with other local academic institutions, initially with
Michigan Christian College.
- c. Participating in the state-wide planning of document
access and delivery systems through the Michigan Library
Consortium Task Force.

Oakland University
Planning Documents

Volume II
Section III

Office of the President

Five-Year Plan

Oakland University
Planning Documents
Volume II, Section III
September, 1978

Office of the President
Donald D. O'Dowd
President

Role Statement

The role of the Office of the President is to assure that Oakland University fulfills its mission as a baccalaureate institution of high quality providing education, research; and service to the people of the state of Michigan and to assure that the university continues to develop in accordance with its declared goals. In order to accomplish these ends, the office performs the following general functions:

1. Provides guidance and leadership to the eight administrative divisions that report to the president and encourages coordination and communication between the divisions.
2. Attempts to perceive the interests of the entire university and foster those activities that best advance its well-being.
3. Initiates programs, procedures, and services -- and other such instruments as required -- in all areas of the university.
4. Receives, evaluates, and takes action on policy recommendations that fall within the authority of the university president and refers other recommendations to the Board of Trustees for consideration.
5. Communicates to the Board of Trustees the general state of the university including its needs and its plans, and seeks the guidance of the Board on all matters of general concern.
6. Oversees the management of all activities and reviews budget performance

on a regular basis.

7. Establishes and maintains university priorities, approves all annual budgets, stimulates short- and long-range planning, and reviews and revises plans on a periodic basis.
8. Pays special attention to relations with the Executive Office of the Governor and the Legislature of the State of Michigan. Guides fund-raising from private sources.
9. Responds to faculty, staff, and students; parents, family, and friends of students; alumni; community members; public media; local, state, and federal officials; and to others who need to communicate with the university president.
10. Assists the administrative officers of the university to respond to the frequent unanticipated problems for which neither a policy nor a precedent exists.

Office of the President

Five Year Plans

1978(79) - 1982(83)

Donald D. O'Dowd

President

Goals

1. To complete and review at least once a comprehensive fifteen-year, long-range plan for the future of the university; in addition, to sustain and improve the established five-year planning program.
2. To give continued support to the programs that foster the growth of student enrollment and that serve to improve the average potential of entering students for successful academic work.
3. To design, staff, and launch a capital gifts campaign that will assure the future availability of sufficient financial resources to sustain high-quality teaching, research, and service programs.
4. To expand and improve the physical plant by obtaining funds for three major construction projects: classroom-office building No. 2, the Kresge Library building expansion, and a science building.
5. To strengthen the basic academic support functions and services of the university including teaching equipment and library and computing services.
6. To encourage greater progress in the attainment of an integrated university faculty and staff.
7. To complete the redesigning and modernization of all basic university information systems that utilize automatic data processing.
8. To select, represent, and project a consistent image of the university in all communications and publications.
9. To work to maintain full occupancy in residence halls. To determine with

adequate planning time whether the west tower of Vandenberg Hall should be reassigned as a student residential area.

10. To study and adjust the administrative organization to the changing size, complexity, and emphases of the university.
11. To improve internal communications in view of the increasing size and diversity of the university.
12. To find ways to attract larger numbers of the general public to the campus as audiences for the excellent programs offered by the academic departments in music and theatre, by the various lecture series, and by the intercollegiate athletic teams.
13. To undertake to give direction to a sequence of special projects that do not fit into existing academic and administrative limits.

Objectives

Goal	Objective	
1	1	Complete and obtain Board endorsement of the first five- to fifteen-year long-range plan.
	2	Complete and obtain Board endorsement of the third full cycle of the five-year plan.
13	3	Complete preparations for and accommodate the North Central Association Team which is to visit Oakland University in October, 1978, for the university's ten-year accreditation evaluation.
5	4	Install a contemporary computer for academic users that has minimum capability of servicing simultaneously and continuously forty interactive terminals.
	5	Obtain and allocate a second \$100,000 from non-general fund sources for the purchase of teaching equipment.
4	6	Begin construction of Classroom-Office Building No.2.
2	7	Initiate a concerted graduate student oriented survey and direct contact marketing program.
	8	Develop two staffed extension education sites; one should be east of Utica, Michigan and the other should be west of Pontiac, Michigan.
	9	Organize and expand the university commitment to course-related career experience opportunities for

students such as cooperative education, internships, clinical placements, and similar activities.

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| 6 | 10. | Complete a written affirmative action plan for the university as a whole and for each of its divisions. |
| 3 | 11. | Complete planning and obtain Board approval for a capital gift campaign. |
| 7 | 12. | Complete installation of the payroll/personnel system. |
| 2 | 13. | Continue to chair the undergraduate enrollment committee and devise better means of communicating with target high school, community college, and other potential student clienteles. |
| 5 | 14. | Assure that Kresge Library has available a minimum of \$300,000 from all sources for acquisitions during the fiscal year. |
| 8 | 15. | Carry out a study of the image of the university and devise a plan to project a consistent image to the public as a continuing feature of all university activity. Draw upon external professional consultants if it appears to be advisable. |
| 9 | 16. | Continue the vigorous out-state Michigan secondary school and student visitation plan that was started in 1975. |
| | 17. | Expand the out-of-state admissions initiative that was begun in 1977. |
| 3 | 18. | Appoint basic staff to conduct a capital gift campaign. |
| | 19. | Launch a capital gift campaign. |
| 2 | 20. | Expand the work of the graduate enrollment committee. |
| | 21. | Develop an advertising and publications program oriented to the potential graduate-student population. |

22. Examine and implement ways and means of attracting larger numbers of undergraduate students who have high potential for academic work.
- 4 23 Complete plans and bidding documents for the addition to the Kresge Library.
- 9 24. Increase residence hall occupancy by fifty students over the 1977-78 average occupancy.
- 7 25. Begin the design of an additional information system from among the four uncompleted projects in the "Long-Range Systems Study."
- 4 26. Select an architect for the science building.
- 11 27. Study ways in which the *OU News* can reach a larger audience and be more serviceable as a communication device.
28. Institutionalize the "University President's Forum" by scheduling three regular meetings during the academic year.
- 12 29. Develop a systematic publicity mechanism to give good community visibility to campus entertainment and education events open to the public.
- 30 Invite service clubs, church groups, and other organized agencies to be guests of the university with a designated host for specific campus events.
- 13 31. Designate a permanent use for the Riding Ring.
32. Begin discussions on the establishment of a Meadow Brook Summer School of the Arts.

Oakland University

Planning Documents

Volume II

Section IV

Academic Division Five Year Plans

Board of Trustees

Business Affairs

Campus and Student Affairs

Continuing Education

Public Relations and Information Services

Special Projects and Cultural Affairs

Urban Affairs

Oakland University
Planning Documents
Volume II, Section IV
September, 1978

Office of the Board of Trustees
John De Carlo
Secretary

Role Statement

The Office of the Board of Trustees has the following responsibilities:

1. To serve as Secretary to the Board of Trustees by coordinating information and requests from the University community to the Board and from the Board to University personnel. Maintain all official Board records, coordinate all meetings and Board agendas and act as official representative of the Board.
2. To maintain liaison with the State Legislature and Executive Office both to effectively communicate the building and operating budgetary needs of the University and to interpret executive and legislative action and sentiment to the University. To present the University's position on legislation to individual members of the House of Representative, Senate and Executive Office.
3. To provide on-campus legal counsel for the University. Coordinate services of outside legal counsel retained by University and assist in litigation conducted by outside counsel.
4. Negotiate contracts for labor relations legal services and conduct on-going evaluation of costs related to services performed.

Office of the Board of Trustees
Five Year Plans
Fiscal Years 1978(79) - 1982(83)

John De Carlo
Secretary

Goals

1. In order to obtain legislative support for institutional programs and projects as designated by the President, develop additional procedures and contacts and arrange for meetings on a regularly scheduled basis between University executive staff and members of the Legislature; attend legislative conferences and seminars; arrange and coordinate campus visitations by legislators and State administrative officials to review specific University needs and update information levels.
2. In order to improve response time on legal opinions due to growth in legal complexities of University operations, establish full time legal research and counseling office. Staff member would also analyze legislation and obtain input from University personnel in order to formulate a course of action.
3. Retain outside legal counsel to support legal services of Office of Board of Trustees due to work load and need for counsel to handle litigation.
Utilization of inhouse counsel and retained counsel will at this time provide cost savings to University.
4. Initiate closer liaison of Board of Trustees with University community in terms of evolving committee structure of Board

5. To provide briefings on specific government and legislative activities at Board meetings. Arrange for direct conferences by Board with key State administrators and legislators to most effectively utilize special interests, talents and contacts of individual Board members on current issues affecting University.

6. To establish separate staff operation for Board of Trustees functions to systematically respond to Board of Trustees and University requests for records and reports. As Board involvement grows and subcommittees are formulated to review and pursue special problems, the need for a full time separate staff becomes vital.

7. Initiate closer liaison of Board of Trustees with boards of other State institutions of higher education and national association.

