

OAKLAND UNIVERSITY STRATEGIC PLAN

May 1994

PREAMBLE

INTRODUCTION

This strategic plan articulates what positive steps Oakland University should take in areas that are central to its vitality, growth, and quality. A strategic plan provides a framework for setting explicit university priorities, and for allocating resources to achieve the vision for the university.

In recent years many colleges and universities around the country have engaged with varying degrees of success in strategic planning. These plans have emerged in response to a variety of factors including the changing external environment, competitive conditions, the strengths and weaknesses of the institution, and opportunities for growth.

Particularly challenging for those engaged in academic strategic planning is the need to achieve a balance between the institution's aspirations and external conditions. Thus, realization has grown on campuses that in addition to traditions, academic freedom, devotion to ideas, and internal preferences, money, markets, competitors, and external forces matter as well. In order to emerge as a stronger, proactive institution in the years ahead, Oakland University needs a strategy that builds on its values, traditions and strengths, is in step with a changing environment, and focuses on long-term vitality and quality.

The strategic plan is designed to provide direction in answering some key questions:

What special role does this university play in America's higher education network?

What comparative advantages does this university have when compared with similar institutions?

What academic fields and services will be most needed by our region and our country in the next decade?

What should this campus be building toward with its traditions, endowment, location, and the quality of faculty, staff and administrators?

What should Oakland University aspire to be ten years from now?

The Preamble describes Oakland University in terms of its history, tradition, values, and accomplishments. The constituencies of the university are described, as are university strengths and opportunities. Following from these, a vision for the university is proposed. Strategies for achieving the vision are presented, with a discussion of the rationale and the priorities for implementing each strategy.

Part Two of the Plan presents a series of recommendations for specific actions to carry out the strategies identified. For selected recommendations, process statements are shown delineating the kinds of activities needed to implement the recommendations. The office assigned primary responsibility for implementation is shown for each of the recommendations.

The appendices for the plan include Oakland University's role and mission statement, detailed cost information, a summary of the activities involved in the development of the strategic plan, and the names of individuals serving on the strategic planning committees and task forces.

Volume Two of the plan consists of the reports of six of the strategic planning task forces. These reports include analyses of the strengths, weaknesses, opportunities and threats in the university's environment which impact on matters relating to undergraduate and graduate education, university research and community outreach activities, student development, and the campus community. Following from these analyses the task force reports present a series of recommendations with additional commentary. Many of these recommendations appear in this strategic plan.

OAKLAND UNIVERSITY - THE PAST

The first planning efforts of Oakland University took place at the Meadow Brook Seminars in 1957. The stated goal of the then Michigan State University-Oakland was to provide quality undergraduate education in the arts and sciences for high achieving students from the midwest. To achieve this goal, the founders of the institution set about recruiting Ph.D. faculty from prestigious national and international universities. Further, the founders believed that Michigan State University-Oakland would be unique in that classes would be small and taught by professors, not graduate students, and that these professors would actively engage in research supported by the institution. The program involved a series of university courses in western literature, western institutions, science and mathematics, social studies, area studies, art and music. According to the 1961-62 catalogue "every student, no matter what his interests, must take approximately half of his work in studies which the University conceives to be the basis of a liberal education... the concern of MSU-O is maintaining an exciting and stimulating community of learning. All else is secondary." Although the number of required core courses has changed, the emphasis on a grounding in sciences, mathematics, arts and humanities remains a strength of Oakland University's various curricula.

In 1964, responding to the need for the development of professional programs and student pressure for degrees in the professions, the Senate established the School of Engineering and the School of Education staffed by faculty who had been in the College of Arts and Sciences.

The seventies saw the university move into a period of rapid enrollment growth. Not only were recent high school graduates enrolling, but the pool expanded to include students who were returning to the university after raising families or starting careers. In order to advance in business and industry a college degree became a must. The national trend toward expansion and the need for degrees from professional schools led Oakland to establish additional professional schools in business, nursing, and the performing arts.

In the early eighties the School of Health Sciences came into being. With the professional schools came more graduate programs. To its credit, Oakland University proceeded deliberately and selectively in the graduate area, choosing programs which would meet the needs of its immediate constituency and setting up collaborative programs with the local community, businesses, health organizations and schools.

During the eighties the period of growth ended and the time for retrenchment arrived. Recognizing the need to plan, the university established the Committee on Academic Mission and Priorities (CAMP) from which the present mission statement is derived. The following is CAMP's description of the university:

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

Aware of the drain on resources in a period of little growth, CAMP recommended emphasis on programs based on "Quality, Essentiality-centrality to the University's Mission, Environmental match - the ability of a program or unit to match its capabilities to the needs of the University's service area, and affordability." In so doing, CAMP recommended that some programs be phased out, and others be strengthened. Although few of CAMP's recommendations were implemented, most of their proposals for shifting internal financial resources were accepted in subsequent budgets. The Senate did approve the disbanding of the School of Performing Arts, replacing it with the Center for

Performing Arts which finally merged with the Department of Music, Theatre, and Dance in the College of Arts and Sciences, its original home.

In preparation for a 1989 visit by the North Central Association of Colleges and Schools, Oakland University engaged in a full-scale self-study. The University defined its strengths in terms of its general education program adopted in 1984, its requirement for writing proficiency for every graduating senior, its intellectually alive and dedicated faculty actively engaged in the world of scholarship, its commitment to students who would not ordinarily have access to "this kind of educational opportunity," its intensive faculty-student contact, its sophisticated curriculum (including the Honors College and International Studies) and a willingness to render cultural and public service.

Following the North Central visit President Joseph Champagne charged the Academic Policy and Planning Committee (APPC) of the University Senate to create Strategic Planning Guidelines that would lead Oakland University into the year 2000. In 1990 those Guidelines were presented to the faculty and to the Board of Trustees. The Strategic Guidelines stated that in order to fulfill its promise "Oakland University must enter the 21st century focussing its assets and resources to develop a university epitomized by three key terms: Excellence; Cultural Diversity; Collaboration." Like the documents that preceded it, the Strategic Guidelines emphasized the strength of existing academic programs that "broadly educate" and suggested the addition of student services tailored to individual needs (the needs of minority students, non-traditional students, and transfer students) as well as an active student life program to enrich the educational experience. In addition to maintaining and strengthening its undergraduate programs, the guidelines suggested that Oakland University should plan to expand its "master's degree offerings and a few carefully selected doctoral programs as well" to meet the needs of its primary constituency. Finally, this document suggested collaborative efforts with the surrounding community and a commitment to become part of the "greatly enhanced human capacity to access and use information, to solve complex problems, and to communicate effectively over time and distance...to understand the human implications of technological change."

We come now to 1993 and the present planning process set up by President Sandra Packard to elicit information from all segments of the university community through task forces charged with studying every aspect of university life. From the task force reports, the steering committee was charged to create a comprehensive planning document which would demonstrate how our mission is to be accomplished. The mission statement is the same as that adopted by the CAMP in 1982. Oakland University's strengths as elucidated in every document have not changed but its focus has. In 1993-94 we are aiming for national recognition and reputation whereas in previous documents the focus was on the university's mission in relationship to its immediate constituency in the local area and the state of Michigan.

It has been obvious from the Meadow Brook Seminars through the 1990 Strategic Guidelines that the university must be selective in developing its programs, that we cannot and should not compete at all levels with the larger institutions in close proximity, and that we should concentrate on the areas in which we excel - undergraduate education and student services, master's degree programs which meet the needs of our constituencies, and selected and often applied doctoral programs with local, and sometimes national or international collaborations.

OAKLAND UNIVERSITY - THE PRESENT

Oakland University serves many constituencies. These constituencies are both internal and external to the university. The internal constituents are its students, its faculty, and its staff. External to the university, but very important to its future are its alumni, local corporate, government, educational and health service institutions. Interaction with these constituencies as well as the local community, the state of Michigan and the nation have been considered in the development of the strategic plan.

The primary internal constituent group is students: both graduate (19%) and undergraduate (81%), traditional (18-21 years old) and non-traditional (those returning to school after some years at work or after raising a family), male (36%) and female (64%), part-time (45%) and full-time (55%), commuters (about 90%) and residential (about 10%), local (those from the tri-county area, about 90%) and non-local (those from outside the tri-county area, about 10%). There were 117 international students enrolled in the Fall of 1993, and approximately 11% of the student body were minorities. The university's primary concern in assessing its programs is to determine whether they meet student needs and fulfill student expectations.

Oakland University's faculty is the second constituent group, which is composed primarily of doctorally educated teachers and researchers from a variety of excellent graduate programs. This faculty historically has been involved with both teaching and research, blending the two to create a rich learning environment for students.

Another important constituent group for Oakland University is its staff which is composed of administrative-professional, clerical-technical and service providers. This group historically has provided a high level of service with one of the lowest staff-to-student ratios in the state.

Oakland University's alumni provide another means of assessing the success of programs, both graduate and undergraduate. With more experience and sophistication, alumni are better able to evaluate the quality of their education and its impact on their lives.

Corporate, educational, governmental and health industries in the area that collaborate with the faculty, provide internships and hire our graduates must be considered in the development of a plan for the future. Finally, the local community in which the

university is both a major employer and a citizen, and the people of the state of Michigan who support the university financially through state appropriations and gifts to the institution are constituents of the university.

Oakland University today has many strengths, most of which come from the constituent groups mentioned above: students, faculty, staff, alumni, and the surrounding community. The strategic plan must recognize these strengths as we take advantage of the opportunities available to us. One opportunity is to identify and articulate who and what we are in relationship to universities around us, and to offer programs unique in the immediate area which will lead to recognition on a national scale. Another opportunity is to take advantage of our location in a richly diverse urban community which provides an environment for a variety of educational and other experiences that promote sensitivity and respect among people with different cultural backgrounds.

Oakland University's location next to a technology park in one of the largest, highest income counties in the country offers further opportunities for collaboration, and for experiences which prepare students for understanding and shaping the significant changes which the new technologies make possible. And most certainly, Oakland University must continue to build on the delivery of high quality undergraduate and graduate education supported by a teaching-research faculty and a dedicated staff.

The vision of the university must be built on its history, its constituencies, its traditions. At the same time, Oakland University must realistically confront the challenges posed by an environment which is rapidly changing, one in which resources are limited, and one which has attracted a large number of competing institutions of higher education into the area. Given the financial climate, the university must focus its resources; it cannot be all things to all people. A strategic plan is not a wish list, rather its purpose is to establish an institutional focus, make choices, and set institutional priorities.

OAKLAND UNIVERSITY - THE FUTURE

In the coming decade Oakland University will further its recognition and reputation for being an institution of excellence by focusing on the needs of its constituencies while working to achieve national eminence in distinct areas of teaching, learning, research and service.

In selecting this vision Oakland University reaffirms its commitment to achieving three key objectives:

To meet the needs of its constituencies.

To further its recognition and reputation as an institution of excellence.

To achieve national eminence in distinct areas of teaching, learning, research and service.

For this effort to succeed, effective responses to all three objectives will be required. The work of the task forces during the first phase of the current planning process generated many recommendations that are a part of the final institutional plan. During the latter half of the planning process the strategic planning steering committee reviewed these recommendations. Some were referred for direct action and some were discarded. The remaining recommendations, supplemented in some cases, were developed into a collection of specific tactics and processes under a set of nine major strategies. The implementation of these recommendations across all of the strategies can lead to the realization of Oakland University's vision by the end of the next decade.

As one reviews the recommendations in the plan, it is clear that the Strategic Guidelines developed in 1990 by the APPC continue to provide a framework for understanding and interpreting the strategies outlined in this plan. In summary, those guidelines and this plan advocate that:

- 1) Oakland University should increase its enrollments with funding and resources to ensure that the quality of the academic programs is maintained;
- 2) Oakland University should increase, somewhat, its emphasis on graduate education;
- 3) Oakland University should experiment with alternative modes of delivering courses while keeping to the fundamental principle of instructional excellence;
- 4) Oakland University should become more selective in where it chooses to concentrate its efforts;
- 5) Oakland University should be more responsive to the external demands of the community, while remaining true to its internal principles;
- 6) Oakland University must address its lack of recognition through new approaches.

In all of these endeavors, the values of excellence, collaboration and diversity identified by the APPC, continue to serve well as standards for the university.

To meet the need of its primary constituents, its undergraduate students, Oakland University must maintain and strengthen the educational programs that have been a source of pride and recognition. However, it is a basic assumption of this plan that institutions of higher education soon will be judged not only upon the quality of the instruction provided in their classrooms and the richness of the variety of the programs

they offer, but also upon the student learning that takes place in those classrooms, especially at the undergraduate level. Consequently, three out of the nine strategies (Strategies 1, 3, and 4) emphasize the crucial area of student learning. Student learning is the foundation for many of Oakland University's claims to institutional excellence.

