All University Committee
on Undergraduate Education
Final Report

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Preface
Since the day—some 18 months ago—when President Miller appointed this Committee, we have been immersed in a frustrating search for wise principles to apply to this massive, complex, diverse, and often illogical University. We have read, listened, examined, and met and met, and met. We have been exposed continuously to expert and amateur analysts, concerned and anxious to enlighten us about what an undergraduate education was, is, ought to be, and surely will be. We have seen and heard it characterized as the hope of the future and, more often, the shame and despair of America. Typically the various views of that education contradicted each other: Too narrow and specialized—too broad and vacuous; too hidebound and prescriptive to change or to recognize individual difference—devoid of discipline, direction, and coherence; too relevant in its response to the demands of government, business, and other "outside" influences—fatally irrelevant in its rejection of the immediate and the moral. No critic was neutral; few were restrained; most were disturbingly confident. In these cross-currents of expertise, we often felt, like Samuel Johnson's drowning man, "encumbered with help."

Or, sharing the comforting complaint of a similar committee at a sister institution, "... the more we learned, the more certain we became that there is no prescription which will assure the well-being of the patient. We have learned only that there is no shortage of doctors." Clearly, each such committee, and each institution, must make its own judgments. Nevertheless, we owe public acknowledgement to many. To the hundreds who shared with us their viewpoints and understanding, and who opened their minds and their files to us. To a President who gave us an open charge, a free hand, and whatever support we requested. Most of all, to the 24 Task Forces—some 400 faculty, students, staff and administrators, all volunteers—who gave us months of their time and invaluable information and guidance. Though their reports greatly aided and influenced us, we could not, of course, accept and include all of their hundreds of recommendations; and the Committee alone is fully responsible for this Final Report.

We have always viewed our enterprise as a rare opportunity, and assumed that eventually its results would come under full, rational, critical examination by the entire University community. We consider our Report the beginning of that process, not a compilation of pat solutions to Western's problems. We claim no special wisdom or powers; we have had insights, not revelations. We are certain, however, that inescapably Western must change, and soon, to meet the demands of a future that is always impatient.

Philip Denenberg, Chairman
All-University Committee
on Undergraduate Education
June 18, 1971

The Charge
The following charge was conveyed to the All-University Committee
on Undergraduate Education
by President James W. Miller
on December 9, 1969.

What should be the primary undergraduate educational goals
of Western Michigan University
in the 1970's?

What modifications, additions and/or
deletions are needed in our current
programs, practices, and priorities
to make possible the attainment
of these goals?

How may these changes best be
brought about in a planned, efficient,
and expeditious manner?
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Change is the natural state of all living things. Yet, while this may be universally acknowledged, it is evident that the process seldom is welcomed. Even universities, institutions dedicated to initiating and nurturing the new, tend to resist when it is they who must change. We are confident, however, from our reading of Western's history, that what we propose will be fairly considered; and, if this is sound and persuasive, will be tried.

The Committee is aware of the ambivalence of our colleagues toward what we may see and recommend. Some are cynically certain we will do little but defend the entrenched; others see us warily as unwelcome intruders on their normal desire to maintain Western Michigan University as it is, or at least as they think it is. Some—only a few, we hope—will first learn from this Report after 18 months, of our existence. In any event, the Western we have explored has evolved from some 70 years of such conflicting interests and pressures, and we see ourselves as merely the latest to contribute to that continuing process. Our charge from the President simply acknowledges that times and circumstances change, institutions to survive must change with them, and that requires regular, critical reexamination of purposes and the extent to which they are being fulfilled.

While such a comprehensive study as we have attempted is without precedent at Western Michigan University, a significant element in Western's evolution has been its willingness to examine itself and to change. Just within the past decade, for example, we have undergone a series of University-wide self-studies leading to the establishment of an Honors College, a College of General Studies, broad recommendations on teacher and student loads, year-round operation with adoption of an imaginative trimester calendar, and massive alterations in the student services area. In addition, the regular University mechanisms have responded effectively to particular problems and issues as they came. The Faculty Senate has in recent years added two Councils (Campus Planning and Budget and Finances) and transferred to the Student Senate its jurisdiction over a third, the Student Services Council, as well as installing voting student members on all of its Councils.

We have added an ombudsman, new and revised policies on tenure and salaries, a Martin Luther King Program, academic programs at every level including the doctoral. Our recent history, then, reflects a happy ability to change.

All that has happened, however, still has left a considerable job for this Committee: to determine if some cohesive set of purposes has informed and directed Western's growth; if they are known, acceptable to, and pursued by the University community; and if they are an adequate base on which to plan our future. Examining these questions, we found much that concerned us.

We must point out that our recommendations are not responses to groundswells of discontent from any of the major constituencies of the University. To be sure, there has been no shortage of suggestions conveyed to us: larger salaries, more support of research, reduced teaching loads, subsidy for innovative teaching ideas for faculty: more relevant curricula, more off-campus educational opportunities, increased financial aid, more open (and more closed) admission policies, more participation for students, etc. But with few exceptions these came to us as proposals for improving what was viewed as a generally satisfactory situation.

A poll of the current faculty—to which over 400 responded—revealed salary as the only area in which a high percentage of the respondents expressed serious dissatisfaction. And a study of our alumni from 1940 to 1966, conducted by the Office of Institutional Research, told us that 90% of the respondents judged their overall experience at Western to have been Good or Excellent. That is indeed a gratifying grade.

We shall, nevertheless, recommend a substantial number of changes, and we shall also recommend that further study be made by others in preparation for decisions which we believe should be made soon, but which are beyond our competence.

We have many concerns which are not lessened by the apparent contentment of the generality of Western’s students, faculty, and alumni. First, as pleasing as we find the endorsement of our alumni, and we do not wish to minimize its importance, they are a self-defining group of satisfied customers.

Necessarily excluded from such a poll are the thousands of individuals who, for a variety of reasons, did not complete their undergraduate education at Western. In many cases, no doubt, their failure to do so does not reflect ill on Western, but we must assume that a great many of them,

competent enough to be admitted, failed or dropped out because of our inadequacies. We worry about them. As one member of our Committee commented, “Doctors naturally like to talk about their healthy patients, but they might be better doctors for all their patients if they paid more attention to why some of them died.” And generally WMU has been selective enough in its admissions standards so that our failures should be embarrassing.

Second, whether or not the University has met the expectations of its faculty and its former students, it seems to us to have fallen considerably short of its promises and obligations to them. Western has functioned with some conception in mind of a university, a liberal education, the knowledge, values, and skills most worth having; we have published these in our Catalog, in our Department and course descriptions, in the brochures and newsletters where we distribute to students, parents, and the general public. But the Committee has seen much evidence that our practices often do not square with what we assert and promise.

How do we justify teaching which aims at saturating with information, rather than stimulating curiosity, independence, and critical thinking? Is it poverty or the terrible burdens of class and work loads that account for “crowds” of 30 or 40 for distinguished speakers and half-empty houses for outstanding artistic and cultural events, or have we simply failed to create an audience for such events? Do we reward—and thus encourage—the original, the critical, the innovative individuals, or do we demonstrate that orthodoxy is a virtue? The Committee’s concern is not that Western has fallen short of achieving its stated goals, but that much of what we do seems to us to ignore or contradict those goals.

A third reason for looking askance at evidence of contentment and our success is that it may reflect a dangerous parochialism, a withdrawal into comforting but narrow confines. Many of our students continue to view as hurdles or distractions their general and liberal education, and find satisfaction only in what they see as directly related to some vocational objective. And commonly they seem oblivious to the relation between the work of their choice, the lives they will lead, and the society of which they are a part.

Faculty also is vulnerable to the lures of provincialism. We were distressed, especially during the College-wide meetings we held throughout the University, by the strong, recurrent faculty desire to be left in peaceful isolation from the rest of the institution. While each College took a healthy pride in its own importance and accomplishments, all of them seemed, at best, to tolerate the existence of the others. Frequently the faculty appeared uninformed and unconcerned about the contributions of their colleagues in other Colleges; and, worse, they lacked sympathy for and sensitivity to their problems. The dominant view was one of condescending log-rolling: if they’ll stay off our backs, we’ll stay off theirs.

We detected little of the essential mutual professional respect for those in other units, for the importance of their work, and for their ability to carry it out responsibly and well.

Consequently, we are deeply disturbed at the absence of a sense of academic community, of being related and interdependent parts of a single university with common purposes and values. Contentment on those terms is simply self-indulgence. And to cut ourselves off from each other, which, with some commendable exceptions, we are doing, is to deny our identity and function as a university.

Fourth, and finally, regardless of Western’s successes in the past, we are now involved in planning for the future, which was the specific charge to our Committee; and clearly in that perspective Western must change in many significant respects. The purposes we agree on and commit ourselves to may be attractive to different students and a different faculty. The demands of society, particularly of our State and region, in the coming decade will compel changes in such areas as admission policies, housing philosophy, the definition of campus, degree requirements and how they are to be fulfilled. We must read as well as we can the clues to that future, estimate our capabilities, plan accordingly, and initiate the actions that will make us useful and valuable in the 1970’s.
One effect of the inundating publicity accorded the current national phenomenon of academic soul-searching is the tendency for institutions of higher education diverse in size, location, and tradition to appropriate indiscriminately solutions to the problems of other campuses, with a naive faith in their universal applicability. We seem to find a masochistic comfort in assuming that all colleges and universities are essentially alike, so that we all have, or will have, the same problems, and presumably we will all be saved by the same panaceas. This psychology affects alike the imported demands of students and the conditioned responses of faculty and administrators. We are losing our sense of institutional uniqueness.

Certainly universities share many problems which may yield to common solutions. But it seemed to the Committee relatively fruitless to study other schools in order to learn Western’s strengths and weaknesses. What happened at Columbia, an Ivy League university in a major eastern urban center, a wealthy private institution which required massive disruptions to call its first faculty meeting in over a century, tells us more about Columbia than about Western Michigan University. Our midwestern roots and long-standing commitment to public service, for example, are crucial characteristics; and it is pertinent that this Committee was appointed in the absence of riots. So, while we have tried to learn from the efforts and experiences of others we have from the beginning concentrated on understanding this University, and we try in our recommendations to recognize its special combination of characteristics, resources, and missions.

Though our charge was remarkably open and all-inclusive, it was clear early in our deliberations that any serious consideration of the future of undergraduate education at WMU must take account of a number of inescapable factors. We view these not as inhibiting restrictions, but rather as a set of realities which help to define Western’s direction, obligations, and possibilities. We cite them now, with brief commentary on their implications, as part of the context in which our Report should be read:

1. WMU is an established institution which has developed its own traditions, commitments, strengths, and weaknesses.

2. We are a public university.

3. We are located in a particular region of a particular State, and are part of a loose network of colleges and universities.

4. We have a particular faculty—hundreds of them tenured—with its own values, abilities, and ambitions.

5. We serve a particular student body who come to us with objectives, interests, and expectations that must be recognized, though they do not always coincide with those of the faculty or with what the rest of the University believes it can or should satisfy.

6. Like all universities, we have limited resources; consequently, we must choose how to allocate them, which requires that we establish rational priorities.

7. We exist at a certain time in history, and are obliged to prepare our students to cope with and contribute to a contemporary society and to a future whose direction and demands can, at best, be but dimly foreseen.

Our recommendations try to confront specifically the impact of these factors on what undergraduate education at WMU can be and should be in the 1970’s. Some general remarks at this point, however, may clarify the perspective we brought to those proposals.
Western as an Established Institution

Though at times we might all fantasize in planning a Shining New University, it is, of course, foolish to ignore the only starting point available to us. The 22,000 students, 1,100 faculty, and hundreds of staff are real people who live and work here; they have their aspirations and their reasons for having come to Western; and the University has a moral and legal commitment to them. The buildings are where they are and what they are; they cannot be picked up and moved—though some walls can be knocked down and others painted, and should be. The various curricula and degree programs, from two-year through Ph.D., are facts involved in a complex series of commitments—to people, programs, agencies, cities—which cannot be broken without serious disruption within the institution or a breach of faith with those outside who have come to depend on us. All these realities inevitably influence and shape the future of Western Michigan University.

This is not to say, however, that we are paralyzed by the past and the present. Within these constraints we still retain a vast range of possibilities. Annually we have a student turnover of some 20-25%; annually we make decisions on tenure, promotion, and salaries for our faculty and, through selection and reward, can communicate what we believe this University stands for and who is contributing to the accomplishment of its purposes; regularly through curricular and budgetary decisions we determine which new programs should be begun and which present ones should be expanded, maintained, or phased out. But to exercise these options wisely, we must agree on what we want to be, identify our strengths, and then make difficult choices among limited means and resources.
Western as a Public Institution

As an agency of the State of Michigan, Western Michigan University functions within the same inhibitions and obligations imposed on the State's other public colleges and universities. We were created by the State, nurtured by it, are reminded annually (and sometimes at shorter intervals) that our continued existence depends on it. And all signs indicate that we are to be held even more accountable to it in the future for our every program, activity, and expenditure.

We are expected to offer public service to the society at large and to its various elements by producing and disseminating knowledge, serving as consultants, cooperating with public and private agencies to assist in seeking solutions to society's problems.

We must admit a diverse student body, heavily favoring Michigan residents, though with reasonable leeway to determine what constitutes a "qualified" applicant. And we must provide practical as well as liberal education; we are mandated as a public university to serve the society not only by "educating" its citizenry, but also by assisting it to function better through offering professional and applied training.

This latter obligation Western has met increasingly as it has grown and diversified. While the College of Arts and Sciences (sharing with the College of General Studies the obligation to liberalize) is clearly the major unit, the existence as integral parts of the University of our thriving Colleges of Education, Business, and Applied Sciences, and a Division of Continuing Education, attests to our public nature. We are not, nor have we ever been, a liberal arts college—though presumably we could establish one within the University—and as a public institution we have no such option to consider.

It must be clear, in addition, that these obligations do not define the University as merely a public servant responding to practical demands and immediate needs. Nor could it justify its existence by that test, which in many cases could be met equally well by other kinds of institutions. The University is also by its nature a critic of society and a public leader with unusual opportunities to exert influence. In significant numbers Western is the trainer and educator of the future political, business, and industrial leaders; of the teachers and other professionals, of the citizenry in democracy. In that role, which the public universities are uniquely fitted and obliged to play, we have potential for leadership which often we fail to recognize; and if our State and our society seem to us deficient in standards, values, knowledge, and humanity, we must assume some of the responsibility.

The current national controversy dividing the academic community over the proper institutional stance of public universities relative to the pressing social problems of our time should not distract us from the prior question of how best to foster a critical attitude within the University itself. It is pointless to hope that our students will do more than perpetuate uncritically all that they encounter in their society if we do not consciously expose them to alternative kinds of conduct and give them regular practice and encouragement in more productive and demanding ways of thinking and acting.

If we reward the passive acceptance of information, then we will mass produce human receptacles. If we are satisfied simply to train students in vocational and technical skills, then we show them that we are a trade school and that to be educated means to be prepared to fit into whatever now exists. If we merely indoctrinate our students in a series of "truths" and fixed beliefs, we will ensure their obsolescence.

Despite a number of encouraging exceptions in programs and individuals, the Committee believes that Western lacks a genuine institutional commitment to the concept of a critical university, and that this is a major defect. We believe that it may underlie the recurrent student criticism that the institution does not provide intellectual challenge and ferment; that it contributes to the secure isolation of the Colleges, and the toleration of each College by the others; that it accounts, in part, for the "friendliness" of Western, as though that could not exist with exciting depth in a positive, critical atmosphere. The absence of this commitment is, in any event, too great a price for a university to pay.

Whether our students or faculty like it or not, the one public service which no one else can offer as well as the universities is to supply the society with individuals educated to think and to act critically. What is required may sound like a high school peroration, but that makes it no less valid: we must foster in our students and in our faculty curiosity, independence, open-mindedness, respect for evidence and practice in gathering and evaluating it. We must teach and encourage students to learn in ways that develop these skills and habits of mind; we must provide the opportunities for their application. We must, above all, function as a university which exemplifies these qualities and goals.
Western as a Regional Institution

Our location in Kalamazoo and in southwestern Michigan offers particular opportunities for service to the residents of this part of the State. As the major public institution of higher education in this region, we have traditionally assumed a special concern for their needs and attempted to be responsive to them. This has never meant that Western should adopt a parochial perspective, but proximity and easy access do create natural constituencies. The area is well-represented in our student body (though in a declining percentage), our physical plant and cultural facilities are available to and used by our neighbors, and we have for many years provided broad field service course offerings, consulting services, workshops, and a variety of other regional services.

The Committee believes, however, that we have already entered into a new and closer relationship which will test our imagination, patience, and flexibility. Whether or not we find the prospect attractive, the walls between town and gown are coming down; in all aspects of the University's life, we are merging with the surrounding community. Our campus is open, more of our students live off-campus than on it (in fact, what is "campus" is increasingly difficult to define), we depend for a variety of services on outside agencies, we have an expanding complex of involvements with local schools, businesses, and governmental agencies. That this evolutionary phenomenon should coincide with many other basic social changes promises great impact on undergraduate education at Western.

An increasingly urban and technological society, we believe, will accelerate the demands on Western for more public service and more applied, technical, and professional education; and these demands will come from an older clientele, many of whom will need to work while they update their skills or are retrained for a new occupation. Many will come without degrees or previous college background, but they will bring experiences, maturity, and perspectives to enrich our classes beyond what is possible for 18-year olds. The shorter work week and the recurrent three-day weekends will also send us students—predominantly part-time—in search of general and liberal education, mental and physical activities which previously had been a luxury beyond pursuing or, for some, beyond consideration.

This influx of new students should leaven and catalyze our more homogeneous student body, should offer quite different opportunities for service, and may move us to novel and exciting conceptions of undergraduate education. Yet, while they have much to offer us, as well as to gain from us, we must recognize that we cannot satisfy every need and demand, nor should we waste our resources by needlessly duplicating what is available elsewhere. At the very least, however, we should examine our admissions policies, our offerings, and our scheduling to accommodate where we can and should.

Beyond the narrowly academic, and in some respects beyond the charge to this Committee, is the necessity to explore the whole range of relationships between Western and the neighboring communities. These communities are the logical source of mutually beneficial work/study arrangements; they are natural laboratories for our faculty and students, and an accessible and significant part of our society which we can serve. They are also, however, where two-thirds of our students live, volunteer their ideas and energies as citizens, experience their social and political problems. These thousands of students depend on the University, and to much of the public they represent the University, sometimes exclusively. We must face the inevitability of our institutional involvement in this complex relationship; and we should recognize in doing so that at a time of public disenchantment with higher education, such expanded contacts at all levels may help to foster essential public understanding and support of what we are and do. The Committee will make recommendations in this area which are appropriate to our charge, and, in addition, will forward to the President the report and recommendations of the Task Force on Relationship Between the University and the Community-at-Large, whose sense of urgency took them beyond that charge into broader concerns which they, and we, believe that the University must examine soon.
The Faculty of WMU

Little change of any significance in undergraduate education is likely to occur at Western Michigan University without the initiative, consent, and cooperation of the faculty. That the basic judgment on matters of educational policy at departmental, collegiate, and university levels is their professional right and responsibility is well-established by tradition and practice at Western.

Since the faculty will play a crucial role in determining what we will be in the 1970's, it is important to know something about them. They are on the average relatively young (mid-30's) and relatively new to Western (half of them have been here six years or less). Thus their commitment to the University is difficult to predict, as is the direction in which they would prefer Western to move in the future.

We do, however, have some indications. According to the survey conducted last year by one of our Task Forces1 (noted earlier), the faculty would appear to find generally acceptable our current policies and priorities. By at least a 2-1 ratio they are "satisfied with present policies, practices, and conditions in such areas of professional concern as academic freedom, tenure, faculty grievances, facilities for teaching, sabbatical leaves" and most fringe benefits. Salary, as always, remains a concern.

In addition, the survey reveals their near-unanimous recognition of the professional responsibility "to teach classes, and to educate students via seminars and the direction of research," as well as the "overwhelming majority" belief in the responsibility "to keep office hours, to act as a guide and counselor to students, [and] to help students develop into responsible citizens." It seems evident, at least so far as faculty expression can be equated with faculty action, that teaching and a strong concern for students continue to be of prime importance. And the testimony of student evaluation to the availability of faculty and their genuine interest in students supports this inference.

Further, despite their commitment to the value of scholarly inquiry, publication, and other creative activity, the clear first priority of the 27 responding Departments in decisions regarding promotion, tenure, and salary increases is teaching ability.

The values and attitudes of our present faculty must figure prominently in any projections about Western during the next decade, for in large part they may be our faculty during that period. Over the years they have been an unusually stable group, with significant change in personnel coming from the additions of growth, rather than departures because of dissatisfaction with Western or the lure of other institutions or alternative fields of employment. In recent times that stability has been more pronounced, even dramatic: we have, for the past three years averaged about eleven retirements annually from our faculty of approximately 1,100; and resignations from continuing appointments during that period numbered 71 in 1969, 28 in 1970, and to date only 12 in 1971. We assume that the probable causes of this phenomenon are the relative attractiveness to faculty of Western and Kalamazoo as places to work and live; the tightening of the job market in many disciplines, reducing mobility and heightening the importance of a comparatively secure position; and the lesser inducements of other states and other universities, most of which are faced with the same retrenchment pressures with which Western and other Michigan schools are now confronted. All of these factors are likely to continue well into the 1970's.

This situation compels us to recognize what few alternatives we may have in this area, and to exercise them wisely. If Western is no longer in a growth situation which ensures an annual influx of new blood, and those faculty now here tend to remain, then it seems apparent that we must concentrate on how best to maintain and increase the quality of our present faculty. Our recommendations will deal specifically with the implications of this situation, but in broad terms they seem to us to dictate at least the following: (1) We must agree on and make clear the nature and goals of Western Michigan University, so that our current faculty and those who will consider joining us have a fair, rational basis for deciding if this is their kind of institution, and we have such a basis for evaluating what they might contribute to the accomplishment of our institutional purposes. (2) We must choose new faculty with great care, since our selection may be limited largely to replacements for retirees and for the non-tenured. The Task Force poll of the faculty revealed a concern that tenure was given too easily, in some cases as a reward for the absence of clear grounds to deny it, and we would add that it might have been granted without proper consideration of what each candidate could be expected to add to Western, since our institutional objectives have not been clearly defined. (3) With a limited total number of positions, the practice of automatically replacing departed faculty within a Department cannot be maintained, as it would limit almost absolutely our possibilities for growth, change, and responsiveness to student needs.

A calculated reallocation of this valuable resource, as well as others, seems inevitable. (4) A relatively fixed number of faculty, an increasing proportion of whom will eventually be tenured, will make it mandatory that our system of rewards (salary, promotion, tenure, support of various kinds) reflect and encourage our commitment to excellence and to the achievement of Institutional goals.

(5) Finally, we should institute University-wide a regular system of review of performance for all faculty, with a concerted program of assistance to upgrade both junior and senior members, and a planned effort to make the best use of their abilities.

None of these observations is intended as criticism of Western's present faculty, which, in fact, appears generally to be of high quality. Our point is simply that the 1970's will probably be a period of stabilization, rather than the growth which characterized the 1960's, and we believe it is essential that the entire University recognize this and act accordingly.

1 Task Force 19 on the Relationship Between the Faculty's Professional and Other Responsibilities, Final Report pp. 3-4.
The Students of WMU

In recent years probably the most striking change in American higher education—and certainly the best publicized—has been in the status of the student. For decades our colleges have glibly announced that students are what undergraduate education is all about, that each student must be perceived and treated as a unique individual, that students mature socially and intellectually only as they are given the opportunity to make choices from among alternatives and are forced to assume responsibility for their own decisions. Now, finally, the assertions are being taken seriously by a great many students who tell us that they are quite willing—even anxious—to try out those theories. In some respects and in some areas Western has begun to practice the theories; we propose that the pace be accelerated and the application be University-wide.

In the appropriate sections of this Report—such as those dealing with admissions, governance, continuing education, graduation requirements, and others—we will spell out the specific implications of our educational assumptions and our conception of a Western Michigan University student, for decisions in these areas should rest on such a base. In those recommendations we have tried to take into account at least the following characteristics and behaviors that helped to define the current and future Western undergraduate we have in mind.

First, though he is at this point predominantly in the 18- to 22-year-old range, we assume that in the future he will be older, more experienced, more mature, and more diversified in his personal and academic background.

Second, while during the past decade Western has increasingly attracted outstate and foreign students, so long as non-resident costs remain at what has reached a prohibitive level, we will, unfortunately, move back toward a higher proportion of Michigan students. We consider this a serious, harmful reversal and will recommend means to forestall it. And while we can expect to continue to draw students from all over the State, as we expand our continuing education program and our relations with the surrounding areas, we will return to a more regional student body.

Third, presently of our entering freshmen who stay on to graduate, most complete their work in a normal four years. We expect that during the next decade not only will more prospective students choose to defer their original admission (which we would encourage), but many of
them will leave and return over a period of years, often combining job experience with their academic career, thus extending their undergraduate years.

Fourth, in the years ahead we believe that a higher percentage of our undergraduate students will attend Western on a part-time basis. Not because of a serious decline in our full-time population, but because the more complex mix of people attending this University, both as degree and non-degree students, will do so on whatever basis is feasible for them.

Fifth, the availability of attractive alternatives to college will in the next decade divert from Western some of those students who currently prefer to be elsewhere, and active recruiting and support programs will increase the percentage of minority and/or underprivileged students in attendance, thus probably providing a more highly-motivated student body. However, we see no strong evidence that the primary motivation to attend WMU will alter significantly. The clear majority of our present students are vocation-oriented, and their successors will be.

We expect that that judgment may be disappointing to many, particularly those who view rising attendance at public universities as an opportunity to be more selective, more demanding academically (whatever that means), with the happy prospect of preparing more Western students for graduate school. That perspective is reflected in our obvious pride in our Danforth and Wilson Fellows, our students who win graduate fellowships and assistantships at prestigious graduate institutions, and those (a considerable number) who enter college teaching and the other professions. The number of advanced degrees earned and the success in advanced graduate work we widely accept as a measure of our effectiveness as an undergraduate school. While we may be entitled to some pride in this variety of excellence, the perspective (which too often leans to older Ph.D.'s trying to create younger Ph.D.'s in their image) ignores the undergraduate aims and needs of the vast majority of our students and may seriously distract us from our proper business.

Western has become more selective, it does attract large numbers of fine students, and it continues to require that they devote a significant part of their time here to general and liberal education. But students are still basically concerned with preparing themselves for a job, and it is to that job (if one is available) that most of them go upon graduation. Of our 4,200 bachelor's degree recipients in 1970, 2,300 took teaching certificates. Of that same 4,200, fewer than 800 took general liberal arts degrees without identifiable vocational objectives. While it is true that 1,300 graduates in the Secondary Education Curriculum majored in the College of Arts and Sciences, that figure also tells us that better than half of all Arts and Sciences majors were training for a job. We could add the totals of our graduates from the Colleges of Business and Applied Sciences and others in Arts and Sciences who took professional degrees, but the point is clear. Whatever it is that some of us think ought to motivate students to come to Western, the one objective that most of them share is to prepare themselves to make a living.

It certainly does not follow that our primary function as a university is to serve as a training and placement center, and if our students leave with little else than basic work skills, clearly we will have failed as an institution of higher education. But maintaining the distorted view that the primary function of our undergraduate education is to prepare students for graduate school, and ignoring the real aims of our students, will surely guarantee our failure.

Finally—and we believe this is crucial to any rational educational planning at Western—the present small fraction of our student body that attends WMU for a full four years will diminish still further as educational mobility becomes even more a normal aspect of student life. Last year almost 50 per cent of all Western undergraduates were transfer students. Approximately 25 per cent of these came from other four-year institutions; the remainder transferred from the two-year colleges. Moreover, since more than 40 per cent of our entering freshmen do not complete a degree here, only about one-third of our students are with us for a full four years of undergraduate education. And that proportion is likely to decline by the evidence of the projected increases in community college attendance and transfer to four-year colleges, and Western's established commitment to the two-year schools and their graduates. In addition, we have the State Legislature's recent notice to Western and other four-year institutions that they will be expected to serve in this capacity. Still further indication of the growing norm of transiency comes from a study of Western's class of 1972 (those who entered in 1968) conducted by our Office of Institutional Research, which revealed that 42 per cent of the men and 35 per cent of the women—

beginning freshmen—anticipated the possibility that before graduation they would transfer to another college.¹

These are some of the salient facts, and, we think, reasonable predictions, about the Western undergraduate of the present and the future. They have shaped our perspective and our recommendations; we do not think that they should be ignored.

Western in the 1970's

At least two major causes have sensitized colleges and universities throughout the land to undertake such studies as this one: (1) A new awareness, fed from many sources, that in a number of respects our universities are essentially unchanged from the earlier models of 50-75 years ago, and in some ways still reflect educational ideas, content, and practices centuries old. (2) An awakening to a variety of revolutionary changes already well under way in the general society, but imperfectly reflected in our universities, and glimpses and inklings of more to come which raise serious doubts about the adequacy of our universities to serve society's needs and to prepare students to cope with that brave new world.

Some of what is old in our universities is old because it is good, because it has stood the test of time, change, and constant reexamination. These are enduring strengths, and must be defended. What is vulnerable is the unexamined, those vestiges which have persisted precisely because they have not been carefully scrutinized. Students of higher education are pleased to point out the irony that universities, which rightly pride themselves on their up-to-date critical, scholarly knowledge of practically everything seem to know least about and to be least critical of universities. They are in that respect among the more conservative institutions in our society. John Gardner, for one, has noted that "Much innovation goes on at any first-rate university—but it is almost never conscious innovation in the structure or practices of the university itself. University people love to innovate away from home." 1

As we have looked—critically, but with affection—at our University, we have been hard pressed to justify, except as vestiges, that all students should require the same four years to complete an undergraduate program, a fixed division of knowledge into discrete departments and 50-minute blocks, a traditional grading system, the assumption that higher education is most effective over a continuous period and during the ages of 18 to 22. Spotted about the country, and within our own University, are practices and programs which seem to demonstrate that none of these is essential to a successful college experience.

Though as professionals we have never agreed on the precise elements and ingredients of a liberal or general education, and periodically have shuffled various ones in and out of our definitions, we have nevertheless persisted in prescribing them. While we repeat annually in our catalogs our belief in the uniqueness of each individual and the necessity for education to be personal and humane, our requirements, our techniques, and our structures lump thousands of these unique individuals into fixed tracks, paths, and modes of learning. Some of them are now asking "Why?" And often we are embarrassed at our inability to respond to their satisfaction or to ours. In part, then, this drive toward exhaustive reexamination of what we are about and why, which coincides with an enhanced and uneasy sense of the future, seems to us an opportunity to make of ourselves honest men and women.