Objectives

Goals	Objective	
1	1	Identify funding needs for 1978-79 and 80 through meetings with Board of Trustees, the President and executive staff.
1	2	Continue to arrange meetings between President and key legislators and University executive staff on specific issues affecting University.
1,5	3	Continue to arrange for meetings with members of the Board of Trustees and legislators regarding critical issues as such problems emerge or are foreseen.
1	4	Obtain maximum funding for University from Legislature.
1	5	Obtain legislative approval for continued funding for COB II. Obtain approval by State Building Authority of COB II project.
1	6	Obtain Legislative Committee approval of funds for preliminary plans for Library addition.
1	7	Obtain legislative appropriation for remodeling funds.
1	8	Obtain adoption by Legislature of a procedure for academic program approval.
1	9	Obtain legislative approval for funding of special programs, i.e., Health Services study, computer purchase, etc.

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| 1 | 10 | Obtain legislative approval of University's new academic programs. |
| 1 | 11 | Continue to represent University's interest in legislation relating to: <ul style="list-style-type: none"> a. Establishment of Coordinating Body for Higher Education b. Workers' compensation c. Collective bargaining d. Regulation of teacher education program e. Unconstitutional interference with authority of Board of Trustees f. Etc. |
| 1 | 12 | Obtain Executive Office and legislative approval of Science Building proposal. |
| 1 | 13 | Continue to obtain legislative and Executive Office support for Meadow Brook Music Festival and Theatre. |
| 1 | 14 | Obtain legislative funding support for Meadow Brook Hall. |
| 1,2 | 15 | Hire staff for legal and legislative programs included in goals 1 and 2. |
| 2,3 | 16 | Assure timeliness of legal counsel opinions. |
| 2 | 17 | Assure that all University requests for legal opinions flow through this office for on-site review to eliminate unnecessary billings, duplication of effort and to assure timely response. |
| 4,6 | 18 | Reinstate Board visits to University operations and facilities. Schedule two tours. Continue scheduling briefings by University staff at Board meetings. |
| 2 | 19 | Analyze cost of legal assistance in terms of University needs to assure maximum service. |

2	20	Complete legal reference library to expedite decisions.
2	21	Update review of University insurance coverage for employees, Board of Trustees, students and volunteers.
2	22	Establish and coordinate with Personnel Office procedures for review of arbitration appeals and hearings under the Michigan Unemployment Compensation Act and Workers Compensation Act.
4,6	23	Arrange for Board briefing sessions on University issues.
7	24	Increase Board activity with Association of Governing Boards of Universities and Colleges.
7	25	Increase Board activity and input with State Association of Governing Boards.
6	26	Complete index of Board minutes and publish minutes in bound volumes.

Oakland University
Planning Documents
Volume II, Section IV
September, 1978

Division of Business Affairs
Robert W. Swanson
Vice-President

Role Statement

Society's commitment to higher education, and specifically to Oakland University through various sources of financial support, is also a mandate to the university administration to use its resources wisely and effectively for purposes of great social importance. The outlook for enrollment, coupled with that for inflation, makes control of university resources an urgent matter. Priorities must be established and reviewed in light of these realities, and good administration can increase the options open to institutional policy makers.

The Division of Business Affairs provides fiscal and management advice to the President and the Board of Trustees, and is responsible for the clear, fair handling of resources provided by students, by the State of Michigan, and by donors.

The Division of Business Affairs is divided into three operational areas: the Controller's Office, the Budget Office, and the Administrative Office. The Controller's Office is responsible for general accounting, payroll processing, investments, student financial aid accounting, cashiering, voucher audit, handling of gifts, and monitoring of external grants. The Budget Office provides traditional budgetary controls, by reviewing

and establishing departmental and activity budgets, by preparing many cost analyses of University activities; this year the Budget Office will expand into providing regular financial information to the Board of Trustees.

The Administrative Office is responsible for purchasing, university stores, motor pool, shipping/receiving, central reproduction, business operations, contract reviews (including collective bargaining and food service activities), risk management and insurance, real estate activities, and internal audit.

The functions of these departmental groupings are:

1. Advise the President and the Board regarding fiscal, budgetary, and management matters.
2. Represent the University to the public.
3. Assist in the seeking of funds necessary to permit the University to operate and fulfil its mission.
4. The development of fiscal systems and the selection and training of personnel to make the systems work effectively.
5. Review contracts and sign them on behalf of the Board.
6. Payment of vendor invoices on a timely basis.
7. Provide cashier services for payment of bills and deposit of University funds.
8. Maintain and distribute the University fund ledgers and supporting documents.
9. Prepare and issue payroll checks to all University employees.
10. Provide accounting, reporting, and support services for all University grants.
11. Maintain close scrutiny over banking and investment matters, to maximize investment return.
12. Prepare budget requests for Lansing, in the many shapes it assumes, whether legislative or executive offices or committees.

13. Prepare and distribute detailed University budgets by department.
14. Review actual University expenditures compared to budgeted amounts.
15. Provide purchasing services for all University requirements.
16. Operate a central supply store for all University office supply needs.
17. Operate a typewriter rental pool, to provide quality machines at a moderate price.
18. Receive, sort, distribute campus mail and U.S. mail on a timely basis.
19. Operate a central reproduction department, to provide speedy service for most University printing needs, particularly in the case of academic support.
20. Audit University operations, through a staff of professional internal auditors.
21. Provide prompt and accurate interaction with common carriers serving the University, in the operation of the shipping and receiving department.
22. Provide dependable motor vehicles, and servicing of all university vehicles, through the Motor Pool operation.
23. Provide risk management services, through the University insurance program, and coordination with safety officials on campus.
24. Manage real estate programs of University, by renting spaces not currently necessary for official needs and manage the Meadow Brook Subdivision program.
25. Cooperate in collective bargaining efforts, by providing advice on the fiscal impacts of proposed labor contracts.

In all these diverse activities there are two unifying principles: service to the University community, and responsible management of resources to the society which it serves.

Division of Business Affairs
Five Year Plans
Fiscal Years 1978(79) - 1982(83)

Robert W. Swanson
Vice-President

Goals

1. Complete development of the payroll/personnel system and implement as soon as possible.
2. Review the registration procedures and the cashier services, as they relate to students. Student accommodation will be the primary concern. More efficient procedures and extended office hours will be emphasized.
3. Improve the physical layout and appearance of the Accounting Office, Student Accounts Office and Cashier's Office to improve work efficiency, employee morale, and to provide adequate security as well as to make the areas more pleasing to visitors.
4. Develop a more efficient student billing system that will be more easily understood by students and that will incorporate financial aid data. The system must also be able to prioritize payments against the various charges placed against the accounts, i.e. tuition, housing and health service fees, for analysis and write-off purposes. (This will be included in the Student Records System development that will follow the Payroll/Personnel system development.)
5. Develop a new financial accounting and reporting system with on-line capabilities and cost analysis features. Such a system will virtually automate the preparation of year-end financial statements saving many man-weeks of effort. It will also provide current updating of account files for reference by users as to account status and for analysis purposes.

Cost analysis features are necessary to meet internal as well as external needs for such information. Such data would be used extensively in an ongoing evaluation of programs and in the allocation of budgets.

6. Internal Audit Department staff should expand their professional skills in computer auditing. This new and challenging area of internal auditing is important as the University administrative systems become increasingly computerized with highly complex programs and on-line terminals. In addition, the field of auditing is undergoing rapid changes as new approaches to auditing are developed, as compliance with existing auditing standards is tightened by government regulations, and as new legislation makes demands on the reporting systems of institutions of higher education. Such changes will require continued emphasis on maintaining professional auditing skills at the highest level.

7. The University Services Department must continue to serve the needs of the University community. As these needs change and grow, University Services must be able to respond to the community, and provide the services and resources as required. The Central Reproduction Department is vitally involved with a community heavily oriented to the printed word; printing services must be kept at a high professional level, with usable quality work delivered on a timely basis. Motor Pool, Shipping/Receiving, Central Stores, all must be able to respond to new requirements in a dynamic University.

8. Business Operations has been a successful effort by the Division of Business Affairs, as we have provided professional business/accounting techniques to auxiliary and other enterprise activities at the University which are administrative outside the organizational structure of the Division. We seek to expand the scope of Business Operations, so that all activities of the University receive the benefit of professional management

counsel, and so that the Vice President for Business Affairs has a continuously improving degree of information and control for specialized activities. In particular as the University grows in scope and complexity, we need a systematic way to monitor and control the business aspects of new activities: the staff of Business Operations is charged with developing such systems.

9. Risk management and insurance is not yet a full-time professional activity at Oakland. As the University develops new programs, as the insurance marketplace grows more wary and more costly, and as new techniques are developed for handling risks beyond simply purchasing insurance coverage, it is important that we improve our risk management capabilities.

10. Improve budget cycle process. Internal and external budget documents to be more closely coordinated and more deliberately prepared through the use of long-range budget forecasts and the provision of more lead-time for budget review.

11. Develop system of program budgeting as opposed to line item or functional budgeting. Require budget proposals to be directly linked to program changes rather than simply changes in units of activity.