To further its institutional reputation, both within Michigan and nationally, Oakland University will need to maintain the strength of its faculty, an historic and distinctive asset. It will need to maintain a careful focus in its graduate programs and also to increase their size and support. A similar focus in the university's research and outreach activities will provide for effective competition and a comparative advantage over other, perhaps larger, educational institutions in the state. Oakland University can construct a solid, coordinated institutional response to the many challenges that exist for external support and recognition by implementing Strategies 2, 5, and 6.

Strategy 7 addresses the third objective, the achievement of national eminence in distinct areas of teaching, learning, research and service. It recommends areas that appear to have the greatest potential for achieving this goal in the near future with the current limited funding base. It is recognized that there are other current activities at Oakland University which have similar aspirations. Consequently, Strategy 7 also recommends the development of processes to review the progress of the designated areas and to provide for the identification of other areas under appropriate circumstances.

Finally, no modern organization can expect to advance in a period of tight budgets without an effective sense of community, common purpose, and mutual respect among the people who ultimately are that organization. Physical and financial assets must also be managed in a manner that supports and produces continuous improvement. Strategies 8 and 9 provide recommendations for ways through which Oakland University will transform itself into an effective and administratively efficient institution.

A summary of the nine strategies follows. A brief comment section is provided after each strategy to indicate both its rationale and major themes.

Strategy 1: Oakland University views undergraduate education as central to its mission and will ensure an environment of learning excellence in order to educate a diverse body of students to be productive, contributing members of society.

Comment: From its beginnings, Oakland University's instructional programs have been grounded in a strong undergraduate liberal arts curriculum. Since the early eighties, its professional programs have included a solid general education program common to all undergraduates. The quality of the education that results has been documented by the numbers of undergraduates who go on to pursue graduate degrees and by those who score highly on professional examinations such as those required of graduates in education and nursing. It is important not only to build upon these historic strengths but also to respond effectively to new challenges. As a result, the tactics for undergraduate

education emphasize not only the natural development and fulfillment of past efforts but support for new innovations to improve student learning across the institution. Development and expansion is recommended for valued existing programs in international studies and the Honors College. Initiatives are also recommended to further improve student learning at the levels of the individual instructor, the department, and the university.

Strategy 2: To sustain Oakland University's reputation of overall excellence in selected areas of Graduate Education, resources will be focused on creating and strengthening areas of graduate study in a manner that is responsive to regional and national needs.

Comment: Since the initiation of its first doctoral program in systems engineering, Oakland University's graduate programs have been selectively developed. They have been characterized by an attention to meeting developing needs of society, especially at the master's level, and to innovative, non-duplicative programs at the doctoral level. As was proposed in the Strategic Guidelines of 1990, graduate education at Oakland University ought to expand further. This strategy proposes criteria for program development, but one which is consistent with our traditions. Applying these criteria, the primary options for new program development are indicated, and existing programs are identified whose strengthening also has a high potential of benefiting the entire institution. In addition, recommendations are made for more realistic support for students across all programs.

Strategy 3: To promote the recruitment, retention and success of its students, Oakland University will provide an environment rich in human diversity, with dedicated support services, extensive non-class-room activities, and outstanding instructional, residential and recreational facilities.

Comment: A greater focus on student learning at Oakland University will require that greater attention is paid to the setting in which that learning occurs. The quality of that environment will depend primarily upon the classroom instruction that is provided. However, students will also benefit from having their education conducted in a community that is representative of the world in which they live. It is important that Oakland University clearly articulate and act upon, its strong belief that diversity is more than an equity issue. Diversity is a vital issue of quality education for all students. In addition, educational quality will be further affected by the support for learning that is available outside of the classroom and by the physical facilities in which the university's activities take place. The tactics of this strategy identify the high priorities for providing such a supportive educational environment.

Strategy 4: Oakland University believes that continuous planning and evaluation are needed to effectively chart the future of the university, and therefore Oakland University will increase its self-assessment activity.

Comment: Beyond the formal academic assessment procedures that are now being required by various national accreditation bodies, delivering a quality education with limited resources will require greater attention to the details of how the institution's major activities are being conducted. Oakland University must have accurate information about the learning students are experiencing. This information must be accessible to those who need it such as faculty, advisors, and other academic support staff. Assessment procedures need to be connected to the major components of a continuing planning process. The tactics of this strategy identify the principle information needs and processes for creating an effective system of assessment and planning.

Strategy 5: Research is one of Oakland University's greatest strengths and will be aggressively encouraged, funded and supported.

Comment: Throughout its history, the scholarly productivity of Oakland University's faculty and students has distinguished it from other institutions of similar size and type. It is a particular source of pride that this quality has not been localized within a few units, but has clearly extended across the institution as evidenced by studies conducted as part of accreditation reviews. This institutional asset must be maintained and strengthened in a manner that enhances faculty's professional development and, consequently, their teaching effectiveness. The tactics of this strategy recommend how research may be supported more effectively both internally and by the pursuit of external funding.

Strategy 6: Oakland University views community outreach as an integral component of its activities, and will offer programs that are responsive to the community and consistent with the university's mission and vision.

Comment: From the earliest efforts of the School of Education and Human Services to the most recent ones of the Schools of Health Sciences and Nursing, the university has enhanced its academic programs through an active involvement with its neighbors in southeast Michigan. Increased institutional investments over the last decade in the School of Business Administration and the School of Engineering and Computer Science have prepared Oakland University well to respond to the new outreach opportunities in the automotive and manufacturing areas that are represented by the development of the Oakland Technology Park. The tactics in this strategy recommend ways that this important activity may be continued in a way that strengthens the entire institution and best serves its mission. While individual departments in the College of Arts and Sciences have made important contributions to community outreach in the past and will continue to do so in the future, the professional schools will be expected to assume the leadership role in this area.

Strategy 7: Oakland University will develop and fund areas of institutional excellence and distinction that contribute to national eminence.

Comment: A principal component of Oakland University's vision for the next decade is to achieve national eminence in distinct areas of teaching, learning, research and service. Programs and other activities were reviewed and, where appropriate, compared to similar ones at other universities. Primary consideration was given to the potential to enhance external support and recognition with a reasonable input of resources. This strategy identifies an initial set of programs to develop as designated areas of excellence and distinction.

Additional tactics also recommend the creation of a system for the subsequent review of such designated areas, as well as the creation of a process for the identification of new areas.

Strategy 8: Oakland University will create an empowered community of diverse, unified, committed and motivated employees who focus their collective skills, talents, and knowledge toward realization of the university's mission and vision.

Comment: An important test for how highly Oakland University values collaboration is the manner in which people from different units of the institution work together to further common objectives. No organization can meet the challenges of the next decade without the development of a cadre of committed employees. In order to achieve the vision of Oakland University, faculty and staff must work together to solve problems and serve the needs of our constituents. Strategy 8 speaks to Oakland University's investment in its employees as partners through training, team-building, and rewards. The tactics of this strategy recommend how this productive sense of community may be further developed.

Strategy 9: Oakland University will secure, allocate or redirect human, physical and financial resources in a manner that enhances the university's mission and vision.

Comment: Oakland University must respond proactively and aggressively to secure resources in light of the relative diminishing of state support for its activities. Allocation of resources will continue to be an issue for planning and forethought. Strategy 9 in part identifies non-state support options and targets, information services and infrastructure needs, and physical plant concerns. In order to achieve its mission and vision, Oakland University must effectively develop, monitor, and use all of its resource capabilities. Strategy 9 provides guidelines to this end.

The recommendations in Part Two of this strategic plan are designed to move the university forward within the framework of Oakland University's role and mission statement, the vision for the university, and the strategies identified for achieving the university's key objectives.

Most of the tactics and process statements in Part Two: The Detailed Strategic Plan, were derived from the reports of the strategic planning task forces which are included as volume two of this plan. For each of the recommendations, the university office with the primary responsibility for implementing the recommendation is identified. Those responsible for implementation will need to work with others in the university community to identify additional actions needed to carry out most effectively the intent of each recommendation, particularly for those tactics for which no process statements are shown.

DETAILED STRATEGIC PLAN

Responsibility

Strategy 1 Oakland University views undergraduate education as central to its mission and will ensure an environment of learning excellence in order to educate a diverse body of students to be productive, contributing members of society.

VPAA

Tactic 1.1 Provide resources to encourage development of new undergraduate programs, enhance current programs, and reconsider earlier proposals regarding the curriculum (e.g. the 1988 Writing and Reading Proposal) that match Oakland University's mission and the changing needs and goals of Oakland University students.

VPAA

Tactic 1.2 Establish programs to support and strengthen excellence in learning and teaching at Oakland University. These programs should provide funds for 1) pedagogical development, (2) the testing and evaluation of new information technologies with pedagogical implications and (3) technology mentoring.

VPAA

Process 1.2.1 Provide resources for teachers including innovative methods of adapting teaching techniques to accommodate different learning styles, and assistance with new technologies.

VPAA

Process 1.2.2 Encourage and support collaborative and interdisciplinary teaching.

**VPAA
DEANS**

Process 1.2.3 Provide seminars and regular departmental orientation of new faculty (full and part-time) in the teaching/learning dynamics of classroom communication and student development theory.

**DEANS
DEPT CHAIRS**

Process 1.2.4 Continue to fund educational research through the Research Committee. In addition, provide increased support to the Teaching and Learning Committee for faculty grants and fellowships to pursue instructional and course developments and educational research.

VPAA

Process 1.2.5 Establish a program for identifying and using Master Teachers.

VPAA

Responsibility

	Process 1.2.6 Help teachers become more aware of the impact of age, disability, ethnicity, and gender in the classroom through programs/workshops and assist them in incorporating diversity and multicultural issues in their classes.	VPAA
	Process 1.2.7 Provide mentoring support for non-tenured faculty, with attention to the special needs of women and minority faculty members.	VPAA DEANS
Tactic 1.3	Support a curriculum that assures all students the benefits of a liberal education, including continued support and development of the general education curriculum.	UCUI GEN ED COM
Tactic 1.4	Study the use of distance learning and the schedule of course offerings and support services for each undergraduate program to determine if a program should and can offer more courses in the evening, on Saturdays and on other non-traditional schedules on or off-campus to accommodate those students who have schedule conflicts.	VPAA
Tactic 1.5	Increase the recognition and reward of quality undergraduate teaching. Process 1.5.1 Recognize undergraduate teaching excellence in the reward structure including merit pay, tenure and promotion. Process 1.5.2 Include in the reward system, recognition for those curriculum development, textbook writing and updating, teaching and learning innovations which can be validated by peer review. Process 1.5.3 Require faculty dossiers submitted for contract renewal at all levels to include a self-statement of teaching goals and achievements. Process 1.5.4 Recognize, encourage and support student mentoring activities by faculty.	VPAA DEANS VPAA, DEANS FRPC, CAPS INSTRUCTIONAL UNITS DEPT CHAIRS INSTRUCTIONAL UNITS FRPC, CAPS DEPT CHAIRS
Tactic 1.6	Conduct undergraduate program reviews to insure that all programs match Oakland University's mission and the needs and goals of Oakland University students.	VPAA DEANS

		Responsibility
	Process 1.6.1 Provide financial support for the review and assessment of undergraduate programs.	VPAA SEN ASSESS COM
	Process 1.6.2 Review whether a credit bearing seminar/orientation class should be required of all freshmen and available to other entering students.	UCUI
Tactic 1.7	Assess the current use of part-time faculty and propose guidelines and appropriate limits for the continuing use of part-time faculty.	UCUI
Tactic 1.8	Increase support for the Honors College.	CAS DEAN
	Process 1.8.1 Encourage university faculty to teach in the Honors College. The faculty's home department should be reimbursed adequately for providing release time.	CAS DEAN
	Process 1.8.2 Provide additional Honors College scholarships.	CAS DEAN
Tactic 1.9	Expand opportunities for high achieving students.	VPAA
	Process 1.9.1 Increase scholarships and grants	VPAA
	Process 1.9.2 Expand student research opportunities.	VPAA
	Process 1.9.3 Expand departmental and school recognition.	DEPTS
	Process 1.9.4 Establish campus chapters of honor societies.	VPAA
Tactic 1.10	Develop creative relationships between the Department of Music, Theater and Dance and the Meadow Brooks.	MTD CHAIR MBT DIR
	Process 1.10.1 Designate a Meadow Brook internship for students majoring in Music, Theater and Dance.	MTD CHAIR MBT DIR
	Process 1.10.2 Encourage and promote student volunteer involvement in the Meadow Brooks and awareness of the cultural attractions and activities on campus.	MTD CHAIR MBT DIR
	Process 1.10.3 Study the feasibility of a student production at Meadow Brook Theater.	MTD CHAIR MBT DIR

