

Final Report of the BLUE RIBBON TASK FORCE ON THE NATURE OF THE UNIVERSITY

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Task Force Membership

Chair of the Blue Ribbon Task Force
Chet Rogers, Professor, Political Science

Vice-Chair of the Blue Ribbon Task Force
Linda Delene, Associate Professor, Marketing

Other Members:

Fred Adams, Chairperson, Board of Trustees
Robert Boughner, Associate Dean, College of Engineering and Applied Sciences
Billye Cheatum, Professor, Health, Physical Education and Recreation
John Houdek, Assistant Professor, History
Peter Kobra, Professor, Political Science
Cecil McIntire, Associate Professor, Biology and Biomedical Sciences
Ellen Page-Robin, Professor, Sociology
Steve Rhodes, Associate Professor, Communication Arts and Sciences
Larry tenHarmsel, Associate Professor, Humanities
Marion Wijnberg, Professor, Social Work
D. Terry Williams, Chairperson, Theatre

Acknowledgements

The Blue Ribbon Task Force members have been supported and encouraged by many throughout the University. First, we wish to thank the Faculty Senate Executive Board which authorized our work and brought us together for this beginning dialogue on the nature of the University. We have developed a warm affection for each other and jointly learned a great deal about the complexity and dynamics of the issues facing Western Michigan University.

We are especially indebted to Fred Hartenstein, President of the Faculty Senate, who encouraged us constantly and sought the resources for our work. Dr. John Bernhard, President, also supported our work with his personal involvement and the provision of funds to conduct the Institutional Functioning Inventory (IFI). We want to recognize and express our appreciation to Jack Asher, Director of Institutional Research, who provided assistance and information to the Task Force on numerous occasions.

The burden of typing our written reports fell most heavily on Dottie Barr, Department of Political Science, and Maureen Murphy, Department of Marketing. They both provided invaluable assistance with patience, competency, and good humor. Their efforts made the work of the Task Force visible to the University community and we all deeply appreciate their assistance.

Lastly, the members of the Task Force had their efforts significantly strengthened by all who gave us their advice, time and critical evaluation of our work. We cannot possibly thank you adequately for your assistance but we do recognize that this report belongs to the University community. We, of course, are responsible for any errors of fact.

Preface

The Blue Ribbon Task Force on the Nature of the University began its work to meet the Faculty Senate's charge by doing many things. Members of the Task Force examined planning processes at Western Michigan University. We looked at the short term future of the University, seeking options for dealing with fund reductions that would maintain program quality and the essential nature of any major university. Members explored communication patterns within the University and between the University and its numerous external constituencies. We had extensive discussions on *how* to determine the nature of WMU—both what is and what should be. Overall, we attempted to involve all components of the University in our explorations, because only by doing this could we hope to provide the Faculty Senate with a comprehensive set of recommendations that would serve to assure the continued high quality of Western Michigan University and that could receive the attention and support of the University community.

The Chair of the Task Force and various Task Force committees met individually with members of the administration, university faculty, and many others to explain what the Task Force was planning, what it had done, and to receive their reactions and ideas. Task Force committees met with other individuals and groups throughout the wider university community. One committee created work groups, adding other members of the University community to draw directly on their knowledge and experience. We invited current Chairperson of the Board of Trustees, Fred Adams, to join the Task Force.

In our discussions as a Task Force, it was clear that there are many different perceptions of what WMU is and of what it should be. The Task Force did not want to simply add one more perception. Rather we attempted to pull together diverse elements of the community in a problem solving mode, to narrow differences, and to move toward greater consensus about the nature of the University. Collectively, we need to address the problems and opportunities facing Western Michigan University. This report provides a starting point for the dialogue.

Introduction to the Work and Reports of the Task Force

This report represents the work of the Blue Ribbon Task Force on the Nature of the University. The Task Force was constituted and charged by the Faculty Senate Executive Board in November of 1982 (see "Charge to the Task Force"). Since its first day-long session in January of 1983 and through the Winter of 1985, the members of the Task Force have pursued an assessment of the University. During this two-year plus period, our work has been accelerated by a pattern of events not foreseeable at the commencement of work. During this time, the University concluded its first public capital campaign, culminating in the Fetzer Business Development Center which opened in November of 1983. The University embarked on an institution-wide intellectual skills program to assure that basic writing, mathematics, and reading skills were satisfactory for college level work for admitted students. The landscape of Western Michigan University was changed by the demise and reappointment of another vice president for academic affairs. The controversial Hay job classification and compensation system was implemented for clerical, technical, and administrative personnel. For the first time in its history, the University closed a major professional academic unit—The School of Librarianship. A bitter faculty strike in September (1984) occurred. It made explicit issues of administrative control and power: a degeneration of the academic climate existed throughout the Fall of 1984. Also in this time period, the University made some formal policy declarations and commitments to the pervasive issue of student retention. A renewed major commitment of resources was made in pursuit of professional accreditation for engineering programs in the College of Engineering and Applied Sciences. Throughout the University, a renewed commitment to research and scholarship was evident.

Institutional enrollment continued to decline. Institutional initiative on a major reorganization of colleges within the University was begun and subsequently suspended. Several senior administrative officers (including the president) have resigned or are planning to resign from office. The number of faculty retirements is escalating and the issue of faculty replacement and/or position transfers provides the potential for accidental or deliberate restructuring of the academic program dimensions of the University.

At the state level, a modest economic recovery has emerged since the Task Force began its work. The recent report, "Putting Our Minds Together: New Directions for Michigan Higher Education," from *The Governor's Commission on the Future of Higher Education in Michigan* (December, 1984), has clearly defined the threats to higher education in Michigan and provided a sure-to-be-disputed agenda for improvements in the Michigan system. The defined nature of Western Michigan University in this report changes the characterization of the University. Its classification as a "General State University" would deprive Western of its historic and continuing capability in the generation and dissemination of knowledge and of its stature as a Ph.D. granting institution. At all times, the Task Force reaffirmed the institution's tradition and commitment to research programs and activities which are central to the life of any senior university. However, the Governor's Commission Report brings the reality of favored state funding for "premier" institutions closer and probably eliminates the option of new doctoral programs for Western—and presents a tough fight for us to retain current doctoral programs. Governor James Blanchard has made two eight-year Democratic trustee appointments which could lead to a lessening of the "Kalamazoo Connection" on the Board of Trustees of the University.

Several national commission reports on elementary and secondary public education across the country have accelerated the public's concern about education at all levels. The re-election of President Reagan for "four more years" may further jeopardize financial aid assistance programs for prospective Western students—who are projected to be fewer in number, less economically advantaged, and more diverse in ethnic and racial composition than at any time in the history of American higher education.

In the context of this pattern of internal and external events during the past thirty months, the Blue Ribbon Task Force submitted a series of reports to the university community with specific recommendations to the Faculty Senate. These reports with recommendations on Budget Savings (June, 1983); Planning (October, 1983); Communications (February, 1984); New Program Initiatives (May, 1984); and the Nature of the University (December, 1984/January 1985) have been approved following presentation, debate, and modification, on the floor of the Senate. In developing the work of the Task Force, the members believed it important to define our operating assumptions and to end our work with Task Force conclusions that represent dominant issues for Western Michigan University. Members of the Task Force do understand the magnitude of the challenge and work facing this University—the best efforts of all are essential if the historical strength of the University is to be maintained and if appropriate new directions for institutional development are to be successful and complementary.

Task Force work included the collection of primary research data (the Institutional Goals Inventory and the Institutional Functioning Inventory); interviews with all vice presidents and the president; open hearings and extended separate consultations with faculty colleagues on the range of topics covered in the Task Force's many reports; and hundreds of contributed thoughts, memos, and advice from those throughout the University interested in our deliberations. From this process and with thirty months of collective effort, certain operating assumptions became apparent:

1. That the choices and consequences of institutional design should reflect a commitment to organizational development and instructional excellence for students, faculty, and staff.
2. That problems are natural to the organization. Problems at Western Michigan University (and higher education in general) have increased as a function of student needs, fiscal pressures, enrollment trends, and diverse orientations among an increasingly heterogeneous faculty.

3. That colleges and universities differ significantly in their capacity to deliver educational programs; and that these differences in capacity and performance are determined by organizational resources, arrangements, processes and leadership.
4. That universities are both centralized and decentralized simultaneously—and as an organizational type present a unique mix of the two—dependent upon the type of organization and the trust placed in particular individuals and units based upon historical performance and behavior.
5. That organizational structure and patterns of activity are not immutable and that change is both healthy and invigorating.
6. That there is a new cast on the paradox of professional autonomy for the faculty. Faculty work increasingly demands the simultaneous exercise of individual professional judgment informed by specialized knowledge and the close collaboration with other faculty possessing complementary skills and knowledge. Boundaries between disciplines are less clear and meaningful.
7. That groups within a university are inherently competitive. One consequence is that the status quo is often maintained (especially in times of institutional stress) by a system of only partly conscious trade-offs.
8. That the departmental chair is the key to linking the faculty group and the educational process with the university's administrative hierarchy. The faculty's work climate is affected by structure, by management style, and by the work process; and for faculty members, the departmental chair is the primary transmitter and mediator of climate in the University at large.
9. That the conflict between: (1) control and administrative efficiency, and (2) the pursuit of professional standards and student service is not inevitable. The challenge is to achieve integration between them while disparate orientations and activities occur. It will not be easy because existing tendencies are to cast recommended solutions in terms of either increasing bureaucracy or increasing autonomy, each imperial, and with each advancing at the expense of the other. This may or may not be exacerbated by the presence of an organized faculty with a collective bargaining agent. The same issues exist throughout higher education regardless of the presence or absence of faculty unions.
10. That if the University is to be either praised or blamed for its performance, then its various groups and publics must be informed by an accurate appreciation of the conditions necessary to conduct work in a professionally effective way.

Charge To The Task Force

In the light of so many distinct, simultaneous planning efforts now occurring at the University, there is a need for a Faculty Senate task force to provide an overview of these processes so that the end result will not be an inchoate mass of principles and conflicting recommendations. We cannot stop, however, with merely this monitoring function, but must foster a positive orientation in the examination of the University—its goals, its structure, its substance.

The charge to this Task Force is to focus on and assure the continued high quality of Western Michigan University. Undoubtedly changes will continue to occur at the University even as the Task Force proceeds to fulfill its charge; this further enhances the need for the Task Force to focus on the fabric of the University regardless of shifts in staffing, structure, or form.

Perhaps the best way to formulate the Task Force's charge is to pose it in the form of questions to be answered:

1. What is the nature of this University and what should it be?
2. What changes will be necessary to bring about "Western as it should be?"
3. Within the constraints of the foreseeable future, how can progress be made toward "Western as it should be?" Can we plan in the context of alternative futures and plan effectively?
4. What will be the impact of proposed reductions on the nature of the University and what kinds of alternatives might be available to best protect academic integrity? Consider here both academic and nonacademic functions.
5. In the short run, what is the place of the development of new programs?
6. By what means can we maintain some of Western's unique assets which serve a scholarly community extending beyond this institution?

To accomplish the preceding, the Task Force will have to focus on the way in which Western should identify, maintain, and build on the strengths of the University.

The Task Force should expect to make periodic reports to the Senate; the first should occur no later than the March Senate meeting. Subsequent reports should occur at three month intervals.

18 November 1982 (Executive Board Action)

Task Force Conclusions

A. Regarding the Nature of the University:

1. Western Michigan University should publicly pick a direction or directions upon which to focus its efforts rather than trying to do everything. We need to be more selective and deliberative, particularly in program acceptance and program development.
2. The University must maintain a curriculum which balances liberal and professional education for all students.
3. The University must actively address not only student retention, it must also respond to "new stream" students and tradi-

tional students who will be more economically disadvantaged and diverse.

4. Western Michigan University must become a major resource for economic development in southwestern Michigan. If it fails to do so, Western will surrender leadership to Grand Valley State College in southwestern Michigan.

B. Regarding Planning:

1. The University must develop a strategic planning process with specific reference to policy formulation and implementation as contained in our report on planning dated October, 1983.
2. Development of this strategic planning process must incorporate genuine participation and shared planning by major constituent groups within the University.
3. Traditional fiscal tracking must neither lead nor direct strategic planning. Rather, academic and institutional program developments from the strategic planning process must be followed by subsequent acquisition and/or allocation of funds to support strategic planning decisions.

While these planning recommendations do reinforce the earlier work of the Planning Committee of the Task Force, they also indicate the critical necessity for some kind of strategic planning, its participatory nature, and the fundamental premise that such planning must lead Western's institutional, academic, and programmatic planning. This does not mean that the Task Force has not recognized Western's academic and financial strengths and weaknesses, but rather that the University must be more collectively and academically deterministic about its development and patterns of service to a dramatically changing student mix and set of environmental influences. In the final analysis, working strategic planning depends upon, and can only succeed with, active presidential leadership.

C. Short Term Future:

1. Short term budgetary savings must be pursued as urgently as possible in order to preserve vital university programs and personnel, and provide funding for new WMU initiatives. (Precious time, and thus money, must not be squandered during periods of financial and political exigency.)
2. The following areas lend themselves to such cost reduction: more attractive faculty separation options; a prudent but less conservative retirement projection model for WMU; a more innovative faculty sharing and retooling incentive structure; expeditious movement of the College of Business to the west campus; and the rapid development of a long-term plan for the east campus that will generate income for the University.

By far, the greatest expenditure in the university budget is for personnel salaries and fringe benefits. The lifeblood of Western Michigan University is its highly trained faculty and support staff. In a time of budgetary exigency, this tempting target for reductions must be protected to the maximum extent feasible. All faculty members and administrators constitute WMU's future; and in many cases, the appointment of younger faculty members has been a necessary institutional response to new program needs.

The basic way to protect individuals from institutional separation is to identify alternative cost cuts on a university basis that can meet the statewide demand for greater economy and efficiency without compromising program effectiveness. The Task Force had, therefore, earlier pinpointed the above short-term options for cost reductions. These options required rapid and high priority action by central administration and need the support of the university community. It is our conviction that sufficient consensus can be achieved with reference to these items to make cost reductions. If these options are treated as routine matters, to be handled through routine procedures and channels, the University shall once again find itself confronted with the necessity for personnel cuts. We urge that concerted action be taken soon. Faculty Senate support, on a unanimous vote, already was given for these options in June of 1983. The Task Force urges that a more concerted effort by central administration be made to achieve these proposed savings even with the slight improvement in state funding.

D. Communications:

1. Develop an objective program of institutional self assessment and performance analyses based upon widely accepted instruments (IFI, CIRP, and image studies) and methods; and report the findings from this program on a regular basis to the university community.
2. Develop and implement appropriate communication strategies based upon self assessment and analysis.
3. Systematically evaluate the effectiveness of these strategies and modify them accordingly.

All members of the university community must recognize that communications of high quality and effectiveness are imperative requisites in our pursuit of institutional and programmatic distinction. This is not only because of the centrality of communications to university life, but also because such quality and effectiveness better position Western Michigan University for student recruitment programs, fund development, and external understanding and support. Information transmitted must be clear and accurate; communication with students should be of the highest caliber; and externally used documents, publications, and reports should be of outstanding quality. Such an effective, institutionally based communications strategy can evolve best when built upon an objective program of assessment and evaluation of communications associated with the University. The Task Force does recognize that these recommendations may well require further fiscal support. There is simply no viable alternative to a first class communication strategy for the University if we are to develop and coherently present the University to its multiple clients and public with strength.

E. New Program Initiatives:

1. The University should encourage, support and formally reward individuals or units that develop and implement community or regional service and/or outreach programs beyond the campus and the traditional curricula.
2. The university community must develop better and possibly different recruitment, advising, and retention programs for nontraditional students as well as for traditional students.
3. The University should, at a minimum, push all groups for program initiatives which recognize and incorporate the changes in student mix, aspirations, and mobility factors.

An exceptional opportunity is available to Western Michigan University. Because of its strong history of service and area involvement, coupled with a heterogeneous faculty in a range of exceptional academic programs, this University may be uniquely "ready" to consciously maximize educational programs in different settings and for a "new stream" of clients. Concrete demonstrations of university service, involvement, and instruction to groups rebuilding the state's human and economic resources could provide Western with a differential advantage over other institutions of higher education at least in the southern and western part of the state. Whether larger regional (Great Lakes

states) programs can be articulated is unknown, but certainly the University's push for immediate area recognition can be fostered by such emphasis.

The Task Force makes these final recommendations recognizing that a necessary and new balance must be found if the University is to mature and remain a dynamic, competitive provider of educational, artistic, economic, and community services.

Recommendations on Budget Savings

Report to the Faculty Senate, June 2, 1983

This report is the first of a series of reports to be made by the Blue Ribbon Task Force. It is based on the work of the Task Force's Committee to Examine the Short Term Future made up of Fred Adams, Billye Cheatum, Peter Kobrak, and Ellen Page-Robin. The Committee pursued its budgetary task by forming a work group that drew its membership from the faculty, the administration, and the Board of Trustees. The members were Bob Beam, Milt Brawer, Don Lick, Mike Ross, and Carol Sheffer. The Task Force would like to thank these individuals particularly for the time, energy, thought, and graciousness that they brought to this assignment.

When the Task Force began its deliberations on budgetary analysis, WMU's short term future looked grim. State budgetary reductions and gimmicks and the threat of mass faculty layoffs made planning the University's long range future appear somewhat akin to rearranging the deck chairs on the Titanic. In recent months that threat has been reduced. A somewhat stronger state economy, higher state taxes, and greater sympathy for the plight of Michigan higher education on both sides of the state legislative aisle have stabilized the short term fiscal challenge confronting WMU.

It is the Task Force's view, however, that WMU continues to face the likelihood of budgetary cuts that will compel us to downsize our University so that it is more in accord with the state's declining population and declining student enrollment. The governor is moving rapidly to form a commission on the future of Michigan higher education whose mission will be to maintain the quality of our colleges and universities but reduce them in quantity—either through reduction in the number of higher educational institutions or, more likely, through some combination of steps that would promote consolidation and efficiency. The limited resurgence of the automobile industry, the state's shifting demographics, and the persisting need to "improve Michigan's image" serve as reminders that while we can, and should, strive to improve even further the fine quality of our lives, economically, at least, we are unlikely to be what we were.

WMU's budget during the next two years should yield few unpleasant surprises. Nevertheless, if we are to avoid future financial crises, the University must act prudently now. If we use the next two years wisely to prepare for the future, then preliminary analysis of the budget suggests that much can be done to reduce long term academic damage and facilitate expansion in those areas with growth potential for the University and the state. If, however, we squander this time, we shall find ourselves in two years precisely where we were early in 1983.

The following agenda for budgetary reduction does not, in our view, require dramatic and wholesale changes. It should enable us to preserve our sense of purpose and institutional integrity. Instead, it consists of a series of incremental changes whose sum total should yield substantial financial savings and more efficient use of a multi-talented faculty. The several proposals will, however, require flexibility on the part of many of us individually and a collective commitment to implement such changes promptly. In dealing with these issues, procrastination and an insufficient sense of urgency could prove greater enemies to our future than controversy and conflict. We have already lost precious time, and cannot now allow prior conditions and events to stand in the way of making those changes that are, indeed, necessary. In accord with its conviction that time is of the essence, the Task Force is bringing the following proposals to the Faculty Senate in June (1983) rather than delaying this step until the fall.

Proposals For Reduction In WMU's Budget

In recent years, two goals have become intermingled—namely, saving money and reallocating resources. While these goals are related, the Task Force recommends that they be pursued separately during the coming year. Resource reallocation requires participatory planning and consensus building that can and should be encouraged to enhance WMU's effectiveness. However, there are also a number of savings that can be achieved separately and distinctly from taking funds from one part of the University and assigning them to another. We can build a leaner and stronger budget base in part by cuts that inconvenience but do not eliminate academic programming. It is thus the goals of economy and efficiency that have led us to the following recommendations. The initial six items are proposed for immediate action and the final five items for further study.

I. Budget-cutting Alternatives Recommended for Immediate Implementation

1. More attractive separation options, including retirement, should be developed which both provide sufficient incentives for those faculty members who wish to leave and a supportive university environment for those older faculty members who choose to remain. The incentives should include availability of office space and secretarial staff (these courtesies would be made available to present as well as future retired faculty).

A sensible university retirement policy must strike a delicate balance. On the one hand, older faculty members represent valuable resources in an institution dedicated to the development of human capital. Furthermore, their personal ties to colleagues, students, and alumni often run long and deep. On the other hand, some of these faculty members are working in academic fields which have experienced declining enrollments in recent years. An effective retirement policy should thus facilitate retirement in those cases where the faculty member can be spared and where the older faculty member feels personally comfortable in taking such a step. The Task Force, however, rejects any formal or informal influence brought to bear on such individuals to compel their retirement. Additional steps should be taken to ease this transition—including the addition of specialized retirement counseling in WMU's personnel department, greater use of arrangements that allow faculty members to "phase out" over time and the provision of adjunct appointments, office space, and secretarial assistance for those retired faculty members who wish to continue their scholarly and personal affiliation with the University. An additional concern is that programmatic integrity must be maintained in those areas where retirements occur.