12. Improve system of reporting budget and financial information to the Board of Trustees. The monograph, *Budget and Financial Responsibilities of Governing Boards*, sponsored by the W.K. Kellogg Foundation, and information exchange with other universities will be major information sources for report improvements.

13. The Purchasing Department is a vital element in our internal control system over disbursement of all University funds. New University programs and new internal systems require continued efforts by our Purchasing Department staff to respond quickly and effectively to the needs of the University community, while maintaining a firm and fair control over disbursements. The interests of the taxpayers, of society, for equitable and efficient handling of public monies are paramount.

Objectives

Goals	Objective	
1	1	We must provide full staff commitment in all departments to allow for completion of the payroll/personnel system as soon as possible.
10	2	The Budget Office should work with Executive Budget Committee to establish a more comprehensive and timely budget process. Start the budget review process 9-10 months prior to the budget implementation date and complete the budget review process in approximately 6 months.
12	3	The Budget Office should review budget and expense reporting arrangements at other state colleges and universities to obtain ideas for improving Oakland's reporting systems.
12	4	Expand Budget Office professional staff to handle new reporting duties: a. Consolidated (all funds) operating budget. b. Long-range (5-year) budget forecast. c. Environmental assumption data (i.e., inflation, economic conditions, etc.). d. Performance indices

- e. Financial trend data.
- f. Financial and operational comparisons with other colleges and universities.
- g. Periodic budget variance reports.

2 5 Cashier's Office hours should be expanded to cover the 8 a.m. - 5 p.m. period. Also, we should provide cashier services to evening students during registration periods, and we should fulfill student requests for the Cashier's Office to sell money orders. These additional demands will require funding for additional staff needs.

2 6 Controller's Office staff should work jointly with other offices to improve the University registration procedure. Students should not be required to endure long lines and delays in order to register each semester.

8 7 Business Operations provides review and control of auxiliary and enterprise activities, for the Vice-President for Business Affairs, who otherwise would have no "line" connection with such activities. Also, Business Operations provides professional managerial/accounting/systems expertise to activities which are too small to afford such services on a full-time basis by hiring their own Business Manager. The Division of Continuing Education has been a major recipient of such scrutiny and services from the Manager of Business Operations. It is now necessary for the Division of Continuing Education to hire a full-time Business Manager, who would report to the Manager of Business Operations.

The salary of the Business Manager of Sports and Recreation should be reallocated, so that the dual reporting responsibilities of the position are made clear. When the job was created two years ago, it was plainly intended that the position should report jointly to the Vice-President for Campus & Student Affairs, and to the Vice-President for Business Affairs, modeled on the position of Business Manager for Residence Halls. However, in establishing the position, the budget department shows full budgetary responsibility flowing to the Vice-President for Campus & Student Affairs.

Business Affairs has never had a Systems Analyst or a Financial Analyst on the staff. Such projects as are normally handled by these positions have been doled out on an ad hoc basis, or, much of the time, not done at all. The University is now at the size where a full-time systems/financial analyst can be justified. We need professional skills in systems analysis and forms design; we need to be able to analyze activities without calling for an internal audit or requiring that the Manager of Business Operations cease his budgetary/accounting control duties in order to conduct such analyses.

The Manager of Business Operations should review all auxiliary and enterprise accounting at the University. The Division of Business Affairs bears legal and moral

responsibility for the financial transactions of the University, but in many cases, there is no direct "pipeline" to the Division. The only controls that exist are (a) general University controls through Purchasing, Voucher Audit, etc. and (b) Internal Audit Department reviews long after the fact. All business activities should have the professional skills of the Manager of Business Operations available, and should be exposed to the oversight and review functions necessary to meeting the responsibilities of the Division of Business Affairs.

9 9 The Board of Trustees has requested a comprehensive review of the University risk management and insurance programs. This information should be provided to the Board, so they are aware of what our programs are, and, more importantly, what we are not able to do: where there are grey areas, where risks may be imperfectly covered by insurance, what the significant costs are in providing insurance coverage.

9 10 We should review University policies for placement of insured fringe benefits, to ascertain whether or not current procedures are adequately serving University needs.

11 11 The Budget Office should participate in state-wide Higher Education Investment Needs Model Task Force to develop a more adequate and equitable mechanism for funding higher education in Michigan.

10 12 The Budget Office should begin work on developing consolidated current funds operating budgets. Coordinate

operating budgets for all four current funds (General, Designated, Expendable Restricted, Auxiliary).

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The repair and maintenance operations of the Motor Pool have been conducted for many years in the Implement Shed. This building is no longer suitable for these operations, unless significant sums are expended to offset the continued deterioration of the building. Further, our maintenance operations have expanded as the fleet of University vehicles has grown in number and complexity, so that we require a more efficient work space. There is a large garage area in the Public Safety & Services Building which is under-utilized. It would be cheaper to modify this area slightly for the Motor Pool, than it would be to renovate the existing Shed area, and the result would be a more efficient Motor Pool operation.

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The conversion of convenience copying on campus from bond paper (Xerox) to coated paper (SCM) was undertaken seven years ago as an economy measure. At the time of conversion, a limited by legitimate need was recognized for convenience bond copies, and a "Rapid-copy" service was established, providing an 8-hour turnaround on short printing jobs; the service included a pick-up and delivery feature. Unfortunately the Rapidcopy service itself was discontinued several years ago during a time of even more stringent budget constraints. This discontinuance appears to have forced people with legitimate bond copy needs (very short run lengths,

very quick service for emergencies) to off-campus printing alternatives at very high cost and great inefficiency. It is timely to restore the Rapidcopy service, with the pick-up and delivery feature, to complement the coated paper convenience copier system. The Central Reproduction Department requires a new printing press and a document feeder. The new press will replace an existing press that is eight years old and is no longer able to provide satisfactory and reliable quality production. The new document feeder will make it possible to sort/collate materials off-line from the printing press. Presently, collation is only possible as a byproduct of printing.

Shipping/Receiving needs a forklift truck. We are presently unable to unload delivery trucks on a timely basis because we are limited to a small manual pallet truck and one employee. Larger shipments require (1) the rental of an off-campus fork lift, and (2) rounding up many strong arms to unload.

CETA funding has been used to hire two mail clerk positions in the past few years. As CETA funding expires, it will be necessary to replace the funding to maintain the positions. The mail operation of the University is now minimally staffed, and current service levels require current staffing levels. Loss of this funding would mean drastic service cutbacks in delivering on-campus mail, in pick-up service and

in mailing items. Two major activities of the Mail Department are irreducible: incoming mail must be sorted in a systematic way no matter how it is distributed; external mailing activities of many University departments (brochures, catalogs, registration materials, admission documents, etc.) must be handled, either in our own Mail Department at low cost, or through hired mail services at much higher cost.

3 16 The Accounting Office should have modular partitions installed to provide a better work environment which will lead to greater staff efficiency.

3 17 The Cashier's Office must be enlarged. The available space is inadequate both from a work efficiency and security standpoint. In addition, more vault space must be provided along with a night depository for use by other departments during periods when the office is closed.

3 18 The Student Accounts Office should be refurbished and carpeted. Students should be received in a reasonably comfortable and pleasing area. Also, employee efficiency and morale would improve.

6 19 The payroll/personnel system will replace or modify much of the existing internal system for disbursing and controlling wages. Since payroll is our largest single expense at the University, adequate internal control over these systems is of major importance. Internal Audit staff have regularly consulted with personnel involved in designing the new system. It

will be of critical importance to ascertain that the controls in the new system are functioning as planned, and that they are completely effective.

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The Internal Audit Department has published *Oakland University Administrative Policies and Procedures Manual* for many years. This is a compilation of University policies and procedures as announced by various departments through the years; the function of the *Manual* is to collect such announcements in a single authoritative reference until changed by the responsible department. Last year the Internal Audit Department began a complete review of all items in the *Manual*, to make sure of their currency and accuracy, to ascertain the continued need for general dissemination, and to be sure that significant policies/procedures announced since original publication of the *Manual* were incorporated into it. This complete review should be finished in the current fiscal year.

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The Board of Trustees' appointment of Ernst & Ernst, CPAs, to replace Arthur Andersen & Co., CPAs, as external auditors for Oakland University, is an opportunity for the Internal Audit Department to focus its efforts in auditing activities of the Oakland administrative computer center. As part of their learning the new audit, Ernst & Ernst will necessarily undertake a complete analysis of administrative computer control. The Internal Audit Department should review this analysis, in order to see what additional management control reviews are necessary while not duplicating the

work done by Ernst & Ernst. Also, the Internal Audit Department may be able to augment and strengthen the Ernst & Ernst computer auditing activities, with properly timed and well placed internal audit of computer operations in selected areas.

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The field of auditing has been relatively unchanged until recently. Today there is increased emphasis on new auditing techniques, designed to control or detect irregularities that were long considered beyond the scope of traditional auditing. Such things as conflict-of-interest, or related-party-transactions, or fraud-under-circumstances-of-collusion are now expected to be part of the auditor's responsibility. While these expectations may be unrealistic, the profession is responding with new tools and new techniques for dealing with these responsibilities. We must increase our regular efforts at staff training in the Internal Audit Department, so that we are sure that our staff has full opportunity to learn and use the latest methods of their professions.