		Responsibility
Strategy 2	To sustain Oakland University's reputation of overall excellence in selected areas of Graduate Education	VPAA
	Graduate Education, resources will be focused on creating and strengthening areas of graduate study in a manner that is responsive to regional and national needs.	
Tactic 2.1	Increase the number and level of support for graduate assistantships.	GRAD DEAN
	Process 2.1.1 Increase stipends for graduate assistants to encompass a range of \$9,000 to \$11,000 for Ph.D. students and \$6,500 to \$8,700 for Masters students.	GRAD DEAN
	Process 2.1.2 Provide sufficient funds to support an increase in graduate stipends based on an annual review.	GRAD DEAN
	Process 2.1.3 Provide tuition awards for assistantships supported by external funds that generate overhead.	GRAD DEAN
	Process 2.1.4 Match, on a one-to-one basis, assistantships supported by external funds.	GRAD DEAN
	Process 2.1.5 Increase the number of graduate assistants by ten percent annually for five years.	GRAD DEAN
	Process 2.1.6 Provide tuition awards that pay for the minimum number of credit hours required to complete a program of study.	GRAD DEAN
Tactic 2.2	For initiating new graduate programs, Oakland University should consider 1) the number and scholarship of faculty participating in a program, 2) the current and future demand for graduates of a program, 3) the cost of a program, 4) the potential for collaboration between disciplines or between Oakland University and other institutions, and 5) the extent to which collaborative graduate programs are innovative programs that do not directly compete with surrounding institutions that have superior resources.	GRAD COUNCIL DEAN
Tactic 2.3	Improve information access and collections in those areas that support graduate programs.	LIBRARY DEAN

		Responsibility
Tactic 2.4	Expand or strengthen the following existing programs in the manner recommended in the Graduate Education Task Force Report (the programs are listed in descending order of priority). M.A. Counseling M.A.T./Ph.D. in Reading M.S. in Biology Master of Physical Therapy Ph.D. in Biomedical Sciences: Medical Physics M.Ed. in Early Childhood programs M.B.A. program by adding a concentration in environmental management	VPAA
Tactic 2.5	Implement the following new programs: Ph.D. in Applied Mathematical Sciences M.S. in Physical Therapy	VPAA
Tactic 2.6	Study use of distance learning and the schedule of graduate course offerings and support services to determine if more graduate courses should and can be offered in the evening, on Saturdays and on other non-traditional schedules on or off-campus to accommodate those students who have schedule conflicts.	VPAA
<u>Strategy 3</u> To promote the recruitment, retention and the success of its students, Oakland University will provide an environment rich in human diversity, with dedicated support services, extensive non-classroom activities, and outstanding instructional, residential and recreational facilities.		VPAA
		VPAA
Tactic 3.1	Strengthen academic support systems to increase retention.	VPAA VPSA
Process 3.1.1 Strengthen the Academic Skills Center.		DIR, ASC
Process 3.1.2 Strengthen the Supplemental Instruction Program.		VPAA VPSA
Process 3.1.3 Broaden the offerings of Study Skill Seminars.		VPAA VPSA
Process 3.1.4 Change the existing Probation Outreach Program to a mandatory program.		VPAA VPSA

		Responsibility
	Process 3.1.5 Continue and expand the Enhanced Studies Program and expand the number of majors participating in the program.	VPAA VPSA
Tactic 3.2	Broaden the composition of the student body by aggressive recruitment of faculty and staff representative of the diverse world in which they function.	VPAA
	Process 3.2.1 Increase scholarship funding, including minority specific scholarships, in order to attract an academically excellent and ethnically diverse student population.	FIN AID OME
	Process 3.2.2 Increase representation of students from inner cities, from areas in the state outside the tri-county area, and from surrounding states and outside the United States.	ADMISSIONS OME
	Process 3.2.3 Enable admissions and financial aid staff to offer admission and financial aid to qualified students at high school college nights.	ADMISSIONS
	Process 3.2.4 Encourage and support faculty visits and contacts with potential students in feeder schools.	ADMISSIONS
	Process 3.2.5 Develop and produce a recruitment video highlighting academic, student and alumni achievements.	ADMISSIONS
	Process 3.2.6 Increase financial resources to attract and retain minority faculty and staff.	VPAA
	Process 3.2.7 Improve Oakland University's visibility to minorities by participating in various professional programs and career days in the Detroit Metropolitan area.	OME
	Process 3.2.8 Publicize programs in those media that specifically target minorities.	OME
	Process 3.2.9 Create a network of Oakland University alumni to recruit students.	ALUMNI AFFAIRS
	Process 3.2.10 Develop an interactive computer program for student use that details available scholarships and criteria for financial aid.	FIN AID

		Responsibility
Tactic 3.3	Require offices with direct student contact (e.g. advising, cashier, financial aid, registrar, student accounts, etc.) to utilize flex-time and remain open during the noon hour and a minimum of one evening a week (Wednesdays) during the academic year. Study the feasibility of additional evenings during registration and the first two weeks of the semester.	VPAA
Tactic 3.4	Provide and develop facilities necessary to create a vital comprehensive university environment to further our recruitment and retention strategies.	VPSA
	Process 3.4.1 Build a student recreation/ activities building that is financed through student and user fees and is centrally located on campus.	VPSA
	Process 3.4.2 Refurbish residence halls.	VPSA
	Process 3.4.3 Construct new apartment style living facilities for single students.	VPSA
	Process 3.4.4 Increase apartments available for family housing.	VPSA
	Process 3.4.5 Increase dependent care opportunities for students, faculty and staff. Available hours to include evenings, Saturdays, exam and registration times. Review possible options including joint property ventures with external providers given access to on-campus property.	VPSA VPFA
Tactic 3.5	Establish a direct relationship and set of coordinated responsibilities between the Office of Minority Equity and the Senate Human Relations Committee.	PRESIDENT
	Process 3.5.1 Provide the Office of Minority Equity with the resources to serve effectively and educate the university community.	PRESIDENT
	Process 3.5.2 Review all current minority programs to see if they meet the needs of current minority students, or if new programs should take their place, e.g. involvement with community colleges.	OME HUM RELS COMM

		Responsibility
	Process 3.5.3 Conduct a climate and needs assessment survey of minority faculty, staff and students; use the results of this survey to develop recommendations for the initiation, continuation and/or modification of current programs.	OME HUM RELS COMM
	Process 3.5.4 Provide for a continuing, productive relationship between the Human Relations Committee and the Office of Minority Equity.	SENATE STEERING COMMITTEE
Tactic 3.6	Provide mentoring programs for all students.	VPAA
	Process 3.6.1 Expand faculty and staff mentoring programs for undergraduate students, especially people of color and disabled students.	VPAA
	Process 3.6.2 Expand mentoring programs for graduate students, especially people of color and disabled students.	VPAA
Strategy 4 Oakland University believes that continuous planning and evaluation are needed to effectively chart the future of the university, and therefore Oakland University will increase its self-assessment activity.		PRESIDENT
Tactic 4.1	Implement processes for continuous planning and self-assessment for Oakland University.	PRESIDENT
	Process 4.1.1 Continually review the university's progress in implementing the strategic plan.	PRESIDENT
	Process 4.1.2 Establish a quality assessment council to conduct a comprehensive review of critical processes.	PRESIDENT
	Process 4.1.3 Provide assistance in the development of each academic unit's assessment plan.	ASSESS COM
Tactic 4.2	Create and maintain a comprehensive, effective academic information system to facilitate the assessment of the total learning experience of all Oakland University students.	VPAA
	Process 4.2.1 Insure access to the information system by all offices.	VPAA
	Process 4.2.2 Provide information on all important activities related to student recruitment, performance, and retention.	VPAA
	Process 4.2.3 Provide early identification of students in academic difficulty.	ACAD SERVICES

		Responsibility
	Process 4.2.4 Provide for the enforcement of prerequisite requirements during the registration progress.	REGISTRAR
	Process 4.2.5 Conduct a survey of why Oakland University students choose Oakland University.	VPAA
	Process 4.2.6 Conduct a survey of why students, especially freshmen, who leave Oakland University do not return.	VPAA
Tactic 4.3	Develop budgeting, review and planning processes which include both the costs and the benefits associated with each program or activity, as well as assessments of the quality and distinction of each program.	PRESIDENT
Tactic 4.4	Develop, define and make known standards for admission and graduation in terms of knowledge, skills and abilities. The measures to assure student and institutional attainment of those standards should be in place by a fixed date.	ASSESS COMM ADMISSIONS UCUI GRAD COUNCIL
<u>Strategy 5</u> Research is one of Oakland University's greatest strengths and will be aggressively encouraged, funded and supported.		VPAA
Tactic 5.1	Encourage research excellence by promoting a research culture.	DEANS
	Process 5.1.1 Recruit and hire new faculty with outstanding research potential.	DEANS
	Process 5.1.2 Recruit outstanding students who wish a research experience as undergraduates and graduates.	ADMISSIONS
	Process 5.1.3 Recognize research and scholarship in the reward structure, including merit pay, tenure and promotion.	VPAA, DEANS FRPS, CAPS
	Process 5.1.4 Institute a summer research program for outstanding undergraduates funded through the research committee.	RESEARCH COMM
	Process 5.1.5 Secure and maintain a working collection of the completed scholarly activities of the university.	LIBRARY DEAN
Tactic 5.2	Enhance support of faculty in their research endeavors.	VPAA

		Responsibility
	Process 5.2.1 Ascertain the research equipment needs of various faculty and departments, to make these needs known, and aggressively to seek funding for the needed equipment.	DIR OF DEV
	Process 5.2.2 Develop mechanisms for providing in a timely manner matching funds in accord with the goals of the institution.	VPAA
	Process 5.2.3 Provide additional resources to the Office of Grants and Sponsored Research to aid faculty in their grant application process.	VPAA
	Process 5.2.4 Reduce administrative barriers to grant submission.	VPAA
	Process 5.2.5 Provide incentives for faculty to seek second grants and support for academic year salary from outside funding agencies.	VPAA
Tactic 5.3	Maximize the opportunities presented by the construction of the new Science and Technology Building.	VPAA
	Process 5.3.1 Construct, equip and support an animal care facility in the new Science and Technology Building.	VPAA
	Process 5.3.2 Provide the support needed for specialized research facilities and equipment.	VPAA VPUR
Tactic 5.4	Develop new and strengthen current strategies to substantially enhance electronic collaboration in research.	VPAA
Strategy 6	Oakland University views community outreach as an integral component of its activities, and will provide programs that are responsive to the community and consistent with the university mission and vision.	VPAA
Tactic 6.1	Develop and implement a comprehensive marketing plan for university programs and auxiliary activities which effectively communicates the university and improves its image locally, regionally and nationally.	VPAA VPUR
Tactic 6.2	Designate an academic office with responsibility for coordinating, promoting and monitoring community outreach. The office will:	VPAA

		Responsibility
	Process 6.2.1 Coordinate all collaborative partnerships and pro-actively seek new partnerships.	VPAA
	Process 6.2.2 Work with faculty and staff in establishing institutional priorities in community outreach.	VPAA
	Process 6.2.3 Provide financial support for those projects that the university believes are particularly beneficial to the university.	VPAA
	Process 6.2.4 Communicate the university's outreach programs to the external community.	VPUR
Tactic 6.3	Develop new and strengthen current programs to substantially enhance off-campus learning.	DEANS DEPT CHAIRS
	Process 6.3.1 Upgrade and expand distance learning capacity at Oakland University.	VPAA
	Process 6.3.2 Expand opportunities for students to learn outside the classroom, including internships, field projects and co-ops, and integrate these opportunities into the classroom.	VPAA
	Process 6.3.3 Establish complete programs at off-campus locations and integrate extension programs with the university's strategic objectives.	VPAA
	Process 6.3.4 Implement fee and tuition policies that make Oakland University more competitive at off-campus sites.	TUITION & FEES COMM
Tactic 6.4	Develop policies and processes that encourage and foster community outreach that is consistent with the unit's academic goals and objectives.	VPAA DEANS
	Process 6.4.1 Examine merit and promotion and tenure guidelines to ensure that community outreach is a valued component in merit, promotion, tenure and other personnel decisions, as can be validated by peer review.	VPAA DEANS FRPC CAPS
	Process 6.4.2 Support outreach through release time, compensation, or other incentives to those engaged in significant outreach projects.	DEANS DEPT CHAIRS
	Process 6.4.3 Encourage faculty sabbatical leave requests for internships at public and private institutions.	DEANS DEPT CHAIRS
Tactic 6.5	Develop alliances with the Oakland Technology Park.	VPAA