The second impetus for such studies, the social revolution which surrounds and impinges upon the universities, not only compels us to change but guides and directs us in doing so. Some aspects of this "revolution" are ancient indeed, and have confronted universities and societies many times: The rediscovery of evil in the world, and the moral compulsion of the young to do battle with it; the questioning of the capacity of structures and institutions to serve human needs, and the concomitant doubt that reform of those institutions will bring about desired ends; the search for solid substance and relief from doubt and confusion in a period of lost and changing values. These inescapably have to do with education, for such human and timeless questions have always been our province, and we are obliged to examine them together if we are to be worthy of the name university.

But other facets of this revolution demand that we change in accord with the times if we are to lead or even to serve our society. We must reconsider who belongs in, or can profit from, this University, and on what bases one "qualifies" for admission. We must ask if our institution is designed for exclusiveness—to weed out on dubious grounds at admission, judge, and then weed out again—rather than to serve as many and as broadly as it can for as long as they can profit, with our help, from what we have to offer. Obviously such questions have moral and social, as well as academic, ramifications; and they go to our fundamental assumption about universities, public universities, and most important, this University. We have asked those questions, and tried to act on our considered answers.

We live at a time when people simply must continue to learn if they are to live productive, satisfying lives in a complex world, and one in which information and jobs may be outdated or of doubtful value shortly after they have been mastered. And we live in a world of rapid, confusing, and frustrating change, which demands flexible, adaptable human beings. If we fail to recognize the nature of this period and to help our students prepare to cope with it, we will do them, and ourselves, a terrible disservice.

If Western Michigan University is truly responsive in the 1970's to the needs and realities of our time, we will have planned and restructured ourselves for a more diverse and mobile student body, learning (on- and off-campus) more often when and what they want to, combining the practical and the theoretical to the advantage of both, and assuming far greater responsibility for defining and carrying on their personal education. For those of us fortunate enough to be part of that University, it should be a very disturbing, exciting, satisfying time.

Preamble
The University should function as a humane, reasonable, and creative community, rejecting the arbitrary use of power, and responding positively to that authority which derives from demonstrable competence and rationality. In such a community, stimulation and challenge supplant threat and coercion.

The University should demonstrate through its practices a commitment to those ideals, values, and objectives which it endorses and urges upon the larger society, thereby enriching the quality of life within the University, providing inspiration and means for improving the human condition outside it, and fostering a compassionate view of the problems and possibilities of mankind.

Goals of Undergraduate Education
The major concern of Western Michigan University is the education of its undergraduate students, and it is committed to provide the environment and the means to enable these students,

1. To assume primary responsibility for their own growth and education, to achieve a genuine sense of competence, and to develop the motivation and ability to perceive and pursue learning as a continuous process.

2. To acquire the knowledge, skills, and will to examine critically man's experience, especially as that experience relates to contemporary life and illuminates the future.

3. To gain an understanding of the persistent values of their own and other cultures, and the ability to respond critically, sensitively, and sympathetically to cultural difference and change.

4. To achieve greater self-knowledge and self-esteem, increased understanding of and empathy with others, and an enhanced ability to relate positively to their fellow human beings.

University Goals of WMU for the 1970's
In order to establish and maintain the environment essential for such an undergraduate education, the University is committed to the following institutional goals and to making its practices and priorities accord fully with them:

1. To function as a community of learners dedicated to excellence; the pursuit of truth; shared, open intellectual exchange; and respect for creativity, diversity, reason, and honesty.

2. To encourage all members of the University community to explore fields of knowledge, points of view, and competences new to them, so that they may develop flexibility and imagination to live productively in a changing world.

3. To establish and sustain an environment responsive to individual needs and abilities; and one which encourages growth through opportunities to exercise initiative, choose among alternatives, and assume personal responsibility for one's actions and decisions.

4. To provide the opportunity to acquire occupational competence, with its requisite skills, knowledge, and attitudes; an understanding of how one's work relates to his society and to his life; and preparation for creating and developing new occupations.

5. To end racism in the University, and to struggle against it in the community-at-large.

6. To recruit students, faculty, and staff from America's oppressed and disprivileged (Black Americans, White Americans, American Indians, Spanish Americans, and others); and, when necessary, to provide for them essential educational experiences and supportive services.

7. To maintain a spirit of free, critical examination of society, and to provide relevant educational experiences—both on- and off-campus—by which to test and apply the results of that examination.

8. To respond in its planning and allocation of resources to the widest possible range of educational needs, in the conviction that a public university should serve the many, not the few.
All aspects of a university's undergraduate program ought to be consistent, both in content and manner of operation, with the institution's avowed undergraduate mission. When the university is committed to promote through that program responsible personal growth as well as critical intellectual development; when the student is expected "to assume primary responsibility for [his] own growth and education"; when he is to be encouraged "to explore fields of knowledge, points of view, and competences new to [him], so that [he] may develop flexibility and imagination"; when he is expected to become part of a "community of learners; and when he is also to have the "opportunity to acquire occupational competence"; then conditions which encourage the pursuit of these aims have to be created, maintained, and supported throughout the entire undergraduate program. Given the particular goals that we have proposed, the learning environment at WMU should be characterized by freedom, responsibility, flexibility, and cooperation.

In an undergraduate academic program we see no special merit either in arbitrarily "requiring" anything of a student, or in having him "choose freely." Each act should be performed under certain conditions with particular ends in view. It is, therefore, critical to pay scrupulous attention to the vital factors of freedom and constraint, option and requirement, as they affect individual development.

In the best sense, of course, academic requirements should spring from the same organic necessities which underlie any critical search for truth. They would then become imperatives to which it would be necessary to submit as a pre-condition for proceeding. Accepting them would be an essential basis for self-discipline and self-development. While it is not often given to men to see and respond to such imperatives in so fundamental a way, it is certainly the task of educators to apply this test to all learning experiences. Only when we have satisfactorily answered the question, "What is truly required"? can any consequent "restraints" be seen as the elements of an authentic liberation.

We believe that the basic pre-conditions for learning should be set down clearly and be logically defensible as necessary to the fulfillment of valid learning goals. Within that framework, fewer requirements and more options should be the rule. Requirements would then be neither arbitrary nor punitive, and they could be under continuous critical review to eliminate the whimsical or vestigial. Under those conditions, the ends of learning would be served by both the requirements and the options.

The undergraduate program ought to provide many alternatives and extensive opportunities to explore them. Students—who learn in many different ways—should have the chance to choose and then synthesize and integrate for themselves their various learning experiences, as well as to engage in specialized and structured programs. And this approach has the added virtue that the process itself would be educational and maturing as only experience can be. Moreover, the assumptions and dynamics of the undergraduate program should provide a valuable model, a persuasive demonstration of the University's commitment to its professed belief that growth and learning require the making of real choices, among real options, with real consequences for which the student is responsible.

To be free to choose from among outmoded or unattractive options, however, is pointless. We know that custom and inertia, frequently resulting from the sheer difficulty of effecting change, often propagate courses and course structures year after year, that what once was valuable and exciting can persist long after the need has been forgotten and the initiator has moved on to other interests. To counter this natural process of stagnation, opportunities for responsible and productive experimentation and program development have to be made widely available, and these demand resource support, a favorable intellectual climate, and a positive, encouraging decision-making apparatus. Decisions affecting program, experimentation, requirements, courses, course structure, and curriculum, we believe, are best made at the lowest possible, seldom higher than the College, and they should be subject only to review and coordination by any higher authority. We concur in the practical wisdom of John Gardner's observation that, "If all innovations must pass before one central decision point, they have just one chance to survive, and a slim one at that."

But with many points of initiative and decision, the innovations are more likely to survive, and, if they prove their worth, to be adopted by those who might have rejected them in the first place.

Finally, if an undergraduate program is to support a sense of community

1 Gardner, Self-Renewal, p. 68.
in the University, it must provide for mutually beneficial exchanges among its parts. Interdepartmental cooperation, inter-disciplinary educational projects, and inter-Collegiate exchanges not only contribute to the intellectual health and growth of both students and faculty, but they bridge the polarities which separate us. We cannot, after all, hope to achieve the stated goal of broadened intellectual perspectives, if our programs, attitudes, and conduct are insular and provincial. Occasions for cooperation and communication among participants in the undergraduate program must be multiplied and encouraged by appropriate funding and support.

The possibility of creating and sustaining a strong, viable program directed to learning in its best sense and characterized by freedom, responsibility, flexibility, and cooperation might be further enhanced by the very fact of its coming into existence. We believe that the academic and human values embodied in such a program could be strongly appealing to both faculty and students. If this is true, in the case of students particularly, a renewed undergraduate program could contribute greatly to eliminating the feelings of alienation and depersonalization which affect us all, and replace them with the pleasure and excitement of learning.
Graduation Requirements

Background

The current requirements for graduation from Western with a bachelor’s degree are as follows: 1

"Any curriculum leading to a bachelor’s degree consists of at least 124 hours of credit of which no less than 120 hours of academic (i.e., not general credit P. E.) [sic] are required."

"The student must meet the following requirements or their equivalent:"

1. With certain exceptions, "each student must complete four semester hours of general physical education."

2. "Courses must be selected so that requirements in at least one of the curricula are fulfilled before graduation."

3. With stipulated exceptions in Elementary and Secondary Education, International and Area Studies, Electrical Engineering Technology, Mechanical Engineering Technology, Metallurgical Engineering Technology, Industrial Engineering and Industrial Supervision, "the student must complete a major with a minimum of 24 hours and a minor with a minimum of 15 hours . . . ."

4. "Each student must complete 40 hours of work in the General Studies Program or in approved alternatives."

5. "A minimum grade point average of 2.0 must be maintained in any major or minor(s) presented for graduation."

6. "... it is expected that all candidates for the Bachelor’s degree or full certification will have earned at least 15 hours of credit on the campus of Western Michigan University or one of its established off-campus centers at Muskegon, Grand Rapids, or Benton Harbor. A minimum of 30 hours of credit must be taken through Western Michigan. Ten (10) of the last 30 hours must be taken through Western. Correspondence credits may not be used to satisfy any of the minimum residence requirements."

7. "A maximum of 15 semester hours of credit in correspondence courses may be applied to a degree program."

8. "Students transferring from a two-year community college or junior college must complete a minimum of one-half of the academic work required in their curriculum at an accredited four-year, degree-granting institution (exclusive of the general physical education requirement)."

9. With certain exceptions, "no student may be graduated under the requirements of a catalog which is more than ten years old."

Undergraduate majors and minors, as well as certification requirements for teachers, are further explained on pages 35-40 in the current Undergraduate Catalog.

A further examination of the Catalog reveals many disturbing characteristics, not only of the requirements, but of the whole undergraduate program, to which we will address recommendations. Among the worst of these deficiencies are:

1. The lack of clarity and consistency in the presentation of the various undergraduate programs. The Catalog simply is not the informative, attractive, human document that it should be.

2. The significant lack of adequate explanation of what the Colleges, Departments, disciplines, programs, and courses aim to do and why.

3. The strong vocational or specialist orientation of much of Western’s undergraduate program. Very few offerings, at least in the Catalog, are presented in terms other than those of a major, minor, graduate school, or vocational prospect. The possibility for other motives for learning in a Department or discipline seem either to be minimized or entirely absent.

One might expect this emphasis in programs with a strong vocational orientation, but it is evident elsewhere as well. The College of Arts and Sciences rightly aims (p. 208) "to develop a student who will be at home in the world of ideas, and whose experience of living will be deepened by an understanding of his cultural heritage," and "to offer [the student] training in thinking objectively.

Western Michigan University
critically, and creatively;" yet its Departments inevitably present their offerings with a decided vocational emphasis, and seem therefore to abridge the opportunity to participate in their program on other terms. Its interdisciplinary programs are frequently oriented to careers or major-minor requirements. Art and Music offer few opportunities, it seems, for non-majors or non-performers. The English Department offerings are structured almost exclusively in major and minor requirements; the same is true for History, Geography, Geology, and others. A notable exception is the Department of Religion (p.378), which offers something approaching a rationale for and explanation of the study of religion in a broader sense. Although not ideal, it is a step in the right direction.

4. With some important exceptions, the lack of significant interdisciplinary programs or opportunities.

5. The scarcity of real elective options, which results from the expansion of and the emphasis on major-minor curricular requirements, as well as the practice of specifying or limiting electives. In some cases students must use elective options to meet requirements in a minor, or choose from limited (usually technical) options which are "strongly recommended." Human Communication, for example, is specified in Occupational Therapy, when it is but one of eight General Studies options at the Junior-Senior level.

6. The erosion of general education as a result of waivers and substitutions for expedient or narrowly curricular ends, so that the purposes originally established are not met.

In the remainder of this section we will propose changes in courses, curricula, majors, degrees, graduation requirements and how they may be met; all of which, we believe, will bring policy and practice at WMU into closer accord than now exists with our recommended educational and institutional goals.

**Recommendations**

1. Courses, Credits, and Hours

a. In accord with North Central Association standards, the successful completion of 120 hours of academic credit should be required for a bachelor's degree. Fulfillment of any certification requirements beyond those demanded for the bachelor's degree would be the responsibility of the individual student and could be accomplished within or outside the University as necessary.

b. No major should exceed 40 hours of academic credit, and no area of concentration (major, minors, and cognates) should exceed a requirement of 60 credit hours. In the College of Applied Sciences, which employs unusual terminology, the area of concentration should not exceed 60 required credit hours.

c. Department and program curriculum committees, in cooperation with the College curriculum committees, should examine their major and minor requirements and reduce the total hours required to the lowest level consistent with defensible educational and/or vocational goals, keeping in mind the obsolescence of specialized skills and knowledge and the flexibility required in a rapidly changing world.

d. Department Chairmen and Deans should see that all prerequisites are reexamined and, unless found to be essential, eliminated. Departments should publish suggested or preferred learning sequences, and should note, where appropriate, the knowledge and skills that may be expected of students in advanced classes.

e. A priority task of the Agency for Instructional Development (see Instruction), in cooperation with departmental Committees for Instructional Development (see below) should be to study and recommend alternatives to the present course-credit-hour structure, and to stimulate and assist Departments in experimenting with such alternatives.

f. Departments should give priority in resources and personnel (and where possible be given additional support) to the development of courses in the following categories:

(1) Exploratory courses (open to all students) which do not assume preparation for advanced study, but are designed to answer the question, "What is this discipline or field of study like in all of its aspects, including its methods of knowing and learning, and its relation to other areas of study and modes of learning."

(2) Courses of interest to the general student, but which by their nature would be interesting and valuable to students already concentrating in the field or discipline, and which would relate the field critically to the world-at-large. They might, for example, examine the ethical, social, and intellectual implications of a particular discipline. Such courses could be taught by persons within the discipline or outside it, preferably the latter (see Internal Exchange Professorships).

(3) Inter-disciplinary or trans-disciplinary courses which would appeal to a broad spectrum of students and concerns, and would be offered in conjunction with other Departments or academic units, including General Studies. (Graduates and undergraduates might be brought together in 500-level courses designed by two or more Departments, with the credit to apply to the Department or curriculum of the student's choice.)

(4) Specifically for freshman, though open to all students, short "Exploration of-" courses designed to introduce students to disciplines or broader areas of study to assist them in grasping the diversity of learning experiences available to them in the University. These would be five-week courses, scheduled consecutively in blocks of three each semester. They would be voluntary for Departments and students, would offer one credit; and a student could take as many as three such courses a semester, and a maximum of six in his undergraduate career.

g. Graduate students, with the permission of their advisers, should be allowed to elect up to six hours in undergraduate courses (below 500-level) in cognate areas. The credit earned should count toward completion of the hours required for a graduate degree.

h. Increased attention should be paid to the development of courses and programs directed at the interests and needs of older students, as well as to appropriate methods of informing them of such educational opportunities (see Continuing Education).

i. Courses and programs should be developed which address themselves to the nature and effects of rapid change, of anticipations of the future, to areas of current and lasting concern—such as the proposed Undergraduate Program in Environmental Studies—and to those areas in which Western is particularly equipped to contribute to society.
2. Competency Examinations

It is currently possible, with no specific limits, for students to obtain by examination credit for or waiver of certain requirements; however, with some exceptions, the practice is uncommon. This appears to be so partly because students are neither informed nor encouraged to take advantage of the opportunity. We urge that this option be more widely available.

Every Department should construct competency examinations for every course where feasible, should inform students of their availability, and should provide easy, cheap access to them (see Evaluation). These examinations should demand competency in the skills, knowledge, and behavior whose achievement is the stated objective of the course; however, no higher level of performance should be required for the granting of credit or a waiver than that expected of a student enrolled in the course. Where particular experiences or personal participation are essential (such as laboratory or field work), the student might be held responsible only for those, in addition to a successful test performance, or, if necessary, that course could be excluded from those offering the opportunity of coming-out.

A special committee, with the assistance of the Agency for Instructional Development (see instruction) should study and recommend to the University guidelines on fees, standards, procedures to be followed, how often examinations should be offered, what can or cannot be tested/demonstrated satisfactorily, and other considerations. It should emphasize the normal desirability of granting credit, rather than a waiver.

3. Physical Education

a. The requirement for graduation that "each student must complete four semester hours of general physical education" should be abolished. However, this should be accomplished gradually to provide both the Men's and Women's Physical Education Departments adequate time to build an effective life-time sports program (as described under Extra-Curricular Activities), and also to make any necessary personnel changes with a minimum of hardship.

To initiate this change, we recommend that the Physical Education requirement be reduced temporarily to two semester hours (beginning with students entering WMU in the Fall semester 1972), and that when appropriate staff vacancies occur, they should not be filled.

b. Elective options totaling no more than 8 hours of academic credit (on the average, one opportunity each semester) should be provided in general physical education for both men and women. These options should:

1) Emphasize life-time sports and skills which are developed and offered as important elements of the good life.

2) Be made more accessible by taking instruction and, where possible, facilities and equipment to the student, and by adapting program and schedule to the life style and time preferences of young persons.

3) Be supported in energies and resources at a level similar to that now maintained for varsity sports.

4. Committees for Instructional Development

Each Department (or its equivalent) in the University should establish a Committee for Instructional Development, which would work in cooperation with the University Agency for Instructional Development in:

a. Developing techniques for and assisting in the evaluation of all departmental courses, especially any experimental ones.

b. Developing specific as well as comprehensive plans for experimentation and innovation within the course offerings of the Department, as well as means of evaluating and supporting such projects.

c. Serving as a disseminator of information on new and promising techniques for the improvement of teaching and learning.

d. Establishing and coordinating inter-disciplinary courses and staff exchanges with other segments of the University.

e. Coordinating and developing the publication of the departmental course information bulletins (see below—Information recommendations).

5. Academic Interchange

Academic interchange within the University community should be encouraged and promoted by:

a. Establishing throughout the University a system of Internal Exchange Professorships by which faculty in one Department or area could teach, for one semester, in another area. The exchange professor would have office space in the host area and could also conduct a faculty seminar, serve on a Department committee, and be available to students. For instance, a philosophy professor could be an exchange faculty member in one of the vocational or technical areas, where he could teach a course on ethics as it relates to the particular vocational field, conduct a faculty seminar on a subject of mutual concern, and serve for the period of the exchange on the Department curriculum committee.

The plan would take fuller advantage of our own human resources, bridge personal and professional barriers, and add greatly to the academic breadth of all participating Departments.

The cost would be minimal, and could be met in various ways. For example: (1) The two Departments could exchange staff simultaneously. (2) The course could be absorbed by the lending Department. (3) The cost of the "lost" course could be met by the profiling Department through its providing funds for a part-time instructor to teach a course in the lending Department. (4) A continuing bank of faculty time could be established at the University level.

b. Increasing the number of joint appointments, when the faculty member is qualified, acceptable to both areas, and desirous of such an arrangement on a reasonably regular basis. This should not be a device for creating empty titles.

c. Encouraging interdisciplinary faculty seminars.

6. Degree Programs

Earlier in this section we have recommended that required credits in all majors and curricula be reduced, pre-requisites be eliminated unless essential, and more options be made available. These principles, we hope, will be observed throughout the University. In addition, we recommend the following changes from current degree programs.

a. In the College of Arts and Sciences:

(1) Liberal Arts Curriculum (Bachelor of Arts Degree)

A special committee should propose to the College Curriculum Committee a curriculum aimed at an integrative approach to man's cultural experience, in the pattern proposed by Task Force 11, or some similar comprehensive program. It might also consider variations of the current Liberal Arts Curriculum, though clearly that has had little appeal to students (typically graduating fewer than 200 students per year).
(2) Arts and Science Curriculum
(Bachelor of Arts or Bachelor of Sciences Degree)

(a) General Studies requirements.

(b) A major in one of the Departments of the College of Arts and Sciences.

(c) University electives to make a total of 120 hours.

(d) Completion of a major in a Science or Mathematics would entitle the candidate to choose either a B.A. or a B.S.

(e) The current University Foreign Language requirement should be dropped, but Departments could still require a language for completion of a major or a curriculum when they believed it was important to the particular program.

(f) The current University requirement of at least 70 hours of general and liberal education courses should be dropped, as it would essentially be filled by the first two requirements in this curriculum.

b. As a University degree, we propose on an experimental basis an open curriculum offering a very high degree of free choice and structuring by students, with the help of an academic adviser. The entire procedure and its results would be monitored and evaluated for whatever guidance and insights it might provide for the rest of the University.

Student-Planned Curriculum
(Bachelor of Science Degree)

(1) General Studies requirements.

(2) University electives to make a total of 120 hours.

(3) An Open Curriculum—an organized plan of study created by the student with the assistance of an official University academic adviser any time before he has completed 75 credit hours, and which he might revise as it seemed appropriate.

(4) This curriculum would be experimental for an indefinite period, and would be evaluated by the University Committee on Academic Advising, who would be supplied with written copies of the original student plan and any subsequent changes, as well as comments and evaluations of the experience by both student and adviser. When sufficient data had been accumulated, the Committee would evaluate it and publish within the University, especially for all academic advisers, a report and recommendations.

7. In summary, the adoption of our recommendations would impose the following requirements for graduation from Western with a bachelor's degree:

a. Any curriculum leading to a bachelor's degree must consist of 120 hours of academic credit (122 until the interim 2-hour general physical education requirement is abolished).

b. Requirements in at least one curriculum must be fulfilled before graduation.

c. With exceptions stipulated in the 1970-71 Undergraduate Catalog, plus those in our proposed new curricula, the student must complete a major with a minimum of 24 hours and a minor with a minimum of 15 hours.

d. Each student must complete 35 hours of work in the General Studies Program or in approved alternatives. (See General Studies).

e. In those courses in which a student receives a letter-grade (not Honors or Credit), he must maintain an overall grade point average of at least 2.0; and if he elects to receive letter grades in a curriculum, major, or minor(s) presented for graduation, he must maintain at least a 2.0 in it (or them). (See Evaluation).

f. At least 30 hours of credit toward a bachelor's degree must be taken through WMU; and at least 10 of the last 30 hours must be taken through Western. At least 15 hours of credit must be earned on the campus of WMU or one of its established off-campus centers at Muskegon, Grand Rapids, or Benton Harbor.

g. Students transferring from a two-year community college or junior college must complete a minimum of one-half of the academic work required in their curriculum at an accredited four-year, degree-granting institution.

h. No student may be graduated under the requirements of a catalog which is more than ten years old.

8. Information

The present method of informing students about the undergraduate program should be modified as follows:

a. Publish a separate bulletin, with a clear, attractive format and content, which would contain information only about the academic structure, function, rationale, and aims of the University and all its components (much like the present General Information Bulletin, with all non-academic material excluded).

b. Publish a bulletin (serving the essential purposes of the current Undergraduate Catalog) containing information about the specific parts of the undergraduate program, including explanations of all disciplines, curricula, and programs, as well as simple, accurate descriptions of courses, with special emphasis on their rationale and aims and procedures of the various program or curriculum, as well as their more general educational objectives. This publication should be as brief as possible, so that it can be and will be read.

c. At the Department and program level, publish detailed descriptions of all current courses offered, to be written by the instructors teaching them. These would explain in particular the aims and procedures of the various courses. A valuable adjunct to this publication would be a University-funded, student-operated published evaluation of courses and instructors, a project which the Committee endorses. (See Evaluation).

d. Academic advisers for Departments and programs should assume responsibility not only for advising majors and minors, but also for providing information about courses for any student who seeks it.
Background
The current General Studies Program at Western is a curious combination of surviving courses originally recommended by the Blue Ribbon Committee (1963), courses created subsequently, and a lengthy list of "approved alternatives." And to confuse the picture further, students have a number of ways of taking or avoiding many of the 40 hours of General Studies courses specified as a graduation requirement.

The program has grown in direct proportion to the increased enrollment of the University, since, theoretically at least, most students must meet the General Studies requirements in order to graduate. The problems of the College of General Studies seem also to have grown in direct proportion to its enrollment. The attempt to continue the historical pattern of staffing General Studies courses by levies on departmental faculty time has broken down, in part, as a result of similar enrollment pressures on the Departments, with the frequent result that General Studies has received reduced contributions of staff from the Departments, not all of whom have been genuinely interested in the program.

To some in the University the demand on students' time made by the General Studies requirement has been too high relative to overall graduation and curricular demands, though the latter has seldom been labeled as excessive. This attitude has no doubt led many students and Departments to seek ways of avoiding significant portions of the prescribed General Studies program (see Graduation Requirements). Others see the College's offerings as unnecessarily restrictive, and some see them as irrelevant. Still others feel somehow threatened by what they consider to be the inordinate growth in full-time attached faculty, a consequence of the failure of the original method of staffing to meet the increased demands for General Studies staff, resulting in the current situation, in which directly attached staff now account for approximately 50% of the credit hours produced in the program.

A survey of faculty and students made by Task Force 9 (General Studies)\(^1\) indicated some of these dissatisfactions with the current General Studies program, and that "... the preponderance of student and faculty opinion is for greater choice from among a wider variety of courses ..." The Task Force also suggested that there was need for "more sensitive and effective cooperation ... between the Departments and the College of General Studies," and that "more experimentation is necessary to develop relevant experiences for students enrolled ..." As a result the Task Force recommended that "the College of General Studies should ... re-examine its entire curriculum to discover ways in which greater variety and choice can be made available."

It is apparent that many people feel a stake in the operation of a University-wide program such as General Studies, probably because many are affected by it in one way or another. And somehow everyone feels qualified, as he does not in most areas, to offer expert advice. Behind almost every tree are volunteers with their version of what General Studies at Western ought to be.

Fortunately, the ranks of the active critics include the present staff of the College. Despite the fact that most of the directly attached staff have been at Western fewer than two years and during that time have had to cope with the tide of enrollment, they have still found time to address themselves to the problems of program and organization in General Studies. They have considered at length the question of the goals of general education, and have agreed to a set of working guidelines for the reformulation of the General Studies program. Also, a significant number of the present staff appears to share many of the current national concerns about general education. There is increasing evidence of their desire to experiment with new and possibly more relevant and effective General Studies courses. Interestingly, in that regard many of the present staff reported that they feel unduly restricted and, far from having too much power, that they have not had resources and opportunities commensurate with their responsibilities.

\(^1\) Task Force 9 on General Studies, Final Report, pp. 11, 14,15.
Rationale

On the foregoing and other evidence, we have reached at least the following fundamental conclusions, which underlie our recommendations in this area:

1. In spite of the admitted shortcomings and difficulties of the current program, the College of General Studies is still one of the most significant areas at Western with a primary interest in general or liberal undergraduate education that is promoted and sustained by a faculty devoted almost exclusively to this essential task.

2. On the basis of much internal and external evidence, the General Studies program at Western is in need of reformulation.

3. While the primary impetus for this reformulation should come from the staff directly attached to the various areas of the College of General Studies, all those persons and units who could normally be expected to participate in the new program should be actively involved in creating it.

4. While every undergraduate student at WMU should be required to take part in an extensive, defined program of general education, the academic background, level of entrance into the University, and personal choice of students are so varied that a high degree of flexibility should be permitted in meeting the requirements of that program.
Recommendations

With regard to the reformulation of the General Studies program.

1. Variety and Choice of Courses
   A greater variety of courses should be offered through which to meet the General Studies requirements, and students should have a wider choice among them.

2. General Studies Requirements
   All students should be required to earn 35 hours of credit in general education courses. At least 20 hours and (at the student's option) as many as all 35, must be taken in courses offered by the College of General Studies. In addition to a required core in the College of General Studies—which should total a minimum of 20 hours of credit—the student should be allowed to elect up to 15 credit hours from among courses grouped in (a) the social and behavioral sciences, (b) the natural sciences and mathematics, (c) humanities and the fine arts. At least one course should be taken in each area. He could select these general education electives from courses offered by the Department (but approved as general education courses by the College of General Studies) or from courses offered by the College. They should not normally apply to the student's major or minor requirements. The 20-hour core required of all students should be designed by the College of General Studies within a reasonable period of time.

3. Options
   To open up even greater options for the student, the minimum 20-hour core of General Studies courses should be offered in two forms:
   a. At least one 20-hour option (and others of varying degrees of comprehensiveness, type, and total hours) would consist of an integrated block of courses which would provide him with related and broad perspectives from the natural sciences, the social sciences, and the humanities.
   b. A 20-hour option which would consist of discrete, multi-purpose courses which the student could elect freely to a minimum of 20 hours (beyond, if he chose to exercise his General Studies options completely within the College). Many of these courses could be of the "umbrella type," to facilitate experimentation and greater flexibility for joint student-faculty efforts in creating new courses.

4. Substitutes for Requirements
   Few substitutes should be permitted in the General Studies requirements.

With more student options and wider departmental participation there should be far less need or justification for them. As the reformulated General Studies program develops, all current "approved alternatives" should be reviewed and renegotiated jointly by the College of General Studies and the academic units for whom such alternatives now apply.

5. Waivers for Transfer Students
   An automatic waiver of all but twelve (12) hours of the General Studies requirements should be granted to transfer students who have graduated with an Associate of Arts degree from a community college whose program has been approved by the College of General Studies. The remaining 12 hours should be taken in courses within the College, to be determined by the student and a General Studies academic adviser, normally to overcome deficiencies or omissions in the student's general education. Experience indicates that this procedure would apply to all or most of those community colleges from which significant numbers of transfer students come to WMU.

6. Evaluation of Students
   Evaluation of students' work in all General Studies courses should be made on the basis of Honors/Credit/No-record, except that any student may opt to be evaluated on an A, B, C, D, E scale. (See Evaluation).