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Increasingly, internal control concerns focus on computer auditing. Internal audit operations everywhere have had to re-orient their practices and traditions to make more effective use of the major new tools and efficiencies of complex integrated computer systems. On-line features of new systems pose serious potential control weaknesses, while they open new potentials of speed, accuracy, and responsiveness. The Internal Audit

Staff should employ a new staff auditor who possesses computer and accounting expertise.

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Presently, some of our insurance coverages have \$100 deductible; others have a \$5,000 deductible; and some risks are not insured at all (theft, water damage, etc.). Wayne State University and the University of Michigan have arranged internal pooling of these risks, so that the cost impact of a significant loss can be handled even by a small department which does not have a budget large enough to cover such expenses if they occur. We should review the procedures at these other schools, to determine if such an internal pooling arrangement would be effective and efficient at Oakland University.

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As the Student Records Systems development begins, the following elements will be given major consideration:

- a. Student bills should be more explanatory and should include financial aid data.
- b. The financial aid distribution system must be integrated with the student billing system and be made more understandable and convenient for the students.
- c. On-line capabilities must be part of the student billing and financial aid accounting systems for purposes of staff efficiency and better student service.
- d. Prioritization of payments against the components of each student account must be possible for

accounting analysis requirements. The net balance of each component must be distinguishable so that accounting controls can be maintained by fund.

Currently, this is not possible, therefore, input into the system is limited.

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The construction of Classroom-Office Building #2 will require significant new procurement efforts from our Purchasing Department. The Purchasing Department staff is just barely able to handle the on-going needs of the University without the addition of this new construction. Either new Purchasing staff will have to be hired, or existing work requirements will have to be reduced, possibly by raising the minimum level at which a Purchase Order is required, from \$25 to \$50.

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"Confirming" purchase orders completely circumvent the Purchasing Department. A transaction is fully completed, the goods/services delivered, and a Purchase Order is then requested in order to effect payment. The Purchasing Agent cannot be expected to validate such transactions. New policies and procedures must be adopted to handle such irregularities, and to deal with the occasional legitimate situation where special circumstances may permit unusual processing of a transaction.

9/19/78

Oakland University
Planning Documents
Volume II, Section IV
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Division of Campus and Student Affairs
Kenneth H. Coffman
Vice-President

Role Statement

The Division of Campus and Student Affairs is comprised of two major administrative units previously known as Campus Development (now Campus Affairs) and Student Affairs. Although the reorganization of these two areas into a single unit in 1975 has provided a unique opportunity to effect cost savings and to combine resources for more efficient and effective service to the total university community, it is necessary to look at each of these units separately to understand better their individual roles in support of the university's goal of providing quality higher education.

A primary role of Campus Affairs is the maintenance of all university buildings, mechanical systems, physical plant equipment and utility services. Included in this maintenance function is the upkeep of all campus grounds, roads, walkways and parking lots. In addition to the responsibility for all remodeling, alterations and upgrading of current buildings on line, Campus Affairs plays a prominent role in the planning and construction of all new buildings, roads, walkways, parking lots and other new construction.

The provision for a safe place in which to work, live and learn as well as efficient traffic control responsive to a large commuter population and the

responsibility for university space utilization, inventory, property control and telecommunications are also important roles of Campus Affairs.

A primary role of Student Affairs is to provide a variety of academic and nonacademic support services for students to facilitate their formal educational progress and to assist them daily with their routine needs. Providing these services in an uncomplicated manner greatly influences the attitude with which students view the entire university.

An equally important role is to assist students in becoming mature persons capable of effectively participating in future community and social life. To this end, the educational role performed by staff within Student Affairs is a necessary partner of the university's cognitive educational function.

In addition, Student Affairs offers a wide range of personal growth experiences for resident and commuter students who wish to take advantage of them. These experiences include (among others) the opportunity to participate in many different clubs, athletic teams, organizations and activities in which students can develop personal skills.

The Division of Campus and Student Affairs accepts the role of service to the university community and the responsibility for remaining alert to the ever-changing makeup of the student population and its differing needs.

Division of Campus and Student Affairs

Kenneth H. Coffman

Five Year Plans

Vice-President

Fiscal Years 1978(79) - 1982(83)

Goals

1. Strengthen in cooperation with the Division of Academic Affairs, the current academic advising and counseling program through implementation of the Senate approved advising system.
2. Maintain and improve programs of career advising and placement services, general counseling activities and tutorial support systems through an active assessment program, effective and efficient skill development services, added career information, job placement and work-related opportunities in support of academic programs.
3. Identify and respond to the special needs of groups such as handicapped students, veterans, women, black, Latino, international students and the older returning student by conducting surveys, publicizing services available and personal contact with these individuals.
4. Further develop the residential community as an attractive and healthy environment by increasing student involvement in the formulation of policies and programs and by utilizing existing facilities to their maximum as well as construct housing for married students.
5. Maintain and upgrade the present physical plant facilities by remodeling and refurbishing as required and continue the university-wide program for new construction by implementing the plans for Classroom Office Building No. II, the library addition, the new science building and the proposed physical education/sports facility.

6. In order to develop a sense of identity with the university, maintain and improve programs for students, faculty and staff by providing opportunities for involvement in sports, cultural, and social activities.
7. Improve intercollegiate sports, intramural activities and recreational opportunities through the expansion of physical facilities, by increasing the number of academically capable athletes by employing additional qualified staff and through the expeditious management of available funds.
8. Continue to provide the necessary medical services on campus responsive to the needs of students, faculty and staff by making available routine and emergency treatment as well as encouraging good health practices.
9. Provide a safe environment for the university in which the potential for criminal and noncriminal activity is reduced by increasing public safety visibility and campus-wide surveillance.
10. Minimize hazardous working conditions through the enforcement of the Occupational Safety and Health Act (OSHA) regulations, the identification and correction of potential dangerous situations and the implementation of on-the-job safety training programs.
11. Pursue a more effective internal and external telecommunications system by exploring the ramifications of a private interconnect telephone system.
12. Refine and expand the inventory, property control and space utilization needs of the university through the establishment of reference codes, room locations and effective auditing systems.
13. Support the university goal of achieving an integrated work force by recruiting women and minority applicants for appropriate positions.
14. Strengthen the staff through in-service training, participation in professional associations and by effectively utilizing the professional development program sponsored by the university.

Objectives

Goal	Objective	
5	1	Begin construction of Classroom Office Building No. II.
2	2	Introduce a group counseling program for students whose academic standing is approaching dismissal.
1	3	Develop a program to identify and follow-up on students who are in violation of the advising system.
2	4	Appoint one AP to assume job development responsibilities in Career Advising and Placement.
6	5	Provide additional programming at times which are convenient for commuter students.
5,7	6	Remodel the women's locker room and develop two softball diamonds.
2	7	Publish a booklet for the 1979 summer orientation students which will assist them with career goal setting and making educational decisions.
2	8	Develop a cassette tape library to assist students in letterwriting, interviewing and resume preparation as they seek employment.
2	9	Advertise through Learning Skill classes and campus publications the tutorial programs available to new freshmen.

1	10	Publish a monthly advising newsletter for chief academic advisers and staff who are assigned advising responsibilities.
3,5	11	Seek grant funds to improve the access to the lower level of the Oakland Center for the handicapped.
3	12	In cooperation with appropriate academic departments, expand Campus Information, Programs and Organizations services available to evening students.
7	13	Employ a full-time trainer for athletic programs.
5	14	Complete east campus road projects and parking facilities in compliance with the adopted plan.
5	15	Remodel Oakland Center space allowing for the installation of an Automatic Teller Machine and renovating the offices of the <i>Sail</i> , the Association of Black Student , the Commuter Council and the Iron Kettle.
2	16	Work more closely with the Arts and Sciences department to facilitate job placement of Arts and Sciences graduates.
5	17	Provide three additional offices for Chemistry Department.
7	18	Increase the private athletic scholarship fund to a level of \$15,000 annually.
2,3	19	Publish a monthly newsletter for foreign students.
5	20	Implement a night shift painting program.
7	21	Increase private support for athletics through the Pioneer Athletic Club to a level of \$75,000 annually.
8	22	Improve and expand the health history and physical examination form for incoming students and for new employees.
10	23	Implement university-wide vehicle inspection program through annual inspections and safety certification conducted by the Department of Public Safety.