		Responsibility
Tactic 6.6	Develop new and strengthen current professional development programs.	CONT EDUC
	Process 6.6.1 Develop incentives so that the revenue generated supports both the program and the unit providing the program.	VPAA
	Process 6.6.2 Appoint a council to advise on the development of credit and non-credit programs.	VPAA
	Process 6.6.3 Review fee and tuition policies for professional development programs.	VPAA
Tactic 6.7	Implement a Center for Global Studies to coordinate the international activities of the university.	VPAA
	Process 6.7.1 Cultivate international linkages for the development of exchange programs, study and research abroad opportunities and internships in local international corporations.	VPAA
	Process 6.7.2 Expand our teaching of international courses and global studies options, English as a second language, and international business and cross cultural training seminars.	VPAA
	Process 6.7.3 Recruit and provide advising and other support for international students.	VPAA
	Process 6.7.4 Provide support to encourage grant application activity involving global studies.	VPAA
<u>Strategy 7</u> Oakland University will develop and fund areas of institutional excellence and distinction that contribute to national eminence.		PRESIDENT VPAA
Tactic 7.1	Promote Biomedical Research, including but not limited to, the Eye Research Institute, the Institute of Biochemistry and Biotechnology and selected areas of the Departments of Chemistry, Biology and Physics.	CAS DEAN
	Process 7.1.1 Develop a three year plan for the coordination and expansion of biomedically related research. The plan should include, but is not limited to, grant strategy, innovative multidisciplinary efforts and an environmental scan for degree granting activity in the biomedical area.	CAS DEAN

		Responsibility
	Process 7.1.2 Establish a Center for Biomedical Research.	CAS DEAN
	Process 7.1.3 Attract and retain strong biomedical faculty.	CAS DEAN
	Process 7.1.4 Improve the existing infrastructure (laboratories, animal care facilities, radioactive waste disposal, etc.).	CAS DEAN
Tactic 7.2	Promote Beginning School Mathematics.	SEHS DEAN
	Process 7.2.1 Develop a three year plan directed at becoming the North American Research and Training Center for Beginning School Mathematics. The plan should include, but is not limited to, grant/funding activities, staff levels and training implementation.	IAR DIRECTOR
	Process 7.2.2 Make the Beginning School Mathematics program the full-time responsibility of the Institute for Action Research Director, reassigning other current responsibilities as may be necessary.	SEHS DEAN
Tactic 7.3	Promote Physical Therapy.	
	Process 7.3.1 Develop a three year plan for becoming nationally recognized as a premier program of education and research. The plan should include, but is not limited to, required staffing levels, student enrollment on the graduate level, and research/grant activities required to meet the goal.	SHS DEAN PT DIRECTOR
Tactic 7.4	Promote Department of Reading and Language Arts.	SEHS DEAN
	Process 7.4.1 Develop a three year plan for becoming the premier Ph.D. research program in Reading in the United States. The plan should include, but is not limited to, publication and grant targets and a research agenda.	RDG & LANG ARTS CHAIR
	Process 7.4.2 Expand emphasis on minority Ph.D. training.	RDG & LANG ARTS CHAIR
	Process 7.4.3 Remain recognized as a teaching center for reading recovery.	RDG & LANG ART CHAIR
	Process 7.4.4 Expand multimedia literacy efforts.	RDG & LANG ARTS CHAIR
	Process 7.4.5 Expand relationships with Chinese universities.	RDG & LANG ARTS CHAIR

		Responsibility
Tactic 7.5	Promote Department of Mathematical Sciences.	CAS DEAN
	Process 7.5.1 Develop a five year plan for the implementation and recognition of Ph.D. in Applied Mathematical Sciences. The plan should include targets beyond the proposal currently under review.	MATH DEPT CHAIR
	Process 7.5.2 Support student research in industrial mathematics.	MATH DEPT CHAIR
	Process 7.5.3 Support the department's continued involvement with industry.	MATH DEPT CHAIR
Tactic 7.6	Promote Undergraduate Research, Scholarship and Artistic expression.	VPAA
	Process 7.6.1 Develop a plan for becoming recognized for the involvement of students in these activities. The plan should include, but is not limited to, grant support options, marketing and promotion efforts, etc.	VPAA
	Process 7.6.2 Reinforce and reward faculty for their support of these activities.	VPAA
	Process 7.6.3 Reinforce and support programs that involve students in research and artistic endeavors.	VPAA DEANS
Tactic 7.7	Develop a process for the review and evaluation of areas designated for national eminence.	PRESIDENT VPAA
Tactic 7.8	On a 3 to 5 year cycle, review, identify, develop and fund areas designated for national eminence.	PRESIDENT VPAA
Strategy 8 Oakland University will create an empowered community of diverse, unified, committed and motivated employees who focus their collective skills, talents and knowledge toward realization of the university's mission and vision.		VPFA ERD
Tactic 8.1	Develop a comprehensive faculty and staff development program which emphasizes the mission of the university and our common goals.	ERD
	Process 8.1.1 Develop and promote team-building to work toward goals consistent with the mission and vision.	ERD

Responsibility

Process 8.1.2 Use cross-functional teams to assist in problem-solving and the transfer of "best-practices" across units.

ERD

Process 8.1.3 Revise practices which do not recognize the need to satisfy internal as well as external constituencies.

ERD

Tactic 8.2 Provide employees with training in problem-solving skills and reward employees who use these skill to promote commitment to the goals of the institution and to improve service to university constituencies.

ERD

Tactic 8.3 Attune employees to the breadth of diversity of age, cultural background, ethnicity, gender and physical ability represented by our student body. Actively encourage sensitivity to the issues which arise from our differences.

ERD

Process 8.3.1 Reward employees who recognize the student as our primary constituent and who excel in providing exceptional student service.

ERD

Process 8.3.2 Offer programs which develop employees' skills in providing information and services to accommodate the specialized needs of our students.

ERD

Tactic 8.4 Encourage promotion from within the university community.

PRESIDENT

Tactic 8.5 Encourage university community involvement in the evaluations of deans and vice presidents.

VPAA

Strategy 9 Oakland University will secure, allocate or redirect human, physical and financial resources in a manner that enhances the university's mission and vision.

VPFA

Tactic 9.1 Increase significantly dollars generated from non-state support and develop numerical targets for:

VPUR

- contract and grant activity
- private foundation giving
- alumni giving
- private individuals giving
- company and corporate giving
- annual giving

		Responsibility
Tactic 9.2	Reduce, restructure or eliminate administrative, academic and non-academic programs/areas which are not central to the university's mission. Personnel in positions eliminated by restructuring should receive training and reassignment.	PRESIDENT
Tactic 9.3	Increase significantly state funds, including funds for physical plant and program growth.	PRESIDENT
Tactic 9.4	Develop and implement a plan for university information services and infrastructure (i.e. library, computing and instructional technology) at the level needed to support the university's teaching, learning and research activities.	VPAA
	Process 9.4.1 Develop a core library collection of materials which are in great demand by Oakland students and faculty.	LIBRARY DEAN
	Process 9.4.2 Provide the means for timely document delivery services and accessing electronically needed information which is not available on-site (e.g.interloan and articles-on-demand services).	LIBRARY DEAN
	Process 9.4.3 Provide high speed access to and training in the university's telephone system, electronic mail, instructional technologies, library facilities and the Internet.	VPAA
	Process 9.4.4 Establish a university-wide computer network which includes a mailbox feature that provides information on daily events, announcements and items of interest to specific groups.	VPAA
Tactic 9.5	Improve university-wide standards for classroom and office cleaning and physical plant maintenance.	VPFA
Tactic 9.6	Review internal user charge fee policies and structure.	VPFA

APPENDIX A

Oakland University Role and Mission

The following role and mission statement for the university was adopted by the Oakland University Board of Trustees on July 21, 1982. It emphasizes four essential ingredients for the direction of the university: excellent and relevant instruction; high quality basic and applied research and scholarship; responsive and effective public and community service; and a comprehensive schedule of student development activities.

As a state-supported institution of higher education, Oakland University has a three-fold mission. It offers instructional programs of high quality that lead to degrees at the baccalaureate, master's and doctoral levels as well as programs in continuing education; it advances knowledge and promotes the arts through research, scholarship, and creative activity; and it renders significant public service. In all its activities, the university strives to exemplify educational leadership.

Instruction

Oakland University provides rigorous educational programs. A strong core of liberal arts is the basis on which undergraduates develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship. A variety of majors and specialized curricula prepare students for post-baccalaureate education, professional schools, or careers directly after graduation. Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement.

The university offers master's programs that meet demonstrable needs of Michigan residents and that maintain excellence. Doctoral programs are offered which are innovative and serve needs that are not adequately met elsewhere in the state.

Offerings in continuing education provide Michigan residents with high quality course work for professional development and personal enrichment.

Oakland University is selective in its admission standards and seeks both traditional and nontraditional students, ensuring equal opportunity to all who can profit from its offerings. While serving principally Michigan residents, it welcomes qualified applicants from other states and countries. A special effort is made to locate and admit disadvantaged students with strong potential for academic success and to provide the support conducive to the realization of that potential. The faculty and staff cooperate with nearby community colleges to ensure that their students who seek to transfer to Oakland University are well prepared for work at a senior college. In recruiting and admitting students, enrollments are not permitted to exceed numbers consistent with preserving the high quality of instruction.

The university strives to remain current and relevant through an adequate program of continuing faculty development and the exploration of innovative schedules, methods, and curricular design in keeping with the various needs of its diverse students, many of whom commute, work or are older than the traditional college-age student.

Oakland University offers, and will continue to offer, only those programs for which adequate resources and well-prepared faculty are available and for which a demonstrable need expressed through the attraction of qualified students exists.

Research and scholarship

Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students. The university's research and scholarship mission takes expression in a variety of forms ranging from basic studies on the nature of things to applied research directed at particular problems to contributions to literature and the arts. Within its means the university provides internal financial support for research and scholarship. Simultaneously, it pursues with vigor external sources of support. Research institutes, financed primarily by outside grants, make an important contribution to this mission.

In addition to their intrinsic value, research and scholarship reinforce the instructional mission of the university. Wherever possible, students are involved in research projects, and the results of research and scholarship are integrated into related courses of instruction.

In carrying out its research and scholarship mission the university seeks especially to be responsive to the needs of Michigan, particularly of the populous southeastern sector. Application of research and scholarship to problems and concerns of the state's business and industry and to its scientific, educational, governmental and health and human-service agencies serves also to reinforce the public service role of the university.

Public service

Oakland University serves its constituents through a philosophy and program of public service that are consistent with its instructional and research missions. It cooperates with businesses, governmental units, community groups, and other organizations on research, technical development and problem-solving enterprises in an attempt to apply the expertise of the university to the issues of society in general or the region in particular so as to further enhance the quality of life in the service areas of the university. It attempts to maintain the degree of flexibility necessary to respond with innovative instruction, research, and other service to rapidly changing needs. It makes its facilities available for a multitude of activities of agencies and community groups whose purposes are compatible with the mission of the university. It provides access to its programs and campus, insofar as is consistent with the role and scope of the institution, for the recreational and physical enrichment of area citizens. Cultural enrichment is provided for the community through the Meadow Brook enterprises, on- and off-campus presentations by faculty and students, and other campus events. The university aims to provide a model of socially responsible decision making and ethical institutional behavior, recognizing that institutional strength derives from an effective interaction with the institution's diverse external environs.

Student development

In direct support of its academic mission, Oakland University provides basic services and experiences which integrate cognitive learning with the personal growth of the individual student in the emotional, social, physical, cultural, ethical and interpersonal domains. In so doing, the university seeks to facilitate the development of those personal skills which will contribute to informed decision making and productive citizenship. This objective is accomplished through a variety of student enterprises including campus organizations, athletics and other sponsored activities and events.

Key to its achievement is the provision of a governance system in which students play a meaningful role in the institutional decision-making processes.

The university takes particular cognizance of its considerable enrollment of older and non-traditional students and provides advising, counseling and other services of special value to such students in effecting career changes and developing additional personal competencies.