7. The Directly-Attached Faculty
   It is both necessary and desirable to maintain, and, when appropriate, to expand the attached staff of the College of General Studies. As with any other academic unit, a permanent, full-time staff is essential to provide stability, continuity, and leadership.

8. Department Faculty
   Courses within the College of General Studies should continue to be supported by appropriate budgetary measures, and staffed by interested and qualified faculty from the various Departments and other academic units of the University, as well as by the attached staff.

9. Provision of Student Stations
   Regular surveillance should be maintained to assure that the total number of student stations required for the new General Studies course arrangement (particularly within those elective courses offered by the Departments) are provided in all General Studies courses, so that what was planned to increase student options does not result in further restriction and frustration.

Studies may involve further consideration of the role of College Writing or a University writing requirement in a General Studies program, we recommend that deficiencies in writing and any other necessary skill ought to be the concern of the entire University, and provision for their correction should be made within the supportive structures of the University and within the various Colleges. (See Instruction).

11. Deadline for Reformulation
   The basic reformulation of the General Studies program should be completed no later than the beginning of the fall semester, 1973.
Honors College and Honors Programs

Background

Western’s Honors College, established in 1962, is administered by a Director who is responsible for coordinating the various elements of honors work, particularly the General Education Honors Program, the Honors College Curriculum, and the Departmental Honors Programs.

The General Education Honors Program is an alternative course program for fulfilling the General Studies requirements, consisting of approximately 40 semester hours of study, to be taken mainly during the freshman and sophomore years. The following courses are “generally required,” although some exceptions or substitutions are possible:

Suggested first year fall and winter semesters:
- Humanities I and II ........ 8 credit hours
- Life Sciences I and II .... 8 credit hours
- Civilizations of the West 8 credit hours

Suggested second year fall and winter semesters:
- Physical Properties of Nature I and II ........ 8 credit hours
- Social Science I and II .... 8 credit hours
- Independent Study (if desired)

The Honors College Curriculum, according to the Undergraduate Catalog, is “designed for students who wish to avail themselves of the maximum advantages of the Honors College.” It expects them “to study a variety of subjects in order to enlarge their knowledge . . . to pursue one area of study with some concentration, and . . . to do good work.” In addition to attaining minimal competencies in certain specified areas (routinely satisfied by courses in the General Education Honors Program) this curriculum “strongly encourages students to acquire a foreign language and a knowledge of mathematics (if neither has been acquired in high school).” A departmental or interdepartmental major and minor concentration, an acceptable Honors College senior paper (or equivalent), and the passing of an Honors College oral examination are also “formal expectations.”

A student need not be in the Honors College to participate in the Departmental Honors Program. In general, these are “reserved for students of high promise and performance, who wish to pursue a special field of study with particular diligence.” The student—primarily juniors and seniors—normally applies directly to the Department for admission, and usually is required to have and maintain a “B” average.

Task Force 12 (Honors College and Honors Programs) identified two major problems in the General Education Honors Program: (1) The difficulty of staffing these courses due, possibly, to the expense to the Departments and the fact that faculty seem to “prefer the challenges (and rewards) of teaching courses in their own particular specialization at the advanced undergraduate and graduate levels.” (2) The fact that “students object to being compelled to take a specific course in one of the five areas if this course is not attractive to them.”

In the Honors College Curriculum the Task Force reported the following problems: (1) Failure to complete the Honors College senior paper as a primary reason for students not graduating from the College. They suggested that lack of student initiative, pressures of time, and the possible lack of faculty support account for this recurrent situation.

(2) “Qualified students are not sufficiently informed about the honors programs available to them,” and facilities for “interacting” and “publicizing honors activities” are inadequate. (3) Enrollment in the Honors College has made necessary additional administrative assistance. Presently the College functions with a Director, secretarial help, and the aid of graduate assistants.

Only six of the former seventeen Departmental Honors Programs are now active. While the specialized nature of some of these programs may make them unattractive to many students, the Task Force indicated that both faculty and Departments have failed to support them largely for the reasons already cited. Transfer students apparently encounter unspecified “major difficulties” in entering Departmental Honors Programs, and the Task Force observed that “some of the . . . programs may be out of date because of recent changes in the student community as well as within the individual disciplines.”

Rationale

It would appear from the foregoing that an examination of the Honors College produces more questions than answers, and that these questions derive from some basic problems related to the fundamental assumptions on which an Honors College should be built, not just the administrative or mechanical details of its current operation. While it may be true that parts of the current program seem to languish for lack of student and faculty response or from failures in communication, it may be equally true that the program itself needs further intensive examination with

1 Task Force 12 on Honors College and Honors Programs, Final Report, p. 2.
a view to providing satisfactory answers to the following questions:

If there is to be an Honors Program at Western, what should it seek to do, for whom, and how? How much guidance and restriction are necessary for students who, potentially at least, should be most capable of continuing to learn on their own? How effective has the "10-20 Venture" been so far? (This is an experimental program initiated this year involving 10 sophomores and 20 entering freshmen assigned different, minimal requirements for graduation from WMU and the Honors College.) Why are so many eligible students at Western apparently unwilling to enter its honors programs? How essential should GPA be in determining entrance into and continuation in the Honors Programs? Why do so many honors students fail to complete the senior paper? Why is it so difficult to get faculty interested in teaching in the program? By what criteria should an honors program be evaluated for its effectiveness? How, specifically, do honors students "stimulate academic enterprise throughout the University" (as it is claimed they do)? And what effect, if any, do they have on the rest of the undergraduate program? We do not have answers for these questions, but we believe they must be sought and that Western's honors programs could be conducted and evaluated in ways that might produce them and result in a stronger, more attractive enterprise.

The Committee believes that Western ought to provide in all of its academic programs the opportunity for achieving excellence, but we also think it desirable to make more widely available opportunities for those—not always with impressive GPA's—who wish to participate in programs structured to promote creativity and excellence in diverse ways. Not only should these opportunities be designed to satisfy individual needs and desires, but also to contribute fundamentally to the academic life of the University community. The creative, the innovative, the exceptional individual must be discovered and encouraged; and his unusual gifts must be allowed to flourish for the broadest benefit.

We do not believe that the University has an obligation to create or perpetuate any program which, for narrowly conceived ends, leads simply to the formulation of academic elites, and that is a danger to temper the benefits of any honors program.

Recommendations

In order to promote excellence in its diverse forms, for the widest benefit to exceptional individuals and to our entire academic community, honors programs at WMU should be reformulated in the following ways:

1. Admission Criteria
   Entrance into honors courses or programs should be based on qualifications which may include GPA, but which go beyond it as a criterion for admission, thus opening up the opportunities for this experience to a greater number of students. Transfer students should have equal access to these programs.

2. Flexibility and Options
   Honors programs should be made more varied and flexible, with a greater number of options for students. Such a condition would not only satisfy more individual needs, but would better promote the kind of individual excellence so vital to programs of this kind. No student should feel that participation in any honors program or course is antagonistic to the pursuit of excellence.

3. Experimentation
   A major purpose of the honors programs should be to experiment, particularly with regard to more open admissions, greater flexibility (the 10-20 Venture is a promising example), more imaginative programs and ways in which honors students and activities could have greater impact on the rest of the academic community.

4. Inducement for Faculty
   Honors courses and programs should be devised which are sufficiently attractive and rewarding to entice faculty members as representatives of their own disciplines. The opportunity to work with students of exceptional intellectual ability is apparently not adequate inducement. The greater variety of creative qualities and individuals suggested above might well inspire more intriguing program possibilities.

5. Publicity
   More information about access to and the benefits of participation in the various honors programs should be made widely available to faculty and students, especially freshmen and transfers.

6. Wider Participation in Decision-Making
   The Honors College should devise means beyond the considerable present effort to evaluate its programs, and should provide for greater participation by faculty and students in its decision-making process.

7. The Honors College and the Departments
   The function and administration of the Honors College, and the College's relation to the Departments, should be made more coherent, with clarification of authority, responsibility, and required support.

8. Evaluation and Financial Support
   Once the Honors College and its programs have been restructured, an assessment of its resource needs should be made. The University should then move to supplement its current minimal support of the Honors College and Programs, and to eliminate its present restrictive financial instability by providing resources adequate to its renewed responsibilities.
Continuing Education

The current role of Continuing Education at Western is described as follows in the Final Report of Task Force 3 (Continuing Education):

"Continuing Education presently serves as a primary and direct link bringing together the University and the broader community through the vehicles of teaching, service and research. Its present purposes are to provide a range of adult educational opportunities with a reasonably flexible off-campus setting, to offer assistance in making available the knowledge and expertise of professional personnel in dealing with community problems and their solution, to disseminate technical knowledge outside the classroom setting through conferences and workshops, to utilize field situations appropriate for supervised teaching and other internship experiences, and to assist in furthering foreign travel-study."¹

In addition to these goals, which have existed since 1905, the Report notes that "there is now a desire to broaden the spectrum of services offered to encompass not only teacher education, but business and industry, community social agencies, governmental agencies/institutions, specific professional and technical groups, and the general public." It indicates also a "serious interest... in providing much more in the way of non-credit courses for a wide range of persons wishing to improve or upgrade themselves, but to whom an accumulation of credits is not an objective."

The Task Force suggests a significant combination of reasons to explain the new perspective of continuing education: 

1. a recognition of the University's obligation to the citizens of this state to contribute its skills and resources judiciously to the solution of common problems;
2. an increasing acceptance of the philosophy that education is a life-long activity;
3. the need, created by the sharp rise in the number of community colleges, for articulation between two-year and four-year institutions;
4. the general broadened scope of the University itself... (5) the obsolescence of skills among those in the labor market and the desire for job upgrading or retraining;
5. the development of off-campus Continuing Education Regional Centers; and
6. an increasing articulation of the desire on the part of many citizens to lead more meaningful lives, particularly those who have been disprivileged by race and/or income."


Rationale

It seems clear that the University should develop in ways that will provide easier access to its facilities by more persons (particularly older ones) in what has been called a pattern of "recurrent education." ¹

"Higher education is now prejudiced against older students. They should be welcomed instead. Too often they are looked upon as inferior. "Yet older students will help end the in loco parentis atmosphere of many campuses, add maturity to discussions, make a more balanced community out of the college."


This same theme recurs repeatedly in the current literature of higher education. The National Report on University Goals and Governance, for example, noted in January that, "Men and women of all ages" will increasingly think of college as a place they can turn to and benefit from.

And Clark Kerr, addressing the recent Annual Conference of the American Association for Higher Education, said of public colleges and universities, "We will continue the unfinished business of the past century," including expansion of educational opportunity, extension of services to all parts of society, and providing "lifetime chances at access to higher education."

It is not quite so clear what part the undergraduate programs of the University should play in this process. Obviously, at many points undergraduate education, even as it is presently constituted, impinges on a program of continuing education; consequently, careful coordination and articulation will be required of any program developed at any of those points. It is also entirely possible that the whole idea of undergraduate education as something that happens to a person between the ages of 18 and 22 and terminates in a degree may undergo a radical transformation into something not only more open and flexible, but which also approaches the best conception of life-time learning, continuing education.

However, while the Committee recognizes that old academic distinctions and requirements may
be altered or even disappear completely, the exact dimensions of what may emerge as continuing education and undergraduate programs extend the range of their accessibility are quite speculative. Therefore, we see the necessity for study, experimentation, and evaluation to determine the directions in which Western should move. Even at this point, however, a number of general choices and directions seem to us more desirable than others.

**Recommendations**

1. **Expansion of Adult Education**
   - The Division of Continuing Education should expand, as resources permit, the number, type, and variety of non-credit, open-admission courses especially for the "non-student," adult population in all areas where it now operates.

2. **Courses to Meet Community Needs**
   - All parts of the regular undergraduate program at Western should provide, in cooperation with Continuing Education when appropriate, a fuller complement of both credit and non-credit courses on campus or in the immediate community in the late afternoon and evening to meet the expanding needs of the local community. These courses would be part of the regular curricula as well as courses designed to satisfy special needs which are not being met by the local high school or community college adult education programs. In addition, Western should explore possible cooperative offerings of non-credit community-wide programs with Kalamazoo College, Nazareth College, and Kalamazoo Valley Community College.

3. **Community Conferences and Institutes**
   - The Division of Continuing Education should also continue to provide, and expand where necessary, conferences, workshops, and institutes for professional, industrial, and other segments of the community. Certificate courses should be increased to supplement other professional in-service programs.

4. **Correspondence Courses**
   - Correspondence courses and the ways of making them available should be improved, increased, and diversified in order to better serve persons more remote from the campus and community. Experiments should be conducted and special attention paid to the role that new media and learning devices might play in this area. Serious consideration should be given to increasing the number of correspondence credit hours which can be applied to meeting degree requirements. (See Degree Programs).

5. **The External Degree**
   - Western should explore the possibility of offering an "external degree" without any residency requirements. Appropriate combinations of correspondence courses, off-campus courses, competency examinations, equivalent learning experiences, as well as on-campus courses might satisfy the degree requirements. (See Graduation Requirements).

6. **Financial Aid for Students**
   - Economic assistance commensurate with that offered to students in the regular undergraduate programs should be made available to persons who may be prevented by economic circumstances from enrolling in courses offered by or with the cooperation of the Division of Continuing Education.

7. **International Travel and Study**
   - The Division of Continuing Education should be empowered to create and direct a University Office of Foreign Study and Travel. (See Extra-Curricular Activities).

8. **Coordination with Undergraduate Programs**
   - In order to assure that proper coordination and cooperation exists between the developing programs of Continuing Education and the various undergraduate programs at Western and that current problems may be thoughtfully resolved, the Continuing Education Council should study and make recommendations in the following areas:
     a. Appointment of staff for courses in Continuing Education and cooperative ventures, especially as this relates to remuneration and total work load.
     b. Admission and enrollment standards in affected areas.
     c. Course performance standards, particularly as they apply to similar credit and non-credit courses in the same area.
     d. Transfer from a non-credit status to a credit- or degree-status.
     e. Delineation of spheres of responsibility and cooperation between Continuing Education and the regular undergraduate program at Western.
Vocational Programs: Technical, Pre-Professional, Professional

Background

It is significant that both Task Forces who considered this general area (No. 16—Professional and Pre-professional Programs, and No. 24—Technical Programs), as well as the Committee itself in considering educational goals, had great difficulty in finding helpful, distinguishing labels. Is the more accurate term technical, professional, vocational? Is any of them likely to be offensive in its connotations? In many respects it is not difficult to define so as to distinguish—a dictionary would suffice—but for our purposes in studying undergraduate education it seems pointless and even misleading to do so. The common conclusion that we reached is that we are talking about preparation directed at "the world of work," how to make a living; and, in some cases, how to be certified as competent to do a job. (That is the meaning we intend for "vocational," the term we will use, for convenience, throughout this section.)

Viewed in that perspective it is evident that we are talking about a long-standing and major enterprise at Western. The preparation of teachers, for example, is the very root of our history and still a central function; the primary objective of three of our Colleges is to prepare students to work, and a fourth College in many ways contributes heavily to that end. Clearly technical programs have been part of our curriculum for decades, though most of the current ones have been developed from 1945 through 1960. Preparing persons for vocations which are useful to them and to the society is for Western—and historically for universities—an established and valuable commitment. That is not the question to which we address ourselves.

More currently, we have already noted the evidence that the clear majority of our students come to Western at least in part to prepare to make a living, and we have pointed out the heavy vocational orientation of much of Western's undergraduate program. Not only are the courses and curricula presented with this emphasis in the Undergraduate Catalog, but an increasing percentage of the total hours required for graduation is demanded for vocational preparation. Consequently, a growing proportion of the energies and resources of the undergraduate Colleges is now devoted to this end. It is becoming, or has become, our major function; and that situation poses fundamental questions about the nature and priorities of undergraduate education at Western Michigan University.

Rationale

Elsewhere in this Report, the Committee comments on and makes recommendations about its view of the proper relationship between education, broadly construed, and vocational preparation, particularly as it involved our role as a certifying body. At this point, therefore, assuming it is both important and proper for a public, tax-assisted university to meet the expectations of individuals and the society in this area, we will concentrate on how well that job is being done at WMU.

At the very base, there is considerable opinion that the traditional response to vocational needs is now inadequate and will, unless altered, become increasingly so. Many of those whose particular concern is the challenge of the future express doubt that the present system of training and certifying for a specific vocation is realistic or fruitful:

"A person will no longer begin work with a diploma certifying that he has a narrowly-conceived specialty in a scientific or technical subject. The idea that a diploma should denote an ever narrower but even more thorough and precise skill in a specific field is a fallacy."

The old concept of a diploma as a certificate of mastery of a 'specialty' corresponding to a specific occupation is generally obsolete. Contemporary activities in all fields now call for 'polyvalent' men who can adapt easily in a broad field."

And such recurrent calls for a new breadth and flexibility in job training must be related to the hard statistics about the brief life of technical "truths" and information, and the high probability that our undergraduate students will change occupations at least three times during their working careers.

The Carnegie Commission on Higher Education goes one step deeper in questioning the university's very function as certifier, recommending that private and public employers assume that role and that they rely more heavily on tests of talent. 2

And similar sentiments on certification by universities are expressed in the report of the Assembly on University Goals and Governance:

"The colleges and universities ought collectively to address themselves to the task of working with employers and trade and professional associations to free many jobs from

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1 Henri Janné, "Teaching People to Adapt to Change," in The Futurist (June 1970).

the routine requirements that make college obligatory . . . American colleges and universities, responding to public demand, have collaborated in a system of degree certification that makes a mockery of some of their educational objectives.

"The role of colleges and universities as gatekeepers, granting 'passports to employ' in professions and callings, is onerous. Arguments have been made that the certifying responsibility ought more appropriately to reside with other bodies . . . "

And the Assembly, in a later statement, relates in a significant way vocational preparation to the whole undergraduate program, when it suggests that "faculties ought to devise new options to achieve a liberal education; they need to infuse work and apprenticeship experiences with intellectual content." 2

It is in the broader context of such considerations that we believe vocational preparation at Western ought to be examined, evaluated, and improved. The crucial questions seem to us to be: (1) How well do the vocational curricula (those directed at job preparation coincide with the total concept of undergraduate education at Western, in content, methods, and objectives? (2) To what extent should our vocational programs be responsive to the particular demands of industry, the professions, and so-called manpower needs; or, at what point have we defaulted on our responsibilities as a university? (3) To what extent are external accrediting agencies, for whatever reasons, dictating the nature of our undergraduate programs, and what should be our response if we determine their influence to be improper or harmful? This requires the gathering of facts, not decisions based on myths about their “demands.” (4) Are Western's undergraduate vocational programs oriented toward producing "polyvalent men who can adapt easily in a broad field," or are we training for obsolescence? (5) Do our vocational programs infuse their courses and curricula with a spirit of openness and critical inquiry?

The answers to these crucial questions must come primarily from within the University, they must be based on a critical self-examination of WMU's present vocational curricula, and they must be found soon.


Recommendations
1. Self-Study of Goals and Programs
   Those persons responsible for the creation and administration of the various vocational programs at Western should reformulate the goals and examine the practices of those programs, so that they conform with the undergraduate goals of the University and the educational demands of a rapidly-changing world. These curricula themselves should contribute to the development of individuals who possess the requisite vocational knowledge and skills, but who also have an appropriate intellectual and ethical base to participate more fully and effectively in that world.

2. Options and Flexibility
   The reformulation of goals and practices should include a serious effort to introduce greater flexibility and opportunity for choice within the programs, and to reduce the total hours required. It should pay special attention to the influence of accrediting agencies, and, where this is harmfully restrictive, to appropriate action that might be taken.

3. Built-in Critical Examination
   Vocational programs should build in a spirit and the means for regular critical examination of their content and methods. This could be accomplished, in part, by emphasizing self-criticism within current courses, and by cooperative or interdisciplinary arrangements with other Departments, including the possibility (suggested elsewhere) of utilizing Internal Exchange Professors.

4. Improved Communication
   While communication is a problem for the entire University, it appears to be particularly acute for the vocational programs, partly because of their diverse involvements. Communication should be made more effective:
   a. With alumni, transfer students, and current students, as a valuable base for self-evaluation and curriculum revision.
   b. With the community colleges, to coordinate programs and to facilitate the transfer of students. The assignment of an individual from each Department or program to coordinate and act as liaison should be considered.
   c. With persons in the field, to keep offerings current, and to provide students with helpful information about the job market and opportunities.

5. Expansion of Field Experiences
   The co-op programs and other field experiences should be expanded wherever feasible, and they should be seriously considered in programs where they do not presently exist. Both students and faculty appear to be enthusiastic about them as satisfying learning and maturing experiences. Wherever possible faculty should be given the opportunity to undergo similar experiences.

6. Off-Campus Faculty Involvement
   Faculty should be encouraged to upgrade themselves (and thus their programs) through involvement with business, industry, government, public schools, etc., and such activity should be recognized and rewarded as appropriate professional growth.

7. Responsibility for Leadership
   The University's vocational programs should provide leadership in new and emerging occupational areas, innovative programs, and relevant instructional techniques. Where necessary, supplemental budgetary allocations should be made specifically for such purposes.

8. Human Service Programs
   In considering the initiation of new programs, as additions or as replacements for those being phased out, the University should emphasize especially the preparation of persons to work in the human service areas generated by increased leisure time, longevity, concern for the quality of human existence, and new, evolving occupations in the physical care of people.

9. Faculty Qualifications
   Vocational programs should remain flexible in establishing and assessing the criteria for faculty qualifications. While degrees and formal education are fundamental, they are not, of course, the exclusive tests of competence. Practical experience and personal background should receive full value for what they can contribute to such academic programs, both in appointment and in subsequent evaluations.
Background

The intense scrutiny of higher education in America, including WMU, which has been a national pastime since the mid-1960's, differs significantly from such previous encounters between the tax-paying society and the public universities. The difference rests in the current popular meaning of an old word—accountability.

In the past the complaints and protests were more likely to be directed at the personal, political, social, or religious views of the professor; to be based on anxiety over corruptive influence on America’s youth, and the controversial speakers and performers invited to (or permitted on) campus. And the conditioned, and proper, response to these was the traditional defense of academic freedom. It may be that some of today’s critics, particularly in the light of well-publicized student unrest and political activism by academics, may still be motivated by such considerations. But the problem is much more complex, the critics are within as well as without, and the prolonged focus on higher education has produced increasingly sophisticated questions and a much broader base of honest concern.

As an increasing share of public funds was diverted to higher education (and lower), legislators, parents, commissions, and study committees—not surprisingly—have wanted to know what we have to show for it. They have asked a series of very simple questions of the universities: What do you do? How do you do it? Why do you do it? Do you do it well? How do you know? These can be embarrassing questions.

Sometimes academics have taken refuge in the comforting defense that the questioners simply don’t understand universities and education, that they display their ignorance in their terminology of accountability: “efficiency,” “product,” “credit-hours produced.” These, they protest, are the depersonalized accounting terms of the businessman, and therefore inappropriate. But that is not a satisfactory answer. As we find ourselves in an even more competitive economic situation in the 1970’s—contending for funds with advocates of urban renewal, welfare programs, pollution control—it will be even less satisfactory, and less capable of obtaining funds essential to operate our universities.

But putting aside accountability in that light, we must still confront the questions posed to us by our critics (whose number increasingly includes students and professional colleagues). For surely we are accountable to ourselves, and this time of comprehensive examination of undergraduate education at WMU should be viewed as a rare opportunity to determine for ourselves what we are about and how best to accomplish our ends. If we succeed at that, we can create simultaneously a defense of our enterprise, and an enterprise worth defending.

Rationale

To begin, we should recognize the divergences between our stated assumptions about students, learning, and education on the one hand, and our programs and practices on the other. We should examine our priorities, structures, reward systems to assure that indeed they exist to support and facilitate the accomplishment of our goals. Without probing in depth, our contradictions, inconsistencies, and irrationalities are soon evident.

To cite an obvious example: It is unusual for an instructor to specify and explain to his students his objectives in a particular course. So, neither instructor nor students know the goals of the course toward the fulfillment of which both presumably are working for the semester. Neither knows by any rational test, therefore, whether the course, the faculty member, or the students have succeeded, have functioned effectively. Yet the instructor assesses the students’ success, their progress toward something—he grades them; and the students are thereafter assumed to know or be able to do something. In addition, a sufficient (and arbitrary) accumulation of such “successes,” which we call a major or a curriculum, eventually certifies to all interested parties a particular competence. And beyond that, the instructors in those courses, who may never have been quite sure what they were trying to accomplish, are rewarded for having succeeded at it; or are denied reward for having failed to do so. Finally, of course, after completion of approximately 120 hours of this mystical experience, the student is proclaimed by the University to be something; though he may have only a vague notion of what the experience did to him, or was intended to do. And this surprise package—caveat emptor—is then turned loose on an unwary employer or graduate school. That may overstate the case, but, we fear, not too unfairly.

Let it be clear that we are not talking about the industry and dedication of faculty or students, but of direction and purpose. Most faculty in our experience spend an immense amount of time trying to improve their courses, and in details these change
with the vernal equinox, as regularly as we change the oil in our cars. But so much of it often is tinkering, not basic change. Nor do we believe that learning is an orderly, logical process which will, or should, follow a predictable plan. We contend simply that of all institutions a university should function rationally, and that if we did so, more would be taught and more learned.

We propose, in general, that the entire University try to replace the guessing, the speculation, the vestige, and the academic myth with a serious, comprehensive effort to define as well as we can what undergraduate education at Western ought to be about. We assume that much of what we do can be specified and evaluated; that we can determine when it is being done well, and how it can be done better; that we can know who does it better than someone else. When we have done all that, we should be able to help students to educate themselves. And we should be in a sound position to devise supportive structures and rational means for allocating our resources so that we can do best whatever it is we decide to do. This all may sound too neat to be feasible or palatable, but such an approach need not be restrictive, and should, in fact, be liberating and satisfying, even educational.

Both the University Goals and the Goals of Undergraduate Education presented earlier in this Report imply basic assumptions which we believe should shape decisions about instruction and curriculum. We cite some of those here as a guide to our recommendations in this section.

1. The University can and should offer a large number of valid alternatives from which students may choose. While it should not try to be all things to all students or to the whole society, it cannot establish a single educational objective and a single pattern for achieving it which would satisfy the vast diversity of student needs, personalities, and capacities.

2. Colleges and Departments will function most effectively and purposefully if they determine both their broad and their specific educational goals, and how their programs, courses, and personnel can contribute to fulfilling them. Moreover, their priorities, structure, and reward systems should reflect their commitment to those goals.

3. Students should assume primary responsibility for their own growth and education. Therefore, in addition to making choices for which they would be responsible, they should participate actively in the learning process, and should have opportunities to help plan what, how, when, and where they would learn.

4. Since educational objectives and ambitions vary with each student, the University should provide diverse means and patterns of learning, so that students can develop their own sequence of study and experience.

5. Since students do not all learn at the same rate, and all programs of study do not require the same time for completion, regular and broad provision should be made for independent study, acceleration, interruption of a program, and for comping-out by examination or demonstration.

6. Many students come to the University primarily or largely to achieve competence in a particular field or vocation. Departments should establish criteria to be met for such "certification"—which may differ from study that requires prolonged exposure or specific experiences—and should provide opportunities to satisfy those demands by means other than completion of courses or credit hours.

7. We must emphasize learning, rather than teaching, a perspective in which the teacher is conceived of as responsible for creating the environment and the situations in which learning takes place. This shift does not reduce the importance of the teacher, but redefines his role and the demands placed on him and on his students in the learning process.
Recommendations

1. Curriculum

a. Developing and Stating Objectives
   A statement of objectives, requirements, and desired terminal behaviors should be developed for every academic program in the University. This information would be available not only for the improvement of instruction, but for internal planning, academic advising, and vocational counseling. (See Academic Programs—Information).

b. Independent Study
   Independent study should be used more widely and more flexibly. Group projects and cross-disciplinary work not otherwise available should be tried more extensively. In the hope that this approach will be useful and popular, a formula should be devised to compensate faculty for heavy loads in this area.

c. Student-Developed Programs
   Departments should encourage students to create and develop courses and programs of their own choosing. Such projects would quite likely yield as much learning as would many orthodox courses, would give students responsibility for designing part of their own education, and could serve as productive experiments for teachers and students in each area and, if publicized, throughout the University.

d. Curricular Research and Development
   Released time should be provided for study of and experiment with curriculum development, and for off-campus observation at other institutions. Funds should be allocated by the University as an investment in Research and Development, might be obtained from the Dean’s Committee for Innovation (see Governance), or could be allocated by the Departments as they would for any other legitimate academic research.

e. Certification Programs
   Those Departments and areas which operate certification programs should determine if completion requirements could be stated in terminal behaviors. If they can, and if this is appropriate for accreditation purposes, they should consider means whereby the necessary credit hour values could be assigned once those behaviors have been satisfactorily demonstrated.

f. Field Experience
   All curricula and requirements should be reexamined to include opportunities for relevant participation in service projects, co-op programs, and other on-the-job training situations. Whenever
possible faculty should be involved in similar experiences.

g. Alumni Instructional Programs
A special committee should study and recommend programs, to include contributions by the Departments and other University units, to promote post-graduate academic contact between our alumni and the University. These might include (1) Forums, Workshops, or Conferences during Homecoming; or (2) One- or two-week combined learning-recreation summer programs. The academic content should, of course, be the responsibility of the Departments and faculty involved; while the planning and coordination would be handled through the Office of Alumni Relations and/or the Division of Continuing Education, whose representatives should serve on the committee.
This agency should be funded immediately, and if money is not otherwise available it should come out of replacement faculty funds or a prorated tax on University-wide instructional expenses.

d. Instructional Efficiency and Aids
A compilation and investigation should be made of possibilities for increasing efficiency in instruction which could be achieved while maintaining the quality of instruction. It should include a study of instructional hardware, learning-teaching positions, individualized tasks, independent achievement examinations, and other means. This study should be done by a special committee, though it could be assisted by the A.I.D. It should result eventually in a regular series of programs for the purpose of familiarizing WMU faculty and students with the availability of instructional equipment, facilities, and techniques. The relevant WMU centers could rotate responsibility for these programs and/or coordinate their services.

e. Teaching Assistants
Departments should consider using qualified graduate students to teach undergraduate courses. They should select carefully both the type of class and the conditions under which these students should teach, should provide them with help and systematic supervision, and should regularly evaluate the results. This recommendation is not based on economic considerations, but, rather, on the results of a survey conducted by Task Force 20 (Graduate and Undergraduate Education) of WMU students in a wide variety of fields. Almost without exception, those students endorsed, and often preferred, Teaching Assistants.

f. Center for Educational Opportunity
We believe it is important to preface this recommendation with some brief commentary on our view of compensatory education. First, we assume that this University has a special obligation to assist those students whom we admit and recruit who have been educationally disadvantaged by social forces beyond their control. We think that Western has made commendable progress toward meeting this obligation, and we are confident that it will do much more.