5	24	Expand present Energy Management Program to monitor mechanical systems and to automatically respond to temperature fluctuations.
3	25	Survey the traditional, nontraditional and transfer students involved in the 1978 orientation activities to determine ways to improve future orientation programs.
5	26	Retile first floor classrooms in South Foundation Hall.
5	27	In compliance with approved process, select architect for science building.
5	28	Remodel the interior of the Animal Laboratory in Hannah Hall by installing partitions, new electrical service and additional air conditioning.
5	29	Add vestibule entrances north side of North Foundation Hall for energy conservation.
5	30	Establish a scene shop and storage area in the grain barn for Student Enterprise Theatre.
5	31	Construct golfcourse clubhouse.
5,7	32	In cooperation with the President's office, develop plans and seek private, federal and state funds to construct a comprehensive athletic and activity facility.
12	33	Develop and implement a space utilization study process to provide usage figures on a semester-to-semester basis.
3	34	Evaluate the Women's Center program to determine current needs.
12	35	Implement a system of building designations for the inventory process to establish a statement of values for all university buildings.

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| 8 | 36 | Encourage students and staff to participate in programs offered for improving personal health by distributing pamphlets and calling attention to obvious health hazards. |
| 7 | 37 | In cooperation with Alumni Office, develop an athletic alumni group with social and financial involvement with the Physical Education and Athletic departments. |
| 10 | 38 | Implement university-wide safety campaigns coupled with recognition and awards. |
| 4 | 39 | Include Area Hall Council members in programs designed for staff in-service training. |
| 4 | 40 | Coordinate and jointly sponsor programs with student government based on a recent survey of student needs. |
| 4 | 41 | Reorganize the maintenance and housekeeping supervisory responsibilities. |
| 4 | 42 | Conduct a survey of facilities utilization. |
| 4 | 43 | Develop plans and seek funding for a 48-unit married student housing complex. |
| 6 | 44 | Develop in cooperation with the Village Committee, a grant proposal to provide funds to install a solar energy system in the Creamery, Barn Theatre and Granary. |
| 11 | 45 | Complete a study to determine the feasibility and value of a private interconnect telephone system. |
| 11 | 46 | Establish a procedure for internal and external dissemination of information through the telephone department. |

Oakland University
Planning Documents
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Division of Continuing Education
Lowell R. Eklund
Dean

Role Statement

As the only academic unit of the university concerned exclusively with the non-credit continuing education, the mission of the division is two-fold:

(1) to provide timely and creative programs in response to expressed or identified needs for a variety of learning and/or training experiences and counseling services for individuals, organizations and agencies in the community, and (2) to provide assistance and services to other academic and student support units of the university in their outreach to targeted student populations. Both missions are constrained to the extent that under present funding allocations, the varied programmatic offerings of the five departments of the division must be essentially self-supporting from income generated by tuitions, fees, service charges, grants, contracts and gifts.

The key elements of the division's role in the community are:

1. To offer noncredit programs, courses, conferences, institutes, workshops, seminars, training programs and specialized counseling services in day, evening and weekend timeframes, as well as independent study (correspondence) and Meadow Brook Hall cultural tours. These activities are based on the division's determination of continuing education needs and are offered as its resources of facilities, funding, time and staff permit.
2. To serve primarily adult learner populations drawn from the tri-county

area but in some cases statewide, nationwide and international.

3. To instigate and participate in cooperative projects with other educational, governmental, commercial, community and labor organizations for the purpose of providing appropriate continuing education and related services.

The key elements of the division's role within the university are:

1. To initiate or participate in the design and administration of all noncredit programmatic offerings of other academic and student support units.

Incidental to this function, the department is by presidential directive responsible for screening and insuring adequate management of all on-campus conferences, camps, etc. which involve off-campus persons.

2. To preserve, maintain and administer Meadow Brook Hall as the university's conference and cultural center and as an historic site.
3. To offer faculty opportunities to develop and test new courses and research and publication.

Goals

1. To continue to program quality noncredit continuing education offerings that respond to the expressed or perceived needs of various segments of the community. (The projected annual rate of growth for on-campus programs probably will not exceed five percent until the early 180's while the off-campus programming is more likely to increase as much as 10 percent annually.) On-campus growth is dependent on new facilities construction. Off-campus growth is dependent on extension facilities and staff, grant projects, contract training programs for government agencies or private enterprise organizations, and independent study.
2. To expand creative programming and counseling services for new audiences that address changing life styles, new constitutencies, career up-grading and change, and programs focused on professional and paraprofessional mandatory continuing education requirements for licensure, relicensure and professional association membership. Any projected rate of growth for innovative programming is subject to extreme fluctuation due to the impact of unpredictable variables such as increasing competition from other educational institutions and professional associations, inflation, gasoline shortages, receipt of grants or contracts, and the restriction of general fund monies primarily to credit programs.
3. To preserve and maintain Meadow Brook Hall as a conference and cultural center and historic site and to increase its residential and multi-purpose facilities adequate for large groups. The basic constraint to this goal is the volume of entrepreneurial programming and promotion necessary to

generate the funds.

These three general goals can be summarized by stating that the division is committed to identifying the lifelong educational needs of individuals and of the community and to serving those needs through the design, organization, delivery and administration of educational programs whenever and wherever appropriate contingent, of course, upon adequate enabling economic resources. In implementation of these divisional goals, the five departments will pursue specific goals as follows:

The Conference Department will continue to expand the present level of self-initiated conferences and further develop new audiences as well as increase usage of available university facilities for programs conducted by non-university sponsors. The need and justification for general fund support will be a dominant concern.

The Continuum Center for Adult Counseling and Leadership Training will maintain its services as an adult guidance center and expand training services, particularly for older people. It will seek new sources of grant support for initiating new as well as continuing established programs for which current grants will be terminated.

The Course Department will revise several diploma programs and initiate new offerings, particularly with a paraprofessional or licensing emphasis, for new audiences both on and off campus and in independent study. It will seek new training contracts from social service and government agencies for its paralegal education expertise as well as expand small business programming, independent study management programs, and career planning workshops for business and industry.

The Labor Education Service will expand its current programming for elected officers and staff of unions. Under terms of a recent Title I three-year grant it will coordinate a new leadership skills program for trade union

women and minorities in a state supported consortium of six Michigan universities.

Meadow Brook Hall will maintain the present level of residential and daytime conferences, and public tours in the expectation that increased funding will provide the support necessary for preservation without an increase in the volume of guests and programs. The feasibility and potential sources for funding of increased facilities near the Hall will be studied and pursued where appropriate.

Goals in relationship to the university are:

4. To increase the awareness of other university units of the assistance, support and opportunities to innovate that the division can provide.
5. To increase the usage of available university facilities for programs conducted by non-university sponsors.
6. To increase sources of revenue from general fund monies allocated by established formula for greater support of nondegree credit educational programs and from gifts, grants and contracts for development of programs, research, administration, improved facilities and repair thereof.
7. To continue to work with the division's clientele and community colleges to attract students into university degree and nondegree programs.
8. To add to the university's reputation, locally and nationally, by garnering awards, grants and contracts and by speaking engagements, publications and research.

These additional five general goals can be summarized with the statement that the division is committed to cooperative efforts with all university units which will maximize use of facilities and staff and assist in recruiting and developmental efforts. To attain these goals, the departments will focus on specific goals as follows:

The Conference Department will continue to encourage academic units to increase use of the conference method to present their programs and

resource people to off-campus participants. It will also continue to develop programs which contribute to the maximum utilization of on-campus facilities.

The Continuum Center for Adult Counseling and Leadership Training will increase the number of collaborative efforts between it and other university departments and also its research and evaluation activities. It will strive to maintain the current high level of publications, awards and grants.

The Course Department will continue to encourage academic units to co-sponsor courses for professional or discipline updating or to meet mandatory requirements of associations and licensing boards, and will build on its current training activities to secure additional contracts from governmental and social service agencies. It will enter award competitions.

The Labor Education Service will continue its liaison efforts between the university, other postsecondary educational institutions and unions.

Meadow Brook Hall will continue to provide unique facilities, assistance and staff for programs hosted by university units and as the site for national conferences and seminars which will reflect favorably upon the university.

Objectives

The first steps to implement the division's five year goals that will be taken by each of the five departments are as follows:

Conference Department

Goals	Objective
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|---|----|--|
| 1 | 1. | Create new formats to further serve the educational interests of audiences already developed. Example: programming of innovative special events which appeal to the increasing number of single adults. |
| | 2. | Utilize conference consultants and committees as needed indicates to augment staff in conference development. |
| 2 | 3. | In cooperation with Meadow Brook Hall initiate plans for a high-level conference on a major national or regional issue presenting speakers of national reputation. |
| | 4. | Design new programs to capture new audiences. Example: stemming from recent availability of low-cost computer components, the development and construction of robots for business, industry and home applications. |
| | 5. | Develop two-three additional innovative programs relating to the field of creativity. |
| | 6. | Create and fill a new full-time position, Secretary-Registrar, to assume all secretarial duties related to the development |

and implementation of these major conferences.

- 4 7. Promote use of university personnel for conference program instruction to the maximum extent.
8. Promote awareness of academic units of the services and responsibilities of the Conference Department by written communications to departments and face-to-face meetings with deans and department chairpersons.
9. Become involved in coordinating the Meadow Brook School of the Arts, summer, 1979.
- 5 10. Solicit repeat business via bi-annual reminder mailings to companies and organizations who have used university facilities in the past.
11. The increase in the usage of university facilities for programs conducted by non-university personnel will require the redesign of the Conference Assistant position to create a new position, Facilities Coordinator.
12. Design a system and proper forms for the most efficient handling of programs conducted by non-university personnel with the help of the Business Office.
13. Increase fees for conference overhead.
14. Be more selective in scheduling summer residential camps since this activity may have reached its maximum in space utilization.
- 6 15. Substantiate need for and request increased general fund support of the conference operations as are essential and supportive of university service and function. Explore funding sources for additional staff person, full or part-time.