Through the maintenance of complementary academic and extracurricular environments, Oakland University assists students in the realization that life is a continuum of growth, change and adaptation and provides them with the skills essential to the achievement of their fullest potential.

APPENDIX B

ANALYSIS OF COSTS AND REVENUES ASSOCIATED WITH THE STRATEGIC PLAN RECOMMENDATIONS

The Strategic Planning Task Force for Resources coordinated the collection of cost and revenue estimates for implementing recommendations in the Strategic Plan.

Recommendations to be costed were distributed to appropriate vice presidents with a three page Resource Requirements form. Completed forms were reviewed by the task force to ascertain the general reasonableness of the cost and funding estimates submitted, as they related to the approach selected to carry out the recommendation.

The Strategic Planning Steering Committee reviewed the cost and revenue estimates and revised some figures to reflect more closely the intent of the recommendation in the plan.

Readers of the plan are cautioned that the cost estimates and identified sources of funding are not necessarily probable or proposed budgets. The figures presented in the plan are simply an attempt to estimate the general magnitude of the recommended strategies shown in the Detailed Strategic Plan. In a very short time frame, faculty and staff were asked to make their "best guess" as to how they would carry out a proposed tactic or process, what resources would be required, and how such might be funded. Placing too much significance on a specific dollar estimate would be an egregious mistake. A review of the same recommendations by a different person and/or at a different time could result in a significant variation from the original cost and/or funding estimate.

Assumptions and Methodology

1. All estimated costs are in current dollars: no attempt was made to adjust for inflation costs for those recommendations that will take several years to implement.
2. The only inflation adjustment made was to discount the projected \$6,000,000 growth in annual giving over a 5-year period (Tactic 9.1) back to \$4,932,000 (5 years @ 4%). This attempts to match the resource requirements reflected in current dollars to projected revenues in current dollars.
3. No attempt was made to segregate resource requirements by the expected rate of cost change over the life of a proposal. Some costs, e.g., debt service, will remain relatively unchanged over the years, while other costs will escalate annually based on the general rate of inflation or on specific product/service related levels of inflation.

4. Programs projected to take more than one year to reach full implementation are costed at the level of full implementation, i.e., a program that will cost \$100,000 in year 1 and \$300,000 in year 3 is costed at the fully implemented cost of \$300,000.
5. Costs to cover additional space requirements were estimated where appropriate. The estimated cost of renovation or new construction was estimated where such was indicated. Cumulative space requirements have implications that go beyond individual space requirements. Note: if all recommendations with space implications were adopted, the cumulative total square feet could not be accommodated and a new building would be required with additional cost ramifications.
6. Based on the assumption that there is a general tendency to underestimate costs rather than overestimate, and that most programs/activities create demands for various support services, a 10 percent support factor was added to all cost estimates with only one exception: a 10 percent factor was not added to the \$20,000,000 Student Recreation Building (Process 3.4.1) so as not to project additional costs beyond the \$20,000,000 estimate prior to completion of a consultant's review.
7. Several non-academic program proposals which have the objective of increasing enrollment or increasing student retention were given "credit" for tuition and fee revenue estimated to be generated or saved by the proposals. A cost of enrollment (40% of total current cost per student) was attached to new enrollments but no cost of enrollment was attached to increased student retention.
8. A specific source of funding was projected only when identified as such on the Resource Requirement form and/or the Resources Task Force believed that there was a reasonable expectation that such funding could be achieved specifically for the proposed program/activity. The shortfall will have to be addressed through a much more thorough review which may result in specific program plans; e.g. capital campaign, program reductions and/or eliminations, grants and contracts, increased state funding, etc. Given the time frame for the development and analysis of the estimates, it is impossible to be more specific regarding these.
9. Standard rates for compensation per full-time-equated (FTE) faculty and staff were used to cost proposals, unless other salary requirements were specified.

Blue Ribbon Task Force
Resource Requirements
Summary

Number	Strategy/Tactic/Process	Annual Operating Expenses							One-Time		Other Support Requirements				Total Cost	Suggested Funding Sources						Total
		Faculty	Admin.	Clerical	Other Wages	Operating	Equipment	Total	Operating	Equip/Facil.	Facilities	Computer/Lib.	Other	10%Support		Tuition/Fee	Gifts	Debt	Other	Savings		
1	...Undergraduate Education...	71,000	0	0	0	1,158,200	0	1,229,200	5,000	0	0	0	30,290	126,448	1,390,939	15,145	0	0	0	0	15,145	
1.1	Provide resources for undergrad programs...					500,000		\$500,000						\$50,000	\$550,000						\$0	
1.2	Provide resources for teachers...					250,000		\$250,000						\$25,000	\$275,000						\$0	
1.4	Study the use of distance learning...					5,000		\$5,000						\$500	\$5,500						\$0	
1.5.4	Faculty mentoring activities...					20,000		\$20,000						\$2,000	\$22,000						\$0	
1.6	Conduct UG program review...					50,000		\$50,000						\$5,000	\$55,000						\$0	
1.8.1	Encourage faculty to teach in Honors College...	71,000						\$71,000						\$7,100	\$78,100						\$0	
1.8.2	Provide additional Honors C. scholarships...							\$0				30,290		\$3,029	\$33,319	15,145					\$15,145	
1.9.1	Increase scholarships and grants...					263,200		\$263,200						\$26,320	\$311,520						\$0	
1.9.2	Expand student research opportunities...					50,000		\$50,000						\$5,000	\$55,000						\$0	
1.9.4	Establish honor societies...							\$0	5,000					\$500	\$5,500						\$0	
1.10	Create relationships- MTD and Meadow Brooks... ~					10,000		\$10,000						\$1,000	\$11,000						\$0	
2	...Graduate Education...	976,443	40,924	28,500	648,076	369,222	59,500	2,122,665	10,250	366,500	13,436	227,250	28,884	276,899	3,045,884	1,247,871	0	0	50,000	11,300	1,309,171	
2.1.1	Stipends for graduate assistants...					236,500		\$236,500						\$23,650	\$260,150						\$0	
2.1.2	Annual review of stipend increase...					23,650		\$23,650						\$2,365	\$26,015						\$0	
2.1.3	Provide tuition awards for assistantships...					51,000		\$51,000						\$5,100	\$56,100						\$0	
2.1.4	Match, on a one-to-one basis, assistantships...					64,000		\$64,000						\$6,400	\$70,400						\$0	
2.1.5	Increase number of graduate assistants...					70,000	50,000	\$120,000						\$12,000	\$132,000	50,000					\$50,000	
2.1.6	Provide tuition awards that pay...					101,000		\$101,000						\$10,100	\$111,100						\$0	
2.3	Improve information access and collections...							\$0	5,850			221,750		\$22,760	\$250,360						\$0	
2.4A	M.A. Counseling	77,153	11,924		16,926	23,500	7,500	\$137,003			930			\$13,793	\$151,726	308,790					\$308,790	
2.4B	M.A.T./Ph.D. in Reading	201,000	29,000	16,500	104,000	15,300	28,000	\$393,800		12,000	5,784	5,500	26,844	\$44,394	\$488,332	245,098					\$245,098	
2.4C	M.S. in Biology				13,000	13,096		\$26,096						\$2,610	\$28,706	13,036					\$13,036	
2.4D	Master of Physical Therapy	142,000			20,000	4,000	24,000	\$190,000		200,000				\$39,000	\$429,000	83,936					\$83,936	
2.4E	Ph.D. in Biomedical Sciences/Medical Physics	140,000			100,000	33,826		\$273,826		150,000	3,511			\$42,734	\$470,071	28,060			50,000	11,300	\$89,360	
2.4F	M.Ed. in Early Childhood program	52,000			7,500			\$59,500		4,500	413			\$6,441	\$70,854	135,060					\$135,060	
2.4G	M.B.A. concentration in Environment Mgt.	11,550						\$11,550						\$1,155	\$12,705	15,500					\$15,500	
2.5A	Ph.D. in Applied Mathematical Sciences	169,000			60,000			\$229,000			1,239			\$23,024	\$253,263	128,000					\$128,000	
2.5B	M.S. program in Physical Therapy	183,740		12,000		10,000		\$205,740	4,400		1,549		2,040	\$21,373	\$235,102	240,391					\$240,391	
2.6	Study the use of distance learning...(see 1.4)							\$0						\$0	\$0						\$0	

	Annual Operating Expenses							One - Time		Other Support Requirements				Total Cost	Suggested Funding Sources						Total
	Faculty	Admnl.	Clerical	Other Wages	Operating	Equipment	Total	Operating	Equip/Facil.	Facilities	Computer/Lib.	Other	10%Support		Tuition/Fee	Gifts	Debt	Other	Savings		
3	...Providing An Environment...	56,000	203,000	165,000	219,000	1,613,725	5,000	2,261,725	32,000	33,010,026	11,631	0	2,360,000	1,623,536	38,316,620	3,774,930	0	33,954,600	142,270	0	37,871,800
3.1.1	Strengthen the Academic Skills Center			16,500	20,000	3,500		\$40,000		155,000	1,260			\$19,626	\$215,886	108,956					\$108,956
3.1.2	Strengthen the Supplemental Instruction Prog.				24,000	1,000		\$25,000			330			\$2,533	\$27,863	22,040					\$22,040
3.1.3	Broaden the offerings of Study Skill Seminars				10,000	5,655		\$15,655			330			\$1,569	\$17,584						\$0
3.1.4	Change the existing Probation Outreach Prog...		56,000	16,500	10,000	2,200		\$83,700			1,260			\$8,796	\$98,756	114,808			25,330		\$139,938
3.1.5	Continue and expand the Enhanced Studies...	56,000	56,000	16,500	50,000	6,000		\$186,500		4,100	2,788			\$19,339	\$212,727	145,464			80,400		\$225,864
3.2.1	Increase scholarship funding...					650,000		\$650,000						\$65,000	\$715,000						\$0
3.2.2	Increase representation of students...					350,000		\$350,000						\$35,000	\$385,000						\$0
3.2.3	Enable admissions and financial aid staff...					2,070		\$2,070		2,370				\$444	\$4,884						\$0
3.2.4	Encourage and support faculty visits and...					20,000		\$20,000						\$2,000	\$22,000						\$0
3.2.5	Develop and produce a recruitment video...							\$0	30,000					\$3,000	\$33,000						\$0
3.2.6	Increase financial resources to attract...					130,000		\$130,000						\$13,000	\$143,000						\$0
3.2.7	Improve Oakland's visibility... (see 3.2.8)							\$0						\$0	\$0						\$0
3.2.8	Publicize programs in those media...		29,000	16,500		11,000		\$56,500		3,000	726			\$6,023	\$65,249						\$0
3.2.9	Create a network of OU alumni to recruit ...			33,000	5,000	20,500		\$58,500		134,700	1,714			\$19,491	\$214,405	419,062			36,540		\$455,602
3.2.10	Develop interactive computer...					10,000		\$10,000						\$1,000	\$11,000						\$0
3.4.1	Build a student recreation/activities bldg...							\$0	20,000,000				1,460,000	\$0	\$21,460,000	1,460,000		20,000,000			\$21,460,000 No 10%
3.4.2	Refurbish residence halls...							\$0	2,408,000				180,000	\$258,600	\$2,644,600	198,000		2,648,600			\$2,644,600
3.4.3	Construct new apartment style living facilities...			16,500	60,000	230,000	5,000	\$311,500		5,648,000			415,000	\$637,550	\$7,013,050	799,150		6,213,900			\$7,013,050
3.4.4	Increase apartments available for family hsg.			16,500	20,000	100,000		\$136,500		4,631,000			325,000	\$508,250	\$5,601,750	507,650		5,094,100			\$5,601,750
3.4.5	Increase dependent care opportunities...					10,000		\$10,000						\$1,000	\$11,000						\$0 Study n
3.5.1	Provide Office of Minority Equity with ...	0	56,000	33,000	20,000	5,200		\$116,200	2,000	24,856	3,223			\$14,626	\$160,907						\$0
3.6	Provide mentoring programs...					56,800		\$56,800					0	\$5,680	\$62,260						\$0
4	...Increase Self-Assessment Activity	0	0	0	0	529,000	0	\$529,000	920,000	208,000	1,033	0	0	165,903	\$1,624,936	0	0	0	0	1,210,000	\$1,210,000
4.1.2	Establish a quality assessment council...					100,000		\$100,000						\$10,000	\$110,000						\$0
4.2	Create and maintain academic info. system...					428,000		\$428,000	920,000	208,000	1,033			\$155,903	\$1,714,936				1,210,000		\$1,210,000
5	...Research...	0	116,000	(24,750)	109,000	700,000	7,500	\$807,750	5,000	7,417,000	52,801	0	0	838,255	8,220,806	0	0	0	630,500	0	630,500
5.1.4	Institute a summer research program...					50,000		\$50,000						\$5,000	\$55,000						\$0
5.2.2	Develop mechanisms for providing matching...					330,000		\$330,000						\$33,000	\$363,000						\$0
5.2.3	Provide additional resources to OGSRL...		116,000	(33,000)		305,000		\$388,000	5,000	35,000	3,201			\$43,120	\$474,321				630,500		\$630,500
5.3.1	Animal Care Facility			8,250	109,000	15,000	7,500	\$139,750		3,382,000	49,800			\$357,135	\$3,928,485						\$0
5.3.2	Provide support needed for specialized research...							\$0		4,000,000				\$400,000	\$4,400,000						\$0