2. A prudent, but less conservative and potentially more accurate, retirement projection model should be put into place by WMU in coming years.

In recent years, the University has underestimated the number of retirements that would occur. The basis for this projection is the number of compulsory retirements that will take place during the coming fiscal year. This relatively conservative projection model has somewhat inflated the institution's apparent personnel budget. More significantly, it appears that a less conservative model applied to WMU between now and 1990 would reveal that large numbers of faculty members will retire in the late eighties, and the University may well be confronted with a shortage of faculty members in numerous areas.

3. A more innovative faculty sharing and retooling incentive structure should be instituted. Through such an incentive mechanism, the University should extend an opportunity for greater job security to those faculty members who acquire new skills without "locking into permanent arrangements" those departments in growth areas.

The University is faced with a difficult task in providing departments in growth areas with the freedom to hire needed faculty members externally and protect their untenured faculty members even while providing sufficient inducements to existing faculty members to engage in faculty sharing and retooling. Nevertheless, WMU must provide greater financial and personal assistance to faculty members willing to acquire new skills, and greater subsequent job security on an institution-wide (rather than departmental) basis. The University must find a way to go further in encouraging such retraining and meeting the legitimate job expectations of those tenured faculty members who are themselves demonstrating a willingness to adapt to changing teaching needs within the institution. More accurate retirement projections should be used to identify where employment needs are likely to occur, and faculty retooling should be adjusted accordingly. Particularly in the case of introductory courses at the undergraduate level, the burden of proof should be on the department that the faculty member who has engaged in the requisite retraining is unfit to teach the course. Faculty sharing, which has already enjoyed some success on campus, should be expanded in scope. In addition, a comprehensive faculty background inventory should be utilized which will provide better information on the impressive diversity of our faculty. While taking such steps, however, the University must take into account the delicate issues of rank, tenure, and seniority necessary for such a strategy to work. WMU must develop such arrangements in such a manner that the tenure and promotion of young scholars in the receiving department are not threatened, and must be cognizant of accreditation requirements.

4. The College of Business should be moved to the west campus as expeditiously as possible. Given the energy and maintenance savings that can result from this move, office space should be consolidated and classroom space utilized during more hours of the day to bring about this change.

Downsizing the University's physical plant is both sensible as a response to declining student enrollments and a significant opportunity to save faculty positions—thanks to the considerable savings that can be achieved in reducing energy and maintenance costs. Such a move will require a higher utilization rate for classrooms and consolidation in office space, but declining enrollments dictate that we make these adjustments. The richness of our curriculum can be preserved in part by sacrificing a certain amount of convenience. The faculty and administration must work together to reduce the tensions that inevitably accompany such adjustment.

5. A long term plan for the east campus should be developed that will both preserve that part of the old campus which is an integral part of WMU's tradition and utilize this prime land to generate income for the University.

For many alumni and current students and faculty members in the College of Business, WMU is embodied largely in the east campus. East Hall in particular holds many pleasant memories, and is significant architecturally for the campus as well. The University should thus move forward with plans that would preserve East Hall. But the land on the remaining part of the east campus represents prime real estate, and should be developed in an appropriate manner for the community and the University. A second Westledge is not to be encouraged. WMU's budget can be increased through revenue enhancement as well as reductions in expenditures.

6. Funds should be recaptured from the elimination of debt service payments as residence halls are paid off, and should be used in balancing the general fund.

During the coming years, mortgage payments shall gradually be completed on several dormitories. As the funds now needed to pay such interest are no longer needed for this purpose, it should be accepted university procedure that these funds will become part of the general fund.

II. Recommendations for Further Study

The following items were sufficiently complex that the Task Force felt that it could not make a recommendation for action. Instead, we would encourage central administration to generate the additional information necessary to make an informed judgment on these matters.

1. The utility of placing in effect a variable tuition rate during the spring and summer sessions should be explored.

At various points the Faculty Senate and central administration have explored alternative tuition proposals. However, we feel that circumstances have changed since the last such review in light of changing enrollment patterns and the greater emphasis that WMU is assigning to spring and summer teaching with the advent of alternate year appointments. A tuition rate that is held constant during the spring and summer sessions even while tuition is raised during the fall and winter semesters might provide both an incentive for needy students to study at WMU during that period of the year when the campus is underutilized and a competitive advantage over other institutions of higher education. Furthermore, should this altered tuition structure succeed in providing the necessary incentive to achieve these ends, considerable savings might materialize. The issues posed by this proposal, however, are complex, and they must be analyzed more thoroughly before an informed judgment can be made. In making such a judgment, though, decision makers should consider whether such a proposal might be conducted simply on an experimental basis.

2. Serious consideration should be given to the possibility of cutting more extensively in intercollegiate athletic funding.

The University spends a substantial amount on intercollegiate athletics, and the question is whether any of this funding can be reduced without undercutting either WMU's attractiveness to incoming students or its involvement in the MAC Conference. It would appear that if significant savings are to be derived from reducing budgets in the sports area at WMU, they can only come from sharply cutting in one or more of our three major intercollegiate sports. The pain inflicted in eliminating other sports seems excessive when matched against the relatively minimal savings derived from such a regrettable action. The Task Force is not necessarily recommending the elimination of a sport, but only that the allocation of funding for each intercollegiate sport be reviewed in light of shifting budgetary priorities.

3. Reduction in or elimination of the department of public safety should be discussed. Alternatives requiring examination include such strategies as the elimination of daytime patrolling or "contracting out" the entire police function to the city of Kalamazoo.

Enhancing the safety of all members of the university community is vital both for humane reasons and to project a sense of security to present and prospective WMU students. Nevertheless, the costs of supporting our own department of public safety are substantial, and loom particularly large in a budget that has experienced cuts in so many academic areas that are central to the University's mission. Is it possible to eliminate daytime patrolling and turn over this function to the city of Kalamazoo? Or could we "contract out" the entire police function? Knowledge of the technical issues at the heart of this question are beyond the competence of this Task Force, but the matter is sufficiently compelling that it too should undergo careful review.

4. Administrative overhead expenditures should be reviewed in order to effect savings. Wherever possible, the amount spent

on such items as travel, air conditioning, and postage should be reduced. Administrative consolidation of units in the support area should also be encouraged.

There are some administrative areas, such as student recruitment, where it may be necessary to devote more resources to administrative overhead in order to conduct an effective program. Nevertheless, there continue to be some questionable expenditures in such areas as travel, air conditioning, and postage. There is no single grand solution to combatting such waste. Rather, it is a matter of making numerous small decisions that eventually can lead to large savings. Everyone in the University community must assume responsibility for identifying such waste where it occurs, and eliminating it.

5. WMU should look into the feasibility and advisability of strongly encouraging every faculty member and administrator to take a sabbatical every seven years.

The sabbatical leave represents both an opportunity for faculty members and administrators to sharpen their skills or retool, and an opportunity for the University to save some personnel costs where the unit can schedule around the work performed by the individual. Academic departments and administrative units alike are reluctant to concede that a member can be spared for a year for fear that the individual will then be perceived as superfluous and dealt with accordingly. The university community must come to accept that dispensing with the services of an individual for six months or a year is a challenge that can be met by administrators and faculty members alike by scheduling around their work. If a

university is to remain on the cutting edge of change in a period of rapidly expanding information, sabbaticals must be heavily utilized rather than shunned by participants for fear that upon their return, they will find their desks in the hall.

Recommendations on Budgetary Savings

As approved by the Faculty Senate on June 2, 1983

1. More attractive separation options, including retirements, should be developed which provide both sufficient incentives for those faculty members who wish to leave and a supportive university environment for those older faculty members who choose to remain. The incentives should include availability of office space and secretarial staff (those courtesies would be made available to present as well as future retired faculty).
2. A prudent, but less conservative and potentially more accurate, retirement projection model should be put into place by WMU in coming years.
3. A more innovative faculty sharing and retooling incentive structure should be instituted. Through such an incentive mechanism, the University should extend an opportunity for greater job security to those faculty members who acquire new skills without "locking into permanent arrangements" those departments in growth areas.
4. The College of Business should be moved to the west campus as expeditiously as possible. Given the energy and maintenance savings that can result from this move, office space

should be consolidated and classroom space utilized during more hours of the day to bring about this change.

5. A long term plan for the east campus should be developed that will both preserve that part of the old campus which is an integral part of WMU's tradition and utilize this prime land to generate income for the University.

Those recommendations approved for further study:

7. The utility of placing in effect a variable tuition rate during the spring and summer sessions should be explored.
8. Serious consideration should be given to the possibility of cutting more extensively into intercollegiate athletic funding.
9. The reduction, elimination, or contracting out of appropriate University services shall be investigated.
10. Administrative overhead expenditures should be reviewed in order to effect savings. Wherever possible, the amount spent on such items as travel, air conditioning, and postage should be reduced. Administrative consolidation of units in the support area could also be encouraged. In addition, WMU's improved computer and word processing capability should be utilized to promote greater efficiency.
11. WMU should look into the feasibility and advisability of strongly encouraging every faculty member and administrator to take sabbaticals and professional development leaves every seven years.

Recommendations on Planning

Report to the Faculty Senate October 3, 1983

Background

The Committee on Planning, a committee of the Faculty Senate Blue Ribbon Task Force on the Nature of the University, issued its initial report as part of the Task Force's Preliminary Report to the Faculty Senate, March 3, 1983 (included as "Charge to the Task Force" to this report). In that preliminary report, this committee (Boughner, Delene, Wijnberg) had characterized current planning efforts at Western Michigan University as basically fiscally oriented and surrounded by uncertainty because of current state level economic and budget issues; with a plethora of ad hoc and/or parallel, segregated constituency planning efforts. It also pointed out a range of dysfunctional perceptions about planning, e.g., directed at immediate problem solving, reactive, characterized by poor information and communication problems, and having no proactive, strategic emphasis. Additionally, the committee's initial report identified the range of the various fragmented planning efforts in a listing comprising six attachments to the initial report.

The Blue Ribbon Task Force of the Faculty Senate was established at a critical point in the history of Western Michigan University. The specific crisis arose from the economic stress in the supporting environment. Yet, it is reasonable to suggest that Western, along with other universities of comparable history, complexity and size, has experienced internal strains which predate the current economic crisis. Although the current crisis is monetary, the strains may be identified as relating to changes in the nature of the "work" and the "work process" within a multi-dimensional university environment. Thus, the orientation of the Committee on Planning has been to try and identify specific components of these changes and to propose ways of meeting these new conditions.

In pure form the central business of all universities has been the generation and dissemination of knowledge. Academic disciplines have historically been oriented towards this end; professional disciplines, though oriented more to direct practice, have also been shaped by the academic ethic. Thus the operating core is peopled by professionals who tend to value scholarship, teaching, and research, and who jealously guard those perceived prerogatives which provide for the autonomy and integrity of these academic processes. Within the past twenty years, however, a wave of developments has created another set of more complex and comprehensive goals and objectives for universities. Audiences towards whom universities turn now stretch beyond students, beyond professional peers, to a variety of educational and service arrangements with the economic sector, with their receiving communities both governmental and informal, and with specific population groups, e.g., women, aged, and very young. These changes require flexibility on the part of the University and may require differing sets of skills among and from its professionals. Moreover, the university leadership must balance competing and sometimes conflicting traditions. The problems of steering organizations of mixed tradition with mixed and diverse goals is formidable. Developing mechanisms and processes for choosing strategic directions, for developing coordination and linkage among various parts of enterprise, and for shaping a sense of coherence and integration was the challenge to which the Committee on Planning has responded.

We perceive Western as reflecting the dilemmas characterized by the strain between loosely coupled organizations and the highly formalized and standardized organizational structure representative of large scale bureaucracies. The nature of the educational and research work to be done at universities is typically complex and not subject to highly routinized or formalized control. Professional and disciplinary traditions shape the expectations and belief systems of the academic personnel. Coordination requirements cannot easily be met by external monitoring tools, though clearly such tools are necessary. The implication is that a very heavy burden is placed on purposive leadership. Yet purposive leadership alone cannot solve the coordination and linkage problems created by changes in organizational mix, complexity, direction, and scale. Even tradition bound, lumbering, and hybrid organizations

such as universities must create new organizational structures which facilitate making adjustments and modifications to perceived needs and changing functions. The Committee on Planning has identified several gaps between what is already in place and the necessary structures and conditions for improving organizational direction, coherence, and integrity. They are reflected by the need for:

- A system of making strategic choices.
- Structural mechanisms for expanding the horizontal and vertical linkages between the academic operating core and the strategic institutional processes.
- Processes which renew and support normative group and leadership functions.
- Processes which provide support to integrating and coordinating functions.

Introduction

This report proceeds further. It has resulted from two extensive discussions with the president; discussions with all vice presidents at the University, three deans, the presidents of the Faculty Senate and the AAUP; and three open "hearings" on April 4, 5, and 6, which were attended by about 35 members of the faculty. In addition to these discussions on the state of planning at Western, the Committee has researched and discussed various planning options and alternatives which might both address some of the basic issues associated with planning here and effectively provide a framework for institutional planning at Western for these troublesome times in the state of Michigan. Thus, this report is not an idealized, philosophical statement of planning for a perfect world, but one which the committee believes mirrors the reality of WMU.

This report has three parts: 1) issues and problems surrounding planning *per se* as a result of the aforementioned interviews and hearings; 2) basic concepts essential to effective planning; and 3) recommendations for a dual-level planning proposal for WMU.

Part I: Issues and Problems Surrounding Planning

1. Formal (planning) linkages are unclear or unused which results in a lack of shared information, shared perceptions, and shared values about the University. Critical information and criteria for decision making are not known; or not shared; and not understood.
2. Leadership in formal, strategic (as opposed to operational) planning is not apparent or is missing at all levels in the University.
3. Entrepreneurial behavior is the major "planning form" which is rewarded and used at WMU. As such, it is antithetical to an institutional planning stance. The single entrepreneur is not seen as the problem, but as such entrepreneurial behavior is the major planning mode at WMU, it has resulted in decisions on individual programs which do not reflect institutional coherence. While such individual program developments are valued, institutional planning must incorporate the basic concept of directional change and be more than the simple consequence of uncoordinated, individual efforts for program authorization and advancement.
4. There is a lack of coherence, absence of framework, and unclear doctrine about the direction and ideology of the University.
5. Communication on important matters is seen as tangential, fragmented, informal, missing, poor, inadequate, and sometimes threatening. This situation may be caused by a lack of known institutional policies on major issues.
6. The working environment is uneven at WMU. Individuals currently find it difficult to concentrate and sustain satisfaction or pride in their professional lives.
7. A number of planning "structures" are in place—in fact, perhaps too many (again, see attachments in Appendix I).

Some are not used; others not valued; and there are missing integrating components.

8. There is no strategic, innovative, integrative institutional planning—even though planning on a specific content basis does exist, e.g., curriculum, fiscal, etc. Further, the existing content planning is not seen as timely, vigorous, or proactive.

Part II: Basic Concepts Essential To Effective Planning

1. Planning should encourage, challenge and facilitate revitalization and a shared perspective of reality at all levels of the University.
2. It is important that those involved with WMU have a shared perspective of a university with shared information. This does mean that information is public and known, but it does not mean that consensus is always possible, even though desirable.
3. There must be a stated willingness of the four major groups of WMU to work together in the solution and articulation of institutional direction and future dimensions. (The four basic groups are the Board of Trustees, the faculty, the students, and the administration.)
4. There must be more than a rhetorical commitment to excellence at all levels—both in the development, revision, and marketing of the substantive and unique aspects of the institution.
5. Faculty consultation and participation in planning at the unit/departmental and College level must be maximized.
6. Decision making, seen as separate somewhat from planning, should reflect institutional direction and understood priorities.
7. Given that the operating core of the University is the professional scholar and teacher, it is necessary that there be support for continuing career enhancement and excitement. The intrinsic satisfaction of being a scholar, researcher, practitioner, and teacher must be reflected throughout the University—and, if possible, with appropriate extrinsic rewards. The heart of the faculty's work is within the college, and it is at this level that opportunities for career enrichment and rewards are naturally focused. Planning must support constant career enrichment and challenge. Planning must not be a bureaucratic obstacle to the advancement of ideas and programs, and faculty remain the key to the content dimensions and workability of academic programs. Faculty representation of a genuine nature must be encouraged and valued at all levels in the planning process.

Part III: A Suggested Planning Proposal

The Faculty Senate Blue Ribbon Task Force believes that there should be dual activity for planning and action. A dual-impact strategy is proposed which should encourage planning and idea generation at levels throughout the University. The proposal recognizes that the management domain and the academic domain have different axial principles, different success measures, and different work modes. Moreover, these domains are responsive to different rhythms of change—management responding to the economic and technological sector; and the academic responding to the cultural realm and the professional research and scholarship rooted in disciplines of study. The academic community tends to follow and support the principles of autonomy and self-regulation while the management community tends to follow and support the principles of fiscal stewardship and operating efficiencies. The recommendations of this Committee are based on the central fundamental goal of *revitalizing the University* through the following strategy. This strategy is based on the basic concept that change, and preferably directed change which enhances the whole University, is both inevitable and desirable.

Institutional Planning Board

The major new element for institution at WMU is an *Institutional Planning Board* (not to be confused with the current office of institutional research). This Board will be an advisory group to the president of the University and should be broadly representative of internal constituencies at Western. This group will be a coordinative, integrative and representative *Board* for institutional strategic planning. It will be proactive, focusing its primary efforts at three levels: 1) short term (1-3 years) internal developments at WMU which define the nature of the University in a programmatic or resource dimension with particular reference to long term implications; 2) external developments in the larger community which signal opportunities or threats to the University, e.g., new manpower requirements, environmental trends, legislative mandates, etc.; and, 3) a major long term future orientation that should become the major focus for the recommended Institutional Planning Board. While the Board initially may focus on current issues which are ripe for resolution within the University, its growth and maturation will be as a long range strategic group serving a major advisory role to the president of the University. As such, the Board will have to share as complete a data base as is available to the president of the institution.

Recommendation One:

The Faculty Senate Blue Ribbon Task Force recommends that an INSTITUTIONAL PLANNING BOARD be established at Western Michigan University.

The characteristics of the Institutional Planning Board (IPB) are thus recommended to be: advisory, representative, coordinative, integrative, and flexible in examining institutional alternatives for long term development and resource allocation. It must regularly, through required procedural processes, inform the University with an invitation for advice and comment about the issues being discussed and the planning framework for University growth and development. Such procedural processes should include a mandatory "laying on the table" for 30 days those recommendations which the Board is formally making to the president for university community comment and advice.

Recommendation Two:

The Faculty Senate Blue Ribbon Task Force recommends that the Institutional Planning Board be charged to examine and develop institutional alternatives for both development and resource allocations, and shall share its recommendations with the university community before transmittal to the president.

The IPB must be able to have productive relationships with decision makers and impact on the criteria for institutional decisions. Workability of the group is somewhat dependent on size, while recognizing the fundamental criterion of being representative. The group must have the confidence of both the president and the Board of Trustees if it is to be functional.

In order that all components of the University have an opportunity to participate in the work of the Institutional Planning Board, this committee suggests that it be comprised of fifteen to eighteen members. Those recommended for membership are: the president of WMU; vice presidents for finance, academic affairs, and student services; and an institutional planning officer (not now present at WMU). It is further recommended that two student representatives be appointed by the president of the University upon consultation with the vice president for student services. Faculty representation is recommended as follows: the president of the Faculty Senate; the president of the AAUP; and two faculty each from the ranks of professor, associate professor, and assistant professor who are on continuing appointment at the University. In addition, the president of Western Michigan University may appoint three additional members of the Institutional Planning Board from constituencies not previously listed; e.g., alumni, staff and service personnel, trustees, etc.

Recommendation Three:

The Faculty Senate Blue Ribbon Task Force recommends that the membership of the Institutional Planning Board be constituted as outlined in this report.

Operations Consultant and Development Group

The second major new element for incorporation at WMU is an operations consultant and development group, herein after referred to as *THE WALDEN GROUP*. This group, while attached to the office of the vice president for academic affairs, will be an operational and problem solving group for the operating core of the University, the members of the faculty.

The rationale for The Walden Group is that it provides a "push" for ideas, innovations, assistance, and reinforcement in concert with the strategic "pull" associated with the Institutional Planning Board. It is this Walden Group that supports and reinforces faculty ideas and innovative developments in the academic affairs of the University. This group is described as an enabling association of colleagues who help, encourage, support, and challenge faculty members with the initiation, growth, and innovation of ideas which are the natural products of academic life.