Continuum Center

- 1 1. To broaden counseling services for adults from varying socio-economic classes. In the past programs for older adults services a broad socio-economic span while programs for younger adults served primarily middle-class people. With the advent of a Title I Higher Education grant, one or two career counseling programs in areas which will attract people from lower socio-economic backgrounds are planned.
2. To continue to provide counseling services for 500 people in basic personal growth and career development workshops.
3. To provide shorter term one or two day workshops for 1000 people. This represents a 50 percent increase over last year.
4. To continue providing grant supported individual and group counseling programs for older people in the metropolitan area.
5. To train 10-25 additional older people as peer counselors.
6. To teach individual and group counseling skills as well as gerontological information to people who currently provide services to older people.
- 2 7. To train new populations with grant support from federal and state agencies or private foundations. Examples: under a new National Institute of Mental Health grant provide training or workshops to 250 service providers who work with older people and under a Title I Higher Education Act grant provide some training for 250 adult career counselors.
- 2 8. To offer communications training and career planning skills to teachers and counselors in the metropolitan area on a fee-for-service basis.

- 2 9. To offer communications training to people in the health field on a fee-for-service basis.
- 4 10. To serve on the Council of the Center for Community and Human Development and other university wide committees.
11. To teach one or more classes for the School of Education.
12. To give guest lectures in classes in the Department of Psychology, Sociology, and Guidance and Counseling.
- 6 13. To identify and apply for funding support possibilities from the U.S. Department of Health, Education, and Welfare, the state Department of Education and Michigan Office of Services to the Aging, and university general funds to enable continuance of programs under grants being terminated and the addition of new programs needed.
- (8 14. To conduct follow-up studies on behavioral changes which occur after participation in the basic personal growth and career related programs for both older and younger people.
15. To evaluate the effectiveness of training programs by examining pre-post changes in attending behavior, accuracy of empathic responses, questioning effectiveness, psychological openness, genuineness and respect, and attitudes toward client populations.
- 16 To evaluate the impact of training programs for existing direct service providers via pre-post changes related to the subject matter of the training.
- 17 To make two or more presentations on programs and research, findings at professional meetings.
- 18 To submit two or more articles on programs and research findings to professional journals.

Course Department

- | | | |
|---|----|--|
| 1 | 1 | Continue to present a high quality Diploma Program for Legal Assistants and increase enrollment by an estimated 5 percent. |
| | 2. | Due to a shortage of space on campus to present weekday evening courses, increase programming for presentation on Friday evenings and weekends. |
| | 3. | Building on awards from U.S. Small Business Administration, develop 3-4 courses for small business persons with a projected 10 percent increase in enrollment. |
| | 4. | Make greater use of new extension sites by offering a minimum of three courses at each site each term. |
| | 5 | Continue inter-departmental cooperation in combining marketing efforts in printed promotional pieces. |
| | 6 | Undertake a comprehensive review of marketing efforts for past fiscal year to determine cost-effectiveness and aid in long-range marketing plans to minimize expenditures. |
| 2 | 7 | From the nucleus of the legal training program, conducted under contract, for the state Department of Social Services, develop a similar program for other governmental agencies and social service organizations. |
| | 8 | Develop new programming to meet the increased number of state mandated continuing education hours for CPAs. |
| | 9. | Continue to offer a full range of programming for CPAs from preparation for national examination to continuing education requirements nationwide. |
| | 10 | Develop and market one new course to supplement existing courses in the home study program for CPA examination. |
| | 11 | Begin identification and investigation of paraprofessional |

and professional organizations that have continuing education requirements mandated either by the organization or state law with the intent of developing a minimum of one new program.

- 12 Completely revise the Diploma Program for Medical Office Assistants to provide career path from office assistants to medical records technician to medical records and utilization review administrators with an estimated 10 percent increase in enrollment.
13. Appoint a consultant to oversee revision of the medical program and coordinate content and instructional personnel.
- 14 Appoint an advisory board to assist in identifying needs of medical auxiliary personnel.
- 15 Increase presentation of programs on sites of business, industry, government and medical clients with a minimum of two new clients.
- 16 Increase number of Career Planning Workshops presented on-site for General Motors divisional personnel.
- 17 Continue involvement with Oakland Health Education Program to assist in development of management training workshops for hospital personnel.
- 18 Completely revise the independent study Management Diploma Program and develop a marketing plan.
- 19 Begin development of a new independent study program for managers of small business and a marketing plan.
- 20 Develop a minimum of two new courses to prepare individuals for entry-level positions in the computer field as the first stage of a career path program.
- 21 Continue to cooperate with the School of Nursing to co-sponsor

- 22 Continue to strengthen liaison with other academic departments through development of noncredit courses (such as, University Community Chorus, University Concert Band, Mime courses and Innovative French Language).
- 23 Relieve a staff person of previous responsibilities to allow sufficient time for further exploration and identification of 2-4 feasible grant or contract funding sources.

Labor Education Service

- | | | |
|---|---|--|
| 1 | 1 | Present 20 two-hour courses in 6-8 sessions for 500 unionists. |
| | 2 | Present three 10-day staff training sessions for 95 union staff personnel. |
| | 3 | Present three 18-hour officer and staff training sessions for 210 unionists. |
| | 4 | Present seven special two-hour lectures for 500 unionists. |
| 2 | 5 | Coordinate grant supported special training programs for women and minorities for 350 unionists. |
| 7 | 6 | Continue to assist the university's cooperative effort to develop a noncredit program that would complement associate degree programs and to encourage student transfers to the General Studies Program. |

Meadow Brook Hall

- 1 1 Maintain the present level of residential conferences at approximately 45, daytime conferences and meetings and classes at approximately 100, guided tour programs at approximately 400, and continue public Sunday tours year around and daily during July and August.
- 3 2 Augment existing security system by the addition of 5-6 slave units and backdoor visual monitor and remote latch release.
- 3 Preservation of exterior: Tuck painting, staining, roof repair and sheet metal work (gutters), repair of courtyard cobblestones.
- 4 Preservation of interior: refurbish French Room, cleaning and oiling of all wood surfaces.
- 5 Close off Ballroom with fire safety doors.
- 6 Double parking lot space.
- 7 Continue the funding of Meadow Brook Hall seminars.
- 8 Promote and initiate a special fund for restoration of the organ.
- 9 Install additional lighting on circle drive.
- 10 10 Initiate a feasibility study for a multi-purpose facility near the Hall for groups exceeding the capacity of the Hall. Consider the addition of lodging accommodations for 75-100 persons.

9/8/78

Oakland University
Planning Documents
Volume II, Section IV
September, 1978

Office of Computer Services and
Division of Public and
Alumni Relations
William W. Connellan
Director

Role Statement

This division was created by the merger of two service units -- the Office of Computer Services and the Division of Public and Alumni Relations. Although the functions of the two offices of the new division are very different, there is a common thread that runs through both areas -- both are service agencies and both are devoted to providing information for the university and its various communities.

The Office of Computer Services is the central computer agency for the university. As such it has the following responsibilities:

1. To provide students with access to computers as part of their academic program.
2. To provide computer facilities to faculty, both for research and as an instructional tool in the classroom.
3. To provide administrative data processing for the various offices of the university.
4. To serve as coordinating agency for the university in the acquisition and use of computer-related equipment, such as word processors, typesetters, and mini-computers in both academic and administrative settings.

There are three sub-units of the Office of Computer Services (OCS): Academic Services, Management Information Systems, and Operations. In allocating computer resources -- both personnel and hardware -- to academic and administrative units, OCS is aided by an Academic Computing Council, an Administrative Computing Advisory Committee, and the Computer Priority Council.

The Office of Public and Alumni Relations consists of three sub-units as well: News Service, Publications, and Alumni Relations. Through accurate, complete, and open presentation of university programs, events, and news, the role of this office is to create an awareness and understanding of Oakland University. Specifically, the Office of Public and Alumni Relations is responsible for:

1. All media contact.
2. University academic and administrative publications
3. Internal communication, such as OU News, to serve the general information needs of the university community.
4. All alumni programming and fund raising.
5. Coordinating university contact with local government and other community agencies as assigned by the president.
6. Coordinating public relations efforts with university units (Meadow Brook and Continuing Education) that maintain public relations staffs.
7. Providing marketing assistance to other units -- such as athletics and campus performing arts programs -- in their efforts to build audience levels for their programs.