	Annual Operating Expenses							One-Time		Other Support Requirements				Total Cost	Suggested Funding Sources					Total	
	Faculty	Admin.	Clerical	Other	Wages	Operating	Equipment	Total	Operating	Equip/Facil.	Facilities	Computer/Lib.	Other		(10%Support)	Tuition/Fee	Gifts	Debt	Other		Savings
6	...Community Outreach...	871,000	406,000	185,000	88,000	845,421	82,000	2,235,421	40,800	531,100	36,983	9,000	10,000	288,308	3,149,392	1,580,284	80,000	0	0	0	1,650,284
6.1	Oakland should develop...marketing					250,000		\$250,000	40,000					\$29,000	\$319,000						\$0
6.2	Designate an academic office outreach...		58,000	33,000		82,800		\$153,800		9,000	929			\$16,373	\$180,102						\$0
6.3.1	Upgrade and expend distance learning...	362,000	58,000	33,000	88,000	135,000	75,000	\$729,000		285,000	4,977			\$101,898	\$1,120,875	272,382	80,000				\$332,382
6.3.2	Expend opportunities for students...		58,000	18,500		2,000		\$78,500	800		1,448			\$7,855	\$86,401						\$0
6.3.3	Establish complete programs at off-campus...	224,500	118,000	49,500		10,000		\$400,000		225,100	26,513		10,000	\$68,161	\$727,774	499,902					\$499,902
6.4	Develop policies and procedures...	80,000				2,985		\$82,985						\$8,297	\$89,282						\$0
6.7	Implement a Center for Global Studies...	224,500	118,000	33,000		182,658	7,000	\$563,158		12,000	3,088	9,000		\$58,725	\$645,979	818,000					\$818,000
7	...Excellence and Distinction...	389,800	203,000	107,250	304,000	237,731	5,000	1,246,781	83,000	284,560	14,468	18,000	0	164,881	1,811,490	88,500	0	0	80,500	0	149,000
7.1.2	Establish a Center of Biomedical Res.		58,000	33,000	105,000	27,500		\$223,500			1,425			\$22,493	\$247,418						\$0
7.1.3	Attract and retain strong biomedical faculty	210,000		49,500	134,000	50,000		\$443,500	75,000	225,000	9,348	18,000		\$77,085	\$847,931						\$0
7.1.4	Improve the existing infrastructure...		58,000	8,250	5,000	40,000	2,500	\$113,750			1,425			\$11,518	\$126,693						\$0
7.2.2	Make the BSM the full-time responsibility of...	154,800	58,000	16,500	30,000	20,231	2,500	\$282,031	8,000	58,580	1,448			\$35,104	\$386,141	88,500					\$88,500
7.4	Promote Dept. Reading&Language Arts (see 2.4B)							\$0						\$0	\$0						\$0
7.5.2	Support student research in Industrial Math.	25,000			30,000			\$55,000						\$5,500	\$60,500			80,500			\$80,500
7.6.1	Develop a plan for becoming recognized...		29,000			80,000		\$89,000		826				\$8,983	\$98,809						\$0
7.6.2	Reinforce and reward faculty...					40,000		\$40,000						\$4,000	\$44,000						\$0
8	...Create an Empowered Community...	0	29,000	33,000	0	58,500	0	121,500	35,000	10,000	0	0	0	16,650	183,150	0	0	0	0	0	0
8	Create an Empowered Community...		29,000	33,000		58,500		\$121,500	\$35,000	\$10,000				\$16,650	\$183,150						
9	...Secure, Allocate, or Redirect Resources...	0	443,000	193,000	739,124	755,834	54,000	2,185,058	0	2,086,750	4,185	200,000	0	447,599	4,923,592	0	4,932,000	2,200,000	0	0	7,132,000
9.1	Increase significantly...non state		211,000	180,000		35,000	54,000	\$480,000		84,950	1,397			\$54,635	\$600,982		4,932,000				\$4,932,000
9.3	Increase significantly state funds...					40,000		\$40,000						\$4,000	\$44,000						\$0
9.4.1	Develop a core library collection...			33,000		448,575		\$481,575		1,800				\$48,338	\$531,713						\$0
9.4.2	Provide the means for a timely document delivery...					178,000		\$178,000						\$17,800	\$195,800						\$0
9.4.3	Provide access to and training in...		118,000		20,000	5,000		\$141,000		1,549	30,000			\$17,255	\$189,804						\$0
9.4.4	Establish a university-wide computer network...		118,000					\$118,000		2,000,000	1,239	170,000		\$228,724	\$2,515,963		2,200,000				\$2,200,000
9.5	Improve university-wide standards for cleaning...				719,124	49,359		\$768,483						\$76,848	\$845,331						\$0
Total		2,384,243	1,440,924	887,000	2,085,200	8,088,733	213,000	12,638,100	1,130,850	43,914,936	134,517	454,250	2,449,174	3,948,283	84,889,110	8,718,730	4,982,000	38,154,600	883,270	1,221,300	48,867,800

Analysis of Final Summary

EXPENDITURES

Annual Operating		\$12,839,100
Plus support allowance	10.00%	1,283,910
Less items excluded from support computation		0
Total Annual Operating Expenses		\$14,123,010

Other Support Requirements(annual)

Facilities		134,517
Computer/Library		454,250
Other		2,449,174
Total		\$3,037,941
Plus support allowance	10.00%	303,794
Less items excluded from support computation		0
Total Other Support Requirements(annual)		\$3,341,735

Total Annual Expenditures

\$17,464,745

One-Time Expenditures:

Operating		1,130,850
Equipment/Facilities		43,914,936
Plus support allowance	10.00%	4,504,579
Less items excluded from support computation(3.4.1)		(2,146,000)
Total One-Time Expenditures		\$47,404,365

Grand Total Expenditures

\$64,869,110

REVENUES: Source of Funds

Annual:

Tuition and fees(including user fees)		\$6,716,730
Annual gifts(9.1)		4,932,000
Grants(2.4E,7.5.2)		110,500
Other(3.1.4,3.1.5,3.2.9,5.2.3)		772,770
Savings(2.4E)		11,300
Total Annual revenue		\$12,543,300

One-Time:

Gifts(6.3.1)		60,000
Grants		0
Debt		36,154,600
Other		0
Savings(4.2)		1,210,000
Total one-time		\$37,424,600

Grand Total Revenue

\$49,967,900

NET ANNUAL SURPLUS(DEFICIT):Annual Revenues less Annual Expenditures

(\$4,921,445)

NET TOTAL SURPLUS(DEFICIT):Total Revenues less Total Expenditures

(\$14,901,210)

Number	Strategy/Tactic/Process	Year 1			Year 2			Year 3			Year 4			Year 5		
		Rev	Exp	Net	Rev	Exp	Net	Rev	Exp	Net	Rev	Exp	Net	Rev	Exp	Net
1	...Undergraduate Education...	15,145	1,401,939	(1,386,794)	0	16,500	(16,500)	0	16,500	(16,500)	0	16,500	(16,500)	0	16,500	(16,500)
1.1	Provide resources for undergrad programs...	0	550,000	(550,000)	0	550,000	(550,000)	0	550,000	(550,000)	0	550,000	(550,000)	0	550,000	(550,000)
1.2	Provide resources for teachers...	0	275,000	(275,000)	0	275,000	(275,000)	0	275,000	(275,000)	0	275,000	(275,000)	0	275,000	(275,000)
1.4	Study the use of distance learning...	0	5,500	(5,500)	0	5,500	(5,500)	0	5,500	(5,500)	0	5,500	(5,500)	0	5,500	(5,500)
1.5	Incr recognition & reward for UG teaching...	0	22,000	(22,000)	0	22,000	(22,000)	0	22,000	(22,000)	0	22,000	(22,000)	0	22,000	(22,000)
1.6	Conduct UG program review...	0	55,000	(55,000)	0	55,000	(55,000)	0	55,000	(55,000)	0	55,000	(55,000)	0	55,000	(55,000)
1.8.1	Encourage faculty to teach in Honors College...	0	78,100	(78,100)	0	78,100	(78,100)	0	78,100	(78,100)	0	78,100	(78,100)	0	78,100	(78,100)
1.8.2	Provide additional Honors C. scholarships...	15,145	33,319	(18,174)	15,145	33,319	(18,174)	15,145	33,319	(18,174)	15,145	33,319	(18,174)	15,145	33,319	(18,174)
1.9.1	Increase scholarships and grants...	0	311,520	(311,520)	0	311,520	(311,520)	0	311,520	(311,520)	0	311,520	(311,520)	0	311,520	(311,520)
1.9.2	Expand student research opportunities...	0	55,000	(55,000)	0	55,000	(55,000)	0	55,000	(55,000)	0	55,000	(55,000)	0	55,000	(55,000)
1.9.4	Establish honor societies...	0	5,500	(5,500)	0	5,500	(5,500)	0	5,500	(5,500)	0	5,500	(5,500)	0	5,500	(5,500)
1.10	Create relationships MTD & Meadow Brooks...	0	11,000	(11,000)	0	11,000	(11,000)	0	11,000	(11,000)	0	11,000	(11,000)	0	11,000	(11,000)
2	...Graduate Education...	656,465	1,374,978	(718,513)	948,972	2,165,947	(1,216,975)	1,159,379	2,340,966	(1,181,587)	1,257,959	2,524,856	(1,266,897)	1,283,571	2,631,457	(1,347,886)
2.1.1	Stipends for graduate assistants...	0	52,030	(52,030)	0	104,060	(104,060)	0	156,090	(156,090)	0	208,120	(208,120)	0	260,150	(260,150)
2.1.2	Annual review of stipend increase	0	26,015	(26,015)	0	26,015	(26,015)	0	26,015	(26,015)	0	26,015	(26,015)	0	26,015	(26,015)
2.1.3	Provide tuition awards for assistantships...	0	56,100	(56,100)	0	56,100	(56,100)	0	56,100	(56,100)	0	56,100	(56,100)	0	56,100	(56,100)
2.1.4	Match, on a one-to-one basis, assistantships...	0	70,400	(70,400)	0	70,400	(70,400)	0	70,400	(70,400)	0	70,400	(70,400)	0	70,400	(70,400)
2.1.5	Increase number of graduate assistants	10,000	26,400	(16,400)	20,000	52,800	(32,800)	30,000	79,200	(49,200)	40,000	105,600	(65,600)	50,000	132,000	(82,000)
2.1.6	Provide tuition awards that pay...	0	55,550	(55,550)	0	111,100	(111,100)	0	111,100	(111,100)	0	111,100	(111,100)	0	111,100	(111,100)
2.3	Improve information access and collections...	0	250,360	(250,360)	0	225,196	(225,196)	0	243,925	(243,925)	0	243,925	(243,925)	0	243,925	(243,925)
2.4A	M.A. Counseling	203,910	151,726	52,184	266,970	151,726	115,244	283,190	151,726	131,464	283,190	151,726	131,464	283,190	151,726	131,464
2.4B	M.A.T./Ph.D. in Reading	150,384	290,662	(140,278)	212,154	376,572	(164,418)	245,098	475,132	(230,034)	245,098	475,132	(230,034)	245,098	475,132	(230,034)
2.4C</																