Second, we believe it is crucial that the entire University assume the innate ability of these students and that it hold the same high expectations for them as it does for its more privileged students. To do otherwise would be to cheat them, through condescension, of a powerful motivation to learn, and to cheapen their education and our objectives as a University.

The aim of compensatory education, as we see it, is not merely to offer remediation, but to help the disprivileged student as quickly as possible to enter the mainstream of our academic life. While initially supportive programs may be necessary, the University is obligated to offer these students the same opportunities, possibilities, alternatives, and responsibilities that it offers to any other student. It must do no less.

We recommend the establishment of a Center for Educational Opportunity which would be responsible for creating and coordinating a variety of services, to be funded by the University. This Center would serve primarily specially-recruited students who needed its assistance in developing the requisite preparatory competences for learning (though it should also be open to other students at a reasonable fee). Among those services would be clinical programs for developing basic skills, tutorial services, and in-service training for instructors working in this area. The Center might also advise students into "sampler" courses (brief introductions) which would provide expeditious orientation to various disciplines or fields of study (see Academic Programs).

A full-time Director should be hired and provided with appropriate quarters, and the Center's instructional staff should consist of interested regular faculty and graduate assistants. The Director should establish liaison with Testing Services, the Director of Orientation, the Agency for Instructional Development, advisers, counselors, and the academic Departments and programs of the University to ensure that the services of the Center are made known and accessible.

g. Living-Learning Units
A special committee should be appointed to advance the work of the Task Force on Education in Living Units by recommending a living-learning structure (or structures), especially for well-defined voluntary groups, and specific on-campus or off-campus sites. It should also recommend feasible arrangements for conducting and evaluating such an experiment on a trial basis. Some related exploration has been done by the Housing Office and various faculty members, in addition to the research of the Task Force, and the committee should seek their assistance.

h. In-Service Training for Faculty
Departments should, with the aid of
the Agency for Instructional Development, initiate in-service training programs for faculty, taking advantage of the experience of those Departments which now have such programs, and employing recognized superior teachers, seminars for discussion of common problems, assignment of young instructors to more experienced colleagues, classroom visitation, and other techniques.

i. Released Time

The area of released time is complex, but it must be clarified so that the University, each College, and each Department can function within some rational policy which recognizes valid bases on which released time should be granted, the extent to which the University should support it, and how it should be apportioned. No such clear guidelines seem to operate now at Western.

Therefore, we recommend that a special committee study this entire question and recommend guidelines for the University, within which Colleges and Departments may make decisions. We propose that the committee make three basic assumptions: (1) That the University should enforce its policy that the normal teaching load for all full-time faculty is twelve (12) hours, or whatever equivalent has been established in areas which determine teaching load on a different basis (such as Music). (2) That any deviation from that normal load should be applied for annually, approved by the appropriate person or persons (usually the Department Chairman and/or the Dean), and justified by some valid, accountable performance. (3) That grounds for obtaining released time should include research, experimentation, off-campus study or observation, etc. directed at the improvement of instruction.

j. Sabbatical Leave Policy

The present system for selecting successful candidates for sabbatical leaves, especially when available funds are inadequate to grant all worthy requests, is seriously deficient on many counts. For example, the faculty committee which now evaluates the applications and makes recommendations to the Academic Vice-President simply cannot, because of the diversity of proposed projects, make a sound professional comparison of their respective merits. As this matter is now under study by a University committee, we make no recommendation other than that they include in their deliberations the advisability of leaves for administrators for purposes of professional growth, particularly when they may be returning to full-time teaching and research (see Governance).

k. Faculty Responsibility to Students

We assume that almost all WMU faculty exercise a high degree of responsibility to students in carrying out their normal instructional duties, but enough dereliction among some appears to exist in two areas that we make the following recommendations, to be firmly enforced by Department Chairmen:

(1) All faculty members should establish reasonable office hours, should post and announce them to all their classes, and should keep them. When the faculty member is unable to be present at those times, he should make a serious effort to inform students in advance, especially those with whom he has appointments.

(2) Faculty members should meet all scheduled classes, whether formally scheduled or specially arranged. If they are unable to do so, they should attempt to notify their students in advance of that fact, and, if possible, should provide for a competent substitute or some valid educational activity.
3. Evaluation

The Committee has discussed the question of evaluation of students with faculty and students, has read analyses of various systems—ranging from 12-symbols to student self-evaluation—has drawn on its own considerable experience, and has read carefully the Report of the Task Force on the Academic Evaluation of Students. We concluded that the greatest agreement lies not in the judgment of any particular system, but rather in certain recurrent assumptions about evaluation (usually grading in some form). To cite some of the common ones:

In opposition to grading: (a) Grades detract from or inhibit learning, by becoming an end in themselves or by compelling the student to follow the dictates of his instructor, even when those are contrary to his own learning aims and desires. (b) Grades prevent reaching a desirable teacher-student relationship, because they force the instructor to be teacher and judge simultaneously. (c) Grades are necessarily subjective and imprecise, and thus communicate a distorted view of the student's abilities. (d) Grades inevitably take on undue importance to persons outside the University, while their only valid purpose should be to assist the student in his learning.

In favor of grading: (a) The University has an obligation to evaluate the student, both for his learning ends and its own, and grading is the most workable, acceptable means of meeting this obligation. (b) Most faculty and students—as reflected in the Task Force's questionnaire—believe that grades are important in the post-school recommendations that may affect the student's future. Without them the student will be at a disadvantage in seeking admission to graduate school and he may not be able to rely on personal recommendations, especially from instructors in large courses. (c) While precision in grading may not be possible, it is feasible to determine when some acceptable standard of performance has been achieved. and when a student has done superior work. (d) Being judged on one's performance and abilities is part of life, and education cannot and should not be separated from reality. Without trying to balance the relative strengths of any of these arguments, singly or collectively, we conclude that Western should employ some system of evaluation, and, until a better one is devised, we recommend the one that seems to us most consonant with our educational goals and assumptions.

One final consideration to explain our choice: We see no useful purpose to be served by a publicized record of failure, particularly with no explanation or understanding of why it occurred; while the University's assertion of what the student has accomplished does seem to us to say something useful to him and to anyone else. Thus, except for internal uses—providing counseling, determining probationary status, measuring whether reasonable progress is being made, etc.—we believe that the student's record should reflect only what he has accomplished satisfactorily or with distinction.

Our recommendation will permit diversity, give students greater freedom of choice and responsibility for exercising it, and the opportunity to work for intrinsic, more than extrinsic, rewards. That, we believe, is quite a bit.

a. Evaluation of Students

All students, unless they specifically request a letter grade, should be evaluated in all courses on an Honors/Credit/No-Record basis; and the instructor's evaluation should be reported to the Records Office in that form. "No-Records" means that except for internal University purposes the student's transcript will reflect no record of his having enrolled in any course for which he did not earn at least credit. Especially meritorious performance, however, should be rated "Honors" rather than "Credit," to distinguish outstanding scholarship, industry, or innovative work.

This system of evaluation of students will require new criteria by which students would be placed on or removed from "academic probation" status. However, since a University committee is currently studying that question, we make no recommendation beyond suggesting that they consider as one factor that full-time students should be expected to make "reasonable progress" toward a degree over a period of time.

We encourage interested individuals and Departments to develop and recommend alternative methods which may describe student performance more accurately and meaningfully, and suggest that they solicit the help of students and the Agency for Instructional Development. We urge specifically the trial of methods essentially related to the philosophy embodied in the comp-out examination (see Graduation Requirements) or contract arrangement, in which defined tasks or levels of competency are agreed-upon and may be completed at any time during the semester. A very helpful description of such a plan functioning throughout an entire institution has been written by Dr. Lewis Troyer.1

b. Review of Programs and Departments

While presumably all Departments work conscientiously to improve the quality of their programs and general performance, no provision is made within the University for a regular review by someone external to the Departments. Such a periodic review of programs, policies, and practices in each Department should be instituted and conducted under the general supervision of the Dean of each College. It should be carried out at regular intervals (possibly every three years) or at such natural times as the election of a Chairman or an accreditation visitation. It should involve the College Curriculum Committee, a body well-informed on University policies (such as the Senate Professional Concerns Committee or its successor), and professionals brought in from outside to observe, audit, and weigh performance against stated objectives. The "outside" observation could be done at low cost either through reciprocity arrangements or use of Western expertise in other areas.

c. Review of Tenured Faculty

The current system at Western assumes that new appointees to the faculty have high teaching ability and/or potential, and that their two-year and four-year reviews confirm that judgment or do not result in the granting of tenure. However, a large and increasing percentage of our permanent faculty are tenured, and not all of them can be presumed to be good teachers. Consequently, a special committee should consider and recommend a detailed system of review of tenured faculty, including the possibility of revising our present tenure system. Its primary objective should be to assure (through assistance) excellent performance throughout a faculty member's career at Western, but it should also consider the possibility of shortening that period of service here if evaluations indicate consistently poor service. The committee should assume the necessity of some plan of regular review (possibly every four years), and it might consider such alternatives as new or diversified

1 Lewis Troyer, "Grades Have Gone: What Then?" Liberal Education, LVI (December 1970), pp. 542-556.
responsibilities, and the facilitating of early voluntary retirement.

d. University Salary Policy
If the University is committed to improving the quality of instruction at WMU, it must reward appropriately both demonstrated excellence and significant improvement. The present University salary policy which intended to provide for recognition of merit (in teaching and other areas), no longer serves that purpose and will not so long as the bulk of available salary funds is consumed in cost-of-living and "standard" increases, a situation likely to obtain for some time.

Consequently, we recommend that the Faculty Senate Salary Committee (or its successor) propose as early as possible a new University salary policy which will enable Colleges and Departments to encourage excellence in teaching, research, and service by rewarding outstanding performance.

e. University and Department Promotion Policy
Presently the University appears to have no clear policy on promotions other than that implied in the published general criteria, which are sufficiently broad to invite a bewildering variety of interpretations, and which permit many exceptions. It is not known for certain, for example, when or if a doctorate or other terminal degree is required; if a minimum time in rank is required before consideration; if there is any quota by rank (in Departments, Colleges, or the University), etc. The Committee recognizes the necessity for an area of administrative judgment, and the propriety of each Department determining, within reason, its own emphases. We are also aware, however, of much confusion and apprehension, and a growing morale problem.

Consequently, we recommend that a clearer University policy on promotions be established, and that within its guidelines each College and Department should then agree on, publish, and adhere to its own promotion policy.

f. Alumni Evaluation of Courses and Instruction
The alumni of WMU offer unique advantages of perspective, relative objectivity, and the opportunity to have tested their collegiate experience. Moreover, as members of a continuing Western Community, they are entitled to be heard. Consequently, their evaluation of Western’s courses, programs, and instructors should be sought systematically by the Office of Institutional Research.

g. Student Evaluation of Courses and Instructors
We regard student evaluations as information essential to the improvement of courses and instruction, though they are not alone sufficient for that purpose. Often they do not reflect the instructor’s purposes or the reasons why he may employ particular methods; and they may not take into account the intrinsic or long-range rewards of the learning process or the development of student independence and responsibility. Consequently, while we strongly endorse the present University policy of regular student evaluation of all courses and instructors, and urge serious use of the information provided by them, we also encourage the Departments and faculty, in cooperation with the Agency for Instructional Development, to develop more meaningful evaluative instruments.

In addition, we endorse the compilation and publication of a University-funded, student-compiled evaluation booklet of courses and instructors, to be produced with the cooperation of the faculty and to provide opportunity for supplemental, attached commentary by the evaluated faculty members.

h. Coordination of Instructional Services and Facilities
Presently there is no individual or agency to propose, evaluate, or implement University policy in the broad, vital area of instructional technology. While some coordination exists, the absence of a centralized organization has inhibited the full and most effective use of these services in Western’s instructional programs. The various units involved — Instructional Communications, Computer Center, Library, and Testing Services—apparently have been less able than they should be to assist faculty and inform them of the available help, to function cooperatively with each other, and to make known their collective needs. All of which is detrimental to undergraduate education at WMU.

This whole area is closely related to our proposed Agency for Instructional Development, and its services should be coordinated with those of that Agency. We therefore recommend that a special committee, to be chaired by the Director of Academic Services, be appointed to make appropriate recommendations to the Academic Vice-President. The committee should begin its deliberations with a study and evaluation of the Final Report of Task Force 14 on Learning Services and Facilities.
Admissions Policy

Background

Over the past decade the University’s undergraduate student body has grown from 9,327 in 1960 to 21,713 in 1970. The pressures of this burgeoning enrollment created shortages of classroom space and housing accommodations, inadequate student services, and eventually a serious problem in providing qualified instructional staff. These consequences were relatively visible and, with varying degrees of success, they induced conscious corrective efforts. The dramatic rise in sheer numbers of students admitted, however, has tended to obscure important shifts in our admissions policy.

During that same decade a sharp increase occurred in the number of applicants for the limited total of places available in the University, which led to a gradual redefinition of admissions standards in an effort to provide opportunities for those considered to be the best qualified applicants. Thus our admissions practice evolved from what had been essentially an “open-door” policy, characteristic of teachers colleges within the state, into the present more selective system. This evolutionary change was not for the most part a response to either a faculty or an administrative mandate; rather, it appears to have been a phenomenon in which traditional criteria were applied in response to intense pressures exerted by unprecedented thousands of young people seeking admission to college.

In the latter years of the 1960’s changes of great potential impact in society-at-large and in the established patterns of education began to be reflected in our admitted student body. More community college transfers, members of minority groups, and culturally-disadvantaged students were admitted to Western (sometimes actively recruited), partly as a reassertion of the public nature of this University, and partly to explore the validity of established definitions of who was capable of benefiting from and contributing to the University. These developments seem to us the beginnings of integral parts of a desirable admission pattern for Western in the 1970’s.

Rationale

We believe that Western Michigan University as a public institution is responsible to the citizens of the State, and to the society at large, to provide higher educational opportunities for as many students as its programs, staff, facilities, and budgetary limitations will permit.

Further, we believe that the University is obligated to contribute to open admission to college for all Michigan high school graduates. This position assumes, however, that the major contributor at the first level to a state-wide policy of open admissions is the Michigan community college. WMU cannot and should not attempt to meet the educational needs of all who wish to enter college as beginning freshmen. However, it can and should, in recognition of a shared responsibility with the community colleges, provide open admission to Western for graduates of those two-year institutions.

Our priorities for the next decade should reflect this major commitment.

Beyond this responsibility WMU should continue to admit a sizeable beginning freshman group each fall semester. This group is important because its individual members need and enter programs and fields of study different from those chosen by transfer students; and, in addition, they provide the cohesiveness, continuity, stability, and participation in University and student life that make this truly a four-year institution. The number of beginning freshmen admitted each fall should remain stable at a sufficient size to ensure their positive impact on the academic community, and any changes in that number should be gradual, evaluated, and made in recognition of the possible effects on General Studies and other academic programs. While the Committee has serious doubts about the validity of present admissions criteria, and urges constant experimentation and study in this crucial area, we believe that, at least for the present, Western should continue to select its beginning freshmen primarily from among those persons whose recognized achievement patterns in high school by conventional standards seem to best qualify them for advanced academic work.

An additional priority of Western's admission policy should be to provide equal educational opportunity for all Michigan residents. Our society includes a large number of young people with high potential who, by virtue of their membership in a repressed minority or socio-economic class, are presently destined to enter adult life without...
an adequate education. They are, in essence, denied access to higher education as a result of circumstances imposed by society. The University should commit itself to recruit a significant number of these people and, where necessary, provide them with help. Since students coming from an environment characterized by deprivation, and often repression, may not be oriented toward academic achievement, adjustments must be made in order for them to gain access to the University. Beyond that, to avoid a cruel revolving door experience (in which students are encouraged, recruited, and then abandoned to probable failure), it must provide compensatory programs, financial assistance, and appropriate advising and counseling services, all of which must be viewed as vital components of this effort.

The University should also seek out persons whose various talents can contribute to our many instructional programs and add the diversity and flavor without which we would be a less lively and effective undergraduate institution. This objective, too, requires some flexibility within the admission program, and often financial assistance to encourage the attendance of such students. Part of this effort should be directed to attracting out-of-state and foreign students through the use of non-resident tuition waivers (if legal and proper), reciprocity agreements with other states, and similar means.

Our admission program should also recognize the educational needs and problems of older men and women. We should encourage their attendance not only through the development of meaningful academic programs, but also by simplifying their entrance into these programs by removal of needless, inhibiting regulations.

Finally, our admission policy for the next decade must recognize that the University is about to enter a phase in which its enrollment will not increase significantly. This leveling off will occur for several reasons, including a probable imposed maximum size and a birth rate that began declining in 1958. Consequently, without the options and flexibility of a growth situation, we will have to adjust our priorities and practices to a numerically stable University population.
Recommendations

1. Determining Admissions Policy

An Admissions Policy Committee reporting to the President of the University (and his Advisory Council, if created) should be formed whose primary responsibility would be to consider and recommend policy governing admissions to the University. Its membership should include a faculty representative from each College, three students (including one graduate student), the Dean of Records and Admissions, the Director of Undergraduate Admissions, and the Director of Institutional Research. This Committee should keep itself current on academic planning in the University; its recommendations should reflect and coordinate significant changes in University plans and goals, and should propose how the overall growth of the University should conform with institutional capacities. It should also assume responsibility for meeting with and keeping informed representatives of secondary schools and community colleges concerned with Western’s admissions policies.

2. Quotas

The use of admissions quotas for “special” types of students is a long-standing informal practice at WMU. The practice should be broadened and formalized under the supervision of the Admissions Policy Committee and within the following guidelines:

- a. No applicant should be denied admission to WMU because of race, religion, color, sex, age, or national origin.

- b. In recent years the conflict between enrollment pressures and limited resources has significantly influenced attitudes toward admission practices. Several Departments have begun unilaterally to limit admission to their programs and courses, with unpredictable consequences for the rest of the University. They have done this by establishing admission standards and/or setting quotas for their majors. Other Departments are now contemplating similar actions. This development, along with new budgetary limitations and a possible overall enrollment ceiling, indicates a serious need to establish a University-wide policy governing admission into programs or curricula by quota or other similar processes.

Therefore, as an interim step, the Admissions Policy Committee should initiate a trial admission procedure for the fall semester of 1972 to apply quotas by College. This procedure should establish, in consultation with each College, temporary student level admission quotas based upon:

- (1) The availability of Departmental and College resources.
- (2) The demand of students to enroll.
- (3) Changes in programs; i.e., the initiation of new programs or the phasing out of others.
- (4) The job demands for the skilled or professionally trained persons.

This system should serve two major functions: (1) provide a much better fit between University resources and students’ educational needs and aspirations, and (2) facilitate the admission of students to the University and to particular Colleges and curricula in accord with the other recommendations in this section.

The results of this interim action—which should be conducted under criteria consistent with the educational goals of WMU—should be evaluated as the basis for a comprehensive system of quotas to be applied in the academic year 1973-74, and to include appropriate reallocation of resources throughout the University.

- c. The University should meet its responsibility to contribute to equal educational opportunity by practicing open admission to all graduates of Michigan community colleges. When our programs require a transfer student to enter WMU after only one year of study at a community college, the current policy should be applied of requiring for admission at least a 2.0 GPA in academic subjects.

- d. A sizeable beginning freshman group—at least 10-15% of the undergraduate student body—should be admitted to the University each fall. The number of students involved should be relatively constant from year to year, with changes, if any, made gradually and with sensitivity to the consequences for programs and personnel.

- e. The quotas for admission of special groups of students—including, for example, members of minorities—who qualify for entrance by factors other than previous academic achievement should be established for each fall semester. Such students not admitted at that time should be encouraged to enroll during the winter semester or spring term.

- f. Quotas for students with special skills and abilities should be established and regulated by the Admissions Policy Committee. These individuals should normally be admitted on the same basis as other students, but some flexibility should be exercised in recognition of their potential for unusual contribution to the University community.

- g. Quotas should also be established for winter, spring, and summer. These should recognize the value to the University of a diversity of talents and backgrounds, with special attention given to the educational needs of older students.

- h. The admissions criteria applied to foreign and out-of-state students should be the same as those for resident applicants.

3. Admissions Criteria

The use of recognized criteria in processing applications of new students should be continued, but the Admissions Policy Committee should regularly evaluate them and consider alternatives. Predictive achievement patterns from secondary schools and colleges, as revealed in grades and other forms of evaluation, should still be given primary consideration; to be supplemented by scholastic aptitude and achievement testing and personal recommendations.

In addition, the Admissions Policy Committee should continue to explore and seek for more effective admission criteria and procedures, always reflecting the University’s decisions on change and development.

4. Experimental Admissions

The Admissions Policy Committee should foster research in admission by providing annually for the admission on an experimental basis of a substantial group of students who might not normally qualify to be admitted. These students should not be isolated or identified as marginal except to those persons who would conduct the research on their performance and experience at Western, leading to appropriate publication of their findings for the benefit of the University community, and possible revisions in admission criteria.

Each year, in addition, the Committee should solicit proposals from faculty, students, and staff for similar experiments, and select one for implementation and study.

5. Deferred Admission

A limited but significant number of places should be made available annually to prospective entering freshmen to enable them to defer their original admission for up to two years, provided only that they apply successfully for deferred status and that they give adequate notice to the University when they choose to exercise their option. When the annual deadline for such action is reached, unclaimed places could then be opened to regular applicants.

6. The University’s admissions policies should be clearly stated in the Undergraduate Catalog.
The Transfer Student

Background

Two dramatic developments in higher education make it natural and essential for us to pay special attention to the transfer student. First is the new mobility of the undergraduate, who increasingly sees his college experience as a series of brief stops and relatively casual jumps from institution to institution. He has a diminished sense of identity with any one university, and we share him and his time as a college student with many other schools.

Second is the growth in number and size of Michigan's community colleges. Every year more students spend their first year or two in one of these colleges, and then transfer to WMU or some other four-year school, undergoing all the consequent complications and problems of that process.

These students no longer constitute a small minority who deviate from the "normal" pattern of attendance at Western; they are the norm. The Task Force which studied WMU's relations with other colleges and universities concluded that most of our contacts and discussions with them focused on how best to adjust and align instructional programs and counseling for the benefit of the transferring students; and they concluded that those students should be the primary concern of our academic relations with these other schools. Moreover, the University is firmly committed to serving the transfers, a position which we support in our recommendations on admission policy.

A survey of Western students indicates something of the magnitude of this situation. It revealed that nearly half of all WMU students were transfers, and almost 75 per cent of these came from community colleges. They are coming here at an accelerating rate, entering primarily our vocational programs: 65 per cent were enrolled in the Colleges of Education, Business, or Applied Sciences. Their number and relative proportion of the WMU student body may be expected to grow as the number and size of community colleges continue to increase.

Clearly, then, Western must examine and comprehend fully the impact of this situation on undergraduate education.

Rationale

We believe that there is a fundamental need for the University to strengthen its ties with transfer students and the two-year colleges from which they come if we are to be an effective senior institution. No student should be penalized for beginning his education at a community college, and to make certain that he is not, Western should take the initiative in developing compatible academic programs, on- and off-campus, in cooperation with our major sources of transfer students. These institutions and potential WMU students must have advance notice of any contemplated changes in our programs and requirements, so that they have time to make appropriate adjustments; and we must be familiar with their programs and offerings. This is a joint responsibility to the students involved, and it demands the closest possible cooperation.

It is also important that we extend and improve our on-campus efforts to insure the smooth transition of transfer students into our academic and community life. The nearly 4,000 transfers who now enter Western each year are as much in need of personal attention and effective orientation and academic advising as are other beginning students, and presently they do not receive adequate help. While much has been done, we have a long way to go in making them feel that they are full members of this academic community.

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1 Task Force 21 on the Relationship Between the University and Other Colleges, Final Report.
Recommendations

1. Annual Conference on Transfer Students
   The Academic Vice President of WMU should call an annual conference at the Deans' level to discuss problems common to Western, the transferee institutions, and transfer students. Participants should include the Deans of the several Colleges at Western, Directors or other WMU administrators, the academic and administrative Deans of the transferee institutions, and other appropriate representatives of the institutions. This conference should:
   a. Stimulate the establishment of direct contacts between Western's academic departments and corresponding departments at other institutions, especially community colleges, in order to foster professional equivalencies.
   b. Provide a means of developing closer liaison between Departments of the University with their counterparts in the community Colleges and liberal arts colleges in the area.
   c. Provide opportunities for added technical and special assistance by WMU administrators, faculty, and staff to community colleges or to other colleges that request such assistance.
   d. Provide the opportunity and encouragement for the institutions to develop joint professional or technical programs.
   e. Examine specific suggestions and/or grievances expressed by the participating institutions or students.

2. Development of Course Equivalents
   Each WMU Department Chairman should provide the Coordinator of Advising (see Advising) and the Dean of Admissions and Records with course equivalents for each Michigan community college with a course that corresponds to one offered by his Department. (A community college physics course would be the responsibility of the Chairman of WMU's Department of Physics). Each Department should keep its academic Dean advised of changes in course equivalencies in the various institutions.

3. General Studies Requirements
   The College of General Studies should determine which community colleges have programs leading to their Associate of Arts degree which would permit graduates with that degree to receive automatic waiver of all but twelve (12) hours of the General Studies requirements at Western.

   This should relieve the student of much of his anxiety about whether he has met the major share of his General Studies requirements, greatly facilitate the transfer process, and eliminate the considerable use of time and resources now spent examining transcripts, which produces almost the same result (on the average WMU now accepts 48 hours of 51 submitted for evaluation).

4. Academic Advising of Transfer Students
   Academic advising appears to be the prime vehicle for assisting the student to define, comprehend, and achieve his goals. Moreover, accurate and coordinated advising reduces course duplication, loss of credit, and the other unnecessary frustrations and waste of the transfer process. With some notable exceptions, we found the academic advising of transfer students to be inadequate, and we urge that it be strengthened. (See Advising and Counseling).

5. Improved Information for Transfer Students
   The University presently mails many pieces of literature to transfer students, and uses the General Information Bulletin as the basic handout. Apparently these do not do the job. Therefore, the University should prepare a simple piece of literature which may be handed or mailed to transferring students. This brochure should be included with the Transfer Credit Guide and the other literature which is given to community college students during the transfer advisement visits of the WMU Undergraduate Admission Office. It should contain information on the costs of attending WMU, including parking costs; the number of hours required of Juniors; and specific answers to those questions most likely to concern transfers, along with a usable index. (See Final Report of Task Force 21).

6. Prerequisites
   Stringent prerequisites and/or class standing requirements now cause enough problems for the community college transfer to warrant early study and re-consideration. The flexibility we recommend elsewhere in our Report (e.g., Graduation Requirements, Curriculum) should relieve this situation, which ought to be explored at the proposed Annual Conference.
Background
The concept of student financial aid has undergone significant change in the past decade. Ten years ago assistance was available to a limited number of exceptional students, with almost none provided for those with ordinary academic qualifications who could not afford a college education. Today aid to needy students comprises the major share of our student financial assistance program. In the past four years that part of our aid program based on need has grown from the $1,677,859 granted in 1967 to a total granted in 1970 of $3,457,504 (almost entirely in the form of National Defense Loans, Educational Opportunity Grants, Work-Study programs, and part-time employment). For the same period our scholarship program has grown from $113,617 in 1967 to $442,146 in 1970. It is estimated that some 1,200 students are now receiving scholarships, and over 2,000 others are being aided by the various government-sponsored financial assistance programs.

Growth and the change in emphasis on the form of student financial aid have created problems in the administration and supervision of the various types of programs. The students receiving these benefits are now served by three separately administered offices: Student Financial Aid, Scholarship, and Student Employment. While each of these exists to aid students, it is the students' responsibility to visit and make application separately in each one. Not only is this a cumbersome arrangement, but it discourages applications and the coordination of all such services for the greatest benefit to the student. Much frustration and student dissatisfaction occurs simply because of this structure.

Predictions are that the future will bring even greater demand for financial aid, because of increased student costs, expected relative decreases in federal support in such areas as the Educational Opportunity Grants, and an increase in the number of needy students. In particular, this demand will be accelerated by the admission of more minority group students in WMU's effort to provide equal educational opportunities.

Rationale
We see higher education for the admitted student as a right, not a privilege, and financial need should not act as a limitation on this right. Consequently, we believe it must be a goal of the University to secure the funds necessary to support by some means all those admitted students who need financial assistance.

The University, we believe, also has a responsibility to all of its members to encourage diversity in the makeup of the study body, including those with unusually high potential for college work and others with special skills and abilities to contribute. To achieve and maintain this beneficial mix of human qualities, talents, experiences, and interests, it must recruit actively and offer financial support to such individuals. Scholarships should be used for this purpose, and other financial inducements should be employed to attract foreign and out-of-state students.

Finally, the various offices providing financial help to students should be brought into one organization, which should be structured and developed to serve most effectively all those who need assistance. It seems to us that even relatively minor changes could reduce frustration and heighten the positive impact of this crucial service.
Recommendations

1. The Goal of Financial Aid
The goal of financial aid should be to provide all admitted students who demonstrate financial need as determined by the Office of Financial Aid with the funds necessary to attend the University. This should include increased effort on the part of WMU to seek state and federal funds, private participation, and employment opportunities to achieve full implementation of this goal.

2. Organizational Structure
All forms of financial aid should be brought under one office to facilitate the best use of all available services and funds. This office should administer scholarships, NDSL, EOG, CWS, and student employment. An essential function of the office would be to serve as an employment service to seek, list, identify, and coordinate job opportunities for students on an area-wide basis.

3. Scholarships
Scholarship money should be set aside each year to attract and encourage the enrollment of students with backgrounds and skills different from those of most of our students. The specific means of satisfying this need for diversity should be determined each year by the Scholarship and Admissions Policy Committees, and should include consideration of foreign students, out-of-state students, students with high college potential, and those with special skills and abilities. Non-resident tuition waivers and other devices could be used to encourage out-of-state and foreign students. (See Admissions).

4. Designated Loans and Scholarships
A cut-off date should be established each school year for awarding special or designated scholarships. All such scholarship funds not awarded by that deadline should revert to a general scholarship fund for distribution. All students' short-term loans should be brought into one general fund without special designation.

