Trustee Action Delineates Western's Role in Michigan's System of Higher Education

Western Michigan University was created by an act of the legislature in 1903 for the purpose of preparing teachers. In 1918 the State Board of Education authorized Western to grant the Bachelor of Arts degree and six years later the Bachelor of Science degree. During the late thirties Western began a gradual change from a single-purpose institution to a multi-purpose institution. Curricula in fields other than education were introduced in order to meet the needs of students, business and industry in Southwestern Michigan. Starting with a curriculum in Aviation Technology, other technical programs, including those in Engineering Technology and Paper Technology, were added in the years that followed. Programs in the fields of business were introduced in 1939.

Graduate studies were first offered in cooperation with The University of Michigan in 1939. This cooperative program continued until 1952 when the State Board of Education authorized Western to grant its own Master's degree. A decade later the institution was authorized to grant six-year programs and in 1966 doctoral degrees were authorized in a selected number of fields in the liberal arts and education.

During the years that the University was expanding from a single-purpose institution of higher education, Western continued to carry out fully its original mandate for the preparation of teachers. In 1967 Western Michigan University ranked second in the nation in the number of teaching certificates issued annually and, in a ten-year period, the number of student teachers placed in various cities of Michigan and bordering states increased by ninety percent. At the sixty-year level leading to the degree of Educational Specialist have been specifically designed to prepare better instructors for Michigan's rapidly expanding community college programs. Its work in the field of special education has gained national recognition and some of its graduate programs in the preparation of teachers for the blind are unique. The latest available figures from the Association of American Colleges show that Western ranks among the first one-hundred institutions in America from which college and university faculty members received their Bachelor's degrees. It is clear, therefore, that Western's preparation of teachers to serve from the nursery level through the highest levels of graduate work has made a significant contribution to the world of education.

ADMINISTRATIVE CONTROL

From 1903 to 1963, Western Michigan University was governed by the State Board of Education. Under the Michigan Constitution of 1963 the University was given autonomy under its own Board of Trustees of eight members appointed by the Governor subject to approval by the Senate. Each member serves an eight-year term, two being appointed biennially.

GEOGRAPHIC SITUATION

Western Michigan University is located in the middle of the highly urbanized core developing between Detroit and Chicago. While WMU is in the Southwestern part of the State, its student body is drawn from throughout the entire State of Michigan. The counties that rank second and third to Kalamazoo County in the number of students attending Western are Wayne and Oakland, located in the Southeastern portion of the State. The eleven counties of Southwestern Michigan, the area of its immediate environment, have a population in excess of the entire State of Iowa. Western Michigan is the only state-supported University in the Western half of Michigan capable of offering professional and graduate programs in the foreseeable future.

SCOPE OF PRESENT OFFERINGS

UNDERGRADUATE EDUCATIONAL GOALS

Western Michigan University's undergraduate educational goals are of two types. First, its General Studies program is meant (a) to further the development in each student of the ability to think objectively and critically so that he may be capable of assessing both the validity of the information with which he is confronted and his own responses to his environment, (b) to introduce him to the world in which the educated and responsible citizen must live, and (c) to provide him with a foundation for tenable values. Second, the University attempts to provide each undergraduate student with sufficient knowledge in a discipline or group of related disciplines to provide him with (a) an understanding of its methodology, (b) some initial competence in the field, and (c) an appreciation of the vastness of knowledge still to be explored.

It is expected that the pursuit of these goals will result in strengthening a constructive attitude on the part of each student toward the proper role of the educated person in our society and, in some curricula, in preparing him for his initial vocational or professional role.

LONG-RANGE ASPIRATIONS

Western Michigan University aspires to achieve a reasonable balance between its undergraduate and graduate commitments. Recognizing that its graduate programs, including doctoral programs, must expand both in size and in number, the University proposes to maintain a deep concern for undergraduate education. It believes that the quality of its undergraduate curriculum and teaching must be improved, and it intends to engage in the responsible planning and disciplined management which are necessary to translate aspiration into achievement.