Number	Strategy/Tactic/Process	Year 1			Year 2			Year 3			Year 4			Year 5		
		Rev	Exp	Net	Rev	Exp	Net	Rev	Exp	Net	Rev	Exp	Net	Rev	Exp	Net
3	...Providing An Envrionment...	34,383,639	36,335,971	(1,952,332)	3,613,465	4,954,212	(1,340,747)	3,765,333	4,961,692	(1,196,359)	3,917,200	4,961,692	(1,044,492)	3,917,200	4,961,692	(1,044,492)
3.1.1	Strengthen the Academic Skills Center	108,956	215,886	(106,930)	108,956	45,386	63,570	108,956	45,386	63,570	108,956	45,386	63,570	108,956	45,386	63,570
3.1.2	Strengthen the Supplemental Instruction Prog.	22,040	27,863	(5,823)	22,040	27,863	(5,823)	22,040	27,863	(5,823)	22,040	27,863	(5,823)	22,040	27,863	(5,823)
3.1.3	Broaden the offerings of Study Skill Seminars	0	17,584	(17,584)	0	17,584	(17,584)	0	17,584	(17,584)	0	17,584	(17,584)	0	17,584	(17,584)
3.1.4	Change the existing Probation Outreach Prog...	139,938	96,756	43,182	139,938	96,756	43,182	139,938	96,756	43,182	139,938	96,756	43,182	139,938	96,756	43,182
3.1.5	Continue and expand the Enhanced Studies...	158,105	212,727	(54,622)	225,864	208,217	17,647	225,864	208,217	17,647	225,864	208,217	17,647	225,864	208,217	17,647
3.2.1	Increase scholarship funding...	0	715,000	(715,000)	0	715,000	(715,000)	0	715,000	(715,000)	0	715,000	(715,000)	0	715,000	(715,000)
3.2.2	Increase representation of students...	0	385,000	(385,000)	0	385,000	(385,000)	0	385,000	(385,000)	0	385,000	(385,000)	0	385,000	(385,000)
3.2.3	Enable admissions and financial aid staff...	0	4,884	(4,884)	0	2,277	(2,277)	0	2,277	(2,277)	0	2,277	(2,277)	0	2,277	(2,277)
3.2.4	Encourage and support faculty visits and...	0	22,000	(22,000)	0	22,000	(22,000)	0	22,000	(22,000)	0	22,000	(22,000)	0	22,000	(22,000)
3.2.5	Develop and produce a recruitment video...	0	33,000	(33,000)	0	0	0	0	0	0	0	0	0	0	0	0
3.2.6	Increase financial resources to attract...	0	143,000	(143,000)	0	143,000	(143,000)	0	143,000	(143,000)	0	143,000	(143,000)	0	143,000	(143,000)
3.2.7	Improve Oakland's visibility (see 3.2.6)...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3.2.8	Publicize programs in those media...	0	66,249	(66,249)	0	62,949	(62,949)	0	62,949	(62,949)	0	62,949	(62,949)	0	62,949	(62,949)
3.2.9	Create a network of OU alumni to recruit ...	0	207,255	(207,255)	151,867	58,755	93,112	303,735	66,235	237,500	455,602	66,235	389,367	455,602	66,235	389,367
3.2.10	Develop interactive computer...	0	0	0	0	11,000	(11,000)	0	11,000	(11,000)	0	11,000	(11,000)	0	11,000	(11,000)
3.4.1	Build a student recreation/activities bldg....	20,000,000	20,000,000	0	1,460,000	1,460,000	0	1,460,000	1,460,000	0	1,460,000	1,460,000	0	1,460,000	1,460,000	0
3.4.2	Refurbish residence halls	2,646,600	2,646,600	0	198,000	198,000	0	198,000	198,000	0	198,000	198,000	0	198,000	198,000	0
3.4.3	Construct new apartment style living facilities...	6,213,900	6,213,900	0	799,150	799,150	0	799,150	799,150	0	799,150	799,150	0	799,150	799,150	0
3.4.4	Increase apartments available for family hsg.	5,094,100	5,094,100	0	507,650	507,650	0	507,650	507,650	0	507,650	507,650	0	507,650	507,650	0
3.4.5	Increase dependent care opportunities...	0	11,000	(11,000)	0	0	0	0	0	0	0	0	0	0	0	0
3.5.1	Provide Office of Minority Equity with ...	0	160,907	(160,907)	0	131,365	(131,365)	0	131,365	(131,365)	0	131,365	(131,365)	0	131,365	(131,365)
3.6	Provide mentoring programs...	0	62,260													

Blue Ribbon Task Force
Resource Requirements
5-Year Analysis

Number	Strategy/Tactic/Process	Year 1			Year 2			Year 3			Year 4			Year 5		
		Rev	Exp	Net	Rev	Exp	Net	Rev	Exp	Net	Rev	Exp	Net	Rev	Exp	Net
6	...Community Outreach...	930,662	2,151,039	(1,220,377)	1,425,984	2,398,553	(972,569)	1,589,584	2,518,323	(928,739)	1,589,584	2,518,323	(928,739)	1,589,584	2,518,323	(928,739)
6.1	Oakland should develop...marketing...	0	319,000	(319,000)	0	275,000	(275,000)	0	275,000	(275,000)	0	275,000	(275,000)	0	275,000	(275,000)
6.2	Designate an academic office outreach...	0	180,102	(180,102)	0	170,202	(170,202)	0	170,202	(170,202)	0	170,202	(170,202)	0	170,202	(170,202)
6.3.1	Upgrade and expand distance learning...	105,397	598,741	(493,344)	272,382	750,175	(477,793)	272,382	807,375	(534,993)	272,382	807,375	(534,993)	272,382	807,375	(534,993)
6.3.2	Expand opportunities for students...	0	86,401	(86,401)	0	85,741	(85,741)	0	85,741	(85,741)	0	85,741	(85,741)	0	85,741	(85,741)
6.3.3	Establish complete programs at off-campus...	334,465	539,603	(205,138)	499,202	488,469	10,733	499,202	477,964	21,238	499,202	477,964	21,238	499,202	477,964	21,238
6.4	Develop policies & procedures...	0	69,262	(69,262)	0	69,262	(69,262)	0	69,262	(69,262)	0	69,262	(69,262)	0	69,262	(69,262)
6.7	Implement a Center for Global Studies...	490,800	357,930	132,870	654,400	559,704	94,696	818,000	632,779	185,221	818,000	632,779	185,221	818,000	632,779	185,221
7	...Excellence and Distinction...	81,500	1,303,038	(1,221,538)	102,500	1,381,198	(1,278,698)	149,000	1,517,176	(1,368,176)	149,000	1,407,176	(1,258,176)	149,000	1,407,176	(1,258,176)
7.1.2	Establish a Center of Biomedical Res.	0	247,418	(247,418)	0	247,418	(247,418)	0	247,418	(247,418)	0	247,418	(247,418)	0	247,418	(247,418)
7.1.3	Attract and retain strong biomedical faculty	0	355,977	(355,977)	0	491,953	(491,953)	0	627,931	(627,931)	0	517,931	(517,931)	0	517,931	(517,931)
7.1.4	Improve the existing infrastructure...	0	126,693	(126,693)	0	126,693	(126,693)	0	126,693	(126,693)	0	126,693	(126,693)	0	126,693	(126,693)
7.2.2	Make the BSM the full-time responsibility of...	21,000	369,641	(348,641)	42,000	311,825	(269,825)	88,500	311,825	(223,325)	88,500	311,825	(223,325)	88,500	311,825	(223,325)
7.4	Promote Dept. Reading & Language Arts (see 2.4B)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.5.2	Support student research in Industrial Math.	60,500	60,500	0	60,500	60,500	0	60,500	60,500	0	60,500	60,500	0	60,500	60,500	0
7.6.1	Develop a plan for becoming recognized...	0	98,809	(98,809)	0	98,809	(98,809)	0	98,809	(98,809)	0	98,809	(98,809)	0	98,809	(98,809)
7.6.2	Reinforce and reward faculty...	0	44,000	(44,000)	0	44,000	(44,000)	0	44,000	(44,000)	0	44,000	(44,000)	0	44,000	(44,000)
8	...Create an Empowered Community...	0	148,500	(148,500)	0	135,850	(135,850)	0	133,650	(133,650)	0	133,650	(133,650)	0	133,650	(133,650)
8	...Create an Empowered Community...	0	148,500	(148,500)	0	135,850	(135,850)	0	133,650	(133,650)	0	133,650	(133,650)	0	133,650	(133,650)
9	...Secure, Allocate, or Redirect Resources...	1,153,846	4,432,466	(3,278,620)	2,218,935	2,368,850	(149,915)	3,200,386	2,628,161	572,225	4,103,060	2,628,161	1,474,899	4,931,563	2,628,161	2,303,402
9.1	Increase significantly non state...	1,153,846	600,982	552,864	2,218,935	507,531	1,711,404	3,200,386	507,531	2,692,855	4,103,060	507,531	3,595,529	4,931,563	507,531	4,424,032
9.3	Increase significantly state funds...	0	44,000	(44,000)	0	44,000	(44,000)	0	44,000	(44,000)	0	44,000	(44,000)	0	44,000	(44,000)
9.4.1	Develop a core library collection...	0	170,390	(170,390)	0	336,421	(336,421)	0	529,732	(529,732)	0	529,732	(529,732)	0	529,732	(529,732)
9.4.2	Provide the means for a timely document delivery...	0	140,800	(140,800)	0	129,800	(129,800)	0	195,800	(195,800)	0	195,800	(195,800)	0	195,800	(195,800)
9.4.3	Provide access to and training in...	0	115,000	(115,000)	0	189,804	(189,804)	0	189,804	(189,804)	0	189,804	(189,804)	0	189,804	(189,804)
9.4.4	Establish a university-wide computer network...	0	2,515,963	(2,515,963)	0	315,963	(315,963)	0	315,963	(315,963)	0	315,963	(315,963)	0	315,963	(315,963)
9.5	Improve university-wide standards for cleaning...	0	845,331	(845,331)	0	845,331	(845,331)	0	845,331	(845,331)	0	845,331	(845,331)	0	845,331	(845,331)
Total		40,238,407	59,956,338	(19,717,931)	9,185,106	15,447,952	(6,262,846)	11,054,182	15,756,110	(4,701,928)	12,207,303	15,863,000	(3,655,697)	13,061,418	16,002,601	(2,941,183)

APPENDIX C

THE PLANNING PROCESS

Organization

The strategic planning process was initiated by President Sandra Packard with a planning retreat held in February, 1993.

The following working groups were appointed by the President to carry out the strategic planning effort:

1) **Strategic Planning Steering Committee**

Charge: Write the vision statement and coordinate the strategic planning process

2) **Strategic Plan Authorship Committee**

Charge: Receive task force reports and integrate them into a strategic plan for campus, University Senate, Presidential, and Board of Trustees consideration

3) **Task Force for Graduate Education**

Charge: Plan for the advancement of graduate education, including the development of a prioritized list of new programs and ways to serve a diverse student population

4) **Task Force for Undergraduate Education**

Charge: Plan for the advancement of undergraduate education, including the development of strategies to enhance student retention and diversity

5) **Task Force for Campus Family**

Charge: Plan for the advancement of campus morale, governance, and organizational effectiveness, including the development of strategies to enhance campus communication and to recognize accomplishment in teaching, research and service.

6) **Task Force for Student Development**

Charge: Plan for the advancement of student recruitment and service, including athletics and facilities that support residence life.

7) **Task Force for University Excellence and Distinction**

Charge: Identify selected areas of excellence and distinction and develop plans to enhance external recognition and support of these areas

8) **Task Force for Community Outreach**

Charge: Plan for the fulfillment of our statewide mission through continuing education, community partnerships, research, and off campus instruction

9) **Task Force for Resources**

Charge: Review the reports of each Blue Ribbon Task Force and provide a cost estimate and proposed source of new or reallocated funding for each strategy recommended. Also review plans for other resource implications, such as physical plant, library, computing, telephone and equipment, and provide recommendations.

There were 167 individuals serving on these committees and task forces:

7 were Oakland Board members
18 were leaders in the community
72 were Oakland faculty members
61 were non-faculty Oakland employees
9 were Oakland students

Included in the above were 24 alumni of Oakland

Schedule of Activities

1993

- February** - Planning Retreat held at Michigan State University Management Center in Troy
- March** - Steering Committee and six task forces begin holding weekly or biweekly meetings
- Four task forces hold seven open hearings
- Presentation to University Senate on planning process
- April** - Three task forces hold four open hearings
- May** - Special focus group discussions were held with student groups and community members.
- Steering Committee meets with President Packard to discuss Board involvement in strategic planning
- August** - Presentation to University Administrators at President's Retreat
- September** - Presentation to Board of Trustees on planning progress
- Presentation to University Senate on planning progress
- October** - Task Forces distribute Preliminary Reports for review
- Seven open hearings held to discuss Task Force Reports
- November** - Task Forces prepare Final Reports
- Presentation to Board of Trustees on planning progress

December - Board of Trustees Retreat to discuss Task Force Reports

1994

January - Presentation to University Senate on planning progress

February - Draft Strategic Plan distributed
Resources Task Force prepares cost estimates

March - Presentation to University Senate on planning progress
Senate Planning Review Committee and Senate Budget Review Committee hold open hearings on draft strategic plan

April - Steering Committee revises draft plan
Authorship Committee reviews plan

May - Strategic Plan Distributed
Steering Committee holds Open Information Meeting
Senate Action on the Strategic Plan

June - Board of Trustees Action on the Strategic Plan

Information Gathering

A variety of techniques were used to gather information. The planning archives contain all of the records of information gathered, survey instruments used, raw data, etc. The comments below summarize some of the major information gathering activities.