Office of Computer Services and
Division of Public and
Alumni Relations
Five Year Plan
Fiscal Years 1978(79) - 1982(83)

William W. Connellan
Director

Goals

1. In conjunction with the executive officers of the university, the public and alumni relations staff will develop a consistent and coordinated image and identity of the university that includes the various auxiliary and public service enterprises. The Oakland University Role and Mission Statement, along with the various planning documents, will be used as the base for this effort. As part of this effort, the public and alumni relations staff will meet at least annually with executive officers and deans to refine staff perception of university image and trends.
2. Implement the image/identity program through the various activities of the Office of Public and Alumni Relations.
3. Improve academic computing service such that students have adequate access to the computer as needed in their programs. Excellent time-sharing service is the critical ingredient to adequate academic computing, and there should be a dramatic growth in the number of terminals available to students, with a predicted growth to 40 - 80 time sharing terminals operating simultaneously.
4. Complete the systems development projects identified in the longrange systems study, including installation of the payroll/personnel system

in 1978, the student records system in 1980, and the budget/financial systems by 1982.

5. Complete the process of building a central public and alumni relations staff that will be able to provide comprehensive service to the university. Of particular concern are the continued development of a central publications program, the evolution of the sports information program that was initiated in 1977, the staff required to support the alumni records systems, and staff necessary to handle the public relations activities for the various Meadow Brook, continuing education, and other non-general fund programs. In the process, all public relations function should be housed in the central unit.
6. Identify, hire, and retain the best possible staff for the computer center. Because of the rapid development of this field, and the extremely competitive nature of the profession, it has been difficult to retain well-qualified staff. In order to provide the computing service needed by the university, a stable and talented staff is required, and the appropriate steps should be taken to insure that this goal is accomplished.
7. Install new computer hardware in 1978 to serve both the academic and administrative needs of the university, and begin a review of the adequacy of that hardware no later than 1982.
8. Develop a mechanism for computer center involvement in the identification and acquisition of computer-related equipment throughout the university. It is clear that the evolution of dedicated minicomputers, word processors, and other types of equipment will make it both desirable and economically feasible to install such equipment at various locations around the campus, and the resources of the computer center should be brought to bear in that process.
9. Encourage faculty use of the computer in both instruction and research, and work with appropriate faculty and university agencies to strengthen

grant activity in this area.

10. In conjunction with goal eight, take advantage of modern technology to improve efficiency of operation in the division with such aids as word processing systems. This goal is not unique to the offices of this division, and interdivisional projects will be encouraged as appropriate.
11. More systematically use alumni in the development of the institution, including the use of alumni in the admissions effort, in political lobbying, and in the activities of the various schools and colleges (particularly through the affiliated alumni groups).
12. Continue to broaden the base of alumni giving, such that 30 percent of all OU alumni (or 7,200 donors) will be contributing to the annual fund drive by 1983.
13. Raise \$400,000 over the next five years through the alumni fund drive (a 25-percent annual increase).
14. Develop the capability of providing systematic marketing assistance to the various units of the university. For example, both the athletics and fine arts activities on campus are in periods of growth in their programs and need assistance in audience development programs.
15. Move data entry for administrative computer systems to the user level such that both the control and responsibility for data are lodged with those who use the data.
16. Improve productivity of the administrative services staff of the computer center by installing on-line programming.
17. Convert existing data processing systems to the new hardware during 1979.
18. Develop a comprehensive community relations program including community "friends/booster" groups, a speaker's bureau, and continuous contact with local government agencies.
19. Develop a program of internships for students, both in the computer

center and in public and alumni relations, and use the talents of staff in both offices to teach courses where appropriate.

20. Continue to participate as appropriate in the development of the university planning process, with particular concern for integrating the one- and five-year plans into the university budget process.
21. Move aggressively in the use of electronic media to promote the university, including more extensive use of radio and television for news service activity, the creation of radio programs produced by OU staff, and the development of occasional special television programs.
22. With constraints of available staff and computer resources, respond to the needs of administrative users for new or improved administrative computer applications.
23. Strengthen computing service to both academic and administrative users by upgrading system documentation and by providing up-to-date application programs for all users.
24. Strengthen the staff through promotion, staff development, the hiring of new personnel, development and implementation of a division affirmative action plan, and by effectively utilizing the professional development program sponsored by the university.
25. Evaluate one office in the division each year, using personnel outside the division in the process. Evaluators will include both on-campus personnel and outside consultants.
26. Develop a program of services for alumni, such as placement networks, so as to ensure a constant flow of assistance between the university and its alumni.
27. Identify and acquire new computer hardware and software that can provide for more effective and efficient operation of the computer center, including such things as on-line data entry for administrative users, more extensive use of microforms, a data-base management system, and

academic remote job entry stations.

28. Work with the Alumni Association Board of Directors to ensure that the funds raised by the alumni are put to maximum use in the development of the university.
29. Work with University Services, Particularly the print shop, to ensure maximum coordination of efforts between public/alumni relations and university services, with the goal of providing the university community the most effective -- in time, cost, and quality -- service in the design, printing, and mailing of brochures, flyers, and other publications.
30. Work with Physical Plant to make more effective use of existing space in the Computer Center, including the use of office landscaping where appropriate.
31. Improve information flow to all university publics through a variety of techniques, such as staff bulletins, telephone hotlines, and new publications.
32. Work with appropriate university agencies in developing and maintaining a program of systematic penetration of new areas of the state, such that the university will develop a state-wide base for all of its programs, including student recruitment.
33. Improve efficiency of operation and better inform the campus community of services of the division.

Office of Computer Services and
Division of Public and
Alumni Relations
One-Year Plan 1978-79

William W. Connellan
Director

Objectives

Goals	Objective	
7	1	Install new computer hardware in Fall, 1978, with particular emphasis on improving timesharing service for student users.
1	2	Write a position paper on institutional identity and image for submission to the executive officers of the university, and develop a graphics program that supports the image/identity program.
13	3	Develop a program of audience development for the campus performing arts programs, including the hiring of a staff person to work in this area, and set the stage for a similar audience development effort in the athletic area.
4	4	Complete implementation of payroll/personnel system.
5,6	5	Bring staffing levels in both public relations and computer center to authorized strength, including filling of vacant positions and positions authorized with the 1978-79 budget.
9	6	Implement a trial word processing program in conjunction with the business office and other administrative users

		in North Foundation Hall using a Wang System 20 word processor.
11,12	7	Raise \$52,000 in the alumni fund drive, with 2,700 donors. Both figures reflect 25 percent increases from 1977.
22	9	Establish administrative advisory committee for computer center.
17	10	Design a comprehensive community relations program and implement first phase of it, using existing staff.
16	11	Convert administrative applications to new computer hardware during 1979.
6	12	Examine computer center staffing needs in light of new computer hardware.
4	13	Begin design phase for new student records system.
27,15	14	Increase programmer productivity in the computer center by introducing on-line programming when new hardware is installed.
31	15	Make better use of events hotline, the campus entrance sign, and the OU News to promote campus events.
17	16	Spend more time in the community promoting the university. This project includes travel for the sports information director, visits with key alumni throughout the state, and travel to key market areas that the admissions office has identified in order to increase institutional visibility in those areas.
22	17	Work with the computer center to strengthen existing administrative applications in the public and alumni relations offices.

19	18	Continue development of the university planning process, with particular concern for the North Central Accreditation visit in Fall 1978.
5,6,23	19	In conjunction with the employment relations office, review classification and salary structure in the division.
25	20	Complete the first full review of one of the offices with the division during 1978, specifically the News Service office, and initiate a review of the alumni office during 1979.
32	21	Foster a spirit of cooperation in the division, such that the objectives outlined in this document are accomplished during the year.
3	22	Strengthen academic computing service by installing latest releases of necessary software, such as SPSS, OMNITAB, and other.
4	23	Complete system documentation of IAI payroll/personnel system.
27	24	Evaluate microfilm needs on campus, including bringing vendors to campus for presentations.
21	25	Work with the assistant provost to strengthen electronic visibility for the university, specifically to make permanent the WPON radio show, expand it to other stations if appropriate, and work with Channel 56 for special programming on campus.
31	26	Develop a recommendation, including a financing plan, for a new entrance sign on Walton Boulevard that will include an electronic message center.
29	27	Work with the print shop and university services to

determine what new equipment that area may need in order to best service the publications needs of the division.

1,5 28

Re-examine the public relations coordination program that was implemented in 1975 in an effort to strengthen the program and clarify needs in this area.

24 29

Encourage professional development of staff members in the division through sponsoring attendance seminars, workshops, and conferences, and by encouraging staff members to work out professional development programs as part of the university program.

9/5/78

Oakland University
Planning Documents
Volume II, Section IV
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Division of Special Projects
and Cultural Affairs
Robert A. Dearth
Director

Role Statement

The role of the department derives from two separate but interrelated responsibilities, i.e., that of fund-raising for the university and that of administering and achieving financial support for a professional program of fine and performing arts for the benefit of the total community.

Cultural Affairs

In this cultural role this department provides funding and management to the Meadow Brook Music Festival which schedules professional music and dance programs of the highest quality; the Meadow Brook Theatre, whose professional drama compliments and enriches academic programs as well as providing a public service; and to the Meadow Brook Art Gallery, which offers unique exhibits of academic and artistic value.