(Continued on page 5)
Faculty Position Reductions Listed for Colleges

On Sept. 1, 1972, each member of the faculty was sent a letter by the Vice President for Academic Affairs explaining that Western had not met its projected enrollment for the 1971-72 fiscal year and that the Legislature had cut its line item for instruction for 1972-73 by just over one million dollars. As President Miller had pointed out in his letter of July 3 to the faculty, this budgetary loss made necessary a reduction of at least sixty-seven full-time equivalent faculty positions. Western were to achieve the 18 to 1 student-faculty ratio planned and budgeted for 1971-72. It is clear from the budget-hour production in the Fall of 1972 that the ratio for this year will almost certainly fall below a ratio of 18 to 1 would be a lower student-faculty ratio than the University has had in any year prior to last year and anybody that any that the Legislature or Executive Office has been willing to support in the past.

As the Sept. 1 communication from the Office of the Vice President for Academic Affairs indicated, the 1972-73 budget was brought into balance with additional cuts in supplies, services, equipment, instructional monies, and library support that, if continued, would jeopardize the maintenance of acceptable educational standards. The letter also noted that similar cuts had been made in all other operations of the University with the exception of Student Financial Aid. It was apparent then and now of the essential level of support for our educational programs could only be regained by a reduction of personnel.

As soon as the budgetary situation for 1972-73 became clear, representatives of the Vice President for Academic Affairs met with the Executive Board of the Faculty Senate to discuss its implications and the necessity of developing adequate and acceptable criteria to be used in making the necessary reductions.

Ad Hoc Committee

The result of that meeting was the appointment of an Ad Hoc Committee on Faculty Reduction, the faculty members being selected by the Senate's Executive Board. The Committee was appointed to the Vice President on Oct. 4, 1972, recommending, in accordance with its charge, certain criteria that should be used in bringing about the faculty reductions. The complete report of the Ad Hoc Committee was made available to the faculty in the Oct. 12 issue of this publication. Guidelines for faculty reduction based upon the Committee's recommendations were prepared and sent to each Dean and Department Chairman or Head along with statistic information developed in accordance with the Committee's recommendations. A meeting of the academic Deans and Department Chairmen was then held on Friday morning, Oct. 27, to explain how the procedures would be carried out. At that meeting, the previously distributed data were discussed. The opportunity was provided to clarify the data, and questions were answered.

Earlier, on Monday and Tuesday, Oct. 24 and 25, meetings were held in Knaus Hall to which all faculty members were invited to discuss the need for faculty reduction and the methods the University had taken to plan for the cuts. Those in attendance were given an opportunity to raise any questions they might have about the necessity for the moves. At those meetings suggestions and reactions were also solicited. Later, reports were made at two different meetings of the Faculty Senate, all of whose meetings are open to the entire faculty, and whose minutes are distributed to them. Again a report was made on the budgetary situation and the procedures being followed, and questions were solicited and answered.

At all four of these meetings it was made clear that the statistical formula developed by the Ad Hoc Committee was to be used as a helpful base, one of many factors in determining the number and location of positions to be reduced by College and Department. It was pointed out that other considerations of judgment would have to be added, such as the productivitiy of particular Departments in relation to other, roughly comparable Departments, and unusual circumstances that skewed the data. It was also stressed that all contracts and University policies would be honored and that every effort would be made to assist faculty members who would be released to find suitable employment either within the University or elsewhere. Western's Career Planning and Placement Office volunteered to be of assistance to those who desired and requested it.

Decisions Reached

In accordance with the recommendations of the Ad Hoc Committee the tentative decisions concerning the number of FTE faculty positions to be eliminated in each College were made by the Vice President for Academic Affairs, in conjunction with the Deans. The decisions affecting individual faculty members or other alternative ways of reducing faculty sizes were to be made at the departmental level in accordance with departmental policies and procedures, with the advice and consent of the Dean.

Following the distribution of the guidelines there were continuing conversations among Department Chairmen and representative groups within their Department, the Deans, and the Vice President for Academic Affairs. Each Dean met with the Vice President and the Associate Vice President for Academic Affairs to explain how his College intended to meet its obligations, the consequences of each reduction, and any other special circumstances of import in determining the final number of positions and the means by which any unit was to be reduced. After these meetings with the Deans, the Vice President for Academic Affairs determined the final allocation figure for each College, approved the proposals from the Deans (sometimes modified from the originals), and authorized that the appropriate action be taken to put the recommendations into effect.