5. Financial Need
The basis for determining "financial need" (the amount of money typically needed by a student to attend WMU for one academic year) should be reviewed annually and adjusted to meet actual economic conditions.

6. Other Financial Aid
Some means of financial aid should be sought for students who do not satisfy the normal requirements of financial need. Various forms of loans and a deferred tuition payment plan are examples of the type of aid that might be made available.

7. Publication of Available Aid
A list of all scholarships, grants, fellowships and assistantships, and other forms of available financial aid and assistance, for both undergraduate and graduate students, should be prepared in conjunction with the appropriate offices and agencies and published annually as a bulletin by the Financial Aid Office.
Advising and Counseling

To clarify the distinction between academic advising and counseling, we define "advising" as disseminating academic and curricular information, recommending course selection, and discussing all aspects of academic problems and progress. "Counseling" we define as a professional, confidential, personal procedure directed at the solution of personal problems.

Advising and counseling at WMU have in the past ten years undergone significant change. The Student Services self-study of 1963-64 recommended that "academic advising should be the responsibility of the various department heads with the Counseling Bureau as coordinator. It recommended further that the Counseling Bureau turn toward personal counseling, which, since that study, it has done, concentrating heavily on that function, with little or no emphasis on advising. As a result, personal counseling has developed notably at WMU, and academic advising has gone practically without official support.

The University generally now offers little academic assistance or advice to students. In a 1969 study and in the Alumni Survey of 1968, the Office of Institutional Research found that students were critical of our advising services, and that no more than one-third of them had secured what they defined as formal assistance in choosing classes or courses of study. Furthermore, this help, when given, generally came from faculty and because Departments or individual faculty members recognized and responded to students' needs. As a consequence of the University's neglect, students took courses they did not need, were informally advised to take courses that were inappropriate, sometimes failed to graduate in the normal time, and experienced countless frustrations and needless problems. While some Departments are currently exempt from this criticism, it still holds true, in varying degrees, for much of the University.

Background

We assume that the academic process cannot function with full effectiveness in the absence of meaningful personal contact between students and faculty. Faculty cannot plan or teach well in ignorance of the abilities, aspirations, and problems of students; and overwhelming evidence attests to the student desire and need for more than the casual, superficial advising that most of them believe has been offered by the University. Moreover, if this is not all self-evident and a matter of genuine concern to the entire institution, then Western has indeed drifted away from a real sense of community, of shared purposes and mutual efforts.

This necessity to provide knowledgeable and sympathetic academic advising—not the bookkeeping function that can be handled by a machine—will be even greater as we expect the student to assume, as he should, more responsibility for his own decisions. He will have to be made aware of the alternatives available to him and the demands of each option, and he will need an experienced person with whom to explore the wisdom and implications of these choices. Greater student freedom, we believe, will require more, not less, academic advising. And we reject as unsound the apparent assumption of many in the University that such advising, as well as the development of relevant academic programs, can rely largely on classroom or informal contacts between students and faculty.

The existence of a Counseling Bureau (Center) is evidence of the University's recognition that personal problems exist in number and at a level of complexity which demand the attention of a professionally trained staff. These problems are beyond the competence of the merely well-intentioned faculty member—who has a vital role elsewhere in this area—and obviously they affect profoundly the academic as well as the personal well-being of the University community, individually and collectively. It is essential that Western provide adequate, competent counseling, ranging from helping students learn to function in the University community to providing professional help for those who are emotionally distressed or disturbed. And it is crucial that the persons specifically charged with these duties be professionally and personally qualified to fulfill them. To assure proper treatment for the student, the various levels of required competence must be distinguished, defined, and observed.

It appears to us that historically a conflict has developed within the
University between advising and counseling under the pressures of limited resources and opposing philosophies which forced a choice between two services, both of which are essential to a healthy, productive institution. This conflict will not resolve itself. While Western is fortunate in its number of skilled and dedicated counselors, whose work should be recognized and funded appropriately, we believe that the first priority must be to restore academic advising to its rightful position of preeminence.

Recommendations

1. Academic Advising

   a. Departmental Advising
      Each College and Department should assume formal responsibility for the total academic advising of students with their curricula and major and minor programs, and each Department should, with the approval of its Dean, appoint official advisers. These advisers should:
      (1) Have authority to approve major and minor programs and assist students to select appropriate courses of study to fulfill curricular requirements and personal educational objectives.
      (2) Maintain formal records, with the aid of the Records Office, of commitments made to each student in the advising process.
      (3) Schedule regular office hours and make these hours known to students.

   b. University Committee on Academic Advising
      A University Committee on Academic Advising should be established. This Committee should be composed of a permanent Coordinator of Academic Advising and at least one adviser from each College, several students, and a representative each from the Counseling Center and the Records Office. The Coordinator should report to the Vice President for Institutional Services, who is currently responsible for compiling for each student a comprehensive student academic record.
      It should be the joint responsibility of the Committee and the Coordinator:
      (1) To develop a fully coordinated faculty advising system for all students who wish academic advising.
      (2) To provide in-service training and workshops for faculty advisers.
      (3) To see that all advisers are kept current on new or changed academic requirements.
      (4) To make certain that the catalog of classes and program requirements is kept up-to-date. (See Graduation Requirements—Information).
      (5) To see that students are made aware of sources of available information and academic advising; and to assist Departments in publicizing their advising services.
      (6) To see that information from the coordinated student records gets to the academic advisers.

   c. Faculty Advisers
      Faculty should be assigned as advisers on the basis of their interest, qualifications, and ability to communicate with students.
      They should be given due recognition and teaching load reduction to encourage serious commitment to good advising. Advising responsibility should also be weighed in consideration for promotion, salary increments, and tenure, and included among the criteria expressed in the University Policies handbook. The University should provide the Departments with adequate funding equivalent to one full-time equated adviser per 300 to 600 undergraduate majors, this ratio to be adjusted in the future by the Committee on Academic Advising to accord with the actual use of advising help by students.

   d. Voluntary Advising
      The advising should be on a voluntary basis so far as students are concerned, though they should be encouraged to use this service.

   e. Academic Information
      Each Department should state explicitly and completely in the Undergraduate Catalog the academic requirements for students within each of its curricula, majors, and minors.

   f. Entering Students
      A student entering WMU for the first time should be assigned to a departmental adviser in his area of study. If the student is undecided on a major or a curriculum, he should be assigned to a faculty member who has volunteered to act as an adviser for such students, with this operation to be organized by the Coordinator of Academic Advising. This faculty member should continue to serve as the student's adviser for the first year or until the student is reassigned at his choice to another faculty member.
      Once the student decides on a major, the academic advising should be done by a designated faculty member (or faculty members) in that major Department. This procedure should be coordinated with the University's orientation program, with a number of faculty advisers to be employed for part of the summer (probably one month) to make the initial contact.

   g. Computerized Audit System (See Registration)
      A computerized graduation audit of student records should be developed as quickly as possible, to consist of a computerized permanent student record. A computer retrieval program would allow a student to check his progress on requirements when he most needs the information for planning—
probably well before his senior year. The adviser would thus be freed to be an adviser, not a bookkeeper, and to concentrate on future plans instead of past credits. Such a retrieval program could be self-supporting through staff reduction, better allocation of time, and additional services. This program should be started immediately in two areas:

(1) The permanent academic records of 1970 entering freshmen are being retained on the computer on a trial basis. With some systems and programming assistance from student record experts, this effort could develop within three years into a fully computerized student record system.

(2) The experience of the Engineering and Technology Department with computerized scheduling could be used to begin the development of a fully computerized student program audit.

2. Personal Counseling
a. Personal Counseling
The Counseling Center should continue to provide assistance to students with emotional and/or personal problems. Any procedure, such as meeting with students on probation, which helps to identify those with such problems should be utilized.

To assure that students receive proper treatment, a close liaison should be maintained between the Health Center, where psychiatric treatment is available, and the Counseling Center. Even if increased referrals do not result—and it is likely that they will—the present need for additional psychiatric help warrants adding at least one full-time psychiatrist to the Health Center staff.

b. Students on Probation
The Counseling Center should provide a service specifically for the student in academic difficulty, for whom at present no such provision is made. The Counseling Center should personally contact and schedule a meeting with each student placed on academic probation for the first time. This meeting should take place as early in the semester as possible, so that the student understands that the University is concerned about his problem and is anxious to assist him to succeed. (See Instruction—Center for Equal Opportunity concerning possible remedial help for students).

c. Vocational Counseling
The Counseling Center should assist students in reaching occupational or vocational decisions. Uncertainty and anxiety in this area is sufficiently common and serious so that occupational counseling should be performed by trained personal counselors, rather than by the Placement Office or Testing Services, both of which appear to be interested in performing this function. The data and services of both these agencies should be made available to the Counseling Center, which has the skill and personnel to provide such guidance, which students must have if they are to make fully effective use of the learning opportunities available to them.

d. Emotional Health
The Counseling Center has shown commendable concern and initiative in establishing a variety of services to foster the personal and emotional health of students. Its programs and activities in residence halls, married student housing facilities, and elsewhere are valuable contributions to the WMU community; this work should be expanded and should be supported by the University.

e. Inter-Agency Cooperation
Since a variety of agencies are available to identify students with emotional problems and to aid them either directly or by referral, greater coordination and cooperation should be actively encouraged among University facilities (e.g., the Counseling Center, the School of Social Work, the Health Service) and those in the Kalamazoo community (the community Mental Health Board, Family Service Center, and the John J. Delano Clinic).

Implementation
Our recommendations in this area call for basic changes in University policies and practices. The development of a fully coordinated institution-wide faculty academic advising system will take money, some of which may not be immediately available. We believe that these changes can at least be initiated with a small reallocation of current staff and with the allocation of a minimum of additional money to a few Departments.

The first stage should involve two immediate actions: (1) The development of the Committee on Academic Advising and the appointment of a Coordinator, who could and probably should come from the current Counseling staff. (2) The assignment of faculty advisers. This second step should be facilitated by the fact that most Departments have already designated some individuals to assume this role; however, sufficient released time is not always available to these faculty advisers. Hence some new funds must be made available from each Dean's office to offset the reassignment of these staff members. We estimate that this could be done the first year at a minimum cost of four or five FTE positions, though eventually the time should be released at the rate of one FTE faculty per 300 to 600 student advisees. If the money is not available to Deans the first year, we believe that the installation of the faculty advising system is sufficiently important to warrant reassigning current Counseling Center funds for this purpose. As of 1963 the Counseling Center had ten positions, most of which were assigned to provide academic advising. If necessary, some of those positions should now be reassigned to academic advising.

Our recommendation is not meant to imply that the current activities of the Counseling Center are unwise or misdirected. On the contrary, we think that they reflect an awareness and practice of very effective counseling techniques. However, we think that the need for academic advising is great enough so that some of the money originally allocated to the Counseling Center for that purpose should be so used.
Rationale

The essential task of registration and scheduling is to provide within the resource capabilities of the University the classes students need when they want them and with the instructors of their choice. It follows that those who operate the registration system must know the requirements and preferences of the students, and the courses that Departments are capable and desirous of offering. With this information (plus data on available classrooms) they must then construct each semester and session a schedule that best fits the needs and wishes of those two groups.

This a complex job of major significance to the University community, since it shapes the entire teaching function. And it must be accomplished so as to minimize conflict between the desires of students and faculty. WMU has long followed the philosophy that students have the right to choose courses, days, times, and the instructors with whom they will study. It has also tried to respect the right of faculty to determine what and when they shall teach. Conflict, of course, is inevitable, since what faculty want to teach never coincides exactly with what students want to learn. The schedule and the registration system have attempted to function as an effective and sympathetic intermediary between Departments and students, but an uneasy and often emotional truce is the best that can be hoped for under present conditions.

Future schedules must recognize at least these factors: (1) If Departments require a course, they must offer sufficient sections of it to satisfy the demand that they have created. (2) With business and industry moving toward a four-day week, more working adults will want to take classes when they can, which means late afternoon, evening, and Saturday classes for all semesters and sessions. (3) While the preferences of students and faculty should be respected within reason, classes cannot be scheduled to suit the whim or social convenience of either group. The tendency to avoid late afternoon, Friday, and evening courses must be curbed and reversed; and a more balanced, attractive offering should be made available at those times.

In summary, the registration and scheduling procedure should:

(1) provide the student with an opportunity to enroll in the classes he is required to take, (2) place the student, whenever possible, in the class he wants, at the time he prefers, with the instructor of his choice, (3) enable the student to register within a reasonable period of time for any class listed as available, (4) provide all of the above with a minimum of frustration and effort for both students and faculty.
Recommendations

1. Enrollment Forecasts
   The University should establish better forecasts of enrollment by student level and curriculum and develop more effective procedures for determining which classes students need. This should include utilization of a computerized student record system, which will enable the student to know what he must take and the Department to know one to two years in advance what courses to expect students to take.

2. Resource Allocation
   A more effective allocation should be made of University resources, based in large part upon student needs for classes. The continuation and improvement in the advanced scheduling and budgeting procedures now being tried seem to move in the right direction, but if these efforts and the gathering of more comprehensive, accurate data are to have any real meaning, the University must put its money where its needs are. This reallocation should be done with intelligence, caution, and sensitivity; but it must be done.

3. Computer-assisted Registration
   The registration procedure should be improved through a phased program of expanded use of the computer which would retain student and departmental options, starting as soon as possible. The computer should be used first to place students in sections of their choice. The second phase, which should also start immediately, would be to develop a combined scheduling and advanced registration procedure. (Computer programs for this type of system are available for purchase for approximately $30,000). This phase would allow for student choice of instructor, and would provide time for Departments to adjust their class schedules to student needs. The third phase of this development system would involve the use of telephone or remote computer terminal registration, in which the scheduling, registration, and billing could take place while the student was at the terminal or telephone. Successful computer programs for this system are under development, but are not yet available.

4. Drop-Add Period
   The now separate drop and add periods should be combined into a single two-week drop-add period, with adds during the second week allowed only with the permission of the instructor and the Department Chairman.
   The present extended drop period apparently encourages students to occupy spaces in classes until others can no longer gain delayed admission to those classes. The process is wasteful of both the University's and students' resources. In addition, there are instances in which the add period for on-campus students might be meaningfully extended into the second week of school. This would be particularly true for some Departments, such as Languages and Mathematics, which offer sequence classes in which the student may register erroneously in a class below or above his skill level. Our proposal should be helpful in dealing with both problems.

5. Graduate Registration
   The practice of registering graduate students up until the beginning of classes each semester places undue pressure on undergraduate class schedules and registrations, as Departments cannot adjust schedules if they must hold open graduate classes in anticipation of some late registrants. Graduate scheduling and registration should conform as much as possible to the total system for all students, and we suggest mail preregistration of graduate students as a possible alternative.

6. Accurate and Readable Class Schedule
   The printed schedule of classes should contain all data necessary to enable a student to enroll accurately: (a) General designations for multiple-sectioned courses should be avoided; (b) All restrictions on who can enroll and when he can enroll should be noted clearly; (c) Whenever possible, the schedule should provide the name of the instructor who will teach each course. In addition the present newspaper format should be replaced or be made more readable and manageable.

7. Small Classes
   A clear policy should be developed stating the conditions under which small classes will be permitted to meet. We recommend adoption as University policy of the present unwritten rule that both undergraduate and graduate classes of fewer than 10 students will be canceled unless written permission is secured from the appropriate Department Chairman and Dean. Faculty assigned to teach classes which are canceled, should, of course, be reassigned to other courses or to the most productive alternative duties.

8. Guidelines for Departmental Scheduling
   To achieve more effective departmental scheduling of courses, reduce course and time conflicts, and attain optimum use of faculty, all Departments should observe the following guidelines:
   a. Classes should be scheduled throughout the entire day and evening.
   b. Sections of required courses should not be scheduled in conflict with other required courses of the same level and curriculum.
   c. Experienced teachers should be available to students at all levels and in all classifications.
   d. Faculty members should be assigned a limited number of different preparations.
   e. Faculty members' loads should be grouped reasonably in time to avoid unnecessary burden or waste.
   f. Classes should be located in recognition of curricular demands, so as to minimize student and faculty travel between campuses.
Orientation

Background
The introduction of entering freshmen to WMU has for the past several years taken place through a two-day summer program of orientation and registration. The program has attempted to familiarize the new students with the physical campus, orient them to someone’s conception of current student values (a function which we find inappropriate), and register them for fall classes. A study conducted in 1970 to determine the level of satisfaction with this process indicated a mixed reaction, with general, if unenthusiastic acceptance, but evidence of a need for broad revision.

Looking beyond that two-day experience and at the total concept of orientation as it applies to our particular student body, we were seriously concerned about several areas. First, few transfer students are served by the current summer program, and, in fact, the University offers no comprehensive, systematic orientation for the more than 2,000 transfers who enroll each fall semester as new students. Second, Western provides no orientation program for the 1,500 new students who enter every winter semester, a group which might be expected to have special difficulties because of the rhythm of the school year. Third, very little is done by the Departments to provide an academic orientation to introduce entering students to the essential activity of the institution, an omission whose significance is not lost on them. On all three counts we heard persistent student complaint; the problem is serious, and requires correction soon.

Rationale
Orientation should be for most students an important step toward academic success and personal satisfaction at WMU. With a strong, diversified, well-planned orientation program, new students can be introduced to the physical campus, to the University’s cultural and social resources, and to the breadth and variety of its academic programs. This first meeting should welcome the student as a member of the academic community, and help him to see and understand something of the opportunities available to him.

To accomplish this for all of our entering students, the summer program should be followed in the fall and winter by a schedule of regular activities, helpful and stimulating to the beginning student at all levels, and informative about those aspects of our academic, social, and cultural life which will be most meaningful to them. This program should be conducted in the residences and other settings where students can attend easily and feel comfortable.

The programs for transfer students, those entering in the winter semester, and special groups should be developed to assist those students with their particular problems, and should communicate to them the genuine interest and concern of the University to which they are entitled.
Recommendations

1. University Orientation
A University Orientation Committee should be established to develop and/or approve appropriate orientation procedures for all students, including freshmen, transfers, and graduate students. Representatives from these three classifications should be included on the membership of this committee, which would be responsible for the orientation of all entering students.

2. Continuous Orientation
The University Orientation Committee should establish an orientation program which would run continuously throughout the full academic year. The program should be conducted whenever possible in residential units or other easily accessible, informal settings. It should communicate information about all types of student services, learning services, and the special and remedial facilities available to students.

3. Summer Orientation
The summer orientation should be continued with its emphasis on beginning freshmen. These students have the least knowledge of student and college life, and hence need a short program directed at their particular problems. This program must be carefully planned, constructed, and carried out to render maximum assistance in this brief period, and it should be carefully coordinated with academic advising.

4. Orientation of Transfer Students
A special program should be developed to orient the transfer student which recognizes his unique academic and personal problems, and his relative ignorance of the opportunities available at a full scale University. Each fall and winter one half a day should be set aside at the beginning of their first semester at WMU to start the process of their orientation. Such a program currently would serve over 2,000 students in the fall, and about 1,000 in the winter.

5. Student Involvement
Increased use of student leaders should be made in conducting orientation programs. These individuals should be chosen on the basis of their interest and knowledge of the areas in which they would work, and their familiarity with the operation and characteristics of the University. However, it would not be appropriate or wise to use them as academic advisers, with the authority to commit either the entering students or the University.

6. Orientation of Special Groups
Supplemental orientation programs should be designed and implemented for minority, foreign, and other students who may be confronted with a traumatic social adjustment to the campus community, in addition to the normal difficulties of an academic change.

7. Departmental Orientation
All academic Departments have a special responsibility to inform students about the opportunities and possibilities for study in their area. Therefore:

a. Academic Departments offering vocational programs (e.g., Engineering Technology, Social Work) should develop a formal plan to explain academic demands, the possibilities of employment, and other pertinent aspects of their fields to all interested students.

b. All academic Departments should conduct special meetings to explain to students the opportunities of majoring or concentrating in their particular subject area, its relations to other disciplines, and its possible relevance to the students' plans and interests.

c. Information on academic programs should also be disseminated to interested students in residence halls by:
   (1) M.A.D.
   (2) Brochures and other printed materials
   (3) Guest speakers
   (4) Audiovisual presentations
Extra-Curricular Activities

We define extra-curricular to include those programs at WMU which are wholly or essentially non-academic and those which combine academic and non-academic activities. At a university of our size and diversity, this encompasses a significant number of programs varying in size, impact, longevity, and student support. Consequently, we have chosen to categorize them by major areas which deserve attention, rather than try to treat each historically or in depth.

Clearly the three most fully developed and influential areas are the cultural, the athletic, and the organized student activities. All have long standing as integral parts of the University and are considered by substantial numbers of our academic community to be valuable elements of its life; and all are in evolving states of acceptance, use, and popularity. Each of the three seems to us to contribute (though in different ways and at times to different constituencies), and each is somewhat deficient when measured against our conception of WMU in the 1970's. The deficiencies, however, are primarily in emphasis or direction, and it is to the correction in those terms that we will direct our comments and recommendations.

Background

The value of extra-curricular activities in broadening and enriching the student's college years and establishing a basis for a fuller, more satisfactory life after that period seems to us very clear. There must be diversion from the intensity of serious academic effort, exposure to activities and involvements that do not flow naturally from classroom and curricular demands, opportunities to join with others of like interests in the non-academic, and the chance to belong, to share pride in achievement, and to develop a sense of community. All of these can be provided by a full, rounded extra-curricular program. Such a program, however, must be evaluated by whether it is directed to those ends and how well it achieves them.

In this context, certain considerations are fundamental: (1) All such activities should reflect or encourage at least a latent interest in a sizeable segment of the community. (2) They should be readily available and attractive to those who express an interest and to others who might become involved. (3) The various Departments or agencies which sponsor and develop such programs and events must distinguish between professional preparation and the general interests of the amateur and the unskilled, and recognize that their responsibility in this area is to the latter. (4) Both educational and recreational objectives are valid, and extra-curricular activities should be designed to benefit the individual not only during his undergraduate career at WMU, but also as part of a process which continues long after that brief period of his life.

In the realm of cultural activities—particularly art, music, theater, and dance—we believe that great progress has been made in the level and variety of professional performance available to the entire community and in the quality of student work, which has often approached professional standards. However, increasingly the opportunities for the amateur to participate have diminished, and resources and facilities have been devoted to developing the competence of majors. Excellence of performance is, of course, a worthwhile goal, and can serve as a source of pride and stimulation to all of the academic community; but if this becomes the primary objective, it detracts from the major purposes of extra-curricular activities, which are intended to provide opportunities for all to participate. These two goals—competitive excellence for the few, and broad participation—are not mutually exclusive, but the former
now predominates to a destructive degree.

The same criticism applies to athletics, which, in addition, is subject to the charge of sexual discrimination. The University maintains an excellent inter-collegiate program, well-balanced and of good quality, and at that level has been responsive (though reluctantly at times) to genuine student demand for expansion into other sports—gymnastics, soccer, and hockey in recent years. Its teams are reasonably well supported, provide entertainment for a significant proportion of the institution and the area, and are a basis for pride and an important sense of community. In addition, the University makes available an extensive intra-mural program and maintains facilities for a variety of physical activities which are used by students and faculty.

Again, however, the professional concerns dominate the genuinely extra-curricular, and insufficient attention is paid to the needs and desires of the casual participants and to developing involvements and skills which the undergraduate can pursue with pleasure and benefit throughout the rest of his life. More activities—and proper instruction in them—could and should be taken to students; more effort should go into determining and satisfying their interests. For example, the content of University-required courses in Men's Physical Education seems unduly dictated by those activities which dominate intercollegiate sports and by the inclinations and abilities of staff whose primary concern is the University team member. In addition, the same level and variety of opportunity available to men is not presented to women, who comprise the majority of our student body.

Finally, in the area of student groups and organizations, we think greater recognition should be given to student interest and initiative. Each generation, sometimes each class, of undergraduates differs from its predecessors in its conception of desirable or worthwhile organizations and events. Yet there is a strong continuity which comes to prevail in the University community. This tends to perpetuate clubs, projects, and values beyond their relevance, usefulness, and attractiveness to students at a particular time. The proper balance is, of course, a matter of judgment by those active in the area, and it is neither wise nor proper to discard everything that a particular class is not enthusiastic about; however, the basic test of the validity of a student activity is the desire and willingness of students to engage in and support it. This demands considerable flexibility of those who work with students in extra-curricular programs, and it requires that they be aware of changing student roles throughout the University. Western has moved steadily toward greater student choice and responsibility in decisions involving governance and the academic program; the extra-curricular area should evolve in this same direction.

In our statement on University Goals and in other sections of this Report, we try to convey our sense of the values which the University must practice and reflect. In this regard we think it important to recognize that many extra-curricular activities are a major means by which we communicate with the larger society, in some cases the only means. Consequently, we believe that in those activities—musical, theatrical, athletic, artistic, academic public performances, etc.—WMU must demonstrate not only the excellence which we prize, but the values we hold highest—openness, freedom to participate, a rejection of personal and institutional racism, and a sense of community.

Recommendations

1. Cultural Programs and Activities
a. The University should provide access to expanded arts participation for the general student through an intramural program in life-time arts. Particular student interests should be determined, and appropriate instruction offered in music, painting, sculpting, and other fine arts. Facilities should be made available during evenings and weekends, and instructional costs should be minimal. Interested University faculty could teach such courses on a small fee-per-student basis (as is done in Kalamazoo), or they could be taught by graduate students or talented undergraduates as an additional source of student employment. The Student Activities Office and such Departments as Music, Art, and Communications Arts and Sciences should assume joint responsibilities for organizing, publicizing, and conducting the courses.

b. Opportunities for participation by non-majors in art, music, and theater projects, both on- and off-campus, should be publicized in residences, classes, and through the various media directed to students.

c."Amateur rooms" should be made available in residence halls and other buildings (Walwood Union, the Student Center, etc.) as practice and participation facilities. Where feasible, at least minimal equipment should be provided, such as pianos, microphones, stage settings.

d. The availability of cultural opportunities—professional, student, and participatory—at WMU should be emphasized during all orientation programs.

e. The University should seek additional funding, through endowment, grant, or other means, to supplement the income from that broad range of cultural events which normally do not meet their expenses. While it is quite proper to bring to the campus "popular" attractions likely to pay their way, there is a serious danger that increasingly symphonies, dance groups, experimental theatrical, etc. that may lose money will be replaced by surer financial risks. The additional funding, and attendance inducements to students, should be employed to forestall this possibility.

2. Athletic Programs and Activities
a. The primary emphasis of the extra-curricular physical education program, for both men and women, should be on life-time sports.

b. To provide practice and instruction in such sports, the Physical Education
Departments should offer a wide variety of activities (in accord with student demand as much as possible), such as skiing, horseback riding, skating, golf, fishing, camping. Each activity offered should be identified separately in the schedule of classes.

c. The intramural and recreational programs should be developed to provide organized opportunities for individuals to participate in activities of their own choosing. These programs should be based on an awareness of student interests and desires, and should function to reflect what activities the students want, when they want them, and in the most attractive fashion to assure wide and easy use of the facilities. Expansion of those facilities—e.g., to include an ice rink, golf course, more handicap courts—should be in response to genuine demand, to assure the most feasible and satisfying operation. Also, instruction and facilities should be as open and available as possible within the demands of scheduling, maintenance, and similar considerations.

d. Increased support should be given the women's intramural and recreational programs in funds, personnel, and facilities. It is difficult to believe that the ratio of financial support this past year, 11 to 1, reflects accurately the relative levels of interest of men and women students in such activities. A more comprehensive, attractive program should be developed by the Women's Physical Education staff to determine the true need and interest, with the additional funds to come from Men's Physical Education, and from some source other than the men's intramural support funds.

e. Intercollegiate athletics is the public part of WMU's Physical Education program, and it contributes significantly to the life of the University community. Particular care should be taken, however, to insure that these activities and the policies governing them are carried out in accordance with the University Goals.

In addition, steps should begin immediately to make inter-collegiate athletics at WMU self-supporting by the end of this decade. This could be accomplished in at least two ways. First, friends of WMU and our alumni could be encouraged to provide a larger share of the athletic scholarship monies, which currently receive a disproportionate share of University scholarship and assistance funds. Second, in place of the substantial general support currently provided from student fees, the athletic program should receive its student support from student fees assessed on a voluntary basis, with additional income from a reduced student admission charge for each individual event. The implementation of this recommendation should, of course, be gradual and based on careful study to prevent any serious harm to the overall program and the personnel involved.

3. Travel and Study Abroad

- The University should encourage and facilitate travel and study abroad by its students and faculty, an educational activity of obvious benefits which is currently carried on in disorganized and haphazard fashion, with no effective coordination of effort or flow of information. That it is done at all and with any success is due entirely to the energy, initiative, and stamina of individuals—faculty and students—with minimal assistance from the University.

a. The University should establish an Office of Foreign Study and Travel, to be staffed initially on a part-time basis in the Continuing Education Office. It should consolidate the activities of those offices now involved in this area, and gather all pertinent information on programs, scholarships and fellowships available, modes of travel, relevant government regulations and requirements, tours, and other relevant data.

b. The Office should be supportive, providing assistance to those who wish to develop, or participate in such programs; it should not be designed to originate programs. It should disseminate its gathered information promptly to the appropriate segments and interested persons in the University community, possibly employing a newsletter for this purpose. And it could maintain a file of subject and area interests of students and staff.

c. The Office should assist members of the University community to make application for programs, to secure financial assistance for study and travel abroad, and to plan and develop individual or group study-travel abroad programs.

4. Student Organizations and Activities

a. As a general principle student organizations and student extra-curricular activities and programs should be initiated, carried out, and controlled by students, subject to the same restrictions and accountability applied to other elements of the WMU community.

b. Those extra-curricular activities now sponsored by student organizations—e.g., film series, speaker programs, various publications, etc.—should continue to be coordinated with other campus activities through the ASG, the Student Senate, the Student Services Council, and other appropriate bodies either governed by students or on which students are represented. And the maximum feasible responsibility for these activities should be carried out by students.

c. To replace the present arrangement in which seven separate student organizations submit annual requests for monies from the University's General Fund, the Associated Student Government should be given control and supervision over the disbursement of funds for all student activities, with the advice and consent of the Student Senate. The ASG would submit to the University a single budget request for that purpose each year, which would be responded to as are all other such requests.

The ASG should allocate to other student organizations its appropriated funds in accord with a policy approved by the Student Senate and by the University's Vice President for Finance. This policy should provide for adequate supervision by ASG of the constituent organizations; and those organizations to whom monies were allotted should operate under existing University regulations for financial audit and accounting.