The Walden Group can be effective if a few assumptions are shared. These assumptions are:

1. that faculty members have an understood, rational, and fair set of professional requirements in their work setting;
2. that there will be increased information exchanged;
3. that there will be an improvement in the shared images of reality at Western; and
4. that we seek to increase the influence of all persons within the University within their respective domains.

The recommended functions for The Walden Group reflect the essential and intentional "loose" character of the group (as opposed to the more formal and structured character of the IPB.) Initial functions or tasks are recommended to be:

1. To reinforce and assist faculty colleagues with idea formulation and development. In this capacity the group could simply discuss the dimensions of the idea proposed with an individual or suggest and reference other colleagues with substantial or tangential expertise in an area.
2. To receive and transmit proposals or ideas tagged as "floaters"

to receive University community reaction and feedback. (These "floaters" could be transmitted both electronically—or via our developing computer network—and anonymously, if desired.)

3. To provide interdisciplinary linkages among between colleges especially as it facilitates innovative program development which ignores traditional disciplinary bases. This cross linkage function by the group could particularly help colleagues who, for reasons of organizational health at the department level, lack a forum for new idea advancement and program development of a somewhat different or radical nature.
4. To provide normative signals and reinforcement to faculty on the broad directional shifts at the University from the work of the IPB. This group provides an informal forum for the discussion of the implications and academic issues generated by Board recommendations to the president. (CAUTION: This does not imply that the group is only concerned with ideas or programs that "fit" with general concepts of university direction and development. On the contrary, the group shall also be a place of exchange and provide a forum for the discussion of ideas which apparently do not mesh with preconceived notions of development. Individuality will be encouraged here and not preempted by formal criteria or processes which stultify the professional growth and development of the faculty.)
5. To possess and provide assistance with technical aspects of idea investigation, e.g., research methodology, computer linkage, data provision, and "seed" money for exploration of ideas and concepts.

Recommendation Four:

The Faculty Senate Blue Ribbon Task Force recommends that *THE WALDEN GROUP* be established at Western Michigan University.

In making this recommendation, the Task Force recognizes that strategic guidance will flow from the IPB while academic directional guidance is developed by and flows from all levels of the academic enterprise. This premise reaffirms the primacy of the department and college as the operating core of academic life and the university environment.

The Task Force makes no specific membership recommendations, but the essential set of characteristics for members on The Walden Group are clear: both young and old members of the faculty; men and women; minorities; those viewed as "change agents" or "mavericks"; open, creative people with a substantial body of knowledge of their own. This set of characteristics could result in a group composed of "difficult, competent, and articulate" people, and this is seen by the Task Force as appropriate.

Recommendation Five:

The Faculty Senate Blue Ribbon Task Force recommends that the membership of The Walden Group be in accordance with the essential characteristics described above.

Recommendation Six:

Further, the Faculty Senate Blue Ribbon Task Force recommends that The Walden Group be supported with modest funding from the academic affairs development fund.

It is recognized and noted by the Faculty Senate Blue Ribbon Task Force that these recommendations, in each case, can only be implemented with the consequent adjustment of and possible incorporation of existing structures and committees already in place at the University. Fundamentally, the Task Force is recommending institution of the concept of strategic planning "pull" from the IPB and goal setting activity which provides some guidance and an authoritative sanction to development and change efforts at Western, complemented by a developmental "push" from The Walden Group.

We believe that the two recommended elements, an *Institutional Planning Board* and *The Walden Group* as characterized in this report will enhance the general life and academic dynamics of this University.

Summary Comment

Self-guided organizational change requires a long time perspective. This is not to say that we do not share a sense of urgency or that we undervalue the importance of short term programming. The point is that the objective is the revitalization of our university culture and that recommendations with such potentially perva-

sive implications can only be achieved with sustained effort and continuity of commitment. While work on short term improvements should be undertaken to improve and sustain the immediate situation and to achieve closure within limited time, we also need to recognize a long term time frame within which we work to understand the relationship of particular projects, observed inconsistencies between goals and behavior, and the misunderstandings that occur inevitably when one sets about to alter or even to explicate the "culture" of any organization, including a university.

We offer these recommendations recognizing both the magnitude of their scope and the capacity of our colleagues to put them in place at Western Michigan University.

ACKNOWLEDGMENT: The authors of this report express appreciation and recognize the work of: Douglas R. Bunker, "A Strategy for Promoting Informed Self Guidance in Organizational Development," *Current Issues and Strategies in Organization Development*, W. Warner Burke (Ed.). New York: Human Sciences Press, 1977.

Letter

Letter of October 18, 1983

To: President John T. Bernhard
Western Michigan University

Dear Dr. Bernhard:

On October 6, 1983, the Faculty Senate approved the recommendations of the Blue Ribbon Task Force which are concerned with planning. Those recommendations appear on pages 8, 9, and 11 of the enclosed report. Please note that the Senate altered only one recommendation (number six on page 11) by striking the parenthetical phrase "\$30,000 to \$50,000 per year" from the statement.

It is our intention that, if these recommendations are approved by you, they will be returned to the Task Force for development of specific implementation proposals which will be submitted to the Senate and then to you.

We recommend approval of the attached recommendations.

Cordially,

F. V. Hartenstein
Senate President

Appendix I

Preliminary Report presented to the Faculty Senate by the Preliminary Planning Committee, March 3, 1983

Committee to Examine Planning Process

This committee report has been prepared in three sections: Section 1, *Reflections*, is presented as an individual vignette on the current planning process at WMU. Section 2, *Planning at Western Michigan University*, is a descriptive summary of the various planning efforts, which are further delineated in the six attachments to the report of the Task Force. Finally, Section 3, *Results of the Current Planning Situation*, identifies and comments on the major functional and dysfunctional consequences of planning as currently done by WMU.

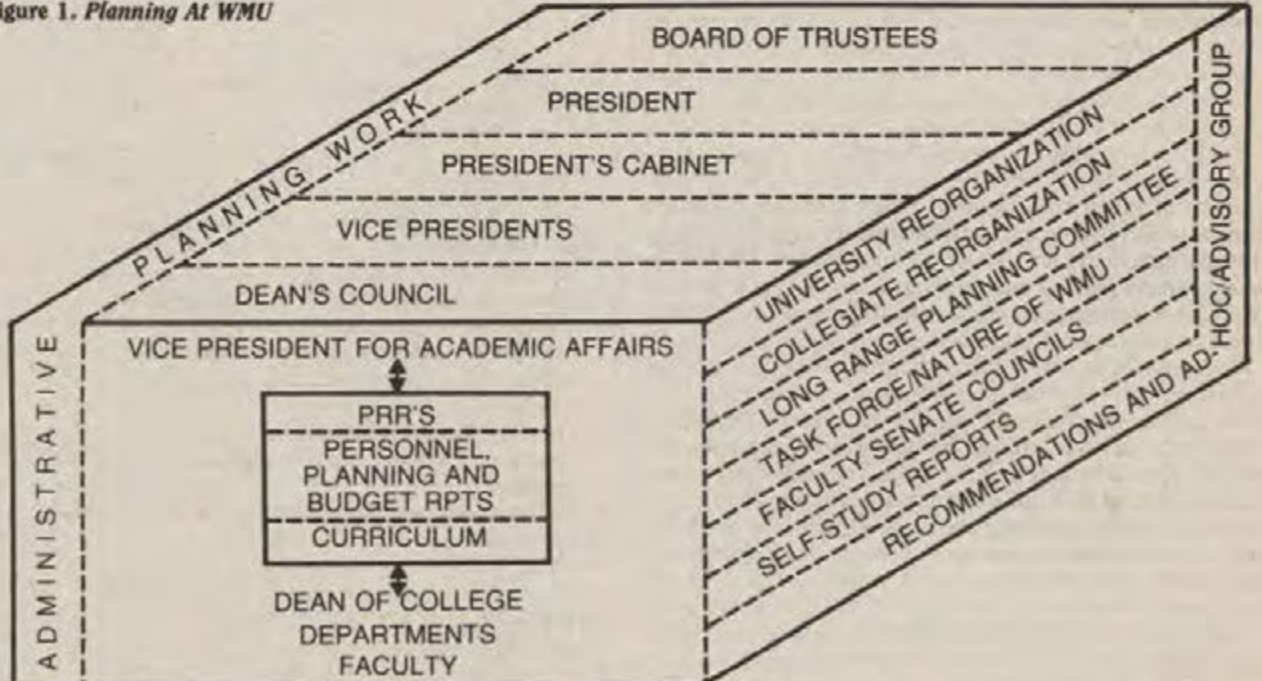
Interviews with the following people were conducted between February 15 and March 3, 1983 for the purpose of talking over their views on planning:

President: John Bernhard
Vice President for Academic Affairs: Ehrle
Vice Presidents: Wetnight, Coyne, and Hannah
President, Faculty Senate: Ellen Page-Robin
President, AAUP: Mary Cain
Deans: A. B. Clarke and D. Jones
Budget Officer: Bob Beam
Graduate/Research Dean: Laurel Grotzinger
Representing OCHAD: E. Breisach

The Committee anticipates holding two public hearings from 1-3 p.m. on Monday and Tuesday, April 4 and 5, 1983, and expects to file its report with the Task Force on or about April 15, 1983.

Reflections. Charles Leyland, a faculty member in his second year at Western Michigan University, shifted his stack of mail selecting

Figure 1. Planning At WMU



the letter from the dean first. He read the letter carefully—it was a positive tenure review and Charles was relieved. He scanned the remainder of the mail—and found himself thinking on his first two years at Western.

Charles reflected that he had little understanding of how the University operated, especially in the areas of planning and decision making. There seemed to be little relationship between planning, goal setting, and various university structures. His own professional goals seemed quite clear in his mind but he had an unclear notion of his college's and the University's goals. Further, except for initial tenure decisions, most of the decisions he knew (or heard about) seemed far removed from units affected. His sense of the climate in his work place was far different from what he had expected when he was appointed to Western's faculty. The organizational structure seemed overly formal and communication occurred in isolated formal structures in a somewhat vertical fashion. Charles reflected on the fact that he rarely discussed issues with anyone outside of his "home college." There did not seem to be any process oriented problem solving—but rather a series of reactive postures to pronouncements from a variety of university sources. He had expected a more open, flexible organization and was concerned that he still did not understand the structure or processes at the University where he had chosen to build his professional life and career. Characterizing the University as existing only on the basis of contingency and crisis management seemed a little strong to him—perhaps it was the damn fiscal situation in the state. Then he remembered a conversation last week with a "greybeard" who had assured Charles that his confusion about structure and process was *not* related to the current economic mess in Michigan. Jim had asserted, quite vehemently, that crisis, ad hoc management had existed at Western for a long time.

As Charles turned from the window to pack his briefcase, he wondered if he would continue to be challenged by his professional work and appropriate rewards. How would Western cope with all the fiscal pressures? Would the University be able to support his continued growth as a scholar or would he find himself trapped in very limited academic profession and wonder how it had happened to him, and others like him, nation wide? Charles put on his coat, picked up his briefcase and went into the hallway. As he walked toward the stairs he heard a faculty member, speaking on the telephone, say, "The Senate has debated that issue twice, and, to my knowledge, the administration still has not decided what approach Western should take." As Charles pushed the door open at the top of the stairs, he realized how little he knew about the Senate and its role in the planning and the decision making structure at Western. Well, tomorrow he would ask Jean what that was all about. Perhaps there was a statement on university planning somewhere that Charles simply did not know about.

Planning at Western Michigan University. There are a multitude of planning mechanisms, processes, and units engaged at some level or type of planning at WMU. The six attachments to this report define planning as it occurs, classified into several categories of effort: 1) institutional and budget planning; 2) ad hoc/advisory committees; 3) Faculty Senate councils; 4) academic affairs administrative planning; 5) functional planning efforts; and 6) self-study efforts which affect institutional plans. A careful reading and review of these six attachments makes it clear that planning does occur at all levels—from departments through the Board of Trustees. Most of the planning efforts are separated from one another in almost parallel systems or structures. The graphic representation on the following page *attempts*, to illustrate the planning efforts which have been summarized in the attachments to this report.

This representation of current planning efforts at WMU, coupled with the summary descriptions in the attachments, portrays an institution characterized by segregated constituency planning mechanisms and effort. Parts of the planning efforts are relatively fixed and constant (budget process; Faculty Senate councils) while other elements develop in response to leadership changes (new VPAA) or shifting external factors (state fiscal crisis, decline in number in traditional college-bound age cohort, etc.). This descriptive summary of planning at WMU has had consequences for the institution which are presented in the last sections of this report.

Results of Current Planning Situation. The results or consequences of the diversified planning efforts currently operating at WMU have been both functional and dysfunctional. The items noted in each category are intended to be representative and illustrative rather than a comprehensive review of all aspects of planning. On the functional side, current planning efforts at WMU can be characterized as follows:

1. Recent planning has largely been fiscally oriented and governed by the budget process and the growing state fiscal crisis. The University has recognized the need for fiscal prudence and, in the short run and perhaps in the long run, has been well served by this process.
2. Continuing budget contingencies at the state level have engendered a climate of uncertainty, anxiety, and reactions by the University which tend to inhibit cooperative, collegial programmatic planning.
3. The University has attempted to rationalize a planning process through the University Priorities Project. The Project makes sense as an attempt to rationalize resource planning and allocation criteria, but unfortunately its design, implementation, and execution were flawed to such a degree that similar attempts to rationalize the system could be suspect. The project was further distorted by the accelerating fiscal crisis of the state of Michigan.
4. There has been recognition by the University for the need and value of involving persons from a range of diverse groups in various planning efforts. This is reflected in the recent ad hoc/advisory committees' memberships as well as occasional self-study project(s).
5. One major effort to provide a framework for institution planning has been the University Mission Statement, last amended by the Board of Trustees in June, 1982.

There have been some dysfunctional consequences of the current planning efforts at the University. These dysfunctional results are summarized as follows:

1. Planning efforts have been directed at immediate problems, including the specter of faculty lay offs. This type of planning orientation is not geared to an in-depth understanding of the fundamental causes. Such a solutions-oriented approach tends to result in pressure politics (which perhaps cannot be avoided) and fragmentation among constituent groups rather than the development of a holistic agenda for change and progress.
2. The planning to date has, in large measure, generated a climate of distrust which is pervasive. The usual "critical tension" between faculty and administrators has increased dramatically during the last few years and precludes the necessary task of cooperative long term planning for programmatic development and resource acquisition at the University.
3. Operationally, the current planning efforts have resulted in reactive publicity; poor or inadequate information; weak communications; inappropriate timing; and anomalous behavior by many persons within the University.
4. There is a wide spread perception among some University groups that Western does not engage in any proactive, long-term strategic planning. Similar perceptions exist among some external constituent groups.
5. There is a lack of perceived coherence between various planning processes internally, as well as between the University and the state of Michigan. However, there is considerable doubt about whether the state of Michigan has a coherent plan for higher education.

These are examples of major aspects of the current planning efforts at the University. It was not intended to be an exhaustive inventory but rather a representative group of both functional and dysfunctional dimensions of planning. The Committee welcomes your comments and advice on its work.

ATTACHMENTS

Attachment I. Institutional and Budget Planning Mechanisms

I. Institutional:

1. **Board of Trustees Committees:** The Board of Trustees has several committees in which institutional planning issues are

reviewed. This is particularly true in the Personnel, Planning, and Legislation Committee; as well as the Committees of Academic Affairs, Budget and Finance, Student Services, and Advisory.

2. **Mission of Western Michigan University:** Originally adopted by the Board of Trustees, June 13, 1980; Revised Mission Statement adopted by the Board of Trustees, June 25, 1982.
3. **University Priorities Project:** 1980-present. "...project will identify, describe, prioritize, and specify plans for resource adjustments for all areas of the University." (N.B. this was a statement of intent.)
4. **Program Review System,** pilot test conducted during 1979-80 with the departments of accountancy, geology, and home economics. (The Program Review Advisory Committee concluded that the system was too costly in time, effort, and money to implement as originally conceived...)
5. **Advisory Committee on Long Range Planning:** (please see Attachment II, #5).
6. **Program Revision Requests (PRR):** PRR's are developed annually. While they can be initiated by anyone at WMU, the proposal stage usually involves the primary or affected academic department(s); then goes from the dean to the VPAA as a "college proposal." PRR's usually involve major university programs that require substantial new funds to the institutional fund base. After preliminary review and "approval" by the VPAA, the proposals are sent to the Faculty Senate review committee, and the dean's council and president's cabinet, where they are rank ordered. After that review round, the PRR's are sent to the Board of Trustees; and if approved at that level, forwarded to the state level by the vice president for governmental relations.

Attachment II.

Recent Ad-hoc/Advisory Committees/Task Forces Affecting Institutional Planning

1. **Committee for University-wide (Non-collegiate) Reorganization,** President Bernhard, December 7, 1982. "...examine the present structure, functions, and relationships of all university dimensions, offices, etc. (outside of the academic colleges), and to suggest what changes ...are desirable—especially in light of existing conditions and possible future trends."
2. **University Committee for Collegiate Reorganization,** President Bernhard November 18, 1982. "...to examine the present structure, functions, and relations of our academic colleges and then determine what changes are desirable—especially in light of existing conditions and possible future trends."
3. **Faculty Senate Blue Ribbon Task Force on the Nature of the University,** Executive Board of Faculty Senate, November 18, 1982. "...to focus on and assure the continued high quality of Western Michigan University...What is nature of University and what should it be? What changes will be necessary to bring about "Western as it should be?...how can progress be made toward "Western as it should be? Can we plan in the context of alternative futures and plan effectively?..."
4. **University Priorities Project Review Panel Committee,** President Bernhard, September 7, 1982. "...to examine the process and procedures of the final cycle of the University's Priorities Project, for the purpose of evaluating past experience and making recommendations for future improvements."
5. **Advisory Committee on Long Range Planning,** Article XXXV, 1977-78 WMU/AAUP Collective Bargaining Agreement, (proposed May 5, 1978; new members constituted, October 1, 1982). ...1) to provide an assembly of university constituents not presently available to the University; 2) develop and maintain a total university perspective on all planning activities in the University; and 3) help maintain the visibility, communication, and momentum needed to promote effective change in the University..." (N.B. This "charge" was being reformulated after a considerable hiatus in which the Committee did not meet.)

Attachment III.

Academic Affairs Planning Through Faculty Senate Councils

Introductory Comment: These statements are extracted from formal statements of charges under the Constitution of the Faculty Senate. Actual practice and/or modes of operations vary among the respective councils.

1. **Budget and Finance Council:** "Review and make recommendations concerning the funding of academic programs..."
2. **Campus Planning Council:** "To review all major planning proposals of the University which call for decisions regarding building sites, space allocation, long range campus growth and development, or which impair, limit, or have major impacts on the esthetic, physical, or socioecological environment of the campus, the community, or the region."
3. **Continuing Education Council:** "...recommending policies dealing with continuing education and related public service at the University."
4. **Educational Policies Council:** "...concerned with major educational policies of the University...shall include the educational goals and objectives, directions, and priorities for educational development of the University..."
5. **Graduate Studies Council:** "Recommends policy regarding graduate education at WMU...shall include...admissions...to the Graduate College, development of graduate curricula and approval of graduate programs..."
6. **Research Policies Council:** "...recommending policies dealing with the stimulation and execution of research and creative activity at the university."
7. **Student Services Council:** "...recommending policies pertaining to non-academic areas of student life and their integration with the academic program at WMU."
8. **Undergraduate Studies Council:** "...body...concerned with the establishment of new departmental programs, new interdisciplinary undergraduate programs...to initiate studies of existing programs that appear to be uneconomic or to be failing to meet student needs, with the possibility of recommending program curtailment or elimination."

II. Budget

1. Annual Budget Cycle at WMU:

FIGURE 1: BUDGET REQUEST PROCESS

Date	No.	Step	Responsibility	Review
Nov. 1	1	APDF and PRR Proposals to Academic Affairs	Prepare	Academic Affairs
30	2	APDF and PRR Proposals to Readers	Department Deans	Academic Affairs
Jan. 2	3	Preliminary Guidelines Issued	Academic Affairs	Readers
Feb. 1	4	Unit Hearings	Budget	Cabinet/Board Committee
1	5	APDF and PRR Proposals Prioritized	Departments	Deans/Managers
Mar. 1	6	APDF and PRR Recommendations from Dean	Academic Affairs	Deans Council
1	7	Aggregate Unit Requests Distributed (including APDF and PRR's)	Deans Council	Academic Affairs
15	8	APDF and PRR's Discussion	Budget	All interested parties incl. Board Committee
Apr. 1	9	Received Governor's Guidelines	Academic Affairs	EPC and BFC
1	10	Revised Guidelines	Budget	Cabinet
1	11	Summarize Reactions to Requests	Budget	Cabinet
1	12	APDF and PRR's to Cabinet	Academic Affairs	Cabinet
May 1	13	Begin Preparation of Historical Financial Data & Appendices	Budget	—
15	14	Cabinet Review of Request	Budget	Cabinet
June 1	15	Board Committee Review (PRR's and Price)	Budget	Board Committee
14	16	File Notices of Intent	Budget	Cabinet
July 1	17	Prepare Faculty Salary Data for Cost Study	Budget	—
15	18	File Management Plan with DM&B	Budget	Cabinet
Aug. 1	19	Prepare Cost Study	Budget & IR	—
18	20	Finalize PRR's	Budget	Cabinet/Board Committee
Sept. 1	21	Complete Cost Study	Budget & IR	Cabinet
20	22	Board of Trustees Approval	Budget	Board
21	23	File PRR's with DMB	Budget	—
Oct. 1	24	Summarize Request	Budget	—

9. *Program Revision Request Screening Committee*: Evaluates the PRR's using general criteria of: 1) academic importance; 2) academic excellence; 3) program need; and 4) outcome measures. Classifies PRR's into categories of: (a) high priority; (b) supportable; (c) nonsupportable; and (d) no action (outside the Committee's purview, i.e., nonacademic PRR's).