1. Environmental Scan

An environmental scan was prepared which identified the set of external events and trends that influence the strategic decisions made.

In April 1993 a number of previously published university studies and planning documents were placed on reserve in the library for steering committee and task force review.

In June copies of the Planning Data Book prepared by APPC in 1989 were distributed to the Steering Committee

Tom Simatos, Director of Planning at St. Joseph's Mercy Hospital in Pontiac met with the Steering Committee in July 1993 and reviewed his experience and data gathered for the development of the strategic plan for St. Joseph's Mercy Hospital.

In July the following individuals were asked to prepare two page executive summaries in the areas noted below:

Competitors - Anne Sandoval (Department of Admissions)

Demographics - Ron Tracy (SBA faculty)

Economics - Ron Tracy (SBA faculty)

Higher Education - Suzanne Frankie (Library)

Politics - Bill Connellan and Scott Barns (AAVP Office)

Technology - Gerard Joswiak (Academic Computing Service);
Susan Awbrey (School of Human & Educational Services)

Highlights from each of these summaries were listed and ranked by Steering Committee members. From these rankings

and the other materials gathered for the scan two members of the steering committee completed the scan used in developing the strategic plan.

2. Meetings with Constituencies
(See also schedule of activities above)

The steering committee and six of the task forces meet weekly or biweekly beginning in March 1993.

The task forces conducted 11 open hearings in March and April to elicit information and suggestions relating to the strategic planning areas.

Oral presentations were made to the Board of Trustees, university administrators and the University Senate

Six of the task forces conducted seven open hearings in October to hear reactions to their preliminary reports

The Senate Planning Review Committee and Senate Budget Review Committee conducted two open hearings

3. Surveys

Surveys were sent to 32,000 OU alumni.

Surveys were sent to over 700 currently-enrolled Oakland graduate students.

Surveys relating to graduate programs were sent to all department chairs.

Self-evaluation forms were sent to all units on campus.

4. Presentations by Constituents

In addition to the public hearings and focus group discussions, a number of guest experts were invited to meet with task forces. Documentation prepared by the task forces provide complete information on constituent participation in task force deliberations.

APPENDIX D

MEMBERSHIP ON STRATEGIC PLANNING COMMITTEES AND TASK FORCES

* = Chair

1. STRATEGIC PLANNING STEERING COMMITTEE

Charge: Write the vision statement and coordinate the strategic planning process.

Lizabeth Barclay	- Bus. Admin./Chair of Task Force 6
Curt Chipman	- Mathematics
James Clatworthy	- Associate Dean, Education and Human Services/Co-Chair of Task Force 7
Ronald Cramer	- Education and Human Services
* Suzanne Frankie	- Library
George Gamboa	- Biology/Chair of Task Force 2
Jennifer Gilroy	- Registrar's Office/Chair of Task F. 4
Ray Harris	- Finance & Admin./Chair of Task F. 8
Robbin Hough	- Bus. Admin., Economics & Management
Katie Kazarian	- Bus. Admin./Chair of Task Force 5
William Keane	- Superintendent of Oakland Schools
David Lau	- Communications/Chair of Task Force 3
Robert Loh	- Assoc. Dean, Engineering & Computer Sci.
Elizabeth Millwood	- Registrar
Judith Pearce	- Education and Human Services
Gary Russi	- VP for Acad. Affairs/Chair of Authorship Committee
George Seifert	- Former Ameritech VP; SBA Board of Visitors
Michael Sevilla	- Chemistry
James Sharp, Jr.	- Board of Trustees
Ronald Tracy	- Bus. Admin./Co-Chair of Task Force 7
Marion Turowski	- Alumna; Professional Counsellor
Jane Walter	- Health Sciences (Physical Therapy)

2. TASK FORCE FOR GRADUATE EDUCATION

Charge: Plan for the advancement of graduate education, including the development of a prioritized list of new programs and ways to serve a diverse student population.

Kevin Andrews	- Mathematics
Linda Benson	- History
Bhushan Bhatt	- Engineering
Sheryl Clark	- Graduate Study
George Dahlgren	- Asst. VP for Academic Affairs & Dean of Graduate Study
Tiffany Donovan	- Student
* George Gamboa	- Biological Sciences
Joy Green	- Office of Equal Opportunity

Robert Jarski	- Health Sciences, Exercise Science
Janet Krompart	- Library
Kornelia Kulig	- Health Sciences, Physical Therapy
Abraham Liboff	- Physics
Ravi Parameswaran	- Business Administration
Renata Rohde	- Education and Human Services
Thomas Tanghe	- Alumnus
Toni Walters	- Education and Human Services

3. **TASK FORCE FOR UNDERGRADUATE EDUCATION**

Charge: Plan for the advancement of undergraduate education, including the development of strategies to enhance student retention and diversity.

Bonnie Abiko	- Art and Art History
Esther Coleman	- Student
Brian Connery	- English
Joyce Eckart	- Education and Human Services
Jerrold Grossman	- Mathematics
Linda Hildebrand	- Library
Lynn Hockenberger	- Academic Skills
Greg Kampe	- Athletics
* David Lau	- Communications
Lawrence Lilliston	- Psychology
Sean Moran	- History
Stephan Sharf	- Board of Trustees
Mary Skalsky	- Academic Services and General Studies
Kristine Thompson	- Health Sciences, Physical Therapy
John Urice	- Dean, College of Arts and Sciences
Carl Vann	- Health Sciences
Dennis Washington	- Alumnus
Phil Williams	- Alumnus
Hoda Abel-Aty-Zohdy	- Engineering and Computer Science

4. **TASK FORCE FOR CAMPUS FAMILY**

Charge: Plan for the advancement of campus morale, governance, and organizational effectiveness, including the development of strategies to enhance campus communication and to recognize accomplishment in teaching, research and service.

Jane Bingham	- Education and Human Services
Gloria Boddy	- Continuing Education
Sheryl Clark	- Graduate Office
Elyce Cron	- Education and Human Services
Deborah Dziewit	- Student
* Jennifer Gilroy	- Registrar's Office
Egbert Henry	- Biological Sciences
Gerard Joswiak	- Academic Computing Service

Vincent Khapoya	- Political Science
Michael McCormick	- Campus Facilities and Operations
Paul McDowell	- Meadow Brook Hall
Estela Moreno-Mazzoli	- Spanish
Brian Munson	- Public Safety
Bob Taylor	- Athletics
Melissa Winter	- Student
Gregg Zuccker	- Retired from General Motors

5. TASK FORCE FOR STUDENT DEVELOPMENT

Charge: Plan for the advancement of student recruitment and service, including athletics and facilities that support residence life.

Lettie Alston	- Music
John Atlas	- Education and Human Services
Carole Crum	- Academic Services & General Studies
Diana DeLater	- Library
Joel Gibson	- Student
Mel Gilroy	- Public Safety
Paul Hartman	- Athletics
Edward H. Hoeppner	- English
Jennifer Johns	- Student
* Katie Kazarian	- Business Administration
David Kniola	- Student
Thomas Landry	- A. J. Etkin Construction Co.
Charles Lindeman	- Biological Sciences
William Macauley	- Political Science
Eleanor Reynolds	- Residence Halls
Anne Sandoval	- Admissions
Maura Selahowski	- Campus Information Programs Office
Richard Stamps	- Anthropology

6. TASK FORCE FOR UNIVERSITY EXCELLENCE AND DISTINCTION

Charge: Identify selected areas of excellence and distinction and develop plans to enhance external recognition and support of these areas.

* Lizabeth Barclay	- Business Administration
Karl Boelter	- Music
Gottfried Brieger	- Chemistry
Robert Brown	- Education and Human Services
Frank Giblin	- Eye Research Institute
Brian Goslin	- Health Science, Exercise Science
Peter Hovland	- Athletics
William Marshall	- Oakland Center
Donald McCrimmon	- Research and Academic Development
Jean Ann Miller	- Residence Halls

Brian Murphy	- English, Honors College
Margaret Pigott	- Rhetoric
Fiki Shillor	- Mathematics

7. **TASK FORCE FOR COMMUNITY OUTREACH**

Charge: Plan for the fulfillment of our statewide mission through continuing education, community partnerships, research, and off campus instruction.

*	Gary Barber	- Engineering and Computer Science
	James Clatworthy	- Associate Dean, Education & Human Services
	David Downing	- Associate Dean, Arts and Sciences
	Douglas Godwin	- Public Safety
	John Greenhill	- Community leader
	Gina Hawn	- Campus Facilities and Operations
	Pamela Marin	- Continuing Education
	Dennis McGee	- City Manager, Auburn Hills
	James McKay	- Mathematics
	Gary Parsons	- Athletics
	Manuel Pierson	- Student Affairs
	William Sandy	- Sandy Corporation Chairman
	Jacqueline Scherer	- Sociology (former chair)
	Robert Swanson	- President's Club, OU Foundation
*	Ronald Tracy	- Business Administration
	Margaret Twyman	- Meadow Brook Hall
	Carol Zenas	- Nursing

8. **TASK FORCE FOR RESOURCES**

Charge: Review the reports of each Blue Ribbon Task Force and provide a cost estimate and proposed source of new or reallocated funding for each strategy recommended. Also review plans for other resource implications, such as physical plant, library, computing, telephone, and equipment, and provide recommendations.

	Denis Callewaert	- Chemistry
	Larry Chunovich	- Board of Trustees
*	Joann Griggs	- Academic Affairs, Budget manager
	Ray Harris	- Acting VP, Finance and Administration
	Pat Hartmann	- Former Board of Trustees member
	Bernard Kent	- Coopers and Lybrand
	Margo King	- University Relations
	John Klemanski	- Political Science
	Alan Miller	- Campus Facilities and Operations
	Pat Nicosia	- Finance and Administration
	Miron Stano	- Business Administration
	Deborah Wade	- Campus Facilities and Operations
	Jack Wilson	- Student Affairs

9. **STRATEGIC PLAN AUTHORSHIP COMMITTEE**

Charge: Receive task force reports and integrate them into a strategic plan for campus, University Senate, Presidential, and Board of Trustees consideration.

Virginia Allen	- Asst.V.P. & Dtr. of Academic Services
Curt Chipman	- Mathematics
DeWitt Dykes	- History
Susan Gerrits	- General Counsel
Richard Haskell	- Engineering
Alice Horning	- Rhetoric
George Matthews	- Distinguished Prof. Emeritus, History
Mildred Merz	- Library
Eugene Miller	- Comerica Bank Chairman/President
Ron Olson	- Dean, School of Health Sciences
Gerald Pine	- Dean, School of Educ. & Human Services
Michael Polis	- Dean, Engineering & Computer Science
Venkat Reddy	- Director, Eye Research Institute
Joan Rosen	- English
* Gary Russi	- Vice President for Academic Affairs
Howard Sims	- Board of Trustees
Paul Tombouliau	- Chemistry

May 5, 1994

MEMORANDUM

To: The University Community

From: Suzanne Frankie, Chair *Sof*
O.U. Strategic Planning Steering Committee

Re: Oakland University Strategic Plan

On behalf of the Strategic Planning Steering Committee I am pleased to submit our final report -- a draft strategic plan for Oakland University.

This action is the culmination of 14 months of work on the part of 167 individuals who have served on the strategic planning committees and task forces, as well as many others who participated in the discussions relating to the plan. We believe the plan is responsive to the charges to the planning committees and task forces and provides a viable framework for setting directions for Oakland University over the next 10 years.

Copies of this plan are being sent to all members of the campus community. The Strategic Planning Steering Committee will hold an Information Meeting on May 10 (3 to 5 p.m. in the Oakland Room of the Oakland Center) to respond to questions regarding the plan. In addition, the Senate will discuss the plan on May 12 and May 19 (and on other dates, if necessary), after which the Senate will forward to the President comments they have regarding the plan.

We look forward to action on the part of the President, the Board of Trustees, the University Senate and others involved in the university governance process to move ahead in the areas recommended in the strategic plan.

SOF:vl