Special Projects - OU Foundation

The second function of this department (of equal importance to the first) is to raise private funds for the institution and to coordinate all other fund-raising efforts throughout the university that also seek private funds. In this regard, close liaison and involvement with local residents and businesses is maintained.

Division of Special Projects
and Cultural Affairs

Robert A. Dearth

Five-Year Plans

Director

1978(79) - 1982(83)

Goals

Cultural Affairs

In order of priority the following are the important goals to be attained over the next five years:

1. Improve the audience development and promotional support for the annual statewide tour of the Meadow Brook Theatre which occurs under the auspices of the Michigan Legislature and the Michigan Council for the Arts.
2. Increase membership in the Meadow Brook Art Gallery Association to 450 from the present 300.
3. Develop increased financial support from state and federal art agencies for Meadow Brook Art Gallery exhibits.
4. Increase financial support for the Meadow Brook Theatre annually to give that organization the ability to engage guest actors of national reputation for at least one production each season.
5. Develop a plan of interaction between the professional Meadow Brook Theatre and the theatre arts program of Oakland University and continue to integrate the Meadow Brook Art Gallery activities with the academic arts program.
6. Build a strong volunteer organization (a theatre guild) to assist the Meadow Brook Theatre in meeting special needs, i.e., ushers, actor transportation, properties requisitions, food service, hospitality, etc.

7. Search out and attract even better artists of international stature for Meadow Brook Music Festival programs.
8. Evaluate on a continuing basis the delicate balance of the Meadow Brook Music Festival programming, i.e., classical music vs. jazz/popular in light of the Festival's financial needs and the institution's responsibility in cultural education and community service.
9. Develop a broader scope of Festival activities to include academic programs during the summer months, which are appropriate to music and the performing arts.
10. Attain broader national and international recognition for the Meadow Brook Music Festival and its artistic achievements.

Special Projects - OU Foundation

1. To increase the membership of the President's Club to 300 members.
2. Study the needs and feasibility of a major capital fund campaign and implement the first stages of such an effort if warranted.
3. Broaden the base of annual giving from the university faculty and staff.
4. Establish cordial relationships with major local foundations to provide significant grants for scholarship and special fund campaigns.
5. Reorganize the staff assignments of this department to assure a deferred giving (bequests) effort and to better utilize present staff members whose experience warrant more responsibility.

Division of Special Projects
and Cultural Affairs

One-Year Plan 1978-79

Robert A. Dearth

Director

Objectives

Cultural Affairs

Goal Objective

- | | | |
|-----|---|---|
| 7,8 | 1 | An artistic director for the Meadow Brook Music Festival will be engaged for a three-year period starting with the 1979 season. |
| 4 | 2 | The Meadow Brook Theatre will request \$100,000 in "support" from the Michigan Council for the Arts in 1978. Additional request for support is being made to the Dayton-Hudson Fund through the J. L. Hudson Co. |
| 2 | 3 | A new Executive Committee of the Meadow Brook Art Gallery Associates has been elected, which has given this objective of 40 new members for 1978 a high priority. |
| 7,8 | 4 | A tentative commitment from the New York City Ballet to appear at the Meadow Brook Music Festival in the summer of 1979 is being obtained and scheduled. |
| 1 | 5 | The Meadow Brook Theatre Advance Tour Director will redirect the logistics of the Tour around a plan to make the tour more efficient and meaningful in major Michigan population areas and schools by concentration of the major Meadow Brook Theatre acting company in key cities for several days while satellite visitations of actors and technicians are made to many smaller communities within the area. |

7,8 6 A proposal to bring summer musical theatre to the campus as part of the Meadow Brook Music Festival will be considered for the 1979 season.

9 7 Special press kits, talent interviews and outstanding programs such as the Gala Opening Night of the 1978 season, featuring the Verdi Requiem, will work toward better recognition by both the critics and the general public.

Special Projects - OU Foundation

Goal Objective

1 8 Membership in the President's Club is already at 168 and should reach 175 by the end of 1979. A special effort is being made to attract those donors who will be interested in the President's Club privileges at the new golf course.

2 9 A preliminary discussion of a major capital fund campaign has been presented to President O'Dowd who will explore it in detail with the Oakland University Board of Trustees.

3 10 The annual university fund drive has expanded to an income of over \$10,500 and AP staff has been included in the solicitation for the first time.

4,5 11 A proposal for expanded development office functions and personnel has been presented for President O'Dowd's consideration.

Oakland University
Planning Documents
Volume II, Section IV
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Division of Urban Affairs
Wilma Ray-Bledsoe
Director

Role Statement

The Division of Urban Affairs is a public service division of the university charged with the responsibility for linking university resources to urban communities by creating a network of personal and organizational contacts within the Metropolitan region. It seeks to assist local governments, community organizations, and public and private institutions in the identification and analysis of urban problems and issues, particularly those affecting minorities and the economically deprived. It seeks to contribute to the resolution of urban problems through the provision of information, technical assistance and human resources, and through the development and administration of comprehensive grant-financed programs.

Division of Urban Affairs

Five Year Plan

1978(79- - 1982(83)

Wilma Ray-Bledsoe

Director

Goals

1. To broaden the accessibility of university resources to the Metropolitan area, consciously striving to include those groups which have traditionally had only limited access such as minorities, women, the aged, and the handicapped.
2. To enhance and promote the role of citizens in making informed, meaningful choices about their communities and the policies which impact on them.
3. To develop and promote a metropolitan-regional perspective in public/private agency problem analysis, planning, and policy formulation.
4. To develop and promote means of insuring interaction between academic programs and various urban and suburban publics.

Objectives

Goal	Objective
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- | | | |
|---------|----|--|
| 1,2,3,4 | 1 | To Maintain and Expand the Outreach Network of University-Community Ties. |
| | a. | To continue to participate in local, regional, state, and national boards, committees, and technical assistance teams which deal with or impact upon urban and suburban issues such as race relations, housing, aging, social and human services, regional and transportation planning, etc. |
| | b. | Continue to attract to the campus activities, workshops, seminars, and conferences that relate to urban and suburban issues and problems. |
| | c. | Sponsor two conferences dealing with legislative issues and other topics that impact urban and suburban issues. |
| | d. | Seek funding for publishing conference proceedings. |
| | e. | Develop relationships with agencies concerned with urban/suburban growth and land use issues. |
| | f. | To continue the development of training and information services relating to public and private agencies that depend upon utilizing the citizen volunteer as an essential component of their services. |

2,3,4 2

To Stimulate the Analysis of Public Policies and Discussion Within a Metropolitan Perspective.

- a. To bring issues before policy-makers and the public within the framework of a metropolitan perspective.
- b. To assist units of government and community organizations in the analysis of regional issues and in the formulation of experimental programs which impact on them.
- c. To promote interaction among regional planners and sponsor meetings with representatives from federal, state and local agencies to exchange ideas.

1,4,3 3

To Strengthen Joint Program Development Between the City of Pontiac and the University.

- a. Establish university task force to work with city task force on urban issues.
- b. Develop and seek funding for skills development and enrichment demonstration program for disadvantaged, unemployed youth.

1,4 4

To Continue Search for Funding for Comprehensive Oral History Project on the Experiences of Black Residents of Oakland County.

- a. Refine course using oral history techniques in collaboration with the Department of History and New Charter College.
- b. Continue secondary research on existing written data on the Black experience in Oakland County.
- c. Provide technical assistance to individuals and groups interested in oral history procedures and techniques.

- 1,2 5 To Continue the Search for Outside Funding for the Development and/or Expansion of Community-Based Programs.
- a. Establish public advisory committee for community-based demonstration projects as appropriate.
 - b. Provide technical assistance to community organizations in proposal and grant development.
- 1,2 6 To Continue the Development of Training and Information Services to Minority Business Entrepreneurs in the Metropolitan Area.
- a. Conduct two seminars for minority business persons.
 - b. Update Pontiac Minority Business Directory.
 - c. Strengthen and expand programmatic ties with other colleges within the Metropolitan area to provide educational opportunities for minority entrepreneurs.
- 3 7 To Develop a Quarterly Newsletter
- a. Highlight topics of interest to urban residents and communities in the Metropolitan area in such fields as education, health, criminal justice, housing, social and youth services, and employment.
 - b. Develop a community mailing list and disseminate newsletter widely within the Metropolitan area.
- 4 8 To Facilitate the Establishment of the Center for Community & Human Development as an Independent Unit.
- a. Establish procedures which insure maximum cooperation and program compliments between the Urban Affairs and Community & Human Development Centers.
 - b. Increase public awareness of university programs such as the Presidential Lecture Series on human

values in the urban environment and encourage public attendance.

- c. Identify community resources and contacts which can aid in the development of sound innovative academic programs.
- d. Promote applied research through the development of research skills in faculty and staff through conferences, information processing, and informal support.
- e. Investigate new sources of funding for experimental programs.
- f. Provide budgetary support to CHD during the transitional period to initiate planning for an Office of Field Placement and expanded and enriched field experiences.

9/11/78