Attachment IV. Academic Affairs Administrative Planning

Introductory Comment: Academic affairs administrative planning is here defined as the regular, recurring administrative tasks routinely performed annually which affect personnel, curriculum, programs, and funds for academic departments.

I. Curriculum:

New or deleted programs and course offerings move through the established Graduate Studies Council and Undergraduate Studies Council and their respective curriculum committees from the various college curriculum committees. These changes originate in the some 55 academic departments throughout the University. The manifestation of curricular change and shift is subsequently reflected in the course schedule (and at some point in catalog copy) for semesters/terms. The generation of the departmental course schedule for upcoming calendar units also impacts upon faculty teaching loads, sometimes requiring adjustment in departmental staff levels or the mix of staff within an academic department. For the current 1983 year, departmental schedules of course offerings were generated to meet college course schedule development as follows:

- Winter Course Schedule; due September 17, 1982.
- Spring/Summer Course Schedules; due December 6, 1982.
- Fall Course Schedule; due January 21, 1983.

II. Personnel Planning and Budget Reports:

Personnel planning and budget reports are prepared annually (usually in the fall) by each dean in response to questions and issues raised by the VPAA. Each college, in response to the questions asked by the VPAA, prepares a personnel planning and

budget report which constitutes a review of the prior year and details the personnel, equipment, and funds requested for the next fiscal year. The written report is reviewed by the VPAA and his staff, who in turn hold a "hearing" with each dean separately. From this hearing, and in light of ongoing developments (fiscal, curricular, etc.), an operating plan and fiscal base for each college is developed and approved, subject to later adjustment.

III. Personnel:

New position terms of appointment and authorization for faculty appointments originate with departments; are reviewed and forwarded if approved by deans to the VPAA. New faculty position requests are reviewed and subsequently approved or denied by the office of the vice president for academic affairs. Administrative personnel decisions in academic affairs (tenure reviews and promotion) occur in concert with the terms and dates contained in the operative collective bargaining contract between the AAUP and WMU.

Attachment V. Other Functional Planning Efforts

1. *Financial Forecasting*: This is an EDUCOM sponsored educational financial planning model (EFPD) used to analyze different combinations of growth rates in tuition, enrollment, compensation, and inflation. Now used (somewhat) to target WMU budget reductions from the state given its financial circumstances.
2. *Facilities*: The 1970 Campus Development Plan is being replaced with a new comprehensive physical development plan undertaken by the Campus Planning Council (of the Faculty Senate) in 1978. The work on this Campus Development Plan is currently being augmented with work on facilities utilization and reallocation issues being done by an external consulting group, Blakeslee and Wolfe Associates, Lafayette, Indiana.
3. *Nonacademic Personnel Planning*: The current fiscal crisis, it was reported, precludes any long range nonacademic personnel planning. Current conditions are such that for the last 18

months, any nonacademic position which became vacant was automatically frozen for 30 days and the salary associated with the frozen position returned to the managing vice president for reallocation of the funds. Secondly, the position remains "frozen" unless the managing vice president requests the personnel department to fill the vacant position. Finally, no new nonacademic personnel positions are authorized in the University without the approval of President Bernhard.

4. *Faculty Compensation and Working Conditions*: The American Association of University Professors Chapter at Western Michigan University is the collective bargaining agent that represents the faculty on issues of compensation and working conditions. This "labor-management" relationship usually involves bargaining of a cyclical nature on these issues at the University. Thus far there have been no formal long term planning activities between the two parties.
5. *Other*: This category includes planning for capital outlay; development gifts and grants; alumni relations; admissions; and financial aid. These appear to be quite "localized" planning efforts which support or form "building blocks" for more main-level or institutional planning. Details associated with these (and possible other, unknown functional areas) were not available for incorporation into this report. The recently concluded, *Partners in Progress Capital Campaign*, is an example of a successful functional area plan and its execution which has institutionwide impact and benefit.

Attachment VI. Recent Self-Study Review/Planning Efforts

1. Committee on Undergraduate Education (CUE) Report, 1971. (Follow-up reports, October 1972 and November 1973).
2. Report on Graduate Education at WMU, 1976. (follow-up report, September 1979).
3. Report on Liberal Education at WMU, May, 1978.
4. Intellectual Skills Development Program, Winter, 1980.

Recommendations on Communication

Report to the Faculty Senate February 2, 1984

Introduction

The Committee to Examine Communication, a subcommittee of the Faculty Senate Blue Ribbon Task Force on the Nature of the University, issued its initial report as part of the Task Force's preliminary report to the Faculty Senate, March 3, 1982. That report addressed four areas of concern: 1) media coverage of WMU; 2) student recruitment; 3) governmental relations; and 4) internal understanding of planning and administrative procedures. That preliminary report suggested that external constituencies of Western, such as the media, the legislature, and potential students, did not have a clear image of what we are like as a university. It further suggested that a contributing factor to the diffuse image Western has with external constituencies was internal uncertainty among faculty, staff, administrators, and students as to the nature of the University.

In this respect, Western differs little from most universities. As the Task Force indicated in its recommendations on planning (October 3, 1983), universities with the size and complexity of WMU are facing internal strains, partially as a result of economic stress, but more generally as a result of the changing "nature of the work" and the "work process" within a multidimensional university environment."

One of the most significant changes that state universities, such as Western, must face is the vastly increased significance of external constituencies. Given that the central mission of the University relates to scholarship, teaching and research, we have traditionally assumed that the resources for carrying out that mission would be available. We assumed that others would recognize the significance of higher education, that funds would be available from the state legislature, and that students would attend because that what students traditionally did. That is no longer the case.

Western, like many other state universities, currently faces a situation of diminished state financial support and declining student enrollment. The predominant causes of this condition have little to do with the quality with which we have been carrying out our central mission of scholarship, teaching, and research. Rather, they relate directly to what is happening externally. State support has decreased because of the Michigan economy and the chaos of state government finances. Enrollment decline has occurred because of a decrease in the number of college age students. Because our fate as a university is becoming so strongly influenced by external conditions, we need to focus much more directly on our relationship to those external factors. The alternative—to allow external conditions to damage our ability to carry out our central mission—is totally unacceptable.

Recently, we have demonstrated what can be done when we concentrate our resources on the external environment. After years of decreasing enrollment, explained away as a function of the decreasing pool of college age students, a program was put together in 1982-83 to attempt to halt the decreased enrollment for the 1983-84 academic year. A coordinated effort, including administration, staff, faculty, and students, was directed at communication with potential 1983 enrollees, attempting to influence them to attend Western. That program was instructive. We increased our freshman and transfer enrollments over the previous year and achieved a somewhat higher level of enrollment than had been predicted. The lesson should be clear. We succeeded because Western is a good place to be, and because we were successful in communicating that message to potential students.

A basic assumption of the Blue Ribbon Task Force has been that Western is a strong, young university. We have excellent faculty with a diverse and complex set of quality programs. In most other states we would be the outstanding university in the state. Many of our problems stem from the fact that we are unaware of how good we are and, in addition, that important external constituencies are even less aware of how good we are. Effective communication, among ourselves and with significant external constituencies, is central to changing this condition.

The Blue Ribbon Task Force has examined how we communicate among ourselves and how we communicate with external groups. This examination has been carried out by reviewing Western's "Institutional Advancement Plan" (copy on file in Senate office) and the "Report of the Committee on University Communications," (copy on file in Senate office) interviewing individuals who play key roles in Western's communicative efforts, interviewing individuals who are the recipients of Western's communicative efforts, and comparing Western's overall communication plan and philosophy with the efforts of comparable universities.

In the remainder of this report we will describe some of Western's communication systems and processes, present some of the problems we think affect Western's communication, and make recommendations for improvement.

Internal Communication

The term internal communication, as used here, refers to communication with the people working in an organization—both the governors and the governed—Board of Trustees, administration, faculty, staff, and students. Typically, "employee relations" is the shortest term used to describe internal relationships. The nature of internal relationships will be affected by the quality of internal communication, and effective internal communication will be affected by satisfactory internal relationships.

Descriptions of Internal Communication

Internal communication can be categorized and discussed in a variety of ways. However, one of the most useful ways is to examine the networks through which the communication flows. Formal networks link people through approved and authorized channels but also include meetings and methods used to distribute memos, minutes and orders.

Informal networks occur when people get together for a cup of coffee in a lounge or one person stops at the desk of another. Valuable work is often accomplished through informal networks, but because of their spontaneous and ambiguous nature, informal networks are very difficult to discern and describe. Therefore, in this section of the report, we will limit our discussion to a description of the formal internal communication networks that exist within and among the various units depicted on Western's organizational chart, (see Figure 1) and to those media efforts directed primarily at the WMU community.

At the top of the chart we have the Board of Trustees, which meets regularly on the third Friday of each month except in August. The Board also has an annual meeting on the third Friday of January and has the option of calling special meetings. All of the meetings are open to the public.

Formally, the Board communicates with the faculty, staff, organizations, and the local community through public comments at regularly scheduled meetings and through minutes and actions which are distributed to the administration, faculty, Faculty Senate, AAUP, local newspapers and other media. Public comment at regularly scheduled meetings is encouraged by the Board. Procedures for addressing the Board of Trustees were approved in 1980.

Organizationally, the following nine administrators report directly to the president: 1) president of the WMU Foundation, 2) secretary to the Board of Trustees; 3) ombudsman; 4) executive assistant to the president; 5) university attorney; 6) vice president for academic affairs; 7) vice president for governmental relations; 8) vice president for finance; and 9) vice president for student services. Contact between the president and these senior administrative officials is maintained through the meetings of two bodies—the president's cabinet and the president's council.

The president's cabinet serves in an advisory capacity to the president. Agenda items are controlled by the president with items suggested by other administrators submitted in advance of the meetings. Membership is at the discretion of the president. Members discuss current or imminent activities, and administrative problems that are likely to be of general interest or significance. Both the president's cabinet and the council—a larger body set up for dissemination of information and policy—are avenues through which recommendations made by advisory bodies are reviewed before they are implemented. While minutes are kept for both groups, they are not externally distributed.

The president holds regularly scheduled meetings with the AAUP leadership and with department chairs. In addition, the president holds regular open office hours. These provide informal opportunities for communication.

The president of the WMU Foundation conducts weekly meetings with one member of each of the five areas that report to the development office—alumni relations, annual fund, corporation foundations, development, and planned giving. The meetings are informational, no minutes are taken, and the meetings are not open to the public.

There are no formal meetings scheduled between the secretary to the Board of Trustees and offices under the secretary's jurisdiction—affirmative action, commencement, equal employment opportunity, intercollegiate athletics and Title IX.

The executive assistant to the president meets with the director of public information on a weekly basis. The director of public information then serves as a coordinator of activities for the rest of the offices by holding a weekly meeting with other areas—information center, news services, publications, and sports information. Monthly, the assistant to the president also attends the meeting that is held between the director of public information and the directors of each area. Minutes are not kept nor are the meetings open to the public.

The university attorney has direct access to the president and also sits in on a number of different meetings held by various other senior administrators within the University.

The office of academic affairs holds regular meetings that serve to coordinate efforts within any one area; however, given the nature of the transition taking place in academic affairs the description here is somewhat abstract. Meetings with the deans' council and organization of chairs and directors are held regularly and facilitate departmental and collegial communication. By con-

stitution, academic affairs is also represented on four Senate councils and has membership in the Senate. The vice president also meets with the AAUP leadership once a month and the Senate Executive Board twice a month. Informally, the vice president has weekly lunches with groups of faculty and chairpersons.

The area of governmental relations essentially includes two people: the vice president and the vice president's assistant. Since the vice presidential position is currently vacant, any description of the formal internal communication is not appropriate at this time.

The vice president for finance holds three sets of systematic meetings. The first set involves people from the following areas: the controller, budget and finance and risk management. Although these meetings are held systematically, there is not a formal agenda nor are minutes taken. The second set involves people from physical plant, personnel, public safety, auxiliary and the university attorney. As with the other meetings, there are no agendas and meetings are rather informal. On every other Tuesday a meeting is held that includes just the directors from each of seven areas mentioned for the Monday and Wednesday meetings. Within any of these subdivisions there are staff meetings called when needed. Sometimes the meetings are conducted weekly.

Within the student services area there are monthly meetings of the student services' cabinet and the department heads. The student services' cabinet includes the dean of students, the vice president's administrative assistant, and the directors of the counseling center, placement services, and the health center. The department heads' meeting includes the cabinet plus the needs of all other departments within the domain of student services. The vice president of student services also meets each Friday with the dean of students and irregularly but frequently with individual department heads as needed.

Student services also conduct a periodic student needs assessment to help the University more adequately respond to the most pressing student needs. It is felt that acquisition and use of such data can also help improve coordination and communication between various units of the University.

Additional information about Western's formal networks of internal communication can be obtained by examining those sections of the *WMU Policy Handbook* related to governance. Governance of Western Michigan University is under the auspices of or influenced by the Board of Trustees, the administration, and the consulting and deliberating bodies. There are five consulting and deliberating bodies that have distinctively different communication channels with members of the administration: 1) Administrative Professional Association; 2) Faculty Senate; 3) Clerical-Technical Organization; 4) president's cabinet; and 5) president's council. Each organization holds regularly scheduled meetings (usually monthly) that are open to the members of the specific organization.

Formal channels of communication between the organization and members of the administration seem to be separated into three levels of accessibility: 1) the Clerical-Technical Organization and the Administrative Professional Association; 2) the Faculty Senate; and 3) the president's council and the president's cabinet. The executive boards of the CTO and APA meet once a month with the president, the vice president for finance and the director of

employee relations—minutes of meetings are exchanged.

The constitution of the Faculty Senate offers a structure that provides avenues for both formal and informal communication among faculty members and departments and between the Faculty Senate and the administration. Each department is entitled to at least one representative to the Faculty Senate with an additional representative for "each additional twenty members or major fraction thereof." Any member of the Faculty Senate as well as nonmembers may attend regularly scheduled meetings.

Formal communication between the administration and the Faculty Senate occurs through membership of administrators on the Faculty Senate, membership of administration officials (by virtue of their office) on Faculty Senate Councils and items placed on the Faculty Senate agenda by an administrator. The president of the University and the vice president for academic affairs both function as ex-officio members of the Faculty Senate, as do four other administrative officers.

The Faculty Senate oversees the function of eight councils which meet regularly. The scope and activities of these councils are delineated in the Faculty Senate handbook.

Problems with Internal Communication

While it is true that Western has a reputation as an outstanding school in teacher education, for example, it is discouraging to discover that the other excellent programs are often unrecognized or even unknown by other members of the WMU faculty, administration, general public, and even the state legislature. This lack of recognition, even by our own faculty, hurts the image of Western. Publicity of data concerning faculty innovations, such as avant garde programming, centers and institutes, nationally recognized publications, as well as student and staff achievements should be used to enhance the reputation and image of Western.

The office of public information makes great efforts to secure information on faculty achievements and to gain recognition for them. However, it is only possible for them to publish known information and faculty are not always cooperative in notifying Western of their professional accomplishments. A fuller compilation of achievements would serve the purpose of summing up Western's accomplishments for distribution on a wider and more extensive media scale. The general public and the legislature would then be better equipped to perceive Western as a comprehensive university which is not the same as the other state colleges and regional universities.

The only truly effective way to evaluate internal communication is to systematically conduct a communication audit. Such an audit was conducted in 1981 by the ad hoc University Communication Committee. Generally speaking, the conclusions of that audit are similar to conclusions arrived at by The Blue Ribbon Task Force.

Within the organizational hierarchy at Western, it would seem that each of the major areas does what is necessary to have systematic, informational and decision making meetings on a regular basis. The regularity of those meetings is quite often dependent upon the size of the divisions and the dynamic or changing nature of the factors with which the division has to deal.

These meetings facilitate the vertical communication within the organization. Sometimes it might be said that there is more

downward communication than upward communication. That statement is simply a general observation, since most of the meetings seem to be informational. Informational meetings by definition facilitate downward communication and do not necessarily provide time for upward communication.

There are attempts to communicate horizontally within each area. For examples, there are efforts to communicate horizontally in terms of academic affairs by the deans' council allowing deans from the various colleges to get together. Within the area of development and alumni affairs horizontal communication is facilitated by meetings of the directors of the various areas. The same holds true within the area of finance by encouraging some key actors there to get together. Horizontal communication which involves the entire University takes place at the upper administrative levels through mechanisms such as the president's council and the president's cabinet.

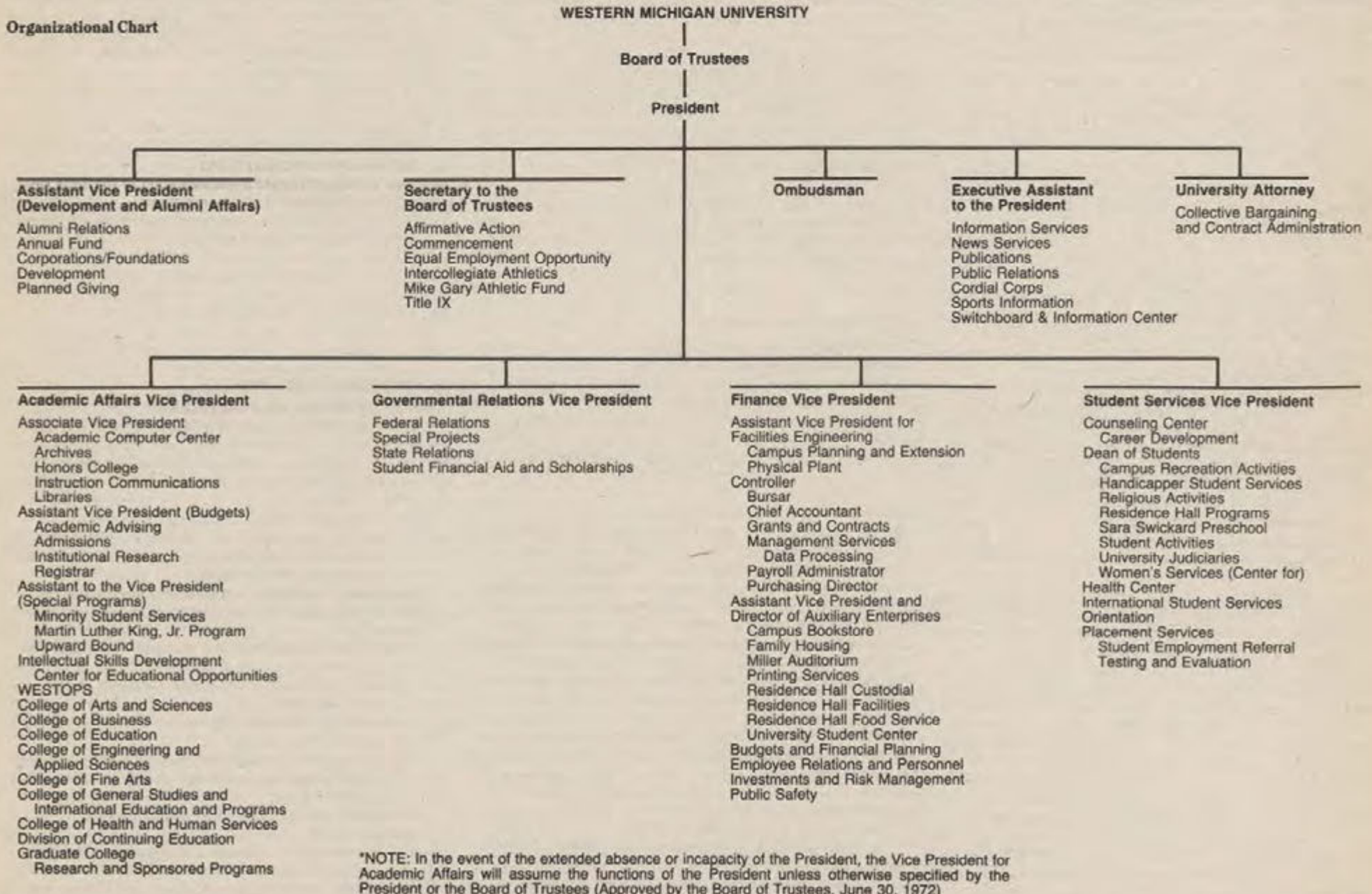
Numerous councils and committees exist at Western. This fact makes it difficult to keep track of their identities, their charges, their membership, and their meeting schedules. In other words, no system exists that would allow an individual to quickly identify all of the various groups that are meeting, when they are meeting, and for what purpose. (Such a system does exist within the Faculty Senate. The Senate's handbook contains information about all of its councils and committees.)