Please note in the accompanying summary of the action taken that while the number of full-time-equivalent faculty positions has been reduced by sixty-five, the number of full-time faculty members released is twenty-six. Of these, six are retired, four are leaving the University for other opportunities and four are on appointments "not subject to renewal." Letters of termination have already been sent to those faculty members who needed to be released.

Adjustments Made

It is obvious from these figures that numerous adjustments were made within particular Departments and Colleges from the figures that were statistically derived from the Ad Hoc Committee's recommendations. The reasons varied from the necessity of meeting the College's enrollment quota, the Legislature's budgetary decisions, to the particular course which normally is the largest credit-hour producer in the Department. The registration figures for the Winter Semester indicate that enrollments are back up to expectations. In another instance a College that had been one of the most productive in credit hours of any in the University had experienced a slight reduction in enrollments in certain areas, but in others the pressure for additional staff would have made the total reduction to be corrected. Many comparable situations existed, and every effort was made to take these special circumstances into consideration in deciding on the final reductions.

No one has enjoyed this process of faculty reduction and probably no one will be satisfied with all of the decisions that were made. It is a painful task that has had to be performed in order to put the University's house in order, to provide the necessary budgetary support for instructional areas that would otherwise suffer to an unacceptable degree, and to meet the demands of the Legislature. Those involved in these difficult decisions have tried to act with sensitivity to the integrity of the University, the quality of its programs, and the impact on their colleagues whose positions have been affected. The Vice President for Academic Affairs is grateful for the excellent cooperation of all who shared in doing what had to be done.

ASG Meetings

On Nov. 7, 1972, the Associated Student Government at Western held its meeting in the Eldridge-Fox lounge of Valley III.

Meetings, formerly held in the Kiva Room of the Student Services Building, will now be held in the different dorms around campus, with the second meeting to be in the Eicher lounge of Valley II.

The idea behind this is to bring the Associated Student Government closer to the students. Hopefully with this togetherness we may succeed towards achieving our academic and non-academic goals.

We urge all students who can to attend. If you can show your feelings and donate your energies to A.S.G. maybe Western will be a better place for all.

Thomas G. D'Luge
President
Associated Student Government
The Board of Trustees has authorized the submission to the Bureau of the Budget of an operating budget request for 1973-74 of $46,306,000. A comparison with the 1972-73 budget is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenue</th>
<th>Request 1973-74</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>$26,823,000</td>
<td>$32,306,000</td>
<td>$5,483,000</td>
</tr>
<tr>
<td>Local Revenue</td>
<td>14,392,000</td>
<td>14,002,000</td>
<td>($391,000)</td>
</tr>
<tr>
<td>1973-74</td>
<td>$41,216,000</td>
<td>$64,306,000</td>
<td>$23,090,000</td>
</tr>
<tr>
<td>Expense</td>
<td>$21,689,000</td>
<td>$23,684,000</td>
<td>$1,995,000</td>
</tr>
<tr>
<td>Organized Research</td>
<td>244,000</td>
<td>294,000</td>
<td>50,000</td>
</tr>
<tr>
<td>Public Service</td>
<td>54,000</td>
<td>50,000</td>
<td>4,000</td>
</tr>
<tr>
<td>Academic Support</td>
<td>4,843,000</td>
<td>5,574,000</td>
<td>731,000</td>
</tr>
<tr>
<td>Student Services</td>
<td>2,711,000</td>
<td>2,357,000</td>
<td>226,000</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,026,000</td>
<td>2,277,000</td>
<td>251,000</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>10,227,000</td>
<td>12,064,000</td>
<td>1,837,000</td>
</tr>
<tr>
<td>1972-73</td>
<td>$21,689,000</td>
<td>$46,306,000</td>
<td>$24,617,000</td>
</tr>
<tr>
<td>1973-74</td>
<td>$64,306,000</td>
<td>$64,306,000</td>
<td>$0,000</td>
</tr>
</tbody>
</table>

2. Western Michigan University expects to initiate additional advanced degree programs in those academic areas in which needs, capabilities and resources exist.