Since the status of the Western Herald is presently under study, we exclude it from such an arrangement, pending completion of that study.
The goals which the Committee recommends for WMU in the 1970's depend in important ways for their fulfillment on the environment which the University will provide and in which it will function. In part that is defined by tangibles, such as physical structures and facilities. At least as important, however, will be the intangibles—our attitudes toward and treatment of each other; our ability to anticipate frustrations and anxieties, and our will to relieve them; our efforts simply to be civil as fellow members of a human community.

Concerning the intangibles, Western, ironically, has been bombarded in recent years (as most colleges and universities have been) with speeches, slogans, and impassioned demands for the practice of ideals. Yet, somehow, the action has been more appealing off-campus, at a more romantic distance. A speaker commented cogently at last year’s Commencement that a commendable number of WMU students and faculty found the time and initiative to fight the pollution of the Great Lakes; but no one could marshal the energy or the pride to clean up Sangren Hall, and too few could even refrain from "polluting" it further. Beyond that problem in perspective is the clear evidence of a deteriorating respect for persons and property. Theft and destruction on campus are increasing, and tensions and sensitivities seem closer to the surface. Whatever the causes of these disturbing signs, the consequences foul our community and inhibit the achievement of our educational ends.

Rationale

We believe that the environment crucially influences the persons and activities within it, and that every effort should be made to foster at WMU an atmosphere in which individuals can best grow and learn and live together congenially. The physical surroundings and structures should be attractive, functional, and well-maintained. Students should be motivated and led to feel that they are respected members of a purposeful community. Our personal relations should be based, as much as possible, on civility, mutual respect, and a sensitive, honest concern for each other's needs. Therefore, to enhance such an environment, we make the following recommendations.
Recommendations

1. Conduct of University Personnel
   a. All University offices and agencies should regularly evaluate the services they provide to students, faculty, and the general public to ensure that they are helpful and easily accessible, and that the personnel rendering them are courteous, patient, and flexible (not rule-bound). These evaluations should be conducted annually by those in charge of the offices and agencies, who should report to their superiors specific changes made to improve the services and to minimize unpleasantness and inconvenience.

   b. Office and agency directors (including Department Chairmen and Deans) should contribute by example to a climate of civility and goodwill, and should act to eliminate unnecessary complications and frustrations. They should, in addition, solicit suggestions as to how inflexible or unreasonable policies and procedures could be modified or abolished.

2. Promoting Emotional Well-Being

   It is evident that some emotional problems of students are caused or aggravated by conditions which the University can change. Many of our recommendations in other parts of this Report—registration, advising, financial aid, governance, etc.—are directed, in part, at that end. In addition, improved regular communication among those in direct control of the students’ environment could minimize many of those factors which feed emotional difficulties.

   We recommend, therefore, that the Counseling Center, as the best qualified agency, should collect data on sources of harmful conflict and frustration and notify the appropriate person or agency. Academic advisers, the University Ombudsman, faculty, and others with regular contact with students should be encouraged to provide the Center with such data, which, with the experience of the counselors, should be used to identify major problems and initiate action to remove their causes.

3. University Information Center

   A serious need exists for one central source of information about the University, regularly and easily available to all members of the community, on- and off-campus. Western is, in effect, a city of some 25,000 persons, all of whom at some time are in need of simple information—a phone number, the location of an office, where to get help of a particular sort, what cultural, athletic, or academic events are currently available, etc. It may not be possible, of course, to provide a fully comprehensive service, but we recommend that the appropriate committees of the Campus Planning Council be charged to survey similar centers at other universities, preferable sites at WMU (possibly the switchboard room in the Administration Building, where part of this function is now performed), how such a center could be staffed (probably by students), and how it could best operate through personal and telephone contact as an information and referral agency. These committees should make recommendations to the Council and to the Vice President for Institutional Services.

   In addition, they should explore and recommend other helpful means than a single Center to dispense information and guide persons around the campus (e.g., such techniques as we believe are already under consideration—manned kiosks at common entrances, simple maps, prominent signs and indicators at strategic locations).

4. Physical Environment

   a. While over the years the campus has been made more physically attractive and comfortable, particularly through the planned landscaping, much more should be done. The Campus Planning Council should obtain and support recommendations in this area from its appropriate standing committees, which should consider at least such possibilities as (1) Providing more lounges and casual meeting areas, particularly for commuter students; (2) Providing more outdoor benches and seats; (3) Providing protected table and chair areas all over the campus for sitting, reading, and talking.

   b. The University’s maintenance budget must be increased. Classrooms, dormitories, and all habitable buildings should be better maintained, clean, and attractive. Students and faculty who damage or destroy University property should be held fully responsible for their actions. Their irresponsibility is not only ecologically harmful in its abuse of common resources, but the increasing expense of replacement and repair reduces significantly the funds available for educational purposes.

   c. Classrooms should be clean, functionally decorated, and made physically more conducive to learning. Students should be involved in the planning of this work.

d. The practice of including faculty in the planning of buildings in which they will work should be expanded, and students (particularly for their perspective) should be specifically invited to contribute. Both should be involved early and throughout the process. In addition, it should be the regular practice to solicit from students and faculty who have used a building over a period of time their views on what is wrong with the building in appearance and function.

e. The entire University should be informed regularly about the Campus Development Plan, and periodically the Campus Planning Council should distribute updatings of it, with explanations of significant changes. The Council also should publish Capital Outlay project priority lists, with an account of the procedures followed in establishing and/or changing those priorities.
Background

The governing and decision-making processes at WMU over the past 10-15 years have clearly moved toward greater decentralization and participation, though the development has been uneven in the various Departments and Colleges. At the University level the oligarchic, paternalistic pattern of our normal school tradition has been giving way to a structure in which Colleges and Departments have assumed more authority and responsibility; and the small, relatively informal Faculty Council of the 1950's has been replaced by the larger, more representative, and more powerful Faculty Senate, which has served as the chief mechanism for joint policy-making and for resolving conflicts resulting from this gradual shift in authority.

At the College level the authority delegated to the respective Deans has in practice increasingly been shared with Department Heads and Chairmen (for example, in decisions involving program and curriculum, and in the force of their primary recommendations regarding tenure, promotion, salary, and appointments). Practices, however, appear to vary widely among the Colleges, and the absence of a clear delineation of powers and responsibilities contributes here, as elsewhere, to confusion and conflict.

At the Department level, again unevenly, the trend has been toward elected Chairmen with definite terms, and the proliferation of departmental committees involving the faculty in judgments on direction, resources, program, and personnel. In recent years this movement has also led to fixing and codifying these arrangements for broad participation, and most Departments either have or are producing written constitutions.

Finally, as the base for decision-making has broadened and moved downward, it has entered its next logical stage of development, the formal inclusion of students. Western has a long history of student involvement on an informal or ad hoc basis. As early as the late 1950's the Faculty Senate employed faculty-student committees, and joint Faculty Senate-Student Senate committees dealt with particular problems of mutual concern. Often these committees handled relatively inconsequential matters, though on occasion, such as the massive study of Student Services in 1963-64, hundreds of students served on the committees whose recommendations for change in that area have largely been implemented.

What is significant about the recent past is that a student voice has now been built into the formal governance structure. Students currently serve as voting members on numerous major departmental committees, on College and University curriculum committees, and on the Councils of the Faculty Senate. Moreover, the Student Senate, almost two years ago, was given jurisdiction over the Student Services Council, an act symbolizing the significant judgment that students should assume a major role in decisions affecting the non-academic and personal aspects of their lives at Western. The commitment and the direction are clear; what remains is to determine the form and extent which will make student participation most effective and most responsible.

In assessing the actual functioning of the pattern of governance and decision-making at Western, we found a subtle mixture of strengths and weaknesses. In thumbnail fashion, and with no pretense at being comprehensive or exhaustive, the following are the Committee's strong impressions:

1. Generally in its policies and practices the norm at WMU is cooperative participation in policy-making at the University, College, and Department levels; but the principle is applied with great variation among the different units, and in many important decisions seems to be ignored.

2. There is a healthy responsiveness to reasoned arguments and persuasive presentation of points and proposals, and it is significant that the diffusion of power over the years and the numerous major changes in the Institution have occurred through the normal structures of the University. However, the system puts a premium on discovering who has the power, and then pursuing one's ends through personal, informal channels. While initiative is to be commended, this smacks too much of a lingering paternalism, and it makes difficult the assignment of responsibility for decisions.

3. The recommendations of smaller, lower-level units are generally respected, and in areas of recognized departmental primacy (e.g., on tenure, promotion, salary), they are normally followed. However, when they are rejected, that action appears often to be arbitrary, since clear criteria do not exist and explanations are not always given. The faculty promotion process is a recurrent example of this problem, and an area of resentment throughout the institution.

4. Entry into the system is relatively easy, which tends to tap the potential of interested, talented individuals and to reduce frustration and alienation. But the feeling persists that not
all decisions are open to such access, and that the decision-making process is slower than it has to be; important questions can be tied up for months in committees or Councils, or can wait that long even to be placed on an agenda.

5. The Departments, on the whole, function effectively as academic administrative units. They recruit, appoint, evaluate, and reward faculty. They define and assume responsibility for education in particular areas. They are convenient mechanisms for requesting and allocating funds. They have considerable authority; and many committees are directed by adequate individuals, frequently with only minimal attention to the needs and interests of the general student and the University as a whole.

6. While democratization has yielded many benefits, it has so diffused power at all levels (as it intends to do) that many persons with considerable responsibility feel that they lack commensurate authority; and many with authority cannot be held properly responsible. Moreover, there is a growing tendency to be so enamored of participation that it becomes almost an end in itself, at the expense of teaching, research, and learning.

7. The formal structure discourages innovative projects and experiments to improve teaching and learning, and it makes no provision for the regular evaluation of such efforts or the communication of their results to the rest of the community.

8. The Faculty Senate has contributed immensely to Western in more ways than we can or need to enumerate. In recent years, though, it has begun to be bogged down with an ever-increasing workload, undue attention to procedures, and human dynamics that prolong meetings until issues may be settled by endurance rather than merit. And it has seriously undercut its Councils by regular exercise of the review power over their decisions. Most important, we believe it is time for the Senate once again to be restructured.

9. While there is recognition of the contribution to be made by student members on policy-making bodies at all levels, and of the propriety of their serving on such bodies, an effective system for channeling this potential has yet to be found. The Student Senate and formal student government are not representative of the student body, are not responsible to any definable constituencies, lack real power to influence University policy, lose in continual turnover the contribution of strong individuals, and are responsible to any definable constituencies, lack real power to influence University policy, lose in continual turnover the contribution of strong individuals, and have difficulty filling even the available positions within their own structure or on University bodies. These are probably not assignable faults so much as they are the consequence of an extremely difficult political situation. How, for example, does one organize 20,000 young people, most of whom apparently aren't interested in being active, two-thirds of whom live off-campus, all of whom are at Western for other reasons, etc.? Until someone finds satisfactory answers to such questions, we believe that students should be most heavily involved in the Departments and on curriculum committees at all levels, and that Student Government should reconsider carefully how it might best serve WMU's students and the rest of the University.

10. Finally, there are just too many committees of all sorts, and they tend to be manned and led by relatively few individuals (faculty, students, and administrators). Many committees do little or nothing (some haven't met in years) and exist by tradition or because they once had a valid function. Often they give the illusion of activity, participation, and progress, but simply take up valuable time. They should be pruned, reduced in number, and, when possible, disbanded after completion of particular tasks.

In spite of such imperfections, considered in the context of Western's rapid growth and diversification, with all its pitfalls, our system of governance and decision-making seems to have worked quite well. It has accommodated our growth, brought new units and individuals smoothly into the process, maintained a high degree of personal and academic freedom, encouraged the participation of those who wished to participate, and helped to accomplish the University's business. Moreover, some of the complaints against that system are those that could be directed at any other, the common cries of institutional man; and some are objections to the results of the process, the decisions it has produced, not the structure itself.

Having said this, however, the Committee still sees serious weaknesses which must be corrected if Western is to have decision-making that is accountable, equitable, and effective. To cite briefly some of those to which we will address recommendations:

1. No individual or agency seems to have a clear, comprehensive sense of the mission of the University; there are no fixed, agreed-upon objectives on which to base decisions or against which to evaluate them.

2. Too many decisions are made "outside the system" by top administrators (the President, Vice Presidents, Deans) without appropriate consultation with or explanation to Colleges, Departments, or persons affected by those decisions.

3. Decisions properly within the competence and interest of small units or elements are subjected unnecessarily to the approval of a series of others, who often delay, dilute, or reject them (e.g., Department, College, and University curriculum committees).

4. There is no clear understanding throughout the institution of the authority and responsibility of particular persons and agencies, and therefore no clear base for accountability for decisions. In addition, there is serious confusion about how one obtains consideration of an idea, a proposal, or a grievance.

We believe that the essentials of a proven, effective system should be retained, and its demonstrable defects eliminated, with the entire process brought consciously into line with the University's Goals for the 1970's.
Rationale

The fundamental test of any administrative structure or decision-making process should be, quite simply, does it work; does it best facilitate accomplishment of the goals of the institution and satisfy the needs of the persons affected by it? Western is neither a government nor a business; our structures ought to reflect what we are, what we do, and what we value. As a university our primary goals are the promotion of learning and the development of learners; and all of our efforts, our parts, our activities should be directed to those ends.

Thus the processes and functional structure of governance and decision-making (1) should be characterized by the ability to create, sustain, and coordinate the most effective learning environment; (2) should be broadly representative of the various elements involved in the learning process, and accountable to them; (3) should assign authority commensurate with responsibility, particularly with regard to resource allocation; and (4) should provide for access to the necessary information and resources, so that decisions are informed, imaginative, expeditious, and responsible.

Two crucial issues arise inevitably in an examination of governance: First, the question of the individual versus the institution; and second, the choice between wide, direct participation on the one hand, and efficiency and accountability on the other. The lessons of history teach that the virtues on either side of these questions remain virtues only in tense, fluctuating balance with the others. We have tried to achieve that balance by providing for participation and initiative at all levels, increased openness and communication, more clearly-fixed authority and responsibility, regular review of decision-makers, and limited terms of office.
Recommendations

1. The Departments

We have already commented on what we believe to be the Departments' major strengths, and see no reason why these will not continue. We direct our recommendations, therefore, to the removing of what seem to us common limitations and to the establishing of guidelines for strengthening the Departments' internal operation.

a. Level of Decision-Making
As a principle, all decisions except those which must be made at the University or College level should be made within the Departments, and should not violate established University or College policy.

b. Democratic Procedures
The present accepted principle that departmental policy decisions should be made by democratic procedures should be continued; and where it is not practiced, it should be put into effect.

c. Elected Chairmen
Each Department should elect and recommend its Chairman for a term of three to five years with an option of no more than one subsequent term in office. Those Departments which now have an appointed Head should conduct an election during the second academic year following the adoption of this recommendation as University policy. (Adoption in 1971-72 would call for an election during the 1973-74 school year).

d. Faculty Participation
Each Department should devise procedures for democratic participation of faculty in all those areas in which Departments have primary responsibility for initiating recommendations (tenure, promotion, salary, curriculum, etc.). And each should elect an advisory council to assist the Chairman. However, the value of extensive participation should be weighed against the time taken from teaching, research, and students, and not all Departments will arrive at the same judgments.

e. Review of Department Chairmen
Chairmen should be reviewed regularly, at least every two years, for the primary purpose of improving their effectiveness and responsiveness as the immediately responsible administrative head of the Department. All Departments, we believe, are presently involved in devising procedures for such review.

f. Ad Hoc and Standing Committee
Departmental standing committees should be held to a minimum, and should rotate their membership regularly. Whenever possible committees should be convened on an ad hoc basis, should consist of interested and knowledgeable persons, should make their recommendations and be disbanded.

g. Student Participation
Probably the most fruitful area and level for widespread, significant student participation is in the Department. It is likely to be the locus of highest academic interest and motivation, and the least demanding of a broad knowledge of academic life and overall University operation. Consequently, students should be given every encouragement to participate and contribute. They should,

(1) Serve as voting members on all major committees except those involving confidential personnel matters.
(2) Serve in evaluations of Department goals, programs, courses, and instructors.
(3) Be invited to propose and discuss (as well as to vote when serving on committees) changes and improvements in the Department's academic programs and courses.
(4) Be informed when particular ad hoc committees are being formed, and
(5) Participate in the selection of faculty, in accord with the recommendations of the Faculty Senate's Ad Hoc Committee on that subject as adopted January 7, 1971.

h. Excellence in Teaching
Each Department should dedicate itself to excellence in teaching. Through its Committee on Instructional Development (working in cooperation with the University's Agency for Instructional Development) it should—after initially appointing good and promising teachers—establish in-service training programs, a sound system of evaluation, and appropriate rewards in salary, promotion, and other forms of recognition (see Instruction). Further, it should encourage experimentation and application to the Dean's Committee on Innovation (see below) for financial support. The structure of the Department, as well as its priorities, should make evident the importance of teaching.
2. The Colleges

The Colleges are the academic units of the University with the least formal organization and provision for participation. They function within the broad framework of University policy, in whose formation they play a minimal role, and exert considerable influence on Department policies, but have practically no policies of their own, written or unwritten. Each College operates under the direction of a Dean (with Associate Deans or Assistant Deans), whose decisions and reasons for them often are made known only to those directly involved in them, and at times not even to them. The degree of consultation in decision-making differs widely among the various Colleges. The mystery of this process is disconcerting: it lends itself to error, to narrowness of view in decision-making, and to suspicion and misunderstanding.

On the other hand, we believe it would be a mistake and contradictory to our dual principles of decentralization and accountability to establish an elaborate and cumbersome Collegiate structure. Furthermore, it is clear to us that the academic ambivalence about freedom and participation on the one hand, and the necessity to function with some expedition and efficiency on the other, has to be resolved finally by the imperative that someone must make decisions and must be held accountable for them. We propose, then, to provide for broader input into College-level decisions, wider publicity about them and the grounds on which they are made, and regular review of the persons who make them.

a. The College Councils

(1) Each undergraduate College should establish a College Council, composed of the Chairmen of Departments in that College as the elected representatives of the Departments, and the Dean of the College (and Associate and Assistant Deans, if any), to be chaired by the Dean. Because of its size and unique administrative structure, the College of Arts and Sciences should have three such Councils—one each for Humanities, Social Sciences, and Sciences and Mathematics—each chaired by its respective Dean.

(2) The Council would be advisory to the Dean, and he would be responsible to its members by seeking their advice, explaining his decisions (particularly if he disagrees with that advice), and keeping them informed about the progress of those decisions.

(3) The Council would deal primarily with matters of College-wide policy and concern, and, of course, it would function within University policy in all areas.

(4) The Council would meet regularly at the call of the Dean, or, in unusual circumstances, at the request of the Chairmen.

(5) It would publish and distribute to all faculty members in the College and to student members of Department or College Committees minutes of its meetings, appropriately edited to exclude confidential or personnel matters.

(6) It would provide easy personal access for faculty or students on matters of particular interest or concern to them.

b. The Deans

(1) Appointment, Term, and Review

Since the question of proper procedures in the appointment of administrative officers is currently under consideration within the University, we make no specific recommendations on that matter; but we believe that at least the following basic principles should be observed:

(a) Deans should be appointed by the President of the University, or his delegated representative, in consultation with the Chairmen of all those Departments for whom the Dean would have any responsibility and with whom he would be expected to work regularly. The Chairmen should be invited to submit nominees of their own, as well as to evaluate all candidates.

(b) Associate Deans and Assistant Deans should be recommended for appointment by the Dean and under the same terms that apply to Deans.

(c) Deans should be reviewed regularly, at least every two years, for the primary purpose of improving their effectiveness and responsiveness as the immediately responsible administrative head of the College. Appropriate procedures for conducting this review should be established by a special committee to include Deans, Department Chairmen, and faculty members.

(d) The possibility of limited terms of office of Deans (as well as for other administrative officers) should be studied by a special committee appointed for that purpose. It should consider at least the following:

(i) Length of term or terms.
(ii) Problems of continuity of leadership in the College.
(iii) Necessary and fair preparation for the individual’s return to other duties. (iv) Guidelines for change in compensation.

(2) Responsibilities

The Dean should be responsible for the operation of his College; for the formulation (with the advice of the College Council) of College policies; for representing the College within the University; for evaluating and reviewing Department policies and practices; for assuring conformance by all units of his College with College and University policies; and for obtaining and providing resources to support and assist Departments, faculty, and students in the fulfillment of the University’s educational goals.

c. Curriculum and Program Development

Each Department should have primary responsibility for planning, developing, and carrying out its own academic program, but all should be subject to the supervisory authority of a College Curriculum Committee. This Committee should consist, as it presently does, of appointed faculty members and students, with a rotating membership to assure periodic representation of all Departments. It should have at least the following functions:

(1) To approve and institute new courses and curricula within the College.

(2) To conduct a regular review—at reasonable intervals—of all on-going programs.

(3) To help coordinate the various programs within the College.

(4) To provide leadership and assistance to the Departments in the initiation of new programs.

(5) University Curriculum Committee. Since the College Curriculum Committees would assume many of the responsibilities of the present University Curriculum Committee, that body should be restricted to decisions on curricular matters requiring a University-wide body. It would thus be able to undertake as its new primary purpose long-range curricular planning at the University level.

d. Cross-Disciplinary and Other Innovative Projects

We believe that the major inhibitor of experiments in instruction, courses, and programs is not the lack of potentially innovative individuals, but the roadblocks they confront and the absence of adequate support and encouragement. Adequate time and money are not normally provided, and will not be unless they are specifically included in a budget. When, for example, the teaching load of faculty in different Departments must be pooled to facilitate an inter-disciplinary project,
the mechanical difficulties are often such as to make the project still-born. The other major problem, that of obtaining approval from a variety of individuals or committees, can and should be minimized by the cooperation of the Departments and the College Curriculum Committees. Consequently, we recommend the following:

(1) Supportive Curriculum Committees
That College and Department Curriculum Committees, while exercising proper responsibility to protect students and the University, construe their function in evaluating proposals for innovative or experimental projects to be essentially supportive.

(2) Dean's Committee on Innovation
That the Dean of each College be provided with a substantial sum of money—we suggest $10,000 each for the first year, the figure to be evaluated with experience and established each year—to be used only for innovative projects. If the money is not otherwise available, it should come from proportionately reduced instructional budgets for the Departments. The money should be used,

(a) To support selected projects through the purchase of time, material, or facilities.

(b) To make possible faculty exchanges or cooperation which might not be possible without funding.

These projects would be submitted competitively, in some arrangement similar to that employed in determining Faculty Research Grants. The decisions on acceptance and amount of support would be made by a Dean's Committee on Innovation, a committee of faculty and students from the respective College appointed by the Dean. The appropriated monies should not be used for any other purpose, until it is clear during any year that no worthwhile projects are forthcoming. The fund would be revolving, much as the current University sabbatical fund.

e. The Council of Deans
Presently the Deans and Associate Deans of the various Colleges meet regularly at a gathering called informally the Deans' Meeting, chaired by the Vice President for Academic Affairs and also attended by some other persons who can contribute to or benefit from these meetings. The body has no formal powers, and discusses matters of mutual benefit or interest to all Colleges.

We recommend that this body be renamed the Council of Deans. It should serve as an official advisory council to the Vice President (as the College Councils serve the Deans), continue to be chaired by the Academic Vice President, and consider questions of concern at the University and College levels. Its minutes should be distributed not only to participants but also to all Department Chairmen.

f. Training Program for Deans and Department Chairmen
No organized system exists at WMU to train its academic administrators in their wide variety of responsibilities essential to the success of the undergraduate program. Department Chairmen come from the ranks of the general faculty, which gives them valuable grounding in academic attitudes, traditions, and a limited area of problems, but not necessarily any administrative experience. Deans usually come from the same background, with the exception that many have had experience as Chairmen. Consequently, the academic administrative leadership depends largely on on-the-job training, learning by error, and development by chance and variable individual initiative. If the University moves to short-term administrative tenure, with continual turnover, the process will become even less efficient and more wasteful of our educational and human resources.

We recommend, therefore, the establishment of a systematic training program for all academic Deans and Department Chairmen, to include assistance in learning and applying University policies and procedures, principles and techniques of budget and personnel matters, means of meeting successfully the recurrent duties and responsibilities of academic administrators. The program probably could be created and conducted largely by appropriate personnel in Western's own Department of Management, with the help of other University staff. It should be funded by the University.
3. University Senate

The essential function and powers of the Faculty Senate should be retained, but it should be reorganized to make it a University Senate, with membership from the major academic and administrative elements of the institution to consider and recommend broad policies to the President of the University. In order to form such a body and enable it to function effectively, at least the following changes would have to be made.

a. Change in Name
The term University Senate would reflect more accurately the new membership and the nature of its broad responsibilities. Moreover, Faculty Senate is presently a misnomer, since members of the Administration now sit in the body as voting members.

b. Change in Membership
The controlling principles should be to retain a size large enough for diverse representation and small enough for discussion, to build in a multiple point of view and background, and to maintain primary responsibility in the faculty. Though this recommendation for a University Senate should be considered in detail by a special committee, we would suggest as guidelines the following:

(1) Thirty faculty members, to be elected by and from the Colleges on a proportional basis, with limited membership from any one Department, and the abolition of at-large members.

(2) Twelve students, two each from the five undergraduate colleges, and two graduate students.

(3) Five members of the Administration, as presently selected; with the President of the University to serve by office and to have the power to appoint four other administrative officers.

(4) Five members of the service and support areas directly related to the University's academic function, e.g., Admissions, Student Services. The precise definition of this area to be studied and established.

(5) The President and Vice President of the Senate to be elected by the Senate.

The suggested membership distribution is not based on any power concept of proportional representation, nor do we believe it should be. We assume that these senators would not directly represent anyone, but that such a diverse body would exert impact by their mere coming together; by their presentation of interests, values, and points of view important to the educational function of the University and which otherwise might not enter into consideration; and by their exercising cooperatively a meaningful voice in policy-making at the University level.

c. Change in Function
While the Senate should continue to develop "principles, policies, and programs" and to "advise the President in a wide range of University matters," we believe it should interpret that crucial function somewhat differently than it has.

(1) It should assume responsibility only for those matters which are clearly University-wide concerns and which cannot be handled adequately at a lower level.

(2) It should restrict the exercise of its review power over the Councils (see below).

(3) It should devote more of its energies and resources to anticipation of the future of the University and to long-range planning.

(4) It should not concern itself with matters of importance only to one of the constituent elements; these should be handled through appropriate separate agencies.

d. Restoration of Councils' Power
The Councils of the Faculty Senate were originally intended to be the vehicles of joint policy-making. It was assumed that their recommendations would normally go directly to the President for his consideration and transmittal to the Board of Trustees. The Senate power to review Council actions, to bring them to the floor of the Senate, was considered necessary, but to be used sparingly. It has been employed so often in recent years that Senate agendas have been clogged and the Senate has taken final action on some issues in one evening after Councils have deliberated carefully on them for months. In addition to diminishing the Senate's credibility and its capacity to face other issues as they arose, this practice has eroded the will, power, and prestige of the Councils. Therefore, we recommend:

(1) The Senate should exercise its review power only when a significant number of Senate members (e.g., 15-20 per cent) petition in writing for such action—rather than, as has been done, in response to a single voice of disapproval or concern.

(2) To assure careful consideration of all issues, the Councils should adopt a rule forbidding final action until the meeting following the one at which a question was originally introduced.

(3) As a general rule, whatever could be handled by the Colleges or Departments, especially if pertinent University policy existed, should be. The consequent reduction in the work load of the Councils would enable them to be more effectively deliberative, to speak with more authority, and to deal more expeditiously with their agendas.

e. Encouraging Local Initiative
As indicated above, both the Senate and the Councils should restrict their activity to policy questions which are clearly University-wide and cannot be determined within existing policy or be left to the discretion of the Colleges and Departments. In the spirit of that principle, Councils should encourage decentralization and local initiative by assigning issues and decisions of questionable jurisdiction to such lower-level units; additionally, they should encourage experimentation by those units, which Councils could then evaluate later as a policy consideration. This approach would provide a sounder base on which the Councils might act, while involving and serving the other units.

f. Year-Round Operation of Senate and Councils
The Faculty Senate presently functions on an eight-month basis, from September through April, with the April meeting devoted substantially to social functions and a changing-of-the-guard, while the University conducts its business year-round. Moreover, of necessity, the Senate has recently taken to meeting in extra session to keep abreast of its business. If the Senate and its Councils are to remain integral, effective elements of the University's decision-making process, their schedules of meeting must conform with a year-round operation. The present Constitution now provides for that possibility in most or all respects (Senate members may appoint substitutes, the Vice President may preside, etc.), and appropriate formal action should be taken after study of its feasibility. These bodies should meet formally at least once in the Spring and once in the Summer.

g. President's Term of Office
While the increasing burdens on the President of the Faculty Senate, and the necessary time spent learning his job, make a two-year term desirable for that office, we favor the present arrangement of a one-year term with the possibility of re-election. It builds in the principle of review which we are recommending throughout the University. The office should continue to carry released time, regardless of length of term.
4. The Top Administration

a. President's Advisory Council

The broad structure we have proposed for all levels of the University follows a consistent pattern of assigning responsibility to particular persons, providing them with representative advisory bodies, and holding them accountable through regular review of their performance. That general approach seems to us equally applicable to the individual with the greatest responsibility and the most difficult decisions to make, the President of the University. We believe, in fact, it is essential that he have such an advisory group to call on and to consult with on a regular basis, to provide some of the diverse background and perspective which must be brought to bear on decisions at his level.

Consequently, we recommend the formation of a President's Advisory Council to consist of:

- All the Vice Presidents
- Two Deans
- Three faculty members (including the President of the Faculty Senate, or University Senate)
- Three students (including the Presidents of the Associated Student Government and the Student Senate)
- Three members from the service and support areas directly related to the academic program

The President would chair this body, which would consider recommendations from the Faculty Senate (or University Senate), Senate Councils, the Student Senate, College Councils (when appropriate), the Council of Deans (when appropriate), and other matters brought to the body of the President or other members.

The Advisory Council would meet regularly and its minutes would be published and available to the academic community.