Western is making a legitimate attempt to communicate and share information. There seems to be a sense of openness at Western. Most people assume that all of the key actors have good intentions and most people in the community feel free to ask questions, and believe that they can very openly contribute to what is going on within the University. On the other hand, some individuals do not receive the information they want or need to know or when they want it. As one would expect, some members do not have enough input into the decisions that affect them. Similarly, some are not given enough time to plan for the impact of decisions and new policies. There is sufficient information within the University; however, some individuals believe that the community is flooded with unnecessary paperwork.

Internal communication at Western is also facilitated through various media efforts. At the core of these efforts is the *Western News*. It is a weekly "house organ" that is printed every week that classes are in session. It is in a tabloid newspaper format for the fall and winter semesters and in a newsletter (8-1/2 X 11) format for the spring and summer sessions. The tabloid newspaper editions are usually four pages in length, but some editions have been eight and very rarely twelve pages in length. The newsletter is usually front and back or two pages in length, but sometimes is four or six pages and even in the two page format is expanded to 8-1/2 X 14 size. The primary audience is faculty and staff. Contents provide a forum and clearing house where various individual and group accomplishments can be stored. Included are awards, achievements, announcements, job openings, deadlines, calendars, lectures, conferences, etc.

Although primarily for alumni, the *Westerner*, printed six times annually in a tabloid newspaper format, is also circulated to faculty and staff here on campus. It facilitates internal communications, as well as external communication by providing capsule reports on major activities across all levels of the Uni-

Organizational Chart



versity.

The news hotline, telephone 383-6171, is intended for both internal and external audiences. It is a 24 hour a day recorded message service providing news about the University.

Sports line, telephone 383-GOLD, provides sports information for both internal and external audiences 24 hours a day; it, too, is a recorded message service.

Tel-U, a dial access information service, also is intended for both internal and external audiences. It is an audiotape library that can be accessed by calling 383-1444; there are hundreds of tapes available for playing on such topics as academic programs, admissions information, student services activities, residence hall information, student financial aid and scholarships information, university health center services, and so on.

The office of public information provides a variety of services to radio and television broadcast and cable outlets, the purpose of which is to 1) extend the reach and visibility of the institution; 2) recognize student, faculty, and staff achievement; and 3) provide a public service. Those broadcast/cable services include: "Bronco Football"—a thirteen week series of 30-minute highlights; "WMU Presents"—a 30-minute quarterly television news magazine; "NEWS/CALL" and "Sports Call"—twin services for radio, providing news and sports "actualities" (taped interview comments); "Focus"—a weekly radio interview program; and "Look to Western"—a 12-minute color slide/tape presentation.

Depending on the importance of the message and how narrowly an intended audience can be defined, direct mail is also used. In addition, 24-hour recorded messages and message taking services, closed circuit television, printed publications are employed, again depending upon the message and the intended audiences.

Western also attempts to disseminate information to students through the *Western Herald*, WIDR, and Student Services' Instant Information Line. Other sources of information for faculty and staff include the *Herald*, WMUK, the *Kalamazoo Gazette* and other off-campus news media outlets.

Many colleges, departments, employee groups have newsletters for members in their individual units.

Specific Problems

1. Communication is generally one-way, from top to bottom. There is not enough feedback, not enough exchange.*
2. There is not enough horizontal communication across different levels and divisions of the university.
3. No system exists as a quick reference for identifying university committees and councils.
4. Many members of the WMU community do not get the information that they want and need to know in a timely fashion.*
5. Most members believe that they do not have enough input into decisions that affect them; typically they are told after the fact.*
6. Members believe that they are not given enough time to plan for the impact of decisions and new policies.*
7. Members do not feel adequately informed about what the major, higher level policy bodies are thinking about or planning. With or without input, they want to know what is going on, what changes are under consideration.*
8. The community is flooded with paper (but not about the right things or in the right form).*
9. Members believe that their contributions and potential are often not respected or recognized.*

* indicates a problem similar to one identified in the Denenfeld Report

Internal communication at Western is probably not suffering from any unique problems. The University should follow up on the recommendations resulting from the communication audit that was conducted in 1981, and should set up a series of studies focusing on more specific problems.

External Communication

Over the past ten years Western has come to depend increasingly on a variety of public relations efforts to enhance its image, recruit students, acquire funds, and consolidate public support. During this period many agencies and units on campus, seeing the importance of such external communications, have devoted their energies to the multifaceted task of promoting Western's image and activities to our various constituencies. However, for a variety of reasons, there has never arisen a central or cohesive structure through which these public relations activities could be coordinated.

In view of this situation, the Blue Ribbon Task Force has attempted to compile a comprehensive list of those organizational units at WMU which deal regularly and significantly with people from outside the University. It has also tried to indicate, when possible, channels of accountability being used by these units.

The list is as follows:

Federal Relations (moribund) (VP Hannah) and Secy. Brinn	President
State Relations Asst. VP Kowalski	(Finance VP and President)
Local Relations (moribund) (VP Hannah)	President
Trustee Relations Secy. Brinn	President
Development and Alumni Dir. Gabier	President
Gary Fund	
Dir. Doolittle	Athletic Director
Alumni Relations Dir. Strong	Dir. Gabier
Admissions Office Dir. Dempsey	?
Public Information Dir. Matthews	Executive Assistant to the President
News Services Dir. Stevens	Director of Public Information
Publications Dir. Smith	Director of Public Information

Sports Information Dir. Beatty	Director of Public Information
Information Center Dir. Peterson	Executive Assistant to the President
Center for Environmental Affairs Dir. Kaufman	Dean of Arts and Sciences VPAA
WESTOPS Dir. Wood	VPAA
WIDR Manager	VP Student Affairs
International Ed. and Programs Dean Greenberg	VPAA
International Student Services Dir. Jackson	VP Student Aff.
Career English Language Center (TEFL) Dir. Davidson	Dean Burke
Miller Auditorium Dir. Newhouse	Asst. VP Carr.
Plaza Arts Circle Dir. Pontello	VP Finance
WMUK Dir. Woodliff	Miller Auditorium Director
Student Recruitment Dean Burke	VPAA
Division of Continuing Education Dean Burke	President
Television Services (DIC-DAS) Dir. Woodliff	VPAA
Archives Dir. Mann	VPAA
Dir. Woodliff	VPAA
Specialized Operations—probably not within purview of Task Force	
Sports Medicine	Each with a separate reporting and accounting structure.
Student/Landlord Services (Commuter Student Services)	Each with a separate reporting and accounting structure.
Distributive Education Programs	
Testing and Evaluation	
Speech and Hearing Clinic	
Blind Rehabilitation	
Speakers' Bureaus	
Collegiate Public Service Activities	
Activities of four departments in College of Fine Arts	
BRSI in College of Business	
Institute for Technological Studies in College of Engineering and Applied Sciences	
Center for Human Services in College of Health and Human Services	
Center for Social Research and Institute for Government and Politics in College of Arts and Sciences	

It is readily apparent to anyone who looks at the above list that the activities being described—while complex and of tremendous importance to the University—are not carefully or coherently organized. Many offices report directly to the president of the University, some to vice presidents, others to deans, chairs, or directors. While in some cases this diversity of structure no doubt works well, in many cases the image of the University could be enhanced and clarified by a greater sense of focus in these activities. The following chart shows how the above list is organized in terms of reporting structure.

President

Federal, State and Local Relations
Trustee Relations
Development and Alumni
Student Recruitment

Executive Assistant to the President

Public Information
News Services
Publications
Information Center
Sports Information

VPAA
WESTOPS
WMUK
Division of Continuing Education
DIC and Archives
International Education

Others

WIDR
International Student Services
Career English
Miller Auditorium
College of Fine Arts
Collegiate Institutes and Centers

Although the structure outlined by this chart suggests that all information ultimately goes to the president, it is clear that below the level of the president, there is little coordination.

1. The executive assistant to the president's position is geared to the news media and general university public relations.
2. The VPAA, while having a broader purview of the University, focuses primarily on academic programs and not on public relations.
3. The others (vice presidents, chairs, and directors) also have administrative duties and interests not specifically oriented towards public relations.

A public relations committee is established as an advisory group under the chairmanship of Joe Gagie, executive assistant to the president. An institutional advancement plan was developed for the 1982-83 academic year. Many positive goals and recommendations came from that report, but many items still remain to be acted upon.

The news media—radio, television, and newspapers—are the primary means by which information about Western is transmitted to the general public. Accordingly, the Task Force has interviewed people in key positions with the major television, radio,

and newspaper outlets in western Michigan. It has also met with administrators at Western whose duties include some element of external communication.

As a result of its meetings and deliberations, the Task Force has identified the following specific problems:

Regarding the office of public information—

1. Recent changes in personnel, coupled with reductions in staff and cuts in operating budgets, have made it increasingly difficult for the office of public information to provide critical support to both student recruitment and development (fund raising) efforts of the University.
2. The director gets incomplete or improper information, and quality varies by departments across the University; therefore, it is difficult to communicate information properly.
3. People within departments often have no knowledge of how to publicize their activities, or where to send relevant information.

Regarding media relations—

1. Television, radio, and news media do not have an accessible list of faculty and staff who are experienced in news-related fields and who could be interviewed or used as consultants.
2. The media also lack sufficient information about outstanding programs at Western, both academic and public outreach.
3. At *The Grand Rapids Press*, information about Western comes to the editor third hand, as part of Booth syndicate releases from *The Kalamazoo Gazette*. The same pattern holds for some broadcast media.

In addition, we perceive several broadly related problems characterizing all external communications:

1. The image of Western is often unclear.
2. The information emanating from Western's various offices is not as appropriately chosen or coordinated as it could be.
3. There appears to be no systematic attempt to analyze audiences.
4. There appears to be no systematic plan to evaluate public relations techniques.

Terry Denbow, director of public relations at MSU, echoes the sentiments of other university public relations officers contacted by this committee when he says, "There must be a clear understanding of institutional goals and objectives behind all messages emanating from a university."

Although the University already intends to address many of the problems outlined above, and has taken several steps in the direction of their remediation, much still remains to be done.

General Recommendation

The University should establish a cabinet level office for university relations. The main purpose of this office would be:

1. coordination of the University's communication efforts related to governmental relations, alumni and development, and public relations (internal and external);
2. development of image studies for assessing perceptions of Western by important constituencies such as: faculty, staff, current students, potential students, parents of potential students, community leaders, state legislators, etc.;
 - 2.1 to see that a long range plan for conducting these image studies is developed and implemented
 - 2.2 to see that data from such studies are made available and used when making decisions related to the effectiveness of external communication efforts
3. development of potential questions for assessing perceptions of members of the university community in relation to matters that affect internal communication;
 - 3.1 to see that a long range plan for conducting these communication audits is developed and implemented
 - 3.2 to see that data from such studies are made available and used when making decisions related to the effectiveness of internal communication efforts
4. assessment and appropriate implementation of the 1981 Denenfeld report on internal communications;
5. assessment and appropriate implementation of the institutional advancement plan generated by the public relations advisory committee;
6. implementation of the recommendations contained in this report;
7. the coordination of all relevant public relations activities described in this report.

Recommendations: Internal

1. Information Collection and Dissemination
 - 1.1 Continue periodic surveys of employee groups and students to ascertain their:
 - 1.1.1 response to proposed policies, and communicate with them about the disposition of the results;
 - 1.1.2 needs and concerns, and communicate with them about the disposition of the results;
 - 1.1.3 perceptions of their role in decision making and be as responsive as is practical to their desires and frustrations in this regard.
 - 1.2 Encourage all units to hold regular staff meetings, preferably at least monthly, to accomplish at least the following:
 - 1.2.1 inform all staff of policy changes, decided on or under consideration;
 - 1.2.2 provide opportunity for input on policy or procedure changes;
 - 1.2.3 facilitate expression of concerns, needs, and suggestions for improving;
 - 1.2.4 express and clarify the accuracy of rumors;
 - 1.2.5 acknowledge and praise the accomplishments of staff members;
 - 1.2.6 clarify and discuss written communications.
 - 1.3 Expand and improve the uses of print and electronic media such as newsletters, magazines, radio, television, cable access and videotape.**
 - 1.4 Foster civility, courtesy, responsiveness, helpfulness, and the importance of clear and open communication at every

opportunity. And, when appropriate, provide training and development opportunities, and make these considerations a part of regular promotion and hiring policies.*

2. Participation and Consultation

- 2.1 Wherever practical, decentralize decision making and authority in order to provide for more consultation and participation in the decision making process.*
- 2.2 Central administration should take more initiative to meet with university personnel and students and should be receptive to invitations from various units within the University.*
- 2.3 The University's central leadership—academic and non-academic—should report orally or in writing to the Western community at least once each semester on university matters of broad interest and concern. Reactions and response should be encouraged.*
- 2.4 Although written communication is essential, oral/informal reports and exchanges should be employed whenever possible.
- 2.5 Design and distribute a comprehensive directory of all committees, indicating purpose or charge, membership and meeting schedule.
- 2.6 Publish and distribute (excluding necessarily confidential items) the agenda of the president's cabinet, president's council, and deans' council, so that there is general timely awareness of what matters are being considered by the University's major decision makers and to allow time for suggestions and proposals from the university community.

3. Rewards and Recognition

- 3.1 Continue and expand featuring/picturing individuals and units from all employee groups in the *Western News*.**

- 3.2 Promote the expanded university suggestion program and publicize the suggestions, winners, and awards, at least in the *Western Herald* and the *Western News*.*
- 3.3 Expand recognition system (e.g. 25 Year Club, letters from the president) for long term service.
- 3.4 Explore additional means of recognizing and publicizing accomplishments within the university community.

Recommendations: External

1. Western Michigan University should develop specific guidelines (along with appropriate forms) for the submission of news release information from the faculty.
2. The University should expand and continue the use of weekly or monthly calendars of all special events occurring at Western for circulation on and off campus.**
3. Each department and college should appoint a public relations liaison whose duty it would be to transmit data to the office of public information.
4. News releases about faculty and programs should be more widely distributed, especially in those areas from which Western attracts large numbers of students (e.g., Grand Rapids and Detroit).
5. The office of public information should develop institutional "fact sheets," such as *WMU Success Stories*, Fall 1983, which can be used in a variety of public relations efforts. These fact sheets should be widely circulated on campus as well.**
 - 5.1 The office of public information should compile a list of faculty members whose expertise is pertinent to local, state, and national news stories. This list should be updated yearly and sent to all regional broadcast and print media.

- 5.2 The office of public information should compile a descriptive list of Western's outstanding programs to be sent to local print and broadcast media as a reference source.
6. The office of public information should make special efforts to see that current and accurate information is available at all switchboards concerning activities of particular interest (e.g., homecoming, sports matches, arts events, and other major presentations).**

* supports a recommendation of the Denenfeld Report
 ** supports a goal of the Institutional Advancement Plan

Letter

Letter of February 7, 1984

To: President John T. Bernhard
 Western Michigan University

Dear Dr. Bernhard:

At its meeting on February 2, 1984, the Faculty Senate considered the report of the Blue Ribbon Task Force concerning communications and approved the recommendations stemming from the report.

On behalf of the Senate, I herewith convey that report and those recommendations to you for your consideration.

Cordially,

Fred V. Hartenstein
 President

(Attachments and figures noted in the report are available for inspection in the Faculty Senate office.)

Recommendations on New Program Initiatives

Report to the Faculty Senate, May 3, 1984

These recommendations on WMU program development initiatives are based on the work of the Task Force's Committee to Examine the Short Term Future (Fred Adams, Billye Cheatum, Pete Kobrak and Ellen Page-Robin). The Committee pursued its task by involving a number of members of the university community in a work group on "new program development initiatives." The Blue Ribbon Task Force would like to thank the members of this work group, which met regularly for two semesters and also did considerable individual work on these recommendations. Sterling Breed, John Lindbeck, Becky Quinlan, Chuck Shull, Carol Smith, George Vuicich, and Morvin Wirtz demonstrated the energy, enthusiasm, and creativity that is evident in many places through WMU, and make us confident that the recommendations can not only be passed but successfully implemented.

The Need To Think Ahead Together. For over 80 years, WMU has experienced cyclical growth roughly correlated to the increase in Michigan's white, middle-class population. During this period of growth, attention to student needs, particularly at the undergraduate level, has generally focused on this relatively young and well defined cohort. Even during the turbulence of the sixties and seventies, changes in program offerings and delivery mechanisms at WMU have remained incremental and traditional in their orientation. Numerous program changes have occurred, but these adaptations were initiated primarily at the departmental level. Departments could alter subject matter but could not significantly impact on the development of new delivery systems and new programs to match new evolving demographic groupings. As a consequence these groups filter into the University in uncertain and small numbers.

The Need To Move in New Directions During the Eighties. Significant national demographic trends, continuing alteration of Michigan's economic, social, and political structure, and emerging changes in postgraduate education compel us to think about educational directions in which we may be insufficiently involved or absent. In figure one, we have diagrammed the considerations that must dictate our course, as we ponder our future. The major differentiation is between "mainstream university education" and "new stream university education".

The development of new consumer groups means that program development must increasingly take into account their special interests as well as their demographic characteristics. Financial aid, recruitment, and retention must be attuned to them. The educational content of programs must embrace both pedagogical and androgogical approaches; what the adult student feels internally motivated to learn for vocational and/or personal reasons and what the professional educator believes the student should know. These dual motivations must move us to alter not only program content but also the process and the structure. The challenge will be to simultaneously balance pedagogy and androgogy to strengthen our liberal arts as well as expand the vocational horizons of our offerings. The capacity to balance these competing interests may be key to shaping a high performance educational system.

The Need To Think Regionally. Western has failed to identify itself sufficiently as a regional institution, one whose educational boundaries potentially extend from Muskegon, Grand Rapids, and even Lansing, to Marshall, Battle Creek, Kalamazoo, and Benton Harbor. Were we to tap successfully the educational market within southwestern Michigan, this University could not only meet the difficult challenges of the coming years, but emerge larger, stronger, and healthier in 1990. The assumption of such a regional identity does not require that we abandon our vital international, national, and local activities, but rather that we assign a higher

priority to regional activities while supporting and facilitating the coexistence of other competing priorities.

The themes of thinking ahead together, moving in new directions, and thinking regionally underlie our suggestions for new program initiatives. The list is merely suggestive; it will be the task of the whole university community to decide. It is imperative, though, that WMU meet the challenges we have identified if it is to achieve its own "excellence." Like the companies identified by Peters and Waterman in *In Search of Excellence*, let us "get on with it."

Recommendations on WMU Program Development Initiatives

I. Improve and expand the interface between WMU and all other educational institutions which are providing educational service.

WMU has a distinct regional competitive advantage in the quality and scope of its course offerings. It should be possible to draw on this competitive advantage by drawing closer to other educational levels throughout southwestern Michigan. WMU has already devoted considerable thought to such linkages, as evidenced by the *Recommendations Resulting from the College of Education Forum* conducted during the 1982-83 academic year and by such models as our summer program for junior and senior high school students contemplating health careers. The challenge now is to develop such ideas and implement them more widely.

The Carnegie Commission as well as the National Commission on Public Education have emphasized the need for closer ties between university faculties and the public schools. If educational quality is to be improved not only must this link be forged but the help must be continuous and not sporadic as is found in too many "government support programs." Stressed in the reports are:

1. the need for direct collaboration with university faculties;
2. sponsorship of special on-campus programs to enrich the experience of high school students and school personnel; and,
3. collaborative curriculum development projects.

The Provision of University Expertise. WMU could provide individual school districts with invaluable assistance which they cannot afford to staff directly. While some of this staffing function can be carried by intermediate school districts, the need and the demand exceeds their fiscal and personnel resources.

The Expansion of On Campus Classes for High School Students. While WMU already permits some high school students into its classes this activity could be expanded, thus reducing some financial pressure on secondary schools. Further, it would extend the range of course offerings to our area high school students, and secondarily serve as a recruitment device for WMU. Offerings need not be limited to gifted students but could be provided to all capable students with relatively specialized interests. Following the example of the division of continuing education, courses could be offered on either a credit or no-credit basis.