3. Western Michigan University, as part of its overall graduate program, aspires to develop a number of its graduate curriculums in the light of achievements in the past which provide clear guidelines for the future:

- Western has achieved distinction in the preparation of business leaders. It should continue to refine and expand its business degree programs and educational services to the business community.

- Western has accepted an important role in the preparation of high-level technical and professional personnel for industry, business and government. It should expand its role in these areas.

- Western plans to capitalize on its long record of excellence in teacher education by expanding its role in the preparation of community and four-year college teachers and personnel for other professional areas.

- Western has developed a number of highly successful, nationally recognized specialized programs in such areas as Blind Rehabilitation, Speech Pathology and Audiology, Librarianship, and Engineering Technology. It proposes to refine and expand these programs to a point of even greater distinction, and to capitalize on the expertise gained from its experience to develop its new program in Social Work and other aspects of paramedical and rehabilitation fields.

- Western recognizes the need for graduate study and research related to the "rural-urban" society of our region, education for disadvantaged youth, and services to governmental and community agencies. Wise expansion in these activities is obligatory if Western is to remain a healthy public institution.

Emergency Procedures

1. Sound the building evacuation alarm.

2. Dial 1-2-3-0 on the Centrex phone system so that the operator may summon the Kalamazoo Fire Department on the direct line.

3. Use the first aid fire extinguishing equipment if you can do so safely without endangering your life.

Additional Information:

Upon arrival of the Fire Department, the highest ranking officer is in charge. He will advise when a building may be occupied.

The Security Officer will reset the alarm system so that it will be back in operation.

Trustee Action
(Continued from page 1)
College, served on the Executive International, Nominating and Constitutional Amendment committees during the San Francisco meeting of the National Collegiate Honors Council. DR. DAVID CHAPLIN, professor and chairman, Sociology Department discussed "Household and Family Structure in London 1851" during the Portland, Oregon, meeting of the National Council on Foreign Relations. DR. J. ROSS ESHELMAN, professor of Sociology, discussed "Cross-Cultural Analysis of Sexual Codes: Beliefs, Behaviors in Various Societies." DR. RICHARD BREWER, professor of Biology, is represented in The Wilson Bulletin by an article "An Evaluation of Winter Bird Population Studies." CARL LINDEMeyer, assistant professor of Engineering and Technology, spoke on "What is Creativity?" at the Chicago Industrial Management Society's Music and Workshop for Industrial Engineers and Managers. DR. FRANK EDMONSON, III, assistant professor of Music, has written a dissertation in Vocal Performance of Intervals for publication in the National Association of Schools of Singers Bulletin. GENE E. WEBB, associate professor of Social Work, is the author of a chapter in "Evaluation of Social Interventions," a recently published book. DR. LOUISE FÖRSLEFF, director, Counseling Center, has been selected to the Steering Committee of the Association of University and College Counseling Centers. DR. RICHARD MALOTT, associate professor of Psychology, is the author of The Big New Mother, Mind-Boggling Behavior Expander and How I Learned to Relate to My Laboratory Rat through Humanistic Behaviorism, books published by Behaviordelta, a research group in New York. RUDOLPH ULRICH, research professor of Psychology, presented a paper "Toward Experimental Living" at the International Symposium on Behavior Modification, held at Minneapolis. BARBARA NEINHUIS, a Western alumna, has earned the Alice Louise LeFevre Award as the outstanding graduate student of the School of Librarianship. MARLON GEROULD, director, Foreign Student Affairs, served as a consultant on foreign student programs at a Chicago meeting of the National Association for Foreign Student Affairs. JOHN WOODS, professor of English, read a paper at the Poetry Center of the New York YMHA-YWHA. DR. PHILIP T. LARSEN, and CARL ENGELS, associate professors in the Science and Education area, College of General Studies, presented a workshop "Teacher Training for Activity Oriented, Discovery Type Elementary Science Programs." at the Chicago convention of the Illinois Science Teachers Association and the School Science and Mathematics Association. DR. ROBERT HAWKINS, associate professor of Psychology, conducted a workshop on training in behavior modification and applied behavior analysis for teachers of Highland, Indiana. DR. G. K. KRIPALANI, associate professor of Economics, was a co-presenter of a paper "Stages of Development and Urbanization," given at the Windsor, Ontario, Conference on Comparative Urban Economics and Development. DR. EUGENE BERNSTEIN, professor of Physics, and DR. JUAN J. RAMIREZ, accelerator engineer, read five papers at the Seattle meeting of the Nuclear Physics Division of the American Physical Society. Four of the papers dealt with experiments performed with Western's accelerator. RICHARD W. BUCHANAN, instructor in Marketing, is the author of an address "O.S.A.P.—The Business of Involvement" which appears in the Journal of Business Education. DR. ADRIAN C. EDWARDS, associate professor of Finance, discussed "The Financial Statement Disclosure Problem: What the Future Holds" at a meeting of the Kalamazoo Accountants Association. Papers included in the report of the International Geographical Congress held in Canada include: "Interbasin Transfer of Water in England and Wales" by DR. HENRY A. RAUP, associate professor; "The Lorry or Motor Park: An Element of the Land Use Pattern in West African Cities" by DR. EUGENE C. KIRCHNER, professor; and "Territorial Dencification and Geographic Learning" by DR. JOSEPH STOLTMAN, assistant professor, all of the Geography Department. DR. OSCAR H. HORST, chairman, Geography Department, is the author of a paper on Guatemala which appears in the American Association of Geographers' Bulletin. DR. ROGER ULRICH, research professor, all of the Geography Department, is the author of articles on Guatemala which appear in the American Association-International Association of School Librarians and president-elect of the American Library Association, spoke on "American Association of School Libraries—American Library Association—International Association of School Librarianship Cooperation Equals Progress" at the New Orleans conference of the School Library Division of the Southeast and Southern Library Associations. She also spoke at the "Media Centers Here and Abroad" colloquium at Western Illinois University.