The functions of this Council (and others in the Report) duplicate many of those served by the present Administrative Council, and consideration should be given to dropping that body.

b. Informing the Community of Policy Decisions

Our recommendations in the area of governance try to provide for broad participation by all elements of the academic community. This philosophy, however, which encourages decision-making at a variety of levels, also poses the serious communication problem of informing the community about those decisions. It is presently impossible to keep fully abreast of the results of
the process, without devoting a major portion of one's time to reading voluminous minutes, bulletins, and announcements. Consequently, we recommend that a regular compilation be made of policy decisions likely to be of general interest and importance. It should consist of abstracts as brief and simple as accuracy permits, stating, (a) The policy; (b) The person or body that made the policy decision; and (c) Its effective date. These compilations should be distributed regularly in a form similar to that of Footnotes. The responsibility for collecting, editing, and publishing should be assigned to the Director of Academic Services.

c. Reorganization of the Administration

Task Force 10 (Governance) notes in its Final Report a number of provocative features of Western's administrative structures, particularly at the top level:

1. "No single administrative official within the University administration is assigned undergraduate education as his major responsibility." (2) "No single administrative official within the University administration is assigned program and development as his major responsibility." (3) "No single administrative official within the University administration is assigned community relations, local, state, regional as his major responsibility." (4) "There is little or no description of job responsibilities within the University at any level." (5) "The administrative post within the University is overburdened with work, the table of organization seems to indicate that this is the position of Vice President for Academic Affairs."1

The Task Force Report includes analyses of the key offices of President and Academic Vice President, along with specific recommendations for the nature of those offices in the future; and it proposes the creation of a number of new positions to improve Western's administrative structure. Finally, it recommends that a "... high-level committee be appointed to consider reorganization of the top administration."1

The Committee does not feel competent to evaluate the specific recommendations for changes and appointments, but we share the Task Force's concern and consider this a propitious time for such a study. Consequently, we strongly recommend that the Board of Trustees appoint such a committee as soon as possible to make recommendations concerning the possible restructuring of Western's top administration. And we further recommend that the committee consider as part of its deliberations the analyses and proposals of Task Force 10.

d. The Board of Trustees

We believe that Western's Board of Trustees has ably exercised its Constitutional responsibility for the general supervision and control of the University, that it has heeded and respected the professional judgment and advice of faculty and administration, and that generally it has been patient with and responsive to all of the University's major constituencies. It has, we believe, exercised well its executive authority, encouraged an open flow of communication, been willing to defend its controversial actions, and encouraged initiative by consistently acting favorably on proposals and programs which have come to it with strong faculty and student support.

It is important, as the Board has recognized, that communication be free and regular with the elected leadership of the faculty and the students, and it would be fruitful if additional means were devised to strengthen these ties. However, the present structure and relationships seem to have served the University well.

1 Task Force 10 on Governance of the University, Final Report, pp. 12, 13.
We indicate here (as often we do not in the body of the Report) the specific person or agency responsible for acting on each recommendation, as well as our proposed deadline for such action. In addition, we have tried to provide a relatively brief overview of all our recommendations, section-by-section, and a handy reference to assist the reader. This summary should be read and used with the following explanations in mind:

1. **Page references** are to the page numbers in the Report, and indicate the approximate sequence of recommendations in each identified section of the Report. Since we have combined some of the tasks within a section, the order is not exact.

2. **Recommendations** are, for convenience, brief abstracts of the fuller statements in the body of the Committee's formal recommendations.

3. **Responsibility** identifies the individual or agency responsible for seeing that action is taken on the particular recommendation. He (it) may appoint a study committee or use some other technique for assistance and guidance, or he may delegate the job; but finally it is his responsibility to implement the recommendation.

4. **Completion Date** is our estimate of the outside time by which action should be taken. Normally it allows for study and consideration, sometimes more liberally than will be necessary. These dates are, of course, only our best estimates, and the unpredictable dynamics induced by simultaneous examination of so many recommendations will demand flexibility. The assigned dates, however, are considered judgments, and we urge that they be observed. Some of our recommendations are already under study, and it should be possible to reach decisions on them quickly. Many others, we believe, can be acted on almost immediately. We expect thorough discussion and careful study, but not as a substitute for expeditious action.

5. We assume that all the committees and study groups that we propose, unless specifically otherwise identified, are ad hoc bodies. These groups must be created to examine properly so massive a number of recommendations. However, as we indicate throughout the Report, we believe in a minimum of standing committees and a heavy reliance on ad hoc bodies of interested persons who meet, study, decide, and then disband.

CUE Watchdog Committee

Our final recommendation is that the President of the University appoint by November 1, 1971, a CUE Watchdog Committee to oversee and report annually on the progress of our recommendations over a three-year period. This Committee should consist of eight persons (2 faculty members, 2 students, 2 administrative officers, and 2 members of the academic service staff) it should operate through, and with the assistance of, the Office of Institutional Research.

Each person or agency with an assigned responsibility should submit to the Committee a status report, either when final action is taken on the CUE recommendation, or, if the action is continuing, before the end of the Winter Semester 1972. The Committee should report, on the basis of those status reports, by October 1, 1972, to the President and to the entire WMU community.
Recommendation

Graduation Requirements

19 Study and adopt new graduation requirements (for bachelor's degree, majors, area of concentration).

Examine and reduce required hours in curricula, majors, and minors. Examine and eliminate all but essential prerequisites.

Explore and recommend to Edu. Policies Council alternatives to present course-credit-hour structure.

Departments develop and support recommended types of courses (Exploratory—General interest—Inter-disciplinary—Short Introductory).

Adopt policy permitting graduate students to apply limited undergraduate courses to graduate degree.

Departments develop courses and programs to meet needs of older students, interests in developing areas, and particular abilities and resources of WMU.

20 Departments develop competency examinations; publicize and encourage their use.

Special committee develop guidelines on use and administration of competency examinations.

Adopt policy abolishing general physical education requirement, first reducing it temporarily to two hours.

Develop more elective options in the area of lifetime sports and skills.

Each Department form a Committee for Instructional Development to perform recommended functions.

Establish techniques for increasing academic interchange within the University, especially the system of Internal Exchange Professorships.

Approve and begin offering three new degree curricula (Liberal Arts; Arts and Sciences; Student-planned).

21 Publish appropriately improved general academic bulletin and Undergraduate Catalog.

Rewrite and improve Department contributions to Catalog; and publish separately detailed course descriptions of Department offerings.

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<tr>
<th>Responsibility</th>
<th>Completion Date</th>
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<tr>
<td>Educational Policies Council</td>
<td>March 15, 1972</td>
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<td>Department Chairmen and Deans</td>
<td>March 15, 1972</td>
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<td>Agency for Instructional Development</td>
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<tr>
<td>Academic Vice President and College Curriculum Committees</td>
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<tr>
<td>Graduate Studies Council</td>
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<tr>
<td>Department Chairmen and College Curriculum Committees</td>
<td>April 1, 1972 (Status Report)</td>
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<tr>
<td>Department Chairmen and Deans</td>
<td>March 15, 1972</td>
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<td>Academic Vice President</td>
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<td>Educational Policies Council</td>
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<tr>
<td>Men's and Women's Physical Education Departments</td>
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<td>Department Chairmen</td>
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<td>Academic Vice President and Deans</td>
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<td>Board of Trustees</td>
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<td>Director, University Information</td>
<td>June 1, 1972</td>
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<td>Department Chairmen</td>
<td>November 1, 1971</td>
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Recommendation

General Studies

24 Reformulate General Studies Program to include Departmental courses and new options within the College of General Studies.

Reduce or eliminate alternatives to General Studies requirements; reexamine and renegotiate current substitutes.

Apply waiver of all but 12 hours of General Studies requirements to community college students.

Apply recommended grading system in General Studies courses.

Maintain concept of attached staff and Departmental staff.

Assure necessary student stations during changeover period.

Establish that skills deficiencies should be the concern and responsibility of the University and the Colleges.

Responsibility

General Studies Curriculum Committee and Educational Policies Council

Dean, General Studies and Department Chairmen

Dean, General Studies

Dean, General Studies and General Studies Council

Academic Vice President

Academic Vice President

Educational Policies Council

Completion Date

April 1, 1972

April 1, 1972

April 1, 1972

February 1, 1972

Honors College and Honors Programs

27 Reexamine purposes of Honors College and honors programs; criteria for admission to them; possibilities for more options and flexibility. Report to Academic VP.

Consider possibilities for greater experimentation in honors work, and means of heightening its impact on the University community. Report to Academic VP.

Communicate better—especially to freshmen and transfer students—the benefits and opportunities of participation in honors work. Devise improved means of including transfer students in this work.

Provide for greater participation in the evaluation and decision-making processes of the Honors College.

Clarify relations between Honors College and Departments.

Assess and meet resource needs of revised Honors College and programs.

Honors College Advisory Committee

Honors College Advisory Committee

Director of Honors and Honors College Advisory Committee

Director of Honors and Honors College Advisory Committee

Director of Honors and Department Chairmen

Academic Vice President

February 1, 1972

February 1, 1972

December 1, 1972

March 1, 1972

June 1, 1972

March 1, 1972
### Recommendation

**Continuing Education**

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<tr>
<td>29</td>
<td>Explore and expand offering of non-credit adult education courses; credit and non-credit courses in the immediate community; cooperative offerings with other local institutions; correspondence courses. Consider use of new media and learning devices. Provide additional funding for expanding. Study possibility of offering an &quot;external degree.&quot; Provide financial aid for Continuing Education students commensurate with that available to other students. Committee to study and recommend coordination of Continuing Education courses and programs with the rest of the undergraduate program at WMU, including questions of staff, pay, load, transfer of status, and areas of responsibility (Probably a committee of Department Chairmen, faculty, and Continuing Education staff).</td>
<td>Continuing Education Council and Dean, Continuing Education</td>
<td>April 1, 1972</td>
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### Vocational Programs

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<tr>
<td>31</td>
<td>Reformulate goals and examine practices for conformance with them in all vocational programs. Introduce greater flexibility and more options, with fewer required hours. Devise means for more regular critical examination of content and methods, and for improved communication, especially outside the University. Explore and recommend means of expanding field experience for students and faculty. Assume a leadership role in new and emerging occupational areas and innovative, experimental programs. Emphasize new programs in the personal service and physical care of human beings areas. Give appropriate recognition for practical experience in appointing and rewarding faculty.</td>
<td>Department Chairmen and Deans</td>
<td>April 1, 1972</td>
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<td>Recommendation</td>
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<td>35 Compose and publish specific statements of objectives and requirements in all Departments and units.</td>
<td>Department and Unit Heads</td>
<td>January 15, 1972</td>
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<td>Committee to devise plan for equating heavy independent study loads for faculty. Report to Academic VP.</td>
<td>Academic Vice President</td>
<td>March 1, 1972</td>
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<tr>
<td>Encourage students to do more independent study and to create courses and programs of their own.</td>
<td>Department Chairmen.</td>
<td>April 1, 1972</td>
<td></td>
</tr>
<tr>
<td>Allocate funds as recommended at the University, College, and Department levels for Research and Development in curriculum and instruction.</td>
<td>President</td>
<td>January 15, 1972</td>
<td></td>
</tr>
<tr>
<td>Departments with programs for certification should devise means other than regular courses whereby necessary credit hour values could be earned.</td>
<td>Department Chairmen</td>
<td>April 1, 1972</td>
<td></td>
</tr>
<tr>
<td>Departments should explore and implement opportunities for field experience for students and faculty.</td>
<td>Department Chairmen</td>
<td>April 1, 1972</td>
<td></td>
</tr>
<tr>
<td>36 Study and implement programs to promote post-graduate academic contact between WMU alumni and the University.</td>
<td>Office of Alumni Relations, Continuing Education, Department Chairmen</td>
<td>February 1, 1972</td>
<td></td>
</tr>
</tbody>
</table>

**Instruction**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Responsibility</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>37 Establish the Agency for Instructional Development.</td>
<td>Academic Vice President</td>
<td>November 15, 1971</td>
</tr>
<tr>
<td>Departments should consider using qualified graduate students, under controlled conditions, to teach undergraduate courses.</td>
<td>Department Chairmen</td>
<td>March 1, 1972</td>
</tr>
<tr>
<td>Establish and appoint Director for Center for Educational Opportunity.</td>
<td>Academic Vice President</td>
<td>January 15, 1972</td>
</tr>
<tr>
<td>Committee to study and recommend to Educational Policies Council how to establish at least one living-learning structure.</td>
<td>Educational Policies Council</td>
<td>March 1, 1972</td>
</tr>
<tr>
<td>Departments establish (with help of Agency for Instructional Development), in-service training programs for faculty.</td>
<td>Department Chairmen</td>
<td>March 15, 1972</td>
</tr>
<tr>
<td>38 Study and establish a University policy and guidelines in the area of released time.</td>
<td>Academic Vice President and Educational Policies Council</td>
<td>February 1, 1972</td>
</tr>
<tr>
<td>Study and establish a University policy and guidelines governing sabbatical leaves.</td>
<td>Academic Vice President and Educational Policies Council</td>
<td>December 1, 1971</td>
</tr>
<tr>
<td>Establish, publicize, and enforce University policy on faculty responsibility for office hours and meeting scheduled classes.</td>
<td>Educational Policies Council and Department Chairmen</td>
<td>January 15, 1972</td>
</tr>
</tbody>
</table>
Recommendation

Evaluation

40 Consider and establish University policy on evaluation of students.
Establish procedures and policy for regular review of tenured faculty, with possibility of revising WMU's current tenure system.
Establish procedures and policy for regular review of Departments and programs.

41 Faculty Senate Salary Committee study and recommend a new University salary policy, in accord with recommended objectives.
Professional Concerns Committee of Faculty Senate study and recommend a clear University policy on promotions, to be established, published, and applied.
Establish and apply a systematic basis for obtaining alumni evaluation of courses and instructors.
Continue present policy of employing student evaluations of all courses and instructors. Establish and fund a student-operated evaluation booklet under the conditions recommended.

Special committee to make recommendations to Academic VP for coordinating instructional services and facilities.

Responsibility

Educational Policies Council

Academic Vice President and Educational Policies Council

Academic Vice President, Deans, Department Chairmen

Faculty Senate

Faculty Senate

Director, Office of Institutional Research

Faculty Senate and Associate Student Government

Academic Vice President

Completion Date

January 15, 1972

March 1, 1972

March 1, 1972

December 15, 1971

January 15, 1972

December 15, 1971

February 1, 1972

Admissions

45 Appoint Admissions Policy Committee (A.P.C.), responsible to President.
Develop plans for trial admissions quotas and special admissions.
Recommend open admission for community college graduates.
Recommend size of entering freshman class for 1972-73.
Recommend quotas for admission of special groups and students with special skills.
Recommend quotas for winter, spring, and summer.
Recommend criteria and procedures for Experimental Admission and Deferred Admission, and plans to evaluate their impact and effectiveness.
Develop clear statement of admissions policies for Undergraduate Catalog.

Admissions Policy Committee

Admissions Policy Committee

Admissions Policy Committee

Admissions Policy Committee

Admissions Policy Committee

Admissions Policy Committee

Admissions Policy Committee

Admissions Policy Committee

October 1, 1971

February 1, 1972

December 15, 1971

December 15, 1971

December 15, 1971

February 1, 1972

February 1, 1972

January 10, 1972
Recommendation

The Transfer Student

47 Special committee to plan, organize, and hold first annual conference on transfer students.

Develop and distribute list of community college course equivalencies.

Develop list of community colleges whose graduates would receive General Studies waiver.

Create improved literature for transfer students.

Financial Aid

49 Conduct study of the structure and functioning of the financial aid area, aimed at creation of a central office.

Establish policy and cutoff date for awarding special or designated scholarships. Bring short-term loans into one general fund.

Determine "financial need" for 1971-72.

Compile and publish bulletin on all available financial aid and assistance.

Advising and Counseling

51 Appoint departmental advisers; prepare information on requirements for them.

Establish University Committee on Academic Advising (U.C.A.A.), responsible to VP for Institutional Services.

Appoint Coordinator of Academic Advising.

Coordinate University-wide advising system; provide in-service training for academic advisers.

Provide necessary additional funding information and of academic advising.

Publish list of sources of available information and academic advising.

Solicit and organize voluntary faculty advisers for "undecided" students.

Conduct analysis and update advising system and procedures.

Assign entering students to departmental or volunteer adviser.

Study feasibility of computerized graduation audit and make recommendation to VP for Institutional Services.

Responsibility

Academic Vice President

Department Chairmen

Dean, College of General Studies

Director, University Information

President

Vice President for Financial Affairs

Financial Aid Office

Financial Aid Office

Department Chairmen

Vice President for Institutional Services

Vice President for Institutional Services

U.C.A.A.

U.C.A.A.

Coordinator of Academic Advising

U.C.A.A.

Director of Orientation

Director, Data Processing and Dean of Admissions

Completion Date

March 15, 1972

March 1, 1972

March 1, 1972

March 1, 1972

April 1, 1972

December 15, 1972

November 15, 1971

December 15, 1971

December 1, 1971

November 1, 1971

November 1, 1971

March 1, 1972

April 1, 1972

January 15, 1972

March 1, 1972

March 1, 1972

June 1, 1972

December 1, 1971
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Responsibility</th>
<th>Completion Date</th>
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</thead>
<tbody>
<tr>
<td>51 If feasible, implement computerized graduation audit for fall 1972.</td>
<td>Vice President for Institutional Services</td>
<td>July 1, 1972</td>
</tr>
<tr>
<td>52 Contact students on probation to offer counseling.</td>
<td>Director, Counseling Center</td>
<td>January 15, 1972</td>
</tr>
<tr>
<td>Publicize and make available vocational counseling, with help of Placement Office and Testing Services.</td>
<td>Director, Counseling Center</td>
<td>January 15, 1972</td>
</tr>
<tr>
<td>Add at least one full-time psychiatrist to staff of Health Center.</td>
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<tr>
<td>Support expansion of Counseling Center services taken to students.</td>
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<tr>
<td><strong>Registration and Scheduling</strong></td>
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<tr>
<td>55 Study enrollment forecasts, student demand for classes, alternative systems of computer-assisted registration, and more effective use of resource allocation based on findings. Report to Academic VP. (Probably by the W.I.C.H.E. Committee now involved in this area).</td>
<td>Academic Vice President</td>
<td>March 1, 1972</td>
</tr>
<tr>
<td>Begin to implement recommendations of study.</td>
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<tr>
<td>Adopt new drop-add period.</td>
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<tr>
<td>Revise graduate registration system.</td>
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<tr>
<td>Improve printed Schedule of Classes.</td>
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<tr>
<td>Adopt new policy on small classes.</td>
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<tr>
<td>Follow guidelines for Departmental scheduling.</td>
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<tr>
<td><strong>Orientation</strong></td>
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<tr>
<td>57 Establish restructured University Orientation Committee.</td>
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<tr>
<td>Study, design, and implement recommended orientation programs: Continuous—Summer—Transfers—Special groups.</td>
<td>Vice President for Student Services</td>
<td>October 15, 1972</td>
</tr>
<tr>
<td>Institute Departmental orientation programs.</td>
<td></td>
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<tr>
<td>University Orientation Committee</td>
<td></td>
<td>March 1, 1972</td>
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<tr>
<td>Department Chairmen</td>
<td></td>
<td>January 15, 1972</td>
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<tr>
<td>Recommendation</td>
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<td>Completion Date</td>
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<tr>
<td><strong>Extra-Curricular Activities</strong></td>
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<tr>
<td>59 Initiate expanded opportunities for cultural participation (in cooperation with the appropriate Departments).</td>
<td>Student Activities Office</td>
<td>January 15, 1972</td>
</tr>
<tr>
<td>Emphasize cultural opportunities during orientation programs.</td>
<td>University Orientation Committee</td>
<td>December 15, 1972</td>
</tr>
<tr>
<td>Study and recommend ways of funding financially risky cultural events.</td>
<td>Cultural Events Committee</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td>Study and provide for greater emphasis on participation and lifetime activities in Physical Education; give increased support to women's intramural and recreation programs.</td>
<td>Dean, College of Education</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td>Study and provide for expansion and wider availability of relevant recreation instruction and facilities.</td>
<td>Dean, College of Education</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td>Consider and recommend to President methods to make inter-collegiate athletics at WMU self-supporting by end of the decade.</td>
<td>Athletic Board of Control</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td>Assure that policies and practices governing inter-collegiate athletics conform to University Goals.</td>
<td>Athletic Board of Control</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td>Study and establish Office of Foreign Study and Travel as part of Division of Continuing Education.</td>
<td>Academic Vice President</td>
<td>January 15, 1972</td>
</tr>
<tr>
<td>Review current extra-curricular activities for conformance with principle of student initiation and control.</td>
<td>Student Services Council</td>
<td>January 15, 1972</td>
</tr>
<tr>
<td>Revise form of request, disbursement, and control of funds for student activities.</td>
<td>Vice President for Student Services and Vice President for Finance</td>
<td>January 15, 1972</td>
</tr>
<tr>
<td><strong>The Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63 Evaluate annually services and attitudes in all University offices and agencies.</td>
<td>Heads of Offices and Agencies</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td>Collect data on major sources of emotional problems, and recommend corrective actions.</td>
<td>Director, Counseling Center</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td>Committee of Campus Planning Council study and recommend creation of a University Information Center and other campus guide techniques.</td>
<td>Vice President for Institutional Services</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td>Committee of Campus Planning Council study and recommend to Council means of improving physical attractiveness of the campus.</td>
<td>Campus Planning Council</td>
<td>February 1, 1972</td>
</tr>
<tr>
<td>Increase University's maintenance budget; Improve physical maintenance; take appropriate action against those who destroy or damage University property.</td>
<td>President</td>
<td>January 15, 1972</td>
</tr>
</tbody>
</table>
Recommendation

63. Involves faculty and students in planning, refurbishing, and otherwise improving classrooms and buildings.

Update University community on Campus Development Plan and Capital Outlay priorities, with appropriate explanation of changes in either area.

The Departments (Governance)

68. Establish or reinforce democratic participation in Departmental policy-making.

Establish University policy of electing Department Chairmen for limited terms.

Begin regular review of Department Chairmen.

Institute or reinforce broad and meaningful student involvement in Department decision-making and activities, as recommended.

Departmental Committees on Instructional Development should develop plans for fostering, evaluating, and assisting in providing good teaching.

The Colleges (Governance)

70. Establish College Councils.

Approve appointment procedure for Deans. Part of Faculty Senate report.

Committee to study and recommend to Academic VP procedure for review of deans.

Study and determine question of limited terms for administrative officers, especially deans.

Approve recommended role for College Curriculum Committees and University Curriculum Committee.

Study, recommend, and provide funding for Deans' Committees on Innovation to support cross-disciplinary & experimental projects.

71. Rename and approve function of new Council of Deans.

Committee to study and recommend to President establishing a systematic training program for academic Deans and Department Chairmen.

Responsibility

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Completion Date</th>
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</thead>
<tbody>
<tr>
<td>Campus Planning Council</td>
<td>January 15, 1972</td>
</tr>
<tr>
<td>Campus Planning Council and Vice President for Institutional Services</td>
<td>December 1, 1972</td>
</tr>
<tr>
<td>Department Chairmen</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td>Academic Vice President</td>
<td>February 1, 1972</td>
</tr>
<tr>
<td>Deans</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td>Department Chairmen</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td>Department Chairmen</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td>Deans</td>
<td>January 15, 1972</td>
</tr>
<tr>
<td>President</td>
<td>December 1, 1971</td>
</tr>
<tr>
<td>Academic Vice President</td>
<td>March 1, 1972</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>March 15, 1972</td>
</tr>
<tr>
<td>Academic Vice President and</td>
<td>January 15, 1972</td>
</tr>
<tr>
<td>Educational Policies Council</td>
<td></td>
</tr>
<tr>
<td>Academic Vice President</td>
<td>January 15, 1972</td>
</tr>
<tr>
<td>President</td>
<td>October 15, 1971</td>
</tr>
<tr>
<td></td>
<td>March 1, 1972</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Responsibility</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>University Senate (Faculty Senate)</td>
<td>Faculty Senate Executive Board</td>
</tr>
<tr>
<td>Propose to Faculty Senate and to faculty recommended changes in name, membership, and function of present Faculty Senate.</td>
<td>Faculty Senate Executive Board</td>
</tr>
<tr>
<td>Propose recommended role and function of Senate Councils and their relationship to the Senate.</td>
<td>Faculty Senate Executive Board</td>
</tr>
<tr>
<td>Implement plan for year-round operation of Senate and Councils.</td>
<td>Faculty Senate Executive Board</td>
</tr>
</tbody>
</table>

**The Top Administration**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Responsibility</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>Establish President's Advisory Council.</td>
<td>President</td>
<td>December 1, 1971</td>
</tr>
<tr>
<td></td>
<td>Compile, abstract, and distribute list of policy decisions.</td>
<td>Director, Academic Services</td>
<td>November 15, 1971</td>
</tr>
<tr>
<td>75</td>
<td>Conduct study of top administrative structure of the University.</td>
<td>Board of Trustees</td>
<td>April 1, 1972</td>
</tr>
<tr>
<td></td>
<td>Appoint CUE Watchdog Committee to oversee and report progress on CUE recommendations.</td>
<td>President</td>
<td>November 1, 1972</td>
</tr>
</tbody>
</table>
Task Force 1
Academic Evaluation of Students
Loren D. Crane
Frank Fatzinger
Louis Govatos
Herb B. Jones
Chris Koronakos
Donald C. Berndt, Chairman

Task Force 2
Admissions Policies and Practices
Donna Aberle
Benjamin Ebling
Paul Eenigenburg
Russell Gabler
Marion Gerould
Gerald Hardie
Albert H. Jackman
Armen Korkigian
Pete McGain
Robert Nagler
Emanuel Nodel
Steve Singleton
Jane Stroud
Charles Teachout
Sue Wayman
Robert Anderson, Chairman

Task Force 3
Continuing Education
James Ansel
Robert Barstow
Max Benne
Mary Deegan
John R. Houdek
Harold Lewis
Chalmer S. Mastin
June Mochizuki
Grace Pfeiffer
Jon Stott
Elizabeth S. White
John E. Nangle, Chairman

Task Force 4
Counseling
Richard Davis
Sandra Dixon
Bob Drury
Louise Forsleff
Eunice Herald
Kenneth Reid
Dwight Shier
Herb Smith
Larry Syndergaard
Claude Thomas
Jim Veekelich
T. J. Firestone, Co-Chairman
John Kusmas, Co-Chairman

Task Force 5
Education in Living Units
Owen Akers
Hazel M. DeMeyer
Kathe Lemmerman
Richard Malott
Melissa Mattis
Sally Pippen
Norman Potter
Marie Stevens
Karen Wenzlaff
Timothy J. Ambrose, Co-Chairman
Edith Roerecke, Co-Chairman
Task Force 20
Relationship Between Graduate and Undergraduate Education
William Bennet
Eugene Bernstein
William A. Burlan
Don Lland
Florence L. Tooker
Glade Wilcox
Russell Goldfarb, Chairman

Task Force 21
Relationship Between the University and Other Colleges
Eric M. Arundel
Sterling Breed
Kenneth Dehling
Frederick Everett
Robert Hellenga
Chuck Hewitt
Charles Kadlec
Robert Laird
Owen Middleton
Susan Ritzler
Gyula Florsor, Chairman

Task Force 22
Relationship Between the University and the Community-at-large
Eric Beggs
Charles Bidleman
Rod Crowell
Marcia Curry
Clarence Goodnight
Wayne Hall
Cathy Jacks
Helen Jennings
Stanley Kelley
Albert Laaksonen
John Lobe
Norbert Noecker
Richard Pulaski
Carol Smith
Robert Taylor
Luann Van Dam
Clarence Van Ens
C. J. Gianakaris, Co-Chairman
Jonathan Raven, Co-Chairman

Task Force 23
Remedial or Compensatory Education
Thelma Childress
Donald DeLong
Howard E. Farris
Joseph Landis
Eddythe Mange
Janet Mitchell
Roger Pulliam
Pat Skrocki
Bryce Zender
Theodore F. Marvin, Chairman

Task Force 24
Technical Programs
Keith Bailey
Raymond A. Dannenberg
Donald Gardner
Gordon Johnson
Stewart Johnson
Emil J. Sokolowski
Jack N. Wismer
Harley Behm, Chairman

Special Committee on University Publications
Zane Cannon
Chris Johnson
Arnold Johnston
Arthur O'Connor
Cathy Thahhouse
Robert LaRue, Chairman
A new building like a new-found artifact, may be an occasion for self-discovery—an opportunity to find out where we have been, where we are, and, if we are lucky, where we may be going.

For a number of reasons, not many of them unchangeable, public buildings in particular seldom seem to be realizations of advanced architectural ideas. It is clear that most of the significant new effects of these buildings have been achieved through largely traditional architectural means, but this is not surprising when one considers the nature of the project and the fact that the educational program did not envision any new or advanced theories of learning. Consequently, we still find here traditional classrooms, seminar rooms, lecture halls, and faculty and administrative offices.

Nevertheless, for Western these buildings are new in small but important ways that may not be obvious to the casual observer unacquainted with what has been. Herein lies their newness and interest.

There is an attempt to break away from the brick box and to open up the campus to the architectural possibilities of slightly different materials and modestly newer conceptions of space and form. Special attention has been given to fitting the buildings to their site, for they are nicely integrated with the Dalton promenade and various campus access routes which penetrate the complex in diverse and interesting ways. Ample windows are a happy resolution of the often conflicting demands of air conditioning, natural light, and suitable visual contact with the outside.

In few, if any, buildings on the campus have spatial relations been given such careful attention. Reminiscent of a Greek theater, the most obvious example of this is a central core of space whose full possibilities remain to be explored. And some "student spaces" (not nearly enough here or elsewhere on campus) have materialized—nooks and crannies here and there provided seemingly by inadvertence and certainly with the blessing of the fire marshal.

The classrooms will function as classrooms always have. Access from the rear is an improvement and so, in some, is audio-visual equipment immediately accessible. Office and administrative spaces are conventional.

With the possible exception of the radio and television facilities in the lowest levels of Dunbar and Friedmann, the lecture halls together with the exhibition space and its associated rooms in Knauss are undoubtedly, for Western, the most welcome advances over what has been. Aesthetically and technically the four lecture halls with their pleasant interiors, enclosed projection booths, recessed television sets, and functional audio-visual controls deserve commendation.

Perhaps the limited advances represented by this complex may serve as a further challenge to Western to attempt new modes of learning as well as truly new spaces to contain them.

Harold O. Bahike, Chairman
Building Committee

Three of Western Michigan University's most beloved professors are commemorated in the $7 million instructional-office complex which is to welcome its first students with the opening of the 1971 Fall Semester.