Staffing, Consulting, Teaching in Nontraditional Sectors. Rapidly changing educational and training needs have propelled companies, public agencies, and the military to spend large sums of money on staff development. The University's diverse staff expertise should be selectively made available, on a regularly scheduled basis, to assist in such training activities. Both consultative roles and credit producing activities could be considered. Faculty members have already been engaged in such nontraditional educational experiences, e.g., Texas Medical Association, Bronson Hospital, Kalamazoo Public Welfare Department, and accounting.

II. Involve senior citizens more fully on campus in regular courses, special courses, workshops, WMU cultural life, and through placement in the Valley II complex.

Academically WMU is well positioned to meet the needs of an aging regional population. Such programs as gerontology, blind and speech rehabilitation, occupational therapy and social work are already visible. We need, however, to publicize our current activities more vigorously to the senior citizen community. Do they all know that classes are available free of charge to anyone over sixty (SCOPE); that there is an elderhostel; and, that we have a popular Sunday meal program? The very participants in this latter activity offer a ready made constituency for new innovations.

Given the existing capabilities of WMU we considered a number of innovative ideas which are presented here as examples:

1. Utilizing students in the college of business to assist senior citizens in the preparation of their tax returns.
2. Using sociology students to conduct a study on the extent to which WMU is "senior citizen minded" as represented by its policies and practices concerning such things as reduced costs of tickets to athletic events, Miller and Shaw Theatres.
3. Enabling senior citizens to "buy in" to the University's excellent health services facilities.
4. Create an information desk at the downtown library to provide information on university events.
5. Develop joint programs with existing agencies for seniors, e.g., Helen Coover Center, Red Cross, etc.
6. Integrate WMU's own emeriti professors on university councils, committees and normally within colleges and departments...
7. Convert dormitories into low income housing for senior citizens, as is done in other parts of the country with the help of federal funds.

In all of the above suggestions, senior citizen involvement might well be viewed as a case of making a virtue out of a necessity. Senior citizens might be viewed as an important new constituency.

III. Assign a high university priority to fully utilizing WMU's resources in supporting Michigan's economic development.

As Trustee Fred Adams pointed out in a paper presented at the 1983 Association of Governing Boards conference, Michigan colleges and universities have already begun "strategically developing certain economic growth projects they would never have dreamed of ten years ago." These projects include an innovation center and also an office of independent business research at The University of Michigan, an industrial development grant at Central Michigan University, an industrial application research project at Michigan Technological University, an industrial incubator program at Northern Michigan University, a robotics center at The University of Michigan, and a business and development institute at Saginaw Valley State Colleges.

Economic development education has also received some attention recently. Oakland University formed an economic education and retraining program. The University of Michigan's industrial development division has charted the course. It trains professionals and nonprofessionals in economic development using its own Michigan economic development education manual, a speaker's bureau, and a series of films and videotapes. These one-day seminars and courses literally extend throughout the state, and use a variety of community college facilities and other resources.

Elsewhere in the Midwest, other universities have used somewhat different models to assist statewide economic development. Ball State received special funding from the Indiana legislature's budget committee to establish a community and business de-

velopment service center; an economic development Academy that provides annual training to the community, as well as economic development leaders and a center for entrepreneurial services and applied research which emphasizes the need to involve virtually all of the major institutions within a community. At Southern Illinois University, the area development office supplies extensive technical and research assistance to not-for-profit groups as well as the public and private sectors.

It is beyond the scope of this report to recommend what particular form WMU's participation in this field should assume. The actions of these other universities throughout the Midwest do suggest, however, that WMU has remained too passive and fragmented in its response to these challenges. We have failed to marshal our resources in creative ways that would enable us, for example, to tackle on a team basis the multiple problems of a Benton Harbor or even the more direct economic development issues confronting other, healthier southwestern Michigan communities such as Kalamazoo or Battle Creek. As elsewhere in the nation, our communities have continued to place excessive emphasis on real estate and tax avoidance, and too little on these more creative, but more complex, approaches that appear to hold greater promise.

IV. Train the structurally unemployed on a tuition-free space-available basis.

Projections indicate that, though Michigan's unemployment level will drop, structural unemployment in the state will remain high for at least the next decade. Many people who are out of work are those whose skills have become obsolete or those who have no salable skills in an ever more highly trained work force. As a state institution of higher education, it would appear that Western Michigan University has an opportunity and, perhaps, a certain obligation to meet the needs of this segment of our society—in some cases, our own graduates.

Across the country there have been attempts by colleges and universities to meet the needs of unemployed persons within their areas by opening tuition-free, and on a space-available basis, courses to enhance employability. In some cases, course offerings have been restricted to basic courses in mathematics, English, computer sciences, and others. In other cases, unemployed persons may move toward a degree in a field which interests them and/or retrain to enter another field when their basic occupational field has been closed to them.

The experiments by various institutions have had different kinds of outcomes. The first college to announce such a program was a small private institution which was overwhelmed by the response and had to drop the program within a year. The Massachusetts state system as a whole has adopted such an approach. Community colleges have been urged through their national associations to develop plans for the unemployed. A similar plan, proposed at WMU within the past year by the Faculty Senate, was not accepted by the administration.

The major problem for Michigan state-supported institutions in

providing this humane public service seems to rest with state accounting procedures which require an identified source of tuition income for all students enrolled in courses. Where such a source does not exist externally, internal sources must be tapped to provide the necessary documentation.

This obstacle to meeting the higher education needs of structurally unemployed persons arose through legislative action and state bureau regulations. In order to make WMU courses available on a tuition-free, space-available basis, we will, therefore, need to work through political channels to have the regulations changed by law. We recommend that Western Michigan University assume the lead among Michigan higher education institutions in requesting the state legislature to pass a joint resolution urging that all Michigan colleges and universities receiving state funding—including both public and private institutions—be mandated to adopt such a provision.

Although many plans can be devised to accomplish this goal, the following seems to be a workable one. Courses will be open on a space-available, tuition-free basis to in-state unemployed persons (or perhaps those in Kalamazoo County in an initial demonstration project). "Unemployed persons" will be operationally defined as those who are currently drawing unemployment benefits, those whose benefits have already run out, or those who are receiving some other form of public assistance. This definition would appear to be one which can most easily be verified.

If this plan is followed, there would be little additional cost to the institution except that of providing entrance tests, as necessary, and some academic counseling. New sections would not need to be added. Students entering under this program would be informed at the outset that they could enroll only on a space-available basis and, therefore, might have difficulty in completing some sequences of courses. They would be expected to complete any needed remedial work as expeditiously as possible.

If a student under this program were to become employed after starting classes, it is proposed that his/her tuition waiver would continue for a period of several months after work has begun—perhaps six months to one year—thus recognizing the devastating economic effects of unemployment on individual and further encouraging them to continue their education. Following that grace period, they would be expected to pay normal tuition and fees and would be eligible to enroll in classes in the usual way.

Admission of structurally unemployed Michigan citizens into our classrooms offers important advantages for the state, its colleges and universities generally, and WMU in particular. WMU would do well during this economically tense decade to demonstrate visibly and vigorously to our taxpayers that we remain concerned about the short and long term well-being of the unemployed, and that we want to add to the educational level and occupational preparation of a most economically vulnerable segment of the state's population. Such training on a space-available basis would also add in particular to the number of local students enrolled in these state-supported and state-assisted institutions.

Michigan colleges and universities would add students at little

cost, and possibly augment their ability to field underenrolled classes needed by other students. Such a policy would also increase the mix of students and life experience on the campus thus enriching the college or University as a whole. Furthermore, the institution itself would be perceived throughout the state as providing a public service of considerable magnitude.

As the lead institution in this endeavor, WMU could reap widespread attention and positive regard from many persons in the state who know little of this institution. Once persons are on campus, the chance of their staying to completion is, of course, higher than if they had not had the initial experience. For institutions such as ours which need to look toward nontraditional populations to enhance our student body, this would seem an ideal way to bring onto the campus persons who otherwise might not ever consider themselves as potential college students/graduates.

V. Develop a workload system and other incentives for community service and also for interdisciplinary and interdepartmental activities.

Our concern with the faculty workload definition occurs because the current measures used to describe the workload give a distorted picture of faculty activity at WMU. The mission statement of WMU suggests that there are four major components of WMU's role and mission:

1. To provide challenging learning experiences, which will facilitate the synthesis of knowledge, critical thinking, effective communication, and creative activity.
2. To encourage, facilitate, and reward research, scholarship, and creative activity.
3. To apply knowledge through professional consultation and public service activities.
4. To provide leadership, sponsorship, and participation in cultural events and civic activities.

Yet the measures used to describe faculty workload, such as student faculty ratios, credit hour production and cost per credit hour, focus exclusively on teaching. There are no measures that include research, professional activities or cultural and community activities.

We believe that this distorted picture reduces WMU's ability to obtain funding because it does not accurately depict the quality and complexity of the University. We also feel that insufficient internal distribution of data on faculty teaching, research, and community and university service reduces the awareness within the university community of the quality, complexity and diversity of faculty activity.

Comparisons are frequently made among institutions of higher education in Michigan. Too frequently WMU ends up being compared with Eastern, Central, and Northern Michigan Universities for one type of data and to a separate list of colleges and universities for another type of data. For financial purposes, we would be in a better position if we were compared with the big three. Only by focusing on research, professional and other common activities, can we effectively differentiate WMU from universities focusing more heavily on undergraduate teaching, and make an effective case that we are more similar to the big three and should be funded accordingly.

In comparing WMU with Michigan colleges/universities in the same budget category, (which excludes U of M, MSU, and WSU), however, we can make the following observations:

1. *Student Program Mix*—Our student/program mix includes upper division and graduate level students. This means our instructional costs tend to be higher since specialized upper division and graduate instruction is more expensive.
2. *Programs*—WMU's undergraduate and graduate programs represent considerably more diversity than other Michigan schools within our budget category. We have more programs, more choices, more classes and more faculty to serve this diversity.
3. *Colleges and Departments*—In support of this diversity, we have more colleges, departments, and other related organizational structures.
4. *Academic Standards*—WMU has high academic standards.
5. *Library Holding*—Our library holdings, academic computer services, and other instructional support activities are more complex and more costly.

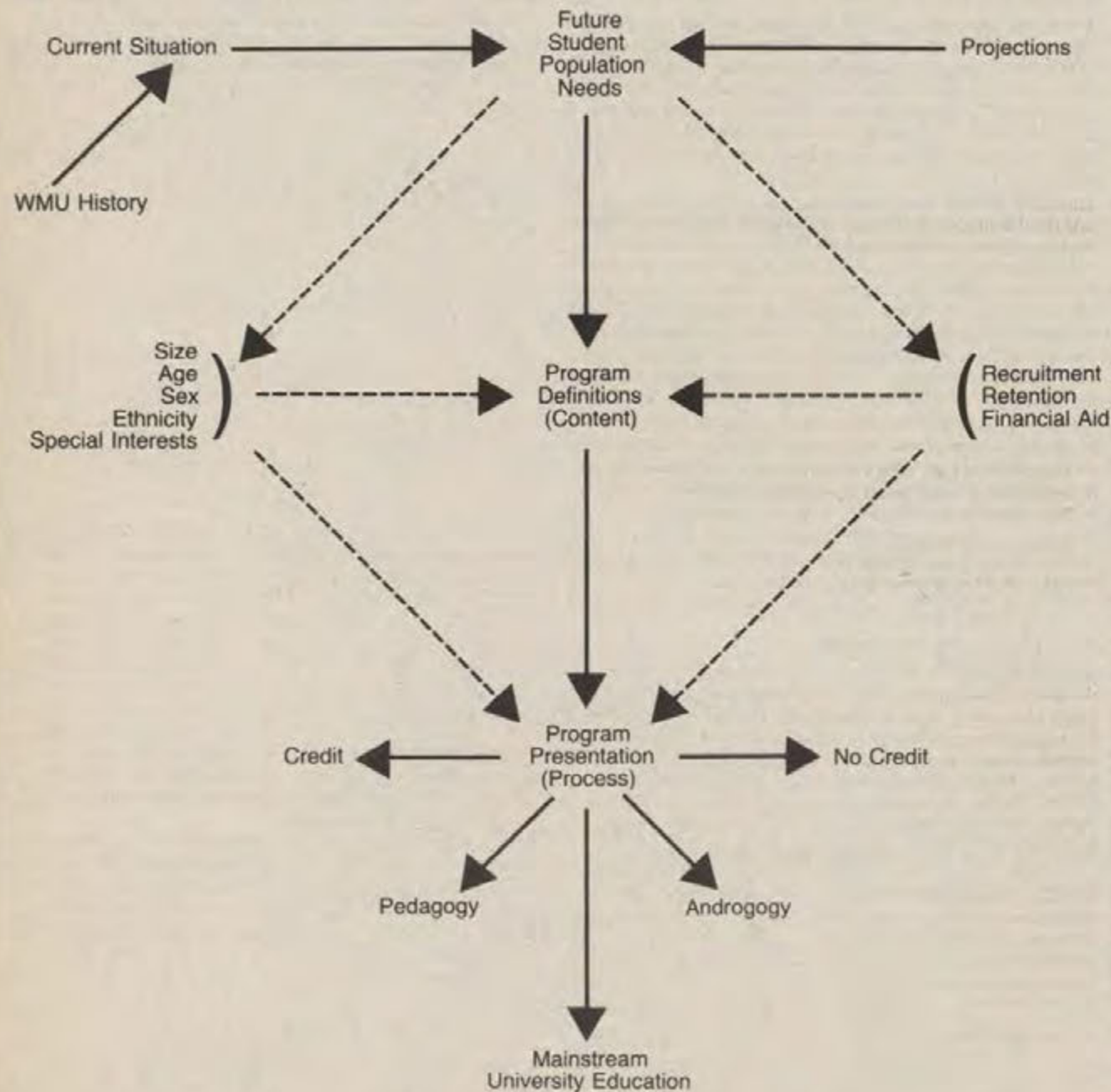
Achieving a university that is balanced in perspective, attractive to students, and responsive to change is at least partially tied to the degree to which the system encourages the nonclassroom (or non-credit hour) endeavors of individual faculty members to be acknowledged as part of the total education process.

When the state of Michigan was economically solvent, appropriations to state colleges and universities were frequently based on the number of students enrolled and academic class level of the student. Attention was then directed toward the faculty/student ratio. During the last few years, however, appropriations have been so meager that the state office of management and budget simply raises or lowers the amount of money allocated to each state institution on a percentage basis. Attention has, therefore, shifted away from the faculty/student ratio and more toward total credit hour production by the college or university.

Shifting from Released Time to Assigned Time. At Western Michigan University there seems to have been a shift toward decentralization of decision making concerning faculty workload and credit hour production to the dean and department level. The diversity of departments and even colleges within the University has necessitated a certain amount of flexibility and difference among the total number of credit hours produced by individual faculty members, total departments, and even colleges. Some faculty members may teach classes with few students so long as the total department or the college produces the expected number of credit hours. There is also the possibility that a college may produce less than the expected number of credit hours but another college makes up the difference. Accountability seems to rest at the department, college, and total university levels and leans toward the total number of credit hours produced by the University rather than the faculty/student ratio.

While such flexibility exists in practice, however, emphasis persists in theory on the traditional means of accounting for faculty members' time. When community service and interdisciplinary activities are contemplated, the necessity to teach courses

Figure 1.



and produce credit hours are cited as barriers to such faculty redeployment. Deviations from this internally imposed administrative norm must be approved as "released time" which must be "paid for" through some more commonly utilized rationale such as research.

This recommendation to encourage more community service and interdisciplinary projects requires widespread acceptance within the University of a less stringent definition of what constitutes a faculty member's "load." The heart of the change would be to abandon the concept of "released time" and utilize instead the concept of "assigned time." This concept has been implemented at the University of Tennessee by chancellor John Reese. In this plan, each faculty member was assigned a percentage of time to be spent in "community service." Activities were mutually agreed upon by the faculty members and the appropriate administrators. Such a plan eliminated the "hit or miss" procedures which break the continuity of support to outside groups and which can penalize some faculty members for their willingness to be of service. Such a rubric also provides a mechanism for meeting the "community service" requirement for tenure and promotion, and thus serves as an incentive for faculty members to engage in such activities.

Creating Incentives. Other incentives could also be structured to encourage more innovative delivery of programs and services that extend beyond normal campus activities. The division of continuing education pays an "energy increment" for each mile that a professor travels to an off-campus site on programmatic business. That energy increment should be raised to compensate faculty members at a more attractive level for the time that they spend on the road. Awards should be given for meritorious off-campus service in order to underscore that it is WMU policy to encourage such activities. Greater emphasis should be placed on joint administrative, faculty, and potential clientele involvement in off-campus seminars and other activities designed to identify, encourage, organize, and implement new programming opportunities. Finally, faculty members should be encouraged to take more "comp time" during the day when involved in teaching-as-part-of-load at an off-campus site in the evening or on weekends.

VI. Build alliances for future programming with companies, schools, institutes, the military, and other societal groups where university resources are insufficient for WMU to meet a particular challenge alone.

Former Director of the National Institute of Education, Harold Hodgkinson, in 1983 wrote that while 12 million students attend colleges and universities in the U.S., another 46 million adults are now educated by a "second system" of postsecondary "providers" in business and industry, government, and the military. This group, composed primarily of workers in the 35 to 44 age group, seeks skill development and professional growth which can lead to additional career opportunities. Given Michigan's financial base and the scarcity of professors in a number of these emerging fields, we recommend that WMU explore entering into joint programming arrangements with these other institutions. While we might find it necessary to surrender some decision making autonomy in making such agreements, there would be considerable mutual gain. WMU might find it possible, for example, to work more closely with such southwest Michigan institutions as the Upjohn Institute for Employment Research, the Upjohn Corporation itself, the Kellogg Corporation, and the several military bases in Michigan. In entering into such arrangements, we could benefit from the experience that we have already gained from such successful models as the paper science and engineering department's arrangement with its Paper Technology Foundation and the paper industry more generally, the relationship established by the department of educational leadership's relationship with Selfridge Air Base, and program models established by the division of continuing education throughout the southwest Michigan region. To tap into this market, WMU would have to emulate these departments in drawing closer to such institutions, but the opportunities for training and educating their employees would open up exciting vistas for professors and students alike. Such future arrangements may include consortium agreements that link universities and businesses, and external degrees devoid of residency requirements and pursued where the students are.

Adapting For "New Stream Students"

Laid Off Workers. A \$9.2 million tuition-assistance program announced jointly in December, 1983, by General Motors Corporation and the United Auto Workers underscores the potential of such arrangements. Designed to serve as many as 70,000 laid-off workers, the plan requires only that workers select courses at accredited or licensed schools. The plan is intended to permit these workers to select virtually any type of vocational training or education that they regard as appropriate for their personal situation and goals. While in theory such a proposal need not require WMU to change its institutional arrangements to meet the plan's terms, in practice it would presumably be necessary to meet the expectations of this new clientele group.

Even before GM and the UAW announced this plan, WMU had begun to work on a proposal that reflects the type of approach needed to attract this new clientele group. The general university studies curriculum, using the technical-scientific studies area of concentration, wanted to broaden the base of its potential students.

This program was designed for those interested in technical studies, including the study of aviation, automotive technology, electronics, manufacturing, supervision, and industrial vocational education. Students who have completed a two-year, vocational-technical study program at a community college, or who have achieved a comparable level of preparation through a combination of study and work experience, have been accepted into, and graduated from, this curriculum.

Journeyman or Masters in Special Trades. Frequently a student's past study and work experience have been evaluated for credit on an individual basis. Consideration is now being given to the granting of block credit for those who have attained a certificate/card for having completed a lengthy supervised study and work experience in a skilled trades area. Attempts are being made to work with the labor and trade councils in a cooperative effort to determine the needs of those individuals who have

attained the status of journeyman or master in their specialized trade. If a degree would be of interest or benefit to those individuals, the University has the curriculum in place to meet this need. The University has already received the encouragement and endorsement from one trade council for the development of such a cooperative effort.

Minority Secondary School Students. WMU will also need to develop expanded informal arrangements to meet the needs of other societal groups where there are no intermediary institutions. In Michigan, 21 percent of public school enrollments now consist of black students. This number is projected to increase simply in terms of relative population growth, but that growth pattern may be enhanced on a comparative basis with the movement of a larger percentage of students within the more mobile white majority to the sunbelt. Out of sheer self interest, higher education needs to do everything within its power to ensure success of this minority group within the public schools in order that these students become college eligible. Closer linkages between WMU and the public schools are thus necessary to reduce the attrition of minority group students before they reach college and to foster an image in the minds of those students of WMU as an institution interested in working with them if and when, thanks partly to the assistance of our faculty members, they decide to continue their education. The special programs for black students on campus are welcome additions to what we already offer, but the effort advocated here would require the participation of more extensive portions of our university community.