Economics was a co-presenter of a paper "Stages of Development and Urbanization," given at the Windsor, Ontario, Conference on Comparative Urban Economics and Development. DR. EUGENE BERNSTEIN, professor of Physics, and DR. JUAN J. RAMIREZ, accelerator engineer, read five papers at the Seattle meeting of the Nuclear Physics Division of the American Physical Society. Four of the papers dealt with experiments performed with Western's accelerator. RICHARD W. BUCHANAN, instructor in Marketing, is the author of an address "O.S.A.P.—The Business of Involvement" which appears in the Journal of Business Education. DR. ADRIAN C. EDWARDS, associate professor of Finance, discussed "The Financial Statement Disclosure Problem: What the Future Holds" at a meeting of the Kalamazoo Accountants Association. Papers included in the report of the International Geographical Congress held in Canada include: "Interbasin Transfer of Water in England and Wales" by DR. HENRY A. RAUP, associate professor; "The Lorry or Motor Park: An Element of the Land Use Pattern in West African Cities" by DR. EUGENE C. KIRCHNER, professor; and "Territorial Dencification and Geographic Learning" by DR. JOSEPH STOLTMAN, assistant professor, all of the Geography Department. DR. OSCAR H. HORST, chairman, Geography Department, is the author of a paper on Guatemala which appears in the American Association of Geographers' Bulletin. DR. ROGER ULRICH, research professor, all of the Geography Department, is the author of articles on Guatemala which appear in the American Association-International Association of School Librarians and president-elect of the American Library Association, spoke on "American Association of School Libraries—American Library Association—International Association of School Librarianship Cooperation Equals Progress" at the New Orleans conference of the School Library Division of the Southeast and Southern Library Associations. She also spoke at the "Media Centers Here and Abroad" colloquium at Western Illinois University.

ASG News Letter

The major campus organizations will be publishing a news letter which shall have in it general information about the different student organizations, their activities, programs, and other activities.

The purpose of this news letter is to help destroy the communications gap between student organizations and between students and these organizations.