Dedicated to learning, the buildings have been named after Dr. Willis F. Dunbar, Dr. Robert Friedmann and Dr. James O. Knauss, all of whom died in 1970. Their love of teaching, their interest in young people and the zeal with which they pursued knowledge, prompted the Board of Trustees to honor them with this latest complex. Their dedication to their profession and their devotion to the encouragement and assistance of their students can serve as inspiration to those who utilize the complex.

Not only does the complex have buildings modern in design, comfortable, and efficient, it has a central enclosed plaza which is suitable for classes, relaxation, concerts and other formal and informal gatherings.

Dunbar Hall includes classrooms for the Departments of History, Economics, Philosophy, Religion, the College of General Studies and television studies.

Friedmann Hall provides offices for the Deans of the College of Arts and Sciences, the College of General Studies, faculty offices and the studios of the University's FM Radio station, WMUK.

Knauss Hall has four lecture halls and exhibit space.

All three of the former faculty members had been associated with the History Department. In the latter part of his tenure at Western, Dr. Friedmann offered some of the first courses in the Department of Philosophy and Religion.
Dr. Dunbar served on the Western faculty from 1951 until this year. He was Department head from 1960 to 1967 when he again resumed a full teaching schedule. Both Dr. Knauss and Dr. Dunbar were authorities on Michigan history. It was while Dr. Knauss was Department head that the first course in Michigan history was taught at Western. Dr. Dunbar was the author of several books on Michigan and local history.

Dr. Friedmann joined the Western faculty in 1945 and served until his retirement in 1961. An internationally recognized authority on the anabaptists, Dr. Friedmann was a major contributor to the Mennonite Encyclopedia. In 1954 he was awarded a Guggenheim Foundation grant to do research in 16th Century church history. Although he retired in 1961, Dr. Friedmann continued to be a familiar figure on Western's campus as he taught and lectured periodically.

Dr. Knauss joined Western's faculty in 1926 after teaching at Pennsylvania State University and Florida State University. In 1945 he was named head of the History Department, a position he held until his retirement in 1956, after 30 years as a Western faculty member.
Soccer Prospects

Soccer is the newest varsity sport at WMU and Coach Pete Esdale is taking a rather guarded outlook toward 1971.

A year ago, when soccer was conducted on a club basis, the Broncos won 11 games without a loss and then gained a tie against perennial Midwestern power Michigan State in the season finale.

However, the top five players from that squad won’t be available for duty this fall, including All-Midwest performer John Muhanji.

"Our schedule is also going to be twice as difficult," mentioned Esdale. "We play five teams who are just as good as Michigan State."

Top returnees include outside left Ahmad Nassar, who tallied nine goals last fall, goalkeeper Keith Shroyer and fullback John Wagner.

Newcomers who hopefully fit in are center halfback Khattab Al-Dafe of Qatar and JC transfer Warner Noll, an outside right from Lake Michigan Community College.
Cross Country Prospects

Coach Jack Shaw will have five lettermen returning from a 1970 Cross Country outfit that won Mid-American Conference and Central Collegiate championships and then went on to capture fifth place in NCAA competition.

Senior Gary Harris of Kalamazoo could become the first three-time All-American in Western’s illustrious harrier history.

He finished 21st at the 1969 NCAA affair and then improved his position three spots a year ago. Added to the latter were a second place award at the MAC meet and a fourth at the Centrals.

A big problem facing Shaw will be replacing Jerome Liebenberg and John Bennett, both of whom scored points at the recent NCAA outdoor track championships.

Liebenberg won the 1970 CCC harrier title and then finished 14th at the national colleagues to gain All-American honors. Bennett was the eighth runner across the line at the MAC and CCC’s.

Part of the slack should be picked up by Steve Stintzi and Steve Goralitz. Stintzi had some strong freshman showings such as sixth place in both MAC and Central Collegiate competition. Goralitz, a senior, was 12th and 16th in these meets. The other monogram winners are sophomore Mike Parrett and senior Mark Cobleigh.

Newcomers who show future promise, if not immediate help, include Paul Upchurch, the fourth place winner in National Junior College competition, Dave Baker and Don Keswick.

Baker won the two-mile race at the tough Mansfield Relays while Keswick is the Michigan Class B 880-yard champ.

1971 Cross Country Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sept. 25</td>
<td>at Kent State invitation</td>
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<tr>
<td>Oct. 2</td>
<td>at Central Michigan</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>at Notre Dame invitation</td>
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<tr>
<td>Oct. 16</td>
<td>at Michigan State invitation</td>
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<tr>
<td>Oct. 22</td>
<td>at Notre Dame (tentative)</td>
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<tr>
<td>Oct. 30</td>
<td>WMU invitation</td>
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<tr>
<td>Nov. 6</td>
<td>MAC meet at WMU</td>
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<tr>
<td>Nov. 13</td>
<td>CCC meet (Colorado Springs)</td>
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<tr>
<td>Nov. 22</td>
<td>NCAA meet at Knoxville, Tenn.</td>
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<tr>
<td>Nov. 24</td>
<td>at USTFF meet</td>
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<tr>
<td>Nov. 27</td>
<td>at AAU championships</td>
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</table>

1970 Western Michigan Cross Country Mid-American Champions kneeling:
Gary Harris, Co-Captain John Bennett. Standing: Coach Jack Shaw, Steve Goralitz, Co-Captain Jerome Liebenberg, Steve Stintzi, Mark Cobleigh, Mike Parrett.
A strong nucleus of returning regulars gives Western Michigan an optimistic outlook for the 1971 football season. The 1970 Broncos won seven of ten games for WMU's best record since the undefeated 1941 campaign.

Offensively, Coach Bill Doolittle's team ranked 10th nationally in rushing (2,531 yards), a school record. Records were set in total yardage (3,740) and number of touchdowns (39).

Eight regulars are back this fall including the entire offensive line from tackle to tackle and quarterback Ted Grignon, who owns Western's career record for total offense (2,306 yards) in just two seasons of play. The Dearborn product completed 62 of 123 passes for 1,001 yards and 11 touchdowns last fall. Guard Larry Ulmer earned second team all-conference honors as a sophomore.

The main offensive problem centers around Roger Lawson (7.2 yard average) and Bob Ezelle (6.3 yard average). Ezelle has graduated while the availability of Lawson, who ranked 7th nationally with 1,205 yards gained, is problematical.

Key hopefuls for backfield spots are juniors-to-be Terry Hinton and Jerry Newton, who averaged 6.0 yards and 5.9 yards per try last season, and Curtis Lewis, a 220-pounder. Up from the frosh squad is Larry Cates who averaged 6.2 yards a carry and 29.6 yards on punt returns.

Also returning is two-time letterman halfback Ken Watson who topped all rushers in this year's Brown-White spring intra-squad game with 68 yards in 11 carries.
At tight end, junior-to-be Keith Pretty caught 12 passes for 231 yards in 1970 while spelling All-MAC pick Greg Flaska, who ended his career as WMU's all-time pass reception leader.

Speedy Dave Hallbrin is back at flanker, where he's started for two years. Mark Braciszewski or Olden Wallace, a 0.97 sprinter, are top candidates at split end.

Defensively, Western surrendered just 13 touchdowns while intercepting 30 passes last fall. Nine regulars are back from the Rustlers' defensive unit, including middle linebacker Tom Elias, who took part in 114 tackles last season, made the All-MAC squad, and intercepted eight passes, tying for fourth place nationally.

Linebacker Greg Igaz, a second team all-conference pick, was in on 117 stops while cornerback Vern Brown intercepted seven passes last fall, returning one for 100 yards against Brigham Young.

Brown made the second All-MAC unit as did defensive end Bill Slater, who dumped 16 enemy ballcarriers for minus 84 yards. Slater leads a defensive line that has good size plus mobility.

Top defensive newcomers include junior college transfer Mike Johnson at cornerback and linebacker Dominic Riggio.

1971 Football Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
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</thead>
<tbody>
<tr>
<td>Sept. 11</td>
<td>Illinois State</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>at Ball State</td>
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<tr>
<td>Sept. 25</td>
<td>Northern Illinois</td>
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<tr>
<td>Oct. 2</td>
<td>at Bowling Green</td>
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<tr>
<td>Oct. 9</td>
<td>Kent State</td>
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<tr>
<td>Oct. 16</td>
<td>at Toledo</td>
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<tr>
<td>Oct. 23</td>
<td>Marshall</td>
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<tr>
<td>Oct. 30</td>
<td>at Ohio University</td>
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<tr>
<td>Nov. 6</td>
<td>Miami</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>University of Pacific</td>
</tr>
</tbody>
</table>

Slater

Elias

Ulmer
From the Alumni Office

Western Michigan University's 1971 Homecoming, with the theme of "Fade Out-Faze In" will be different. There will be no house displays and no parade of floats and school bands, but the students have planned some more lasting and "relevant" benefits in keeping with the intent of today's student. The homecoming committee has scheduled socially oriented movies with the proceeds to assist in building a community center at an elementary school in the Kalamazoo School System.

The committee is also asking each student organization which would have built a parade float to donate this money to a worthwhile cause.

For alumni returning to Western, the Alumni Relations Office—practicing the philosophy of flexibility and adaptability—has scheduled some interesting campus events in lieu of the parade and house displays. The Class of 1946, celebrating its Silver Anniversary, will meet President James W. Miller and take bus tours of the campus with guides provided by the Alumni Relations Office.

The "Bronco Luncheon" at Read Field House will precede the football game against Marshall University.

Because of the success of the homecoming alumni concert last fall, another will be held in James W. Miller Auditorium. After the concert the "Alumni Evening" in Read Field House will present an informal atmosphere with Bobby Davidson's orchestra providing entertainment.

There'll be much to do and see at the 1971 Homecoming. It is appropriate to quote the general chairman of the homecoming committee who seeks a greater mingling of alumni and students:

"Traditions may change but there will always be this one tradition of getting together and meeting new people. Generations may gap, but hopefully some things can draw young and older to a common event."

John S. Lore, Director
Alumni Relations
Outstanding Young Men

The seventh annual edition of Outstanding Young Men of America, sponsored by The Outstanding Americans Foundation, lists eleven Western Michigan University alumni nominated for the honor by the WMU Alumni Association.

All young men selected "have distinguished themselves in one or more fields of endeavor," said Doug Blankenship, chairman of the publication's advisory editors. The volume recognizes men aged 21-35 who are working toward excellence in careers and in community service.

WMU alumni include:

Roger L. Elyea MA '64 associated with a Tulsa, Okla., engineering firm, previously an engineer in the U.S. space program assisting in the formulation of re-entry computations for Apollo spacecraft.

Arthur L. Eversole '60 vice president of a Florida insurance agency; active in Bradenton, Florida community projects; president of the WMU Florida Alumni Association 1969-70; Sunday school teacher.

Michael L. Gulino '65 MBA '66 this past February completed three years in Vietnam in a civilian capacity, most recently as industrial relations director for a U.S. firm supplying engineering services to the U.S. Army; teaches night courses in business and economics in Vietnam for Univ. of Maryland Far East Division; had been working toward doctorate at Indiana University prior to this.

Jefferson Hicks '67 president and organizer of "Young Men on the Move" of Ferndale, a firm which counsels and trains young minority group men for placement in industry jobs and for careers in production, purchasing and administration.

Charles Mitchell, Jr. '59 in charge of personnel at Highland Park schools; previously director of special projects; working toward doctorate at Wayne State University.

Dr. Dale H. Porter '63 assistant professor in the College of General Studies at WMU since July, 1970; taught history at Bethany College in West Virginia, 1967-70; earned his Ph.D. at the University of Oregon, 1967.

Thomas L. Reece '64 youngest divisional head of Dover Corp. at age 28, president of the firm's Ronningen-Petter Division at Kalamazoo, one of 13 divisions the firm operates in the U.S. and Canada. He is a past vice president and director of the WMU Alumni Association.

Bruce A. Schurman MA '65 psychologist with Tinley Park, Illinois, Mental Health Center since 1966 after a year's internship; director of community mental health services for south and southwest Cook, Will and Grundy counties in Illinois since April, 1970.

William D. Walker '67 music teacher for Hanover-Horton Public Schools since 1967; director of four bands and chorus, credited with development of Hanover-Horton music program to first rate status; active on several community betterment committees.

Whitmer Wright

Mitchell Porter

Richard E. Whitmer '63 director of the State Commerce Department of Michigan since May, 1968; served as executive assistant to the director previously and was legislative counsel on Michigan Governor Milliken's executive staff after similar experience on executive staffs of U.S. Sen. Robert P. Griffin and former Michigan Governor George Romney.

Leon Wright MBA '67 helped create and heads a Brooklyn, N.Y. firm, Inner City Merchandisers, Inc., which aids minority group businesses with highly personalized assistance in problems of marketing, economic development, management and finance.

Reece Schurman
1914-1939
Charles Merke '14
of Lawrence, has been named chairman of the Van Buren county unit of the American Cancer Society's 1971 educational and fund raising crusade.

Dr. Harold W. Held '25
retired in June after 34 years of teaching at University of Michigan Dental School. He has co-authored textbooks on oral hygiene and dental anatomy for hygienists.

Evelyn G. Hart '32
retired from teaching in Kalamazoo Public Schools in February after 44 years. 34 in Michigan and 10 in West Palm Beach, Fla.

Mrs. Lewis W. Schug '26
retired in June after 12 years in the Portage Public Schools. She previously taught at Detroit.

Muhlen H. Moore '29
assistant superintendent of schools at Midland, has retired.

Idah White III '30
was named Ventura, California's Honored Lady of 1970, a community service-humanitarian award.

Russell Waters '30
was principal of Grand Rapids' Creston High School the past 16 years, retired in June after 42 years in education.

Donald Yanka '30
is manager of marketing for government affairs for the Dow Chemical Co., Midland, Mich.

Paul Wilson Auble '33
is working for the People to People program, following his retirement from Midland Public Schools.

Carl Bahre '33
retired as athletic director at Godwin High School, Grand Rapids, after 28 years.

Ray C. Kooi '36
director, Ford Motor Company Fund, Dearborn, received the 1971 National Partner-in-4-H award.

Margaret Bronson '37
assistant superintendent of Roseville Schools, retired after 34 years in education.

1940-49
Mary A. Gunn '40
of College Station, Texas, represented Western at the inauguration of Dr. Jack Kenny Williams as president of Texas A & M University.

Sherwin D. Powell '40
is president of the American Industrial Arts Association, an affiliate of the National Education Association.

1950-59
Wilbert K. Laubach '50
is principal of Southern Michigan Prison's education department.

William J. Petter '50
is president of Dover Corporation's Blackmer Pump Division at Grand Rapids.

Robert Duhan '51
is superintendent of schools at Tecumseh.

Marshall Field, Jr. '54
of Gates Mills, Ohio, is Ohio regional vice president of the Institute of Management Consultants.

Albert E. White '54
is officer-in-charge of the Richland office of the American National Bank & Trust Company.

Dr. William J. Yankee '54 MA '57
is executive vice president of Delta College. He was Dean of Academic Affairs 1966-69 and professor of law enforcement and psychology 1969-71 at Delta.

Norman J. Mottl '55
is quality control manager Scott Paper Company, Chester, Pennsylvania.

Louis A. Trudell '55
has received a Ph.D. degree from Wayne State University.

Daniel J. Acosta '56
has been promoted to lieutenant colonel in the U.S. Army.

Bernice L. Applebee '56 MA '60
of DeKalb, Illinois, wrote, "Do you Like Me?", published in a recent issue of Instructor, an educational magazine.

Lloyd E. Bastian '56
has been appointed engineering manager of Aeroquip Corp., Barco Division, Barrington, Illinois.
Dr. Walter G. Briney '56 is assistant clinical professor of medicine on the volunteer faculty of the University of Colorado School of Medicine.

Jack Lane '56 is principal of the Forest Hills School District’s new high school.

James A. Lewis '56 is technical director of the Locks Mill of Combined Paper Mills, Appleton, Wisconsin.

Robert Adelizzi '57 of Barrington, Illinois, represented WMU at the inauguration of Dr. Merlyn Winfield Northfelt as president of Garrett Theological Seminary, Evanston, Ill.

Dr. Ronald H. Denison '57 president of Anoka-Ramsey Junior College in Coon Rapids, Minn., has been elected to the board of trustees of the American College Testing Corp.

Edgar A. Garter, Jr. '58 is secretary and treasurer of the Armstrong Machine Works, Three Rivers.

Kenneth L. Swets '58 Holland, administrator of school and public relations for the National Union of Christian Schools.

William T. Gocha, II '59 is manager in the office administration department at The Travelers Insurance Company’s Baltimore office.

Jerry D. Hoag '59 is assistant vice president at the Grand Rapids office of the Michigan National Bank.

1960-62

Robert P. Capelli '60 of Winston-Salem, N. C., represented WMU at the inauguration of Dr. F. George Shipman as president of Livingston College.

John M. Kruger '60 Greeley, Colorado, received his Doctor of Education degree from the University of Northern Colorado.

David W. Peterson '60 is supervising plant engineer for the southern division, General Telephone Company at Three Rivers.

Pete Rinkevich '60 is Detroit district manager for Champion Papers.

Myron Roeder '60 Eau Claire, is general manager, refrigerated products in England, for Pillsbury Co.

Ron Holland MS '61 has been named Farmington “Man of the Year.” He is head football coach at North Farmington High School and active in community affairs.

Daniel C. Kreznrski '61 Harper Woods, earned a Doctor of Education degree from Pennsylvania State University.

Gerald Pattok '61 Hastings High School teacher, is Hastings’ “Young Educator of the Year.”

Terry L. Linger '62 is director of the Operations Division, State Bureau of Transportation.

Larry L. Adams '63 is manufacturing and engineering manager of the Eaton Valve Division, Battle Creek.

Gilbert H. Bradley, Jr. '63 Kalamazoo, has been named manager of Kalamazoo Chamber of Commerce’s Human Development Department.

1963-64

M. Jack Hartley '63 is assistant vice president of Union Bank & Trust of Lowell.

Richard F. Maurer '63 Portage, is commercial loan officer of the American National Bank and Trust Company of Michigan.

Robert E. Calkins '63 was promoted to financial supervisor of General Electric Company’s Willoughby Quartz Plant in Willoughby, Ohio.

M. Bruce Mc Laren '63 is director of instruction for the Wayne Community School District.

James C. Thompson '63 is associated with Clarence A. Sahlin, prosecuting attorney for Osceola County, as partner and assistant.

Dr. Richard L. Norris '63 MA '65 was named president of St. Clair Community College. He has been on the college staff since 1968, as director of research and development and vice president for instruction.

Elliot Uzelac '64 of Bowling Green, Ohio, has been appointed to the U. S. Naval Academy varsity football coaching staff.

Robert A. Keller '64 is director of aircraft services for Centurion Flight Center, Inc., Grand Rapids.

John Raducha '64 was awarded an Ed.D. degree at North Texas State University, Denton, Texas, where he is a member of the Health, Physical Education and Recreation Department.

Edward C. Chalifoux, Jr. '64 has been named to the board of directors of Photopress, Broadview, Ill., where he is assistant vice president in charge of manufacturing.

Janet B. Chemak MA '64 of Manitowoc, Wis., is a member of a task force for the White House Conference on Aging.

1965

Kerry V. Berry '65 is director of The Other Room, a crisis intervention center in Bay City.

Dennis A. Custance '65 Sterling Heights, is manager of market development for Sperry Rand Corp., Vicker Industrial Division.

Robert R. Elwell '65 has been promoted to branch officer at Plainwell by the American National Bank & Trust Company.

Benjamin Tiek Gan '65 represented WMU at the investiture rites installing Dr. Mayyag M. Tamano as second president of the Mindanao State University, in the Philippines.

Mrs. Harry Herkimer '65 is president of Big Sisters of Monroe and Monroe County, Inc.

Robert A. Kotz '65 Orange, New Jersey, has received the second annual Mr. and Mrs. Herman Perl Scholarship from Rutgers Graduate Business School.

Ronald E. Maurer MBA '65 is supervisor of benefit plan administration for Chevrolet’s Flint Motor and Pressed Metal Plants.

Eugene Schiavo '65 is vocational rehabilitation counselor for Dickinson and Manoomine counties.

Peter W. Welzant '65 is a supervisor in the Saginaw division office of Aetna Life & Casualty.
George W. Shipman MA '65 has been named assistant director of libraries for administrative services and associate professor at the University of Tennessee.

Wilson T. Tyler '65 has been appointed a vice president of the Citizens Trust and Savings Bank in South Haven.

Lynn C. Tyson '65 is assistant manager of the Kalamazoo Ordinary District office of the National Life and Accident Insurance Co.

1966-67

Dr. William B. Cammin MA '66 has joined the staff of the Bay County Community Adult Mental Health Clinic as a clinical psychologist.

Dr. Robert F. Campain MA '66 is assistant professor in the Department of Special Education, University of Northern Colorado, Greeley.

Michael P. Plourde '66 Royal Oak, recently received his Juris Doctor degree from Wayne State University Law School.

David H. Roche '66 is advertising promotion supervisor for the Detroit News.

Robert L. Willett '66 has been promoted to executive vice president, People's State Bank, Alpena.

James J. Hosbein '67 of Stevensville is international accountant with Miles Laboratories, Inc., Elkhart, Ind.

Michael P. Klein '67 is with the Phoenix Insurance Agency, Saginaw.

Frank C. Petrohus '67 has been promoted to plant engineer, Eaton Valve Division of Eaton Corp., Battle Creek.

Richard J. Stobelaar '67 is assistant cashier, First Bank & Trust Co., Ravenna.

Donald S. Tuttle '67 has received his Certified Public Accountant certificate. He is employed by the Touche-Ross accounting firm, Detroit.

Paul K. Wellin MBA '67 is supervisor of construction control, electric construction department of Consumers Power Co., Jackson.

Charles F. Wray '67 has been named "Michigan Director of the Year" by the Michigan Association of Housing Cooperatives. He is Kalamazoo city recreation supervisor and president of the Lincolnshire Co-op.

1968

Camli Banciu '68 Berkeley, is assistant director of technical services for the Traffic Improvement Association, Oakland County.

Robert Blazo '68 is assistant division manager, R. J. Reynolds Tobacco Co., Springfield, Mo.

Dennis Bowman '68 is executive director of the Menomonee Council (Mecklenburg County) Boy Scouts.

Max Cherny '68 has received his Certified Public Accountant certificate. He is with Price Waterhouse Co., Battle Creek.

Larry P. Dopp '68 has been appointed coordinator of the Comstock Community Schools.

Earl Harper '68 is assistant professor and associate director of Grand Valley State College's Business Internship Program.

Ihor E. Hayda MBA '68 has been appointed Director of Technical Services, Food Management, for Ralston Purina International's Consumer Products Div., headquartered at Brussels, Belgium.

Robert Hill MA '69 has been selected Wyoming, Michigan Young Educator of the Year.

James G. King '68 is supervisor in the Claim Department, Grand Rapids Casualty and Surety Div. office of Aetna Life & Casualty.

V. Thomas Mawhinney MA '68 St. Joseph, has earned a Ph.D. degree at Southern Illinois University, with a specialization in education.

Dean Nichols '68 is assistant auditor of Security National Bank, Battle Creek.

Lyle Sisson MA '68 has been named director of the Edwardsburg Community School program.

Manuel E. Suarez MS '68 has been promoted to associate industrial engineer at the IBM Corp. Systems Manufacturing Division plant, Kingston, N. Y.

1969-70

Jane A. Robertson '69 speech pathologist at Barry County Intermediate School District, has been granted a Certificate of Clinical Competence in Speech Pathology by the American Speech and Hearing Association.

Bruce A. Thompson '69 Battle Creek, has received his Certified Public Accountant certificate.
Richard L. Balcezak '69
has been named specialist in personnel practices for the General Electric Co. at Tiffin, Ohio.

Dan L. Breen '69
Kalamazoo, is product specialist in the Paper Chemicals Department of the Nalco Chemical Co.

Michael J. Ambro, Jr. '69
has been promoted to assistant vice president and auditor of the American National Bank & Trust Company of Kalamazoo.

Lt. James P. Hickey, Jr. (USA) '69
was the producer of a 20-minute Armed Forces radio program first-place winner in the Department of Defense "Thomas Jefferson Awards" contest for 1970, sponsored by Time magazine.

Robert Hecht MS '70
has been named field test manager by Vexilar Inc., a manufacturer of sonar and temperature instrumentation for sport and commercial fishing.

Bruce Koch MBA '70
is sales and marketing manager for Frankel Development Co., West Bloomfield Township.

Dean Parkinson MA '70
is district diagnostician for the Iosco Intermediate School District.

In Memoriam
Mrs. Gladys M. (Tully) Harrison '10
Grand Rapids. She and her husband operated a Chevrolet agency in Kalamazoo for 38 years.

Mrs. Jay S. Curtis '12

Mrs. Olive Nevins '13
a retired teacher from the Plainwell and Kalamazoo Public Schools.

William L. Koffel '24
a former school administrator and teacher in Kalamazoo who had retired after 33 years of teaching.

Mrs. Clarissa R. Weinberg '24
a teacher for many years, with her last position at Union High School, Grand Rapids.

Charles H. Maher '25
former WMU baseball coach who retired in 1968 after 45 years as a player and coach at Western.

Mrs. Howard (Esther) Kesselring '27
she had retired last year from the Jonesville staff.

Donald J. Barden '27
superintendent of schools at Otisville and East Jackson and a coordinator at Columbiaville High School.

Clarence H. Billett '27
Tucson, Arizona, was professor emeritus of the College of Economics at the University of Illinois.

George Schutt '29
superintendent of Van Buren County Schools from 1935 to 1952.

Mrs. Marjorie H. Brigham '30 AB '48
former operator of a boarding school for children and a special education teacher.

Mrs. Thomas (Estelle) Hughes '36
former director of social service at Kalamazoo State Hospital.

Miss Alice Allot '41
at Palm Beach Shores, Florida, a former teacher in the Ypsilanti and Saginaw Public Schools.

Mrs. Harriet Lage '49
a life-long resident of Kalamazoo.

Andrew Koch '50
at Galesburg, an employee of the Upjohn Company for 20 years.

Helen E. Miller '53
a Detroit area teacher for the past 17 years.

Pear (Mrs. Martin) Cohen, M.A. '58
died in Amsterdam, Holland, hospital in May while on tour of Europe.

Mrs. Maude I. Strauss '58
at Grand Rapids, a teacher since 1916.

Mrs. Lois Wicham '59
at Hastings, February 8, a teacher in Barry County for 50 years prior to her 1964 retirement.
Alumni Association, New Members

Lawrence M. Baker '67
Kalamazoo, Michigan

Marjorie (King) Baker '69
Kalamazoo, Michigan

Howard L. Ball, Jr. '51
Pompton Lakes, New Jersey

John E. Bauman '30
Kansas City, Missouri

Theresa (Wauchek) Bauman '31
Kansas City, Missouri

Myrtha (Klaiber) Carter '43
Midland, Michigan

Robert J. Carter '43
Midland, Michigan

Robert J. Chant '54
Fort Campbell, Kentucky

Harry Contos, Jr. '50
Kalamazoo, Michigan

F. Harold Creal '54
Bronson, Michigan

Gerald E. Ernst '51
Lansing, Michigan

Walter P. Ewalt '29
Atlanta, Georgia

Andree (Graubner) Garrett '60
Plymouth, Michigan

S. Alan Garrett '60 '64
Plymouth, Michigan

Gerald D. Henke '58
Kingston, Jamaica, West Indies

Patricia (Plingsl) Henke '84
Kingston, Jamaica, West Indies

Sybil (Simmons) Houghton '62
Interlochen, Michigan

Walter C. Houghton '60
Interlochen, Michigan

Grace (Swihart) Hudson '53
South Charleston, West Virginia

Idah (White) Iliff '30
Ventura, California

James V. Iliff '30
Ventura, California

Gregory Edward Kassab '70
Grosse Pointe Shores, Michigan

Fred J. Miller '59
Kalamazoo, Michigan

Charles Mitchell, Jr. '59
Detroit, Michigan

Robert J. Noga '63
Ypsilanti, Michigan

Michael O'Conner '59
Dearborn, Michigan

Michael H. Oesterle '70
Ann Arbor, Michigan

Margaret Perry '54
Rochester, New York

Barbara L. Sailors '68
Westmont, Illinois

Joyce (Ayres) Sandelin '52
Kalamazoo, Michigan

Karl R. Sandelin '50 '53
Kalamazoo, Michigan

David Frederick Schalon '69
Lake Charles, Louisiana

June (Schmidt) Shaw '53
Sault Ste. Marie, Michigan

Lyle Franklin Shaw '53
Sault Ste. Marie, Michigan

William Strong '59
Prospect Heights, Illinois

Elizabeth (Bishop) Sutton '57
Colorado Springs, Colorado

William Alan Sutton '57
Colorado Springs, Colorado

Alice M. Weschgel '53
Grand Rapids, Michigan

David A. Wild '54
Manistee, Michigan

Janet (Nelson) Wild
Manistee, Michigan

Eleanor (Stallings) Williams '49
Detroit, Michigan

Peter James Wurzer '68
Iron River, Michigan
Western Michigan University Alumni Officers

President
Robert Bradshaw '54, Ypsilanti

Vice President
Donald Burge '52, Kalamazoo

Vice President
Harry Contos, Jr. '50, Kalamazoo

Executive Secretary
John S. Lore '65, Kalamazoo

Alumni Directors
(Term expires December 31, 1971)
Sterling L. Breed '55, Kalamazoo
Robert Burns '41, Grand Rapids
Harry Contos, Jr. '50, Kalamazoo
Charles D. Miller '58, Kalamazoo
Carl Oelrich '47, Los Angeles, California
Phyllis Miller Streidt '42, Plainwell
Fredric B. Zook '64, Ottawa, Kansas

(Term expires December 31, 1972)
Fred Adams '32, Grosse Pointe
Robert Adelizzi '57, Barrington, Illinois
Robert Bradshaw '54, Ypsilanti
David Forsman '55, Mountain View, California
M. Joeline Morris '67, Ferndale
Karen Knoska Seelig '64, Paw Paw

(Term expires December 31, 1973)
Donald Burge '52, Kalamazoo
Arthur Eversole '60, Bradenton, Florida
Sandra Lou Markert '64, Kokomo, Indiana
Kenneth Moon '66, Detroit
J. Daniel Telfer '62, South Bend, Indiana
Dian Zahner '62, Grand Rapids

Ex-officio Members

Director, Alumni Relations
John S. Lore

Director, Annual Fund
James Foster

President, Alumni "W" Club
Albert Johnsen '33, Grand Rapids

President Alpha Beta Epsilon Alumnae Sorority
Beatrice Douglas Maynard '41, Battle Creek

President, Student Alumni Service Board
Larry Nolan