Full-time Homemakers. Another societal group, smaller in number, is composed of full-time homemakers who desire full-time careers. These women often need childcare programs and course offerings in the later afternoons, early evenings, and on weekends that all too frequently are now unavailable when they are needed.

Exciting Outreach Arrangements. WMU should also develop and strengthen those mechanisms already in place that are specifically designed to deliver noncredit public service activities, and build alliances with companies, schools, the military, and other societal institutions. Housed in the college of business, the Business Research and Service Institute provides a wide variety of seminars that emphasize business applications. BRSI is located in the Fetzer Business Development Center, and designs customized programs for companies. The Institute of Technological Studies in the college of engineering and applied sciences links WMU and industry through collaborative service, training, and research efforts. The Center focuses largely on strengthening the presence of technology within the southwestern Michigan region. Located within the college of fine arts, the Community Arts Program acts as a community resource which both exposes and involves citizens in music, dance, art, and drama. In addition to its adult activities, CAP runs an orchestra, band, and chorus for young people. Within the college of health and human services, the Center for Human Services promotes and facilitates activities focused on clinical education, community services, and research. The Center for Social Research, situated in the college of arts and sciences, is engaged primarily in using the social sciences for applied research and program evaluation. On a university-wide basis, the division of continuing education's office of conferences and institutes provides updated training for a variety of professional groups, implements in-service training courses and programs, and runs enrichment programs for the community. Finally, there are numerous individuals and units that periodically link up with the community on an ad hoc basis. In short, the mechanisms are in place virtually in every college to enable us to expand our noncredit activities. The emphasis should thus focus not on new structures, but rather on innovative programming arrangements that will enable us to build on the structures that we already have in place.

VII. Monitor on a continuing basis student academic problems and also student nonacademic problems.

As higher education shifts from a seller's to a buyer's market, it will become increasingly important to monitor both the academic and nonacademic problems identified by students and student support staff. The university community will have to become more sensitive to these issues, and where it is deemed legitimate, more responsive to such issues. It will be necessary both to undertake exit interviews with all departing students and to implement monitoring with continuing students on a regular, periodic basis rather than on the ad hoc basis through which too often we treat such problems now. The following list, obtained from the ombudsman's office, represents the type of problems most frequently raised by the students seeking his assistance.

A. Student Academic Problems

Problems of Admissions and Registration
Admission into curriculum or program
Admission into the University
Getting into specific courses

Problems Related to Instructor's Teaching
Course content and/or procedure
Grading methods
Instructor's classroom behavior

Problems Related to Grading
Accusations of cheating
Appeal for incompletes and/or late work
Removal of incompletes
Grade grievances

Problems of Academic Requirements
Certification requirements
Program, department or university degree requirements

Problems of Accounting
Cancellation of schedule
Health maintenance fee
Refund for dropped classes
Residency status

Problems of Academic Status
Academic probation
Dismissal from university
Withdrawal from university

B. Student Nonacademic Problems

Financial Problems and Complaints
Loan application refused or amount reduced
Need for financial aid
Owes WMU money
Scholarship or loan cancelled

Problems of Housing
Family housing
Contract cancellation
Maintenance

Problems of Auto Use and Police
Parking permits
Parking tickets
Distance from class building to lighted parking lots

Problems of Student Employment
Conditions of employment
Termination of employment

Problems of University Facilities and Service
Mistreatment by university employees
University libraries (lost books)

Personal Problems
Emotional distress
Financial problems
Legal problems

Senate Action on New Programming Proposals

I. Recommendations on WMU Program Development Initiatives

1. Improve and expand the interface between WMU and all other educational institutions which are providing educational services.
2. Involve senior citizens more fully on campus in regular courses, special courses, workshops, WMU's cultural life, and through residential placement in available university residence halls.
3. Assign a high university priority to fully utilizing WMU's resources in supporting Michigan's economic development.
4. Develop a workload system and other incentives for community service, research and creative activities, and also for interdisciplinary and interdepartmental activities.
5. Build alliances for future programming with companies, schools, institutes, the military, and other societal groups where university resources are insufficient for WMU to meet a particular challenge alone.
6. Monitor on a continuing basis student academic problems and also student nonacademic problems.

Amended and approved by the Faculty Senate, May 3, 1984.

Recommendations on the Nature of the University

Report to the Faculty Senate, December 1984/January 1985

A. Introduction

Tradition as a guiding principle has played a major role in shaping universities of the past; the future seems likely to be more influenced by the imperatives for change. With the exception of a few "prestige" universities, most, as our own, will be compelled to seek their futures less in fixed images of themselves than in evolving conceptions of what they should be. In contemplating the future, members of the Blue Ribbon Task Force have been challenged to select from our past those elements of continuity which lend definition, stability and purpose to our identity.

The Blue Ribbon Task Force has searched for institutional direction between the polarities of tradition and change. We have attempted to push forward the definition of the future by sighting patterns of emerging conditions and making recommendations rather than by identifying terminal institutional goals. Of particular importance will be Western Michigan University's response to the conditions identified by the Task Force. These conditions will affect decisions within which we should collectively determine the nature of the University and of the desired futures.

Members of the Task Force began its search for university futures by stating orienting dimensions which helped define the issues and conditions at hand. Next, we identified the contextual backdrop. Finally, we have expressed in concrete terms specific recommendations congruent with our orienting dimensions and context about the future nature of Western Michigan University.

The Principal Orienting Dimensions

Our perceptions and biases have been both informed and limited by our identification of principal orienting dimensions. We have attempted to counter our bias through extensive interviews conducted throughout the university community, by data collected systematically in the form of an Institutional Goals Analysis and an Institutional Functioning Inventory, and through extended discussions of our differences on the Task Force. In these discussions we were guided by two considerations: 1) focus on the University as a whole, and 2) problem identifications and problem solving. The following framework was used by the Task Force to do its work.

1. Educational direction should reflect a commitment to diversity for students, faculty and staff.
2. Educational design should reflect a commitment to instructional excellence for students, faculty and staff.
3. Universities differ in their capacity to deliver educational programs. These differences require different strategic choices for differing institutions and the development of an appropriate identity and role for each.
4. University structure must be both centralized and decentralized for optimum function. Maintenance of collegiality facilitates effective administrative leadership based upon faculty participation in the decision making process.
5. Organizational structure and patterns of activity are not immutable. Deliberate change can be both healthy and invigorating.
6. Faculty autonomy demands both the exercise of individualized faculty judgment and close collaboration with organizational structures.
7. Departmental chairs and deans are key to linking the faculty with the University's administrative hierarchy.
8. Western Michigan University can exercise control over its own destiny.

The Blue Ribbon Task Force believes that the University must make choices and that such choices should be reflected in a more pragmatic, less idealized statement about the nature of the University. It is recognized that some colleagues may believe such a task of institutional choices is both unnecessary or unmanageable. We think not for the following reasons:

1. *Resource limitations* do not permit the University to do everything individuals within it wish. The competition between university segments stretches all resources thinner and thinner until depth is left nowhere. Individuals engage in unit protectionism and strong programs are seen as a threat to weaker programs. In consequence, less is not more for the long term strength of the University—all programs could become diminished. Choices have to be made about the nature of WMU or all will become more impoverished and the students will be increasingly underserved by educational programs here.
2. *The curriculum* at WMU, and nationwide in other universities, is under siege. Growing cost constraints are pushing the University's program mix and depth into narrower units oriented almost exclusively toward job preparation and employment opportunities. This is compounded by both parents and students who see university education largely in terms of jobs, jobs, and jobs. They do not either understand or value university level education as a means of unifying society and preparing individuals for increasingly complex lives. At one end of the spectrum the push for employment and "return on investment" from funds expended is a clear danger to the essential nature of university education which has at its core a civilizing base which is the foundation for all life and not simply occupational success. This University must not deny its essential nature by permitting curricular erosion to proceed further.
3. *Enrollment* trends are set for this and other universities through the year 2002—at least in terms of the traditional college age cohort of 18 to 22 years old. We know from the demographic research by Harold Hodgkinson that the mix within that age cohort has changed dramatically. Estimates are that about 30 percent of incoming freshmen will be minority students by 1995—only ten years away. Further, the percentage from that cohort attending college is declining; and finally those that are continuing on into higher education from

that smaller group are increasingly poor in economic terms. These three trends will have an enormous impact upon institutions like Western. The impact of these trends could be modified by strong, aggressive action—if the University chooses. We cannot simply "wait and see" if these trends mature in the composition of the 1995 freshmen class. (Our need for collective university determination in this area is more crucial than in any other part of the University.) There are associated issues of affirmative action, excess plant capacity, program delivering systems, and measures of success which are intrinsically related to these enrollment and student mix trends. Concurrently, the issues on "mainstream" students as well as international students are linked to our choice between a drift toward open admissions or a policy of selective admissions. We do not see enrollment declines as inevitable unless we elect that course. The clock is ticking and our ability and willingness to make hard decisions now will determine the future of Western Michigan University.

These three items—enrollment, curriculum and resources—are issues requiring resolution and choice. Our success in dealing with them will partly determine whether the University can collectively engage in productive discussions about its nature and consequent future. If we lack the capacity to define our nature as a university for the future, we shall continue to drift—and unfortunately find ourselves in the backwater of higher education. Western Michigan University has all the ingredients and abundant talent necessary to determine its nature and thus its future. The members of the Task Force urge all persons who care deeply about the viability of this University to address this task—collectively, humanely, and with a sense of urgency. As we begin the task together, let us make the most of our rich tradition of service, research, programmatic distinction, and concern for students.

B. Contextual Issues Relating to the Nature of the University

The most difficult assignment for the BRTF was characterizing the nature of WMU. Ultimately we agreed that it was our responsibility to do so (in relatively specific terms) with the hope of provoking university-wide discussion and action. Before turning to our recommendation on what the nature of WMU should be, we would, therefore, like to share with you some of the ideas that moved us in the direction of those recommendations.

1) Students and their Needs—Current and Potential

Education historically and presently is directed at maintenance, not innovation. This creates certain dangers, given the explosive rate at which technological advancement is taking place. As we progress along various technological fronts, there is less and less room for error. Mistakes tend to have more elaborate repercussions. We need people, therefore, who are educated beyond maintaining existing technology. The primary feature of innovative learning is anticipation, a concept that Western should address in terms of educational offerings as well as policy decisions.

Overall student mix is another area that will impact heavily on what the University will need to provide for students. Currently we are a university focused primarily on meeting the needs of traditional college age students. Changes are underway, however, that will increasingly bring a different type of student to the University and will thus necessitate the meeting of somewhat different needs. There are three major changes in student mix that we need to concern ourselves with: 1) increasing percentage of black and other minority students, 2) increasing percentage of international students, 3) increasing percentage of nontraditional students.

Since the post-World War II American baby boom, minority birth rates have remained relatively high. Latino birth rates are presently twice those of white, and 60 percent higher than for blacks. By 1990, 20-25 percent of the total U.S. population will be minorities and among the young cohorts (18-22) more than 30 percent will be minorities. Increasingly these students will end up in college classrooms, including classrooms at WMU. Possibly the majority concern that this University should focus on is the change that is going to occur and how we may or may not be prepared for that change.

Western already has significant experience in educating international students. We presently (1985) have a population of 1,098 students from 63 countries, 372 of whom are in graduate programs. Trends suggest that an increasing number of international students will be looking toward the U.S. for undergraduate and graduate level education. This provides WMU with an opportunity to recruit students in an area where we already have experience.

In 1983, 5,000 WMU students were classified as nontraditional—25 years or older. The National Center for Educational Statistics predicts that, by 1990, the nontraditional student population will make up 48 percent of the 12.1 million college students. This is an increase of 20 percent over 1970 and 10 percent over 1980. Again, this presents WMU with a major opportunity for recruitment.

If WMU is to take advantage of the opportunities provided by this potential new mix of students, we must actively prepare to meet the somewhat different needs of these students. Current and past efforts to serve minority students, international students, and nontraditional students have met with mixed success. Therefore, we need to look at the most promising programs that are underway, facilitate a high level of coordination among these programs, and encourage expanded participation and administrative support. With commitment and careful planning we can assure that the quality of programs currently available to meet the needs of traditional students is supplemented by programs of equal quality to meet the needs of WMU's newer types of students.

Although WMU will see an increase in minority, international, and nontraditional students, most of Western's entering students will remain in the traditional student category. Thus, it may be of value to consider some quantitative and qualitative characteristics of this group. Quantitatively, a steady drop in the number of Michigan 12th grade enrollments is projected until 1985-86. This will be followed by a four year plateau, and finally another drop which will continue through the 1993-94 year. The Michigan numbers parallel national projections which indicate 16 straight years of decrease in the size of high school graduating classes with a turnaround coming by 1998.

Qualitatively, about 80 percent of the freshmen who come to WMU are in the upper 50 percent of their high school graduating class. Between 10 percent and 15 percent are in the upper 10 percent of their class. These numbers have not varied significantly since 1977, but there is considerable lack of specificity in our admission system since no rankings exist for 20 percent of the entering students. ACT scores for entering students have not changed significantly for the past nine years (The scores were 19.8 in both 1974 and 1983 with a high plateau of 20.0 in 1981 and 1982 and standard deviation of 5.0).

Detailed high school class rank and ACT score comparisons with other colleges are apparently hard to obtain. The WMU undergraduate admissions office is sure that The University of Michigan has higher class rank and ACT scores than WMU and that all institutions are losing ground to EMU because of its scholarship program, but otherwise is hesitant to speculate about comparisons. The Graduate College has indicated that it does not have methods or instruments of evaluation which give comparable quantitative data for similar institutions.

The fall enrollment patterns at WMU for 1974-1984 years show:

- Lower division on-campus enrollment was highest in 1979 (8,698) and 1980 (8,647) with a large drop to 8,058 in 1981 and to 7,271 in 1982. There was a moderate drop to 7,064 in 1983 and only a 0.21 percent drop to 7,049 in 1984.
- Upper division on campus enrollment was highest in 1980 (8,368) and 1981 (8,465) with a large drop to 8,152 in 1982, and a moderate drop to 7,995 in 1983 and another large drop to 7,714 in 1984.
- Masters and specialists degree on-campus enrollment, except for the 1980-81 plateau, shows a steady drop from a high of 4,127 students in 1975 to a low of 2,049 in 1984.
- The number of doctoral students on campus rose from 180 in 1979 to 261 in 1983 with an approximate 20 percent jump from 1981 to 1982. This trend has not continued, however, since the number for 1984 was 232.
- Off-campus undergraduate enrollments, with roughly 3 percent of the undergraduate population, have been up and down with a high of 667 in 1979 and a 1984 enrollment of 610.
- Off-campus graduate enrollments, with a population that has been roughly one-fourth to one-third of the on-campus graduate population, have been up and down but a high of 1,486 students in 1979 made the off-campus graduate population greater than 40 percent of the on-campus graduate population. Presently, the off-campus graduate student population of 1,386 is 43 percent as large as the 3,216 on-campus graduate enrollments.
- The fulltime/parttime student ratio has remained relatively constant at 5/2 except for 1982-83 when the number of full-time students was down slightly more proportionately than the number of parttime students.
- There was a steady rise in the female population to a peak of 10,235 in 1979 and then a decline for each year through 1983. The female population rose by 11 in 1984. The male population peaked in 1976 at 11,111, showed a plateau in 1978-81 and large drops in 1982, 1983 and 1984. Every year the number of males has exceeded the number of females, but for the years 1978, 1979, and 1980 the difference between the two populations averaged less than 250. Presently there is a female student population of 8,897 and a male population of 9,340.
- Nonresident students generally comprised about 10 percent of the population. For 1982 and 1983 the figure was slightly less than 10 percent but for 1975-81 it was slightly above 10 percent and it is slightly over 11 percent for 1984.
- The fulltime equivalency (FTE) enrollment figures generally parallel the total enrollment figures with a precipitous drop in 1982.
- Average credit hours for students range from a high of 11.9 to a low of 11.7. Before 1980 we varied between 11.8 and 11.9 with only one year (1975) showing 11.7. In 1980 we were at 11.9, then dropped to 11.8 in 1981 and to a low of 11.7 for 1982, 1983, and 1984.

The latest graduation and attrition rates at WMU are available for students who entered in 1975, 1977, and 1978. The four year rate (percent graduating four years after entry) is 25 percent, the five year rate is 42 percent, and the seven year rate 48 percent. All rates parallel closely the national statistics for similar institutions. The data also indicates that after ten years about 60 percent of an entering class will graduate. Compared to WMU and CMU's five year rates of 42 percent, U of M and MSU have rates for the same period that are in the 54 percent to 56 percent range. Western has two older studies that have also addressed graduation and attrition and in all three studies the results were essentially the same.

2) Perceptions of WMU

A Phi Beta Kappa committee that recently evaluated WMU's application for a local chapter has shared its perception of WMU. The Phi Beta Kappa committee was "troubled by the ACT scores of students entering Western Michigan University," indicating that "they were well below the average for the institutions considered

likely candidates for new chapters." In other parts of the Phi Beta Kappa report there is mention that there were "particularly warm feelings about the university" in relation to specific programs with which some committee members were familiar. However, other than this comment relating to specific programs, the only remark of considerable optimism expressed in the committee's letter is a statement referring to the faculty. The sentence is one in which the committee says, "Although the committee was impressed by the strength of the faculty, it was disappointed, as hardly needs mentioning, by the salary figures." *The Institutional Goals Inventory (IGI)* was developed by Educational Testing Services, Princeton, New Jersey, as a tool to help institutions of higher education delineate goals and establish priorities among them. The instrument is not designed to tell universities what to do in order to reach the goals. Rather, it provides a means by which individuals and constituent groups can contribute their thinking about desired individual goals. Summaries of the results can then provide a basis for deliberation toward final definition of institutional goals.

The IGI was administered by the WMU office of institutional research in the Fall of 1983. A total of 207 faculty and academic and other administrators returned usable answer sheets. The instrument asks respondents to respond to goal statements by indication *what is* and *what should be* on a rank order scale of one to five. The scale ranged from 1 = of no importance to 5 = of extremely high importance.

The Task Force selected, for primary study, those questions which had a difference of 1.1 or more between "what should be" responses. For example, question 9, "to hold students throughout the institution to high standards of intellectual performance" had a mean response of 2.6 for "is" and a mean response of 4.3 for "should be" or a difference between the two means of 1.7. Following that example, Table I below summarizes twenty questions (out of the 100 questions on the instrument) where the difference between "is" and "should be" was 1.1 or higher by respondents.

On the surface it was postulated (from the Phi Beta Kappa and IGI materials) that WMU's present faculty is strong and capable of performing research, advancing knowledge, and thereby bringing a higher reputation to our academic standing. To achieve these goals, however, there must be not only faculty credentials but also a commitment from the major policy making bodies that direct WMU's course. Furthermore, there is a need to have a student body whose mean academic potential approaches that of the faculty. Some of the items which ranked the highest in difference on the IGI focused on such questions relating to improved academic performance such as the need for high standards, lifelong learning, intellectual, and cultural pursuits and, in general, teaching students how to synthesize knowledge and increase their self-directedness while acquiring competencies in the basics. All of these considerations were ranked ahead of an item relating to research for the purpose of advancing knowledge. This seems to indicate that the faculty and administrators at WMU are very realistic about the capability of the students with whom they are working and that the major task at WMU is not to challenge the gifted but rather to prepare the average student to become a contributing and productive citizen.

The other category, improvement in the climate, supports this conclusion. The highest difference was found in the question related to creating an intellectually stimulating place which has a climate of mutual trust, an organization that is open and candid, and administrators and faculty as committed to the institution as to their professional careers. Specifically, faculty and administrators who come to WMU are as well qualified to be involved in knowledge producing activity as the majority of faculty members in most complex, research oriented universities. There is, however, a limit to that type of support at WMU, and there is also the consideration of the mean academic standing of the entering students.

The Institutional Functioning Inventory (IFI) was developed by Educational Testing Services, Princeton, New Jersey, to assist colleges and universities in selfstudy and evaluation. The IFI helps an institution take stock of itself by systematically evaluating its strengths and weaknesses, the concerns of people at the university regarding programs and priorities, and its readiness and climate for change. Specifically, the IFI yields an analysis of the institution in terms of the following 11 dimensions:

- Intellectual-Aesthetic Extracurricular Activities
- Freedom
- Human Diversity
- Concern for Improvement of Society
- Concern for Undergraduate Learning
- Democratic Governance
- Success in Meeting Local Needs
- Concern for Advancing Knowledge
- Concern for Innovation
- Institutional Esprit

The Inventory consists of 132 short statements divided equally among the eleven scales. Two-thirds of the statement are opinion items that call for a response of *Strongly Agree*, *Agree*, *Disagree*, or *Strongly Disagree*. The remaining items are essentially factual and require a response of *Yes*, *No*, or *Don't Know*. Appropriate responses require a knowledge of university policies and practices. The Task Force recognizes that the knowledge level of respondents in a complex university will vary.

One of the strengths of the IFI is the availability of comparative data from similar institutions. WMU's responses are presented in the context of 31 other public universities.

The IFI was jointly administered at WMU by the office of institutional research and the Blue Ribbon Task Force in January of 1984. The response rate for faculty members was 75 percent (291 usable returns from a total random sample of 389 persons). The response rate from administrators was 71 percent (100 usable returns from a total random sample of 140 persons). The administrative respondents included chairs, deans, and academic as well as nonacademic administrators at the University. Tabulation of the data was done by ETS in Princeton in February 1984. Copies of all the data are available in the Faculty Senate office.

3) Influence of Size and Complexity

In looking to what the nature of WMU should be, several condi-

Table I. Positive Differences. IGI

Group A: Improve Academic Performance and Intellectual Attitudes

Difference Between "Is" and "Should Be"	Items
1.7	High standards of intellectual performance
1.6	Lifelong commitment to learning
1.5	Student free time on intellectual and cultural activities
1.4	Synthesis of knowledge
1.4	Increase in student's selfdirected learning
1.3	Competency in basics
1.2	Teaching to encourage scholarly inquiry
1.1	Research to advance knowledge

Group B: Improve the Climate in Which We Work and Exchange Ideas

Difference Between "Is" and "Should Be"	Items
1.8	Intellectually stimulating place
1.7	Climate of mutual trust
1.6	The organization is open and candid
1.5	Commitment to institution is as strong as to professional career
1.3	Participation in decisions that affect you
1.3	Educational innovation is accepted
1.3	Institutional planning
1.2	Reputable academic standing
1.2	Curricular or institutional innovations are readily initiated
1.2	Sufficient informal discussions between students and faculty occur
1.1	Regular evidence is provided that the institution is achieving its goals
1.1	Climate of open differences

Only three of the 100 IGI questions had a mean difference that was higher for "is" than for "should be". In the order of increasing magnitude of difference, these three items are: 1. applying cost criteria in deciding among alternative programs, 2. movement toward a policy of open admissions, and 3. movement to excel in intercollegiate athletic programs.

tions have a heavy impact: 1) we start with an established base—WMU as it currently is; 2) there will be a continuing decline in the number of traditional college students for the remainder of this century; and, 3) there is little likelihood for substantially increased financial support for higher education in Michigan over time. Each of these conditions impacts heavily on the options available to us for the future. Any feasible characterization of the nature of WMU in the future must take into account those three conditions.

If we examine the last two external conditions it becomes clear that their impact is going to push WMU in the direction of becoming a different university. With a declining population of traditional college age students and no hope for a financial bailout from the state, the current nature of the University must change. *If we do nothing, we will become smaller.* Even if we energetically pursue effective recruitment policies and work at effective student retention, the likelihood is still that we will become smaller. The existing pool of traditional college students will decline so that we, along with other institutions, will be competing for a continually decreasing number of students. Even if we win that competition and increase our proportion of those students, there is no guarantee that we will not become smaller. If our student population declines, and if there is no influx of financial assistance from the government, ultimately our faculty size and program complexity could decrease because we may not have the financial resources to support a university of our current size and complexity—at least from traditional funding sources.

Certainly the above scenario is not new. It is an extension of what has been happening at WMU (and many other universities) for the past few years. The key question is what to do about it.

We can do nothing, and we will become smaller. We can opt to become smaller and work to redesign WMU along lines that would create the best possible smaller university. Finally, *we can opt to resist the external conditions pushing us in the direction of becoming a smaller university and seek to maintain or develop further our current size and complexity*, realizing that there is no guarantee that we will succeed. *The Blue Ribbon Task Force recommends that we choose the last course, seeking to carve out a role for WMU that will allow us, as an institution, to resist downsizing that, in our view, will decrease the quality of our University.*

4) Developing a Comparative Advantage

If WMU is to maintain size and complexity, it will still have to change as a university. In the face of declining numbers of traditional students and decreased federal and state financial aid to higher education, we will need to develop a comparative advantage over other institutions. We will need to give students specific reasons to select WMU instead of another college or university. We also need to develop more successful techniques for obtaining money, both from the state legislature and from other sources.

How do we develop a comparative advantage? A starting point for doing so is making sure we have a service that people want. What is our service as a university? Western's mission statement suggests that multiple services from WMU are education, research, community service, and cultural enhancement. As we stand today, that is what we offer to potential students, to the state legislature, and to other potential supporters of the University. WMU offers these services in competition with Kalamazoo College, Michigan State University, and all other institutions of higher learning throughout Michigan, and to a lesser degree, from the remainder of the country.

What is it that we as a university can do best? How can WMU arrive at the point where students might say, "if I want X, WMU is the best job of any university in the state in this area?" When we can answer this question, then we will have a defined comparative advantage. Our challenge then will be to effectively communicate with students, the state legislature, and other constituencies about our capabilities and strengths.

One way of moving toward that comparative advantage is through redefining our mission so that it is not all-inclusive. If we could concentrate on a more limited set of programs, WMU would be more likely to develop a comparative advantage. Moreover, this limited area must be one for which there is external demand.

Finally, we should give preference (in most cases) to those programs which basically are already in place or to those programs where we have a clear ability to excel.

C. Recommendations

The following recommendations are made to encourage discussion about the kind of university WMU should be. The BRTF is convinced, as indicated above, that we cannot do everything. Choices about direction and nature must be made. Such choices must involve the entire university community, and at some point there must be a beginning dialogue. We view the following recommendations as the beginning of the dialogue about the nature of WMU.

I. Western should be the kind of academic institution that helps students and faculty develop those qualities of mind and those skills which will enable them to appreciate and cope with uncertainty, complexity and change in environments and people; develop repertoires of meaning and a basis for understanding and judgment; engage their work situations with the capacity to create new problem setting and problem solving visions; and make flexible adjustments in practice/work/life to new information and perceptions and to a changing environment.

1. *Western should provide a unique blend of professional/liberal education where students of the professional schools receive a strong grounding in liberal education and where students pursuing nonprofessional degrees are exposed in a substantial way to professional orientations.*

The pace of change in today's society is rapidly accelerating. We are educating students who will face an increasingly complex society; one that in all likelihood will be dramatically different within a few short years after their graduation from the one in which they received their education. Drawing on our particular strengths as an institution, we must prepare them to face that developing, changing society.

Western has the resources and many of the programs necessary to provide students with an outstanding combination of liberal and professional education. Whether students receive their degrees from the college of arts and sciences or from one of the professional colleges, Western has the ability to ensure that students have been exposed to and received the benefits of both the liberal and the professional experience. By even more effectively linking the college of arts and sciences and the professional programs, we can turn out even stronger, more productive graduates.

Western can provide its students with the career opportunity which will allow them to find jobs and the liberal experience which will allow them to adapt to a future in which their careers may change dramatically. In many cases, Western already does this. With a reasonable number of changes, requiring few new resources, we could ensure this kind of educational experience for all our students. The gains would be stronger students, more competitive in the job market and better able to deal with the future; and, if effectively developed, a reputation that would attract students to WMU for these very reasons.

2. *Western should encourage the maintenance, and on a selective basis, the development of outstanding programs of regional and national renown, such as our current programs of blind rehabilitation, graph theory and paper science.*

Throughout the University there are high quality programs—some with national reputations, others with broad regional reputations. These programs currently attract high caliber students to WMU, because, for students interested in these areas, WMU is one of their top choices as a university. Students interested in these areas think of Western as "the place to go" rather than as a 3rd or 4th choice if other universities do not work out.

The encouragement of excellence in programmatic development, particularly if emphasized in both internal and external communications, will strengthen the image of WMU generating quality students and additional indirect resource support for the University.

3. *Western should continue to encourage the generation of new knowledge through research and creative activities.*

Research and creativity are crucial to the maintenance of intellectual and academic quality. Western's contributions to original knowledge are myriad, including the works of writers, composers, scientists, historians, engineers, visual and performing artists, and others. The ferment generated by these activities is an integral and essential part of university life.

4. *Western should rededicate itself to the support and development of the College of Education and its programs.*

Western first won an enviable reputation, and to some degree national renown, as a teachers' college. By means of a variety of teacher training programs and lab schools, we reached out to bring new ideas, innovative practices and a stimulating presence into classrooms. WMU became a vital influence—a rich resource—on the educational scene, as its faculty and area teachers came together in campus classrooms, labs, workshops and, of equal if not greater importance, where our clientele labored. This mingling, this interchange between university faculty and school faculty proved mutually enriching, reinforced teachers' and administrators' ties to WMU and influenced their students' choice of college. We should take advantage of this experience and of the presence of thousands of WMU alumni in area schools, businesses, industry, public service and government, to renew and revitalize our teacher training and educational service activities. In the very broadest sense, we should reach out with our best in response to the changing and often special needs present in these areas of opportunity.

II. Western should be a service centered, interactive university responsive to students and, through open public service, to external groups. This interactive nature should be based on a responsiveness to emerging opportunities for programs and services that are both technologically sophisticated and sensitive to the needs of each individual.

1. *Western should be a comprehensive university that is especially known for its personalized, concerned, and technologically advanced approach to providing students a fulfilling college experience that allows and encourages them to become reflective practitioners and leaders in their professions and local communities.*

WUM is already recognized as a place where faculty work with students in a "hands-on" way to help them gain a quality education. Students are not ignored or shunted off to graduate assistants, but are carefully nurtured by faculty who view them as central to the life of the University.

WMU is moving toward greater use of computer science and other technological advancements to enrich the education of its students. If we carefully link the notion of using the latest technological advancements for education with our traditional concern for working personally with students, we can develop a reputation as a "high touch, high tech" university that will provide potential students with a strong reason for attending WMU, and pride in being a WMU graduate.

2. *WMU should strive to provide a rewarding educational experience for qualified students with good potential from less advantaged intellectual environments with the support and enrichment that will allow them to complete their college careers successfully.*

For many years the majority of Western's students have come from the middle academic range of their high school classes—from the 40th to the 75th percentile. This condition is likely to remain unchanged. WMU has offered programs aimed at students above the 75th and below the 40th percentiles (the honors college offerings and several programs connected with the intellectual skills development activities), and should continue to do so. Western's major emphasis, however, should be on those students who comprise the bulk of our clientele.

University statements of mission and purpose should emphasize the positive aspect of our position: we provide an essential kind of education—both practical and theoretical—to a class of American citizens who, two generations ago, would have been discouraged from seeking education beyond high school or trade school. We at Western should be proud of our often-demonstrated capacity to take students who need and desire a given kind of education, but who lack the resources to pursue it at an elite or private institution. We offer not only an excellent range of programs, but also easier access, being able, as we are, to challenge both well prepared and modestly prepared students to achieve at the top of their abilities.

3. *Western should maintain a reputation for being willing to innovate—to try new programs and new approaches, to be at the forefront of developments in its areas of specialty.*

Innovative programming will become a larger part of the curricular mix of program offerings at Western. The blend between "old" and "new" academic programs must shift, given the emerging rates of change and technology which increasingly permeate academic life. Program life cycles will become shorter in duration, and program content shifts will accelerate as disciplinary lines merge and shift. The University must develop curricular implementation and review mechanisms which encourage a greater portion of "high risk", innovative programs. The curricular approval process must be more flexible, timely, and resource driven to support a higher proportion of innovative programs in Western's academic program offerings.

4. *Western should place emphasis on the application of research so that it is known for a faculty and graduates that can deal with practical problems in assisting government, education, business, and industry.*

Western's greatest research and programmatic strengths include applied, vocationally oriented fields. In research, we are more likely to produce advances in application. We should continue to build on our work in applied research, and establish a reputation as a university where faculty do research that benefits people and organizations within the region. We should develop further our reputation as an institution that solves problems and that teaches our students how to solve problems. If people want to know more about techniques for providing solar energy or about computerization techniques for their business or school or about how to assist the blind or physically disabled to rehabilitate their lives, Western should be the recognized place for seeking assistance.

This research can establish or reinforce Western's relations with the community and the region in which it exists. Already, in many places throughout the University, research is being done that can benefit Kalamazoo, Battle Creek, Grand Rapids, and other communities of the region. Western needs to encourage such research as a way of providing services to constituencies outside the University. We could establish a reputation as *the university* to come to for assistance in dealing with practical problems for people, organizations, and communities throughout Western Michigan.

III. *Western should encourage and develop an atmosphere that places heavy emphasis on serving students effectively and compassionately.*

Students are the central internal constituency of the University. We need to develop enabling strategies and services that will encourage them to enroll and remain at WMU. Recruitment, admissions, financial aid, advising, orientation, tuition structure, teaching practices, and other areas of university life need to be examined from a student perspective. Effective service of student needs must have a high priority throughout the University.

1. *Western should seek to aggressively recruit and retain students, both traditional and nontraditional, through the most modern techniques, including effective use of financial assistance.*

Student recruitment programs must be integrated with retention strategies and financial aid management. The University must select targeted strata of students, defined by ability, and project objectives for recruitment against these strata. Recruitment objectives must then be coordinated with dynamic retention programs which ensure the retention of those students most actively sought through recruitment. Following closely upon the

"pull" to Western we need to plan effective strategies for successfully "pushing" students through the University and develop programs which allow students to reach maximum potential quickly. Interwoven throughout, and as an enabling support system, financial aid must support those objectives of recruitment and retention. Financial aid must be aggressively managed and in a publicly effective way for prospective and present students demonstrating that financial aid works for them. This requires, within both external and institutional guidelines, more flexible and creative financial aid programming—directly linked to the recruitment and retention objectives of the University.

2. *Western should develop a tuition structure based on an innovative mixture of financial aid, state assistance, and institutional funds which makes university education more affordable to residents of Michigan and, when possible, to nonresidents.*

As a public institution, Western Michigan University should be committed to a tuition structure that provides an affordable education to students throughout the state. Trends of the past five years have seriously eroded this affordability, both through the reduction of federal and state aid and through the increase in tuition rates. Western is not alone in facing this problem, but it must take an active, creative role in addressing the issues of access and affordability.

The University must aggressively identify sources of funds for student aid; it must address the proper mix between loans and grants; it must question whether there should be ceilings on tuition costs. Western should approach additional fees on top of tuition with extreme care, recognizing that such fees are often hidden and directly affect currently enrolled students; and it must play an active part—both in Lansing and in Washington—in educating and influencing legislators.

3. *Western should enhance the recruitment and successful education of students with unique needs by creating an environment that meets these needs.*

Traditional students, in the 18-24 age range, have historically provided the bulk of Western's student population. That fact is not likely to change, and all projections indicate a continuing decline in the size of this group. It will be necessary for the university to emphasize its ability to serve nontraditional or "newstream" students as well as mainstream students. The projected decline in the 18 to 24 year old population can be offset, in part, by programs of recruitment and retention aimed at older students such as those who are altering professional paths in midlife, minorities, and handicappers.

4. *Western should provide a friendly, helpful environment for students, potential students, and their parents.*

All of us at Western—faculty, administrators, secretaries, and others—interact with students. At times, under the pressure we face, we neglect their importance to the University. It is essential that all of us work to maintain Western's image as a helpful, friendly place to be. We need to institute workshops in consciousness raising and take other steps to address the issue of a less than friendly and helpful attitude on the part of faculty and staff toward students, potential students, and parents.

IV. *Western should serve as a cultural, recreational, entertainment, educational, economic, and technological resource center for southwestern Michigan.*

Western offers a wide range of facilities and resources including libraries, theaters, galleries, the Fetzer Center, sports medicine, the stadium, Read Fieldhouse, WMUK, computer labs, the student center, Cisterian Studies, Medieval Institute, health and therapy clinics, the automotive lab, anechoic chamber, computer aided center, Asylum Lake, the Adult Fitness Center, the Merze Tate Center, engineering research and development centers, the Evaluation Center, the Testing Center, and the greenhouse—to name a few. Such facilities could and should more emphatically help to make Western *the regional university* for all of southwest Michigan.

1. *Western should serve as the university for providing community service, governmental, business and economic consulting, for the western part of lower Michigan.*

Western has the talent, the resources, the facilities, and, in some cases, the institutional structure to become a major resource which local governments, school districts, and local business and industry can use to assist in problem solving and general development. We need to develop an identity as *the University* to which such organizations throughout the western part of lower Michigan naturally draw on in as many ways as possible. Currently we are in competition with other institutions in this region (e.g., Central and Grand Valley); and we need to differentiate ourselves from them in terms of quality, availability, commitment, and other relevant criteria, such that Western will become identified as *the regional university* for the western part of lower Michigan.

2. *Western should serve as a cultural center for southwestern Michigan.*

Western currently makes a significant contribution to the cultural life of southwestern Michigan, particularly the Kalamazoo area, through the staging of plays, music and dance performances, art exhibitions, and lectures and commentary on the fine arts. As the IFI results reveal, Western's faculty and administrators indicate knowledge of cultural programs (theatre, dance, music and visual arts) well beyond the comparable data for other public institutions. The IFI supports the claim that our academic community recognizes and acknowledges the wealth of cultural events produced by Western.

Western has the *only* college of fine arts in the Michigan organizational structure of universities—public or private. This is no accident. The existence of that college reflects WMU's continuing commitment to the fine arts. The college performs a tremendous service to WMU as well as to the community at large. During 1983-84, there were approximately 900 college of fine arts events and projects performed for some 250,000 people—most in the space of an eight month academic year. Few institutions can boast of this amount of cultural activity.

These programs, and the personnel connected with the fine arts, provide a wonderful opportunity for Western to again empha-

size its reputation as *the university* in southwestern Michigan. The programs attract people throughout the area to our university and the fine arts. Personnel are an invaluable resource for assist people and organizations who are interested in the fine arts. The University should continue to support these areas, attempting to expand the role that we play in the fine arts in the region.

The dividends from such activity can be great. Our reputation in the fine arts can attract students, financial contributions, and support in Lansing. We need more consciously to use this reputation as a way of enhancing the credibility and the reputation of Western as an excellent university.

D. Summary

If Western were to follow these recommendations, it would be a medium size complex regional university with excellent liberal arts and professional programs; maintaining a continuing tradition of excellence/quality in teacher education, and developing further a commitment to helping the region through the sustenance and development of applied professional programs. It would be a resource for students of potential who could benefit from an education tailored to meet their academic needs.

What we do in the next few years will significantly shape our destiny for the remainder of this century. We can react, vacillate, or continue to seek random targets of opportunity wherever they may be found; but to do so is to lose control of our own destiny. We would presumably remain a university in the year 2000, but one shaped primarily by accident and driven merely by such externalities as the state of Michigan's economy, the quantity and quality of students who decide to attend, and the uncertain generosity of the state legislature. The alternative—which the Task Force strongly supports—is that we seek aggressively to control our own destiny, realizing that like all universities we have become much more dependent on external factors, but seeking to reduce their impact by building a consensus throughout the University as to what we are and where we should be going.

Our goal is to be recognized as an institution of quality in everything we do. By consciously focusing our efforts as a university—by not trying to do everything—we can increase the probability of doing very well what we choose to do. We can establish, in short, a reputation for excellence.

Recommendations

As amended and approved by the Faculty Senate on December 6, 1984, and January 10, 1985.

I

1. Western should provide a unique blend of professional/liberal education where students of the professional schools received a strong grounding in liberal education and where students pursuing nonprofessional degrees are exposed in a substantial way to professional orientations.
2. Western should encourage the maintenance, and on a selective basis, the development of outstanding programs or regional and national renown, such as our current programs of blind rehabilitation, graph theory, and paper science.
3. Western should continue to encourage the generation of new knowledge through research and creative activities.
4. Western should rededicate itself to the support and development of the college of education and its programs.

II

1. Western should be a comprehensive university that is especially known for its personalized, concerned, and technologically advanced approach to providing students a fulfilling college experience that allows and encourages them to become reflective practitioners and leaders in their professions and local communities.
2. Western should strive to provide a rewarding educational experience for qualified students with good potential from less advantaged intellectual environments by providing the support and enrichment that will allow them to successfully complete their college career.
3. Western should maintain a reputation for being willing to innovate—to try new programs and new approaches, to be at the forefront of developments in its areas of specialty.
4. Western should place emphasis on the application of research so that it is known for a faculty and graduates that can deal with practical problems in assisting government, education, business, and industry.

III

1. Western should seek to aggressively recruit and retain students, both traditional and nontraditional, through the most modern techniques, including effective use of financial assistance.
2. Western should develop a tuition structure based on a mixture of financial aid, state assistance, and institutional funds which makes university education more affordable to residents of Michigan and, when possible, to nonresidents.
3. Western should enhance the recruitment and successful education of students with unique needs by creating an environment that meets these needs.
4. Western should provide a friendly, helpful environment for students, potential students, and parents.

IV

1. Western should serve as the university for providing community service, business and economic consulting, working with local governments (the center of knowledge and resources) for the western part of lower Michigan.
2. Western should expand its role as a cultural center for southwestern Michigan.